**Unit Planner**

**Title: How Are We Like Trees?**

**Main Idea: A summative assessment will be completed for each outcome on a “leaf”. These leaves will be placed on a “tree” on the wall as a visual representation of the students’ learning.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curricular Outcome(s)** | **Overview of Opportunities** | **F/S** | **Assessment Type** | **Day** |
| We are unique.  Social Studies  K.1.1. – Value their unique characteristics, interests, gifts, and talents  Language Arts  4.2 Attend to Conventions – Demonstrate curiosity about visual features of letters and words with personal significance | Day 1   * Read “Hooray for You!” by Marianne Richmond * Class discussion on what the term unique means and some examples * Walk to nature spot down the street from River Heights * Sit down in a circle in the nature spot and talk about how trees are unique just like us * Ask students to gather 3 different unique leaves * Walk around and observe the students’ choices of leaves to see if they understand what unique means * During station time, one station will be set up where students will fill out a “leaf” assessment where they will list why they are unique. This will be at ta station that is led by either myself, the EA, or the literacy assistant, so the students have support in completing this task. * During center time, one center will be set up for students to create paper dolls of themselves that show their physical uniqueness (these will be used next day to demonstrate their role in their families) | F – OB  S – OT | Observation – as students are choosing leaves that are unique I will walk around to assure that the leaves are unique. If the leaves are not unique I will show students examples of unique leaves and ask them to try again.  Other – the students will complete a “leaf” assessment page on which they will list what makes them unique in their own words. | 1 |
| We have families.  Social Studies  K.2.2. – Value and respect significant people in their lives   * Appreciate the important contributions of individuals at home, at school and in the community   Math  Shape and Space – Use direct and indirect measurement to solve problems – use direct comparison to compare two objects based on a single attribute | Day 2   * Read “What Do People Do All Day?” by Richard Scarry * Discuss the students’ family and what jobs they do at home. * Use the paper dolls that were made last class and have the students place them on a graph at the front of the class (the graph will be made before hand. It will be entitled “In My Family My Role Is” underneath the title there will be four categories “Oldest” “Middle” “Youngest” and “Only”. The students will place their paper doll underneath the part of the graph that pertains to them) Discuss with the students what they notice about the graph (how many people are in each category). Talk about other roles that exist in their families and how everyone contributes to make your family * Show example of a family tree that the students will be making. Talk about the family tree and what it means. Make sure the students understand that the tree cannot be complete unless everyone fulfills their role * During literacy and numeracy stations the students will make a family tree. An adult in the classroom will support this station. * During center time there will be a station where students will complete a “leaf” assessment, which will say “I contribute to my family by...” At the station there will be images of different jobs that the students do at home. They will cut out which jobs they do at home and paste them on to their leaf. * During center time there will be another station where the students will look at the work that they did on their family tree and rate it based on the “cat system” used at River Heights. They will stamp their work with any stamp from the beginning cat to the excellent cat. | F – SA  S – OT | Self Assessment – the students will create a family tree in a graph – like format and rate their work themselves using the “cat” rating system. I will look at their ratings and discuss with students who have given themselves a mark that I do not agree with  Other – the students will complete a “leaf” assessment where they will cut and paste images of tasks they do at home | 2 |
| We belong.  Social Studies  K.2.4. – Examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry   * How do we know that we belong to groups or communities? * Does everyone belong to a group or a community?   K.S.3 – Develop skills of geographic thinking:   * Recognize familiar places or points of reference in their surroundings   Language Arts  2.1 Strategies and Cues – Understand that stories, information and personal experiences can be recorded in pictures and print can be listened to, read, or viewed | Day 3   * Field trip to all of the different communities in Medicine Hat * Students will draw a picture of each community * These pictures will be used to create a class book of the city * Make sure to ask students to pay attention to what part of the city that they live in   Day 4   * Before class, have a combination of all of the students pictures turned into a book of Medicine Hat * Read the book to the students, have the students raise their hands when you come to the area of Medicine Hat that they live in * After reading the book, discuss the following questions   + What part of Medicine Hat do you live in?   + Since you live there, does that mean that you belong to that community?   + Why do you think that?   + Does everyone belong to a community? * During numeracy and literacy stations, there will be a station where students will complete a “leaf” assessment where they will draw what their community looks like from memory | F – C/I  S – T | Complete/Incomplete – I will look at the images that the students drew simply to see if they completed them, it is difficult to mark these because they each could draw the communities in different ways  Test – My summative assessment is not a typical test, however the students are required to draw what their community looks like from memory on an assessment “leaf” | 3 & 4 |
| We give.  Social Studies  K.2.5. – Examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions   * In what ways can people contribute to a group or community?   Language Arts  1.2 Clarify and Extend – Connect related ideas and information | Day 5   * Read “The Giving Tree” * Talk about the book. Prompt students with the following questions, “How do you feel when someone gives you something?” “Have you ever given anything to anyone?” How did giving make you feel?” * As a group make a chart on a large sheet of paper. The chart will be titled “Trees” underneath this there will be three sections “have”, “need”, and “give” * With the students you will fill out this chart * After the chart is completed create a similar chart to the one above, but instead title it “Kindergarten Students” again include the three sections “have”, “need”, and “give” * Fill this chart out with the students and compare how we are similar to trees * During literacy and numeracy stations that students will fill out a “leaf” assessment. The assessment will say “I can give by…” The students will write, with the support of an adult, what they can give to someone else | F – OB  S – OT | Observation – I will observe the students answers on the chart that we create and see if they are comprehending the definition of giving, If the chart shows that the students do not understand what giving means, we will have a class discussion about giving and discuss examples  Other – the students will complete a “leaf assessment” where they will write something that they can give | 5 |
| We care about the environment.  Social Studies  K.2.5. – Examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions   * What actions show care and concern for the environment?   Language Arts  2.1 Use Strategies and Cues – Begin to use language prediction skills when stories are read aloud | Day 6   * Read the first half of the book “The Lorax” (to the page that begins with “Then… Oh! Baby! Oh!”) * Point out rhymes present in the book while reading * Ask the students “What do you think will happen if the Once-ler keeps cutting down all of the trees?” Reference the book. Show students an image of the environment on the book. Talk about how this image could change. * Students will each be given a piece of paper and pencil crayons. Pretend that you are the Lorax who speaks for the trees. Draw what you think the environment will look like if the Once-ler is not stopped? * We will do a gallery walk around the room so the students can take a look at their peers’ predictions   Day 7   * Read the second half of the book “The Lorax” * As reading the book, point out what cutting down the Truffula trees is doing to the environment * Notice if we predicted that this would happen in our pictures from the day before * Ask the students “If we did what the Once-ler did to our environment, would the same thing happen?” Reference the book. Show the pictures of the dirty lake and the smoggy air. Ask “Is there anything that we can do to stop this from happening?” * During numeracy and literacy stations the students will create a promise to the trees. They will each be given a small paper tag, which will say “I promise…” They will then write, with the support of an adult, what they promise to do to help the trees. After each of these promise tags are created we will go and tie our tags to a tree using ribbon or string | F – OB  S – OT | Observation – I will look at the images that the students drew and if they demonstrate their comprehension of what happens to the environment when no one cares for it. If the assessment shows that the students do not grasp this concept I will be talking about it during the book reading the following day.  Other – students will write a promise to the trees | 6 &7 |
| We share.  Social Studies  K.2.3. – Appreciate how their participation in their communities affects their sense of belonging   * Develop an awareness of the importance of sharing the responsibility for caring for the environment   K.S.5 – demonstrate the skills of cooperations, conflict resolution and consensus building:   * Demonstrate a willingness to share space and resources | Day 8   * Watch video <https://www.youtube.com/watch?v=NwXL-_18SpA> * Ask students “What was Cookie Monster going to do with his garbage after he was finished with it?” “Why shouldn’t he do that?” “What did he end up doing with it?” Mention to the students that Cookie Monster did the right think by not littering, but instead of eating our garbage we should recycle it or put it in a trashcan. “Can we take care of the environment by ourselves?” Students will realize that they need to work with other members of their community to keep the environment safe. * We will go out onto the playground and around the school to do our part in caring for the environment. This will include watering trees, picking up garbage, and taking the recycling to the designated spot from out classroom * During literacy and numeracy stations the students will complete a “leaf” assessment. It will say “I share the task of caring for the environment by…” They will draw pictures of tasks that they must share with their community members to care for the environment. | S – OT | Other – students will create a “leaf” assessment where they will draw tasks that they can share with their community to care for the environment | 8 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Possible Formative (F) or Summative (S) Assessment Types** | | | | |
| Admit/Exit Slips (AES) | Graphic Organizer (G) | Pass/Fail (PF) | Journal (J) | Test/Exam (T) |
| Checklist (CL) | Interview (I) | Poll/Survey (PS) | Rubric (R) | Quiz (Q) |
| Complete/Incomplete (CI) | Know/Want to Know/Learned (KWL) | | Peer Evaluation (PE) | Task Performance (TP) |
| Frequency Chart (FC) | Observations (OB) | Portfolio (P) | Self-Evaluation (SE) | Other (OT) |

**Literacy/Numeracy** *(refer to Literacy/Numeracy Progression sheet)*

**Importance of Literacy**

Students recognize that literacy provides enjoyment and enables them to make sense of and participate in the world around them.

**Purpose**

Children recognize that language is all around them and provides enjoyment.

**Use**

This is used in lessons 1, 2, 4, 5, 6, and 7. I read the students a book in each of these lessons, which shows them that literacy can provide them enjoyment.

**Importance of Literacy**

Students recognize that literacy provides enjoyment and enables them to make sense of and participate in the world around them.

**Participation**

Children participate in guided activities that model how being literate enables them to participate in local and global communities.

**Use**

This is used in each of the lesson. Students use their literacy to complete “leaf” assessments, which will add to our tree. This tree can be viewed as out classroom communities project throughout the unit.

**Interpret, Represent, Communicate**

Students interpret, represent and communicate in a variety of digital and non-digital formats to support decisions in situations involving numeracy.

**Interpretation and Representation of Spatial Information**

Children interpret simple diagrams that represent spatial information.

**Use**

This is used in lesson 2. We will create a graph based on the role in our family and see how many students in our class fill each role based on the graph.

**Interpret, Represent, Communicate**

Students interpret, represent and communicate in a variety of digital and non-digital formats to support decisions in situations involving numeracy.

**Communication**

Children use basic vocabulary, gestures, objects, or symbols when communicating about quantitative or spatial information.

**Use**

This is used in lessons 3 and 4. Students will be asked to recognize and draw what is around them in each community around Medicine Hat and draw what they see.

**Competencies** *(list the competency and how it relates to which curricular outcome)*

**Critical Thinking**

* This is used in lessons 3 and 4 where the students are asked to synthesize their thoughts on the communities that we go to in order to discover which of these communities they live in.
* This is used in lesson 2 where students analyze the evidence on the graph based on what role the students play in their family.

**Cultural and Global Citizenship**

* This is used in lessons 6, 7, and 8 where students learn that have a responsibility to care for the environment and can do so by planting trees, picking up litter, recycling, etc.

**Communication**

* This is used in every lesson during our classroom discussions. The students must clarify their thoughts and express their ideas using appropriate language.