

LP Week 1 Day 1 ~~Literacy~~ What is a community?**Objectives**

SWBAT define and give examples of community.

SWBAT name three communities of which they are a member and compare their roles in each community.

Standards

CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding

CC.1.4.K.B: Use a combination of drawing, dictating, and writing to focus on one specific topic

Materials/Preparation

Book: *From Here to There*

Chart paper and markers

Pictures of various communities – sports team, church, musical group, family, class, neighborhood

~~Answer board kits for students~~

Paper with a line down the middle and colored pencils for students

Preparation: Definitions

Community: a group of people who come together for a common purpose. They do not need to live near each other, but they can.

have sth in common - means sth the same - students knew this

Classroom Arrangement

Students will sit on the rug facing the easel for the read-aloud, discussion, and idea web.

They will go to their seats to draw, then return to sit on the perimeter of the rug to share.

Plan

Read Aloud: (10 minutes)

they didn't seem to know this Read *From Here to There*. Comprehension concept: belonging somewhere. We are part of a neighborhood, a city, a country, a world... we are part of many groups of people. We call some of those communities.

not the best. look to intro community

Idea Web: (10 minutes)

Write "community" in center of chart paper. Explain to students that we will make an idea web about community by writing down whatever comes to mind when they think of the word "community." Ask questions like: *What is a community? What is an example of a community? What do communities do? Who is in a community?* During the discussion, make sure the definition of community (see above) comes up and is clearly stated. *ended up being just a list of communities we're part of*

Our Communities: (5 minutes)

- Now we're going to think about the different communities we belong to. A person can be a member of many different communities at the same time. Students brainstorm: classroom, neighborhood, church, playgroup, family, UCAL, sports team. Do you have the same role (do the same thing) in all of your communities? How are they different?

on whiteboards

Knowing I had another writing+sharing activity, I should have modified this one.

- Model drawing how my role is different in different communities – sketch me teaching in the classroom (*In our classroom community, my role is being a teacher. But not everyone in our classroom community is a teacher – you are students, and we have some parents who are part of our community, too*), singing in a choir (*Can you tell which person I am? Not really. In a choir, everybody has an equally important role.*) What about on a baseball team? What are some of the different roles?

they got this

Activity: (15 minutes)

Students return to their seats to draw a picture of themselves in two different communities – not the classroom – to show how their roles in those communities are different. Return to the rug to share their pictures and how they are different in their two communities.

Close: *Over the next two weeks, we're going to learn a lot about the communities we're part of. And as we learn new things, we'll keep adding them to our idea web. So throughout these two weeks, when you're reading*

Anticipated Student Responses

The idea of community is a little abstract, so some children might struggle with it. I hope, however, that the concrete examples I can give them and they can brainstorm, like a sports team, a classroom, and a church, will help them grasp the concept. The book I'm using in this lesson has very simple text, so I will use the book more as a starting point than as the main part of our discussion.

yes! I realized this about 5 mins into lesson + switched gears right away to focus on concrete

Assessment

Observations during discussion and idea webs

Students' drawings and explanations of themselves in their communities

Accommodations

Since no reading or writing is required for the independent activity in this lesson, I don't anticipate students struggling to complete it. During discussions, the two students with behavior issues will sit right next to me. The idea web activity lends itself to differentiating since students will brainstorm ideas at their level of understanding. For example, students who have trouble defining or describing community will be able to give me an example of a community instead. Since this is one of the first activities in my unit, I hope that it will give me a good idea of what my students understand about community. If students complete their independent activity early, I will challenge them to write about how their two roles are different.

- do better w/ book selections for topic intros
- be careful of # of writing activities in a short time
- scaffold theoretical ?'s w/ leading, concrete ones

management: take kid out of room
review - what are the rules? what rule did you break? what are the consequences?

LP Week 1 Day 2 Literacy: Diversity in communities

Objectives

SWBAT explain the importance of diversity in a community.

SWBAT evaluate how they are different from and similar to the other members of the classroom community.

Standards

CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding

CC.1.2.K.B: With prompting and support, answer questions about key details in a text.

CC.1.4.K.B: Use a combination of drawing, dictating, and writing to focus on one specific topic

CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question

CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups

Materials/Preparation

Book: *We Are All Alike, We Are All Different*

~~Chart paper with a T-chart drawn on it and markers~~

~~Post-it notes or other small papers for students~~

~~Pencils for students~~

Classroom Arrangement

Students will sit on the rug facing the easel for the read-aloud and discussion. They will go to their seats to respond to the text, then return to sit on the perimeter of the rug to share their responses and place their post-its on the T-chart.

Plan

Read Aloud (15 minutes)

- Before Reading:
 - Read the title. *What does "alike" mean? Who can give me an example of things that are alike?* ~~(point out that it's a compound word - a and like)~~ *In a community, is everyone alike or different? Can you think of an example of how people in a community are alike or different? Remember the kinds of communities we talked about on Friday (direct students' attention to chart from Friday to remind them of communities we discussed). Remember that we are a community here in our classroom!*
 - *While I read, think about how the people in our classroom community are alike and different. This book has some pages that say "Some of us are... or some of us have...". If I read one of those sentences and it describes you, I want to see your wiggling thumb. For example, if the book says "Some of us have baby brothers or sisters," Marlene would show me a wiggling thumb.*
- During Reading:
 - Invite student responses to the text via wiggling thumbs. On question pages, have students turn and talk to a partner.

*★ this was great!
How are you alike/diff from your partner?*

- After Reading:
 - *This book was written by a kindergarten class at another school. They told us a lot of ways that the people in their classroom community were alike and different. Now I want you to think of some other ways that you are the same as or different from your classmates.* (take several student responses) *seems like a step back from yesterday*
 - *Why is it important to have different kinds of people in our community? (if students struggle to respond, ask questions like "What would happen if everybody on a baseball team was a pitcher? What if everybody in the band played the drums?")* *talk about roles in a movie* *this worked well*

Reading Response (15 minutes)

- Show students the T-chart with words "alike" and "different" on it. Explain that on a post-it, students will draw and/or write one way that they and their classmates are either alike or different. (emphasize that they have to choose either same or different – they can't do both on the same post-it)
- Bring students back to the perimeter of the rug; have them share their responses and put their post-its on the correct side of the T-chart.
- To close, read through the similarities and differences the students wrote as a class. *Our classroom community is just one of the communities we are part of. This afternoon we're going to start talking about another community: our neighborhood.*

Anticipated Student Responses

Some students might struggle with the last question in the read-aloud, so I added leading questions I can use to help them understand the importance of diversity in the community. I anticipate that a lot of students will simply draw or write something from the book on their post-it, but as long as they can explain how that specific thing is true in our classroom and place the post-it on the correct side of the T-chart, I'm ok with them not coming up with an original idea.

Assessment

Observations and anecdotal notes during discussions
Students' responses on post-its

Accommodations

Challenge: Push students who seem to understand the concept of diversity in community to think of their own ways they are similar/different rather than using something we read about in the book. Encourage strong writers to write, rather than draw, their responses.
Support: If students seem to be struggling to come up with an idea, I will ask them follow-up questions one-on-one about how the children in the book we read were the same and different. I will also allow them to draw their response rather than write it.

LP Week 1 Day 2 Social Studies: What Is a Neighborhood?

Objectives

SWBAT use picture clues to read names of places in a neighborhood (strategy: *Good readers look at the pictures to help them figure out words*)

SWBAT describe characteristics of a neighborhood

SWBAT evaluate the differences between a classroom community and a neighborhood.

Standards

SS 6.4.K.C Identify goods and services provided by local businesses

CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.

CC.1.2.K.B With prompting and support, answer questions about key details in a text.

CC.1.2.K.L Actively engage in group reading activities with purpose and understanding

CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups

Materials

- Chart paper and markers
- Social Studies Alive! big book prepared with place words covered up

Classroom Arrangement/Management

Students will sit on the back rug for the read aloud of *What is in my neighborhood?* and follow-up discussion.

Plan

1. Read aloud (10 minutes)
 - a. Cover up words that can be figured out from picture clues; as we read, have students think silently about what the words might be; call on students to share what they think it is and why. *Good readers look at the pictures.*
2. Discussion (10 minutes)
 - a. What is a neighborhood? Who can describe a neighborhood in their own words? *concept: things in our neighborhood are close to us - don't have to drive there*
~~Add class definition of a neighborhood to our idea web.~~
 - b. How is our neighborhood different from other kinds of communities? How is it different from our classroom community?
3. Interactive writing (10 minutes)
 - a. Now we're going to brainstorm some of the places in our neighborhood ~~and give examples. We're going to practice sounding out the words while we write.~~
Have students name a category (ie grocery store) ~~and~~ give examples (ie Fresh Grocer). Students will write their responses on the chart paper.
4. Close: ~~Close your eyes and silently think of one fact or one question about our neighborhood. Have students think for 2 minutes, then dismiss to get backpacks.~~

Assessment

- Observation and anecdotal notes during read-aloud and discussions
- Written work during interactive writing

This lesson was too long - students sat in one place for too long + got chatty + antsy