

Unit 1: How We Learn in Our School Communities

WEEK 1 Day 5

Text Talk Drafting Classroom Agreements 2

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Weekly Question	How do we want to work and learn together this year?
Content Objective	I can suggest and evaluate ways to make our classroom a good place for learning. (W.1.2.b)
Language Objective	I can build on the comments of my classmates and explain my own ideas about making our classroom a good place for learning. (SL.1.2.b, SL.1.2)
SEL Objective	I can revise and continue to collaborate with my classmates to create inclusive classroom agreements. (Decision Making, Social Awareness)
Vocabulary	<ul style="list-style-type: none">* agreement: something that two or more people agree is true* community: a group of people who share space and ideas* include: to make someone or something part of a grouprule: a statement about what is or isn't allowed
Materials and Preparation	<ul style="list-style-type: none">● draft agreements chart, from Day 2● markers, different colors from Day 2 <p>On the board, write the following discussion prompt: "I think we should _____ because _____."</p> <ul style="list-style-type: none">● Weekly Question Chart
Opening	<i>Let's look back at the agreements we have drafted so far.</i>
Text and Discussion	Read the agreements aloud, all the way through.

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34 minutes	<p>Reread the agreements one by one, allowing children to ask questions and make suggestions about amending each one.</p> <p><i>Yesterday we thought carefully about how we want our classroom to look and to sound. Now, how do we want our classroom to feel so that we can all do our best learning?</i></p> <p><i>I know that when I am learning I want it to feel fun, even when we are doing something important or serious. I want our classroom to feel fun because that will make me want to come to school!</i></p> <p><i>I also want to know that if I make something, it will be kept safe in our classroom. I want to feel like my work is safe because I'll feel frustrated and maybe angry if my hard work is ruined.</i></p> <p><i>How do you want our classroom to feel so you can do your best learning? Why do you want our classroom to feel that way? Think about this for a moment, and then Turn and talk to your partner. Remember to take turns talking and listening! How do you want our classroom to feel?</i></p> <p>Give children ample time to exchange ideas.</p> <p>Signal children to turn their attention back to the whole group, and harvest their ideas, recognizing common themes. Check for consensus from the group, and, when ready, write their ideas as agreements, such as "We agree to have fun while we are learning." "We agree to be careful with each others' work." Add these ideas to the list of agreements.</p> <p>When a child volunteers an idea, check with the rest of the group to see if it makes sense and is agreeable to others. Remember that the goal is not to end up with a very long list of individual preferences, but with a short list of agreements that every member of the learning community can hold to.</p> <p><i>Let's stop here for now. We have a strong list of agreements, and if we all keep them in mind, I'm sure that our classroom will be a wonderful place for all of us to work together and to learn.</i></p> <p><i>You might think of other ideas for agreements that feel important for our classroom. If you do, you can either tell me your idea so I can be sure we write it down, or you can write your idea on a sticky note and attach it right here, on our list of agreements. We'll be looking at this again to make sure we have all the right agreements for our community.</i></p>
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Closing 1 minute	<i>This week we read our first text, A Letter to My Teacher, and created Classroom Agreements together. Our discussions led us to think about this question, “How do we want to work and learn together this year?”</i>
Weekly Question Chart 5 minutes	Refer to the Weekly Question Chart. 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: there are different kinds of learners, we can make agreements about how we want to learn together, everyone wants to learn in school, etc. Save this chart for use in Week 5.
Standards	W.1.2.b: Gather information from provided sources and/or recall information from experiences to answer questions. SL.1.2: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.1.2.b: Build on others' talk in conversations by linking their comments to the remarks of others.
Ongoing assessment	In these early days of the school year, pay close attention to how children participate in and contribute to group discussions. What connections do they make? How do they interact with classmates? What can be learned about children’s earlier school experiences, their attitudes about school and learning, and the expectations and habits they bring to second grade?

Notes
