

# My Classroom Community

How do I belong and contribute to my classroom community?/¿Cómo pertenezco y contribuyo a mi comunidad en el salón de clases?

## STAGE 1: DESIRED LEARNING

**Essential Question:** How do I belong and contribute to my classroom community? /

¿Cómo pertenezco y contribuyo a mi comunidad en el salón de clases?

**Essential Understanding:** Students will understand that school is not just a building; it is all the people who work, learn, and play together. School is a place for discovery, asking questions, for sharing, and helping. It is a place of hope and healing. This is an important time to begin showing students that school is a safe place, that they are important members of the classroom and school community. Students will take a trip inside books, like an explorer, and find the treasures such as interesting stories (fiction) with characters and settings or information they've never known before (nonfiction). In this unit, students will discover that a goal of reading is to understand/make meaning of what is being read. One of the strategies to understand what is being read is to make connections to what we already know. Students will discover the parts of books and the roles that authors and illustrators play within a text. Students will get to know themselves, their classmates' lives, and characters through curiosity and kindness. As students learn about each other's names, families, and personal stories, they will figure out that our class is a diverse place. When we appreciate others' diversity, we feel more comfortable to be ourselves. Throughout the unit, there are many opportunities to invite families/caregivers to become significant participants in their child's learning by contributing their oral or written words, ideas and experiences. Students will share their background knowledge, current thinking and understanding through play opportunities.

**Looking Ahead:** Students will continue to discover more about how books and stories work throughout the year. Reading fairy tales and nursery rhymes in Unit 2 will help students see that stories have structure; a beginning, middle, and along with a problem and solution. Students will continue to learn about others and the world around them by sharing and listening to personal stories, ideas, decisions, and experiences. As the sense of community and belonging evolves, students will feel more comfortable to have discussions in later units about their feelings, their needs, and their culture as well as inquiring about others. There will be opportunities in subsequent units to continue the ongoing working relationship with families/caregivers of students.

**Looking Back:** Students entering kindergarten bring with them a good deal of informal experience of how books work and how stories are told as well as a range of experience with language. ALL students come to school with funds of knowledge that can be used as resources for learning and engaging in school. There are multiple dimensions of knowledge that teachers should mine for in order to bridge the known to the new. Research has amply documented the important role that oracy plays in developing reading comprehension so it is essential that kindergarteners have language-rich environments and are exposed to a reasonably wide range of words. Kindergarteners will spend the year building their general knowledge background through books, discussions, and playful learning.

**Connection to Writing:** Students become writers much earlier than when they can write words conventionally. When a child picks up a crayon or pencil and makes marks on a page - they are demonstrating humans' innate need to express themselves. Students will write if given time with paper, space, inspiration, and healthy doses of acknowledgement even if it's a scribble, a picture, or a string of letters. Students may enter kindergarten using some letters mixed with some symbols or even just scribbles on the page. When they do this, they are making the connection that they can put something on the paper to represent something from their mind. Since writing begins with oral language, students rely heavily on oral rehearsal and will need the teacher to encourage them to talk about their story or picture during this unit: *Tell me about your picture. Read your story to me. What are you writing today? Tell me what you are doing as a writer today.* Teachers should use conversations with students to determine how to best support them in their language growth. Encourage students to linger longer with the illustrations, to use color and other media to make meaning, and to expand what the words say by intentionally composing with illustrations. Students will be writing for many different purposes: class books, about the books being read, home and classroom experiences, to share factual information, and to share their opinions.

**Connection to Technology:** Teachers will use one of the interactive writing pieces and upload them into Book Creator.

## STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day to day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the manner and order in which they are written below.

### INQUIRY PLANNER

1. Does each child feel welcomed, seen, and safe at school?	¿Se siente cada niño bienvenido, visto, y segur	7 Sessions
2. Who am I?	¿Quién soy?	6 Sessions
3. How am I unique?	¿Qué te hace único?	5 Sessions
4. Who am I in my family?	¿Quién soy yo en mi familia?	7 Sessions
5. How do I fit into my classroom family?	¿Cómo encajo en mi familia en el salón de clases?	5 Sessions
6. Why do people have different roles in our community?	¿Por qué las personas tienen diferentes roles en nuestra comunidad?	5 Sessions

