

## Unit 1: Building Strong Communities

### WEEK 2 Day 5

#### Text Talk

#### Revisiting Classroom Agreements

This lesson is the second of a pair (see Week 1, Day 2) that serve to establish classroom expectations and agreements. The goal is to end up with a short list of agreements that every member of the learning community can hold to. In keeping with the unit of study, these classroom agreements should offer guidance for how individuals can contribute positively to the classroom community. They may exist side by side with school rules.

<b>Big Ideas</b>	People belong to communities. Everyone has a role. Caring for each other builds community.
<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Content Objectives</b>	I can discuss how our classroom agreements help us create a strong learning community. (Civics 1) I can ask questions to clarify the meaning of the words in our class agreements. (RI.1.4)
<b>Language Objective</b>	I can ask questions to help me understand our classroom agreements. (SL.1.1c)
<b>SEL Objective</b>	I can ask my classmates about their understanding of our agreements. (SEL SR 4.1)
<b>Vocabulary</b>	<b>rule:</b> a statement about what is or isn't allowed <b>agreement:</b> something that two or more people decide is true <b>community:</b> a group of people
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Agreements chart, from Week 1, Day 2 Review the proposed agreements. Consider which have been particularly salient and which have been challenging to uphold in the days since the agreements were drafted.</li><li>• markers, in colors different than used for drafting, for marking up</li></ul>

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	<ul style="list-style-type: none"> <li>and rewriting agreements</li> <li>● fresh chart paper, 1 sheet</li> </ul> <p>Write a customized title at the top of the paper (such as Classroom Agreements for [class name]).</p>
<p><b>Opening</b> 1 minute</p>	<p><i>You have already suggested some agreements that will make our classroom community strong and happy. Feeling good with each other is one way we all benefit from being part of a community.</i></p> <p>Set a purpose for the lesson. <i>Today we'll look again at the agreements we wrote down last week and see if they are the right agreements for our community. As we do this, we will ask questions to clarify any words that might be confusing and to make sure we understand each other's ideas.</i></p>
<p><b>Text and Key Discussion</b> 17 minutes</p>	<p><i>I'm going to read through each agreement slowly. As I read the first agreement, if you hear a word you don't understand, put your thumb up in front of your chest; that will be a signal for us to stop and talk about it.</i></p> <p>Read the first agreement, slowly, stopping to clarify the meaning of any confusing words or phrases. Revise the agreements on the chart as needed with a different color than used previously. <i>Now that we know what this agreement means, let's think about whether it's a good agreement for our community.</i></p> <p><i>Turn to your partner and take turns asking, "How will this agreement help us build a strong classroom community?" You could start your answer with, "This agreement helps us build a strong community by..."</i></p> <p>Bring the group back together and facilitate a conversation to make sure each member of the community is comfortable with the agreement's meaning and content. If rephrasing an agreement will be helpful, ask children to suggest new language. Confirm that the agreement is important to the community, and rewrite it on the fresh piece of chart paper.</p> <p>Repeat this process for each agreement.</p> <p>Read all of the agreements a final time.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>We now have a list of agreements that will help us build a strong community. Whenever we are not sure about how something is going, we can check our agreements to see what we want from each other, and then remind each other about what our community agreed to.</i></p>

	Some teachers ask each member of the community to sign the agreements. Be sure to include all adults who are consistently part of classroom life.
<b>Weekly Question Chart</b> 5 minutes	Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: How do we benefit from being part of communities?</i> Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: getting along, sharing things we need, feeling good, doing something together that is too big for people to do alone.  Save this chart for use in Week 5.
<b>Standards</b>	<b>RI.1.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <b>SL.1.1c.</b> Ask questions to clear up any confusion about the topics and texts under discussion. <b>Civics 1.</b> Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group’s rules, limits, responsibilities and expectations, and explain reasons for rules to others. <b>SEL SR 4.1</b> Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.
<b>Ongoing assessment</b>	Listen to children’s responses during partner and whole group conversations.  What words or phrases require clarification? Plan for more exposure to these words during the school day. What is noticeable about how children ask questions of each other and listen for responses? How many conversational turns do children take? What conversational supports might be useful? How do children express their desires and expectations for the classroom community? Plan supports to help children meet their own expectations to build community together.

<b>Notes</b>
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