

Grade: TK		Subject: Socio-Emotional Unit	Theme: Classroom Community
<b>Essential Question:</b>  What do we do to make our classroom a community?	<b>Resources:</b> <ul style="list-style-type: none"><li>• <u>Hello! Goodbye!</u> (Alikì)</li><li>• Individual student pages for “Hello Book” (for class book)</li><li>• Crayons</li><li>• <u>Stone Soup</u> (Traditional) [Online text: <a href="http://www.dltk-teach.com/fables/stonesoup/mtale.htm">http://www.dltk-teach.com/fables/stonesoup/mtale.htm</a>] [Online video: <a href="http://vimeo.com/8671479">http://vimeo.com/8671479</a>]</li><li>• Stone Soup sequence cards [Online templates: <a href="http://www.dltk-teach.com/fables/stonesoup/mfeltboard.htm">http://www.dltk-teach.com/fables/stonesoup/mfeltboard.htm</a>]</li><li>• Stone Soup props: stone, large pot, large spoon, potato, salt, pepper, carrot, herbs, onion, milk, ham [Online templates: <a href="http://www.dltk-teach.com/fables/stonesoup/mfeltboard.htm">http://www.dltk-teach.com/fables/stonesoup/mfeltboard.htm</a> OR <a href="http://www.crayola.com/free-coloring-pages/print/soup-pot-coloring-page/">http://www.crayola.com/free-coloring-pages/print/soup-pot-coloring-page/</a>] Make multiple copies of soup ingredients so each student has one.</li><li>• Clean up song (i.e., “Hi Ho Helper”) or chant [“Hi Ho Helper” lyrics: <a href="http://drjean.org/html/lyrics/lyricsAllDayLong.pdf">http://drjean.org/html/lyrics/lyricsAllDayLong.pdf</a>]</li><li>• Floor puzzle (20-30 pieces)</li><li>• <u>My Teacher’s My Friend</u> (P.K. Hallinan)</li><li>• Classroom job display (i.e. pocket chart, library pockets) with visual prompts (pictures, drawings, or icons) of individual jobs; student name cards or pictures of individual students</li><li>• Optional: “Stone Soup” song by Stephanie Burton [<a href="http://www.songsforteaching.com/stephanieburton/stonesoup.htm">http://www.songsforteaching.com/stephanieburton/stonesoup.htm</a>]</li></ul>		<b>Integration of Catholic Values:</b>  Catholic Identity Element: School  Luke 10:25-37: “Good Samaritan”  Mark 6:30-44: “Loaves and Fishes”
<b>Enduring Understanding:</b>  1. Communities work together to care for each other. 2. Everyone greets each other in a community. 3. We help each other and share in a community. 4. We ask questions when we need help.			<b>SLE(s):</b>  ***Please refer to your school SLEs.***
<b>Standards:</b> SE-2C Understand the role of teacher as a type of caregiver SE-5A Ask for help when needed SE-5B Use verbal and nonverbal communication effectively  <b>ELA Standard Connections:</b> ELA-SL1 Follow agreed-upon rules for discussions ELA-SL2 Use appropriate language and style for different settings (e.g. church, classroom, playground) ELA-SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood ELA-SL4 Speak in complete sentences using age-appropriate language ELA-LG1d Understand and use question words (e.g., who, what, where, when, why, how)			

<b>Concepts:</b> SE-2C <ul style="list-style-type: none"><li>community</li><li>classroom community</li><li>caregiver</li></ul> SE-5A <ul style="list-style-type: none"><li>help</li><li>taking charge</li><li>jobs</li></ul> SE-5B <ul style="list-style-type: none"><li>verbal communication</li><li>nonverbal communication</li><li>share</li><li>polite words</li><li>question words (who, what, when, where, why, how)</li></ul>	<b>Skills:</b> SE-2C <ul style="list-style-type: none"><li>Describe a community.</li><li>Describe the role of a teacher in a community.</li></ul> SE-5A <ul style="list-style-type: none"><li>Explain how one person can help a community.</li><li>Describe what “helping” looks and sounds like.</li><li>Ask for help when needed.</li></ul> SE-5B <ul style="list-style-type: none"><li>Demonstrate what “greeting” each other looks and sounds like.</li><li>Demonstrate what “sharing” looks and sounds like.</li></ul>	<b>Social-Emotional Development Connection:</b>  See standards.		
<b>Summative Assessment:</b> Teacher observes students demonstrating each skill without adult assistance. The teacher may record students’ expected development of each skill in an anecdotal record or on a class checklist. The anecdotal record or checklist includes the date on which each student demonstrates expected development. Note: This record is ongoing, and expected development will vary per student. The skills include: <ul style="list-style-type: none"><li>Describe a community. (SE-2C)</li><li>Demonstrate what “helping” looks and sounds like. (SE-5A)</li><li>Asks for help when needed. (SE-5A)</li><li>Demonstrate what “greeting” others looks and sounds like. (SE-5B)</li><li>Demonstrate what “sharing” looks and sounds like. (SE-5B)</li></ul>				
Instructional Sequence				
<b>Day 1:</b> O - With the help of the whole group, demonstrate what “greeting” each other looks and sounds like.  M – See below A – See below	<b>Day 2:</b> O - With the help of the whole group, describe a community.  M – See below A – See below	<b>Day 3:</b> O - With the help of the whole group, explain how one person can help a community; ask for help when needed.  M – See below A – See below	<b>Day 4:</b> O - With the help of the whole group, describe the role of a teacher in a community; demonstrate what “helping” looks and sounds like.  M – See below A – See below	<b>Day 5:</b> O - Demonstrate what “sharing” looks and sounds like.  M – See below A – See below

## Day 1:

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With the help of the whole group, demonstrate what “greeting” each other looks and sounds like.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reads Hello! Goodbye! (Aliki).
- When finished, the teacher chooses shows the page with the illustration of saying hello in different ways. She models the greeting “Good morning” with a student.
- The teacher invites two volunteers to stand in front of the whole class and practice this greeting with each other.
- The teacher shows the page with illustrations of saying hello with no words. She models how to wave as a greeting.
- The teacher invites two different volunteers to stand in front of the whole class and practice this greeting with each other.
- The teacher shows the page with illustrations of saying hello with no words. She models how to bow or curtsy as a greeting.
- She invites two different volunteers to model the greeting in front of the class.
- Students form a circle and sit in place.
- The teacher introduces a greeting song, sung to the tune of “The Mulberry Bush.” This is the way we say hello, say hello, say hello. This is the way we say hello to our friend, (student’s name).”
- The teacher invites one student to stand. She begins to sing the verse. The student chooses to wave, bow, or curtsy, when the teacher completes the verse with his/her name. The teacher invites the whole class to sing along with her.
- The teacher prompts the class to respond, “Hello, (student’s name).”
- The student sits down.
- The teacher and class repeat the song until all students have been named and have practiced a wave, bow, or curtsy individually.
- Students go to tables to complete a book page.
- Students illustrate an individual page for the class’ “Hello Book.”
- The individual book pages have this sentence frame printed on the bottom: This is the way we say hello, say hello, say hello. This is the way we say hello to our friend, (student’s name).
- The teacher may handwrite each child’s name in the sentence frame. Leave a large space above the words. Each student draws a picture of him/herself in the large space. (Option: The teacher may also glue a picture of the child next to the sentence frame.)
- Students return to the Morning Meeting area and sit in a circle.
- They sing the greeting song again until each student’s name has been sung.

A

Students participate in greeting song

## Day 2:

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With the help of the whole group, describe a community.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reads Stone Soup.
- The teacher asks, “Did the people in the town live together?”
- The teacher explains what a community is by pointing out how the characters in the story live together. The teacher explains how the classroom is a community because it is a place where children stay together at school.
- The teacher asks, “What would happen if the soup only had one stone?”
- The teacher asks, “What happened when the people worked together to make the soup?”
- The teacher explains what a community does, by pointing out how the characters in the story helped one another. The teacher explains how the classroom is a community because it is a place where children help one another at school.
- The teacher asks the students to retell the story by displaying the story sequence cards. She explains that the class will help one another tell the story using pictures. She invites different volunteers to select which event came first, second, etc. The story sequence cards are displayed in the order.
- Students form a circle and sit in place.
- The teacher says that she will read the book that the class made. She reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher introduces the class’ “Hello Book” that has been bound together as a class book.
- The teacher shows the first page and asks the class if they can identify the child’s self-portrait (top of page) or name (bottom of page).
- When the student is identified, the teacher invites him/her to stand.
- The teacher invites the class to sing the sentence frame to the tune of “The Mulberry Bush.” The student chooses to wave, bow, or curtsy, when the teacher completes the verse with his/her name.
- The teacher prompts the class to respond, “Hello, (student’s name).”
- The teacher repeats until each student’s page has been displayed and sung.

A

Students participate in class discussion

### Day 3:

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With the help of the whole group, explain how one person can help a community; ask for help when needed.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reminds the class how the classroom is a community because it is a place where children stay together at school and help one another at school.
- The teacher explains that the class will help one another tell the story using props.
- The teacher reads Stone Soup. The teacher invites one-third of the class (one at a time) to stand in front of the group and hold a prop to act out the story while she reads it.
- Students form a circle and sit in place.
- The teacher puts the pieces of a floor puzzle in the center of the circle.
- The teacher asks students if one child can put the puzzle together.
- She invites a volunteer to begin putting the puzzle together.
- The teacher asks the student if having a helper would make it easier to finish the puzzle.
- The teacher models how the student can ask for help from another student. The student asks for help, and a volunteer joins the student in the middle of the circle. (Ask for help when needed.)
- The teacher asks the pair of students if having more help would make it easier to finish the puzzle.
- The teacher models how both students can ask for help from two more students. The students ask for help, and two volunteers join them in the middle of the circle. (Ask for help when needed.)
- The teacher repeats the invitation for more student helpers until one-third of the class is helping put the puzzle together. The teacher selects students who did not participate in the previous storytelling exercise.
- When the puzzle is complete, students return to their places in the circle.
- The teacher asks the students to describe how each person helped finish the puzzle. She asks, “Did one person finish the puzzle by him/herself? How did the first helper make finishing the puzzle easier? How did a second helper make it easier?” (Explain how one person can help a community)
- The teacher explains how helping each other put the puzzle together was like making the soup in the story Stone Soup;
- The teacher reminds the class how the classroom is a community because it is a place where children stay together at school and help one another at school.
- The teacher asks, “How can the class community help each other clean up the puzzle?”
- The teacher invites two students to begin cleaning up the puzzle. She chooses two students who did not help assemble the puzzle.
- The teacher asks the pair of students if having more help would make it easier to clean up.
- The teacher models how both students can ask for help from two more students. The students ask for help, and two volunteers join them in the middle of the circle. (Ask for help when needed.)

- The teacher repeats the invitation for more student helpers until one-third of the class is helping put the puzzle together. The teacher selects students who did not participate in the previous storytelling exercise or puzzle completion exercise.
- When clean-up is complete, students return to their spaces on the Morning Meeting rug.
- The teacher asks students to describe how helping each other clean up the puzzle together was like making stone soup in the story Stone Soup.
- The teacher asks the students to describe how each person helped clean up the puzzle. She asks, “Did one person clean up the puzzle by him/herself? How did the first helper make clean-up easier? How did a second helper make it easier?” (Explain how one person can help a community)
- She describes how helping each other put the puzzle together and clean it up was teamwork. The teacher reminds the class how the classroom is a community because it is a place where children stay together at school and help one another at school.
- The teacher introduces a clean-up song (i.e., “Hi Ho Helper” to the tune of “Heigh Ho, Heigh Ho;” or sing “Clean up time, clean up time, everybody clean up time” to the tune of “Rain, Rain, Go Away”) and explains they will use the song whenever it is time to help each other clean the classroom.
- Students sing the song together with the teacher two times.

A

Students explain how putting the puzzle together and cleaning it up was made easier with help (Explain how one person can help a community);  
 Students ask for help in assembling or cleaning up the puzzle (Ask for help when needed)

## Day 4:

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With the help of the whole group, describe the role of a teacher in a community; demonstrate what “helping” looks and sounds like.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reads My Teacher’s My Friend (Hallinan).
- The teacher asks, “What does a teacher do?” She explains, “I have a job in this class.” She asks, “What is my job as your teacher?” (Describe the role of a teacher in a community)
- The teacher reminds the class how the classroom is a community because it is a place where children stay together at school and help one another at school.
- The teacher asks, “What can you do to help in our class?”
- The teacher introduces the classroom job display.
- She describes each job and its visual prompt. Jobs may include: door holder, lights helper, trash collector, plant waterer, board eraser, floor cleaner, table cleaner, supply passer (for paper, crayons, scissors, etc.), playground equipment attendant, line leaders, chair attendant. Try to create a job for each student. You may assign two students for some jobs.
- The teacher explains how each job is done.
- The teacher shows the class who is assigned each job by matching individual name cards with each job title.
- The students practice classroom jobs. (Demonstrate what “helping” looks and sounds like)
- Students return to the Morning Meeting area.
- The teacher explains how each student will get a chance to do every job. She decides how often the jobs will be changed (i.e., every Monday).
- The teacher reminds the class how the classroom is a community because it is a place where children stay together at school and help one another at school.
- The class discusses other ways to be a helper at school on the play yard/playground.

A

Students describe what a teacher’s job is (Describe the role of a teacher in a community);

Students practice classroom jobs (Demonstrate what “helping” looks and sounds like)

## Day 5:

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Demonstrate what “sharing” looks and sounds like.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reminds the class how the classroom is a community because it is a place where children stay together at school and help one another at school.
- The teacher explains that the class will help one another read the class’ “Hello Book.”
- The teacher shows the first page and asks the class if they can identify the child’s self-portrait (top of page) or name (bottom of page).
- When the student is identified, the teacher invites him/her to stand.
- The teacher invites the class to sing the sentence frame to the tune of “The Mulberry Bush.” The student chooses to wave, bow, or curtsy, when the teacher completes the verse with his/her name.
- The teacher prompts the class to respond, “Hello, (student’s name).”
- The teacher repeats until each student’s page has been displayed and sung.
- Students form a circle.
- The teacher puts Stone Soup story prop ingredients and a pot in the middle of the circle.
- The teacher explains they will practice sharing their favorite ingredient from the story Stone Soup.
- The teacher models how to share by choosing a story prop. She stands with the prop and says, “I will put (ingredient name) in our stone soup. It is my favorite ingredient because (give a reason).” She places the ingredient in the pot.
- The teacher gives her students three minutes to look at the story props, decide which one they will choose to share, and think of what they will say when it is their turn to share.
- The teacher invites one student at a time to share their favorite ingredient. She prompts the students with the sentence frames. Sharing continues until the whole class has shared. (Demonstrate what “sharing” looks and sounds like.)
- Option: Sing “Stone Soup”

A

Students share their favorite ingredient