

Unit 1: Building Strong Communities

WEEK 5 Day 5

**Vocabulary & Language**  
Carousel Brainstorm

<b>Weekly Question</b>	What are the qualities of a good leader?
<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>	<b>support:</b> to agree with something or help someone <b>movement:</b> organized activities where people work together to achieve something <b>environment:</b> the natural world <b>qualities:</b> something that can be noticed as a part of a person or a thing <b>decision:</b> a choice that a person or a group makes about something <b>democracy:</b> a form of government where people choose leaders by voting
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Carousel Brainstorm anchor chart</li><li>● chart paper, 4 pieces</li></ul> 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. <ul style="list-style-type: none"><li>● markers, one for each child</li><li>● timer or stopwatch</li></ul> Plan for four groups of children. Note: This lesson is planned for children to interact with four words; Adjust for an appropriate number of rounds. It may be that all children work with only two or three words as they build familiarity with the routine.
<b>Opening</b>	<i>It's Carousel Brainstorm day today! Here are the words we'll use:</i> [name the four chosen words and indicate the paper for each one].

<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 “support?”</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>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 six words, or as many as planned.</p>
<p><b>Closing</b></p>	<p>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>
<p><b>Standards</b></p>	<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>Ongoing assessment</b></p>	<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>