



## Summary

### Where We Are in Place and Time

#### Subject

English, Mathematics,  
Science Lab, Social Studies

#### Year

Kindergarten

#### Start date

Week 1, April

#### Duration

6 weeks

## Inquiry

### Transdisciplinary Theme



#### Where we are in place and time

### The Central Idea

Connections help us understand.

Students will explore character traits and choices and connect these actions to their own experiences.

### Lines of Inquiry

- connections between a model and real life
- cause and effect
- working relationships

### Teacher questions

- What do living organisms need?
- How do different texts connect to life?
- Why are there different points of view?
- What is the difference between needs and wants?



## Learning Goals

### Scope & Sequence

#### English

##### [CCGPS] Reading Literary

###### Learning Outcomes

###### Key Ideas and Details

ELACCKRL1. With prompting and support, ask and answer questions about key details in a text.

ELACCKRL2. With prompting and support, retell familiar stories, including key details.

ELACCKRL3. With prompting and support, identify characters, settings, and major events in a story.

###### Craft and Structure

ELACCKRL4. Ask and answer questions about unknown words in a text.

ELACCKRL5. Recognize common types of texts (e.g., storybooks, Poems).

ELACCKRL6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

###### Integration of Knowledge and Ideas

ELACCKRL7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

ELACCKRL9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

###### Range of Reading and Level of Text Complexity

ELACCKRL10. Actively engage in group reading activities with purpose and understanding.

#### Social Studies

##### [CCGPS] Historical Understandings

###### Learning Outcomes

SSKH3 The student will correctly use words and phrases related to chronology and time to explain how things change.

a. Now, long ago

b. Before, after

e. First, last, next

g. Past, present, future



## [CCGPS] Geographic Understandings

### Learning Outcomes

SSKG2 The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

- Differentiate land and water features on simple maps and globes.
- Explain that maps and globes show a view from above.
- Explain that maps and globes show features in a smaller size.

SSKG3 The student will state the street address, city, county, state, nation, and continent in which he or she lives.

## [CCGPS] Government/Civic Understandings

### Learning Outcomes

SSKCG2 The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.

SSKCG1 The student will demonstrate an understanding of good citizenship.

- Explain why rules should be followed.

## Standards and benchmarks

Georgia State Standards

GSE: Science (2016)

### Life Science Kindergarten

SKL1. Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.

- Construct an explanation based on observations to recognize the differences between organisms and nonliving objects.
- Develop a model to represent how a set of organisms and nonliving objects are sorted into groups based on their attributes.

SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.

- Construct an argument supported by evidence for how animals can be grouped according to their features.
- Construct an argument supported by evidence for how plants can be grouped according to their features.
- Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species.

GSE: Fine Arts: Music (2018)

### General Music Kindergarten

Performing

ESGMK.PR.1 Sing a varied repertoire of music, alone and with others.



- a. Sing simple accompanied and unaccompanied melodies in a limited range, using head voice.
- b. Echo simple singing and speech patterns.
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

Responding

ESGMK.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).
- b. Describe music using appropriate vocabulary (e.g. high/low, loud/soft, fast/slow, long/short).

ESGMK.RE.2 Evaluate music and music performances.

- a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances, by self and others, when given specific criteria.
- b. Refine music and music performances by applying personal, peer, and teacher feedback.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGMK.RE.3 Move to a varied repertoire of music, alone and with others.

- b. Perform choreographed and non-choreographed movements.

Connecting

ESGMK.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- b. Describe connections between music and disciplines outside the fine arts.

ESGMK.CN.2 Connect music to history and culture.

- c. Demonstrate performance etiquette and appropriate audience behavior.

GSE: Fine Arts: Visual Arts (2017)

**Creating** Kindergarten

VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

- a. Generate individual and group ideas in response to visual images and personal experiences.
- b. Produce visual images using observation, experience, and imagination using a variety of art materials.

VAK.CR.2 Create works of art based on selected themes.

- a. Create works of art emphasizing one or more elements of art and/or principles of design.
- b. Use pictures to tell a story.

VAK.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.

- a. Attempt to fill the space in an art composition.
- c. Create drawings and paintings with a variety of media.
- d. Experiment with color mixing.



- e. Develop manual dexterity to develop fine motor skills.

VAK.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

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#### **Presenting Kindergarten**

VAK.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

- a. Complete works of art.
- b. Sign a finished work of art.

#### **Responding Kindergarten**

VAK.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.

- b. Discuss works of art using art vocabulary with an emphasis on the elements of art.
- c. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings.

#### **Connecting Kindergarten**

VAK.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

- a. Recognize self as an artist.

VAK.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

- a. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas.

VAK.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

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GPS: Modern Languages & Latin (2009)

#### **Communication Kindergarten**

Interpersonal Mode of Communication (IP)

MLEK.IP1 Students exchange simple spoken information in the target language, utilizing cultural references where appropriate. Students:

- E. provide simple responses based on classroom topics.
- G. imitate proper pronunciation and intonation.

Interpretive Mode of Communication (INT)

MLEK.INT1 Students demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc. Students:

- B. demonstrate proficiency in listening comprehension.

#### **Connections, Comparisons, and Communities Kindergarten**



MLEK.CCC1 Students begin to make links between the target language and other subjects. Students:

B. connect basic skills learned in other subjects with skills learned in the target language.



## Key and Related Concepts



### Key Concepts

Key Concepts

Key questions and definition



Function

#### How does it work?

The understanding that everything has a purpose, a role or a way of behaving that can be investigated.



Causation

#### Why is it as it is?

The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.



Connection

#### How is it linked to other things?

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.



## Developing IB Learners



### Learner Profile



Communicators



Risk-takers (Courageous)



Reflective

#### Description

Communication Skills – Students will listen to a variety of fairy tales; students will sequence story events and orally share with the class; students will write letters and journal entries;

Students will become more confident risk-takers as they orally share journal responses with their classmates and discuss their opinions about stories and fairy tales. Students will be able to state their opinion as to whether the story was a fairy tale or not and support their responses by identifying the element(s) that made it a fairy tale. The students will have opportunities to act out fairy tales as well as writing their own, either individually or collaboratively.

#### Attitudes



Appreciation-Students can show an appreciation for different stories from around the world representing a variety of cultures. Students can show their appreciation for other students' stories by sharing compliments about their classmates' presentation.

Confidence-Through many opportunities to orally share with others, students will develop confidence in their own speaking abilities.

Creativity-Students will develop creativity by using their imagination to invent their own fairytale with words and pictures.

### **Music**

Key Concepts: Form, Connection, Perspective

Central Idea: Songs represent people, places, and events.

Learner Profile: balanced, communicator, inquirer, thinker

Assessment: Students will use music class performance assessments and self-analyze their classmates.

-Learn "Bye Bye Butterfly", "Butterfly Rap", "I'm Growing Up" and folkdances such as "Kings and Queens," and "Kindergarten Reel."

-Discuss connections and differences between humans and other organisms

-Reflect on song form using lyrics and movements

### **Art Class Instruction:**

Key Concepts: Connection, Form, Perspective

-Drawing Experiences with Visual Elements of Selected Fairy Tales, ie. castles, dragons, royalty

-Painting Experiences "Splendid Skies" with flying things Fairies, Pegasus, dragons

-Literacy and Art: write captions and simple sentences to narrate drawings/paintings

### **PE Class Instruction:**

Key Concepts: Connection, Form, Perspective

-Teach dance theme Fairy Tale Ball for the event

-Movement and positions reinforces space and movements concept

-Reflect on song rhythm, pace, and movement during performance

### **Science Class Instruction:**

Key Concepts: Form, Connection

-Students will tell the story of a plants life and groups plants according to their physical features. Fairy tale-"Jack and the Beanstalk"

-Students will communicate how spring brings offspring for plants and animals, while identifying similarities and difference of



offspring to parents.

-Use the visual thinking routine of "I Use to Think but Now I Think" regarding the life cycle of the butterfly.

-Use the visual thinking routine of "I Use to Think but Now I Think" regarding the life cycle of the chicken. (Little Red Hen storybook)

### Spanish Class Instruction:

Key Concepts: Form, Connection

Students will reflect on song form using lyrics

Students will reflect on song rhythm, pace, and movement during performance

-Students will watch a video in Spanish to introduce vocabulary terms associated with the life cycle of a butterfly

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<https://www.youtube.com/embed/cUQYjdb49GI>

-Students will learn limited vocabulary terms associated with the life cycle of a butterfly

-Students will sing a song and do motions associated with the stages of the life cycle of a butterfly

<https://www.youtube.com/embed/HCZl8TyiWSA>

-Students will use Total Physical Response (TPR) to act out life cycle of a butterfly stages / terminology



### ATL Skills



#### Approaches to Learning

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## **Music**

Key Concepts: Form, Connection, Perspective

-Students will compare butterflies and humans

-Students learn and perform "Bye Bye Butterfly," "Butterfly Rap," and "I'm Growing Up."

Learner Profile: Students will be risk-takers by performing with and for others. Students will be reflective about their musical performance skills and ways to continue to develop them. Students will communicate their knowledge of butterflies and human organisms with one another and through music.

Central Idea: Learning that we can sing and perform (representing) non-musical ideas can help students to understand broader musical concepts, and help students to realize music can represent many different subjects and disciplines.

Assessments: Students will watch and listen to each other perform music and reflect upon the musical qualities that are going well and need developed. Students will complete visible thinking activities such as "Creative Comparisons" that compare butterflies and humans. Students will make a list of human needs versus human wants.

## **Visual Art Class Instruction:**

Key Concepts: Connection, Form, Perspective

-Drawing Experiences with Visual Elements of Selected Fairy Tales, ie. castles, dragons, heroic personalities, and royalty. that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.

-Painting Experiences: Watercolor "Splendid Skies" with flying things such as Butterflies, Birds, Fairies, Pegasus, dragons

-Literacy and Art: write captions and simple sentences to narrate drawings/paintings

Learner Profile: Students will be risk-takers by attempting a variety of watercolor techniques, such as wet-on-wet. Students will be reflective about their artistic skills and ways to continue to develop them. Students will communicate their knowledge of butterflies and other organisms that take flight.

Central Idea: Learning that through drawing and painting non-visual ideas, can assist students to understand broader concepts, and help them to realize visual art can represent many different ideas, subjects and disciplines.

Assessments: Students observe other's artistic images in a "walk-about/talk-about" and reflect upon the artistic qualities that are going well and those that need development. Students will complete visible thinking activities such as "Creative Comparisons" that compare butterflies and human forms of flight.

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### Communication Skills

- Exchanging information - Listening, interpreting and speaking

#### Listening

Listen to, and follow the information and directions of others.

Listen actively to other perspectives and ideas.

Ask for clarifications.

Listen actively and respectfully while others speak.

#### Speaking

Speak and express ideas clearly and logically in small and large groups.

Give and receive meaningful feedback and feedforward.

State opinions clearly, logically and respectfully.

Discuss and negotiate ideas and knowledge with peers and teachers.

Communicate with peers, experts and members of the learning community using a variety of digital environments and media.

- Literacy - Reading, writing and using language to gather and communicate information

#### Reading

Read a variety of sources for information and for pleasure.

Read critically and for comprehension.

Make inferences and draw conclusions.

Use and interpret a range of terms and symbols.



### Writing

Use appropriate forms of writing for different purposes and audiences.

Paraphrase accurately and concisely.

Record information and observations by hand and through digital technologies.

Use a variety of scaffolding for writing tasks.

Organize information logically.

Make summary notes.

Communicate using a range of technologies and media.

Understand and use mathematical notation and other symbols.

Responsibly participate in, and contribute to, digital social media networks.



### Action

#### Student-initiated Action

No student action arose from the learning.



### Assessment & Resources

#### Ongoing Assessment

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

#### GRASP Assessment:

**Goal:** Bring a story to life.

**Role:** Royal storyteller.

**Audience:** Royal court.

**Scenario:** You have been requested by the king and queen to create a story for entertainment at the royal banquet. You are to include characters, a setting, a problem, and solution. Student will make connection on how the solution solved the problem in the fairy tale. (causation/connection).

**Product:** Completed story basket.

Students body posture, eye contact and voice fluctuation scoring on a rubric will assess communication skills.

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?



By completing a KWL Chart, observations can be made of students' prior knowledge and skills. Evidence we will look for are: knowledge of the elements of a fairy tale, recognition of tales being similar and different, and perhaps recognition of various characters' points of view.

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## Learning Experiences



### Designing engaging Learning Experiences

Extension and Enrichment Activities:



[GK Where We Are in Place and Time](#) Mar 14, 2022

VTR - Step Inside (different perspectives of the characters), Circle of View Points ( different perspectives of characters).

Tug of War (ex. after reading The Frog Prince, students were asked Would you kiss a frog and why?)

Anchor chart showing elements of fairy tales. Sequence story events

Compare and contrast different versions of fairy tales.

Write a persuasive letter. Act out fairy tales.



Use "tug-of-war", visual thinking routine to foster different points of view/perspectives, ie., "The Frog Prince", "The Three Bears", "Little Red Riding Hood". Use the "Step-Inside" visual thinking routine to foster different perspectives based on picture clues, ie, "The Paperbag Princess", and "Jack and the Beanstalk".

#### Provocations

Prop Talk - Students will interact with a variety of props and costumes laid out around the room. With an elbow students will try to answer the following question - What do you think our next planner is about? Students could write or draw their idea and place on chart paper (in the shape of a castle). Students can view other points of view. Teacher will lead students to central idea.



## Reflections

### General Reflections



#### Looking Forward



**Adrienne Mather** May 27, 2022 at 10:00 AM

#### Areas of Improvement

More comparing/contrasting of fairy tales across cultures

Connecting social studies and science standards with fairy tale standards throughout the unit providing more opportunities to dive deeper into reading/writing standards with fairy tale learning



**Adrienne Mather** May 27, 2022 at 10:01 AM

Students enjoyed making connections and pointing out elements of fairy tales as we read stories, watched videos, and acted out familiar fairy tales.



## Stream & Resources



### Resources



**Note** posted on Aug 15, 2019 at 9:48 AM

Multi-cultural/multi-lingual versions of fairy tales; computer with internet access; hula hoops for Venn diagrams; props/costumes for acting out stories; teachers will have a variety of books for students to read and listen to. Parents will assist with the second annual Fairy Tale Ball.