

Kindergarten Social Studies Unit on Rules/Laws

Begin With the End in Mind

Summarize the theme for this project. Why do this project?

The theme of this project is “Working Together.” This project is for kindergarten aged students. This is a social studies based project but will incorporate standards from other areas as well.

At the beginning of kindergarten it is essential that students learn the classroom and school rules, who at the school can help when there is a problem, why rules exist, how to follow the rules, and think of questions that can be asked about the rules. This is an essential topic to cover during the first weeks of school.

The essential question of this project is: How can we work together?

The guiding question of this project is: What rules are there in our classroom and why do we have them?

Identify the content standards that students will learn in this project (two to three per subject).

Social Studies

Civics: 1.2.2 Understands the purpose of rules in the classroom and school. Examples: Explains that classroom rules are important so everyone can learn. Explains that playground rules are important so everyone is safe.

1.2.1 Remembers the people who make and carry out the rules in the classroom and school. Examples: Identifies the teacher, principal, vice principal, counselor, and others who make and carry out rules at the school.

1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community. Examples: Explains that there are rules to follow in the classroom and on the playground. Explains that students can demonstrate fairness by sharing classroom supplies and playground equipment.

Social Studies Skills:

5.2.1 Understands how to ask questions about the classroom and school community.

Examples: Brainstorms questions about playground rules. Brainstorms questions about people who work at the school.

Communication

2.1.1 Understands how to show respect for others' input •Expresses support and acceptance by allowing others to speak without interrupting.

2.2.2 Understands how to contribute responsibly in a one-to-one conversation or group setting.

•Shares own ideas. •Demonstrates conversation skills (e.g., greeting people, taking turns)

3.1.1 Understands how to plan effective oral communication and presentation.

•Demonstrates an awareness that an audience exists outside of one's self (e.g., faces the audience and speaks loudly enough to be heard from the back of the room).

- Chooses content that matches topic (e.g., Given a topic such as “favorite things,” the child chooses to talk about a favorite personal item, food, person, place, story, or pet.)
- 3.2.1 Understands how to use media and resources in oral presentations. •Uses visual aids with teacher guidance (illustrations, photos, and other items.)

Writing

- 1.2.1 Produces a draft of words, captions, and/or sentences. •Writes a caption or sentences to explain a drawing. • Labels pictures.
- 1.3.1 Understands that writing can be changed. •Adds details to change drawing and writing to better represent ideas (e.g., adds clothing to change drawing of self).
- 1.5.1 Publishes own writing. •Shares published work (e.g., card for family member, drawing for bulletin board, author’s chair, class books).
- 2.5.1 Knows important personal information. •Writes own name.
- 3.1.1 Analyzes ideas, selects topics, and adds detail. •Draws and labels pictures.
 - Dictates ideas that match pictures to a scribe when necessary.
 - Uses words and pictures to express ideas.
- 3.2.1 Understands concept of personal voice. •Uses detail and color in drawings.

Identify key skills students will learn in this project. List only those skills you plan to assess (two to four per person).

Students will be able to: •say why classroom and playground rules are important. •identify people who make and carry out rules at the school. •give an example of fairness in the classroom or on the playground. •ask one question about a playground rule. •ask one question about people who work at a school.

Identify the habits of mind that students will practice in this project (one to two per project).

•Thinking Flexibility •Metacognition •Applying Past Knowledge •Questioning and Posing Problems •Thinking Interdependently

Does the project meet the criteria for standards-focused PBL?

Yes.

Craft the Driving Question

Craft the Driving Question: What is the significant question that will drive this project?

Driving Question: How do laws and rules affect our lives today?

Sub Questions: What rules are there in our classroom and why do we have them? Why do we have in the playground and why do we have them? What are other types of rules? Who makes rules? Who carries out the rules? How do rules and laws make the

world a better place? What would happen if we did not have rules or laws? How can we work together?

Also, identify the characteristics of a quality driving question and explain how your driving question meets those criteria.

The driving question is provocative as students will want to really think about how their life is better or worse because of laws and rules. The question is open ended and is directly related to the heart of a topic and is consistent with the state standards. This question is also very challenging for kindergarteners. Difficult enough that when teaching this I will need to explain what the question means. This driving question also arises from the real world.

Explain how an entire unit can be created around your driving question with a subset of additional questions.

This driving questions is completely based around laws and rules. Students entering kindergarten typically have not been exposed to the who, what, when, where, and why of rules and laws. This driving question and the sub questions can cover the entire kindergarten social studies standards for Washington. The lessons and activities that can be taught based on the questions can easily last for a month in a kindergarten classroom. Essentially this unit will be talked about all year as it is part of being a good citizen and student and is part of the Catholic social teaching.

Plan the Assessment

PART 1

During this project the students will also be graded on their Catholic Social Teaching Qualities and the Student Learning Expectations. There will be a rubric in the Assessment Links section. There are not state standards aligned with these only school expectations. They are part of the report card and should be assessed during every lesson.

Early in the Project:

Early in the project the students will be assessed on their understanding of classroom or playground rules by giving me an example of a classroom or playground rule. This will be done after we have discussed what rules are and after we have created our Classroom Rules List together. This assessment will be done in an Exit Card format without the actual cards. Upon leaving the “circle time” area to go to their desks each student will be asked to tell me one classroom or playground rule. I will indicate whether each student can give me an example of a playground or classroom rule by a checklist. The checklist will only consist of Yes or No. Yes the student can give me an example or No the student could not give me an example. This checklist will be one type of formative assessment during this project.

Assessment Method: Exit Card/Checklist

Assessment Type: Formative

Standards Assessed:

1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community.

Examples:

Explains that there are rules to follow in the classroom and on the playground.

During the Project:

(1) During the project the students will be assessed as to why classroom and playground rules are important as well as identify people who make and carry out playground rules. This formative assessment will be done by having students draw a picture on one side of a paper a reason that they think classroom and playground rules are important. On the other side the students must each draw a picture of someone who makes and carries out rules at the school.

Assessment Method: 2 Pictures

Assessment Type: Formative

Standards Assessed:

1.2.2 Understands the purpose of rules in the classroom and school.

Examples:

Explains that classroom rules are important so everyone can learn.

Explains that playground rules are important so everyone is safe.

1.2.1 Remembers the people who make and carry out the rules in the classroom and school.

Examples:

Identifies the teacher, principal, vice principal, counselor, and others who make and carry out rules at the school.

(2) During the project students will be assessed as to whether they can give an example of fairness in the classroom or on the school playground. For this formative assessment they will work in partners. They will draw and (attempt to) label a picture about fairness in the classroom or playground. They will then present this picture to the class.

Assessment Method: Picture

Assessment Type: Formative

Standards Assessed:

1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community.

Examples:

Explains that there are rules to follow in the classroom and on the playground.

Explains that students can demonstrate fairness by sharing classroom supplies and playground equipment.

(3) During the project the students will be assessed as to their ability to brainstorm questions about playground rules and about people who work at the school. They will each need to ask at least one question. This will be recorded by a Yes or No checklist in Exit Card format.

Assessment Method: Exit Card/Checklist

Assessment Type: Formative

Standards Assessed:

5.2.1 Understands how to ask questions about the classroom and school community.

Examples:

Brainstorms questions about playground rules.

Brainstorms questions about people who work at the school.

End of Project:

The culminating project will be a group project in the form of a skit that each group will present to the class. In the skit the students will showcase: 1) How to follow the rules, 2) What can happen if you don't follow the rules, 3) An example of fairness, and 4) Someone who makes and carries out the rules. Each group will be 4 to 6 students depending on the size of the class. Each group will have a parent volunteer to facilitate and help the students create their skit. A rubric will be used to indicate whether each group has met the standards.

Assessment Method: Skit/Rubric

Assessment Type: Summative

Standards Assessed:

Civics:

1.2.2 Understands the purpose of rules in the classroom and school.

Examples:

Explains that classroom rules are important so everyone can learn.

Explains that playground rules are important so everyone is safe.

1.2.1 Remembers the people who make and carry out the rules in the classroom and school.

Examples:

Identifies the teacher, principal, vice principal, counselor, and others who make and carry out rules at the school.

1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community.

Examples:

Explains that there are rules to follow in the classroom and on the playground.

Explains that students can demonstrate fairness by sharing classroom supplies and playground equipment.

*If the skits go well the students can perform their skits in front of the school. Each week a different class has to perform something for the school.

Assessment Links

[Identification of a Rule Checklist](#)
[Asking a Question Checklist](#)
[Skit Rubric](#)
[SLE and Catholic Social Teaching Rubric](#)

PART 2

Product 1:

Orally identify a rule.

Criteria:

Students must be able to identify one rule. The rule must be appropriate to the classroom and to the school.

Possible correct answers include:

“No pushing”, “No running”, “No chewing gum”

Possible incorrect answers include:

“Be nice to mommy,” “clean your room”

Assessment Method: Exit Card/Checklist

Assessment Type: Formative

Standards Assessed:

1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community.

Examples:

Explains that there are rules to follow in the classroom and on the playground.

Product 2:

2 sided Picture:

“Why playground and/or classroom rules are important?”

“Someone who makes and carries out rules in a classroom and/or school?”

Criteria:

Students must draw a picture of why playground and or classroom rules are important. This picture must include an appropriate reason. This will be up to the teacher to decide.

Possible correct picture:

"This is a picture of Max getting hurt because he ran up the slide."

Possible incorrect picture:

"This is a picture of me crying. I am sad"

On the other side of the picture each student must draw a picture of someone who makes and carries out rules at the school.

Possible correct picture:

Principal, teacher

Possible incorrect picture:

dog, monster, mom, dad

Assessment Method: Picture

Assessment Type: Formative

Standards Assessed:

1.2.2 Understands the purpose of rules in the classroom and school.

Examples:

Explains that classroom rules are important so everyone can learn.

Explains that playground rules are important so everyone is safe.

1.2.1 Remembers the people who make and carry out the rules in the classroom and school.

Examples:

Identifies the teacher, principal, vice principal, counselor, and others who make and carry out rules at the school.

Product 3:

Picture

"An example of fairness or what it means to be fair."

Criteria:

Students must draw a picture of an example of what it means to be fair.

Possible correct pictures:

sharing, taking turns, waiting for my turn

Possible incorrect pictures:

eating lunch with my friends, playing blocks

Assessment Method:Picture

Assessment Type: Formative

Standards Assessed:

1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community.

Examples:

Explains that there are rules to follow in the classroom and on the playground.

Explains that students can demonstrate fairness by sharing classroom supplies and playground equipment.

Product 4:

Question asked my students.

Criteria:

Students must be able to ask a question about a playground rule or classroom rule. The questions do not have to start with a question word as most kindergarteners are not developmentally at that point.

Possible correct questions:

"Why can't we go up the slide?"

"I can go to the bathroom?"

"Am I allowed to play with that?"

Possible incorrect questions"

"I like this place."

"This playground is cool."

Assessment Method: Checklist

Assessment Type: Formative

Standards Assessed:

5.2.1 Understands how to ask questions about the classroom and school community.

Examples:

Brainstorms questions about playground rules.

Brainstorms questions about people who work at the school.

Product 5:

Skit

Criteria:

Students must create a skit with a parent volunteer as the facilitator. The skit can be many parts or the skit can be one skit. The skit must include:

- How to follow the rules
- What can happen if you don't follow the rules
- An example of fairness
- Someone who makes and carries out the rules

Other rules include:

- everyone gets to talk
- more than one person can be the same character

Assessment Method: Skit/Rubric

Assessment Type: Summative

Standards Assessed:

Civics:

1.2.2 Understands the purpose of rules in the classroom and school.

Examples:

Explains that classroom rules are important so everyone can learn.

Explains that playground rules are important so everyone is safe.

1.2.1 Remembers the people who make and carry out the rules in the classroom and school.

Examples:

Identifies the teacher, principal, vice principal, counselor, and others who make and carry out rules at the school.

1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community.

Examples:

Explains that there are rules to follow in the classroom and on the playground.

Explains that students can demonstrate fairness by sharing classroom supplies and playground equipment.

Do the products and criteria align with the standards and outcomes for the project:

Yes and I have the standards listed above in both sections.

How have the planned assessments met the Key Principles for Effective Assessments?

My planned assessments meet the Key Principals for Effective Assessments. I aligned my assessments with state standards. I began with the standards and decided which standards should be assessed during the project. I knew what to assess by looking at the standards and I am creating rubrics for the summative assessment. This project is designed to be implemented at the beginning of kindergarten so it is important to understand that students at this age are not reading or writing. Therefore my assessments have to be very basic.

How might I adjust my teaching during this project to allow more student input in the evaluation process?

I think the key here would be to create reflection pages for the students. This page could have a happy face, indifferent face, and a sad face. The students would circle how they felt about the lesson, project or ongoing process. They then could draw a picture of their favorite part, their least favorite part and something they want to change. The paper could also have the students draw a picture of what they learned or how they can use this information outside of school. I actually have these sheets in various formats that I created for my students to use after lessons. This is a huge component when you are in the process of working towards your Washington Pro Cert. I finished last year so we spent a lot of time on how to involve the students in the evaluation process.

Map the Project

Map the Project

1. Look at one major product for the project and analyze the tasks necessary to produce a high-quality product. Summarize what students will need to know, how, and when they will learn the necessary knowledge and skills to be able to complete the tasks successfully.

I did not put the chart in here because kindergarten students need to have very few skills to complete this product.

Product: Picture about fairness in the classroom or playground.

Students need to know the following in order to produce this product: • Key ideas of justice and fairness within the context of the classroom and playground community. Students will learn this information by participating in a discussion about what fairness means and examples of being fair and not being fair.

Students will be read a book called “No Fair!: Kids Talk About Fairness” by Nancy Loewen and Omarr Wesley.

Discussion will be continued about the “No Fair!” book.

2. List the project tools that you will use. *Products and tasks should give all students the opportunity to demonstrate what they have learned.*

The project tools that will be used are the “No Fair!” book, and a discussion. The students will also need paper, pencil, markers and crayons to complete the product. The products and tasks will give all students the opportunity to demonstrate what they have learned. The students will share what they are creating with others at the table. Volunteers and teachers will be walking around talking to each student as they are working. Students can ask questions throughout this time as needed.

3. Key dates and important milestones for this project.

Kindergarten is a hard grade to judge time and dates. Depending on the students and size of a class a project could take 10 minutes or it could take 2 days. I will include key dates and important milestones for this project in an IDEAL project time frame. The days are not necessarily consecutive as it depends on the schedule of the class.

Lesson 1- Teacher will introduce the driving question to the class by reading a book about following rules called “Know and Follow Rules” by Cheri J Meiners. The book will be read first and then the driving question will be presented to the class. The teacher will ask the students to think about the book and about rules and laws until the next lesson.

Lesson 2- Students will participate in a discussion about the “Know and Follow Rules” book. The discussion will include why we need rules in the classroom and on the playground and examples of rules. The class will then create their own Classroom Rules list and Playground Rules list that will be hung in the classroom.

***Formative Assessment 1:** Sometime between Lesson 2 and 3: Students will be asked upon leaving circle time to name one classroom rule or one playground rule. The teacher use a checklist to record who can and can’t give a rule. This will not be during the lesson Rules lessons.

Standards Assessed:

1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community. Examples: Explains that there are rules to follow in the classroom and on the playground.

Lesson 3- Students will listen to a story called “Following Rules” by Cassie Mayer. The students will then participate in a discussion about why rules and laws are important and what could happen if we did not have rules. Students then brainstorm all of the people that make classroom and playground rules at school. The teacher will write this on a large white board.

***Formative Assessment 2:** At the end of Lesson 3 the students will sit down at their desks and draw a picture on one side of a paper why we need to follow the rules. On the other side of the paper the students will draw a picture of someone who makes the rules in the classroom and/or playground. Students will label the pictures to their best ability. Teachers and volunteers will walk around and write for the students if necessary.

Standards Assessed: 1.2.2 Understands the purpose of rules in the classroom and school. Examples:

Explains that classroom rules are important so everyone can learn. Explains that playground rules are important so everyone is safe. 1.2.1 Remembers the people who make and carry out the rules in the classroom and school. Examples: Identifies the teacher, principal, vice principal, counselor, and others who make and carry out rules at the school.

Lesson 4- This lesson will begin with the students talking with their table members about what they drew on their papers from Lesson 3. Each student will then stand up and tell everyone what they drew on both sides of the paper.

Lesson 5- At the beginning of Lesson 5 students will listen to a story called “No Fair!: Kids Talk About Fairness” by Nancy Loewen and Omarr Wesley. Students will discuss with the teacher what it means to be fair. Students will use content from the book as a guiding point as part of the discussion. Students will brainstorm examples of being fair in the classroom and on the playground. Students will also give examples of not being fair in the classroom and on the playground. This discussion will incorporate the idea of rules and fairness and how the two relate. For example, “How do rules help us be fair?” and “What would happen if we did not have rules?”

***Formative Assessment 3-** At the end of Lesson 5 the students will be assigned a partner. Each set of partners will need to draw and label a picture of fairness in the classroom or playground. A teacher or volunteer will label the picture if necessary. Students can ask questions during this time. **Standards Assessed:** 1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community. Examples: Explains that there are rules to follow in the classroom and on the playground. Explains that students can demonstrate fairness by sharing classroom supplies and playground equipment.

Lesson 6- During this lesson the students will each present their picture to the class. Observing students can ask questions about their picture to the students presenting.

Lesson 7- Students will participate in a discussion about why it is important to ask questions about rules on the playground and in the classroom. Students will brainstorm different questions that might be asked on a playground or classroom. A Venn Diagram will be used. One circle will be Playground Questions the other circle will be Classroom Questions.

***Formative Assessment 4-** Upon leaving circle time in the next couple days after Lesson 7 each student will need to give the teacher one example of a question that would be asked on a playground or classroom. Playground or Classroom will be indicated by the teacher. For example, “Please ask me one question that you would ask a teacher on a playground about the bathroom.” Teacher will use a checklist.

Standards Assessed:

5.2.1 Understands how to ask questions about the classroom and school community. Examples: Brainstorms questions about playground rules. Brainstorms questions about people who work at the school.

Lesson 8 - Review Teacher will review the following with the class: -Classroom Rules: examples of -Playground Rules: examples of -Why it is important to have rules? -What would happen if we didn’t have rules? -Who makes rules? -What does it mean to be fair?, Examples of fairness -Questions that should be asked on a playground or classroom about the rules -What do you think it was like when we didn’t have rules? -How do rules affect your lives today? For the better? Is it worse?

Lesson 9- Explanation of Culminating Activity Teacher will explain to the students that they will be creating a skit. Teacher will explain to the student what a skit is and that they will each be in groups with a parent helping their group. Details about the skit will be given to the students. The teacher will model to the students how to create a skit and.

Lesson 10- Students will create their skits with their group and parent volunteer.

Lesson 11-*Summative Assessment: Students will perform their skits for the rest of the class. Observers have 5 minutes to ask questions to the performing group. Teacher will use a rubric to assess students.

Standards Assessed:

Civics: 1.2.2 Understands the purpose of rules in the classroom and school. Examples: Explains that classroom rules are important so everyone can learn. Explains that playground rules are important so everyone is safe. 1.2.1 Remembers the people who make and carry out the rules in the classroom and school. Examples: Identifies the teacher, principal, vice principal, counselor, and others who make and carry out rules at the school. 1.1.1 Understands the key ideals of justice and fairness within the context of the classroom community. Examples: Explains that there are rules to follow in the classroom and on the playground. Explains that students can demonstrate fairness by sharing classroom supplies and playground equipment.

*If the skits go well the students can perform their skits in front of the school. Each week a different class has to perform something for the school.

5. What challenges or problems might arise in this project?

One concern I have is how I will teach this lesson to students who are ESL. Sometimes I have students who come into my classroom with very little English. I do not know how I would use this project with non English speakers to ensure they met the standards.

6. Entry Scenario or Document - To be read to the class.

To my dear Kindergarteners!

As you all know we have started kindergarten. One of the most important things about kindergarten and school are RULES! I am sure most of you know what a rule is or have at least heard of the word rule. I want everyone to close their eyes right now. I want you to think of one rule. DO NOT SAY THE RULE OUT LOUD!! Here at our school we have rules too! We have rules for everything we do. There are even lots of reasons we have rules. I want you to close your eyes again and think about a long long long time ago when there were no rules. I want you to think about what that might look like. Now, I want you to picture yourself somewhere with rules. Wow! That is a big difference. Can you imagine not having rules? I want you all to think about something. I want everyone to think about how rules have helped everyone to have a better life. How have rules made the world a better place? Don't tell me! We are going to talk a lot about this. So tonight when you get home I want you to think about all the things we have just talked about. We will be spending a lot of time on this.

Love, Ms. Pollington

7. Introductory letter

Hi Everyone!

The class is going to start a unit/project on classroom and playground rules. The students will be working on classroom and playground rules, why we have rules, who makes the rules and what it would be like to not have rules. The students will also be talking about fairness and what it means to be fair. The students will be drawing pictures and presenting their pictures to the class and they will be creating a skit. I will need parent volunteers to help the students with their skit. As the time gets closer I will let you know the specific days and times. I am thinking it will be two days after lunch from 12:30 to 2:00. One of those days the students will be working on their skits and the other day the students will be presenting their skits. I will keep you posted. Also, everyone is invited to watch the groups perform their skits. If everything goes as planned the class will probably perform their skits at a Prayer Assembly. Email me with any questions. Thanks, Amy Pollington

8. Timeline/Storyboard

WEEK	DATE	LESSON	ACTIVITIES
1	9/13	1	-Read: "Know and Follow Rules" by Cheri J Meiners. -Introduce driving question the c -Ask students to think about the book and about rules and laws until the next lesson
1	9/15	2	-Discussion about the "Know and Follow Rules" book. Discussion will include: -Why we need rules in the classroom and on the playground -Examples of rules -Class will create their own Classroom Rules list and Playground Rules list that will be hung in the classroom.
Formative Assessment 1	9/16	between 1 and 2	-Upon leaving circle time students will be asked to name one classroom rule or one playground rule.

WEEK	DATE	LESSON	ACTIVITIES
2	9/20	3	<ul style="list-style-type: none"> - Listen to story call "Following the Rules" by Cassie Mayer -Discussion -Brainstorm people who make classroom and playground rules
Formative Assessment 2	9/20	3	<ul style="list-style-type: none"> -Students will draw a picture of why we need to follow the rules -Students will draw a picture of someone who makes rules in the classroom or playground
2	9/22	4	<ul style="list-style-type: none"> -Students talk to their table members about what they drew from Lesson 3. -Each student will stand up and present their pictures to the class.
3	9/27	5	<ul style="list-style-type: none"> -Students will listen to a story called "No Fair! Kids Talk about Fairness" by Nancy Loween and Omarr Wesley. -Students will discuss with the class what it means to be fair using content from the book. -Brainstorm as a class what it means to be fair and examples of what not being fair looks like -Do you think there were rules long ago? What was it like without rules? How do the rules and laws make your life better? How do the rules and laws affect your life today?
Formative Assessment 3	9/27	5	<ul style="list-style-type: none"> -Students are in pairs. Students draw a picture with their partner of what it means or looks like to be fair on the playground or in the classroom

WEEK	DATE	LESSON	ACTIVITIES
3	9/29	6	<ul style="list-style-type: none"> -Students will present their picture to the class -Class will ask questions about the picture
4	10/4	7	<ul style="list-style-type: none"> -Why is it important to ask questions about rules on the playground and in the classroom -Students will brainstorm questions -Teacher will use Venn Diagram
Formative Assessment 4	10/5	Between 7 and 8	<ul style="list-style-type: none"> -Upon leaving circle time each student will need to give one example of a question that could be asked on a playground or in a classroom
4	10/6	8	<p>Review</p> <ul style="list-style-type: none"> -Classroom Rules: examples of -Playground Rules: examples of -Why it is important to have rules? -What would happen if we didn't have rules" -Who makes rules? -What does it mean to be fair?, Examples of fairness -Questions that should be asked on a playground or classroom about the rules -What do you think it was like when we didn't have rules? - How do rules affect your lives today? For the better? Is it worse?
5	10/11	9	<ul style="list-style-type: none"> -Teacher will explain the culminating activity to the students (skit) -Teacher will model what a skit is -Students will discuss as a class what they can incorporate into their skits
10	10/13 10/15 10/18	10	<ul style="list-style-type: none"> -Students will create their skits with their group and their parent volunteer

WEEK	DATE	LESSON	ACTIVITIES
Summative Assessment 1	10/20 10/21	11	-Students will perform their skits for the rest of the class. -Question and Answer time after each skit

9. Internet-based activity

I am having a really hard time finding an internet based activity for this topic for kids this age. If anyone has any leads please let me know. I did find one video on youtube.

[Being Fair Video](#)

Manage the Process

1. List preparations necessary to address the needs for differentiated instruction for ESL students, special-needs students, or students with diverse learning styles.

Like in any kindergarten classroom one of the most crucial tools for differentiating instruction and dealing with students with special needs and diverse learning styles are the parent and community volunteers. For ESL students I will arrange to have an older student who speaks the same language help the ESL student (s). Volunteers will be walking around the classroom during each lesson writing and answering questions the students might have. At this point in a students academic life a disability typically isn't identified. If a student does come into my classroom with an IEP I will use accommodations from the IEP in order to make sure that the student successfully meets the benchmarks.

2. List the appropriate evaluation tools for your project.

My evaluation will include checklists and a rubric. Kindergarten grading is typically based on observation and some testing. Mainly this will be a "yes" the student understands or "no" the student does not understand and we need to work with the student on this. If a student is not meeting the benchmarks I will work one on one with a student or place him or he in a flexible grouping group and re teach the benchmarks that have not been met.

3. Summarize how you and your students will reflect on and evaluate this project.

The students will be reflecting on their project throughout the project. They will be filling out a form each day at the end of the lesson that has a smileyface,

indifferent face, and a sad face. Each student will circle how they felt about each section of the project. To evaluate the end of the project each student, with help from teachers and volunteers writing, will write and draw a picture of their favorite part of the entire project and their least favorite part of the entire project. This will allow me to know if there is something that all the students did not like and I need to change it or if there is something that the students really loved and I make sure I keep that. In the past this has given me an insight to how the students felt about lessons and there has been things that I had no idea they would like and there have been things that I thought were so fun and almost all of the students disliked it. So this will give me an idea of how to change the project for next time. Also see debriefing of project for the other reflection piece.

4. Plan for the Culminating Event

The main planning that needs to take place in order for the culminating event to be successful which is a skit is making sure I have a volunteers to work with each group. Typically if I do not have enough volunteers for something I send an email to the parents letting them know that if I do not have more volunteers we cannot do this project. That is the main planning that will need to take place in order to have a successful culminating event.

5. Debrief the Project

Debriefing the project will happen by talking about everything the students have learned. I will have a large piece of bulletin board paper. The students will dictate everything they have learned and I will write each item on the piece of paper. The students will each sign the poster and it will be hung up in the hallway for everyone to see.

6. What do expect to learn from this project?

I expect to learn how to implement a successful PBL unit into my classroom. I have never used this format before so I am anxious to teach this project in this way. I am hoping that I will use what I have learned from this project and make next years PBL Social Studies unit even better and create additional PBL units into my classroom.

7. What are some potential criticisms that you might receive from administrators, parents, and colleagues?

If I have to email parents and demand volunteers they will surely not like what I am doing. However, kindergarten classrooms thrive off of volunteers so that is the way it has to be if the parents want their students to have a quality

kindergarten year. Other than this I don't foresee any issues with this grade level and PBL. I do not have experience with other grade levels but I know that my student's parents trust me completely and I do not have many issues.

8. How will you respond to those criticisms?

If parents get irritated that I need them in my classroom I just explain to them why it is necessary.

9. What rationale can you give for incorporating PBL into your repertoire of effective instructional strategies?

PBL lets the students learn by starting to think of a question that pertains to their world. This allows them to really connect with what they need to be learning and contribute that to their world right away. This is very motivating for the students and is a great hands on approach to use at any grade level.