



Grades: 1

Planning



Transdisciplinary theme focus

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



The choices and roles of individuals can have an effect on a community



Principled, Reflective



Responsibility, Function, Connection



- **Responsibility:** choice
- **Function:** roles
- **Connection:** cooperation



Lines of inquiry

- The responsibilities individuals have in a community (roles, function)
- The ways individuals can play and work together effectively (cooperation, connection)
- How decision-making can influence a community (choice, responsibility)



Approaches to learning

Social Skills

Social Skills

Social Skills (General)

Teaching the ATL skills

Social skills as students will reflect on their actions and their impacts as well as learn strategies for collaborating and working together cooperatively.

Self-Awareness SEL Journeys



Subject standards

Social Studies

Civics

Participation and Deliberation

- CIV1.4 - Apply civic virtues when participating in school settings. *(CIV1.4)*
- CIV1.5 - Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. *(CIV1.5)*

Processes, Rules and Laws

- CIV1.7 - Explain how people can work together to make decisions in the classroom. *(CIV1.7)*
- CIV1.8 - Identify and explain how rules function in public *(CIV1.8)*
- CIV1.6 - Explain the need for and purposes of rules in various settings inside and outside of school. *(CIV1.6)*

Civic and Political Institutions

- CIV1.1 - Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police). *(CIV1.1)*
- CIV1.3 - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. *(CIV1.3)*
- CIV1.2 - Explain how all people, not just official leaders, play an important role in a community *(CIV1.2)*

Physical Education

Working with others

Interactions

- Works independently with others in a variety of class environments (e.g., small and large groups).

Accepting Feedback

Interactions

- Responds appropriately to general feedback from the teacher

Personal Responsibility

Interactions

- Accepts personal responsibility by using equipment and space appropriately.
- Follows the rules and parameters of the learning environment.

Movement concepts

Pathways, shapes, levels

- Travels demonstrating low, middle and high levels.

Speed, direction, force

- Differentiates between strong and light force.
- Differentiates between fast and slow speeds.

English

Reading: Literature

Key Ideas and Details

- CCSS.ELA-LITERACY.RL.1.1 - Ask and answer questions about key details in a text. *(CCSS.ELA-LITERACY.RL.1.1)*

Writing

Research to Build and Present Knowledge

- CCSS.ELA-LITERACY.W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *(CCSS.ELA-LITERACY.W.1.8)*

Library Media

I. INQUIRE

A. THINK

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

D. GROW

- 1. Continually seeking knowledge. *(I.D.1)*

II. INCLUDE

B. CREATE

- 1. Interacting with learners who reflect a range of perspectives. *(II.B.1)*

D. GROW

- 2. Demonstrating interest in other perspectives during learning activities. *(II.D.2)*

III. COLLABORATE

D. GROW

- 1. Actively contributing to group discussions. *(III.D.1)*



Connections: Transdisciplinary and past

Art

- How I treat materials in art class impacts others.

- My actions during art class impact others.
- Sharing ideas and collaborating increases our creativity.
- I can share materials with others.

Library Media

What are the library rules, policies, and procedures? What are important terms used in libraries? Explain the role of the author, illustrator, and publisher in creating a book. What are the story genres – Fiction & Nonfiction?

Information Literacy: Introduction to library resources

- Students will gain understanding of how to care for our library materials so others can enjoy it as well
- Understand basic concept of books
- Library system: checkout = borrow, return = bring back, renew = use again
- 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 library has a wide selection of books for all levels
- The words and illustrations are important to understand the story
- We listen to and respond to literature in a group setting
- We retell key components of a story
- Story elements: characters, setting, problem, solution
- Understand non-fiction text can help pursue personal interests

Books

Isabela brings her colores to school

Sour grapes by Jory John

A spot of belonging

Cleversticks by Bernard Ashley

Only of of you by Linda Kranz

Giraffes can't dance by Giles Andreae

Be kind by Pat Zietlow

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. Students will play cooperative games during this unit to practice working together effectively.

Implementing



Learning experience library



Week One: Make cubby name tags

Toddle Support

When kids arrive on the first day of school, they can create their own name tag for their cubby.



Teach/Review Signals

Toddle Support

chime, clap, flat tire, 123 eyes on me



Student Shares

Toddle Support

Teacher notes

No toys- can be something you made, did, looking forward to
idea: shares related to IB learner profiles



IRA (2-5) - Living and Working Together: Community

Toddle Support

What makes a community?

Be My Neighbor (4)

A Bus Called Heaven (0)

Blackout (2)

The Night Worker (0)

Mama Panya's Pancakes: A Village Tale from Kenya (0)



explore the school

Toddle Support

Hallways, bathrooms, nurse, specials, Ms. Andrea, cafe, front desk, playground, partner teacher



Question of the day- morning meeting

Toddle Support

Idea- ask a yes/no (or something else but NOT open ended) question for students to quickly answer before morning meeting.

Example-

do you like hot chocolate? Is $5+5=10$? etc



hopes & dreams

Toddle Support

Suggestion to have two goals- one learning goal and one life goal

suggestion to give them end of year goals to choose from- ex. This year you will learn how to count to 120, how to add/subtract, how to write stories, etc.



Guided Discoveries- manipulatives

Toddle Support

crayons, markers, pencils, glue, scissors (cutting practice)

math manipulatives- cubes, links, chips



Class jobs/helper of the day

Toddle Support

Teacher notes

introduce helper of the day/facilitator
co-teacher of the day



IRA (2-5) - The Importance of Friendship

Toddle Support

What does it mean to be a good friend?

The Magic Rabbit (3)

Chester's Way (0)

Wallace's Lists (2)

Leon and Bob (1)

Mr. George Baker (1)



IRA (5) - Learning and Working Together: School

Toddle Support

What makes a school feel like a community?

First Day Jitters (2)

Elizabeth's School (5)

David's Drawings (2)

Jamaica's Blue Marker (3)

Fine, Fine School, A (3)



To Do List: Self Management Skills Challenge

Toddle Support

We can get very busy doing all sorts of activities. Family, school, sports, activities, friends and our community all create things to do. Sometimes making a list helps us manage our time and focus on getting things done.

- Think about what needs to be done today.
 - What work for school do you need to do? Are there jobs to do around your house? Do you have an activity the plan, practice or participate in?

- Create a list of 5 things you really want to be sure to do today. Here are some ideas of things to do if you are looking for inspiration;
 - **Brush teeth**
 - Hop to it: After breakfast, hop or skip to the bathroom to brush your teeth.
 - **Put away clean clothes**
 - Sock toss: While putting away your laundry, throw a rolled-up sock into the air in front of you and catch it with your non-dominant hand. When this becomes easy, try to do it while moving around.
 - **Go for a walk**
 - Step on the crack: During a walk, develop balance skills by walking along cracks in the sidewalk as if you are on a tightrope.
 - **Help with the shopping**
 - Be a stork: If you're waiting in line, balance on one foot. Don't forget to change feet. When this gets easy, increase the difficulty by raising your hands above your head while balancing.
 - **Put away the groceries**
 - Do the can-can: While helping to put away groceries, balance cans on the palms of your hands.
 - **Bedtime routine**
 - Backward brush: Before bed, see if you can brush your teeth with their non-dominant hand. Make sure you re-brush with your dominant hand to avoid a disappointed dentist.
 - **Put your dirty clothes in the wash**
 - Laundry shoot: throw your dirty clothes into the laundry basket by shooting them in from a couple of feet away. As your accuracy improves, increase the distance.
 - Clean your room
 - Tidy your room. If you use something, put it away when you have finished.
 - **Have dinner as a family**
 - Sit with your family for dinner. Be present by asking questions to your family members
 - **Eat more vegetables**
 - When you are looking for a snack, choose a vegetable
 - **Read a book**
 - If you are feel bored or looking for an activity, read a book for fun
 - **Feed your pet**
 - Try doing before someone asks you
 - **Set the table**
 - Notice when dinner is almost ready and do it ahead of time
 - **Wash the dishes/ stack, unstack the dishwasher**
 - Help tidy up after dinner
 - **Be kind to everyone in your family**
 - Not always easy but choose kind
 - **Express emotions appropriately**
 - Even if you are angry or frustrated, how can you express your emotions appropriately? What strategies do you know to help?
 - **Finish school work**
 - What needs to be done that is not already complete? Is there something that could be done with greater detail?
- Go about your day with your five things in mind. Tick off each item as you get them done.
- Share how your day went on Toddle. Sometimes we don't get all our to do list items done in a day. Tell us how you went and what you hope to do tomorrow.

Teacher notes

This learning Experience expands on the challenge first published by Parita in the Learning Library: <https://www.toddleapp.com/learning-library/2020/04/04/build-ib-approaches-to-learning-at-home-a-collection-of-diverse-challenges-across-skills/>

The Approaches to Learning challenges are designed as short engagements to develop students' skill capabilities. They have not been tailored for particular units of inquiry although you may modify the instructions to suit a unit.

The ideas included in the student instructions were inspired by the following resources:

<https://blog.teamsnap.com/how-to/10-simple-activities-to-add-to-any-kids-daily-routine>

<https://redtri.com/things-to-do-with-kids-everyday/slide/1>

You may decide to share these resources with parents. They have not been added as resources in the student view.



Student Shares

Toddle Support

Ideas: instead of a weekly share, have the helper of the day share.

summer shares- families send in a picture of the child from the summer. Student shares about what happened, etc. **aligns to mini lessons about listening to the speaker**



Get to know you songs

Toddle Support

Carpet songs for getting to know kids names



Essential Agreements

Toddle Support



IRA (2-5) - The Importance of Kindness

Toddle Support

Why is it important to be kind to others?

Jamaica Tag-Along (2)

Wilfrid Gordon McDonald Partridge (1)

Mice and Beans (0)

Now One Foot, Now The Other (2)

Pet Show! (1)



Hopes & Dreams

Toddle Support



Expectations

Toddle Support

carpet, reading, math, line up, cafe, etc



IRA UOI Text Set

Toddle Support

Uoi Texts: Frederick, Matthew and Tilly, And Two Boys Booed, Friendship, Herman the Helper, Patience, Cooperation, Sharing, Respect, Fairness, Pride, Legend of Rock Paper Scissors, Giraffes Can't Dance, Marisol McDonald and the Clash Bash or Doesn't Match, Enemy Pie All Families are Special, Dos Sorpresas Para Humberto, Tomas el elefante, Jabari Tries, Families in Many Cultures



All About Me

Toddle Support

Teacher notes

Students & Teachers (& paras)

idea: map of connecticut. Pin towns on map and link to school in NL

**Weekend News**

Toddle Support

Teacher notes

gives students the opportunity to share about their weekend and gives teachers the opportunity to respond

**Brain Bins**

Toddle Support

Teacher notes

We are hoping to provide students with unstructured play time in the beginning of the day to foster social/emotional growth. Students will be empowered to make choice, problem solve and communicate with one another.

Teachers will be able to observe and provide small group/individual conferencing as needed.

Possible materials: cubes, links, blocks, cups, sensory bin,

**Learning experiences**

Pairing students or in small groups exploring the classroom and materials.

**Supporting student agency**

What can I do now list: choices of what to do when "finished" with brain work.

**Resources**

[Critical Thinking Brain Bins Promote Creativity and Essential Skills](#)

Reflecting**Teacher reflections****Ongoing reflection**

Debra Ann Guinan-Morizio • 9:50 am, 26th Oct 2023

Essential Agreements, Morning meeting, classroom jobs, play at centers-math games, morning bins, guided discovery of materials. How choices impact our classroom. Class meetings, Tattle versus toddlers- tuesdays appreciation. Turn taking, modeling. Principled and reflective. Reflective-check in with learning, thumb talk. Principled- talking about ourselves first and our learning. Walk in hallway quietly, transitions, following signal. Social skills- taling to each other, I message. Teacher model language-especially for specific

children. Social conferences-guided by teacher. Stating why they are sorry. Stating it's not ok and don't do it again. All day reinforcement, SEL, read alouds, whole group conversations, guided discovery. EA is doing the same things, ex: getting them to be principled, following classroom routines. PE:feedback, working with others. Library: discussions.



Student reflections

Ongoing reflection

Debra Ann Guinan-Morizio • 9:53 am, 26th Oct 2023

Work together and having patience with each other. Sharing supplies, taking turns. Supports the beginning of school and developing classroom.