# Unit 01: Building your Classroom Community

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 Weeks**
Status: **Published**

## Brief Summary of Unit

During the first days and weeks of school the teacher will be busy welcoming and supporting children as they say good-bye to their families and hello to school and other children in the class, become families with the classroom and school routines, begin to understand that they are members of a classroom community with rights and responsibilities, and come to know themselves as learners within an organized setting. Skills in Language, Literacy, Math, Social-Emotional, Science, Social Studies, Technology and the Arts are embedded throughout the unit.

## Essential Questions

What names do we need to know at school?

What should we do if we feel sad or scared at school?

What are our rules?

When do things happen at school?

Who works at our school?

How can we make and keep friends? How can we be part of a group?

## Enduring Understandings

Different objects and people have different names

Family members have different names

Identify emotions (sad, scared, happy)

Rules of the classroom

Classroom routines

There are different people who work at the school

Each person who goes to school has a different role

Who a friend is and how to make one

## Students Will Know

Their name

The names of different areas in the room

The members of their family

The names of different areas in the school

What items are in each area of the room

The emotions sad, scared, and happy

The rules of the classroom

The classroom routine

Who works at school

Who is a friend

What friends do together

## Students Will Be Skilled At

Picking out their name

Identifying and locate the areas of the room

Recalling the names of the people in their family

Name areas of the school building

Playing appropriately in each area of the room

Following along to read alouds

Showing the emotions: sad, scared, happy

Following the classroom rules

Following the classroom routine

Identifying someone who works at the school

Identifying one of their friends

Identifying something they like to do with a friend

Talking to a friend

## Evidence/Performance Tasks

This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

Student Observation

Monitor student responses

## Learning Plan

Focus Question 1- What names do we need to know at school?

- Compete Focus Question 1 Days 1-5
- Activities
    - Welcome song
    - Learn the names at school
    - Finding our names in the classroom
    - Names in families
    - Names of classroom items
    - Names of places in the school

- Choice time
    - Guiding childrens' learning in interest areas around the room
    - Guide childrens' learning in the the art area
- Read Alouds
    - Learn new vocabulary words
    - Students will discuss how the characters feel in the story and why
    - Make personal connections
- Small Group
    - Introducing the Dramatic Play area
    - Introducing the Art area
    - Introducing the Block Area
    - Introducing the Discovery Area
    - Introducing the Library Area

Focus Question 2- What should we do if we feel sad or scared at school?

- Compete Focus Question 2 Days 1-3
- Activities
    - Learn about Feeling sad
    - Learn about feeling scared
    - Feelings at school
- Choice time
    - Guide childrens' learning in the the Toys and Games area
    - Guide childrens' learning in the the Art Area with Journals
    - Learn scissors safety
- Read Alouds
    - Learn new vocabulary words
    - Identify the solution of the story
    - Students will discuss how the characters feel in the story and why

    - Make personal connections
- Small Group
    - Introducing the Toys and Games Area
    - Introducing the Music and Movement Area
    - Introducing the Sand and Water Area

Focus Question 3- What are our rules?

- Compete Focus Question 3 Days 1-5
- Activities
    - Why we have rules
    - Writing the rules
    - Remembering our rules
    - What can we do with our hands
    - Family member visit
- Choice time
    - Blocks
    - Dramatic play
    - Music and movement
    - Library
- Read Alouds
    - Learn new vocabulary words
    - Make personal connections
    - Children identify the story's problem, events, and resolution
- Small Group
    - Introducing Outdoor Play
    - Yogurt Fruit Dip
    - My Clothes Today
    - Can you find it?

Focus Question 4- When do things happen at school?

- Compete Focus Question 4 Days 1-3
- Activities
    - Letter-Sound Trouble
    - Daily Schedule
    - Daily events at home
- Choice time
    - Music and Movement
    - Toys and Games- blocks
    - Discovery area
- Read Alouds
    - Learn new vocabulary words
    - Make personal connections
    - Comprehension
    - Students will discuss how the characters feel in the story and why
- Small Group
    - Stepping Stones
    - Morning, Noon, and Night

Focus Question 5- Who works at our school?

- Compete Focus Question 5 Days 1-4
- Activities
    - Who do you think works at our school
    - Visit from a school worker
    - The missing gingerbread man
- Choice time
    - Music and Movement- beanbags
    - Cooking- fruit salad

    - Sand and Water- cooking tools
    - Toys and Game- magnetic letters
- Read Alouds
    - Learn new vocabulary words
    - Use the pictures
    - Make personal connections
- Small Group
    - Story Problems
    - My Digital Storybook
    - Friendship & Love Cards
    - Gingerbread Cookies

Focus Question 6-How can we make and keep friends? How can we be part of a group?

- Compete Focus Question 6 Days 1-5
- Activities
    - Taking turns
    - Friendship
    - Friendship
    - Our class book
    - Conflict resolution
- Choice time
    - Toys and Games- geoboards
    - Blocks- shapes
    - Library
    - Library
    - Art- molding dough
- Read Alouds
    - Learn new vocabulary words

- Retell
- Students will discuss how the characters feel in the story and why
- Make personal connections
- Identify rhyming words

- Small Group
  - Bookmaking
  - My turn at the microphone
  - What can we build together?

## Materials

Focus Question 1:

- Mighty Minutes
  - 201, “Welcome, Everyone” (with accompanying poster)
  - 202, “Daily Reflections (with accompanying poster)
  - 254, “Playful Petals”
  - 207, “Welcome, Friends!” (with accompanying poster)
  - 255, “Kittens and Mittens”
  - 205, “Chose the Moves” (with accompanying poster)
  - 284, “Veggie Stew”
  - 255, “Kittens and Mittens” posted on chart paper or the board
  - 264, “Change the Name Game”
  - 208, “Color Clothes (with accompanying poster)
  - 243, “I Have Two”
  - 216, “Spin, Spin, Spin, Around”
  - 251, “Favorite Treats”
  - 266, “Little Sea Star”

    - 282, “Rolling Compliments”
- Books:
    - A Pocket for Corduroy
    - Love is a Family
    - Anansi and His Children
    - Quinito, Day and Night
    - Love Is a Family
    - Wemberly Worried (with book discussion card 03)
- Children’s name cards (with photos, if possible)
- Interest area names written out and posted in their respective areas
- Individual storage spaces (e.g. cubbies, baskets) labeled with children’s names
- Children’s names displayed in different areas around the classroom
- Magnifying glass or interesting classroom item
- Assorted pictures of materials in your classroom, e.g. block, book, pretend play food
- Picture of the front of the school
- Mirrors
- Collage materials
- Camera

Focus Question 2:

- Mighty Minutes
    - 209, “Hello around the world (with accompanying poster)
    - 272, “Silly Syllables”
    - 212, “Words that Rhyme” (with accompanying poster)
    - 288, “Rhyming Towers”
    - 268, “Who’s at the Door?”
    - 232, “How do you get to school?”
    - 290, “Mimicking Mini Movements”

- Books
    - The Kissing Hand
    - Wemberly Worried (with book discussion card 03)
- Music or drum
- Scarf or piece of fabric for each child
- Puzzles
- LearningGames 120, “Family Album”
- Printout: A letter to families about music and movement (one per family)
- Journals for each child
- Variety of writing tools
- Intentional Teaming Experience SE06, “Talk About Feelings” (with several pictures of people expressing a variety of emotions)
- Printout: a letter to families about sand and water play (one per family)
- Safety scissors (right- and left- handed)

Focus Question 3

- Mighty Minutes
    - 268, “Who’s at the Door?”
    - 281, “Up & Down”
    - 295 “Stack and Measure”
    - 297, “Can you guess who?”
    - 236, “Imaginary Bag”
    - 276, “Robby Robot”
    - 209, “Hello Around the World” (with accompanying poster)
    - 235, “What is Today?”
    - 246, “Little Snowflakes”
    - 201, “Welcome, Everyone” (with accompanying poster)
    - 283, “Clap Along”

    - 222, “Pattern Line Up”
    - 242, “Who’s not here today?”
    - 293, “Alphabet hold up”
    - 228, “How Many Hands?”
- Book
    - The Adventures of Gary & Harry (with book discussion car 04)
    - A World of Families
    - Peeny Butter Fudge
- Camera
- Toy cars and trucks
- Intentional Teaching Experience M57 “Yogurt Fruit Dip” (with recipe chart, ingredients, measuring cups and spoons, large mixing bowl, hand mixer or whisk, knives, cutting board)
- Dress-up clothes
- Intentional Teaching Experience LL71, “My Clothes Today” (with large mirror, paper, crayons, or markers, index cards with color and clothing words and pictures
- Musical instruments (one per child)
- Intentional Teaching Experience M51 “Can you find it?” (with small classroom objects, e.g. blocks, paintbrushes, or crayons)
- Intentional Teaching Experience LL54, “Asking Questions” (with chart paper, markers)
- Variety of musical instruments
- Books about families

Focus Question 4

- Mighty Minutes
    - 268, “Who’s at the Door?”
    - 260, “Letter-Sound Trouble”
    - 214, “Bubble Pop” (with accompanying poster)
    - 207, “Welcome Friends” (with accompanying poster)
    - 256, “Same Sound Box”

    - 233, “Swimming Sea Creatures”
    - 297, “Can You Guess Who”
    - 238, “Wash Your Hands”
    - 202, “Jumping Jelly Beans” (with accompanying poster)
- Books
    - Jalapeño Bagels
    - Peeny Butter Fudge
    - Quinito, Day and Night
    - Papi, How Many Stars Are in the Sky?
- Intentional Teaching Experience M55, “Stepping Stones” (with the daily schedule, masking tape or chalk)
- Daily schedule that includes pictures, word, descriptions, and times for each activity
- Rhythm sticks
- Classroom schedule
- Interlocking blocks
- Intentional Teaching Experience M60 “Morning, Noon and Night” (with magazines, newspapers, and catalogs; charts paper; markers; scissors; glue sticks)
- LearningGames 173, “Scrambled Stories”
- Photos of children’s daily events at home

Focus Question 5:

- Mighty Minutes
    - 259, “If You’re Wearing…”
    - 276, “Robby Robot”
    - 273, “Our Five Senses”
    - 264, “Change the Name Game”
    - 221, “Roll & Rhyme”
    - 289, “Missing Shapes”
    - 209, “Hello Around the World” (with accompanying poster)

    - 213, “Looking for a Letter” (with accompanying poster)
    - 261, “Do You Think?”
    - 235, “What is Today?”
    - 249, “How Many Movements?”
    - 211, “Good-Bye to You” (with accompanying poster)
- Books
    - Kevin and His Dad
    - The Gingerbread Man (with book discussion cards 01)
    - Neighborhood Song
- Intentional Teaching Experience M22, “Story Problems” (with a collection of manipulatives)
- Beanbags
- Camera
- Intentional Teaching Experience LL02, “My Digital Storybook” (with digital camera, computer with word processing program, word banks, printer, paper, bookbinding supplies)
- Intentional Teaching Experience LL35 “Fruit Salad” (with ingredients, chart paper and marker, bowl, plastic knives)
- Picture of a school worker
- Box (with a tool inside that the visitor uses for his job)
- Intentional Teaching Experience SE19, “Friendship & Love Cards” (with construction paper, pencils, crayons, envelopes)
- Gingerbread man made from dough or art materials
- Cooking tools
- Materials to make thank-you notes
- Intentional Teaching Experience M54, “Gingerbread Cookies” (with recipe chart, ingredients, utensils, and other supplies)
- Note from the Gingerbread Man
- Magnetic letters

Focus Question 6:

- Mighty Minutes

    - 259, “If You’re Wearing…”
    - 278, “Take a Turn”
    - 277, “Twirling Scarves”
    - 282, “Rolling Compliments”
    - 298, “Elephant Chant”
    - 222, “Pattern Line Up”
    - 261, “Do You Think?”
    - 267, “Move Like an Animal”
    - 204, “How’s the Weather?” (with accompanying poster)
    - 231, “I’m Grateful for…”
    - 240, “Five Little Birds”
    - 230, “Syllables on the Move!”
    - 202, “Jumping Jelly Beans” (with accompanying poster)
    - 294, “Count the Syllables”
    - 244, “Alphabet Bag”
- Books
    - The Gingerbread Man (with Book Discussion Card 01)
    - The Adventures of Gary & Harry
    - Hooray, a Piñata!
    - Too Many Tamales (with Book Discussion Car 02)
    - Crazy Pizza Day
- Intentional Teaching Experience P22, “Follow the Leader”
- Intentional Teaching Experience LL04, “Bookmaking” (with cardboard or cardstock for the cover, paper, writing utensils, bookbinding supplies)
- Geoboards and geobands
- Camera
- Variety of block shapes
- Paper and writing utensils

- Intentional Teaching Experience SE10, “My Turn at the Microphone” (with a real or pretend microphone and audio recorder)
- Class book
- Books about friendship
- Intentional Teaching Experience SE08 “Group Problem-Solving”
- Intentional Teaching Experience SE25, “What Can We Build Together” (with building blocks)
- Molding dough

## Standards

- Social & Emotional
    - 0.1.1 (0.1.P.A.1)
    - 0.1.2 (1.1.P.A.2)
    - 0.1.3 (1.1.P.A.3)
    - 0.1.4 (1.1.P.A.4)
    - 0.2.2 (1.2.P.A.2)
    - 0.2.3 (1.2.P.A.3)
    - 0.2.4 (1.2.P.A.4)
    - 0.3.1 (1.3.P.A.1)
    - 0.3.3 (1.3.P.A.3)
    - 0.4.1 (1.4.P.A.1)
    - 0.4.6 (1.4.P.A.6)
- Visual & Performing Arts
    - 1.1.1 (1.3.P.A.1)
    - 1.2.1 (1.3.P.B.1)
    - 1.2.2 (1.3.P.B.2)
    - 1.3.1 (1.3.P.C.1)
    - 1.3.3. (1.3.P.C.3)

- 1.4.1 (1.3.P.D.1)

- Health, Safety & Physical Education
  - 2.1.1 (2.1.P.A.1)
  - 2.2.2 (2.1.P.B.2)
  - 2.3.1 (2.1.P.D.1)
  - 2.3.3 (2.1.P.D.3)
  - 2.4.1 (2.5.P.A.1)
  - 2.4.2 (2.5.P.A.2)
- English Language Arts
  - RL.PK.1
  - RL.PK.2
  - RL.PK.3
  - RL.PK.4
  - RL.PK.7
  - RL.PK.10
  - RI.PK.1
  - RI.PK.2
  - RI.PK.4
  - RI.PK.10
  - RF.PK.2.a
  - RF.PK.3.a
  - RF.PK.3.c
  - W.PK.5
  - W.PK.8
  - SL.PK.1.a
  - SL.PK.1.b
  - SL.PK.2

    - SL.PK.3
    - SL.PK.4
    - SL.PK.6
    - L.PK.1.d
    - L.PK.1.e
    - L.PK.1.f
    - L.PK.1.g
- Approaches to Learning
    - 9.1.1
    - 9.1.2
    - 9.1.3
    - 9.1.4
    - 9.1.5
    - 9.4.1
    - 9.4.2
    - 9.4.3
- Mathematics
    - 4.1.1 (K.CC.1)
    - 4.1.4 (K.CC.4)
    - 4.4.1 (K.G.1)
    - 4.4.2 (K.G.2)
    - 4.4.3 (K.G.3)
- Social Studies, Family, & Life Skills
    - 6.1.2 (6.1.P.D.2)
    - 6.2.1 (6.1.P.A.1)
    - 6.2.3 (6.1.P.A.3)
- World Languages

- 7.1.1 (7.1.P.A.1)
- 7.1.2 (7.1.P.A.2)

## Suggested Strategies for Modifications

This link includes content specific accommodations and modification for all populations:

https://docs.google.com/spreadsheets/d/1fmQ5llgX1HZdIPa7duX33pfmonGDoVFag9eE2DpbLfM/edit?usp=sharing