
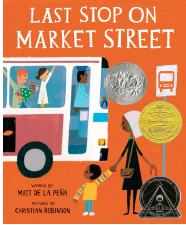
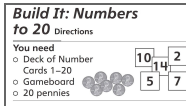

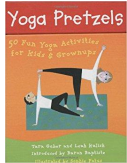


Weekly Question: <b>How do we benefit from being part of communities?</b>			
<p><b>Texts</b></p>  	<p><b>Vocabulary and Language</b></p> <p>Day 1: Introduce Weekly Words: benefit, positive, rule                      Day 2: Introduce Weekly Words: contribution, perspective, emerge                      Day 3: Adjectives                      Day 4: One Great Sentence                      Day 5: Carousel Brainstorm</p>		
<p><b>Mentor texts</b></p>   	<p><b>Text Talk</b></p> <p>Day 1: <i>Chik Chak Shabbat</i>, Read 1                      Day 2: <i>Chik Chak Shabbat</i>, Read 2                      Day 3: <i>Last Stop on Market Street</i>, Read 1                      Day 4: <i>Last Stop on Market Street</i>, Read 2                      Day 5: Revisiting Classroom Agreements</p> <p><b>Stations</b></p> <p>Shared Reading introduced (Day 1): “You’ll Sing a Song and I’ll Sing a Song”                      Independent and Partner Reading                      Listening &amp; Speaking: Talk, Draw, Talk                      Science Literacy introduced (Day 2): What makes day and night?, How does the moon seem to change?                      Vocabulary: Draw for Meaning with Week 1 words                      Word Work: ABC Order, Initial Sound Bingo</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Science and Engineering</b></p> <p>Lesson 1: What Makes Day and Night?                              Lesson 2: Moon Patterns</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Studios</b></p> <p>Explicit Studios introductions with specific activities suggestions and continued open exploration of materials.</p> </td> </tr> </table>	<p><b>Science and Engineering</b></p> <p>Lesson 1: What Makes Day and Night?                              Lesson 2: Moon Patterns</p>	<p><b>Studios</b></p> <p>Explicit Studios introductions with specific activities suggestions and continued open exploration of materials.</p>
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	<p><b>Writing: Procedure</b></p> <p>Day 1: Deconstruction: Procedure Purpose and Stages                      Day 2: Joint Construction                      Day 3: Deconstruction: Verbs and Joint Construction: Steps                      Day 4: Deconstruction: Adverbs and Joint Construction: Steps</p>		

At a Glance U1 W2

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/  
Maine Department of Education

Unit 1: Building Strong Communities

WEEK 2 Days 1 & 2

**Vocabulary & Language**  
Weekly Words

<b>Weekly Question</b>	How do we benefit from being part of communities?				
<b>Language Objectives</b>	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
<b>Vocabulary</b>	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;"><b>Day 1</b></td> </tr> <tr> <td> <p><b>benefit:</b> a good or helpful result or effect</p> <p><b>positive:</b> good</p> <p><b>rule:</b> a statement about what is or is not allowed</p> </td> </tr> <tr> <td style="background-color: #cccccc;"><b>Day 2</b></td> </tr> <tr> <td> <p><b>contribution:</b> something that is given with the goal of helping</p> <p><b>perspective:</b> point of view, a way of seeing or thinking about something</p> <p><b>emerge:</b> to appear, to come out or come forward</p> </td> </tr> </table> <p>Note: The Weekly Words lesson is repeated on Days 1 and 2 each week.</p>	<b>Day 1</b>	<p><b>benefit:</b> a good or helpful result or effect</p> <p><b>positive:</b> good</p> <p><b>rule:</b> a statement about what is or is not allowed</p>	<b>Day 2</b>	<p><b>contribution:</b> something that is given with the goal of helping</p> <p><b>perspective:</b> point of view, a way of seeing or thinking about something</p> <p><b>emerge:</b> to appear, to come out or come forward</p>
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<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Week 2 Weekly Words cards</li> <li>● chart paper Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as appropriate.</li> <li>● Weekly Words Routine chart (optional)</li> </ul>				
<b>Opening</b>	<i>Last week we practiced our Weekly Words routine. We’re going to use the routine again this week with some new words.</i>				

<p><b>Discussion</b></p>	<p>Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <p><i>First, I'll pronounce the word, and you'll repeat it.</i> Pronounce the word fluently, <i>Benefit</i>. Point to the children to indicate their turn. Repeat two times.</p> <p><i>Second, you'll let me know if the word is familiar to you. Think to yourself: Do I know this word? If you think you know the word we're learning, show me a thumb up. If you have not heard the word before, or if you're not sure, that's fine. Just show me a thumb down.</i></p> <p><b>Benefit.</b> <i>Do you think you know this word?</i> Survey the group and encourage children to show a thumb up or down. Draw a conclusion aloud, such as <i>This is not a word you might hear very often, so it's a new word for lots of you.</i></p> <p>Define the word in child-friendly language, pointing to the definition on the chart. <i>Third, I'll give you a definition; I'll tell you what the word can mean. A definition of <b>benefit</b> is "something good that is gained."</i></p> <p>Elaborate about the meaning of the word. <i>One benefit of learning together is that we get to know each other and develop friendships.</i></p> <p>Think, Pair, Share. <i>Fourth, after we talk about the meaning of the word, we're going to use Think, Pair, Share. What is one benefit—something positive you gain—from being part of our classroom community?</i></p> <p>Post the word. <i>Finally, we'll post the new word with a picture that will help us remember it.</i></p> <p>Repeat the routine with the words "positive" and "rule."</p> <hr/> <p><b>Positive</b> Elaboration: <i>I feel positive when I work hard at something and am successful. I encourage my friends so they feel positive about their work, too.</i></p> <p>Think, Pair, Share prompt: <i>When is a time that you feel positive?</i></p>
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	<p><b>Rule</b> Elaboration: <i>We have rules in our school community to make sure school is safe and everyone can do their best learning.</i></p> <p>Think, Pair, Share prompt: <i>What are two rules you think are important? Try to think of one rule that is important at home and one rule that is important at school.</i></p>
Day 2	<p><b>Contribution</b> Elaboration: <i>It's important to me to make a contribution to my community, because then I know I am helping others.</i></p> <p>Think, Pair, Share prompt: <i>What contributions do you make to our classroom community?</i></p> <hr/> <p><b>Perspective</b> Elaboration: <i>Each of us have different experiences, and this gives us different perspectives—ways of seeing or thinking—about things that happen in our communities.</i></p> <p>Think, Pair, Share prompt: <i>Some people have a perspective that healthy communities are made of people who are mostly the same as each other. Other people have a perspective that healthy communities are made of lots of different kinds of people. Which is your perspective?</i></p> <hr/> <p><b>Emerge</b> Elaboration: <i>When something or someone emerges, they come forward or appear. It could be someone who was sitting quietly, or something that was hidden. Instead of saying, "I can see you now," you could say, "You emerged!"</i> <i>Someone can also come forward with a certain skill: In first grade, she emerged as a reader!</i></p> <p>Think, Pair, Share prompt: <i>Have you ever emerged and surprised someone?</i></p>
<b>Closing</b>	<p><i>This week, we're talking about how people benefit from being part of communities. The words we're studying this week will help us to think about that.</i></p>

<b>Standards</b>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
<b>Ongoing assessment</b>	<p>How do children interact with new and familiar words?  How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions?  How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Keeping a class vocabulary list will allow for keeping track of children’s vocabulary growth over time.</p>

<b>Notes</b>
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benefit

<https://www.helpguide.org/articles/mental-health/laughter-is-the-best-medicine.htm/>



positive

<https://www.cfsri.org/good-news-for-rhode-island-preschools/adorable-boy-gives-thumbs-up-in-preschool/>

Weekly Words U1 W2



rule

<https://www.consumerreports.org/car-seats/how-to-avoid-common-car-seat-installation-mistakes/>



contribution

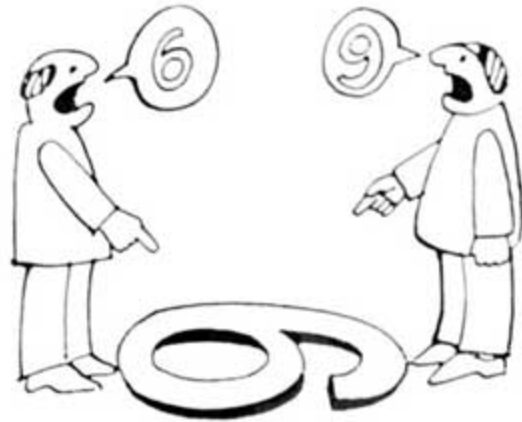
from *Chik Chak Shabbat*, Mara Rockliff (2014)

Weekly Words U1 W2

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Maine Department of Education





perspective

<http://karatmaster.com/you-get-what-you-focus-on/>



emerge

<https://act-nh.org/news/2015/10/26/monarch-butterflies>

Weekly Words U1 W2

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Maine Department of Education

Unit 1: Building Strong Communities

WEEK 2 Day 3

Vocabulary & Language  
Adjectives

<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Language Objective</b>	I can identify and use adjectives. (L.1.1.e)
<b>Vocabulary</b>	<b>adjective:</b> a word that describes a person, place, thing, or idea <b>positive:</b> good
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Weekly Word card: positive</li><li>• <i>Chik Chak Shabbat</i>, Mara Rockliff, pages 19-20 flagged</li><li>• whiteboard and marker</li></ul> On the whiteboard, write: Adjectives
<b>Opening</b>	<i>Today we are going to identify and use adjectives, another important part of speech.</i>
<b>Discussion</b>	<p><i>An <b>adjective</b> is a word that describes, or tells about, a <b>noun</b>—a person, place, thing, or idea. Adjectives usually come before nouns in a sentence.</i></p> <p><i>Listen to a sentence from Chik Chak Shabbat. “At last, little Lali Omar climbed the stairs and knocked on Goldie’s door.” In this sentence, <u>little</u> is an adjective because it describes Lali, who is a person.</i></p> <p>Record “little” on the whiteboard under Adjectives.</p> <p><i>Here is another sentence from the book. “Tommy’s tuba played nothing but sour notes.” <u>Notes</u> are things that make up music. <u>Sour</u> describes those things—so sour is an adjective. Let’s record that here, too.</i></p>

	<p><i>“Positive” is one of our Weekly Words; it is an adjective, too! If we say, in this story, that when the neighbors come together it makes a positive change in their lives, we are using “positive” to describe good change. Change is the noun, it’s an idea.</i></p> <p>Turn to pages 19 and 20 of <i>Chik Chak Shabbat</i> and allow a moment to look at the illustrations.</p> <p><i>Think, Pair, Share. What adjectives can we use to describe the characters when they find out there will be no cholent for Shabbat?</i></p> <p>Elicit a few responses. Record the adjectives on the board. Address misconceptions if children choose words that are not adjectives.</p> <p><i>We know that adjectives can describe people, places, things, and ideas. Here’s another example. Chik Chak Shabbat starts out with an adjective describing a thing. “Every Saturday, a wonderful smell wafted from apartment 5-A.” What is the thing being described? [smell] And what adjective describes it? [wonderful] Let’s record this on our list.</i></p> <p><i>Now that we have generated a list of adjectives, let’s write a sentence using some of them.</i></p> <p>Generate a sentence and write it on the whiteboard. Encourage the use of Weekly Words and concepts.</p> <p>Read the sentence aloud, underlining the adjectives.</p>
<b>Closing</b>	<p><i>Today in Vocabulary and Language, we learned that adjectives describe nouns.</i></p>
<b>Standard</b>	<p><b>L.1.1.e</b> Use frequently occurring adjectives.</p>
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are understanding adjectives.</p> <p>Do they demonstrate an ability to generate words that describe different kinds of nouns?</p>

<p><b>Notes</b></p>
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Unit 1: Building Strong Communities

WEEK 2 Day 4

**Vocabulary & Language**  
Adjectives

<b>Weekly Question</b>	How do we benefit from being part of communities?								
<b>Language Objective</b>	I can identify and use adjectives. (L.1.1.e)								
<b>Vocabulary</b>	<b>adjective:</b> a word that describes a person, place, thing or idea								
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>whiteboard and marker</li></ul> On the whiteboard, make the following chart. <table border="1" style="margin-left: auto; margin-right: auto;"><thead><tr><th>Adjectives</th><th>Noun</th></tr></thead><tbody><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></tbody></table>	Adjectives	Noun						
Adjectives	Noun								
<b>Opening</b>	<i>Yesterday we learned about adjectives. We looked at sentences from Chik Chak Shabbat and made our own. Today we'll play an Adjectives guessing game. You might know it as "I Spy."</i>								
<b>Discussion</b>	Think of an object in the classroom that is clearly visible to all children from where they sit. Use adjectives to describe it, writing them on the board under Adjectives. This example uses the meeting area rug.  <i>I spy (I see) a thing in our classroom that is large, flat, and soft.</i> Write these three adjectives on the board. <i>It's also red, green, and blue. Everyone can see it.</i>								

	<p>Write the next three adjectives on the board.  <i>I've given you six adjectives. What do I see?</i></p> <p>Allow children to guess, offering more adjectives as needed to help them identify the object. When they guess correctly, write it down on the chart under Noun.</p> <p>Clarify the rules of the game as needed before continuing with another round.</p> <p>Invite individual or pairs of children to lead the game for an additional few rounds. Record each list of adjectives and corresponding nouns on the chart.</p>
<b>Closing</b>	<p><i>This game shows us how important adjectives are when we want to describe things. By listing adjectives, we can guess just about any noun in our classroom. When we're reading and we want to make mental pictures in our mind, adjectives help us do that.</i></p>
<b>Standard</b>	<p><b>L.1.1.e</b> Use frequently occurring adjectives.</p>
<b>Ongoing assessment</b>	<p>Note how children use adjectives, rather than long descriptions, to identify objects.</p> <p>What kinds of adjectives do children know and use?  Do they use a variety of adjectives or rely on the same ones repeatedly?</p>

**Notes**

WEEK 2 Day 5

**Vocabulary & Language**  
Carousel Brainstorm

<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Language Objective</b>	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
<b>Vocabulary</b>	<p><b>benefit:</b> a good or helpful result or effect</p> <p><b>positive:</b> good</p> <p><b>rule:</b> a statement about what is or is not allowed</p> <p><b>contribution:</b> something that is given with the goal of helping</p> <p><b>perspective:</b> point of view</p> <p><b>emerge:</b> to appear, to come forward</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Carousel Brainstorm anchor chart</li> <li>● chart paper, 4 pieces</li> </ul> <p>Choose four of the Weekly Words to work with, and write one in the center of each piece of paper. Post the papers in different areas of the classroom at a height that children can write on them.</p> <ul style="list-style-type: none"> <li>● markers, one for each child</li> <li>● timer or stopwatch</li> </ul> <p>Plan for four groups of children. Note: This lesson is planned for children to interact with four words; this may be too many for children to manage in just the second week of school. Adjust for an appropriate number of rounds. It may be that children work with only two or three words as they build familiarity with the routine and the class works out management kinks.</p>
<b>Opening</b>	<i>Last week we did our very first Carousel Brainstorm. It's called Carousel Brainstorm because you move around the class in a big circle, just like a carousel. Remember, at each word, you talked with your group and then drew and wrote to show what you learned</i>

	<p><i>about the word. Today we'll do this again, but this time with four of our Weekly Words.</i></p>
<p><b>Key Activity</b></p>	<p>Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm.</p> <p><i>Before we begin, let's take a quick look at our Weekly Words and remind ourselves about each of the words we'll see in our Carousel Brainstorm.</i></p> <p>Talk briefly about some possibilities for recording understanding about one of the words.</p> <p><i>What might I draw or write about the word "benefit?"</i></p> <p>Gather a few ideas. Provide clarifications and examples as needed.</p> <p><i>Remember that before you begin writing and drawing, you'll talk with your group to share ideas. This is a way for you to collaborate in learning our new words and to show what you understand by writing and drawing.</i></p> <p>Indicate the locations of the posted word papers. Offer a quick review of how the routine works.</p> <p><i>Look around the classroom: there are large sheets of paper with some of our Weekly Words written on them.</i></p> <p><i>You'll work in groups. I'll send each group to a piece of paper to begin. When you get there and I give this signal [demonstrate], you'll talk with your group about the word on the paper. You might tell your group members what you remember about the word or use it in a sentence. You'll listen to what your classmates have to say. After this short conversation, you will draw a picture or write some words to represent what you know now about the word. You can work together on this, or you can write or draw on your own.</i></p> <p><i>After three minutes, I'll give the signal again, and your group will move to the next piece of paper with a different word on it. And you'll do the same thing with that word. We'll keep going all around the room, moving from word to word, until you have visited all of the words.</i></p> <p>Direct each group to a particular paper and then begin the timer. The prescribed time for each station visit is three minutes; consider extending the time appropriate to the pace at which the children are working.</p> <p>As children practice the Carousel Brainstorm routine, circulate to observe and offer support. At the signal, help children move smoothly from one</p>

	<p>word to the next. Each group should interact with all six words, or as many as planned.</p> <p>After the set number of rounds, bring the whole group back together with the papers. Share the work from the papers, highlighting the different ways children have shown their understanding of the words.</p>
<b>Closing</b>	<p>Save a few minutes to talk about the routine itself—what was fun and what was challenging.</p> <p><i>This routine is a fun way for us to show what we have learned about new words. This week we worked with four words!</i></p>
<b>Standards</b>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	<p>Listen to children’s conversations as they circulate.  How do children participate?  Review each sheet of chart paper.  Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

**Notes**