**Kindergarten Fall Explorations UbD Unit**

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| **Title of Unit** | | Fall Explorations | | | | | |
| **Time Frame** | | 4 weeks - October | | | | | |
| **Developed By** | |  | | | | | |
| **School** | |  | | | | | |
| **Identify Desired Results (Stage 1)** | | | | | | | |
| **Content Standards –Curricular Outcomes** | | | | | | | |
| **English Language Arts**  CCK. 2 – Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.  c) use language cues and conventions to construct and communicate meanings (manipulate sounds, explore sounds and rhymes)  g) demonstrate knowledge of upper and lower case letters.    CCK.3 – Use oral language to converse, engage in play, express ideas and share personal experiences    CRK.3 - Listen, comprehend, and respond to gain meaning in oral texts.  a)Listen attentively to others and respond appropriately.  d) Follow simple directions correctly and independently  **Health**  USCK. 2 – Establish behaviors that support the safety of self and others.  **Math**  PK.1 - Demonstrate an understanding of repeating patterns (two or three elements) by: identifying reproducing extending creating patterns using manipulatives, sounds, and actions.  SSK.2 - Sort 3D objects using a single attribute. Explain sorting rule.  **Science**  NSK. 1 Explore features of their natural surroundings (soil, water, landform, weather)  **Social Studies**  PAK.1 Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony.  **Music**  CPK.3 - Create sound compositions exploring the elements of music including**:**   * repeating patterns * beat (e.g., clapping and stepping, and counting) * response to fast/slow paces * high/low sounds * loud/soft sounds * sounds with distinct tone colours/timbres.   **Art**  CPK.4 - Create art works that express own observations and ideas about the world. | | | | * ABC Museum * Letter Search (sand table) * Tack letters * Journals * Shared writing * Circle * Learning Centres * Meal time * Story time * Reading Buddies * Library * Transitions * P.Ed * Fire Drill * Lock Down * Flushing, wiping, washing * Brushing teeth * Wearing weather appropriate clothing * Walking alone * Playground safety * Walking in hallways/classroom * Scissor safety * Freeze and listen * Pattern books * Tabletop activities * I Can Make a Pattern sheet * I Can Make a Pattern Necklace * Common Math Assessment * Table top activities   + Halloween treats   + Junk Drawer sort * Water table sorting with tongs * Reading * Nature Walk * Art * Conversations * Outdoor Play * Cleaning up toys * Fire Drill * Lock Down * Flushing, wiping, washing * Brushing teeth * Wearing weather appropriate clothing * Walking alone * Playground safety * Walking in hallways/classroom * Scissor safety * Freeze and listen * Music centre * Circle * Body breaks * Story Apron * Jack O’ Lantern Centre * Painting Centre * Craft Centre * Journals * Paper Plate Turtles * Coffee Bears * Leaf Man Pictures * Finger Print Trees | | | |
| **Essential Questions** | | | **Enduring Understandings** | | | | |
| **Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding.** | | | **What do you want students to understand & be able to use several years from now?** | | | | |
| How can other people know what we are feeling or thinking?  Why are we learning about letters and letter sounds?  Why is it important to listen to others?  Why do we need rules?  What did our playground look like when we started school?  How has it changed?  Why did it change? Or What made it change?  What is music?  Can we make music with our voice and body?  Can we make music with things in nature? | | | There are a variety of ways to communicate ideas and feelings.  Letters form written words and the written word is one way to communicate.  Listening makes us smarter.  Rules are important because they help us keep ourselves and others safe.  Our natural surroundings change.  We can create music by exploring the different elements of music. | | | | |
| **Misconceptions** | | | | |
| **(Optional)** | | | | |
| People know what we are thinking and feeling even if we don’t tell them.  We are learning about letters and letter sounds just for something to do.  We don’t need to listen to others.  We know what to do even if we don’t listen.  Rules are just things teachers say to ruin our fun and we don’t need to follow them.  Music is something we only hear on the radio.  We cannot make music ourselves. | | | | |
| **Assessment Evidence (Stage 2)** | | | | | | | |
| **Observation, Documentation, Interpretation Plan (indicators of learning)** | | | | | | | **Assessment Method** |
| **ELA English Language Arts**  CCK. 2 – Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.  c) use language cues and conventions to construct and communicate meanings (manipulate sounds, explore sounds and rhymes)  g) demonstrate knowledge of upper and lower case letters.    CCK.3 – Use oral language to converse, engage in play, express ideas and share personal experiences    CRK.3 - Listen, comprehend, and respond to gain meaning in oral texts.   1. indicate whether or not information is useful for answering questions. Listen attentively to others and respond appropriately. 2. Use strategies to construct and confirm meaning when listening:    * make connections to background knowledge (before)    * identify important ideas and events (during)    * recall (after). 3. Understand and apply language cues and conventions to construct and confirm meaning when listening:    * recognize the variations of language use at home, on the playground, and in the classroom (pragmatic)    * develop a sense of sentence (syntactic)    * show curiosity in words and their sounds (lexical/semantic)    * develop phonological awareness (graphophonic) 4. Follow simple directions correctly and independently (e.g., Please put away your crayons and put your picture on the shelf.) and remember instructions given earlier. 5. Listen to traditional and contemporary stories from a variety of cultures including First Nations and Métis. 6. Listen for different purposes (e.g., to retell, to direct others, for enjoyment). 7. Identify important information. 8. Ask questions for clarification, and make comments relevant to the topic. 9. Connect story events and own experience. 10. Engage in conversations with others in an exchange of ideas, comments, or questions.   **Science**  NSK. 1 Explore features of their natural surroundings (soil, water, landform, weather)   1. Pose questions related to features of their local surroundings such as “Where did the rain water go?”, “Why is some snow harder than other snow?”, and “Is a grain of sand a rock?” 2. Gather and record information about characteristics of their natural surroundings using all of their senses and technologies such as digital cameras, audio recorders, video recorders, and sketchpads. 3. Describe and illustrate features of their local surroundings such as soil type and texture, weather conditions (e.g., temperature, wind direction and speed, and humidity), presence of water in various forms and states, and landform types (e.g., grassy, rocky, forested, and cultivated). 4. Identify, with guidance, changes in one or more aspects of their natural surroundings over a given time interval (e.g., changes in temperature over a day and a week, changes to a tree over a year, changes in soil in a garden or flower bed over two seasons). 5. Suggest ways in which human activities intentionally or unintentionally cause changes to natural surroundings (e.g., building houses, mowing lawns, cutting down trees, planting gardens, damming streams, and digging ditches). 6. Respond to and acknowledge the ideas of classmates and others such as traditional knowledge keepers and conservation officers who provide information about our natural surroundings. 7. Communicate ideas, actions, experiences, and understandings of patterns and cycles in the natural world with others using charts, displays, videos, stories, or other artistic representations.   **Music**  CPK.3 - Create sound compositions exploring the elements of music including**:**   * repeating patterns * beat (e.g., clapping and stepping, and counting) * response to fast/slow paces * high/low sounds/ loud/soft sounds * sounds with distinct tone colours/timbres.  1. Experiment with a variety of simple found objects and selected instruments, both pitched and unpitched. 2. Distinguish between own speaking voice and singing voice. 3. Clap, play, and move to beats and rhythmic patterns (e.g., in nursery rhymes, music, teaching stories, and legends). 4. Contribute to inquiry about elements of music (e.g., What sounds can we combine to make different patterns/rhythms?).   **Health**  USCK.2 - Establish behaviours that support safety of self and others (including safety at school and at home). Develop the language with which to wonder and talk about safety.   1. Recognize “safe” and “unsafe” behaviours and situations (e.g., taking turns, wearing weather-appropriate clothing, playing in designated areas, walking alone). 2. Investigate safety guidelines and rules to keep one safe at school and at home. 3. Learn and practise safety procedures in a variety of school and home contexts. 4. Identify challenges that may exist to being safe at school and at home (e.g., limited supervision). 5. Describe what children can do to support the safety of self and others. 6. Examine what to do if the safety of self or others may be/is jeopardized (e.g., tell a trusted adult, leave, plan ahead). 7. Participate in a variety of activities that provide opportunities to develop the confidence to support the safety of self and others (e.g., fire drill, wearing a seatbelt, knowing how to lock/unlock a door).   **Math**  PK.1 - Demonstrate an understanding of repeating patterns (two or three elements) by: identifying reproducing extending creating patterns using manipulatives, sounds, and actions.  **patterns using manipulatives, sounds, and actions.**   1. Distinguish between repeating patterns and non-repeating sequences by identifying the part that repeats. 2. Copy a repeating pattern (e.g., action, sound, colour, size, shape, or orientation) and describe the pattern. 3. Extend repeating patterns by two more repetitions. 4. Create a repeating pattern, using manipulatives, musical instruments, or actions and describe the pattern. 5. Identify and describe a repeating pattern in the classroom, the school, and outdoors (e.g., in a familiar song, in a nursery rhyme, in a game, on the street, on the playground).   SSK.1 - Use direct comparison to compare two objects based on a single attribute, such as: • length including height • mass • volume • capacity.   1. Compare the length or height of two objects and explain how they compare using the words shorter, longer, taller, or almost the same. 2. Compare the mass of two objects and explain how they compare using the words lighter, heavier, or almost the same. 3. Compare the volume of two objects or capacity of two containers and explain how they compare using the words less, more, bigger, smaller, or almost the same.     **Social Studies**  PAK.1 Understand and respect the agreed-upon rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance, and harmony.   1. Name some rules in the home and the school and identify their purposes (e.g., school rules, safety rules, scheduling rules such as recess or lunch time). 2. Differentiate between those rules and decisions made by students themselves, those made by individuals they know, and those made by someone else (e.g., students, teachers and schools make rules about how to be safe in the classroom, such as no running; the provincial government makes rules about how to be safe in a vehicle, such as speed limits and seatbelt requirements). 3. Explain why rules are important. 4. Identify individual roles and responsibilities within the classroom and school. 5. Identify people who make rules that influence students’ lives, and discuss the types of decisions made by self and others. 6. Recognize that appropriate behaviour differs depending upon the setting. | | | | | | **Products**   * Journals * Shared writing * Artwork with dictations   **Observations**   * ABC Museum * Letter Search (sand table) * Tack letters   **Conversations**   * Circle * Centres * Teacher/child * Parent/child * Meal time * Student/student * Reading Buddies * Library * Transitions * P.Ed   **Product**   * Painting Centre * Craft Centre * Journals * Paper Plate Turtles * Coffee Bears * Leaf Man Pictures * Finger Print Trees   **Observation**   * Sand/birdseed table * Water table * Reading Centre   **Conversation**   * Nature Walk * Outdoor Play * Circle Time – weather * season tree   **Product**   * Music compositions captured on IPOD/IPAD * Group singing/playing   **Observation**   * Music centre * Circle * Body breaks * Story Apron * Drumming   **Conversation**   * circle   **Product**   * Co-written Rules Chart * Individual art   **Observation/**  **Conversations**   * Fire Drill * Lock Down * Flush/ wipe/ wash * Brushing teeth * Wear weather appropriate clothing * Walking alone to and from school * Playground safety * Walking in hallways/classroom * Scissor safety * Freeze and listen   **Product**   * Pattern books * I Can Make a Pattern sheet * I Can Make a Pattern Necklace * Common Math Assessment   **Observation**   * Tabletop activities * Halloween treats * Junk Drawer sort * Water table sorting with tongs   **Conversation**   * Circle * Math centre   **Product**   * Co-written rules chart   **Observation/Conversation**   * Cleaning up toys * Fire Drill * Lock Down * Flushing, wiping, washing * Brushing teeth * Wearing weather appropriate clothing * Walking alone * Playground safety * Walking in hallways/classroom * Scissor safety * Freeze and listen | |
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| **BLOOMS TAXONOMY:**  REMEMBERING: Can the students recall or remember the information?  UNDERSTANDING: Can the students explain ideas or concepts?  APPLYING: Can the students use the information in a new way?  ANALYZING: Can the students distinguish between the different parts?  EVALUATING: Can the students justify a stand or decision?  CREATING: Can the students create new product or point of view? | | | | | | | |
| **Standards Rubric**  **The standards rubric should identify how student understanding will be measured.** | | | | | | | |
| **Please attach rubric to unit plan.** | | | | | | | |
| **Learning Plan (Stage 3)** | | | | | | | |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** | | | | | | | |
| **How will you hook students at the beginning of the unit? (motivational set)** | | | | | | | |
| **What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge? How will you organize and sequence the learning activities to optimize the engagement and achievement of all students?** | | | | | | | |
| **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work based on your essential questions and enduring understandings?** | | | | | | | |
| **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** | | | | | | | |
| **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?** | | | | | | | |
| **Environment**  What needs to be in the environment to allow the children to achieve the outcomes? | **Conversations**  What can I learn through conversations that will scaffold children’s learning? | | | | **Play**  What interactions (e.g., environment, conversations) can I offer to maximize the children’s opportunities for learning and inquiry? | | |
| * Season tree * Items from nature; leaves, branches, pine cones, small plants and flowers * Street signs * Journals * Tongs/tweezers * Scissors, glue, markers, crayons, pencils * Name tags * Paper, sticky tack * Odds and end such as paper, tubes, cardboard, fabric, string, buttons, feathers. * Paint, brushes, easel * Chalk * Books, songs poems * Play Dough ingredients * Verma-composting kit * Ipod/Ipad/CD * Trees, cattails, moss, water * Letters – magnetic, rocks, stamps * Wikki Sticks * Wipe able letter cards * White board markers * ABC Museum with small artifacts for sorting * Sand table (birdseed) * Water table with sorting materials * Games * Centres – music, literacy, writing, craft, puzzle, building, reading, math activities, * Pre-writing fine motor activities | * How can I provide opportunity for students to make connections with nature and help them to understand that they impact the environment and the environment has an impact on them? * How can I assess students’ present knowledge and understanding? * What information will I collect as evidence of learning? * What adaptations will I need to make for various activities and environments? * What safety concerns will arise with each learning environment? * What student items will I share with parents? * The use of photo stories, videos will help students make connections and cultivate further conversation in specific topic areas. | | | | * Outdoor experiences * Literacy Centre – puppets, books, books on cd’s, ipod, etc. * Library * P.Ed * Math exploration area * Nursery Rhymes * Pictures with word labels | | |
| **What resources will you use in the learning experiences to meet the outcomes?** | | | | | | | |