

Kindergarten: Communities

Topic: Diversity in your Community

Level: Kindergarten

Estimated unit length: Four weeks

Learning Standards:

1. *Standard K.1-2, Visual Arts Standards of Learning for Virginia Public Schools:* Students will use problem solving skills and expressing themselves through art, K.7-8 They will practice object identification and spatial awareness in relation to places in their communities, K. 18 Students will need to articulate thoughts, experiences, and personal feelings with or through art.
2. *Standard K.11-12, Mathematics Standards of Learning:* Students will identify shapes of buildings and such, K.15 Students will become spatially aware of shapes and know how to use which shapes for different parts of their community
3. *Standard K.2 and Standard K.6-7, Science Standards of Learning for Virginia Public Schools:* Students will learn about different types of people in communities as well as famous historical figures that contributed to our communities. Students will also learn about living versus non-living habitats and communities.
4. *Standard K.3, Introduction to History and Social Science Standards of Learning for Virginia Public Schools:* Students will learn to study as well as create simple maps of historical as well as contemporary people, places, and things for their community project.
5. *Standard K.3-6, Physical Education Standards of Learning for Virginia Public Schools:* Students will learn the importance of being safe in a community.
6. *Standard K.1-3 and Standard K.8, English Standards of Learning for Virginia Public Schools:* Through show and tell of their project as well as discussion throughout the creation process, students will increase their oral, writing, and reading skills. Students will also expand their vocabulary with terms about communities.
7. *Standard K-2.1-2, Computer Technology Standards of Learning for Virginia Public Schools:* Students will learn how to explore and use various types of research.

General Objectives:

Knowledge

1. Students will learn about the different composition of communities; including what makes up a community, how communities are different in other areas of the country or world (discussed briefly), and what their ideal community would feasibly look like for them.
2. Students will learn and understand the civic studies as well as what it means to be a good citizen. In addition to the diverse responsibilities and duties a person can have, depending on their occupation or their place in a community.
3. Students will also be able to identify shapes, people, places, and things in relation to their communities.

Skills

1. Map and spatial awareness of things
2. Research by using various forms
3. Increase oral skills and interactions with others
4. Express thoughts, ideas, feelings, and reflection through art
5. Gain the ability to appropriately label using the vocabulary from unit

Dispositions

1. Students will learn to be conscious of the diversity of others
2. Students will know their place and responsibilities in their community

Essential Questions:

1. What characterizes a community?
2. How do you interact with your community?
3. How are other communities different from yours?
4. How can you change your community?

Learning Plan:

[*Visual*—Appendix A]

[*Graphic Organizer*-See Appendix B]

[*Guided Viewing Protocol*—See Appendix C]

[*Summative Assessment Rubric*—See Appendix D]

[*Beginning Unit Vocabulary List*- See Appendix E]

[*Matching Jobs Worksheet*- See Appendix F]

[*Communities Power Point*- See Appendix G]

Disciplinary Teachers' Instructional Tasks

Instruction:

1. **Lesson One: People**- A short Sesame Street “People in Your Neighborhood” clip will be shown and lyrics to the song will be handed out for the students to follow along as well as learn the song as an introductory daily song to sing for the remainder of the unit (*see student resource 3 links*). The students will discuss who they know from their neighborhood as well as receive a sheet with vocabulary that they will need to learn for this unit. Students will put checks next to words they know and discuss with other students briefly. Students will watch a video discussing types of communities, as a short, introductory idea about neighborhoods and communities (*see student resource 5*). Students will then reflect about their own community. We will make a list of places, people, or things in our community trying to use familiar words from the vocabulary sheet.

During the next class session, the teacher will then have a read aloud *Communities* by Gail Saunders-Smith to further discuss different people and roles in a community. With each page students will be asked where the person works, raise their hand if they know someone like this in their neighborhood, and think of a related vocabulary word. Students will then receive an explanation of the unit plan leading up to as well as the presentation of their “Ideal Community” project. This lesson will make sure that students understand all of the types of people including famous examples of people and their occupations in their community. This will also introduce the ideas about civic duties, being safe in your community, responsibilities, and a student’s individual place in their community.

Students will go outside and explore the natural aspects of the area around the school to understand the non-living and animal life of their community for the third session. With this lesson students will record their observations about what plant life is

predominantly featured around the school and when they go home what plant life is predominant in their neighborhoods. Animals will briefly be discussed and observed by the students as well. Students will be encouraged to journal with a panoramic picture of the non-living environment outside in order to practice their mapping skills for the final project.

2. **Lesson Two: Places-** Students will begin each day with the “People in Your Neighborhood” song. This next lesson will explain the importance of places and shape associated with those places. Students will start with a drawing and writing activity about what they think the most important building in their community. Then the students will share their activities. The teacher will lead read aloud activity with the book *Places* by Pam Scheunemann. After reading this students will practice their writing by tracing words of places (taken from the vocabulary list) and drawing the general idea of that place. Ask students to share their work, they will use shapes, colors, lines, and vocabulary words to describe this place.

During the next class session, students will go to the Muscarellee Museum interactive exhibition for kids titled “Line, shape, and Color Program” to practice identifying shapes, colors, and types of lines in order to prepare for their mapping and drawing skills for the final project.

3. **Lesson Three: Other Communities-**Students will then watch the educational video to learn about different layouts of communities called “Urban, Suburban, and Rural” (*see student resource 7*). Students will learn spatial awareness of places, the relationship between people and places, as well as how other communities are different from the community of the students. Students will ask a family member or friend from another community to tell them about their neighborhood and then share with the class. Students will go to learning centers: at one center students will play a matching game with words from their vocabulary list associated with pictures that they must match. In another center, students will read aloud the books we have read aloud before to practice their language competencies. Finally at the third learning center students will fill in the blanks in a worksheet using other vocabulary words and draw a picture related to the story.

During the following session students will create a list as a class of things that they would need if they were to travel to another community (first more urban than their community and then more rural than their community). A good reference to give examples or prompt students with is *Road Trip* by Erin McHugh. There will be several interactive activities to role play “going on a trip” as well as incorporating vocabulary discussed previously and that day.

In another session, use *Discover USA* published by Lonely Planet to cover information about different communities or areas in the United States. Read aloud *It’s My City* by April Pulley Sayre as well as *Hit the Road Jack* by Robert Burleigh as supplements to understand the diversity of communities in America. Students will be asked to reflect upon read aloud and then go to their learning centers once again in order to practice new vocabulary with the added topics since the last learning center session. Students will also create a wordless picture book about a type of another community they might want to travel to someday.

4. **Lesson Four: A Good Citizen-** This lesson will discuss the importance as well as what it takes to be a good citizen. The teacher will review duties as well as responsibilities of people in the community and have the students reflect on “how people are helpful” in the

community. The teacher will use concepts to “A Kid’s Guide to Giving” in order to give thoughtful ideas about helping others. Students will define helpful jobs, learn how to do extracurricular helpful things, and apply their knowledge. The students will have an assignment to find a way to be helpful at home as well as being helpful in their community and then write about it to then share with the class. This will also feed into the final unit lesson about creating “An Ideal Community” and the project the students will complete.

In the following class, the teacher will add or clarify words on their vocabulary sheets related to this topic as well. During this activity students will further explore being safe in their community. Students will learn about resources in their community for emergency situations.” Another video and song will be learned and reviewed with lyrics distributed (*see student resource 8*). Students will then do a drama activity to act out these safety concepts to make sure they understand what to do in different situations both safe as well as unsafe. Other videos can be played as background music during reflection activities where students will color a picture about them doing something good in their community. Older videos and songs may play in conjunction with newer videos for student to review songs. Students who finish early may get out lyrics and follow along (*see teacher resource 3 and 4*).

5. **Lesson Five: An Ideal Community-** . At the beginning of the week students will go on a field trip for inspiration for their project to the Colonial Williamsburg Foundation’s “Architectural Fragments & Models” museum exhibit for inspiration. During the exhibit tour students will observe and later talk about one piece which stood out to them and how it made them feel in relation to their final project.

After learning about the composition of communities nearby as well as far away, students will work on their “ideal community” activity where they will become architects and city planners to create an ideal community. Students will have all week to work on it during class until the final day when they present their work. Students will create a map of their “ideal community” based on the lessons learned throughout the unit. Students will draw a map of their community with vocabulary words as appropriate labels for people, places, or things. Then finally, students will share their favorite parts of their community with the other students.

Introduce and review related literature:

Students will be introduced to several books during read aloud sessions. Other books will be placed in the reading center for reference. If students can read them, they are encouraged to do so. Otherwise students may flip through pictures of books that were not covered during read aloud sessions. Examples of books included in the student library are: *Road Trip* by Erin McHugh, *Discover USA* published by Lonely Planet, *Communities* by Gail Saunders-Smith, *Places* by Pam Scheunemann, *On the Town* by Judith Casey (look at pictures in learning center), *It’s My City* by April Pulley Sayre, and *Hit the Road Jack* by Robert Burleigh.

Conduct a field trip to a local museum: Students will go on two field trips during this unit. One to the Muscarellee Museum interactive exhibition for kids titled “Line, shape, and Color Program” which has pre-designed curriculum and exercises for students to do. The other field trip will be towards the end of the unit to the Colonial Williamsburg Foundation’s “Architectural

Fragments & Models” museum exhibit for inspiration. Before the students head to the field trip, they should be reminded to look at the shapes as well as space of the buildings or maps in the exhibit in order to think about how they will map out their own community as an architect and city planner.

Teach locational skills:

1. **Drawing and Spatial skills:** Students will practice their drawing skills during reflection activities about places to practice shapes, lines, colors, and mapping of objects. Students will also draw during some of the learning centers to further practice drawing maps.
2. **Conversational skills:** Students will share with the whole class as well as in small groups about their previous knowledge on topics presented. Students will also discuss types of people, places, and things they see in their community in small groups during learning centers.
3. **Higher-level thinking:** Students will create an ideal community at the end of the unit to use the knowledge about to communities to create their own community. Students will consider function, safety, diversity, and services necessary for a community.
4. **Creativity:** Students will explore mapping cities through hands on activities at the museums and working on their final project.
5. **Writing skills:** Students will practice their writing during learning centers and writing their ideas about communities with each lesson topic. Students will write personal as well as educational pieces as a part of their Communities portfolio. Students will also practice their handwriting through the word tracing activities to work on their letter form.
6. **Vocabulary skills:** Students will check off the vocabulary they are learning from the initial vocabulary sheet and add more community terms as the unit continues.
7. **Analytical skills:** Students will learn to decipher what is important in a community in order for communities to function and meet all of the peoples’ necessities.
8. **Listening skills:** Students will hear each other during learning centers while they take turns conversing. Students will also listen to short presentations of each other’s final mapping presentations.

Activities:

1. **Teacher-Directed Activities:** Students will have books read aloud to hear the words for the first time for later practice. This will provide more information after the PowerPoint presentations to further their understanding of the lesson for the day or the week. Students will be asked to simulate community functions, travelling on vacation, and safety in their community through dramatic role-play lead by the teacher as well. The teacher will also lead whole class discussion as well as small group discussions about the different aspects about communities learned during the various lessons: people, places, other communities, being a good citizen, and creating an ideal community.
2. **Exploratory Activities:** Students will individually complete take creative take home assignments to then bring back later to the classroom. During learning centers students will practice reading aloud books the teacher previously read in class or explore new books in the library, draw pictures related to communities and mapping, practice using the related vocabulary with partners, create a wordless picture book about an ideal vacation to another type of community, or play online community computer games.

Individual portfolios:

Students will have several examples of completed individual work that they are required to keep track of in a comprehensive binder portfolio including handouts from class and their work. The following items must be included in their binder:

1. Writing reflections
2. Guiding Viewing Protocol
3. Matching Worksheets
4. Fill-in-the-blank worksheets
5. Completed vocabulary lists
6. Word tracing activities
7. Wordless picture book
8. Muscarellee Museum Program items
9. Lists made throughout the unit: travelling lists and list of safety resources
10. Helpful citizen reflection
11. Outside observation sheet
12. Colonial Williamsburg Foundation Museum Artwork Reflection
13. Map of “ideal community”

Unit Examination:

Students will create a picture map with appropriate vocabulary terms to label different parts of the map for their “ideal community.” Students will need to articulate the ideas for their community using vocabulary words, descriptive language from their art standards, and reasoning for inclusion of key items.

Sharing/Morning Meeting:

1. Singing “People in Our Community” song each day.
2. Students will share their drawn as well as written activities from home assignments and during each lesson plan.

Other Assessments:

1. Students’ writing and vocabulary application will be viewed and assessed
2. Students’ ability to identify, use, and spatially map out shapes, lines, colors, people, places, and things in communities will be assessed through the various activities.

Materials:**Unit Materials:**

1. Printer paper
2. Loose leaf paper
3. Printer Paper with added lined template
4. Drawing and writing utensils
5. Worksheets
6. Minimal props for dramatic play

Teacher Resources

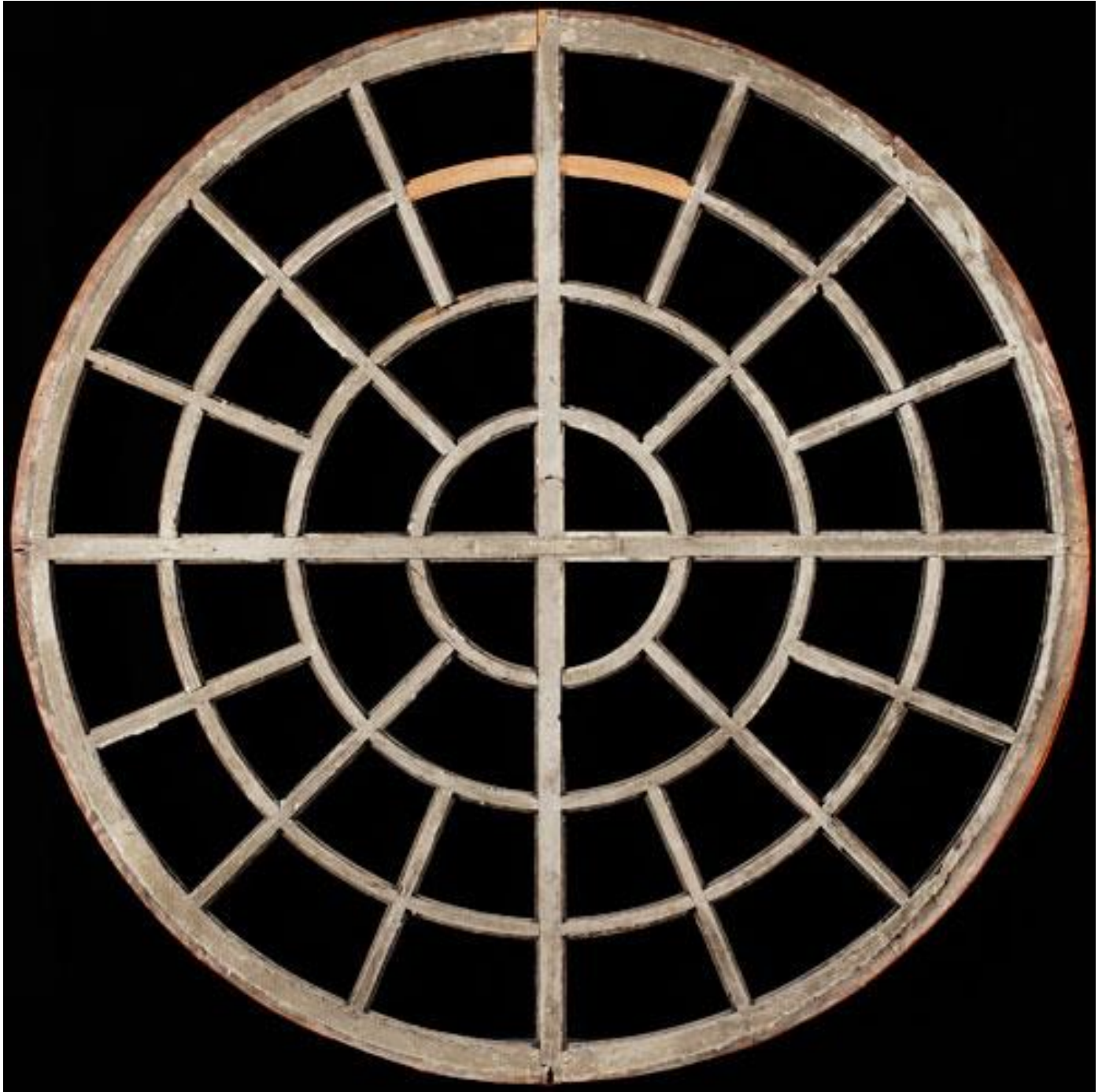
1. Ashmore, K. (Producer), & Ardon, C. (Director). (2011). *People work: Nursery rhymes & kids songs*. [Video/DVD] United Kingdom: British Council: Learn English Kids.

2. *Fire prevention and home safety*. Bishop, K. (Director). (2010).[Video/DVD] Eastern Maine, USA:
3. Cornett, C. E. (2011). *Creating meaning through literature and the Arts* (4th edition ed.). New York, New York: Pearson.
4. Gelineau, P. (2011). *Integrating the arts across the elementary curriculum* (2nd edition ed.) Cengage Learning.
5. Harcourt School Publishers (Ed.). (2007). *Harcourt social studies: Our world, now and long ago, grade K, teacher's edition* (1st edition ed.). Lewisville, TX:
6. The Doctors and/or Stage 29 Productions LLC (Producer), & . (2009). *Making doctor visits fun for kids on 'the doctors'*. [Video/DVD] Los Angeles, CA: CBS Television Distribution.
7. Busy Beavers (Producer), & Martin, D. (Director). (2012). *"People in our community": Teaches jobs & occupations*. [Video/DVD] North Vancouver, BC Canada:
8. Masoff, J. (Ed.). (2-1-). *Our world, Let's go! grade K*. West Palm Beach, Florida: Five Ponds Press.
9. St Louis, Regie et all (Ed.). (2012). *Discover USA* (1st edition ed.). Oakland, CA: Lonely Planet Publications Pty Ltd.

Student Resources

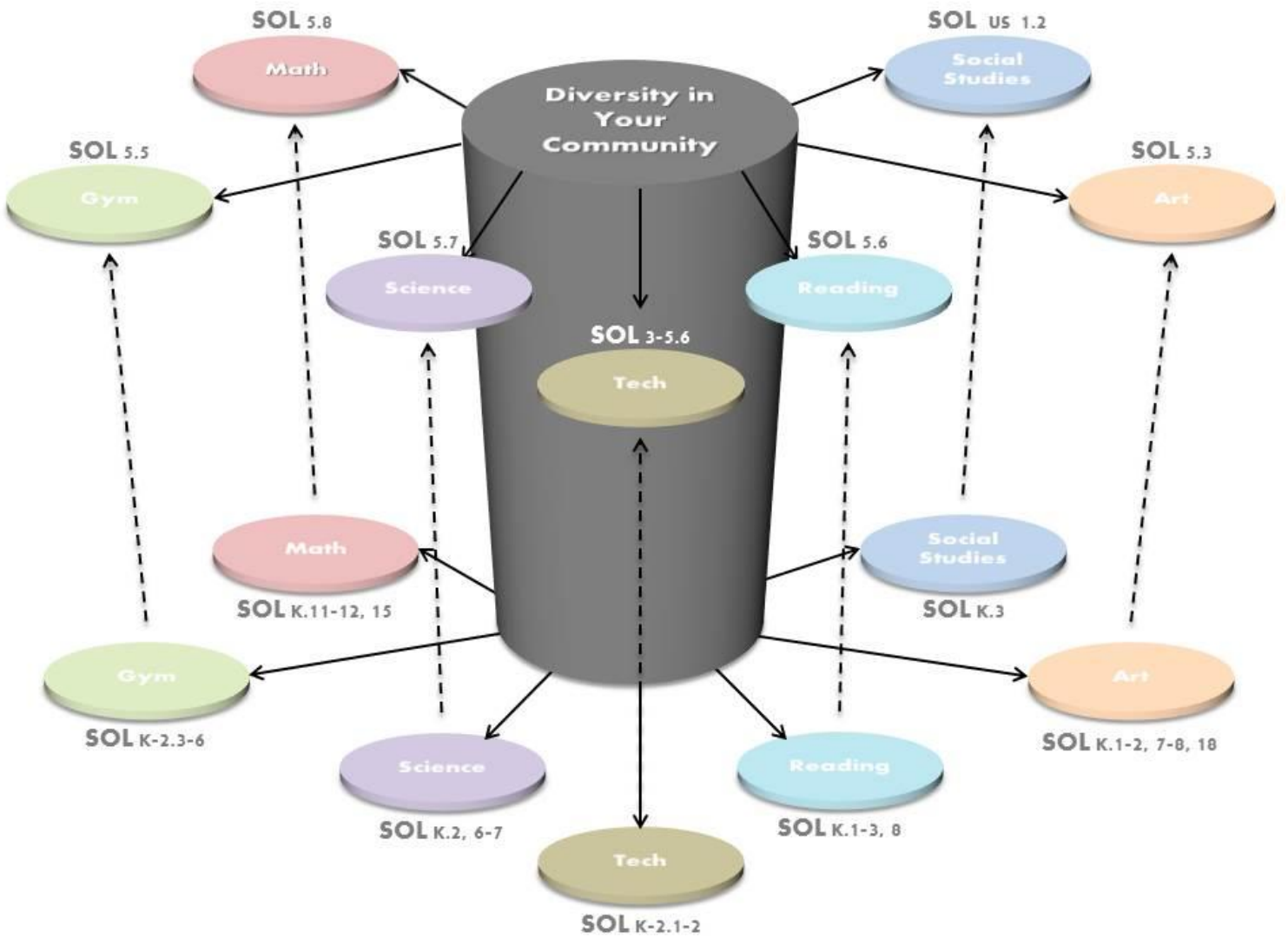
1. Harry Kindergarten (Producer), & . (2010). *911! fire safety song*. [Video/DVD] Bellwood, PA: Myers Elementary School.
2. Burleigh, R. (2012). *Hit the road jack*. New York, New York: Abram Books.
3. Caseley, J. (2002). *On the town: A community adventure*. New York, New York: Greenwillow Books: Harper Collins Publishers.
4. The Shortie Awards (Producer), & . (2009). *Community helpers*. [Video/DVD] Arlington, VA:
5. The Doctors and/or Stage 29 Productions LLC (Producer), & . (2009). *Making doctor visits fun for kids on 'the doctors'*. [Video/DVD] Los Angeles, CA: CBS Television Distribution.
6. *Community helpers*. Marin, J. e. a. (Director). (2009).[Video/DVD]
7. Murphee, J. (Producer), & Mrs. Palmer (Director). (2009). *Urban, suburban & rural*. [Video/DVD]
8. Roth, J. (2008). In The New Book of Popular Science (Ed.), *Backyard laboratory*. New York, New York: Scholastic, Inc.
9. Salzman, M. E. (2003). In Marx M. (Ed.), *I am a good citizen*. Edina, Minnesota: ABDO Publishing Company.
10. Saunders-Smith, G. (1998). In Wallentine L. (Ed.), *Communities*. Mankato, Minnesota: Capstone Press.
11. Sayre, A. P. (2001). *It's my city!*. New York, New York: Greenwillow Books: Harper Collins Publishers.
12. Scheunemann, P. (2001). *Places*. Edina, Minnesota: SandCastle.
13. Sesame Workshop (Producer), & . (2011). *Sesame street: Ben stiller sings about friends & neighbors*. [Video/DVD] PBS.

Appendix A- Unit Visual



“Window from the east end of Bruton Parish Church. Williamsburg, Virginia, 1751. Yellow pine, putty, and iron. OH: 85.” This is from the Colonial Williamsburg Foundation Museum exhibit “Architectural Fragments and Models” that the kids would visit during the last week of the Multidisciplinary Unit.

Appendix B- Graphic Organizer



Guiding Protocol: Communities Worksheet

Fill in the blank:



1. **Doctors** are _____ and check your health.



2. **Builders** have a _____ type of a job.



3. **Librarians** have a _____ type of a job.

4. Where do teachers work? _____

5. Where do farmers work? _____



6. Name a type of **plant** we have in our community. _____

7. Where is the **post office** on the map? (**Top** or **bottom**) _____



Reflecting Questions:

8. What is the name of the song we sang?



9. People are _____ and come in all colors, shapes, and sizes.

10. What is an example of a service job? _____

Appendix D- Summative Assessment Rubric

Final Assessment: Mapping your “Ideal Community”

Discipline: Social Studies and The Arts

Objectives of Final Assessment:

General objective: Students will understand how a community works and is mapped out visually.

Behavioral Objective(s): (1) Given the background knowledge from the unit, students will create their own model of a mapped out “ideal community.” (2) Students will incorporate vocabulary knowledge to make associations between jobs, the buildings they work in, and related duties for those jobs during their oral presentations. (3) Students will also consider colors, lines, and shapes in their map presentation.

SOL Standard(s): *Standard K.1-2, Visual Arts Standards of Learning for Virginia Public Schools:* Students will use problem solving skills and expressing themselves through art, K.7-8 They will practice object identification and spatial awareness in relation to places in their communities, k. 18 Students will need to articulate thoughts, experiences, and personal feelings with or through art. *Standard K.3, Introduction to History and Social Science Standards of Learning for Virginia Public Schools:* Students will learn to study as well as create simple maps of historical as well as contemporary people, places, and things for their community project. *Standard K.1-3 and Standard K.8, English Standards of Learning for Virginia Public Schools:* Through show and tell of their project as well as discussion throughout the creation process, students will increase their oral, writing, and reading skills. Students will also expand their vocabulary with terms about communities.

| | <i>Below Expectation 0-1 points</i> | <i>Meets Expectations 2-3 points</i> | <i>Exceeds Expectations 4-5 points</i> | <i>Comments</i> |
|----------------------------|---|--|---|-----------------|
| Organization | Student did not plan out their project well for their ideal community | Student moderately planned out their project for their ideal community | Student thoughtfully planned out their project for their ideal community | |
| Oral Presentation | Student did not demonstrate decent oral skills, confidence, and articulate their presentation | Student demonstrated fair oral skills, confidence, and moderately articulated their presentation | Student demonstrated exemplary oral skills, confidence, and well-articulated their presentation | |
| Respectful behavior | Student did not show good behavior during presentations. | Student showed fair behavior during presentations. | Student showed good behavior during presentations. | |

| | | | | |
|---|---|--|--|--|
| Details | Student used few details in their artwork for their map | Student used several details in their artwork for their map | Student used a lot detail in their artwork for their map | |
| Use of vocabulary | Student did not use much vocabulary from the unit in their project | Student used a fair amount of vocabulary from the unit in their project | Student used extensive vocabulary from the unit in their project | |
| Proper labeling | Student did not use proper labeling for many of the items on their map | Student used proper labeling for a fair amount of the items on their map | Student used proper labeling for most or all of the items on their map | |
| Proper spelling | Student did not demonstrate proper spelling for their project | Student demonstrated fair spelling for their project | Student demonstrated exemplary spelling for their project | |
| Proper associations | Student did not use correct associations of people with jobs and buildings | Student used a fair amount of correct associations of people with jobs and buildings | Student used correct associations of people with jobs and buildings | |
| Function of the community was considered | Student did not thoughtfully consider how their ideal community would function | Student fairly considered how their ideal community would function | Student thoughtfully considered how their ideal community would function | |
| Safety of the community was considered | Student did not thoughtfully consider the safety of their ideal community | Student fairly considered the safety of their ideal community | Student thoughtfully considered the safety of their ideal community | |
| Use of color, lines, and shapes | Student did not demonstrate thorough understanding of use of color, line, and shape functions or differentiation in a picture | Student demonstrated fair understanding of use of color, line, and shape functions as well as differentiation in a picture | Student demonstrated thorough understanding of use of color, line, and shape functions as well as differentiation in a picture | |
| Creativity | Student did not use creative thinking to create their map project | Students used some creative thinking to create their map project | Students used creative thinking to create their map project | |

| | | | | |
|--|---|---|--|--|
| Diversity of the community was considered | Student did not thoughtfully consider the idea of diversity for ideal community | Student fairly considered the idea of diversity for ideal community | Student thoughtfully considered the idea of diversity for ideal community | |
| Portfolio Submission | Many items were missing and the portfolio was not neatly prepared. | Most items were neatly included in their portfolio. | All items were included in an orderly fashion in their portfolio | |
| Overall Performance | Student was not very involved during their presentation and other classmates' | Student was mostly involved during their presentation and other classmates' | Student was engaged and thoughtfully involved in their presentation as well as other classmates' | |

Accommodations for students who are visually challenged:

Provide students with three-dimensional objects to layout or describe as different buildings in their ideal community. Quiz the students on vocabulary and job association knowledge more so than layout of an ideal community. Provide the visually challenged students with these objects which represent similar shapes to buildings and build off of the tangible activities from the museum and outdoor visits.

Accommodations for gifted or advanced students:

Students who have completed their final assessment early or wish to go beyond the assignment may add a written component to their final map project. Students will be asked to write out their explanation for the planning of their “ideal community.”

Accommodations for ESL students:

During the PowerPoint presentation the same picture icons will be used throughout the presentation to associate the icons with the building icons on the community map at the end of the PowerPoint so students can rely on visual knowledge rather than having to read the word labels.

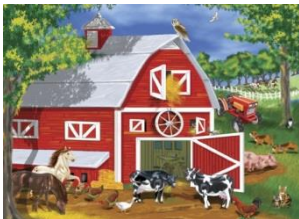
Appendix E- Beginning Unit Vocabulary List

| | | |
|----------------|----------------|----------------|
| Community | Office | Crime |
| Diversity | Hospital | Punishment |
| People | Appointment | Post office |
| Neighborhood | Healthy | Mail |
| Helpful | School | Packages |
| Services | Education | Deliver |
| Provide | Children | Mail truck |
| Safety | Work sites | Living |
| Danger | Build | Plants |
| Teaching | Houses | Non-living |
| Special Skills | City plan | Flower |
| Job | Map | Bush |
| Work | Farms | Grass |
| Doctors | Restaurants | Tree |
| Nurses | Chef | Streets |
| Builders | Food | Parks |
| Farmers | Waiter | Duty |
| Teachers | Fire station | Responsibility |
| Cooks | Protection | Animals |
| Firefighters | Library | Country |
| Police | Books | Rural |
| Postman | Information | Urban |
| Librarians | Research | To the left |
| Places | Police Station | To the right |

Match the job to the building



WORK SITE



FARM



RESTAURANT



Appendix G- See attached Communities PowerPoint