Summary

How We Organize Ourselves

Subject	Year	Start date	Duration
English, Mathematics, Science Lab	Kindergarten	Week 1, March	5 weeks

Inquiry

Transdisciplinary Theme

How we organize ourselves

The structure and function of organizations

The Central Idea

similarities and differences

Lines of Inquiry

- sorting objects based on physical attributes
- comparing similarities and differences
- effects of organization

Teacher questions

- How do our five senses help us sort?
- What is a physical attribute?
- How are living organisms similar and different?
- How can we group living organisms and non-living things?
- How do plants and animals benefit from one other?

Learning Goals

Standards and benchmarks

Georgia State Standards: GSE: Fine Arts: Music (2018)
General Music (Kindergarten)

Creating
ESGMK.CR.1 Improvise melodies, variations, and accompaniments.

a. Improvise simple body percussion patterns.

c. Improvise using various sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).

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.

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

a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.

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

ESGMK.PR.3 Read and Notate music.

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

b. Read simple melodic contour representations (e.g. roller coaster).

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).

c. Identify basic classroom instruments by sight and sound.

d. Aurally distinguish between different voices (e.g. whisper, shout, talk, sing).

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.

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.

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

a. Perform and respond to music from various historical periods and cultures.

b. Describe how sounds and music are used in daily lives.

c. Demonstrate performance etiquette and appropriate audience behavior.

Georgia State Standards: GSE: Mathematics (K-8)
MEASUREMENT & DATA REASONING (2021) (Kindergarten)

K.MDR.7: Observe, describe, and compare the physical and measurable attributes of objects and analyze graphical displays of data.

K.MDR.7.3 Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

K.MDR.7.2 Classify and sort up to ten objects into categories by an attribute; count the number of objects in each category and sort the categories by count.

K.MDR.7.1 Directly compare, describe, and order common objects, using measurable attributes (length, height, width, or weight) and describe the difference.

GEOMETRIC & SPATIAL REASONING (2021) (Kindergarten)

K.GSR.8: Identify, describe, and compare basic shapes encountered in the environment, and form two-dimensional shapes and three-dimensional figures.

K.GSR.8.1 Identify, sort, classify, analyze, and compare two- dimensional shapes and three-dimensional figures, in different sizes and orientations, using informal language to describe their similarities, differences, number of sides and vertices, and other attributes.

K.GSR.8.2 Describe the relative location of an object using positional words.

K.GSR.8.3 Use basic shapes to represent specific shapes found in the environment by creating models and drawings.

K.GSR.8.4 Use two or more basic shapes to form larger shapes.

Georgia State Standards: GSE: Physical Education (2018)
Motor Skills and Movement Patterns (Kindergarten)

PEK.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.
Locomotor

a. Performs basic locomotor skills (walk, run, hop, jump, skip, slide, and gallop) while maintaining balance.

b. Performs locomotor skills in response to teacher-led, creative dance.

c. Performs jumping/landing with balance.

Manipulative Skills

f. Throws underhand with opposite foot forward.

g. Catches a self-tossed object (ball, scarf, and bean bag).

h. Drops a ball and catches it after a single bounce.

i. Demonstrates basic dribbling skills with hands attempting multiple contacts.

j. Demonstrates basic dribbling skills with feet attempting multiple contacts.

k. Kicks a stationary ball from a stationary position (keeping eyes on the ball, stepping with the opposite foot next to ball, contacting the ball with dominant foot, and following through).

l. Volleys a lightweight object (beach ball or balloon) upward using a variety of body parts.

m. Strikes a lightweight object (beach ball or balloon) using a short-handled implement.

n. Executes a single jump using a self-turned rope.

o. Executes a single jump of a long rope with teacher assisted turning.

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.

a. Construct an explanation based on observations to recognize the differences between organisms and nonliving objects.

b. 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.

a. Construct an argument supported by evidence for how animals can be grouped according to their features.

b. Construct an argument supported by evidence for how plants can be grouped according to their features.

c. Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species.

💡 Key and Related Concepts

Key Concepts

Key Concepts	Key questions and definition	Related concepts
🦋 Form	**What is it like?** The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.	properties, similarities, differences

Key Concepts	Key questions and definition	Related concepts
Function	**How does it work?** The understanding that everything has a purpose, a role or a way of behaving that can be investigated.	
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

Knowledgeable

Thinkers

Communicators

Description

Learner profile: *principled* and *reflective* – conducting science experiments and observing plants and animals will allow the students to reflect on ways to take care of the earth.

Attitudes: *empathy* and *tolerance* – As students observe caterpillars/butterflies and take care of plants, they will develop empathy for all the living things on the Earth.

Transdisciplinary skills: research skills (recording data) – Students will develop research skills by: grouping animals, grouping plants, observing similarities and differences in living and non-living things, and using five senses to observe earth materials (soil and rocks) and objects made out of common materials (paper, plastic, glass, etc.).

ATL Skills

Approaches to Learning

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Thinking Skills

- Critical thinking - Analysing and evaluating issues and ideas, and forming decisions

  Analysing

  Observe carefully in order to recognize problems.

  Analysing and evaluating issues and ideas, and forming decisions

  Consider meaning of materials.

  Take knowledge or ideas apart by separating them into component parts.

  Use models and simulations to explore complex systems and issues.

  Evaluating

  Organize relevant information to formulate an argument.

  Evaluate evidence and arguments, and associated decisions.

  Recognize unstated assumptions and biases.

  Consider ideas from multiple perspectives.

  Synthesize new understandings by finding unique characteristics; seeing relationships and connections.

  Test generalizations and conclusions.

  Identify obstacles and challenges.

  Forming Decisions

  Revise understandings based on new information and evidence.

  Draw conclusions and generalizations

Action

Student-initiated Action

None were taken.

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?

-Students were shown a variety of containers with random objects. Students selected the container they wanted to sort.

Students will orally describe how they sorted the objects based on their physical attributes. After students sorted the objects they named the sorting rule. Students also had the option to complete the activity on Seesaw. Some students were able to write a sentence explaining how they sorted the objects.

-We will encourage students to talk about their experiences with real world sorting (utensil drawer in kitchen, items in refrigerator, sections in grocery store, etc.).

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

Creating a KWL chart

Class discussion

Watch video with no sound

Promethean Puzzle Chart

Use of planner-related vocabulary

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Learning Experiences

Designing engaging Learning Experiences

Extension and Enrichment Activities:

GK_How_We_Organize_Ourselves.docx
Jan 11, 2022

VTR - Color, Shape, and Line Activity

- Create KWL chart.
- Compare and contrast animals, plants, rocks and soils.
- Describe characteristics of living organisms and non-living things.
- Identify the needs of animals and plants.

- Sort pictures of animals and plants.
- Plant seeds and observe the growth of plants.
- Compare animal parents and offspring.
- Participate in class recycling efforts.
- We will encourage students to talk about their experiences with real-world sorting (utensil drawer in kitchen, items in refrigerator, sections in grocery store, etc.).

Music

Key Concepts: Form, function, and connection will be developed through student experience with unpitched percussion instruments. Students will explore what they are made of, how to use them, and how they are connected.

Learner Profile: Knowledgeable learner profile will be developed as students learn instrument names and how to use them appropriately. Students will develop the communicator profile learning how to communicate with their instrument.

Approaches to Learning: Students will develop the their thinking skills by utilizing their instrument appropriately in a song and executing their instrumental part correctly.

Activities:

-Listen to, move to, analyze, and perform a variety of music.

Physical Education

Key Concepts: Form, Causation, Connection

Learner Profile: Inquirer, Thinkers, Communicators

Activity:

Students will participate in fleeing and tagging activities connected to Pi Day, St. Patrick's Day and Easter holiday play.

Visual Art:

Key Concepts: form**,** connection, function

Learner Profile: Knowledgeable, thinker, Communicator

· Students will be able to express their knowledge of visual arts through the project.

· Students will discuss connections between their artwork and the works of their peers to compare ideas (communicator, thinker)

ATL: Thinking skills

· Students will brainstorm before beginning the project.

· Students will determine which supplies need to be used in the proper order (i.e., draw with pencil before outlining with sharpie)

Activities:

Science:

Key Concepts: Responsibility, Reflections

-Using their 5 senses, students will sort and collect data as they describe the physical properties of objects and determine what materials they are made from. (Properties of Matter Explore lesson form STEMSCOPES.

- Students will use their knowledge of physical properties of materials to determine how to build the best boat out of tin-foil, that will hold the most pennies without sinking.

-Students will use inquiry to communicate what they See Think and Wonder as they determine how to best use materials in an Explore station. (contraptions, pool noodle house, straws connectors, Contraptions, toy car ramp, shapes design, build for animals, magnet connectors, gears, ball ramps, bridges, marble-run wall, magnetic wall)

Spanish:

Central idea: Similarities and Differences

Key Concepts: Form, Function, Connection

Learner Profile: Knowledgable, Thinkers, Communicators

ATL: Thinking Skills

- Identify and learn name of farm animals. - Connection
- Identify body parts, and vocabulary for the 5 senses in Spanish. - Connection & Function
- Identify body parts of an animal. - Form & Connection

Activity:
Students will:

Sing song about farm animals while identify colors. - Form & Connection

Sing, dance, name and label body parts. - Form & Connection

Identify the body parts we used for the 5 senses and the action related to each one. - Connection, Function and Thinking skills

Name and label body parts of an animal. - Form & Connection

Provocations

Each small group will be given a bag of a dozen or so items (that can be made into groups based on a variety of attributes) and asked to explore and determine as a group what you can do with them. Groups can report their thinking. Teacher will lead discussion towards the Central idea.

Reflections

General Reflections

Looking Back

Adrienne Mather Apr 28, 2021 at 11:51 AM

Due to Covid protocols, it is more challenging to assess the on-line students as their interactions are limited. These students completed activities in Seesaw and were able to verbalize for the teachers how they sorted. Regarding in-person students, we engaged in class discussions and hands-on sorting. We documented how students sorted and organized by taking photos of their work.

Students were able to explain the importance of being organized. Students demonstrated being knowledgeable thinkers and communicators throughout the planner.

Adrienne Mather May 18, 2022 at 9:55 AM

Students had multiple opportunities to sort and classify throughout the planner. They loved the chance to participate in self-directed activities and select the items of their choosing to sort and to come up with a variety of ways to sort. At the beginning of the year when we administer the GKIDS baseline, students typically struggle with the sorting activities. The learning opportinities throughout this planner help the students with the concept of classifying and sorting because of the hands-on activities.

Students took action and shared pictures of how they sorted items at home (toys, clothes, etc).

Most students have a clear understanding of the central idea and the importance of being organized -- so you can find what you're looking for.

Erica Schack May 11, 2023 at 9:49 AM

Students had many opportunities to sort real-life objects which provided hands-on learning experiences. These sorting activities also provided opportunities for students to learn science topics and new vocabulary.

Looking Forward

Adrienne Mather Apr 28, 2021 at 11:54 AM

Due to Covid protocols, collaborative opportunities were restricted. We hope the next school year will allow for more partner and groups collaborations. We innovated by creating Nearpod lessons and Seesaw activities, and we will plan to implement

these strategies next year.

Adrienne Mather May 19, 2022 at 9:24 AM

We would like to have a planning session with the specials teachers.

Erica Schack May 11, 2023 at 9:57 AM

We can improve upon using IB language when teaching content. We would also like to have more transdisciplinary learning opportunities with the Specials classes.

Additional Subject Specific Reflections

Erica Schack May 11, 2023 at 9:58 AM

We will work to implement the new math standards into the IB units.

Stream & Resources

Resources

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

Harcourt Science TE and supplemental materials; leveled readers; non-fiction books about plants and animals; United Streaming videos; Brain Pop Jr. videos, The Lorax by Dr. Seuss; caterpillars and habitat; seeds; soil; globe; High Touch High Tech Science. Our science lab instructor will support the planner with science experiments and activities.