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# MYSELF AND OTHERS

*Kindergarten Suggested Unit of Study  
Gifted/Talented & Enrichment*

*Draft / Field Test Edition  
November 2006*

### **Office of Gifted/Talented & Enrichment**

The Office of Gifted/Talented & Enrichment (G/T & E) develops policy and program recommendations to meet the educational needs of exceptional students while ensuring equity to gifted programs across groups of students. We also expand enrichment programs to develop potential talent in every child and provide information to the field regarding changes in teacher certification requirements for teachers of the gifted and talented.

This unit of study has been developed by and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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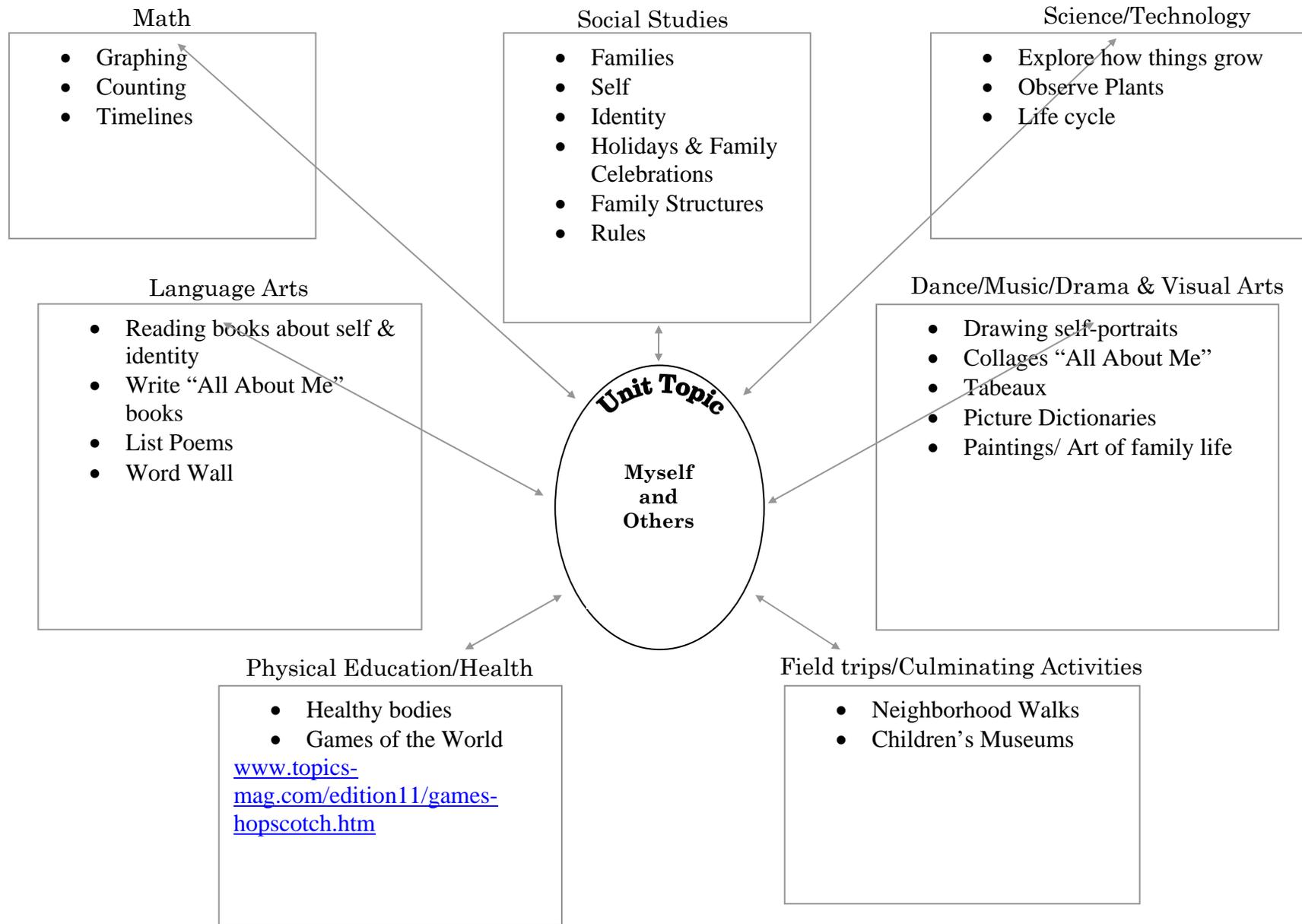
## **Unit Overview and Teacher Background: Myself and Others**

The Gifted and Talented kindergarten social studies curriculum is designed to increase children's awareness of themselves and the world around them. The unit focuses on the various roles that children assume in their families, schools and communities and helps them identify cultural traditions and historical figures as they relate to events and holidays. Students will look more deeply at the similarities and differences among the world's people and communities.

Using folk tales, legends, fiction and non-fiction texts, songs, music and poetry children will learn about values, ideas, customs and traditions. Students will have the opportunity to explore literature with the goal of making connections between themselves and the global community. Activities will be differentiated to enrich student learning; options include interviews, graphs, timelines, collages, murals, class and individual books, creative drama and music.

Kindergarten children need a range of experiences to help them develop the social skills necessary for productive citizenship in the community and the world. This interdisciplinary unit integrates all content areas from the arts to technology and encourages children to become flexible and critical thinkers, generate multiple solutions to real world problems, fuel their learning and produce their own knowledge. Integrating the math, science and ELA curricula into this social studies unit, students will gain an understanding of how people throughout the world are special and unique yet have many of the same needs and wants. They will demonstrate their knowledge of cultures, traditions and celebrations here and abroad, recognizing the commonalities present among all peoples. Their understanding of family and community will be expressed through the many collaborative and individual projects created.

### Brainstorm Web



## ESSENTIAL QUESTION

**Who Am I?**  
**How are people alike and different?**

Focus Questions

- What is special about me?
- How are my family and other families alike/ different?
- What are some things people need and want?
- How do families celebrate special times?
- What are some rules we need to follow?

**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

Content	Process	Skills
Students will learn <ul style="list-style-type: none"> <li>• People change over time</li> <li>• All people are alike and different</li> <li>• People need each other</li> <li>• The need for rules</li> </ul>	<ul style="list-style-type: none"> <li>• Making time lines</li> <li>• Drawing pictures</li> <li>• Making graphs</li> <li>• Collecting data</li> <li>• Making books</li> <li>• Creative Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Categorizing</li> <li>• Comparing/contrasting</li> <li>• Noticing details</li> <li>• Making predictions</li> </ul>

*Possible student projects/products:*

# INTERDISCIPLINARY UNIT OF STUDY ONE-PAGE PLANNING MATRIX

Unit of Study: Myself and Others  
Essential Question: Who am I?

Focus Questions	Disciplines	I. Initial activities that introduce, build, and engage students with content knowledge, concept, and skill.	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, and skill.	III. Culminating activities for independent or small group investigations that allow students to create, share, or extend knowledge while capitalizing on student interests.	Resources Needed
<p>• What is special about me? • How are my family and other families alike and different? • Who lives and works in my neighborhood? • What are some things people need and want? • What symbols do we see in our school, neighborhood, country and our family? • How do families celebrate special times? • What are some rules we need to follow every day? • What are some responsibilities we have at home? In school? In the neighborhood? In the world? • How do I feel and how do others feel?</p> <p><b>Content:</b> The student will learn: All people are special and unique Everyone has likes and dislikes People change over time People have needs and wants Citizenship includes knowing about our country and other peoples' countries People rely on each other in families, schools and communities People use folk tales, legends, art and music to teach values, ideas and traditions</p> <p><b>Process:</b> The student will: Identify how people are unique and important to the family, school, community and world Identify ways in which we help one another Demonstrate how people do the same jobs and activities around the world Demonstrate the different ways we celebrate holidays in communities different from our own Define and identify customs and compare them to their own Give examples of rules, why we need and how they might change</p> <p><b>Attitudes and Attributes:</b> The student will: Recognize important patriotic songs, traditions and symbols that make us all Americans Explain the needs and wants of the family in the home and the community Compare cultures and traditions from many communities Name at least two things they should be able to do at home, in school and in the community to be a good citizen</p> <p>• Compare and contrast something that they can do now and when they are older</p>	<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>Write and illustrate "I Am Special" books</li> <li>Write and illustrate "All About Me" books</li> <li>Compare and contrast families from different cultures through a variety of literature.</li> <li>Create and label family portrait (each member engaged in an activity).</li> <li>Tour the school and interview a member of the school community.</li> <li>Develop rules and job positions necessary for best classroom functioning.</li> <li>Explore the roles and functions of various community helpers through fiction and nonfiction texts.</li> <li>Write a list poem about yourself</li> <li>Compare and contrast how information on community helpers is presented in 2 different texts</li> <li>Listen to stories about different cultures and chart similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Using information from school community interviews create a bulletin board, a book and/or an oral presentation of your findings.</li> <li>Using a different child as "The Star" each day, students make observations about child's name (letters, syllables) and ask questions based on student created interview. Chart interview responses and take a digital picture of the child; creating a large page for a class book</li> </ul>	<ul style="list-style-type: none"> <li>Using information from school community interviews create a bulletin board, a book and/or an oral presentation of your findings.</li> <li>Using a different child as "The Star" each day, students make observations about child's name (letters, syllables) and ask questions based on student created interview. Chart interview responses and take a digital picture of the child; creating a large page for a class book</li> </ul>	<p><b>Resources Needed</b></p> <p>Aliki, <i>Feelings</i> Anholt, Catherine and Laurence <i>All About You</i> Baer, Edith <i>This is the Way We Eat Our Lunch</i> Baer, Edith <i>This is the Way We Go to School</i> Bruce, Lisa <i>Grown, Flower Grow!</i> Carlson, Nancy <i>ABC I Like Me!</i> Carroll, Colleen <i>How Artists See FAMILIES</i> Davis, Wendy <i>City Park</i> dePaola, Tomie <i>Mice Squeak, We Speak</i> Faneli, Sara <i>My Map Book</i> Garza, Carmen Lomas <i>Family Pictures</i> (bilingual – English/Spanish) Gibbons, Gail <i>The Seasons of Arnold's Apple Tree</i> Howard, Arthur <i>When I Was Five</i> Hubbard, Woodleigh <i>C is for Curious</i> Priceman, Marjorie <i>How To Make an Apple Pie and See the World</i> Singer, Marilyn <i>On the Same Day in March – A Tour of the World's Weather</i> Spier, Peter <i>PEOPLE</i> Sweeney, Joan <i>Me and My Family Tree</i></p> <p>www.familygo.com www.readwritethink.org PBS Kids – TV Episodes <i>Maya and Miguel – Family Time</i> <i>Clifford – Clifford's Big Idea: Have Respect</i> Modern Curriculum Press – <i>Multicultural Celebrations 1 &amp; 2</i> Videotapes and Literature Rand McNally <i>Children's Atlas of the World – CD Rom</i> The Wright Group <i>You and Me Series</i> Scholastic – Banners Kits: Families Myself Homes</p> <p><b>Student Assessment</b></p> <p><i>Use different methods as outlined on state packet</i></p>
	<p><b>Math/ Science</b></p>	<ul style="list-style-type: none"> <li>Graphing things about me</li> <li>Measuring the self with standard/nonstandard units</li> <li>Create a timeline with an entry for each year from birth to present</li> <li>Count how many people live in your home</li> <li>Identify appropriate clothing for different family members throughout the seasons.</li> <li>Count classrooms on each grade level and graph them</li> <li>Using a multicultural book (i.e. <i>Anno's Day, A Day in March</i>) explore typical days in other cultures</li> <li>Working in pairs, create a Venn diagram using words or pictures comparing yourself to your partner</li> <li>Using adding machine tape, measure yourself and personalize it through decorations</li> </ul>	<ul style="list-style-type: none"> <li>Using timeline data, create a class triptych collage of children's characteristics in the past, present and future</li> <li>Using a basic world map, students choose a country and create a representation of a child from that country dressed appropriately for the season.</li> </ul>	<ul style="list-style-type: none"> <li>Using timeline data, create a class triptych collage of children's characteristics in the past, present and future</li> <li>Using a basic world map, students choose a country and create a representation of a child from that country dressed appropriately for the season.</li> </ul>	
	<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>Identify feelings of various literary characters, as well as those of other people in your lives</li> <li>Explore books about community helpers</li> <li>Invite local community helpers to speak in the classroom</li> <li>Show how you and your family celebrate a special holiday</li> <li>Describe your family's kitchen (family roles and activities)</li> <li>Using blocks construct a model of the classroom; locate your seat</li> <li>Explore the school to understand where your classroom is located</li> <li>Research how you got your name</li> <li>Compare and contrast family structures (number, gender, relationship to self) with a partner</li> <li>Compile a list of words/phrases that describe you</li> <li>Create maps to help children travel from the classroom to other areas in the school</li> <li>Compile a list of sentences about each child's kitchen. Use it to create a class poem. Add illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm classroom rules for good citizenship. Create a chart of rules. Poll other kindergarten classes to build consensus. Graph results to create grade wide rules of citizenship</li> <li>Construct a model of the immediate school neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm classroom rules for good citizenship. Create a chart of rules. Poll other kindergarten classes to build consensus. Graph results to create grade wide rules of citizenship</li> <li>Construct a model of the immediate school neighborhood</li> </ul>	
	<p><b>The Arts</b></p>	<ul style="list-style-type: none"> <li>Using observation skills, create a self portrait</li> <li>Act out your favorite nursery rhyme</li> <li>Role play a way that you help out in your family</li> <li>Research the family history of a favorite family song</li> <li>Respond to famous works of art that represent families</li> <li>Use art materials to create your immediate family tree</li> <li>Learn a dance from a different culture</li> </ul>	<ul style="list-style-type: none"> <li>Teach someone your favorite family song. Present it with a bit of your family history.</li> <li>Create a tableau that depicts a representation of the family in a work of art</li> <li>Using creative drama demonstrate the growth of a tree with the family tree you created as scenery</li> <li>Using KidPix, create a picture dictionary of words specific to the unit for use by other students</li> <li>Create a photo album that includes captions and labels</li> </ul>	<ul style="list-style-type: none"> <li>Teach someone your favorite family song. Present it with a bit of your family history.</li> <li>Create a tableau that depicts a representation of the family in a work of art</li> <li>Using creative drama demonstrate the growth of a tree with the family tree you created as scenery</li> </ul>	
	<p><b>Technology</b></p>	<ul style="list-style-type: none"> <li>Make a list of vocabulary words related to myself and others</li> <li>Using a disposable camera, photograph key members of the school and/or surrounding community</li> </ul>	<ul style="list-style-type: none"> <li>Ask families to send in pictures of the students as infants and toddlers. Compare and discuss photos</li> <li>Conduct "Star Student" interviews with each child. Create class book to include self-portraits, students' pictures of other students and interviews</li> <li>Read the environmental print in the neighborhood and create signs for centers in the room, traffic signs for the block area</li> <li>Create <b>word wall</b> to include students' names, familiar signs of the neighborhood, the school</li> <li>Read big books about different families, habitats, customs, communities and innovate on text</li> <li>Demonstrate an understanding of their role in the family and school by writing personal narratives, journal entries, word puzzles</li> <li>Using various strategies to figure out unknown words, students will read books about families, cities, symbols</li> </ul>	<ul style="list-style-type: none"> <li>Using KidPix, create a picture dictionary of words specific to the unit for use by other students</li> <li>Create a photo album that includes captions and labels</li> </ul>	<p>Observations and Conferences</p> <ul style="list-style-type: none"> <li>Can the student make predictions and explain his/her reasoning?</li> <li>Can the student describe the causes and effects of specific events?</li> <li>Is the student able to ask others relevant questions, seek elaboration and justification?</li> <li>Is the student able to retell or summarize a story?</li> <li>Can s/he describe in her/his own words new information s/he gained?</li> <li>Can the student describe things by focusing on multiple characteristics?</li> </ul>

## INTERDISCIPLINARY UNIT OF STUDY PLANNING MATRIX (BY SECTION)

Unit of Study: Me, Myself and Others

Essential Question:

Unit Question (Content Specific):

<b>Focus Questions</b> <small>Focus Questions</small>	<b>Disciplines</b>	<b>I. Initial activities that introduce, build and engage students with content knowledge, concept, skill</b>
<ul style="list-style-type: none"> <li>• What is special about me?</li> <li>• How are my family and other families alike and different?</li> <li>• Who lives and works in my neighborhood?</li> <li>• What are some things people need and want?</li> <li>• What symbols do we see in our school, neighborhood, country and our family?</li> <li>• How do families celebrate special times?</li> <li>• What are some rules we need to follow every day?</li> <li>• What are some responsibilities we have at home? In school? In the neighborhood? In the world?</li> <li>• How do I feel and how do others feel?</li> </ul>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Write and illustrate "I Am Special" books</li> <li>• Write and illustrate "All About Me" books</li> <li>• Compare and contrast families from different cultures through a variety of literature.</li> <li>• Create and label family portrait (each member engaged in an activity).</li> <li>• Tour the school and interview a member of the school community.</li> <li>• Develop rules and job positions necessary for best classroom functioning.</li> <li>• Explore the roles and functions of various community helpers through fiction and nonfiction texts.</li> <li>• Write a list poem about yourself</li> <li>• Compare and contrast how information on community helpers is presented in 2 different texts</li> <li>• Listen to stories about different cultures and chart similarities and differences</li> </ul>
	<b>Math/ Science</b>	<ul style="list-style-type: none"> <li>• Graphing things about me</li> <li>• Measuring the self with standard/nonstandard units</li> <li>• Create a timeline with an entry for each year from birth to present</li> <li>• Count how many people live in your home</li> <li>• Identify appropriate clothing for different family members throughout the seasons.</li> <li>• Count classrooms on each grade level and graph them</li> <li>• Using a multicultural book (i.e. <u>Anno's Day, A Day in March</u>) explore typical days in other cultures</li> <li>• Working in pairs, create a Venn diagram using words or pictures comparing yourself to your partner</li> <li>• Using adding machine tape, measure yourself and personalize it through decorations</li> </ul>
	<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Identify feelings of various literary characters, as well as those of other people in your lives</li> <li>• Explore books about community helpers</li> <li>• Invite local community helpers to speak in the classroom</li> <li>• Show how you and your family celebrate a special holiday</li> <li>• Describe your family's kitchen (family roles and activities)</li> <li>• Using blocks construct a model of the classroom; locate your seat</li> <li>• Explore the school to understand where your classroom is located</li> <li>• Research how you got your name</li> <li>• Compare and contrast family structures (number, gender, relationship to self) with a partner</li> <li>• Compile a list of words/phrases that describe you</li> <li>• Create maps to help children travel from the classroom to other areas in the school</li> <li>• Compile a list of sentences about each child's kitchen. Use it to create a class poem. Add illustrations.</li> </ul>
	<b>The Arts</b>	<ul style="list-style-type: none"> <li>• Using observation skills, create a self portrait</li> <li>• Act out your favorite nursery rhyme</li> <li>• Role play a way that you help out in your family</li> <li>• Research the family history of a favorite family song</li> <li>• Respond to famous works of art that represent families</li> <li>• Use art materials to create your immediate family tree</li> <li>• Learn a dance from a different culture</li> </ul>
	<b>Technology</b>	<ul style="list-style-type: none"> <li>• Make a list of vocabulary words related to myself and others</li> <li>• Using a disposable camera, photograph key members of the school and/or surrounding community</li> </ul>

## INTERDISCIPLINARY UNIT OF STUDY

## Unit of Study: Me, Myself and Others

## Essential Question:

## Unit Question (Content Specific):

Disciplines	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests	<b>Resources Needed</b> Alike, <i>Feelings</i> Anholt, Catherine and Laurence <i>All About You</i> Baer, Edith <i>This is the Way We Eat Our Lunch</i> Baer, Edith <i>This is the Way We Go to School</i> Bruce, Lisa <i>Group, Flower Grow!</i> Carlson, Nancy <i>ABC I Like Me!</i> Carroll, Colleen <i>How Artists See FAMILIES</i> Davis, Wendy <i>City Park</i> dePaola, Tomie <i>Miss Squawk, We Speak</i> Fanelli, Sara <i>My Map Book</i> Garza, Carmen Lomas <i>Family Pictures</i> (bilingual – English/Spanish) Gibbons, Gail <i>The Seasons of Arnold's Apple Tree</i> Howard, Arthur <i>When I Was Five</i> Hubbard, Woodleigh <i>C is for Curious</i> Prieman, Marjorie <i>How To Make an Apple Pie and See the World</i> Singer, Marilyn <i>On the Same Day in March – A Tour of the World's Weather</i> Spier, Peter <i>PEOPLE</i> Sweeney, Joan <i>Me and My Family Tree</i>  www.family.go.com www.readwritethink.org PBS Kids – TV Episodes <i>Maya and Miguel – Family Time</i> <i>Clifford – Clifford's Big Idea: Have Respect</i> Modern Curriculum Press – <i>Multicultural Celebrations 1 &amp; 2</i> Videotapes and Literature Rand McNally <i>Children's Atlas of the World – CD Rom</i> The Wright Group <i>You and Me Series</i> Scholastic – Banners Kits: Families Myself Homes
Literacy	<ul style="list-style-type: none"> <li>Using information from school community interviews create a bulletin board, a book and/or an oral presentation of your findings.</li> <li>Using a different child as “The Star” each day, students make observations about child’s name (letters , syllables) and ask questions based on student created interview. Chart interview responses and take a digital picture of the child; creating a large page for a class book</li> </ul>	<ul style="list-style-type: none"> <li>Using information from school community interviews create a bulletin board, a book and/or an oral presentation of your findings.</li> <li>Using a different child as “The Star” each day, students make observations about child’s name (letters , syllables) and ask questions based on student created interview. Chart interview responses and take a digital picture of the child; creating a large page for a class book</li> </ul>	
Math/ Science	<ul style="list-style-type: none"> <li>Using timeline data, create a class triptych collage of children’s characteristics in the past, present and future</li> <li>Using a basic world map, students choose a country and create a representation of a child from that country dressed appropriately for the season.</li> </ul>	<ul style="list-style-type: none"> <li>Using timeline data, create a class triptych collage of children’s characteristics in the past, present and future</li> <li>Using a basic world map, students choose a country and create a representation of a child from that country dressed appropriately for the season.</li> </ul>	
Social Studies	<ul style="list-style-type: none"> <li>Brainstorm classroom rules for good citizenship. Create a chart of rules. Poll other kindergarten classes to build consensus. Graph results to create grade wide rules of citizenship</li> <li>Construct a model of the immediate school neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm classroom rules for good citizenship. Create a chart of rules. Poll other kindergarten classes to build consensus. Graph results to create grade wide rules of citizenship</li> <li>Construct a model of the immediate school neighborhood</li> </ul>	
The Arts	<ul style="list-style-type: none"> <li>Teach someone your favorite family song. Present it with a bit of your family history.</li> <li>Create a tableau that depicts a representation of the family in a work of art</li> <li>Using creative drama demonstrate the growth of a tree with the family tree you created as scenery</li> <li>Using KidPix, create a picture dictionary of words specific to the unit for use by other students</li> <li>Create a photo album that includes captions and labels</li> </ul>	<ul style="list-style-type: none"> <li>Teach someone your favorite family song. Present it with a bit of your family history.</li> <li>Create a tableau that depicts a representation of the family in a work of art</li> <li>Using creative drama demonstrate the growth of a tree with the family tree you created as scenery</li> </ul>	

Disciplines	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests	<b>Student Assessment</b> <i>Use different methods as outlined on state packet</i>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Ask families to send in pictures of the students as infants and toddlers. Compare and discuss photos</li> <li>• Conduct 'Star Student' interviews with each child. Create class book to include self-portraits, students' pictures of other students and interviews</li> <li>• Read the environmental print in the neighborhood and create signs for centers in the room, traffic signs for the block area</li> <li>• Create <b>word wall</b> to include students' names, familiar signs of the neighborhood, the school</li> <li>• Read big books about different families, habitats, customs, communities and innovate on text</li> <li>• Demonstrate an understanding of their role in the family and school by writing personal narratives, journal entries, word puzzles</li> <li>• Using various strategies to figure out unknown words, students will read books about families, cities, symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Using KidPix, create a picture dictionary of words specific to the unit for use by other students</li> <li>• Create a photo album that includes captions and labels</li> </ul>	

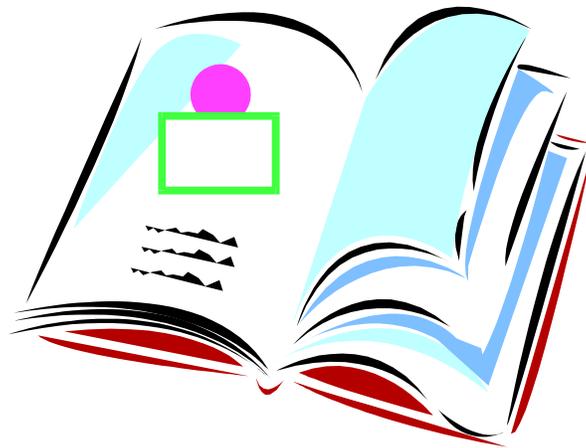
## WEEKLY PLANNING SHEET 1

Day	Social Studies Focus Question	What will you do?	Literacy Connection
1	How are people alike and different?	Chart similarities and differences of students' physical traits (eye color, hair length, height, etc.)	Using <u>Two Eyes, A Nose and A Mouth</u> as a model, collect photographs or magazine pictures depicting people who are alike/ different. Children write sentences describing similarities and differences.
2		With teacher acting as the scribe, the class will write a predictable language chart on "My Favorite Things."	After reading <u>I Like Me</u> by Nancy Carlson, students create individual and/or class books that can be added to throughout the year.
3		Working with a partner, choose a question from <u>All About You</u> . Survey classmates to find out their responses.	After modeling" turn and talk" strategy, teacher reads the book, <u>All About You</u> . Children turn and talk to answer questions in the text.
4	How are families alike and different?	Using construction paper, create a tree shape where children can represent each member of his or her household. Children compare and contrast their trees with other students' at their tables.	After reading <u>Me and My Family Tree</u> , teacher creates a template for a family tree map. Students complete their trees using the labels from the map.
5		Students create a large mural depicting the different kinds of homes they live in with their families.	Students write analogies using predictable text about different kinds of houses after reading <u>A House Is A House For Me</u> by Mary Ann Hoberman. (i.e. A heart is a house for love, A song is a house for music)

## WEEKLY PLANNING SHEET # 2

Day	Social Studies Focus Question	What will you do?	Literacy Connection
1	What are some of the rules we need to follow every day?	Make mini books with the children. Have them copy one rule per page and create a related illustration. Children bring home their books to share with their families.	Using interactive writing (sharing the pen with the children) chart the five most important classroom rules after reading <u>Know and Follow Rules</u> by Cherie J. Meiners
2		After reading <u>No, David!</u> , create a class Venn diagram indicating which behaviors are unacceptable at home, at school and in both places.	Read <u>No, David!</u> and/or <u>David Goes to School</u> by David Shannon aloud. Children will make an innovation on text by creating their own <u>No,(Child's Name)</u> book which illustrates what they can or cannot do at home or in school.
3		As the teacher shakes the tambourine (or gives a signal) all of the children pretend to be a designated character from one of the stories performing an action. When the tambourine is shaken again, the pretending stops.	Read <u>Strega Nona</u> by Tomie dePaola or <u>Little Red Riding Hood</u> (fairy tale). Using flannel board pieces, model retelling either story. Allow children to use the materials for independent exploration during center time.
4		Create a web indicating different places where rules keep us safe.	Read <u>Dinosaurs, Beware!: A Safety Guide</u> by Marc Brown & Stephen Krensky. With the students, create a "Big Book of Rules" for general safety.
5		Model writing and illustrating a text-to-self connection. Ensure that children understand the concept by having them tell you their connection before leaving the rug.	Read <u>Officer Buckle and Gloria</u> by Peggy Rathmann. Write and illustrate a text-to-self response to the story.

# Sample Lesson Plans



**Focus Question:** What are some rules we need to follow every day?

**Why/Purpose/Connection:**

- To understand the importance of following rules at home and in the classroom

**Teaching Points:**

- Using two different No, David books by David Shannon, students will create their own book that demonstrates the consequences of not following rules

**Materials:**

- Chart paper, markers
- David Goes to School by David Shannon
- Blank paper and writing utensils for children to create books

**Mini-lesson:**

- Teacher reviews No, David! by David Shannon with children
- Teacher elicits predictions for David Goes to School by David Shannon
- Teacher reads text, stopping at pre determined key points in the book to check predictions and make inferences
- Review predictions and locate supporting text
- Create a Venn diagram with the class comparing the two books

**Student Exploration/Practice:**

- Children turn and talk with a partner to discuss situations at home and in school in which they are told “No.”
- Children choose between home and school to create their own book entitled No,(child’s name) based on the No, David! books

**Share/Closure**

- Choose 4-6 children to share their books with the class
- Place books in a center for children to read and write reflections/comments on rectangular post it notes

**Assessment:**

- Using examples from the books and/or classroom, children will explain why it is important to follow rules

**Next Steps:**

- After a few days, children take books home to share with families.

**Focus Question:** What are some rules we need to follow everyday?

**Why/Purpose/Connection:**

- To understand and examine what it means to be a good citizen in the classroom, at school, at home and in the community.

**Teaching Points:**

- Using results from kindergarten graph, students will identify the five most important rules for kindergarten safety
- Students will create a class book of kindergarten rules for each kindergarten

**Materials:**

- David Goes to School by David Shannon
- Chart paper and markers
- Drawing paper and utensils for each student
- Blank big books (purchased from *Steps to Literacy*)

**Mini-lesson:**

- Review and discuss David Goes to School
- Display enlarged versions of first page of text and most important rules (voted on) for kindergarten safety
- Using enlarged version of David Goes to School text, teacher helps students create positive statements from negative statements
- If necessary, teacher helps students rewrite most important kindergarten rules in positive statements

**Student Exploration/Practice:**

- Working in groups of 5,(or the number that corresponds to the number of rules developed), each child writes and illustrates a page to create a big book of kindergarten rules

**Share/Closure:**

- One student from each group will share the group's big book with the class

**Assessment:**

- Students to identify the necessary rules for classroom and school safety.

**Next Steps:**

- Students distribute completed books to kindergarten classes

**Other Notes/Comments:**

- Additional Resources
  - The Important Book by Margaret Wise Brown

**Focus Question:** What is special about me?

**Why/Purpose/Connection:**

- To develop independence and build self-esteem, by having students explore who they are personally and what is important and special about them. To practice expressing individual ideas by creating representative art work.

**Teaching Points:**

- Working in pairs, students will use art materials to create a Venn diagram that reflects their physical similarities and differences

**Materials:**

- Two Eyes A Nose and a Mouth by Roberta Grobel Intrater
- Chart paper with Venn diagram template for modeling
- Student sized Venn diagrams (one for each pair of students)
- Small student mirrors
- Art materials: colored google eyes; yarn for hair; magazines for cutting out images; wikki sticks and other collage material to represent physical features

**Mini-lesson:**

- Read aloud Two Eyes A Nose and a Mouth
- Teacher introduces the word “trait”
- Teacher charts as students identify different human physical traits
- Teacher creates a T-Chart that outlines common(eyes, nose, etc.) and specific (freckles, height, hair types, etc) physical traits
- Working with a student partner, the teacher will use art materials to model creating a Venn diagram using specific physical traits

**Student Exploration/Practice:**

- Working in pairs, students use mirrors to observe their physical traits
- Students identify their common and specific traits
- Using art materials, students represent these traits in a Venn diagram
- Students label each part in the Venn diagram

**Share/Closure:**

- Being careful NOT to reveal the artists, teacher displays the finished Venn diagrams
- From the display, teacher randomly chooses one Venn diagram. Children then attempt to identify the pair who created it
- Using the Venn diagram, the pair shares with the class, their physical similarities and differences

**Assessment:**

- Students should be able to demonstrate an understanding of traits that are specific to themselves in their Venn diagram
- Are the children able to reflect upon the traits and justify why they chose each attribute?
- Is the information in the Venn diagram presented accurately?

**Next Steps:**

- Based on information in Venn diagram, students create individual self portraits

**Focus Question:** What is special about me?

**Teaching Points:**

- Students will gather and record information about themselves to be placed in a time capsule and examined for changes at the end of the year

**Why/Purpose/Connection:**

- To understand that people change over time, by observing physical changes in themselves and others. To create a class time capsule, and reflect on these physical changes.

**Materials/Resources/Reading:**

- When I was Five by Arthur Howard
- Box or container for the time capsule
- Individual envelopes for student information
- Photographs of students from home or school, “My Favorites” survey, writing and drawing sample and “Autobiography” page

**Mini-lesson:**

- Teacher reads aloud When I was Five by Arthur Howard
- With the class, teacher creates T chart labeled “Things I can do Now” and “Things I will be able to do at the end of the Year.”
- Teacher models how to complete “My Favorites” survey and “Autobiography” page

**Student Exploration/Practice:**

- Working in centers, students will complete the following:
  - “My Favorites” survey
  - “Autobiography” page
  - “All about Me” page that tells about you using the information gathered during the mini lesson (this is the writing and drawing sample)
  - Draw and write about your favorite center

**Share/Closure:**

- Choose two children from each center to share their work

**Assessment:**

- Is the student’s information from each center represented accurately?
- Were students’ predictions about themselves realistic?

**Next Steps:**

- Allow a few days for children to collect or create other things that they want to include in the time capsule. Then, with the children, seal it, store it, and choose a date near the end of the school year to open it.

**Other Notes/Comments:**

- Additional resources
  - When I was Little by Jamie Lee Curtis

**Focus Question:** How are my family and other families alike and different?

**Teaching Points:**

- Students will make and bury a time capsule filled with materials that reflect the cultures and traditions of their families and communities today

**Why/Purpose/Connection:**

- To encourage the development of tolerance and the respect necessary for appropriate social development as well as an in depth understanding of diversity

**Materials/Resources/Reading:**

- On the Same Day in March by Marilyn Singer
- Small objects that represent current life in the family and community
  - Local newspaper or advertisements, local school and community announcements, recent photos of public buildings, current clothing or accessories, favorite food/recipe or candy wrappers and pictures and drawings of families, traditions and holidays
  - An air tight plastic container
  - Heavy duty plastic bags and waterproof tape
  - Art materials such as crayons, markers, drawing paper, scissors, etc.
  - A shovel

**Mini-lesson:**

- Explain purpose of Cultural Time Capsule
- Read aloud On the Same Day in March by Marilyn Singer
- Discuss how days are different in other parts of the world
- Examine collection of cultural artifacts selected from list above
- Have students reflect on the relationship of these artifacts to current cultures and family traditions

**Student Exploration/Practice:**

- Working in centers, students will:
  - create a collage representing the school
  - Create individual books of family traditions
  - Using a printed family recipe, decorate the border creating a page in a class cookbook

**Share/Closure:**

- Choose two children from each center to share their work

**Assessment:**

- Is the students' information represented accurately?

**Next Steps:**

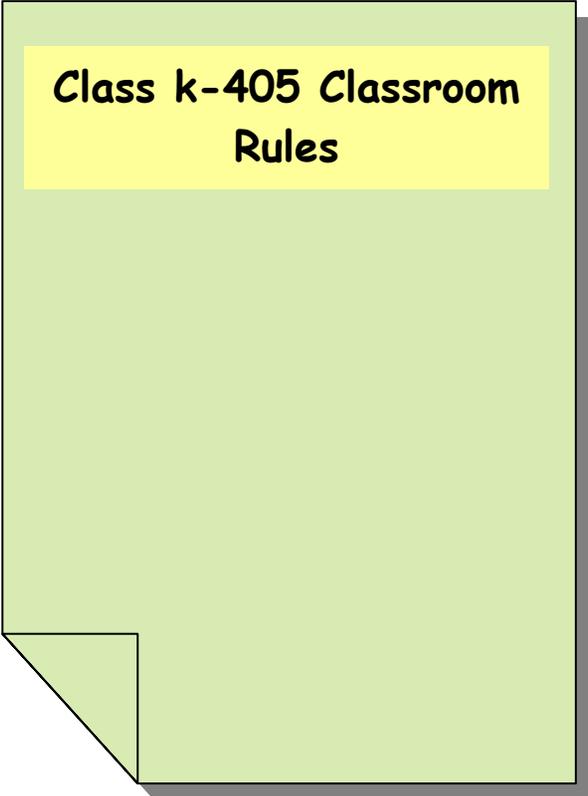
- After a few days, place the contents of the time capsule into the container and seal it
- Obtain permission to bury the time capsule in the school grounds
- Celebrate the project's completion with songs, food, dances, etc.



### ABOUT THE SUGGESTED FINAL PROJECT

Because it's important for students to understand the reason for rules and their effect on people at home, in school and in the community, they will have the opportunity to work with their peers to develop grade- wide rules of good citizenship.

- Generate a list of ideas for class rules
- Chart ideas (teacher should select the ten most important rules to list on chart paper)
- For five days, on a daily basis, students will present *two* rules to each kindergarten class for a vote.
- Using tally marks, students will graph the grade-wide results for the daily rules. Each class will be represented with one tally mark.
- A poster of the five selected rules is created and distributed to each class.
- Each child signs his/her name on the poster that will hang in his/her classroom.



### Class k-405 Classroom Rules

**AND/OR**

To better understand the idea that people change over time, early in the year, students will record and graph information about themselves that will be sealed and stored in a "Time Capsule," then re-opened near the end of the school year for observation.

- Brainstorm with children the kinds of things to include in the time capsule such as pictures of themselves and their classroom, stories they have written about themselves in school, pictures or drawings of favorite classroom items and school newsletter.
- Create an "Autobiography Page" with a picture box for a photo and lines for students to write about themselves. Some children might like to include information that may change, such as their height, weight or number of missing teeth. Be sure to include "My Favorites" survey.
- Divide the class into four groups and have each group use the information on the "My Favorites" survey to make a graph about one of the topics on the form. Survey, form and graphs will be placed in the time capsule.
- Additional things to include may be:
  - Who am I? collage
  - Checklist of different types of school work to be compared to work done at the end of the school year
- Seal the capsule, choose a date to reopen and find a special place to store it.
- When you open the time capsule, have children look at their "Autobiography Page" and "My Favorites" survey and add new information.
- Students will make new graphs using the new information.
- Children will read their completed sheets and graphs to see how they have changed as individuals and as a group. Children may want to bring in new pictures of themselves for comparison.

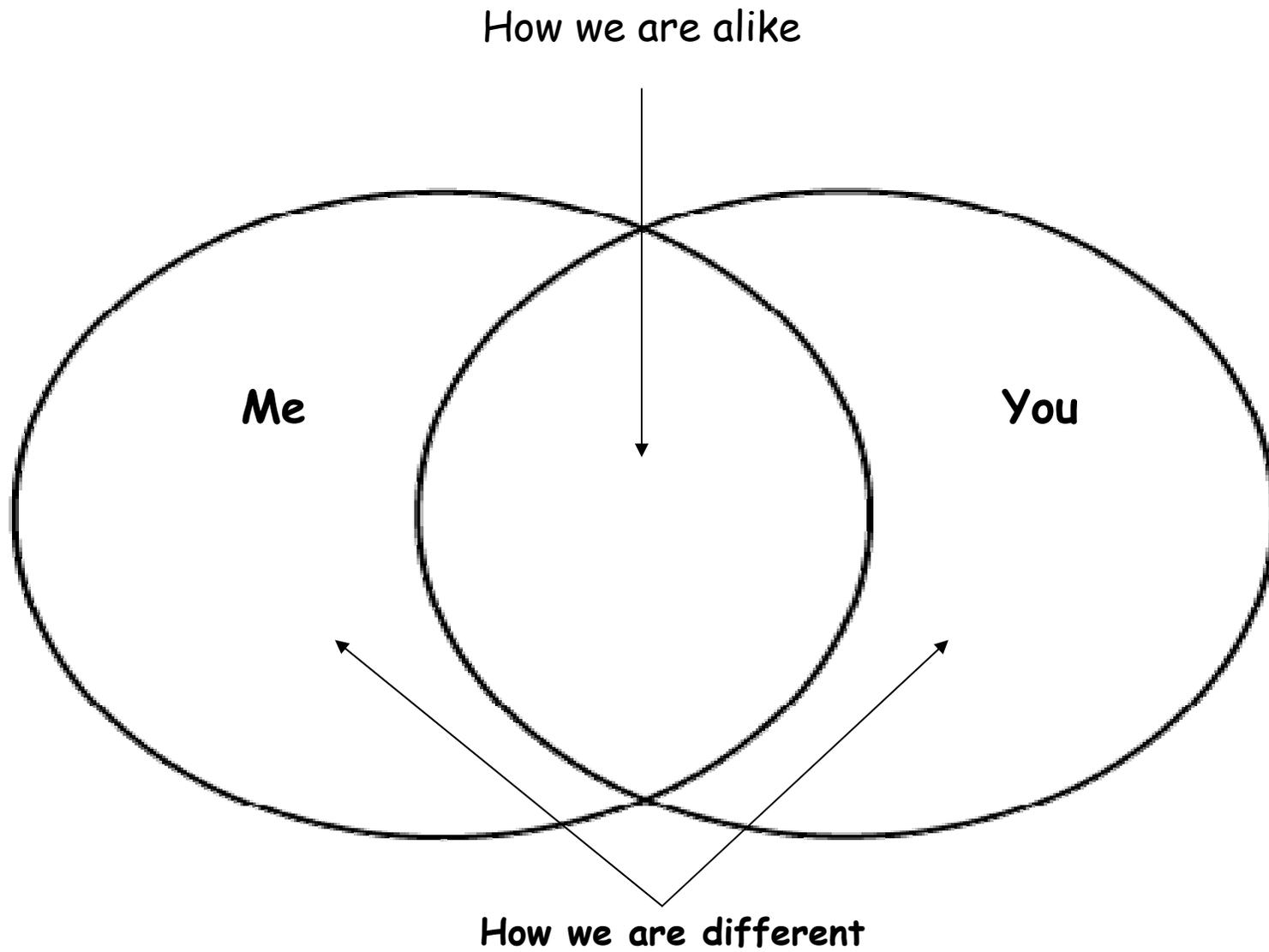


**AND/OR**

To gain a better understanding of the diversity in their community, students will create and bury a time capsule filled with materials that reflect the cultures and traditions found in their community today.

- Brainstorm with children the kinds of items to include in the time capsule that reflect the way of life, cultures and traditions of the community at this time.
- Have students gather and bring to class small objects that reflect the community's current life such as: a local newspaper; advertisements from local stores; announcements about school or community events; recent photos of public buildings; current clothing or accessories; favorite food or candy wrappers and photos of local plant and animal life.
- Create a mural that depicts life today in your community to be included in the time capsule.
- Hold a small ceremony/celebration at the completion of the project.





## PROJECT RUBRICS

## Venn Diagram Assessment Rubric

Criteria	3	2	1
Is the information in the Venn diagram accurate?	All information listed reflects the traits of the child.	Some of the information listed reflects the traits of the child.	Little or no information listed reflects the traits of the child.
How many items are listed in each section of the Venn diagram?	Each section of the diagram has two or more traits listed.	Each section of the diagram has at least one trait listed.	Sections of the diagram remain incomplete.
Are the items that are listed labeled?	Items that are listed are labeled.	Some items are labeled.	Items are not labeled.
Did the child cooperate with his or her partner?	Children shared materials and were able to complete the project together.	Children had difficulty sharing and/or completed the project independently.	Children were not able to share materials and/or did not complete the project.

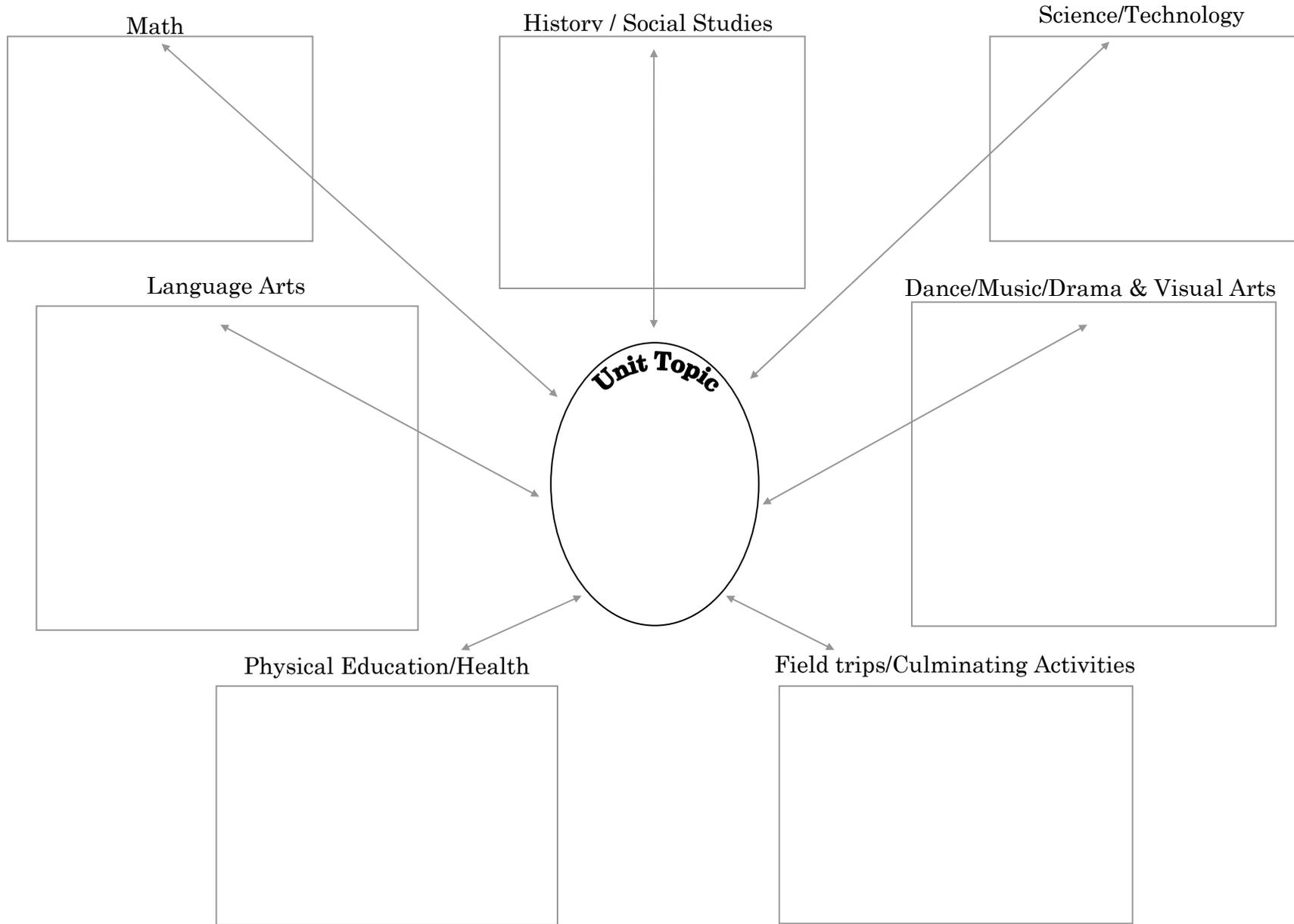
LEARNING AND PERFORMANCE STANDARDS

New York State Social Studies Learning Standards	NYC New Performance Standards in ELA	Sample list of strategies that Social Studies and ELA have in common.
<p>History of the United States and New York State</p> <p>Geography</p> <p>Economics</p> <p>Civics, Citizenship, and Government</p> <hr/> <p>What <i>specific</i> social studies content will this unit focus on?</p> <p>Self and Others</p> <ul style="list-style-type: none"> <li>• Identity</li> <li>• Citizenship</li> <li>• Culture</li> <li>• Change</li> </ul>	<p>E-1: Reading</p> <p>E-2: Writing</p> <p>E-3: Speaking, Listening, and Viewing</p> <p>E-4: Conventions, Grammar, and Usage for the English Language</p> <p>E-5: Literature</p> <p>E-6: Public Document</p> <p>E-7: Functional Documents</p> <hr/> <p>What <i>specific</i> literacy skills will this unit focus on?</p> <p>Reading nonfiction, fiction, historical fiction, note-taking, journal writing (authentic diary), playwriting, brochures, and survival guide.</p>	<p>What <i>specific</i> social studies strategies will this unit focus on?</p> <ul style="list-style-type: none"> <li>• <b>Listening for information</b></li> <li>• <b>Reading for information</b></li> <li>• <b>Drawing conclusions</b></li> <li>• <b>Noticing Change</b></li> <li>• <b>Making Inferences</b></li> <li>• <b>Writing &amp; Drawing about Self</b></li> <li>• <b>Making Maps, Diagrams, &amp; Charts</b></li> </ul>

# Templates/ Resources



### BRAINSTORM WEB TEMPLATE



**INTERDISCIPLINARY UNIT OF STUDY PLANNING MATRIX TEMPLATE**

**Essential Question:**

<p><b><u>Focus Questions</u></b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p><b>Disciplines</b></p>	<p><b>I. Initial activities that introduce, build and engage students with content knowledge, concept, skill</b></p>	<p><b>II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill</b></p>	<p><b>III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests</b></p>	<p><b><u>Resources to Support Unit of Study</u></b></p>
	<p><b>Literacy</b></p>				
<p><b>Content Outcomes:</b> The student will:</p>	<p><b>Math/Science</b></p>				
<p><b>Process Outcomes:</b> The student will:</p>	<p><b>Social Studies</b></p>				
<p><b>Affective Outcomes:</b> The student will:</p>	<p><b>The Arts</b></p>				<p><b><u>How will student understanding be assessed?</u></b></p>
	<p><b>Technology</b></p>				

**TEACHER TEXT SELECTION PLANNER**

**Text Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_ **Text Genre:** \_\_\_\_\_

This text selection is best suited for use in the following manner  
(please circle your choice):

- Read Aloud                      Shared Reading                      Independent Reading
- Paired Reading                      Small Group Reading

**Student Outcomes:** What do you want the students to know or be able to do as a result of interacting with this text?

- 
- 
- 

**Social Studies Outcomes:** What are the specific S.S. outcomes?

- 
- 
- 

**ELA Outcomes:** What are the specific ELA outcomes?

- 
- 
- 

**Other Outcomes:**

- 
- 
-

**SAMPLE CLASS CHART**

**What We Learned About Ourselves**

<b>Chapter Title</b>	<b>Notes</b>

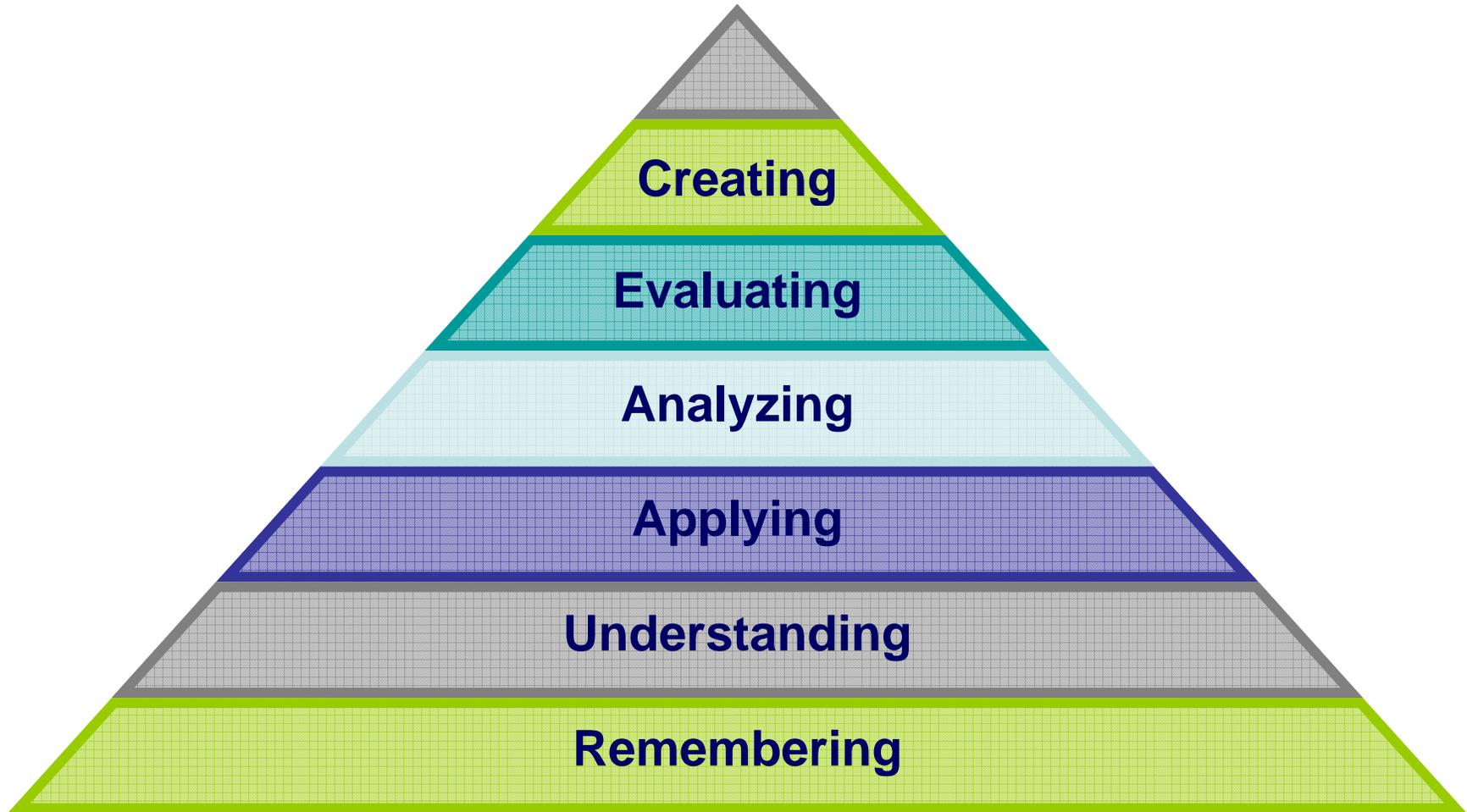
## Bloom's Taxonomy

Benjamin Bloom created this taxonomy and hierarchy levels in the cognitive domain. The taxonomy provides a useful structure in which to classify cognitive skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

<b>Skill/Competence</b>	<b>Skills Demonstrated</b>
<p><b>Knowledge</b> Recall of information, learned material</p>	<ul style="list-style-type: none"> <li>• observation and recall of information</li> <li>• knowledge of dates, events, places</li> <li>• knowledge of major ideas</li> <li>• mastery of subject matter</li> </ul> <p><i>(words that ask students to find out: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, match, read, record, view, state )</i></p>
<p><b>Comprehension</b> To grasp the meaning of information</p>	<ul style="list-style-type: none"> <li>• understanding information</li> <li>• grasp meaning</li> <li>• translate knowledge into new context</li> <li>• interpret facts, compare, contrast</li> <li>• order, group, infer causes</li> <li>• predict consequences</li> </ul> <p><i>(words that ask students to understand: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, cite, classify, identify, label, paraphrase, restate, trace, understand, make sense of)</i></p>
<p><b>Application</b> The use of previously learned information in new situations</p>	<ul style="list-style-type: none"> <li>• use information</li> <li>• use methods, concepts, theories in new situations</li> <li>• solve problems using required skills or knowledge</li> </ul> <p><i>(words that ask students to use application skills: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, act, administer, control, chart, collect, discover, develop, implement, prepare, transfer)</i></p>

<b>Skill/Competence</b>	<b>Skills Demonstrated</b>
<p><b>Analysis</b> Breaking down information and examining to more fully understand</p>	<ul style="list-style-type: none"> <li>• recognizing patterns</li> <li>• organization of parts</li> <li>• recognition of hidden meanings</li> <li>• identification of components</li> </ul> <p><i>(words that ask students to analyze: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer, correlate, illustrate, outline, recognize, diagram)</i></p>
<p><b>Synthesis</b> Creating or applying prior knowledge to produce something new or original</p>	<ul style="list-style-type: none"> <li>• use old ideas to create new ones</li> <li>• generalize from given facts</li> <li>• relate knowledge from several areas</li> <li>• predict, draw conclusions</li> </ul> <p><i>(words that ask students to synthesize: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite, initiate, construct, rearrange, compile, compare, incorporate)</i></p>
<p><b>Evaluation</b> Judging the value of something based on personal values/opinions</p>	<ul style="list-style-type: none"> <li>• compare and discriminate between ideas</li> <li>• assess value of theories, presentations</li> <li>• make choices based on reasoned argument</li> <li>• verify value of evidence</li> <li>• recognize subjectivity</li> </ul> <p><i>(words that ask students to evaluate: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, critique, appraise, justify, defend, support, reframe)</i></p>

Source: Benjamin S. Bloom. *Taxonomy of Educational Objectives*.



## Bloom's Revised Taxonomy

## ACTIVITIES & PRODUCTS USING BLOOM'S TAXONOMY

You can utilize the following to develop additional Learning Center Activity Cards.

<i>Knowledge</i>	
<i>Sample Question Starters</i>	<i>Possible activities and products</i>
What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the ... in the story. Make a chart showing... Make an acrostic. Recite a poem.
<i>Comprehension</i>	
<i>Sample Question Starters</i>	<i>Possible activities and products</i>
Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a coloring book.
<i>Application</i>	
<i>Sample Question Starters</i>	<i>Possible activities and products</i>
Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a papier macher map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.

<i>Analysis</i>	
<i>Sample Question Starters</i>	<i>Possible activities and products</i>
<p>Which events could have happened...?            If ... happened, what might the ending have been?            How was this similar to...?            What was the underlying theme of...?            What do you see as other possible outcomes?            Why did ... changes occur?            Can you compare your... with that presented in...?            Can you explain what must have happened when...?            How is ... similar to ...?            What are some of the problems of...?            Can you distinguish between...?            What were some of the motives behind...?            What was the turning point in the game?            What was the problem with...?</p>	<p>Design a questionnaire to gather information.            Write a commercial to sell a new product.            Conduct an investigation to produce information to support a view.            Make a flow chart to show the critical stages.            Construct a graph to illustrate selected information.            Make a jigsaw puzzle.            Make a family tree showing relationships.            Put on a play about the study area.            Write a biography of the study person.            Prepare a report about the area of study.            Arrange a party. Make all the arrangements and record the steps needed.            Review a work of art in terms of form, color and texture.</p>
<i>Synthesis</i>	
<i>Sample Question Starters</i>	<i>Possible activities and products</i>
<p>Can you design a... to...?            Why not compose a song about...?            Can you see a possible solution to...?            If you had access to all resources how would you deal with...?            Why don't you devise your own way to deal with...?            What would happen if...?            How many ways can you...?            Can you create new and unusual uses for...?            Can you write a new recipe for a tasty dish?            Can you develop a proposal which would...?</p>	<p>Invent a machine to do a specific task.            Design a building to house your study.            Create a new product. Give it a name and plan a marketing campaign.            Write about your feelings in relation to...            Write a TV show, play, puppet show, role play, song or pantomime about...?            Design a record, book, or magazine cover for...?            Make up a new language code and write material using it.            Sell an idea.            Devise a way to...            Compose a rhythm or put new words to a known melody.</p>
<i>Evaluation</i>	
<i>Sample Question Starters</i>	<i>Possible activities and products</i>
<p>Is there a better solution to...            Judge the value of...            Can you defend your position about...?            Do you think ... is a good or a bad thing?            How would you have handled...?            What changes to ... would you recommend?            Do you believe?            Are you a ... person?            How would you feel if...?            How effective are...?            What do you think about...?</p>	<p>Prepare a list of criteria to judge a ... show. Indicate priority and ratings.            Conduct a debate about an issue of special interest.            Make a booklet about 5 rules you see as important.            Convince others.            Form a panel to discuss views, e.g. "Learning at School."            Write a letter to... advising on changes needed at...            Write a half yearly report about...            Prepare a case to present your view about...</p>

**ADDITIONAL RESOURCES  
(INCLUDING WORKS CITED)**

**Professional Books**

Cunningham, Andie and Shagoury, Ruth Starting with Comprehension: Reading Strategies for the Youngest Learners

Fisher, Bobby Joyful Learning

Harvey, Stephanie and Goudvis, Anne Strategies that Work: Teaching Comprehension to Enhance Understanding

Keene, Ellin and Zimmerman, Susan Mosaic of Thought: Teaching Comprehension in a Reader's Workshop

Miller, Debbie Reading with Meaning: Teaching Comprehension in the Primary Grades

Parkes, Brenda Read it Again: Revisiting Shared Reading

Winebrenner, Susan Teaching Gifted Kids in the Regular Classroom

**Children's Literature**

Copsey, Susan Children Just Like Me

Donata, Monatari Children Around the World

Simon, Norma All Kinds of Children

Baker, Jeannie Where the Forest Meets the Sea

Flourney, Valerie The Patchwork Quilt

Rylant, Cynthia When I Was Young in the Mountains

Fox, Mem Whoever You Are

Viorst, Judith Rosie and Michael

Allard, Henry Miss Nelson is Missing

Jonas, Ann The Quilt

Henkes, Kevin Chrysanthemum  
Kevin's Way  
Lily's Plastic Purse

Burton, Virginia The Little House

### **Field Trips**

Places where people perform goods and services-

- Local stores and businesses
- The Post Office
- Fire House
- Local Precinct
- Hospital

### Museums

- Children's Museums of Brooklyn and New York
- American Museum of Natural History
- Brooklyn Museum
- Museum of the City of New York
- The Jewish Museum

### Other community places

- New York Botanical Gardens
- Brooklyn Botanical Gardens
- Central Park
- Prospect Park
- Flushing Meadow Park
- Green Meadows Farm

*Please note that due to the ever-changing nature of the internet, we can only attest that websites and URLs listed are accurate and functioning at the time of printing of this guide.*

