



K-D-R Instructional Design (Know – Do – Reflect)
Performance Assessment

Main Lesson Block	Rhythm of Kindergarten Day	Grade Level:	Transitional Kinder
Authors:	Robin Paredes Brown	Duration:	6 Weeks
Discipline(s):	Social Studies/ Informational Writing	Date:	Sept. 1 – Oct. 10
Rubric used to assess assessment	6 Traits Writing Rubric		

For additional information, hover the curser over the **TIP** to see a screen tip that will help you.

Overview

1. Essential Question <u>TIP</u>
<p>How do I strive to be the best member of the Oak Kindergarten Community/learner that I can be?</p> <p>My baby brother kept me up and the “perfect/best” part of me acknowledges that I am tired and I need some quiet – being honest and open</p> <p>Collaborative and team-building activities – play act it out</p> <p>Why is being a team member important?</p> <p>Opening up my world to something outside of myself that must come through the those outside of me (teachers, Take directions/ listen/ lead/ collaborate/ work alone/ Openness to experience</p> <p>Why is buyin/trust of intrinsic value to the student Maximize my experience of school – be successful Becoming the best of me – self actualization Willingness to be led Making choices to participate Self awareness</p>

If you are a role model, you are aware of what you should be doing in every moment or consciously aware that I am not and working towards it – striving
 Not perfectionism but an ease in it
 Authenticity
 Redemption – getting

Big Idea: Striving allows students experience themselves as they are in the moment in order to be the best that they can be.
 Serious and continual reflection and self awareness are needed

2. Context/Overview

TIP

What happens before the unit? What will come after?

This unit is designed to offer skills that will support the students learning this year and in their future educational life with the purpose of guiding the students to become powerful, independent learners.

3. Real World Connection / Audience

Students and how can you show connections to become college and career ready. TIP

Students will draw the connection between knowing how to function as a citizen of the Oak Kindergarten and expectations that are necessary as functioning members of society (work – their job as a student my job as a teacher, parent’s jobs, driving – they need to also follow traffic rules as pedestrians, as do motorists, cyclists, etc.)

8. Public exhibition or presentation and authentic audience

TIP

Fieldwork	Scavenger hunt for all the teachers/ employees
Experts	Guest speakers
Audience	Parents

Outcomes

4. Common Core and State Standards

TIP

Standard:

Social studies standards:

K.1 Students understand that being a good citizen involves acting in certain ways:

- 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.*
- 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.*
- 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.*

Criteria for Success: What does Mastery look like?

Assessment: How will you know that they can? (How students will demonstrate what they know and can do)

Following agreements - Establish the criteria with the children for

Being Safe/ Respectful/ Responsible

- Looks like
- Feels Like
- Sounds like

Stop class 5 times during day

Learning Targets: (I can statement) What will students be able to do?

1) I can Identify classroom agreements

2) I can honor classroom agreements

3) I can Identify the Rhythm of our day (What comes first, second, third – sequencing)

4) I can actively participate in the activities

5) I can indicate where items are in my classroom

6) I can show how to care for them

7) I can use “I statements” to resolve conflicts

8) I can name the people who work in our school

9) I can respectfully communicate with all staff members

10) I can describe my job at school.

11) I can make a declaration of how I will do my best

5. Task Prompt / Scenario / Assessment

TIP (What are the student task choices? How are they being assessed and how will students assess track their progress (rubrics)?

Task:

Student Production:

Assessment:

Resources

6. Resources and Links

What websites songs, stories, poetry, verses, speech exercises, movements, field experiences, guest speakers, and books will you use?

Stories: Jack and the Beanstalk – (English and Spanish), Little Red Riding Hood

Guest speakers

Songs & Verses:

- Morning is come
- Good Morning Dear Earth
- Down is the Earth
- “We are respectful, we are safe, we are responsible”
- “I go to school...” Rap

www.communicationandconflict.com/i-statements.html

www.compassioncoach.com/how_and_when_to_use_i_statements

www.humanpotentialcenter.org/Articles/IStatements.html

www.mensline.org.au/Uploads/MLA_i_statements.pdf

Schedule

7. Calendar				
	What will students be able to do? (Learning Targets) I Can statements...	Learning Activities/Experiences list needed materials What will students do?	Assessment of Learning / Summative Assessments.	Academic Vocabulary
Week 1:	I can recite our classroom agreements I can honor classroom agreements	Practice class rules during circle time. Discuss what each rule means. Practice activities such as: Walking in line, hanging up packs, resting, cleaning up dishes after snack What do each of these look like?	Students will show how to: • find their hook • hang up their packs • walk in line • rest at nap time • clean up after snack	Respectful Safe Responsible
Week 2:	I can describe the rhythm of the Oak Kinder Day I can actively participate in the activities	Practice classroom routines: Lining up, hanging up packs, entering classroom, circle, etc.	Students will play a sequencing game in which they order activity cards: Circle, recess, snack, nap...	Circle Breakfast Play Recess Lunch Nap
Week 3:	I can indicate where items are in my classroom I can show how to care for them	Clean up our class Everything is in its place / bring in a new doll how do we make him/her feel welcome? Lead students on tour of classroom, indicating areas that are off limits and where they can find pencils, books, dishes...	Practice cleaning up our class to keep it beautiful Students lead tour of the classroom for their partners	Kitchen Carpet Play area
Week 4:	• I can use “I statements” to resolve conflicts This means: When guided a child can name feelings and participate in an “I statement conversation”	Model/ Act out a situation with my assistant in which she hurts my feelings and show the Magic “I statement” Solution Intro poster	Make books of: • I feel _____ when _____. Sad _____ Mad _____ Angry _____ Hurt _____ Happy _____ w/me • I am pushed • you don’t hold my hands nicely • call me a name • won’t play	I statements I feel... Sad, mad, hurt, better I need Apology, hug

			<ul style="list-style-type: none"> • What I need is _____. I'm sorry/apology Don't do it again Ask if I'm okay To speak nicely to me A hug 	
Week 5:	<ul style="list-style-type: none"> • I can name the people who work in our school • I can respectfully communicate with all staff members 	Principal, custodian and other teachers come in and describe their roles.	Scavenger hunt for all the teachers/ employees: Make a chart with everyone who works at our school and children go to get the names to fill in.	Principal Secretary Custodian Teacher Volunteer
Week 6:	<ul style="list-style-type: none"> • I can describe my job at school. • I can make a declaration of how I will do my best 	Lead discussion with the children about what their job is at school. Is it the same as at home? Does Ms. PB have different jobs?	Student describe their responsibilities: Declaration of intent and goals to "be my best"	Declaration Job Roles
		Give them a project: Building the village for Jack and the Beanstalk Is it compliance or is it about the missing some valuable/intentional learning? Feeling of "I don't loose anything if I don't comply" How do we make every experience a learning experience so they want to engage You need to really pay attentions Why am I asking you to do this – be meta-cognitive about why we are doing this		

		<p>After considering what it looks like to be ready to learn. Have the discussion about why? For example:</p> <p>Why do we walk quietly in line?</p> <ul style="list-style-type: none"> • other children are learning • it is safer <p>Why do we rest on the carpet?</p> <ul style="list-style-type: none"> • we are tired • we need a break <p>Why do we recite poems?</p> <p>Why do we listen to stories?</p> <p>We have discussed our rules</p> <p>We have discussed why we do some of the things we do.</p> <p>So.. now do you think that everyone will be respectful, safe and responsible all the time?</p> <p>We know it is not safe to roll around on the carpet. We know it's not respectful to hit our friends, so why does it still happen?</p> <p>These are the rules and this is what we are supposed to do. Why can't we do it?</p> <p>Do you think that this is part of what you are at school to learn?</p> <p>What if what we are being asked to do is actually hard?</p> <p>Why is it hard?</p> <ul style="list-style-type: none"> • Sometimes we don't understand 		
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		<ul style="list-style-type: none"> • we might be wiggly • we might not understand why it is important • we might really want to tell our friend something • Getting along with others <p>How do we get good at it?</p> <p>I want you to think about something that is hard for you</p> <p>Maybe it is sitting still</p> <p>Staying in your spot</p> <p>Not talking to your friend (being quiet)</p> <p>Not rolling on the rug (walking to your spot)</p> <p>I want you to choose a task – something that is hard for you to work on</p> <p>Ms. PB is working on:</p> <ul style="list-style-type: none"> • math (plan with Ms. Lupe) • more play and more movement (learn from other teachers) • keeping papers in order (getting help from Ms. Jen) <p>Do you need help? – who could help you and how?</p> <p>Being a good <i>citizen</i></p> <p>Cleaning up – This class is pretty good!</p> <p>I need to rest also – gentle stretching</p>		
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		<p>How do you slow down and stop?</p> <p>Wiggly because I don't know how to react or be defiant</p> <p>Workshop model of behavior so we know how to fix things when they go wrong</p> <p><u>Play</u> by Stuart Brown</p> <p>Pull during playtime</p> <p>As we play be aware of our friends</p> <p>Giving the pillow is punishment vs. when you show me your ready</p> <p>Why do I need to learn</p> <p>Role Play Photos</p>		
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Reflection

	Reflect upon your lessons what went well, what was challenging what would you do differently and what adjustments need to made.
Week 1:	
Week 2:	
Week 3:	
Week 4:	
Week 5:	
Week 6:	