

WEEK 4 Day 5

Vocabulary & Language
Carousel Brainstorm

Weekly Question	How do people become leaders?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	<p>rights: things that a society believes every person should have</p> <p>citizen: someone who was born in a place, or someone who agrees to follow laws and contribute to the community of a place</p> <p>leader: someone who guides other people by telling or showing them what to do</p> <p>election: the act of choosing someone for public office with a vote</p> <p>vote: to make a formal choice</p> <p>government: a group of people who make decisions for a state or country</p>
Materials and Preparation	<ul style="list-style-type: none">● Carousel Brainstorm anchor chart● chart paper, 4 pieces <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">● markers, one for each child● timer or stopwatch <p>Plan for four groups of children.</p>
Opening	<i>This week, we'll do our fourth Carousel Brainstorm.</i>
Key Activity	<p>Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm.</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 "election?"</i></p>

	<p>Gather a few ideas. Provide clarifications and examples as needed.</p> <p>Review the Carousel Brainstorm routine 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>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 word to the next. Each group should interact with all four words.</p>
Closing	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.
Standards	SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	<p>Listen to children's conversations as they circulate.</p> <p>How do children participate?</p> <p>Review each sheet of chart paper.</p> <p>Do children's drawings and writing reflect an understanding of the vocabulary words?</p>

Notes	
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