

Newark Montclair Urban Teacher Residency
Social Justice & Inclusion
Integrated and Inclusive Curriculum Unit (SJU)
Bree Picower & Francesca Ciotoli
Spring 2017

TABLE OF CONTENTS

- Part 1: Planning the Unit Overview
- Part 2: Planning with Standards
- Part 3: Planning Thematic Web
- Part 4: Planning for Ensuring Access through UDL
- Part 5: Curriculum Unit Plan
- Part 6: Two Initial Lesson Plans
- Part 7: Rubric Design
- Part 8: Analyzing Student work
- Part 9: Unit Reflection

PART 1: PLANNING THE UNIT OVERVIEW

Your Name: Shannon Schommer

Unit Title:

Topic: Communities/Neighborhoods

Grade level: Kindergarten

Themes/ Big Ideas:

- 1) People 2) Diversity
- 3) Community 4) Unity 5) Resources
- 6) Identity

Enduring Understandings:

What do you want ALL students to remember 10 years from now?

- 1) SWUT communities can be characterized by diverse people, physical features, social functions, and resources.
- 2) SWUT communities can provide individuals with a sense of unity, identity, and belonging.
- 3) SWUT neighborhoods can be affected by external factors such as law and policy, environmental conditions, and availability of resources.

Essential Questions

What questions will create the “doorway” to your study and set the stage for high-level thinking?

- 1) **What is a neighborhood?**
- 2) How are neighborhoods different or similar?
- 3) How can communities shape people?
- 4) How can external factors impact/change neighborhoods?

Implementation Date

Discuss with your mentor teacher when you can carve out time to teach this 1-3 week unit. Given our planning schedule, the best time to teach it will be between 3/6- 4/11.

Implementation Dates:

Part 2: Planning With Standards

NJS Standards Addressed: Using both the **2009 Social Studies standards** and the Language Arts Literacy **2010 Core Common standards**, find standards that cover your unit. <http://www.state.nj.us/education/cccs/>. Feel free to use any other content standards that fit your unit.

2009 Social Studies:

Use the “By the end of 4th grade” standards for the different content areas. Cut and paste below the “Standard” and the related “Content Statement” that covers your unit.

- 6.3.8.A.2 Recognize the value of cultural diversity, as well as the potential for misunderstanding
- 6.3.4.A.4 Active citizens of the 21st century are aware of their relationships to people, places, and resources in the local community and beyond
- 6.1.P.B.1 Everyone is part of a larger neighborhood and community
- 6.1.P.B.1 Places are jointly characterized by their physical and human properties.
- 6.3.12.A.1 Take actions that result in a more just and equitable society
- 6.1.P.A.1 Citizenship begins with becoming a contributing member of the classroom community

2010 Core Common Standards for Language Arts:

Focus on the Kindergarten- 5th grade standards. Read the intro for each category and then search within your grade level for the reading (3), writing, speaking/listening, language and range standards. Cut and paste below the standards that are covered in your unit.

UNPACKING STANDARDS

STANDARD	6.1.P.B.1 Everyone is part of a larger neighborhood and community
Step #1 – NOUN PHRASES	Everyone, neighborhood, community
Step #2 – QUALITY CONTENT LISTING	People, home, family, friends, neighbors
Step #3 – VERBS	N/A
Step #4 – QUALITY SKILL STATEMENTS	Students will demonstrate understanding that everyone is part of a larger neighborhood by: <ul style="list-style-type: none"> • Drawing a picture and/or writing about own neighborhood

STANDARD	6.3.4.A.4 Active citizens of the 21st century are aware of their relationships to people, places, and resources in the local community and beyond
Step #1 – NOUN PHRASES	Active citizens of the 21st century, people, places, resources, local community
Step #2 – QUALITY CONTENT LISTING	People, places, school, food, money, health, community, friends, family, neighbors
Step #3 – VERBS	Are aware
Step #4 – QUALITY SKILL STATEMENTS	Students will identify relationships between self and other people in the community by: <ul style="list-style-type: none"> • Writing, drawing and/or orally expressing people that they know in the community Students will identify relationships between self and places in the community by: <ul style="list-style-type: none"> • Writing, drawing and/or orally expressing places that they know in the community

STANDARD	6.1.P.B.1 Places are jointly characterized by their physical and human properties.
Step #1 – NOUN PHRASES	Places, physical properties, human properties
Step #2 – QUALITY CONTENT LISTING	Places, neighborhood, school, people, neighbors, friends, family, etc.
Step #3 – VERBS	
Step #4 – QUALITY SKILL STATEMENTS	Students will understand that places are characterized by physical properties by: <ul style="list-style-type: none"> • Orally discussing and/or writing and drawing the physical characteristics of own community Students will understand that places are characterized by human properties by: <ul style="list-style-type: none"> • Orally discussing and/or writing and drawing about humans they know in their own community. • Orally discussing and/or writing and drawing about different jobs people have in different communities.

STANDARD	6.3.12.A.1 Take actions that result in a more just and equitable society
Step #1 – NOUN PHRASES	education, just, equitable, society
Step #2 – QUALITY CONTENT LISTING	School, money, food, parks, libraries, fair, unfair, more, less
Step #3 – VERBS	explain
Step #4 – QUALITY SKILL STATEMENTS	<p>Students will explain how communities are impacted by external factors:</p> <ul style="list-style-type: none"> • Writing, drawing, or orally expressing connections between communities and the environment. • Writing, drawing, or orally expressing connections between communities and access to resources, such as education, income, etc. • Writing, drawing, or orally expressing an advocacy for change in own community

STANDARD	6.3.4.C.1 Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
Step #1 – NOUN PHRASES	Fairness, unfairness, appropriate action
Step #2 – QUALITY CONTENT LISTING	fair, unfair, more, less, same, different, change
Step #3 – VERBS	Demonstrate, take action
Step #4 – QUALITY SKILL STATEMENTS	<p>Students will demonstrate understanding of the need for fairness by:</p> <ul style="list-style-type: none"> • Orally discussing the impact of inequity in neighborhoods/communities • Drawing a picture and/or writing about the impact of inequity in neighborhoods/communities

	<p>Students will take appropriate action against unfairness by:</p> <ul style="list-style-type: none"> • Investigating/researching problems in own community and/or outside of own community. • Discussing and enacting ideas about how to create change in communities/neighborhoods.
--	--

Part 3: Planning Thematic Web

<p><u>Math</u></p> <ul style="list-style-type: none"> • Compare numbers: more or less? Count number of playgrounds, libraries, etc. in different neighborhoods • Geometry: Identify shapes in the neighborhood architecture; use shapes to draw own community 	<p><u>Arts (visual, music, drama)</u></p> <ul style="list-style-type: none"> • Create drawings to depict own neighborhood community • Poem writing about neighborhood/community 	<p><u>Science and Technology</u></p> <ul style="list-style-type: none"> • Use computers to research number of playgrounds, libraries, other resources in community • How does weather impact communities?
--	--	--

<p><u>Other/Field Trip</u></p>	<p><u>TOPIC:</u></p> <p>Digital divide</p>	<p><u>Literature, Reading</u></p> <ul style="list-style-type: none"> • Read alouds of books involving community, such as I Know Here, In Lucia's Neighborhood, Quinito's Neighborhood
<p><u>Social Action</u></p> <ul style="list-style-type: none"> • Identify areas in need of social change in community • Write letter to advocate for change 	<p><u>Social Studies/history</u></p> <ul style="list-style-type: none"> • History of Newark • What affects/changes communities 	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Shared writing- how are communities in read aloud similar/different from our communities • Independent writing- What I know about my community

Part 4: Planning for Ensuring Access through Universal Design for Learning

Predict

- Use this planning table to consider the barriers that students may experience to learning the material given your planned instructional method (e.g. group discussion, or lecture) and materials (e.g. textbook, website, handouts).
- Probe predictable student barriers beyond the surface. "Not motivated to learn" is not an adequate barrier to facilitate solutions. Probing for underlying learning barriers (e.g. limited background knowledge, little experience with independent learning) starts the process to develop UDL solutions.

Frontload

- Once the barriers have been identified, you can consider ways to frontload your lesson so that all students will benefit.
- Consider potential means of instruction AND assessment that connect to the flexible options for engagement, representation, and expression, and active learning.
- Know your resources to support your identification of solutions (e.g. team members, websites, digital materials shared at your school or across county).

Curriculum Unit Methods and Materials	Challenges that these instructional methods and materials present to some students	UDL Solutions – Instruction and Assessment		
		<i>Flexible options for student engagement</i>	<i>Flexible methods of representation</i>	<i>Flexible methods of expression and active learning</i>
Whole group lesson on rug area	Some children do not feel comfortable sitting at the rug area in the whole group	Chairs available to sit at tables that are close enough to where the lesson takes place	Personal representation of material/content- copies of materials or lesson to follow along via computer or hard-copy (example- second copy of book that teacher reads in whole group for child who chooses to sit at table)	Opportunity for students to express understandings via independent and partner work
Writing	Difficulty with fine motor skills	Opportunity to express own ideas/personal experiences with content topic.	Various options for writing utensils and use of grips	Dictation or use of computer

Part 5: Curriculum Unit Worksheet

Universal Design for Learning: As you develop the lesson summary, consider your planning for UDL in Part 4. As you make instructional and assessment choices for ensuring access for all learners, **highlight** these choices in your daily unit plan below according to their UDL categorizations below. If UDL choices overlap, indicate with an annotation.

Green	Provides Multiple Means of Engagement (options for self-regulation, sustaining effort and persistence, and recruiting interest)
Purple	Provides Multiple Means of Representation (options for comprehension, language, mathematical expressions, and symbols, and perception)
Blue	Provides Multiple Means of Action & Expression (options for executive function, expression and communication, and physical action)

Unit Title:	Teacher: Ms. Schommer/Mrs. Furman	Grade: K
Unit Description: This unit is designed to take place over the course of 7 days. Students will examine the components of a community, look at how communities can be similar or different, and dissect ways in which external systems or functions may impact a community and the people living in it. The unit will be focused around the students' own community and sense of identity, as well as how their own experiences might inform their ideas about community.		Standards Addressed: 6.1.P.A.1 Citizenship begins with becoming a contributing member of the classroom community. 6.3.8.A.2 Recognize the value of cultural diversity, as well as the potential for misunderstanding 6.3.4.A.4 Active citizens of the 21st century are aware of their relationships to people, places, and resources in the local community and beyond 6.1.P.B.1 Everyone is part of a larger neighborhood and community 6.1.P.B.1 Places are jointly characterized by their physical and human properties. 6.3.12.A.1 Take actions that result in a more just and equitable society
Enduring Understandings		Essential Questions

<ol style="list-style-type: none"> 1) SWUT communities can be characterized by diverse people, physical features, social functions, and resources. 2) SWUT communities can provide individuals with a sense of unity, identity, and belonging. 3) SWUT neighborhoods can be affected by external factors such as law and policy, environmental conditions, and availability of resources. 	<ol style="list-style-type: none"> 1) What is a neighborhood? 2) How are neighborhoods different or similar? 3) How can communities shape people? 4) How can external factors impact/change neighborhoods?
--	---

List Individual Student Needs: Identify specific student needs as identified by IEP/504.

Allan- difficulty sitting for more than 10 minutes approximately

Yuleidy- difficulty with fine motor control; difficulty with verbal communication; difficulty working independently without one on one assistance

Michael- difficulty with fine motor control; difficulty working independently without one on one assistance

Randy- difficulty working independently without one on one assistance

Day	Daily Mini-Lesson Summary (Reading/Writing Workshop: Minilesson, Guided/Small Group/Independent Practice, Closure)	Assessment: Phrased as: “Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)”
Day 1	<ul style="list-style-type: none"> ● Read Aloud- “I Know Here” ● Teacher will stop at various points in read to ask, “What does the girl know about her home?” Teacher will reference illustrations in book for students to have opportunity to express ideas nonverbally by pointing or using other gestures. ● Turn and Talk: “After learning that she will be moving to Toronto, the little girl follows her brother home ‘kicking the packed dirt. Swirls of dust puff up and turn my rubber boots gray’. How does the little girl feel?” Teacher will monitor student responses. Teacher will show copies of illustrations of the girl 	<p>Students will demonstrate understanding of how communities can be characterized by their physical and human properties as evidenced by verbal and/or nonverbal responses to questions throughout text read aloud of “I Know Here”.</p> <p>Students will demonstrate understanding of how communities can shape individuals as evidenced by verbal and/or nonverbal responses during turn and talks about how the girl from “I Know Here” feels about moving to a new home.</p>

	<p>for students who have difficulty with verbal communication and may want to express understanding by pointing. Teacher might ask specific students yes or no questions involving how the girl feels.</p> <ul style="list-style-type: none"> Teacher will chart student ideas, listing things that the girl knows about her home 	
Day 2	<ul style="list-style-type: none"> Read aloud- "I Know Here". Teacher will reference chart created from Day 1. Teacher will note that the girl talks about the things that she sees, hears, and smells in her home. Teacher will introduce chart- left side titled <i>Place</i>; right side titled <i>What We Know</i>. Teacher will explain that we will talk about a place that all of us know (the classroom) and then we will list things that we know well about the classroom, using specific details (what we see, hear, and smell) Students will do a browse throughout classroom, walking around to explore things that are seen, heard, and smelled in classroom. Students will walk in a straight line, around the room in a circle. Teacher will stop at specific areas in the room as students walk and point out the "area". For example, "Here is the cooking area. Think about what you see, hear, or smell. Over here is the computer area, the block area, etc." Students will come back to rug and share out ideas. Students may verbally express ideas or physically 	<p>Students will demonstrate understanding of how communities can be characterized by their physical and human properties as evidenced by creation of chart about the things that contribute to the classroom community. (Chart creation will be done in whole group- students may express ideas verbally or physically showing by pointing or using other hand gestures, or walking over to show area.)</p>

	<p>show by pointing or using other hand gestures and/or walking over to area in room</p>	
<p>Day 3</p>	<ul style="list-style-type: none"> • Read of “In Lucia’s Neighborhood”- prior to read, teacher will ask students to think about the things in Lucia’s neighborhood and how they might be similar or different to the things that are in the student’s own neighborhood • Create T chart- students will verbally or nonverbally using hand gestures, pointing or writing share ideas about things or that are similar or different from their own neighborhood • Modeled writing- teacher will write student ideas onto chart. 	<p>Students will demonstrate understanding of how neighborhoods are different or similar as evidenced by creation of chart that displays similarities and differences between students’ own neighborhood and neighborhood in “In Lucia’s Neighborhood”, using verbal expression, nonverbal gestures, pointing, and/or writing ideas.</p>
<p>Day 4</p>	<ul style="list-style-type: none"> • Video clip of background on hurricanes and/or Hurricane Katrina • Read “A Place Where Hurricanes Happen”. For each different character’s voice, a different prop will be used (different hat or glasses, etc. to distinguish between each voice) • Character’s feelings chart- each of the 4 character’s feelings during the storm will be recorded onto chart paper. Teacher will reference and display illustrations in the book for students who may need the support and option to point to pictures. Teacher might suggest different feelings and ask students who have difficulty verbally expressing, to do a thumbs up or the “I agree” hand gesture as teacher lists different feelings. 	<p>Students will demonstrate understanding of how communities shape individuals by verbally or nonverbally (pointing, “I agree” hand gestures) making inferences about how the characters feel during the storm based on illustrations and text in “A Place Where Hurricanes Happen”</p>
<p>DAY 5</p>	<ul style="list-style-type: none"> • Second read of “A Place Where Hurricanes Happen” 	<p>Students will demonstrate understanding of how external factors</p>

	<ul style="list-style-type: none"> • Teacher will stop at 3 different parts of the book to chart changes in the neighborhood (before the storm, during the storm, and after the storm) • Whole group (throughout read): Where are the children living after the storm? How were the children’s lives changed after the storm? • Turn and talk: “How has the neighborhood changed throughout the story?” • How did the people in the community help one another during the storm? How did the people in the community help one another after the storm? • What lesson does this story teach? 	<p>impact neighborhoods as evidenced by verbal, nonverbal, or written responses to questions during “A Place Where Hurricanes Happen” and creation of chart of how the neighborhood changes throughout book (before the storm, during the storm, after the storm)</p> <p>Students will demonstrate understanding of how communities provide individuals with a sense of unity and belonging as evidenced by their verbal, nonverbal, or written responses to questions about the interactions between people in the community during the storm in “A Place Where Hurricanes Happen”</p>
<p>DAY 6</p>	<ul style="list-style-type: none"> • Reference changes in neighborhood discussed in Day 5 lesson. Show and review chart. Ask students to think about different ways that neighborhoods/communities can change. Students will verbally, nonverbally, or write/draw ideas. Chart ideas. • Prompt students to think about a change that they would like to see in their own community. <p>about</p>	<p>Students will demonstrate understanding of how external factors impact communities as evidenced by verbal, nonverbal, and/or written/drawn responses to questions about how communities can change.</p>

ADD ROWS as needed

- **Read aloud- “Weed, Water, Wait”**
- **Display picture of the contents of a school garden. Ask, “According to Miss Marigold, what does it take to make a school garden?” Students may verbally state contents, point to illustrations from text, or use other gestures.**
- **Display pages on smartboard and ask, “What did the children need to do first after deciding where to plant the school garden?” Students may verbally state contents, point to illustrations from text, or use other gestures.**
- **Turn and Talk: “Who is Mr. Barkley? How does he change during the story? Turn and tell partner one difference you noticed.” Teacher will walk around with book to reference pages with Mr. Barkley to support students with difficulty verbally expressing. Teacher might ask student yes or no questions if needed.**
- **How did the whole school and town community work together to make the garden? Chart ideas.(i.e., kindness, respect, etc.)**

Students will demonstrate understanding of how communities provide individuals with a sense of unity and belonging as evidenced by verbal and/or nonverbal responses to questions throughout read aloud

Students will demonstrate understanding of how communities shape individuals as evidenced by verbal, and/or nonverbal responses to question about character changes during turn and talk.

DAY 7

- **Independent writing- Students will be prompted to write and draw what they love about their own community. Students will be given a variety of writing utensils to choose from. Students will be given support of aide to write words.**
- **Students will be given worksheet that has space for drawing a picture and space for writing words. The worksheet will be prepared with the sentence: My favorite thing about my community is_____. My community makes me feel _____.**

Students will demonstrate understanding that communities can impact identity as evidenced by independent writing of how the community makes the student feel.

Students will demonstrate understanding that communities can be made up of people, physical/environmental structures as evidenced by independent writing of favorite thing in community.

Part 6: initial TWO Lesson Plans

Universal Design for Learning: As you develop the lesson plans, consider your planning for UDL in Parts 4 and 5. As you make instructional and assessment choices for ensuring access for all learners, highlight these choices according to their UDL categorizations below. If UDL choices overlap, indicate with an annotation.

Green	Provides Multiple Means of Engagement (options for self-regulation, sustaining effort and persistence, and recruiting interest)
Purple	Provides Multiple Means of Representation (options for comprehension, language, mathematical expressions, and symbols, and perception)
Blue	Provides Multiple Means of Action & Expression (options for executive function, expression and communication, and physical action)

Lesson 1

Name Shannon Schommer	Topic/Title Community and Neighborhoods	Grade Level/CT K/Lenore Furman
1a. STANDARD: NJ Common Core Standards <ul style="list-style-type: none"> ● 6.1.P.B.1 Everyone is part of a larger neighborhood and community ● 6.1.P.B.1 Places are jointly characterized their physical and human properties. 	1b. ENDURING UNDERSTANDINGS SWUT communities can be characterized by diverse people, physical features, social functions, and resources. SWUT communities can provide individuals with a sense of unity, identity, and belonging.	
2a. TIERED STUDENT LEARNING OBJECTIVES Students will demonstrate understanding of	2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)	

how communities can be characterized by their physical and human properties as evidenced by verbal and/or nonverbal responses to questions throughout text read aloud of "I Know Here".

Students will demonstrate understanding of how communities can shape individuals as evidenced by verbal and/or nonverbal responses during turn and talks about how the girl from "I Know Here" feels about moving to a new home.

3. ASSESSMENT Students will be assessed by their understanding of how communities can be characterized by their physical and human properties as evidenced by verbal and/or nonverbal responses to questions throughout text read aloud of "I Know Here".

Students will be assessed by their understanding of how communities can shape individuals as evidenced by verbal and/or nonverbal responses during turn and talks about how the girl from "I Know Here" feels about moving to a new home.

4. INDIVIDUALIZED STUDENT NEEDS Allan- benefits from movement approximately every 10 minutes.

Yuleidy- benefits from fine motor support with teacher model for writing; preference for marker and white board over pencil or other writing utensil; verbalizes with 1-3 words at a time and benefits from breaks in verbal expression, benefits from 1:1 support with independent tasks

Michael- benefits from movement from whole group setting (at times prefers to sit in chair over sitting at rug); benefits from 1:1 support with independent tasks

Randy- benefits from 1:1 support with independent tasks

PROCEDURE AND PRACTICE

<p style="text-align: center;">TEACHER'S ROLE Questions to Ask</p>	<p style="text-align: center;">WHAT ARE STUDENTS DOING?</p>	<p style="text-align: center;">MATERIALS</p>
<p>1 STARTER/ANTICIPATORY SET (_ min.)</p> <ul style="list-style-type: none"> Ask, "What is a neighborhood?" Students may respond verbally and/or nonverbally by pointing or answering yes/no questions. Chart ideas. 	<p>Students are responding to questions</p>	<p>White board, markers</p>
<p>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (_ min.)</p> <ul style="list-style-type: none"> Today we are going to read "I Know Here". In this book, we will learn about a girl's neighborhood in Canada. She is moving away from her home and it makes her sad because this is the place she knows. As we read, I want you to pay attention to the different things that the girl knows about her neighborhood home. I also want you to notice how the girl feels about her home." 	<p>Students are listening to directions/thinking about what to focus on during read</p>	<p>"I Know Here"</p>
<p>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (_ min.)</p> <ul style="list-style-type: none"> Why does the girl ask her teacher, "Have people in Toronto seen what I've seen?" Use "Thinking card" for a few seconds. Switch to "I have an idea" side. 1-2 student responses. May be verbal and/or nonverbal. Students with speech difficulty will be given opportunity to respond by pointing. Teacher will display cards with pictures of different emotions and ask students with speech difficulty to point to card that shows how the girl might be feeling. Turn and Talk: What might the girl mean when she says "I will show my picture to Miss Hendrickson, and then I'll fold it up. I will fold up the howl of the wolf and the smell of the fox in his cage and the stare of the old moose and the 	<p>Answering questions about text</p>	<p>"I Know Here", Turn and talk chime, thinking/I have an idea card, emotion picture cards,</p>

<p>feel of my heart beating fast as I swooped over my road in a five-seater plane. I will fold my drawing up small, put it safe in my pocket and I will take my road with me. To Toronto. As soon as summer comes. Turn and tell your partner what the girl means. Monitor and record responses. Ask 1-2 partner pairs to do a verbal and/or nonverbal share out (students may point to images in book or use gestures to/act out what girl means) Connect to EU: SWUT communities can provide individuals with a sense of unity, identity, and belonging. May ask, “How does the girl feel about her community?”</p> <ul style="list-style-type: none"> • Think about the story. What does it mean to know a place? Students may respond verbally and/or nonverbally by pointing or responding to yes or no questions with head nod, thumbs up/down, etc. • Turn and Talk: Turn and tell your partner how the little girl feels about her home. Tell your partner what in the story helps you know how the little girl feels. Ask 1-2 partner pairs to verbally and/or nonverbally share out. 		
<p>4. INDEPENDENT PRACTICE (_ min.)</p> <ul style="list-style-type: none"> • Shared Writing- Ask, “What does the girl know about her home?” Chart student ideas. Teacher will have book available for students to express ideas by pointing to illustrations. Encourage adding details. (Example- Instead of “she knows the wolves”, can write “she knows the howling of the wolves in the night”) 	<p>Recalling what the girl knows about her home</p>	<p>“I Know Here”, White board, markers</p>

<p>5. CLOSING (_ min.)</p> <ul style="list-style-type: none"> • Say, “Today we talked about a girl’s home in her neighborhood in Canada. What did we learn about where the girl lives?” • What did we learn about how the girl feels about her home? • Continue to think about the different places that people live and how they are made up of many different things. (Picture walk through book while speaking to show the components of the girl’s neighborhood.) • Start to think about the places that you know, like our classroom community, and the different things that you see, hear, or smell that make up the classroom, because tomorrow we will talk about what we know about our classroom community. 	<p>Answering questions about the text/focusing on what next days of reading workshop will look like.</p>	
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate). N/A</p>		

Lesson 2

Name Shannon Schommer	Topic/Title Communities/Neighborhoods	Grade Level/CT K/Lenore Furman
<p>1a. STANDARD: NJ Common Core Standards</p> <ul style="list-style-type: none"> • 6.3.8.A.2 Recognize the value of cultural diversity, as well as the potential for misunderstanding • 6.1.P.B.1 Everyone is part of a larger neighborhood and community • 6.1.P.B.1 Places are jointly characterized their physical and human properties. 	<p>1b. ENDURING UNDERSTANDINGS</p> <p>SWUT communities can be characterized by diverse people, physical features, social functions, and resources.</p>	

2a. TIERED STUDENT LEARNING

OBJECTIVES

Students will demonstrate understanding of how communities can be characterized by their physical and human properties as evidenced by creation of chart about the things that contribute to the classroom community. (Chart creation will be done in whole group- students may express ideas verbally or physically showing by pointing or using other hand gestures, or walking over to show area.)

2b. TEACHER CONTENT KNOWLEDGE *(necessary prior knowledge)*

3. ASSESSMENT

Students will be assessed by their understanding of how communities can be characterized by their physical and human properties as evidenced by creation of chart about the things that contribute to the classroom community. (Chart creation will be done in whole group- students may express ideas verbally or physically showing by pointing or using other hand gestures, or walking over to show area.)

4. INDIVIDUALIZED STUDENT NEEDS Allan- difficulty sitting for more than 10 minutes approximately

Yuleidy- difficulty with fine motor control; difficulty with verbal communication; difficulty working independently without one on one assistance

Michael- difficulty with fine motor control; difficulty working independently without one on one assistance

Randy- difficulty working independently without one on one assistance

REVISION:

Allan- benefits from movement approximately every 10 minutes.

Yuleidy- benefits from fine motor support with teacher model for writing; preference for marker and white board over pencil or other writing utensil; verbalizes with 1-3 words at a time and benefits from breaks in verbal expression, benefits from 1:1 support with independent tasks

Michael- benefits from movement from whole group setting (at times prefers to sit in chair over sitting at rug); benefits from 1:1 support with independent tasks

Randy- benefits from 1:1 support with independent tasks

PROCEDURE AND PRACTICE

<p>TEACHER'S ROLE Questions to Ask</p>	<p>WHAT ARE STUDENTS DOING?</p>	<p>MATERIALS</p>
<p>1 STARTER/ANTICIPATORY SET (_ min.) Yesterday we talked about the girl's community in the book "I Know Here". We learned about all of the different things she knows about her home. Where is a place that all of us know? (Anticipated response- the classroom)</p>	<p>Determining a place that we all know.</p>	<p>N/A</p>
<p>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (_ min.)</p> <ul style="list-style-type: none"> • When we talked about the book yesterday, we created a chart to write down all of the things that the girl knows about her home. Teacher will note that the girl talks about the things that she sees, hears, and smells in her home. • Today we will talk about the things that we know in our classroom community. Introduce T chart- left side titled <i>Place</i>; right side titled <i>What We Know</i>. Explain that we will talk about a place that all of us know (the classroom) and then we will list things that we know well about the classroom, using specific details (what we see, hear, and smell) 	<p>Discussing what the girl knows about her home in the book "I Know Here"</p>	<p>Chart from Day 1</p>

<ul style="list-style-type: none"> • Model- Think aloud: I am thinking about something that we have in our classroom. I am thinking about centers. I can write “We know centers.” Write on whiteboard. But that does not give me a lot of details, so if I came into this classroom for the first time and read this I wouldn’t be able to get a good picture in my head of what this means. I can add more detail. Ask whole group, do we work in centers alone? (No.) Who do we see when we are in centers? (our friends). So I can add that detail to our chart and that will help give a clearer picture of what happens in the place that we know- our classroom community. Write on whiteboard. • Explain to students that they will do a classroom browse- students will walk around classroom thinking about the things that they hear, see, and smell. 		
<p>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (_ min.)</p> <ul style="list-style-type: none"> • Students will do a browse throughout classroom, walking around to explore things that are seen, heard, and smelled in classroom. Students will walk in a line, around the room in a circle. Teacher will stop at specific areas in the room as students walk and point out the “area”. For example, “Here is the cooking area. Think about what you see, hear, or smell. Over here is the computer area, the block area, etc.” 	<p>Students are walking throughout room and determining things that they hear, see, and smell in the classroom.</p>	
<p>4. INDEPENDENT PRACTICE (_ min.)</p> <ul style="list-style-type: none"> • Students will come back to rug and share out ideas. Students may verbally express ideas or physically show by pointing or using other hand gestures and/or 	<p>Students are sharing what they know about the classroom community.</p>	<p>White board, markers</p>

walking over to area in room. Ideas will be charted onto whiteboard.		
5. CLOSING (_ min.) <ul style="list-style-type: none"> • Today we talked about the classroom community. We listed the different things that we know about our classroom. • We will continue to talk about communities in Reading Workshop. We will learn more about how communities are made up of different things, like people, the things we see, hear, or smell in the environment. As we continue to talk more about communities, we will see how they can have similarities and differences. 	Students are thinking about how the classroom community is characterized by people, sounds, smells, and other physical characteristics	
HOMEWORK/FOLLOW UP ACTIVITY (if appropriate). N/A		

Part 7: rubric

Category	3 point	2 points	1 points	Score
<i>Picture Content</i>	<i>Student clearly draws a picture about something he/she loves about his/her community</i>	<i>Student writes or draws a picture about something he/she loves about his/her community</i>	<i>Student writes and draws a picture about something unrelated to his/her community</i>	
<i>Completion of work: writing</i>	<i>Student completes idea by writing full sentences.</i>	<i>Student writes part of a sentence, but does not complete idea.</i>	<i>Student writes few words where an idea is not conveyed.</i>	
<i>Completion of work: drawing</i>	<i>Student creates complete picture, including color,</i>	<i>Student draws picture that partially conveys idea and</i>	<i>Student draws picture that does not convey idea</i>	

	<i>where idea is clearly conveyed.</i>	<i>may or may not include color.</i>	<i>clearly and does not include color</i>	
<i>Cohesiveness</i>	<i>Student's writing and drawing are clearly aligned and express one idea.</i>	<i>Student's writing and drawing are related to community, but differ in ideas.</i>	<i>Student's writing and drawing are unrelated to one another.</i>	
			Total Score	

Part 8: Analyzing Student Work

Your Name: Shannon Schommer

This six-step process is a way for you to assess whether or not students understand the main idea of your ongoing project. You can use this process to assess any learning goal, but we are focusing today on the *social justice aim* of your action projects. You will not be using this process to *grade* your students, rather it is a check in for your own instruction.

Step one: Identify the criteria you are using to assess.

If a student “get’s it”, what would you expect to see in this assignment?
<ul style="list-style-type: none"> ● Students verbally and/or nonverbally identify a place within the community ● Students verbally and/or nonverbally list characteristics of classroom community ● Students verbally and/or nonverbally provide specific detail to describe the characteristics of the classroom community

Step Two: Sort. Sort assignments into piles and write students names in boxes below. Remember- nothing bad will happen to your students based on the boxes you choose.

Below	Approaching	Meeting	Exceeding
		Ava, Aidan, Allan, Aydenn, Derrick, Dominic, Gabriel, Jariktza, Keyla, KaiyInn, Leonel, Mia. A, Mia. R, Michael, Teagan, Yassline	
Total #:	Total #:	Total #: 16	Total #:

Step Three: Focus In. Choose a student that best represents each category. Describe their work and how it fits that category.

Don't judge what you don't see- describe what is there.

Below	Approaching	Meeting	Exceeding
		<p>Gabriel described a characteristic of the classroom community- music. He could move towards “exceeding” with the addition of details about the experience of music within the classroom or by explaining how music is a characteristic of the classroom community.</p>	

Step Four: Identify Needs. Looking at this focus student’s work, what specific skills or understandings would this student need in order to meet the criteria you identified in step one.

Below	Approaching	Meeting	Exceeding
		<p>Gabriel could move towards exceeding by providing details involving the music of the classroom community, including the time of day in our schedule that we engage in music, what songs we sing, the instruments that are included, who is involved in the songs, etc. Gabriel might move towards “exceeding” with the support of addressing</p>	

		who, what, where, when, how and why questions about the characteristic.	
--	--	---	--

Step Five: Plan for Differentiation. Now that you have identified needed understandings or skills, how will you plan instruction so that identified students/groups have the social justice knowledge they need to better participate in this project?

Below	Approaching	Meeting	Exceeding
		<p>In order to support Gabriel's movement towards exceeding, he could be supplied with a "who, what, where when, why, and how?" chart after addressing the characteristic topic. After Gabriel identifies the characteristic topic (music), teacher may provide a WWWWWH chart to facilitate his thinking about the specific details of music within the classroom community. This would support articulation of details, for example: The students and teachers play music by singing and playing guitar during morning meeting to get us feeling happy.</p>	

Step Six: Reflect

**How does this analysis inform instruction? What have you learned about how your students understand the project?
How does this inform your next steps?**

This analysis has informed my instruction by allowing for an individualized assessment of student learning and needs. By interpreting the work of a particular child on an individual level, I have been able to look at the specific way in which the child could expand his thinking and articulate the content that he understands. I have been able to analyze and brainstorm ways to support the child in a way that would directly relate to the student's learning, which will increase chances for growth. I intend on providing more supports that would hone in on student understanding of how to express their understanding of communities in detail, involving who, what, where, when, why, and how questions. I also intend on utilizing this format of assessment for the final lessons of the unit because it served as a tool for determining how to create meaningful supports for students.

Part 9: Unit Reflection

You have now had the experience of planning a social justice unit using backwards design and thematic planning, and Universal Design for Learning. You have planned the unit as a whole as well as individual lessons integrating standards and specific skills. You have had the opportunity to begin implementing the unit and to assess student work as part of this process.

Please reflect on the experience of this process from planning to teaching that you have undergone this semester. Use these prompts as a guide, but feel free to include other themes. 2-3 pages.

I began the unit plan with the original idea that I wanted to teach about the digital divide. The idea came to me during a discussion at a K-4 vertical meeting, where teachers across grade levels were discussing what the lower grades could focus on in order to help them be successful in terms of standardized testing in the higher grades. A large focus was on teaching about technology. Specific things that were mentioned were teaching students how to log into the computers and about understanding icons. The conversation eventually moved into the question of how many chromebooks were available in the building and how many supplied in each classroom, which appeared to be a barrier because the supply is limited. My mentor also mentioned to me that she had an experience at First Avenue summer school, the school across the street from Abington, where the students were computer savvy and she felt that it had to do with the fact that the students at that school each have a chromebook to use in the classroom. The student exposure to navigating technology is much higher. She also felt that this was related to their PARCC scores being higher.

These experiences gave me an understanding of the barriers that are created by limited technology access. I was also thinking that this could be magnified to look at what is known as the “digital divide” on a large scale to help students see the impacts of technology access across the globe. Although I feel that this topic can be very engaging and meaningful for students, I felt the need to change my idea because my personal content knowledge is lacking and I did not feel secure enough to successfully deliver a powerful social justice unit at this time. I did not feel qualified for the job at the time! I wanted to be sure that I was able to give students an experience that would provide them with a thorough understanding of the enduring understandings. I wanted to be sure that I was equipped for the task and able to confidently facilitate and empower students with the unit that I chose. After changing my topic to communities and neighborhoods, I felt relieved and could see myself being more successful in teaching the unit. My expectations were that the unit would be enjoyable, fun, engaging, and meaningful for both the students and me. In terms of the actual assignment, my initial feelings were overwhelmed and anxious. The unit template scared me as a whole, but I actually found that it was manageable given the design of the process.

My plans and what happened when I taught the lessons aligned, for the most part. Many of the lessons went according to plan and were able to flow into one another. I found the curriculum unit worksheet to be beneficial and helped me to see the unit as a whole. I will likely use this template in my future teaching so that I can have a clear idea of where I want to head and the steps I need to take in order to facilitate students in achieving the enduring understandings.

The UDL approach supported individual student learning when it was properly executed. Some of the lessons seemed to be very successful because of the opportunities for multiple means of expression, engagement, and representation. I noticed that a particular lesson, that supported specific student needs for movement, where students were able to walk around the classroom, seemed to be highly engaging for the students. We had a lot of fun with this lesson because it was developed around students experiences in the classroom. They were excited to participate and recall things in the classroom that they all know as a classroom community. One example that was very exciting for the students was when we were talking about the things that we hear in the classroom. I took a packet of chips and asked the students to be very quiet so they could hear. I crinkled the chips and instantly we could hear the class guinea pig squeaking. It was enjoyable to see their curiosity peak as I asked them to stay quiet so they could hear the sound, which then turned into excitement and bonding as the students smiled at one another with a sort of “oh yeah!” look on their faces. The multi-sensory experiences, including a focus on sound, smell, sight, and movement, seemed to keep the entire class engaged in the learning.

Other lessons were not as successful with the planned UDL experiences for a variety of reasons. I tried to plan for a multiple means of expression including verbal and nonverbal options in support of a particular student in our class who needs support with verbal communication. Although I wanted to have options for pointing to respond to questions, often times the student who would have benefitted most from this opportunity was out of the classroom with the speech therapist. I imagine that if the speech therapist was able to be in the classroom during instruction, that this student would have been very successful. Unfortunately, this was not the option. Other times during the lessons, this student would leave the whole group and go on the computers. I would have liked to have planned better for a UDL approach that incorporated this. I may have provided something that would support this child’s appeal for technology by including more digital components. For example, I might have included a video on the smartboard at certain points in the lesson to increase this student’s level of engagement. If I were to do this lesson again, I may have made the option for nonverbal expression of understanding by pointing more explicit in the beginning of the lesson or prior to asking the question. I may have made this opportunity more accessible and clear so that the students who would mostly benefit from this option would feel able to participate more.

Overall, I feel that the incorporation of UDL has increased the success of the all students reaching the enduring understandings. This planning has enhanced my understanding of how to support students with diverse learning needs by helping me to understand that although I may plan for a UDL approach, I need to focus on ensuring that the UDL is actually being implemented. Rather than just planning to have verbal and nonverbal forms of expression, I will need to ensure that these options are

accessible and available to students. I will also need to think about the culture of the classroom in terms of access. Given that I did not acknowledge the nonverbal form of expression as a means of expression, it was not something that was embedded within the culture of the classroom. I can imagine that students might not have wanted to nonverbally express their understandings because they were not exactly made to feel welcomed or invited in doing so. I would like to ensure that in my future teaching, UDL is utilized in a way that it is woven into the culture of the classroom

Moving forward, I feel more equipped in terms of planning in order to reach enduring understandings, and how I would like to execute UDL. I feel more confident in the way that I plan and less overwhelmed with helping students reach these “big ideas”. Having this template as a planning resource will help me to stay focused and organized in reaching objectives. I plan to use many of the templates within the unit in my future teaching. Prior to doing this unit, I did not think deeply about connecting lessons and horizontal planning. I now feel that I have a better understanding of how lessons are connected to reach enduring ideas and critical thinking.

