



#1 & #4 Relationships WWA (23-24)

Duration: 6 Weeks, 6 hours

Unit dates: 18th Aug 2023 - 29th Sep 2023

Subjects: Language, Library Media, Social Studies, English, Physical Education, Visual Art

Grades: K

Planning



Transdisciplinary theme

Who we are

Transdisciplinary theme focus

- human relationships including families, friends, communities, and cultures



Central idea

The choices people make can have an influence on their relationships.



Learner profile attributes

Caring, Principled



Key concepts

Responsibility, Function, Connection

Concepts question

Responsibility

What is our responsibility when making decisions to benefit the whole group, and what is our responsibility as learners in the classroom to benefit the whole class.



Related concepts

Concepts

- **Responsibility:** decision making
- **Function:** agreements

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- **Connection:** awareness
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Lines of inquiry

- How our choices and actions can impact others (decision making, responsibility)
 - How agreements can impact choice (agreements, function)
 - How self-awareness can help support decision-making (awareness, connection)
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Approaches to learning

Social Skills

Social Skills

Social Skills (General)

Self-management skills

Self-Management Skills

States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)

Teaching the ATL skills

Social Skills- as students will be focusing on working effectively with others; Self-Management as students will practicing managing their states of mind (emotional management, etc.,)

SEL Journeys Unit 1 - Self Awareness



Learning goals and success criteria

Report card criteria:



Subject standards

Visual Art

Creating

Investigate

- VA:Cr2.1.Ka - Through experimentation, build skills in various media and approaches to art- making.
(VA:Cr2.1.Ka)

Investigate - Plan- Make

- VA:Cr1.2.Ka - Engage collaboratively in creative art-making in response to an artistic problem. (VA:Cr1.2.Ka)

Social Studies

Civics

Participation and Deliberation

- CIV K.4 - Apply civic virtues when participating in school settings. *(CIV K.4)*
- CIV K.5 - Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. *(CIV K.5)*

Processes, Rules and Laws

- CIV K.8 - Identify and explain how rules function in public. *(CIV K.8)*
- CIV K.7 - Explain how people can work together to make decision in the classroom. *(CIV K.7)*
- CIV K.6 - Explain the need for and purposes of rules in various settings inside and outside of school. *(CIV K.6)*

Economics

Economic Decision-Making

- ECO K.2 - Identify the benefits and costs of making various personal decisions. *(ECO K.2)*
- ECO K.1 - Explain how scarcity necessitates decision-making *(ECO K.1)*

Physical Education

Working with others

Interactions

- Shares equipment and space with others.

Personal Responsibility

Interactions

- Acknowledges responsibility for behavior when prompted.
- Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).

English

Reading: Literature

Key Ideas and Details

- CCSS.ELA-LITERACY.RL.K.2 - With prompting and support, retell familiar stories, including key details. *(CCSS.ELA-LITERACY.RL.K.2)*
- CCSS.ELA-LITERACY.RL.K.1 - With prompting and support, ask and answer questions about key details in a text. *(CCSS.ELA-LITERACY.RL.K.1)*

Craft and Structure

- CCSS.ELA-LITERACY.RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. *(CCSS.ELA-LITERACY.RL.K.6)*

Range of Reading and Level of Text Complexity:

- CCSS.ELA-LITERACY.RL.K.10 - Actively engage in group reading activities with purpose and understanding. *(CCSS.ELA-LITERACY.RL.K.10)*

Reading: Informational Text

Craft and Structure

- CCSS.ELA-LITERACY.RI.K.5 - identify the front cover, back cover, and title page of a book. *(CCSS.ELA-LITERACY.RI.K.5)*

Library Media

I. INQUIRE

A. THINK

- 2. Recalling prior and background knowledge as context for new meaning. *(I.A.2)*

III. COLLABORATE

A. THINK

- 3. Deciding to solve problems informed by group interaction. (III.A.3)
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**Prior learning****Prior Knowledge**

Stop light system, students hold up a sign to indicate their response to scenarios that reflect all the elements of the Lines of Inquiry

LOI 1 - Students will either illustrate, take a video or photograph about essential agreements with a focus on responsibility within the group. Teachers will look for accurate reflection of the agreements on each student's poster and give feedback to the prompt of how the rules guide our decision making?

LOI 2 - After showing all the different shoes and perspectives students can go up to a chart as part of the bus stop activity and draw on a sticky note how they would show respect towards the person wearing the shoe

OR

Students can choose to either draw a picture or act out a scenario where they choose one shoe story and explain how they would show respect towards the person wearing the shoe.

LOI 3 - Students will role play situations for problem solving. Teachers will look for students to role play multiple situations with positive outcomes. Students hold up a red, yellow, or green stick to indicate their response to the image or scenario presented.

or

Students will fill in cartoons with thought bubbles of problem situations- they should describe thinking of both characters. "Traffic light or Bus stop"

**Connections: Transdisciplinary and past****Library MediaUnit 1: Who we are**

What is a library and what are its uses?What are the library rules, policies, and procedures?What is the role of the school librarian?What are important terms used in most libraries?(Book Cover, Spine, Call Number,Title Page: Title, Author, Illustrator)

Information Literacy: Introduction to library resources

- Students will gain understanding of how to care for our library materials
- Understand basic concept of books
- Difference between fiction and non-fiction
- How to make appropriate and safe choices during "preferred choice time"

Lifelong reading: How to listen to and enjoy books individually and in group setting

Reading is for fun and learning

- The words and illustrations are important to understand the story
 - The library has a wide selection of books for all levels
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- We listen to and respond to literature in a group setting
- We retell key components of a story
- Identify characters, setting, and major events in a story

Books:

- We don't eat our classmates by Ryan Higgins
- A color of his own by Lio Leonni
- Little Red and the very hungry lion by: Alex T Smith
- My teacher is a monster by: Peter Brown
- The Cow who climbed a tree by: Gemma Merino
- Pig the Fibber by: Aaron Blabey
- The Good Egg by Jory John

Art

- How I treat materials in art class impacts others.
- My actions during art class impact others.

Physical Education

The students will learn the physical education rules, routines and expectations. They will learn how to use the equipment appropriately and how to share with others.

Spanish:

ACTFL Standards: Communication (Interpersonal Mode)

Implementing



Learning experience library



Journeys SEL - Self Awareness

Amy Rios



Responsible Decision Making: What Should Danny Do?

Amy Rios

We need to make so many decisions every day!

Even though it may not always seem like it, you all have a superpower that helps you choose how you react and behave. This superpower ⚡ is called **The Power Of Choice**.

1. Read 👁️ the story [What Should Danny Do?](#)
2. As you read the story, reflect 💬 on the power of decisions Danny has in each of these situations.

- What should Danny do? 😞
 - Eat the pancakes from the alphabet plate? Or yell until he gets the Ninja plate? What are the consequences of each choice?
- What should Danny do? 😞
 - Stomp really hard on Charlie's foot? Or tell Charlie that isn't nice.
 - What are the consequences of each choice?
- What should Danny do? 😞
 - Knock the race car set over? Or play with Charlie?
 - What are the consequences of each choice?

3. Analyse 🤖 the pros and cons of every decision Danny makes and discuss it with your classmates.
4. Reflect on any decision you have made where you were not happy with the consequences? How would you use your Power to Choose ⚡ to change the decision and it's?
5. Think about your Power to Choose and how could you use it to help you make responsible decisions every day. Draw it in a picture 🖍 and upload it on the Toddle Student App.

Teacher notes

- This learning experience can be assigned to students in the Early Years.
- The Collaboration for Academic, Social, and Emotional Learning (CASEL) is a leading research organization for social-emotional development, and they have developed an instructional framework for the SEL curriculum called the "CASEL Five Core Competencies".
- This learning experience has been inspired by their framework and can help students make responsible decisions which is one of the five competencies defined by CASEL. For more information about CASEL's core competencies, you can explore their SEL framework and many more resources in their [Schoolwide Guide to SEL](#)

**Social Awareness: The Way I Feel (Read Aloud)**

Amy Rios

During a day, people go through so many different emotions 😊😞😡😱. The emotions you feel can have a big impact on the way you feel and act.

1. Listen 🎧 to the story [The Way I Feel](#).
2. Have you ever felt silly 😜, scared 😱, happy 😊, sad 😞, angry 😡, excited 😄, and proud? Pair up with a friend and share a story when you were feeling anyone emotion recently.
3. Reflect on the story 🗣 and recall the expression on your face and the way your body language was when you were experiencing that emotion.
4. Capture this emotion and the many others shown in the book by making your own feeling stones. Gather all your art supplies 🎨 and get creative!
5. Once you have made your feeling stones, swap your stones with your friends and play the feelings game 🎭.

- In this game, pick up a feeling stone created by a friend, imitate the expression as close as possible, and guess the emotion 😊.
- Take turns and play the game with as many friends as you can, where you both have a chance to share and guess!

6. Take pictures 📷 of your feeling stones along with pictures of you playing the game and upload them on the Toddle Student App.

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- This learning experience has been inspired by their framework and can help develop students' social-awareness skills which is one of the five competencies defined by CASEL. For more information about CASEL's core competencies, you can explore their SEL framework and many more resources in their [Schoolwide Guide to SEL](#)



Resources

- [🔗 Social and Emotional Learning_| CASEL - Casel Schoolguide](#)
- [🔗 Social and Emotional Learning_| CASEL - Casel Schoolguide](#)
- [🔗 📖 What should DANNY do? By Ganit & Adir Levy - Children's Books Read Aloud](#)
- [🔗 The Way I Feel](#)

Reflecting



Teacher reflections

Ongoing reflection

Teresa Alfieri • 1:51 pm, 26th Oct 2023

Guided discoveries, modeling and lots of practice of daily classroom expectations. Read alouds that focused on being caring, Second Step was very important. Read aloud of tattling vs telling was very helpful. On the playground we have modeled and practiced and have seen improvement in many students principled behavior. This unit really supports every second of every day with a focus on being kind and principled while moving throughout the day. The essential arts teachers are generally working on the same beginning of the year expectations of sharing and working together to navigate daily learning.