Wildwood Unit Blueprint

Title: How We Organize Ourselves
Grade: Kindergarten
5 week unit
Ms. Bridget Daresh

CCSS ELA Standards: (select standards that will be taught and assessed)

Reading:
RI K. 3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
RI K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories
R.S. K.10 Actively engage in group reading activities with purpose and understanding
R.F.2. Demonstrate understanding of spoken words, syllables, and sounds
  a. Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words

Writing:
W. K.2 Use a combination of drawings, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

Speaking and Listening:
SP.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups

Language:
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  a. use frequently occurring nouns and verbs
  d. understand and use question words
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content

Content (IL) Standards: (select standards that will be taught and assessed)

Science:
11A. Know and apply the concepts, principles and processes of scientific inquire
11B. know and apply the concepts, principles and processes of technological design
13 A. Know and apply the accepted practices of science

Social Studies:
18A.1 describe and compare characteristics of self and others explain how people change over time demonstrate respect for individuals explain elements of culture within one’s surroundings
**Math:**
Numbers and Operations
   - Work with numbers from 11-19 to gain foundations for place value
   - Identify numbers up to 100 by ones, fives and tens

Geometry
   - Identify and describe shapes
   - Analyze, compare, create, and compose shapes

Measurement
   - Describe and compare measurable attributes
   - Classify objects and count the number of objects in each category

Ordinal Numbers, patterns

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**Purpose:** (Why are we learning this? Why does it matter?): Strong communities depend on people contributing to the well-being of others. Students will identify the way different community workers within our city, work together to survive and fit basic needs. Students will also start from home to work their way to community and city workers.

**Trans disciplinary Theme (PYP):**
How we Express Ourselves: An inquiry into the interconnectedness of human made systems and communities, the structure and function of organizations, societal decision making, economic activities and their impact on humankind and their environment

**Central Idea (PYP):**
Communities provide interconnected services designed to meet people’s needs

**Enduring Understandings:**
What makes a community
Who are community workers
What is the function of the community workers
How are community workers connected to your needs

**Summative Assessment/Performance Task:** (Describe how summative assessment provides students and opportunity to show their mastery of the standards).
   - Content:
   - Process:
   - Product:
   - Other:

Students will create a map showing at least 3 community helpers who make an impact in their basic needs. (student will place them in the center, and web out the community helpers. They will also identify what the community helper does that fits the basic need.

Students can even write in reflection journal

Checklist (strategies: open-ended tasks; tools: checklist)

**Significant Concepts & Sub-concepts:**
Academic Vocabulary: Community, relationships, organize, connection

Lines of Inquiry:
   1. Services needed to support a community
   2. Planning Services for a community
   3. interconnectedness of people in a community

**Student Questions:**
   - Form: What are the main occupations of people living in the community?
Function: What are the roles of the community helpers?
Connection: How do community helpers affect me as an individual?

Key Concepts (PYP):
Form, Function, Connection

Transdisciplinary / Approaches to Learning Skills:
During this unit, students will focus skills from matrix:
Social Skills: Respecting Others, Cooperating; students will take on different roles that are given in a community. They will interpret and share how these roles are interconnected
Communication Skills: Listening, Speaking; students will listen to others speak about community helpers as well as discuss what it means to be a community helper. They will make models and maps of community helpers
Research Skills: Interpreting data and presenting research

Learning Activities and Experiences: Provide a sequential list of learning activities and experiences. Be sure to plan for active rather than passive learning by including one or more of the following types of experiences: Student driven inquiry, Experimentation, Investigation, Student exploration, Student presentation, Simulations, Field Trips.

i. Week 1: Pre-Assessment/Introduction-What is it meant by a community?
   Students will create a KWL chart about community and take a field trip, interviewing the school community helpers
ii. What makes a community a community?
   i. Students will create a neighborhood displaying what makes a Community by taking pictures, drawing pictures, mapping a community
iii. Week 2- Who are community workers?
   Community workers will come in, or we will visit different community workers to see how they connect to our lives
iv. Week 3- What is the purpose of different jobs in the community?
   Students will take action and volunteer their time as a community helper. They will photograph their actions and deliver their feelings on what it was like to be actively involved in their community. They will share what they did and how they can continue to be a community helper
v. Week 4- How do all the community workers affect my life?
   Students will make community helper trail mix. Using different colors of paper to represent different community members and show how they mix together to create a community
vi. Week 5- What is the community a bigger part of?
   Students will create a map showing how our community is a small part of a bigger picture, our city

Literacy:
• Comprehension Toolkit: Lessons 12-16
• CCSS Literature: With prompting and support, ask and answer questions about key details in a text
• CCSS Informational Text: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
• CCSS Writing: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the
order in which they occurred, and provide a reaction to what happened

▪ 21st Century/MIRTL: utilizing the library and online sites/web to explore the areas through video, google earth and photos to understand the different community workers responsibilities

Inspiration:
▪ Synthesis of Content / Knowledge Construction:
▪ Fine Arts: see appendix
▪ Creative Thinking/Expression: students will explore different people in the community and what they do
▪ Action in the World (self, family, classroom, community, & world): students make connection with who and why we have the jobs in the community that we have
▪ Sense of Self (health, Self-esteem, wellness and wellbeing): students will create an understanding on how community helpers are a part of their lives
▪ Social and Emotional Learning: students will understand how different community members will come together to create a safe environment
▪ International Mindedness: students create a knowledge of how they are in a community and a community is in Chicago: small picture to bigger picture

Informal Progress Monitoring/Formative Assessments (from menu):

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>How</th>
<th>What Purpose</th>
<th>What is Communicated to student/parent</th>
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</thead>
<tbody>
<tr>
<td>KWL chart</td>
<td>Iclass</td>
<td>Graphic Organizer</td>
<td>See what students already know, what they want to know then assess what they learned</td>
<td>The product students create at the end through the unit</td>
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<tr>
<td>The mirror</td>
<td>Individual</td>
<td>Self assessment</td>
<td>Student reflects on what they have learned from what we discussed</td>
<td>Students can choose to answer questions or just reflect</td>
</tr>
<tr>
<td>Students work in small groups to create skits that show how people can help each other in the school community then the neighborhood</td>
<td>Individual</td>
<td>Teacher observation/checklist</td>
<td>Students will show their understanding</td>
<td>Checklist of expectations will go home</td>
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</tbody>
</table>
Students will write an informational ad about a community job. Individual. Teacher rubric will be sent home for parents

Learner Profiles and Attitudes:
Inquirers: students will choose from their own interest which community they would like to know more about
Knowledgeable: students will become knowledgeable by researching attributes of a community that they are unfamiliar with and how it is part of the city
Thinkers: students will find ways to understand the different duties of helpers and workers within a community by comparing and contrasting
Communicators: Students will listen and share with others through language expressed in text and verbalization
Principled: students will respect different cultures, jobs and positions held within a community
Open-minded: Students will listen to others as they explain their perspectives on what is important in a community and why
Caring: students will respect the differences in lives of others through their beliefs and ways of showing them
Risk-takers: students will encounter unknown areas and find new ways of exploring all aspects of a community
Balanced: Students create an understanding of how all the differences and similarities through a community create a better Chicago
Reflective:

Attitudes: Co-Operation, Respect, Tolerance

Other Resources:

Implementation Calendar:

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<th>Monday</th>
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# Week 1

**March 17-21**

**Pre-Assessment/Introduction**

- **What is it meant by a community?**
- **What makes a community a community?**

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<tr>
<th>Monday</th>
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</table>
| KWL chart  
For what a community is handwriting without tears vocabulary week 2 story one phonics lesson: Making words with - and p. 359 Spelling Testing Writers workshop: how to write a true story Trailblazers: Calendar Flash cards Number talk Mystery Shape place different pattern blocks in brown bags and have students reach in bag and describe the shape to see if they are correct | Students will take a field trip around the school to see where and why people have the jobs they have Handwriting without tears Vocabulary week 2 day 2 Comprehension toolkit: making inferences Guided Reading Green Binder Writers Workshop: using everything to make a pieces the best they can be Math: Calendar Flash Cards Number Talk Measuring Area How Many Snails? By Paul Giganti Jr. Create a connecting link circle on the floor. Give each student a cut out snail and have them estimate how many snails will fit in the circle, then have students try it out | Students will create a list of important questions to ask a community member pertaining to their lifes Handwriting without tears Vocabulary week 2 day 2 Phonics Lesson: building and writing high frequency words: say some of the words on the walls, have students work with their table to spell out the word, give the table a point for first one to get the word spelled correctly, then have them use it in a sentence Guided reading: green binder Writers workshop: nudging students towards the next step Math: Calendar Flash cards Number Talk Measuring Area with a standard Unit: Using Square-Inch Tiles; cut square pieces of paper, have students | Students will interview a school community member Handwriting without tears Vocabulary Week 2 Day 4 Comprehension Toolkit: making Inferences Guided Reading Green Binder Writers Workshop: review the items from the week Math: Calendar Flash cards Number Talk Have students try out different areas on More Area Sheet | Students will report their findings of school community members Handwriting without tears Vocabulary week 2 day 5 Phonics Lesson: review High Frequency Words practice Guided Reading Green Binder Writers Workshop: how would you choose a piece for publication Math: Calendar Flash Cards Number Talk Have students try out rectangular areas |
<table>
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<tr>
<th>Week 2 March 24-28</th>
<th>Who are community workers?</th>
<th>Writers Workshop: Preparing for Publication: editing</th>
<th>Writers Workshop: preparing for publication: editing</th>
<th>Writers Workshop: supporting students as Editors</th>
<th>Writers Workshop: supporting students as editors</th>
<th>Writers Workshop: Reading into the circle</th>
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<tr>
<td>Week 3 Mar 31-April 4</td>
<td>What is the purpose of different jobs in the community?</td>
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Week 4
April 7-11
How do all the community workers effect my life?

Week 5
April 21-25
What is the community a bigger part of?

Student Reflections:
Before
KWL
Goals for improving on Transdisciplinary skills
Students will spend time daily to reflect on their progress throughout the unit

What Learner Profile they specifically utilized through the unit
Students will reflect in their reflection journals each day on which learner profile they exhibited each day and how.

During
Progress check: formative assessments will be taking place each week by using rubrics and checklists
Student inquiries:
Students will refer back to the KWL chart to see what they have learned and what they still want to learn
Go back and look at their goals and see if they are making progress
Reflect on the teacher feedback

After
Thinking
Quality of Work
Profiles and Attitudes
Interactions with Others
Actions in the World
What, How, and Why of Learning
Setting new goals:
Teacher Reflections/Notes:

Before

Differentiation:
How will instruction and assessment in this unit ensure multiple means of:
- Representation (UDL what)
- Action (UDL how)
- Expression (UDL how)
- Engagement (UDL why)

How and what data have you utilized (e.g. your analysis of relevant RIT bands) to plan for scaffolded skills development and/or more intensive challenges for your learners based on data?

How and where does this unit address these important design components or sub-groups of learners:
- Hess Matrix / Depth of Knowledge
- Authenticity
- Student Choice and Voice
- RTI
- ELL
- Gifted
- SPED
- Alignment of Assessments to purpose and standards
- 21st Century Learning/MIRTL

During

Reflect on each of the following to gauge instructional effectiveness:
- Formative assessments (what are they telling us about the learning?)
- How are the student groupings working?
- Pacing...will we be able to finish our unit on time?
- Do students understand the performance task?
- Are we reflecting with our students on why this learning matters?
- Are we providing opportunities for authentic student work/learning?
- What feedback are we giving our students on their learning?
- How do we know the feedback is effective?
- Are we giving the students the opportunity for self-assessment and peer assessment?
- What additional support is needed to ensure success for every learner?

After

Reflect on each of the following to support improvements to the unit and to your instruction:
- Which learning experiences provided the greatest level of learning and engagement?
- How might you intensify rigor, value, and meaning of the learning tasks and assessment?
- How much did your learners invest themselves in the learning experience?
- What did you learn about yourself as a teacher?
- What did you learn about yourself as a learner?