

Essential Questions

What is a home?

What makes a community?

Are all communities the same?

Unit Overview

Week 1: A House is a House for Me

We begin with a look at houses; students paint pictures of their own homes.

We observe the similarities in houses and tie this in to the need for all living things to have shelter.

Week 2: Getting Around Our Town

We look at methods of transportation that are commonly used in our community. We host a vehicle fair so students can observe many kinds of transportation. Students graph their favorite.

Week 3: Our Community

We look at buildings near our school and our homes, the people who work in them, and the services they provide. We travel to a local store, bank, fast food restaurant, and grocer. Students look carefully at the way we get from place to place so they can map the route.

Weeks 4 & 5: Helping People, Places, and Things

We look at people in our community who help us, such as law enforcement, health services, governmental agencies, and utility companies. In dramatic play, students practice calling 911, giving their address and telephone number.

Weeks 6 & 7: Building Our Own Community

We look at the concept of community and consider the essential components of a community. Students design and construct a building to go in a model neighborhood. In a presentation, they justify their choice.

Week 8: Communities Around the World

We look at other communities around the world to see how they are similar to or different from our own.

All Around the


Assessment Plan

Literacy is assessed individually for concepts of print, letter recognition, and reading [see Marie Clay (1993) An Observational Survey, Heinemann]. A developmental checklist guides in measuring, documenting, and reporting student progress for reading and writing. Students write independently in response to unit work. Teacher/student conferences are mini-lessons and provide clues for pulling students for small group instruction.


Math assessment follows the Math Their Way program, with observations and interviews providing the assessment data. Math is incorporated where possible. For instance, the borders around students' written work are mathematical patterns and home tasks involve mathematical concepts. Other assessments are detailed in the unit sketch.

As a summative assessment, students create a building for a model community to be displayed in the school's media center. They share how their building is similar to other community structures and how it is different. They explain the sequential process of constructing this building. Students also describe who/what is housed in this building and their contribution or function in society. To prepare for this culminating performance task, formative assessments during instructional activities ensure that students know about jobs and buildings in a community, that they are comfortable with the design and technology process, and that they have basic presentation skills. I developed the rubric using criteria which would demonstrate success with the targeted benchmarks. These criteria and samples of previous students' work are shared with the students before they begin. A Pre-test at the beginning of the unit asks students to illustrate and respond to the question: "What is a community? What is 'all around the town?'" At the end of the unit, the Post-test determines growth. Students illustrate what they have learned and teachers interview and record student responses.

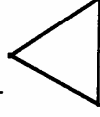
All Around The Town

Week	Monday	Tuesday	Wednesday	Thursday	Friday
2  Learning Opportunities	<ul style="list-style-type: none"> •Discuss how people go from place to place in our community (boats, planes, cars, taxis, helicopters, etc.). •View Disney video, <u>Goofy Takes a Field Trip</u> (Planes, Trains, and Ships). Create a chart to record the similarities and differences among them. 	<ul style="list-style-type: none"> •Have a vehicle fair where all types of transportation are on campus for the children to see and observe closely; e.g. boat, taxi, bus, motorcycle, all terrain vehicle, bicycle, golf cart, helicopter, tow trucks, etc. •Graph your favorite vehicle from the fair. 	<ul style="list-style-type: none"> •In journals, illustrate and write about favorite transportation. •Graph the way you get to school on a pie graph using <u>The Graph Club</u> (technology connection). •Publish writing with a border pattern to reinforce math concepts. •Continue math tasks as desired. (See Appendix) 	<ul style="list-style-type: none"> •Watch (Warner Bros. View Master) and learn songs about different transportation. Songs include "I Like Trucks," "Row, Row, Row Your Boat," "I've Got Wheels." Add poems/songs to poetry books, illustrate. 	<ul style="list-style-type: none"> • Invite a crossing guard or police officer to discuss safety in crossing streets and using transportation. (helmets, seat belts) •Have bus driver demonstrate safety around the school bus. •Complete transportation home task (Appendix p. 48)
Guiding Questions	<p>What is transportation? What transportation do we use to travel around our community? Why do we need or want it? When do we use different types of transportation? What is our responsibility to be safe as we travel around our community?</p>				
Assessments	Formative: Interview /participation during class graphing for data collection	Formative: Writing in journal entries using technology to display information.	Formative: Interview during class discussion to assess safety.		
Standards	<ul style="list-style-type: none"> ◊ SS.C.2.1.2 knows that a responsibility is a duty to do something or not to do something. ◊ MA.E.1.1.1 displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts. ◊ MA.D.1.1.2 recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects. ◊ LA.B.2.1.1 writes (<u>dictates and writes over</u>) observations about familiar topics, stories, or new experiences. ◊ LA.B.2.1.2 uses knowledge and experience to tell about experiences or to write (<u>write over from dictated sentences</u>) for familiar occasions, audiences, and purposes. 				

Name _____ **Math in My World** How many kinds of transportation have you used? Draw a picture of each one in the truck. Ask an adult to help you label them.



Name _____ **Number in My World** Find a set of three. What do you see that you have three of? Draw a picture. Ask an adult to help you label it.



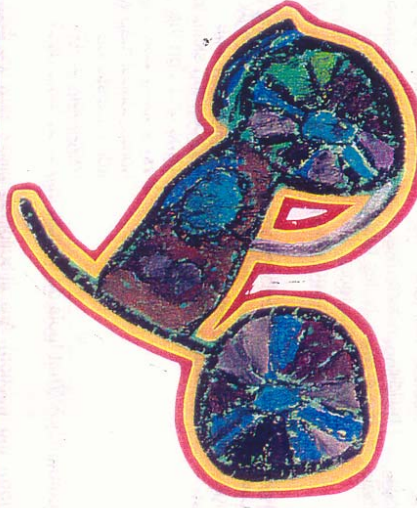
Reflection: I arranged the vehicle fair two to three weeks in advance to line up as many different types of transportation as possible. I concentrated this week just on the way people get around town. as opposed to transportation that is work related. I took pictures for display.

My truck picks up
garbage from your
yard.

Heather W.

A motorcycle has a loud
motor. It goes really fast.
My Grandpa had a
motorcycle.

Justin A.



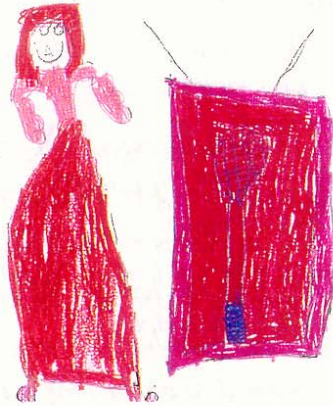
The children looked at photos of the vehicles that came to school. They drew pictures in white chalk, filled in the color with oil pastels, and retraced the lines with black. I glued them onto construction paper and cut around them for effect.

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Pre-Test

Date: 10-31

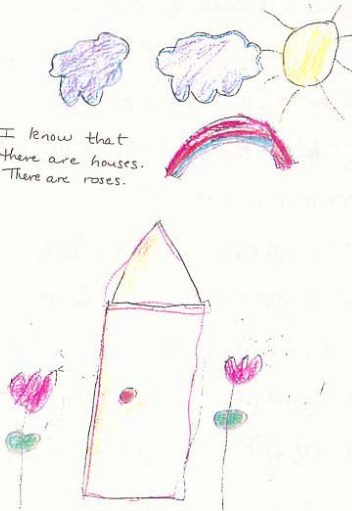
I know there are TV fixers in our town.



Pre-Test

Date: 10-31-97

I know that there are houses. There are roses.

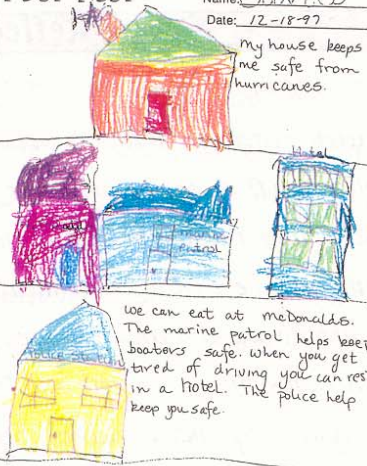


Post-Test

Name: Olivia

Date: 12-18-97

My house keeps me safe from hurricanes.



We can eat at McDonald's. The marine patrol helps keep boaters safe. When you get tired of driving you can rest in a hotel. The police help keep you safe.

Post-Test

Name: Mallory

Date: 12-18-97

My house protects me from storms. I feel happy in my house.

The marine patrol saves people from drowning.

Police station
The police help people not to break the law. They help you if you're in trouble.

Fire station.
They come when there is a fire.

Looking at the Pre- and Post-Test, you can see the growth for each child. Their responses became much more focused. I was amazed by the understanding of basic issues which was revealed in their answers to the question, "What do you know about your town? What does a town need?"

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