

Unit 1: Building Strong Communities

WEEK 8 Day 3

<h3>Text Talk</h3> <h2>Synthesis of Unit Ideas</h2> <p>To review and wrap up Unit 1, children look closely at the Weekly Question Charts to identify connections and concepts across the weeks.</p>

Big Ideas	<p>People belong to communities. Everyone has a role.</p> <p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p> <p>People benefit from being part of a community.</p> <p>Leaders help guide and support their communities.</p> <p>Caring for each other builds community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
Weekly Questions	All
Content Objective	I can describe connections among ideas and identify themes about community. (R.6.1.b, Civics & Government 1)
Language Objective	I can talk with my classmates about the ways we can build strong communities. (SL.1.1)
SEL Objective (Boston)	I can discuss my role as a positive member of my classroom community. (SA 5.1)
Materials and Preparation	<ul style="list-style-type: none">• Weekly Question charts from Weeks 6-8• Building Strong Communities Chart from Week 5• highlighters or markers <p>Review the Weekly Question charts from Weeks 6, 7, and 8. Highlight or mark especially important ideas. Consider ideas that build upon each other and those that have contributed to the development of the project work.</p> <p>Review the Building Strong Communities Chart. On the whiteboard, write:</p>

	<p>What stands out to you?</p> <p>How can we build strong communities?</p>
<p>Opening 1 minute</p>	<p><i>We are at the end of our first unit of study, Building Strong Communities. Each week since the beginning of the school year, we have considered a Weekly Question and gathered our ideas in a Weekly Question Chart. We have already noticed some patterns and recorded some big ideas on our Building Strong Communities Chart. I have read over our charts to see how our thinking has grown and changed. Today, you have a chance to do the same thing. We will go back to our Building Strong Communities Chart and add to it.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p><i>First let's read the Weekly Question Chart for Week 8.</i></p> <p>Quickly note 1-2 essential ideas.</p>
<p>Text and Discussion 17 minutes</p>	<p><i>We've been thinking about communities for 8 weeks! Let's look back at some of the ideas we've had in the past few weeks and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question Chart for Weeks 6-8.</p> <p>Model synthesizing ideas.</p> <p><i>I notice these three ideas are all about people in communities working together to plant trees or make art. That makes me think: When people work together to add something to the area—like art or trees—they build stronger communities. I am going to write that sentence in a box on our chart. When people work together to add something to the area, they build stronger communities.</i></p> <p>Draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, create 4-7 more sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the chart.</p> <p>Finally, read and review all of the ideas from Weeks 1-8 on the Building Strong Communities Chart.</p> <p>Think, Pair, Share.</p> <p>Prompt 1: <i>What stands out to you?</i></p> <p>Prompt 2: <i>How do you think we can build strong communities?</i></p>
<p>Closing 5 minutes</p>	<p>Close the session by summarizing the conversation. Make connections to the class project.</p>

	Have a discussion about how children can be positive members of the classroom community.
Standards	<p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>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.</p> <p>Civics & Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p> <p>SEL SA 5.1 (Boston) Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p>
Ongoing assessment	<p>Note how children are synthesizing the information learned. Are they thinking flexibly? How are they consolidating new information?</p> <p>Are children understanding the content and the Big Ideas? Are they using key unit vocabulary as they discuss the patterns they see?</p>

Notes

