Unit 01: Building Your Classroom Community

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **4-6 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 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

childrens' learning in the the Toys and Games area

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

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

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

SUGGESTED STRATEGIES FOR MODIFICATIONS FOR SPECIAL EDUCATION STUDENTS, ELL, AT RISK AND STUDENTS GIFTED STUDENTS.

Using a variety of hands-on activities, movement, small group options, visual activities, along with discussions to support diverse learners and learning styles. Students experience hands-on exploration of technology and materials that provide multiple entry points for learners.

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

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