

**Newark Montclair Urban Teacher Residency**  
**Social Justice & Inclusion**  
**Integrated and Inclusive Curriculum Unit (SJU)**  
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**Spring 2017**

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## **PART 1: PLANNING THE UNIT OVERVIEW**

**Your Name:** Lauren Gormley

**Unit Title:** We are... Comm-unity

**Topic:** Our Classroom, Our City, and Our Community

**Grade level:** Pre-K

### **Themes/ Big Ideas:**

- 1) Roles
- 2) Respect
- 3) Education
- 4) Pride
- 5) Immigration
- 6) Diversity
- 7) Resources

### **Enduring Understandings:**

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

- 1) A community is a group of people who have something in common whether it be where they live, where they came from, or what they enjoy doing.
- 2) A community can act as a source of support and acceptance.
- 3) Each community is unique and offers something different for it's members.

### **Essential Questions**

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

- 1) What/who makes up a community?

2) Why do people form communities? Why do communities exist?

3) What resources can communities provide to its members?

### **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 4<sup>th</sup> grade” standards for the different content areas. Cut and paste below the “Standard” and the related “Content Statement” that covers your unit.

6.1.P.D.1 Describe characteristics of oneself, one’s family, and others.

6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).

6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.

**2010 Core Common Standards for Language Arts:**

Focus on the Kindergarten- 5<sup>th</sup> 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.

RI.K.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.

<b>STANDARD 1</b>	<b>6.1.P.D.1</b> Describe <u>characteristics</u> of oneself, <u>one's family</u> , and <u>others</u> .
<b>Step #1 – NOUN PHRASES</b>	characteristics of oneself characteristics of one's family characteristics of others
<b>Step #2 – QUALITY CONTENT LISTING</b>	<b>Characteristics</b> - looks/appearance - personality and - roles - traits  <b>Family</b> - Immediate family - Who lives in our house - who loves us

	<ul style="list-style-type: none"> <li>- People and Pets</li> <li>- Extended family</li> <li>- People we visit</li> </ul>
<b>Step #3 – VERBS</b>	Describe
<b>Step #4 – QUALITY SKILL STATEMENTS</b>	<p>With Prompting and support;</p> <ul style="list-style-type: none"> <li>- Identify traits of oneself orally, gesturally, and/or through drawings/writing</li> <li>- Identify traits of families orally, gesturally, and/or through drawings/writing</li> <li>- Identify traits of others orally, gesturally, and/or through drawings/writing</li> </ul>
<b>STANDARD 2</b>	<b>6.1.P.D.3</b> Express <u>individuality</u> and <u>cultural diversity</u> (e.g., through <u>dramatic play</u> ).
<b>Step #1 – NOUN PHRASES</b>	Individuality cultural diversity
<b>Step #2 – QUALITY CONTENT LISTING</b>	<p><b>Individuality</b></p> <ul style="list-style-type: none"> <li>- Being an individual means that you are special</li> <li>- We are all different and each have our own</li> </ul> <p><b>Culture</b></p>

	<ul style="list-style-type: none"> <li>- Traditions</li> <li>- Meals we eat at home</li> <li>- When we get together with family</li> <li>- Celebrations</li> <li>- Holidays we celebrate</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>- How we are different</li> <li>- Our skin color</li> <li>- Where we live/where our family lives</li> <li>- Our traditions</li> </ul>
<b>Step #3 – VERBS</b>	Express
<b>Step #4 – QUALITY SKILL STATEMENTS</b>	<p>Show individuality, through play, orally, gesturally, and/or through drawings/writing</p> <p>Show cultural diversity through play, orally, gesturally, and/or through drawings/writing</p>
<b>STANDARD 3</b>	<b>6.1.P.D.4</b> Learn about and respect other <u>cultures</u> within the <u>classroom</u> and <u>community</u> .
<b>Step #1 – NOUN PHRASES</b>	Cultures Classroom

	community
<b>Step #2 – QUALITY CONTENT LISTING</b>	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>- Traditions</li> <li>- Meals we eat at home</li> <li>- When we get together with family</li> <li>- Celebrations</li> <li>- Holidays we celebrate</li> </ul> <p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>- Where we go to school</li> <li>- Teachers</li> <li>- Our friends in our class</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>- Where we live</li> <li>- Our friends</li> </ul>
<b>Step #3 – VERBS</b>	Learn about Respect
<b>Step #4 – QUALITY SKILL STATEMENTS</b>	<p><b>Learn about</b></p> <ul style="list-style-type: none"> <li>- Watch videos on smart board</li> <li>- Read books</li> <li>- Look on the internet</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>- Think about others feelings</li> <li>- Think about the words you use</li> </ul>

<b>STANDARD 4</b>	<b>6.1.P.B.1</b> Develop an awareness of the <u>physical features</u> of the neighborhood/community.
<b>Step #1 – NOUN PHRASES</b>	physical features neighborhood community
<b>Step #2 – QUALITY CONTENT LISTING</b>	<p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>- Buildings</li> <li>- Parks</li> <li>- Stores</li> <li>- Sidewalk</li> </ul> <p><b>Neighborhood</b></p> <ul style="list-style-type: none"> <li>- Where we live</li> <li>- What stores or buildings are around us</li> </ul> <p><b>Classroom</b></p> <ul style="list-style-type: none"> <li>- Where we go to school</li> <li>- Teachers</li> <li>- Our friends in our class</li> </ul>
<b>Step #3 – VERBS</b>	Develop an awareness
<b>Step #4 – QUALITY SKILL STATEMENTS</b>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>- Identify buildings in the neighborhood orally, gesturally, and/or through writing or drawing</li> </ul>



	<ul style="list-style-type: none"> <li>- Identify places you like to visit orally, gesturally, and/or through writing or drawing</li> </ul>
<b>STANDARD 5</b>	<b>RI.K.10</b> Actively participate in <u>read aloud experiences</u> using age appropriate <u>information books</u> individually and in small and large groups.
<b>Step #1 – NOUN PHRASES</b>	read aloud experiences information books
<b>Step #2 – QUALITY CONTENT LISTING</b>	<p><b>Read Aloud</b></p> <ul style="list-style-type: none"> <li>- Group Reading</li> <li>- Turn and</li> </ul> <p><b>Information Books</b></p> <ul style="list-style-type: none"> <li>- Books about real life stories</li> <li>- Books with photographs</li> <li>- Books about real people</li> </ul>
<b>Step #3 – VERBS</b>	Actively participate
<b>Step #4 – QUALITY SKILL STATEMENTS</b>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>- recall key details from the text orally or through drawings.</li> <li>- answer questions about key details in a text.</li> <li>- choose a question that is about a read-aloud.</li> </ul>

**Part 3: Planning Thematic Web**

<p style="text-align: center;"><b><u>Math</u></b></p> <ul style="list-style-type: none"> <li>- Make buildings from our community using blocks, card board, and other materials.</li> <li>- Compare buildings by looking at height, shapes and sizes</li> </ul>	<p style="text-align: center;"><b><u>Arts (visual, music, drama)</u></b></p> <ul style="list-style-type: none"> <li>- Make up mini-skits or improv scenarios about people who work and live in their communities</li> <li>- Draw a map of our favorite places to visit in our community. Have each children make up a small piece and then put a large map together</li> <li>- Listen to music that was made by artists from our community</li> </ul>	<p style="text-align: center;"><b><u>Science and Technology</u></b></p> <ul style="list-style-type: none"> <li>- Use the smart board to explore our community and other communities around the world</li> <li>-</li> </ul>
<p style="text-align: center;"><b><u>Other/Field Trip</u></b></p> <ul style="list-style-type: none"> <li>- Attend a community event (nj pac or Newark Museum)</li> <li>- Take a walk around the school and talk to other classes about their classroom communities</li> </ul>	<p style="text-align: center;"><b><u>TOPIC:</u></b></p> <p style="text-align: center;">Our Community</p>	<p style="text-align: center;"><b><u>Literature, Reading</u></b></p> <ul style="list-style-type: none"> <li>- Read Alouds exploring the history of our community</li> <li>- Read Alouds about people who have come from our community or made a difference in our community</li> </ul>
<p style="text-align: center;"><b><u>Social Action</u></b></p> <ul style="list-style-type: none"> <li>- Writing letters/Drawing pictures to policy makers and administration explaining what</li> </ul>	<p style="text-align: center;"><b><u>Social Studies/history/</u></b></p> <ul style="list-style-type: none"> <li>- Look at what our community looked like in the past</li> </ul>	<p style="text-align: center;"><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>- Writing letters as a class or drawing pictures to discuss What we like/dislike about our community</li> </ul>

<p>we like/ dislike about our community</p> <ul style="list-style-type: none"> <li>- Making a video to share with the class and school about what we have learned and what we can do to make a change</li> </ul>		
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#### 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	UDL Solutions – Instruction and Assessment
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	<b>materials present to some students</b>	<b><i>Flexible options for student engagement</i></b>	<b><i>Flexible methods of representation</i></b>	<b><i>Flexible methods of expression and active learning</i></b>
	Use pictures as supplement to oral directions	Bodily/Kinesthetic Musical Interpersonal Intrapersonal	Use compensatory procedures by providing alternate assignments, when demands of class conflict with student capabilities	Gesturally: By pointing at object, images, or writing.
	Present demonstrations and models	Planned seating	Use paired reading/writing	Orally: through one on one interviews with teachers or through turn and talks with peers
	Use supplementary materials i.e. images, charts, books	Allow breaks	Reword/rephrase instructions and questions	Through drawings or pictures: students can draw or write to represent concepts

### **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.

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

<b>Unit Title: We are... Comm-unity</b>		<b>Teacher: Lauren Gormley</b>	<b>Grade: Pre-K</b>
<b>Unit Description:</b>  Students will learn about their classroom, school and neighborhood community through class discussions, read-alouds, shared writings, technology. Students will define community and compare and contrast Newark to other cities around the country. Students will develop an appreciation for their classroom and school, the people in their lives that love and support them, and the buildings and places they visit. Learners will understand that there are resources provided to them in their community that they can access and use. Students will then understand why it is important to take care of and ultimately try to better the community the have grown to love.		<b>Standards Addressed:</b> <ul style="list-style-type: none"> <li>- <b>6.1.P.D.1</b> Describe characteristics of oneself, one's family, and others.</li> <li>- <b>6.1.P.D.3</b> Express individuality and cultural diversity (e. through dramatic play).</li> <li>- <b>6.1.P.D.4</b> Learn about and respect other cultures within classroom and community.</li> <li>- <b>6.1.P.B.1</b> Develop an awareness of the physical feature the neighborhood/community.</li> </ul>	
<b>Enduring Understandings</b>		<b>Essential Questions</b>  1) What/who makes up a community?	

<p>1) A community is a group of people who have something in common whether it be where they live, where they came from, or what they enjoy doing.</p> <p>2) A community can act as a source of support and acceptance.</p> <p>3) Each community is unique and offers something different for it's members.</p>	<p>2) Why do people form communities? Why do communities exist?</p> <p>3) What resources can communities provide to its members?</p>	
<p><b>Tiered Unit Objective:</b>  <b>All Students:</b> will be able to identify that a community is a group of people that have something in common, whether it is where they live, go to school, or work, and that they live in a community</p> <p><b>Most Students:</b>will be able to name physical features in our community and describe what places/ resources they use and visit.</p> <p><b>Some Students:</b>will be able to name a community they are a part of (i.e. Newark, Benjamin Franklin School...) and identify unique characteristics of those communities</p>		
<p><b>List Individual Student Needs:</b> Identify specific student needs as identified by IEP/504.</p> <p><b>Bryce</b> Often need movements or breaks</p> <p><b>Christian</b> frequently requires redirection and may need to sit with teacher partner or peer buddy</p> <p><b>Daniel</b> responds best when given “options” rather than asked or told what to do</p> <p><b>Aiden</b> likes to take a leadership role and loves teaching others/getting jobs</p> <p><b>Zoe</b> can often “zone out” or disengage and may need adaptations based on herself and her interests.</p> <p><b>Enrique</b> is often fidgety on the carpet and can sit on a chair or on the rug as needed. He also gets a double space because he likes to spread out. He should be seated away from distractions like toys .</p>		
<p><b>Day</b></p>	<p><b>Daily Mini-Lesson Summary</b> (Reading/Writing Workshop:</p>	<p><b>Assessment:</b> Phrased as: “Students will demonstrate</p>

	<p>Minilessson, Guided/Small Group/Independent Practice, Closure)</p>	<p>understanding of (CONTENT) as evidenced by (PRODUCT)”</p>
<p>Day 1 3/27/17</p>	<p><b>What is a community?</b></p> <p><b>Morning Group Meeting:</b>          Introduce unit by read aloud about Community:          - <i>On the Town: A community Adventure</i> by Judith Caseley          - On carpet with planned seating</p> <p><i>Define Community as a class with shared writing:</i>          Question: What is a community?          - Lead children to the definition that, a community is a group of people who have something in common (where they live, where they came from, what they care about or what they enjoy doing) and accept and support each other.          - Record definition and children’s responses</p> <p>KWL: What do we know about our community of Newark NJ, what do we want to know and what do we want to learn.</p> <p><b>Small Group Instruction:</b>          We will do a chart about what the students believe community is. Each student will chose one word/phrase from the chart and draw a picture          Example: Community is love          Community is support          Community is my family...</p>	<p>Students will demonstrate understanding of definition of community as evidenced by participating in shared writing.</p> <p>Students will demonstrate understanding of prior knowledge of community by as evidenced by completing the K of KWL chart as a class.</p> <p>Students will demonstrate understanding that they are a part of a community, as evidenced by drawing pictures of themselves in their community.</p>

	<p>Students will hold up these drawings/words and photos will be taken to add to the class quilt.</p> <p><b>Storytime</b>  <i>The Patchwork Quilt</i> by Valerie Flourney  Class discussion about the book. Tanya and her grandma make a quilt out of old materials that bring them good memories. In the end when they finish their masterpiece, they can look at the quilt and know it tells their story. We will be creating a quilt as well to tell our story about our community.  Questioning throughout:  “What materials did grandma use to create the quilt?”  “Why do you think grandma’s says “quilts tell stories?”  “Why are the characters saying “I remember...?”</p> <p>Show class the blank quilt. Each day we will be adding 3-5 squares to our blanket until it is complete!</p> <p><i>Add panels to the quilt - two students work holding their work, one picture of our classroom and one picture of Franklin school</i></p>	
<p>Day 2 3/28/17</p>	<p><b>What community do we live in?</b></p> <p><b>Morning Group Meeting:</b>  Discuss that we live in the city of Newark.  Read Aloud: <i>In the city</i> by Valerie Guin.</p> <p><u>Shared Writing:</u> What are characteristics of a city?  Prompt class to think about the pictures in the book. A city has buildings close together, you see many people walking, taking</p>	<p>Students will demonstrate understanding of the community in which they live as evidenced by describing characteristic of a city, specifically Newark, through shared writing.</p> <p>Students will demonstrate understanding that they are a part of a community, as evidenced by drawing pictures of themselves in their community.</p>



	<p>the bus or riding their bike, there are places to go shopping...etc.</p> <p>Record Children's responses</p> <p><b>Small Group Instruction:</b> Repeat with rest of class</p> <p>We will do a chart about what the students believe community is. Each student will chose one word/phrase from the chart and draw a picture</p> <p>Example: Community is love</p> <p>Community is support</p> <p>Community is my family...</p> <p><b>Storytime</b></p> <p>Read aloud: <i>My Town</i> by Pam Robson</p> <p>Create a T-chart:</p> <p>Chart similarities and differences from the book and to our neighborhood in Newark.</p> <ul style="list-style-type: none"> <li>- Discuss how there are many different communities around the world and some of them are similar to Newark and some are very different. Everyone who lives in Newark is a part of our Neighborhood community because we all live in the same city.</li> </ul> <p><i>Add panels to the quilt - Two students holding their work, a map of our neighborhood and one picture the of Newark skyline</i></p>	
<p>Day 3 3/29/17</p>	<p><b>What is a part of our community?</b></p>	<p>Students will demonstrate understanding of physical features in their community as evidenced by class discussion about <i>On the Town</i> by Judith Caseley</p>

	<p><b>Morning Group Meeting:</b>  Students will refer back to prior learning and discuss book <i>On the Town: a Community Adventure</i></p> <p>Morning Message about journey and adventure</p> <p>Students will look at a map of Newark and point out some of the places that they see on the map.</p> <p>Explain that we will be participating in our own classroom adventure on the smartboard.</p> <ul style="list-style-type: none"> <li>- "E-tour" on smart board.</li> <li>- Look on google maps and "visit" those places</li> <li>- Set up seating like a "tour bus" so students can engage in dramatic place pretending they are tourists.</li> </ul> <p><b>Storytime:</b>  Read aloud: <b>Percy's Neighborhood</b> by Stuart J. Murphy</p> <ul style="list-style-type: none"> <li>- Discuss physical features of Percy's neighborhood</li> </ul> <p><b>Small Group Instruction:</b>  Students will be creating "maps" of their neighborhoods  Identifying places, people roads, and other things a map would include.</p> <p><i>Add panels to the quilt - Two students holding their work, one photo of the cathedral and one picture of Branch Brook Park</i></p>	<p>Students will demonstrate understanding of physical features in their community as evidenced by participating in e-tour</p> <p>Students will demonstrate understanding of the community in which they live (Newark) as evidenced by creating a map of their neighborhood.</p>
<p>Day 4  3/31/17</p>	<p><b>Who is a part of our community?</b></p>	<p>Students will demonstrate understanding of community members (including themselves) as evidenced by</p>

	<p><b>Morning Group Meeting:</b>  Read Franklin’s neighborhood  Prompt that children to think about franklin’s community.</p> <p>Discuss book in a whole group -  “Is Franklin’s community only places?” “what does Franklin love best about his community?”  “He visited many places in the community and he decided to draw the people in the community instead of the buildings.”  “There are many buildings in our community but the most special part are the people. “</p> <p>Discuss how many communities are based on people helping and supporting each other.</p> <p><b>Small Group Instruction:</b>  - Students will discuss story and people that think are important parts of their community.  - Students will draw/write about themselves and the members of the community on “My community is special because we are a part of it” worksheet. Students will represent why they think their community is special</p> <p><i>Add panels to the quilt - Two students holding their work, one photo of all the teachers and one picture of all kids in our classroom</i></p>	<p>completing worksheet about why community is special</p>
<p>Day 5 4/3/17</p>	<p><b>Why is our community special?</b>  Revisit instruction from last week.  Invite students to add to W of KWL</p>	<p>Students will demonstrate understanding that all communities have contributing members and people who help, as evidenced by participating in shared writing</p>

	<p>Discuss how a community supports each other and how a community is a special place because there are always people to help you.</p> <p>Discuss community helpers. Take a tour of the school. Visiting the nurse's office, cafeteria, and school office. "Just in our school we have so many people who help us and care about us." Take photos of kids with "helpers" during school tour.</p> <p>Shared Writing: Who helps me in my community?</p> <ul style="list-style-type: none"> <li>- Introduce some of the resources we have in our community.</li> <li>- Talk about special visitors coming from our community.</li> </ul> <p><i>Add panels to the quilt - Two students holding their work, One picture of administration, one picture of guest reader</i></p>	<p>about community helpers</p>
<p>Day 6 4/4/17</p>	<p><b>Visit from the Newark Museum</b></p> <p><b>Morning Group Meeting:</b> Have children recall what a resource is - Children will respond like "something that can help you find out information" "We have resources in our classroom like the word wall and the anchor charts, but we can also access resources outside our classroom."</p>	<p>Students will demonstrate understanding of community support and resources as evidenced by writing thank you notes and describing learning outcomes.</p>

	<p><u>Introduce Visitors:</u></p> <ul style="list-style-type: none"> <li>- Sarah Schettig and her team are coming to speak to the class about the Newark Museum and the community of Newark</li> <li>- Students will receive passes to visit Newark Museum with their families to future explore their community</li> </ul> <p><b>Group Meeting Closure:</b></p> <p>Students will write thank you notes to visitors from the community and tell them what they learned about Newark and the resources we have.</p> <p><i>Add panels to the quilt - Two students holding their work, one photo of class with guests and one picture of Newark Museum</i></p>	
<p>Day 7 4/5/17</p>	<p><b>How can we help our community?</b></p> <p><b>Visit from the Newark Public Library</b></p> <p><b>Story time:</b></p> <ul style="list-style-type: none"> <li>- Special Visit from the Newark Public Library.</li> </ul> <p>Read aloud:</p> <ul style="list-style-type: none"> <li>- a librarian will come and talk to the children about the library and how to use it. Librarian will also participate in a read aloud.</li> <li>- library will hand out a library card, a book mark and a book</li> </ul> <p>Shared Writing:</p> <ul style="list-style-type: none"> <li>- Discuss the importance of reading and supporting our local library</li> </ul>	<p>Students will demonstrate understanding of local community resources as evidenced by participating in read aloud by local librarian</p> <p>Students will demonstrate understanding of local community resources as evidenced by shared writing about local library</p>

	<p><i>Add panels to the quilt - Two students holding their work, One photo of the guest reader(s) and with their new books/library cards and one picture of Newark public Library</i></p>	
<p>Day 8 4/7/17</p>	<p><b>Community Celebration</b></p> <p><b>Morning Group Meeting:</b> Read Aloud: <i>Look Where We Live</i> by Scot Ritchie - After reading book describe similarities and differences we see in our community.</p> <p><b>Story Time:</b> Read Aloud: <i>The Patchwork Path: A Quilt Map to Freedom</i> by Bettye Stroud Revisit ideas that quilts can tell stories and discuss book</p> <p><b>Group Meeting Closure:</b> - Unveiling of the community tapestry - Student will be able to invite parents/grandparents/ community members into our class to share their drawings and images they found from their community. - Each parent can bring in a dish or treat from their home or from their favorite local place.</p> <p><i>Add last panels to the quilt - Two students holding their work, one photo of the celebration and one group photo of members of our community</i></p>	<p>Students will demonstrate understanding of community as evidenced by participating in discussion about read aloud</p> <p>Students will demonstrate understanding of community as evidenced by describing learning to teachers and community members.</p> <p>Students will demonstrate understanding of the purpose of creating a quilt as evidenced by recalling events from story and relating it to class experience.</p>

**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.

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

**Lesson 1 - 3/27/17**

<b>Name: Lauren Gormley</b>		<b>Topic/Title: Community</b>		<b>Grade Level/CT: PreK/ Carmen Madera</b>	
<p><b>1a. STANDARD:</b> NJ Common Core Standards  <b>6.1.P.D.1</b> Describe characteristics of oneself, one’s family, and others.  <b>RI.K.10</b> Actively participate in read aloud experiences using appropriate information books individually and in small and large groups.</p>		<p><b>1b. ENDURING UNDERSTANDINGS</b>            1) A community is a group of people who have something in common whether it be where they live, where they came from, or what they enjoy doing.</p>			
<p><b>2a. TIERED STUDENT LEARNING OBJECTIVES</b>  <b>All</b> students will be able to participate in a whole group read aloud sharing main idea/theme of text and responding to questions with one or more words.</p>		<p><b>2b. TEACHER CONTENT KNOWLEDGE (necessary prior knowledge)</b></p> <ul style="list-style-type: none"> <li>- KWL chart</li> <li>- Ideas about community</li> <li>- Definition of community</li> <li>- Features of the Newark community</li> </ul>			

<p><b>Most</b> students will be able to contribute what they know about community to KWL chart orally, or gesturally.  <b>Some</b> students will be able to articulate ideas they are “wondering” or “want to know” about community.</p>		
<p><b>3. ASSESSMENT</b>  <b>Anecdotal notes Throughout</b>  Students will demonstrate understanding of definition of community as evidenced by participating in shared writing.  Students will demonstrate understanding of prior knowledge of community by as evidenced by completing the K of KWL chart as a class.  Students will demonstrate understanding that they are a part of a community, as evidenced by drawing pictures or writing about themselves in their community.</p>		
<p><b>4. INDIVIDUALIZED STUDENT NEEDS</b>  <b>Christian</b> needs to be redirected often and must sit with teacher or partner on the carpet. Christian will need directions given to him one step at a time and will need to work closely with teacher to complete assignment  <b>Jaythan</b> needs to sit in front because he gets distracted in the back of the room  <b>Bryce</b> needs to be close to teacher to limit disruptions and to be remind to raise his hand rather than calling out  <b>Enrique</b> is often very fidgety on the carpet and can sit on a chair or on the rug as needed. He also gets a double space because he likes to spread out. He cannot sit near toy as he gets easily distracted.</p>		
<p><b>PROCEDURE AND PRACTICE</b></p>		
<p><b>TEACHER’S ROLE</b>  <b>Questions to Ask</b></p>	<p><b>WHAT ARE STUDENTS DOING?</b></p>	<p><b>MATERIALS</b></p>
<p><b>1 STARTER/ANTICIPATORY SET (5 min.)</b>   <b>Introduce Community unit:</b>  Describe to class that we will be starting a new area of study that is super exciting because it is all about us and where we live, where we go to school, and what we like to do.   Have blank <b>KWL</b> chart on whiteboard or students to notice.  Remind students about <b>KWL</b> charts. “K is for what we know, W is for what we are wondering or want to know, and L for us to be filled in later about what we have learned”</p>	<p>Students have transitioned from morning centers and are seated on the carpet in their assigned letter boxes.   If students need to move they can sit in an available chair next to/behind the carpet   Students will raise their hands when they have a question or comment</p>	<p>Blank <b>KWL</b> chart</p>



<p>When describing a <b>KWL</b> chart have the motions that go along with the words so students will be able to put motions to the words. Each motion is american sign language for:</p> <p><b>Know-</b> point to head with fingers</p> <p><b>Wonder</b> - circle finger on forehead</p> <p><b>Learn-</b> cup hands on forehead and place on open palm</p> <p>Describe overall “schedule” for group meeting and go over standards and objectives for the day. Provide a visual schedule using printed out cards so students can follow and track where they are at every part in the lesson.</p> <p>“Today during group meeting, we will be reading a story titled, <i>On the Town: A community Adventure</i> by Judith Caseley, next we will be thinking about the story and what we know about community come up with a definition of community and make it into a poster so we can use it as a resource for the next 2 weeks as we continue our study. Lastly, we will work as a class to think about what we know and are wondering about community to fill in the K and the W of the KWL chart.</p>		
<p><b>2. INTRODUCTION OF NEW MATERIAL</b>  <b>(Guided Instruction/Procedure/Exploration) ( 10 min.)</b></p> <p><b>Read</b> <i>On the Town: A community Adventure</i> by Judith Caseley  Stopping periodically to ask questions and elicit student responses.</p> <p><b>Example Questions:</b></p> <p>“Hmm..I am wondering how he will use his notebook to learn about community. Does anyone have an idea or prediction of what he will do?”</p> <p>“Before I read this page, let's take a look at the pictures that the illustrator drew. What is the next place that you think Charlie will write about in his community journal?”</p> <p>“Charlie visits a lot of special places and writes it in his journal. Take a minute to think about if you had a journal like charlie’s. What what would you draw or write about?”</p> <p>Ask students to think about the story we just read.  “Why did Charlie write about all of those people and places?”</p> <p>Allow students oppourtunity to think pair, share, their ideas with their elbow partner.</p>	<p>Students are seated on the carpet in their assigned letter boxes.</p> <p>Students will raise their hands when they have a question or comment.</p>	<p>Book: <i>On the Town: A community Adventure</i> by Judith Caseley</p>

<p>I will acknowledge students like Bryce, Jaythan, Mia and Enrique when I see their hand up and they are not calling out to reinforce good behavior.</p>		
<p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY ( 10 min.)</b></p> <p>After reading, students will be asked to turn their bodies, and face the easel. This will allow movement/change of scenery for students who are getting fidgety. Add a Shakedown if students seem like they need a brain break.</p> <p>“That story made me think about my own community. I wanted to see if based on the book and what we know, we could come up with a good definition of community.” If students do not know the word: definition explain that it means “what the word means” “A definition of something is when you explain “what it means” so when we say “let’s make a definition of community, we want to be sure that if someone did not know the word, after reading what we wrote they would know what it means.”</p> <p>As a class, define and discuss community with shared writing: <b>Question:</b> What is a community? - Lead children to the definition that, a community is a group of people who have something in common (where they live, where they came from, what they care about or what they enjoy doing) and accept and support each other. - Record definition and children’s responses</p>	<p>Students will move to face the easel by turning bodies 180 degrees. They are still seated on the carpet in their assigned letter boxes.</p> <p>Students will participate in a “shakedown” if necessary</p> <p>Students will raise their hands when they have a question or comment.</p>	<p>Chart paper Markers Poster clip</p>
<p><b>4. INDEPENDENT PRACTICE ( 10 min.)</b></p> <p>Discuss that we will now be recording things we know about community, specifically our community. “Some things that we saw in the book can help us and also some ideas we talked about when we were creating the definition.”</p> <p>Fill in K first asking students “what do you already know?” Students will each get a chance to say at least one thing they know. Responses will be charted word for word under K column.</p>	<p>Students are seated on the carpet in their assigned letter boxes.</p> <p>Students will raise their hands when they have a question or comment.</p>	<p>KWL chart markers</p>

<p>Once everyone has a chance to share, ask for 3 students who have questions or are wondering about community. Record responses under W column.</p>		
<p><b>5. CLOSING (5 min.)</b>          Ask students to turn bodies again and face smart board.          “I would like everyone to take a minute and think about one thing they know about community.”</p> <p>I will call each student based on their next assignment to come up and share their ideas before transitioning.</p> <p>Discuss that we will now be transitioning to small group and centers. Ask students to think about way they can learn more about community while playing in centers. Remind students that the library has new book about community and people in a community. “In the block area we can build communities that have roads and buildings and lots of people.”</p>	<p>Students will move to face the easel by turning bodies 180 degrees. They are still seated on the carpet in their assigned letter boxes.</p> <p>Students will participate in a “shakedown” if necessary</p>	
<p><b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b></p> <p>Small Group: Students will be coming up with a word or phrase to define community to them and they will depict their ideas through drawing, writing or combination of both.</p>	<p>Students will be working in small groups with one teacher and 5 students.</p>	<p>Paper          Pencils          Colored pencils          Markers          Crayons          erasers</p>

**Lesson 2 - 3/29/17**

<p><b>Name: Lauren Gormley</b></p>	<p><b>Topic/Title: Community</b></p>	<p><b>Grade Level/CT: PreK/ Carmen Madera</b></p>
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<p><b>1a. STANDARD:</b> NJ Common Core Standards</p> <p><b>6.1.P.D.1</b> Describe characteristics of oneself, one’s family, and others.</p> <p><b>6.1.P.B.1</b> Develop an awareness of the physical features of neighborhood/community.</p>	<p><b>1b. ENDURING UNDERSTANDINGS</b></p> <p>1) A community is a group of people who have something in common whether it be where they live, where they came from, or what they enjoy doing.</p> <p>3) Each community is unique and offers something different for it’s members.</p>
<p><b>2a. TIERED STUDENT LEARNING OBJECTIVES</b></p> <p><b>All</b> students will be able to participate in community “e-tour” and identify one or more physical features of the community either verbally or gesturally.</p> <p><b>Most</b> students will be able to contribute what they know about community through class drawing of “maps.”</p> <p><b>Some</b> Identify/name verbally and add specific details and places in their community/neighborhood to their map. Example Benjamin Franklin School vs. School.</p>	<p><b>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</b></p> <ul style="list-style-type: none"> <li>- Ideas about community</li> <li>- Definition of community</li> <li>- Features of the Newark community</li> <li>- Features of children’s neighborhood</li> <li>- Google maps</li> </ul>
<p><b>3. ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>- <b>Anecdotal notes and observation throughout</b></li> <li>- Students will demonstrate understanding of physical features in their community as evidenced by class discussion about <i>On the Town</i> by Judith Caseley</li> <li>- Students will demonstrate understanding of physical features in their community as evidenced by participating in e-tour</li> <li>- Students will demonstrate understanding of physical features in their community as evidenced by contributing to a web of “things in our community”</li> <li>- Students will demonstrate understanding of the community in which they live (Newark) as evidenced by creating a map of their neighborhood.</li> </ul>	

#### 4. INDIVIDUALIZED STUDENT NEEDS

**Christian** needs to be redirected often and must sit with teacher or partner on the carpet. Christian will need directions given to him one step at a time and will need to work closely with teacher to complete assignment.

**Jaythan** needs to sit in front because he gets distracted in the back of the room

**Bryce** needs to be close to teacher to limit disruptions and to be remind to raise his hand rather than calling out

**Enrique** is often very fidgety on the carpet and can sit on a chair or on the rug as needed. He also gets a double space because he likes to spread out. He cannot sit near toy as he gets easily distracted.

**Zoe** usually does not raise and may need to be provided her own opportunity to speak to elicit answer

#### PROCEDURE AND PRACTICE

TEACHER'S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
<p><b>1 STARTER/ANTICIPATORY SET (5 min.)</b> Students will Transition from morning centers onto the rug for morning meeting.</p> <ul style="list-style-type: none"> <li>- I will have a laminated map of Newark on the whiteboard for students to explore and even write on.</li> <li>- <i>On the Town: a Community Adventure</i> will be placed on the ledge of the whiteboard.</li> </ul> <p>When Students are settled, I will ask them to stand up and form a circle. We will begin to walk around in one full rotation so each student will get a chance to look closely at the map. Students will then move back to their letters on the rug.</p> <p>I will ask students to identify what is on the board. “What do we call that picture that is on the board? If you have an idea, place your hands on your head.”</p> <p>Explain morning meeting schedule and review objective with the class.</p>	<p>Students will go to the carpet in their assigned letter boxes.</p> <p>Students will form a circle and walk counter clockwise until they get back to spot. They will be looking at map posted on board.</p> <p>Students will raise their hands when they have a question or comment.</p>	
<p><b>2. INTRODUCTION OF NEW MATERIAL</b></p>		

**(Guided Instruction/Procedure/Exploration) ( 10 min.)**

**Introduce New Sight words:** *He, She*

Encourage students to find *he* & *she* in the morning message:

To practice sight word: Tap out/“swim” out letters. Remind students that super readers practice their sight words every night.

“We must remember to practice our sight words from our list in our homework folder. If we continue practicing all of our sight words, we will all be super readers! To help us practice please everyone stand up and tap out your sight word on your arm. Can anyone recall what our sight word is for this week?”

“Now that we tapped out the words *He/She* on our arms, let’s take a dip in the pool and swim out our letters! Everyone grab your bathing suits and goggles!

“Okay how many times am I going to paddle the water with my arms for *she*....That’s right 3 times! Because there are 3 letters in the word *she*. I will show you what to do first and then you can try it with me.

**Model swimming out word.**

...S...H...E...SHE!”

“Awesome Job! Now everyone can do their very best to try to spot the word look when I write my morning message. Make sure you don’t call out so we give all of the kids in the class a chance to spot it.”

Write Morning Message on whiteboard

**Message:** In the story *On the Town*, Charlie goes on an adventure with his mom. She helps him as he visits many people and places. We will be going on our own adventure later today!

I will “use my magic” to choose 3 students from the turn can to come up to the white board and try to find sight words, uppercase letters, lowercase letters, or punctuation mark.

Students will stand up and tap out sight words on their arms. They will then pretend to be swimmers, and paddle the letters in the word.

Students will be seated on the carpet in their assigned letter boxes. When called up, they will stand up and come to the board to find sight words, letters, etc.

Students will raise their hands when they have a question or comment.

<p>After student identifies what they can find in the message, I will ask a series of scaffolded questions, depending on the child’s past responses.</p> <p><b>Example Scaffold questions:</b></p> <p><u>Higher Level:</u>          “I see you found a sight word can you use that word in a sentence.”          “What is the name of that punctuation mark? Why did I choose to use that one?”</p> <p><u>Middle Level:</u>          “What did you find? Is that a sight word, or a letter?”          “What did you find? Can point to the letters and say their name. What word do those letters make?”</p> <p><u>Lower Level Questions:</u>          “Great, what letter did you find? Is that an uppercase letter or a lowercase letter?”          “Can you find that letter on the word wall?”          “Do you know a word or name that starts with that letter?”</p> <p><b>*ALL 3 (ENGAGEMENT, REPRESENTATION AND EXPRESSION)</b></p> <p>Reread and discuss message. Transition to guided practice.          “Now that we all know we will be going on an adventure, I need for us to know where we are going to explore by looking at the map.”</p>		
<p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY ( 5 min.)</b></p> <p>I will discuss with students that on the whiteboard there is a map. We can look on a map and see images that represent places in the community. Sometimes the images are very realistic (pictures or drawings) and other times they are symbols that represent places. Ask the students to see if they can pick out some familiar places on the map either by pointing or describing usings positional words.</p>	<p>Students are seated on the carpet in their assigned letter boxes.</p> <p>Students will raise their hands when they have a question or comment.</p>	

<ul style="list-style-type: none"> <li>- Church</li> <li>- Park</li> <li>- School</li> <li>- Store (pharmacy)</li> <li>- Gas station</li> </ul> <p>Discuss how we can use a map or a picture of a neighborhood to help us get around.</p> <p>“In order to go on our adventure, we must know where we are going.” Talk about what features we see on a map. “What do you see drawn on a map?”</p> <p>Students will then each grab a chair, row by row beginning with the fourth row, and bring it back to their seat. I will aid as needed.</p>	<p>Students will grab their chairs and bring them back to their spots.</p>	
<p><b>4. INDEPENDENT PRACTICE ( 15 min.)</b></p> <p>I will pull up a picture of our school (Benjamin Franklin) on google maps.</p> <p>Once students are back in their spots seating on their chairs discuss the “e-tour” process.</p> <p>Explain that we will be participating in our own classroom adventure on the smartboard. Called an “E-tour.” We will use the map of the neighborhood around our school to find the places we want to view.</p> <ul style="list-style-type: none"> <li>- Look on google maps and “visit” those places</li> </ul> <p>“Okay at this time, we will be going on our own community adventure. Although we are not going to walk outside, we can explore our community right in our classroom on the smartboard.”</p> <p><b>Set the scene:</b></p> <p>Discuss that we will be “pretending” to be the bus driver and you are all passengers on a tour of Newark, NJ.</p>	<p>Students are seated on the carpet in their assigned letter boxes in their chairs on “the bus”</p> <p>Students will raise their hands when they have a question or comment.</p>	



<p>“Okay Everyone, now that you are all settled on the bus I need to all to put on your seatbelts because I am a bus driver who cares about safety.”  “Our bus is now parked outside of our school but we will be “driving” around on neighborhood looking for “things” we see around us.”</p> <p>As you are looking around, think about what you are seeing around you in that location.</p> <p>As we move around on the map, engage in dramatic play pretending to be the bus driver and allowing kids to talk and chat about community. (All 3)</p> <p>Stop in 3 places on the map and elicit responses about physical features of the environment.  Stops will be:</p> <ul style="list-style-type: none"> <li>- Branchbrook park</li> <li>- Sacred Heart Cathedral</li> <li>- Supermarket</li> </ul> <p>Return to “school” and “unload the bus”</p>		
<p><b>5. CLOSING (2 min.)</b></p> <p>Students will return chairs back to where they got them and transition back to their spots on the rug.</p> <p>Students will contribute to the web what they saw during the tour  Example:</p> <ul style="list-style-type: none"> <li>- Sidewalks</li> <li>- Flags</li> <li>- Cars</li> <li>- People</li> <li>- Etc.</li> </ul>	<p>Students will return chairs back to where they got them and transition back to their spots on the rug.</p> <p>Students will raise their hands when they have a question or comment.</p>	
<p><b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b></p>		

<p>Read aloud: <b>Percy's Neighborhood</b> by Stuart J. Murphy</p> <ul style="list-style-type: none"> <li>- Discuss physical features of Percy's neighborhood</li> </ul> <p><b>Small Group Instruction:</b>  Students will be creating "maps" of their neighborhoods  Identifying places, people roads, and other things a map would include.</p> <p><i>Add panels to the quilt</i></p>		
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**Part 7: rubric**

<b>Category</b>	<b>3 points</b>	<b>2 points</b>	<b>1 points</b>	<b>Score</b>
<i>Student work reflects ideas about physical features, people and/or places in the community</i>	<i>Student work fully reflects ideas about physical features, people and/or places in the community</i>	<i>Student work mostly reflects ideas about physical features, people and/or places in the community</i>	<i>Student work partially reflects ideas about physical features, people and/or places in the community</i>	
<i>Students express coherent ideas about community</i>	<i>Student expresses ideas about community that are directly related and uses full thoughts/sentences</i>	<i>Student expresses ideas about community that are semi-related and uses full thoughts/sentences</i> Or <i>Student expresses coherent ideas about community and only uses words/phrases</i>	<i>Student expresses ideas about community that are mostly unrelated and only uses phrases or words</i>	

<i>Student draws pictures that are related to the statement that was expressed.</i>	<i>Student draws pictures that are directly related to the statement that was expressed.</i>	<i>Student draws pictures that are semi-related to the statement that was expressed.</i>	<i>Student draws pictures that are mostly unrelated to the statement that was expressed.</i>	
<i>Student provides details in their pictures related to the statements they expressed.</i>	<i>Student provides multiple details in their pictures related to the statements they expressed.</i>	<i>Student provides some details in their pictures related to the statements they expressed.</i>	<i>Student provides little details in their pictures related to the statements they expressed.</i>	
			<b>Total Score</b>	

### Part 8: Analyzing Student Work

Your Name: Lauren Gormley

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.

<b>If a student “get’s it”, what would you expect to see in this assignment?</b>
<ul style="list-style-type: none"> <li>● A drawing of themselves somewhere in their community</li> <li>● An description of how they help (action verb)</li> <li>● Realistic ideas about helping in the community</li> </ul>

**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.

<b>Below</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Exceeding</b>
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<ul style="list-style-type: none"> <li>- Daniel</li> <li>- Enrique</li> <li>- Bryce</li> </ul>	<ul style="list-style-type: none"> <li>- Romeo</li> <li>- Daniella</li> <li>- Ribert</li> <li>- Reynaldo</li> </ul>	<ul style="list-style-type: none"> <li>- Aiden</li> <li>- Christian</li> <li>- Jeremiah</li> <li>- Jaidelys</li> <li>- Jaythan</li> <li>- Oscar</li> </ul>	<ul style="list-style-type: none"> <li>- Zoe</li> <li>- Ederny</li> </ul>
Total #: 3	Total #: 4	Total #: 6	Total #: 2

**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
Bryce <ul style="list-style-type: none"> <li>- Unrealistic description of helping</li> <li>- Did not picture themselves in the drawing</li> </ul>	Romeo <ul style="list-style-type: none"> <li>- Picture includes themselves</li> <li>- Idea is slightly off topic</li> </ul>	Christian <ul style="list-style-type: none"> <li>- Student represents themselves in their drawing</li> <li>- Students description is on topic and clear</li> </ul>	Zoe <ul style="list-style-type: none"> <li>- Picture includes themselves helping</li> <li>- Drawing includes background/places in the community</li> <li>- Students description is on topic and clear</li> </ul>

**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
Bryce	Romeo <ul style="list-style-type: none"> <li>- Focus sentence on helping specifically in</li> </ul>	Christian <ul style="list-style-type: none"> <li>- Provide some background in the</li> </ul>	Zoe

<ul style="list-style-type: none"> <li>- Provide a real life or realistic way he helps in the community</li> <li>- Think realistically</li> </ul>	<p>the community rather than helping in general</p> <ul style="list-style-type: none"> <li>- Describe how his description helps the community</li> </ul>	<p>picture of a place in the community</p> <ul style="list-style-type: none"> <li>- Neater or clearer drawing</li> </ul>	
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**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>Bryce</p> <ul style="list-style-type: none"> <li>- Provide him with a sample from the book</li> <li>- Draft the idea with a teacher or peer before his final product</li> <li>- Revisit <i>How Can I Help?</i> Book and allow student to flip through pages to describe how the children in the book are helping</li> </ul>	<p>Romeo</p> <ul style="list-style-type: none"> <li>- Revisit <i>How Can I Help?</i> Book and allow student to flip through pages to describe how the children in the book are helping</li> <li>- Prompt student to further explain their thinking</li> </ul>	<p>Christian</p> <ul style="list-style-type: none"> <li>- Prompt student to further explain their thinking and to provide more background and details</li> </ul>	<p>Zoe</p> <ul style="list-style-type: none"> <li>- Write her own sentence</li> <li>- Label drawing</li> </ul>

**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 experience has helped me to not only clearly identify what I am expecting my students to achieve, but also understand what I need to do to aid my class in achieving those goals. For the collection of student work I used in this exercise, I learned that more of my students were meeting or exceeding my expectations than were below or approaching. From here, I could break the students up into groups to provide more individualized instruction based on where they are in their understandings of the enduring understandings and essential questions.

I really liked this protocol and I would definitely use it again in the future. Unfortunately, this exercise was done after all of my units were taught, however, I can use this for other assessments and units. If I were to do this unit next year for this unit or for a different unit I am implementing, I would use this process for a pre-assessment. That way, I would know right from the beginning how I could provide my students with the most individualized instruction and support as possible.

### **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.

- What were your expectations in the planning?
- What was the relationship between what you planned and what happened when you actually taught the lessons?
- How did the UDL approach support individual student learning? How will this experience support your planning for students with diverse learning needs?
- How did implementing the unit impact how you are moving forward?
- What larger lessons have you learned about curriculum design and teaching?

## **We are Comm-unity Reflection**

In the beginning, I was a bit nervous and intimidated to create a large comprehensive unit plan for the first time. Up until this point in student teaching, I had only planned lessons one by one, week by week. For me the assignment seemed challenging and, planning several weeks at a time seemed daunting. Even just looking at the twenty page template made me feel defeated. Luckily, the planning process was pretty easy due to the layout that was provided to me and because it was done incrementally rather than all at one time. I enjoyed the Backward Design process and I think that I will use it in many lessons to come.

When choosing a social justice topic to teach to my preschool class, I knew that while there are a ton of issues that I could address in the classroom however, I was a bit limited due to their age and my time frame. I also knew that to maximize the time I could teach, I needed to really think of lessons that would be important to my class and hold their attention; I needed something directly related to their lives. For these reasons, I decided to start off by a level 1 lesson of community building in the hope that after I establish a sense of love for oneself and one's community, I could later build upon these foundations and incorporate larger topics of social justice into the classroom.

Like many other lesson series I have planned where I think too big or try to jam too much in at one time, the reality of my planning and teaching did not line up perfectly. Although I thought that two weeks would be plenty of time to cover all the topics I wanted to, I feel like I could have spent another two weeks and still not finished. While I believe each lesson I planned was aligned and meaningful, I still feel as though the students needed some more time to really reach those enduring understanding that I wanted them too. For the most part, I was proud of myself for not overdoing the amount of content in each lesson and getting to a majority of the activities I wanted to complete with the class. The only things that went differently than I wanted them to were that not all of my students had the opportunity to create maps of their neighborhood and the lady who was supposed to come from the Newark public library bailed last minute. Despite the minor disappointments, I feel like this was an amazing learning experience for me as a future teacher and that with some refinement, I would definitely do this lessons series again.

One major plus about designing lessons for preschool aged children is that I have to be really creative to come up with ways to explain complex tasks and/or keep their attention. I feel as though teaching preschool has opened my mind to using many teaching strategies and forced me to get good practice on tailoring my lessons to suit a variety of learners. This made the UDL component of my lessons, come easy as it is something I am used to doing. My classroom allows for fluidity and adaption while also providing structure and routine for the kids who



need it. I tried to really think about all of my learners and make these lessons something that every single child could not only enjoy, but also get something meaningful out of.

Overall, I was really pleased how the unit turned out and I feel as though it was a really great introduction to the unit of recycling that is next in our curriculum. Because I had the opportunity to delve deeper into the the topic of community, my class is much more receptive and thoughtful in discussions about why it is important to to keep the earth and our community clean. While it seemed like a lot of work in the beginning, I realized that doing bits at a time made designing a whole unit manageable and ultimately pretty successful. I also learned that no matter how young students are, social justice topics can always be broken down and woven or “masked” into existing curriculum.





