



## Summary

### Who We Are - All About Me

#### Subject

English, Mathematics,  
Science Lab

#### Year

Kindergarten

#### Start date

Week 3, August

#### Duration

6 weeks

## Inquiry

### Transdisciplinary Theme



Who we are

### The Central Idea

Our world is unique with similarities and differences.

### Lines of Inquiry

- growth and change
- families and their cultures
- Characteristics of Groups

### Teacher questions

- How do things change?
- What are characteristics?
- How are people alike/different?

## Learning Goals

### Scope & Sequence

#### English

[CCGPS] Speaking and Listening

#### Learning Outcomes

Comprehension and Collaboration



ELACCKSL1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

#### Presentation of Knowledge and Ideas

ELACCKSL4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ELACCKSL5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELACCKSL6. Speak audibly and express thoughts, feelings, and ideas clearly.

#### [CCGPS] Reading Literary

##### Learning Outcomes

##### Key Ideas and Details

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

##### Craft and Structure

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

##### 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).

#### [CCGPS] Reading Foundational

##### Learning Outcomes

##### Print Concepts

ELACCKRF1. Demonstrate understanding of the organization and basic features of print.

ELACCKRF1.a. Follow words from left to right, top to bottom, and page-by-page.

ELACCKRF1.b. Recognize that spoken words are represented in written language by specific sequences of letters.

ELACCKRF1.c. Understand that words are separated by spaces in print.

ELACCKRF1.d. Recognize and name all upper- and lowercase letters of the alphabet.

##### Phonological Awareness

ELACCKRF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELACCKRF2.a. Recognize and produce rhyming words.

ELACCKRF2.b. Count, pronounce, blend, and segment syllables in spoken words.

ELACCKRF2.c. Blend and segment onsets and rimes of single-syllable spoken words.

ELACCKRF2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)



ELACCKRF2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

ELACCKRF3. Know and apply grade-level phonics and word analysis skills in decoding words.

ELACCKRF3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.

ELACCKRF3.b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

ELACCKRF3.c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

ELACCKRF3.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## Mathematics

### [CCGPS] Measurement And Data [MD]

#### Learning Outcomes

Cluster #1: Describe and compare measurable attributes.

CCGPS.K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

CCGPS.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Cluster #2: Classify objects and count the number of objects in each category.

CCGPS.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

### [CCGPS] Counting And Cardinality [CC]

#### Learning Outcomes

Cluster #1: Know number names and the count sequence.

CCGPS.K.CC.1 Count to 100 by ones and by tens

CCGPS.K.CC.2 Count forward beginning from a given number within the known Sequence (instead of having to begin at 1).

CCGPS.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Cluster #2: Count to tell the number of objects.

CCGPS.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. This standard asks



CCGPS.K.CC.4.a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CCGPS.K.CC.4.b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. This standard calls for student

CCGPS.K.CC.4.c. Understand that each successive number name refers to a quantity that is one larger.

CCGPS.K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

CCGPS.K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

CCGPS.K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.

## Standards and benchmarks

Georgia State Standards

GSE: Fine Arts: Music (2018)

### General Music Kindergarten

#### Performing

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

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

ESGMK.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
- Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.

ESGMK.PR.3 Read and Notate music.

- Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation.

#### Responding

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

- Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).
- Describe music using appropriate vocabulary (e.g. high/low, loud/soft, fast/slow, long/short).
- Identify basic classroom instruments by sight and sound.
- Aurally distinguish between different voices (e.g. whisper, shout, talk, sing).

ESGMK.RE.2 Evaluate music and music performances.



- b. Refine music and music performances by applying personal, peer, and teacher feedback.

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

- a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
- b. Perform choreographed and non-choreographed movements.

Connecting

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

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

GSE: Social Studies (2016)

### Historical Understandings Kindergarten

SSKH2 Identify the following American symbols:

- a. The national and state flags (United States and Georgia flags)
- b. Pledge of Allegiance
- c. Star Spangled Banner (identify as the national anthem)
- d. The bald eagle
- e. The Statue of Liberty
- f. Lincoln Memorial (identify image and associate with Abraham Lincoln and Presidents Day)
- g. Washington Monument (identify image and associate with George Washington and Presidents Day)
- h. White House (identify image and associate with Presidents Day and the current president)

### Information Processing Skills Kindergarten

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

- 1. compare similarities and differences I

GSE: Science (2016)

### Earth and Space Science Kindergarten

SK2. Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air).

- b. Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color).
- c. Use tools to observe and record physical attributes of soil such as texture and color.



## Key and Related Concepts



### Key Concepts

Key Concepts

Key questions and definition



Form

#### What is it like?

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.



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



Open-minded



Caring

#### Description

sharing baby pictures, sequencing stages of human life cycle, family pictures (alike and different), discussion of how they change and grow, family interaction during zoom sessions, noting difference in time zone with students who are currently in other states or countries; our SEL learning experiences about diversity and acceptance tied in nicely with the planner.



## ATL Skills



### Approaches to Learning

#### Description

sharing baby pictures, name projects, sequencing stages of human life cycle, graphs and charts (skin color, hair color, eye color, left/right handed), family favorites feast



Self-management Skills



## Action



### Student-initiated Action

Students were eager to share what was happening in their homes during our zoom sessions. Some students participated in a "cultural" scavenger hunt to find something that represents their culture (i.e., menorah, Puerto Rican flag, etc).



## 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: SWBAT describe what makes you unique.

Role: You are a contestant on America's Got Talent.

Audience: Classmates

Scenario: You are competing in the final of America's Got Talent.

Product: Completed "I am Unique/All About Me" Bag (with rubric)

- Rubric (i.e., speaks audibly, explain item in bag, etc.)

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

Create a KWL Chart

Teachers will look for students to participate in class discussions.

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## Learning Experiences



### Designing engaging Learning Experiences

Spanish Class Instruction:

Key Concept(s)-Form and Change

- Compare moves in song (same/different)
- Compare and contrast different types of music (dynamics, tempo, number of notes, language, pitch, timbre, texture)

Students will listen to different styles Spanish of music and differentiate between them

sharing baby pictures, name projects, sequencing stages of human life cycle, graphs and charts (skin color, hair color, eye color, left/right handed), family favorites feast

**Music Class Instruction:**

**Learner Profile: Students will develop their learner profiles of curiosity and enthusiasm as they explore elements of music, looking at what is the same and what is different. Students will develop thinking and knowledgeable learner profiles as they learn and grow in their music vocabulary and knowledge.**

Assessment will be anchored in the music class rubric.

Key Concept(s)-Form and Change

- Compare song parts (same/different)
- Compare sounds in song (same/different)
- Compare moves in song (same/different)
- Compare and contrast different types of music (dynamics, tempo, number of notes, language, pitch, timbre, texture)

**PE Class Instruction:**

- Identify similarities and differences of healthy foods
- Identify activities that promote growth
- Promote healthy habits

**Art Class Instruction:**

Key Concept: Form Change

- Students will create Self-Portraits
- "Take-A-Dot-For-A-Walk" to make a LINE" Activity, exploring the variety of lines in art
- Organic versus Geometric Shapes Activity

**Science Class Instruction:**

Key concept: Form, Change

- Observe form and change of science materials using 5 senses.
- Identify and practice inquiry skills (observe, sort, classify, compare science talk) to investigate materials like scientists
- Practice Engineering Design Skills, form, and change by planning and building The Tallest Tower using constraints: same amount of small medium and large size mini-cups





- Observe form and characteristics of groups (size, weight, height, color, texture) using Earth Materials (Soil, rocks, water, air)
- Classify and investigate attributes of rocks and soils

#### Provocations

VTR - Zoom-In Activity - Teacher will get picture of each child in order to create a collage with the pictures and other symbols of families. Teacher will reveal different parts of the collage and ask for students to think about what they might be starting to learn about until the whole picture is revealed. Goal is for students to give more and more details as picture is revealed and to use these details to change their thinking where needed.

#### Supporting Student Agency

Students were able to go through their house to find an object that represented their culture. Students were able to share the items in their bags that were self-selected. Classmates showed that they were listening to other presentations as they asked questions of their classmates to deepen their understanding.

#### Reflections

##### General Reflections

##### Looking Back



**Adrienne Mather** Oct 5, 2020 at 11:30 AM

Students and teachers faced many challenges in the virtual setting. Informal assessments were in the form of thumbs up/ thumbs down; students could select a reaction from the zoom tool bar, students were able to annotate on the screen. The summative assessment helped teacher gain information about the students' understanding of the central idea.



**Adrienne Mather** May 18, 2022 at 9:36 AM

We feel the "All About Me" back is an accurate reflection of the students' understanding of the central idea.

##### Looking Forward



**Adrienne Mather** Oct 5, 2020 at 11:35 AM

We have a more genuine picture of the students and their families. Virtual learning has helped us build a community in unexpected ways. We plan to take what we've learning in the virtual setting and use in the classroom when we return to



face-to-face instruction (i.e., Nearpod lessons; small group instruction).



**Adrienne Mather** May 18, 2022 at 9:37 AM

We would love to have planning time with the specialists.



## Stream & Resources

### Resources



**Note** posted on Aug 15, 2019 at 9:49 AM

Principal, IB Coordinator and specialists support the implementation of the planner; fiction and non-fiction texts related to the lines of inquiry, computer with Internet access, songs (Body Rock, Body Math),