



## Who We Are

Duration: 5 Weeks

Unit dates: 4th Nov 2024 - 13th Dec 2024

Subjects: Social Studies, English

Grades: Pre-K

### Planning



#### Transdisciplinary theme

##### Who we are

##### Transdisciplinary theme focus

- nature of the self



#### Central idea

People around the world are alike and different in many ways.



#### Learner profile attributes

Caring, Open-minded, Communicators



#### Key concepts

Perspective, Connection



#### Related concepts

##### Concepts

- **Perspective:** Traditions
- **Connection:** Family, Culture



#### Lines of inquiry

- Personal-Our own physical features
- Connections-Individual Interests, talents, likes and dislikes

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- Global differences in appearance, clothing, and food
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## Approaches to learning

Teaching the ATL skills

Self-Management skills

Communication skills

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## Learning goals and success criteria

**Learning Goals and Success Criteria:**

**As IB Learners, what will we be able to do:**

**KNOW:** Students will know: their physical characteristics, the physical characteristics of others; their interests, talents, likes and dislikes of themselves and others

**DO:** Communicate their likes and dislikes, physical characteristics, and Make connections with one another

**BE ABLE TO UNDERSTAND:** that there are cultural differences and similarities.

### Essential Concepts

What makes people special?

**Provocation to launch the unit:** Table set up with pictures of kids from around the world, mirrors, and pictures of themselves so they can compare how they are alike and different, record what they say - Sentence stem I am different because..... This could become their superpower and make capes to play with in the classroom or outside

**Key Vocabulary:** (could also be organized by Academic and Content Vocabulary)

**Tier 1 People,** clothes, food, eyes, hair, skin, special, unique

**Tier 2** Like, different, talent, caring, open-minded, family, map

**Tier 3** global, appearance, connection, perspective, physical features

### Timeline Considerations/To-Do's:

Week 1: Try to find community members to talk about Global Differences

### Gold Standards:

**Language:** 9- Uses language to express thoughts and needs (L.6)

**TS GOLD- Language:** 10- Uses appropriate conversational and other communication skills  
Language

**Math:** TS Gold - Math 20 Counts

**Cognitive:** Remembers and connects experiences

**Social Studies 29:** Demonstrates knowledge of self

**TS GOLD-Literacy:** 18 - Comprehends and responds to books and other texts.

**TS GOLD- Literacy:** 19 -Demonstrates emergent writing skills.



### Action

Participation

#### Action question

#### Participation

Make connections with classmates - "my friend plays soccer and has brown hair like me" Identify similarities/differences with children in other cultures Reflecting, talking through, their physical characteristics Class to rally around differences in one another Celebrate learning through play



### Connections: Transdisciplinary and past

#### Single Subject Connections:

**P.E.** - Basic movement skills, playing fair, rules and regulations, safety, celebrating special talents

**Art-** possible collage

**Spanish-** Classroom commands - Body parts, head, shoulder, knees and toes, body parts, I like and I don't like



### Teacher questions

What makes us special?

Do all people look the same?













Do people like and dislike different things?

What are your unique likes and dislikes?

### Implementing

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**LE** Learning experience library

-  **Read Only One You and paint rocks**  
Erica Sandhagen
-  **School Kindergarteners (Shannon's books)**  
Erica Sandhagen
-  **Read We are all alike, we are all different by Cheltenham Elementary**  
Erica Sandhagen
-  **Read Same, Same but Different. by Jenny Sue Kosteck**  
Erica Sandhagen
-  **Graphing similarities in interest between peers.**  
Erica Sandhagen
-  **Me Stew" presentations**  
Erica Sandhagen
-  **Read Same Same but Different by Jenny Sue Kosteck-Shaw What question**  
Erica Sandhagen
-  **Families around the world**  
Erica Sandhagen
-  **kids and their toys part 2**  
Erica Sandhagen
-  **Kids and their toys around the world**  
Erica Sandhagen  
**Kids and their toys around the world [kids and their toys around the world](#)**
-  **Explore artifacts from different continents and cultures, Look at families around the world**  
Erica Sandhagen
-  **Using Magazine, students will cut out pictures of things they like and glue to a poster.**  
Erica Sandhagen

**Bring in a picture of their personal interest or hobby.**

Erica Sandhagen

**Bring in a picture of their personal interest or hobby.** Classroom creates a visual graph on interests using the pictures (17, 18)

**Read:**

Erica Sandhagen

- **Read:** [A Bad Case of the Stripes](#) by David Shannon. Create a "Likes and dislikes" quilt (add self-portrait)

**create a map of Velvet that describes her.**

Erica Sandhagen

**Read Odd Velvet by Mary E. Whitcomb**

Erica Sandhagen

**Think/Pair/Share**

Erica Sandhagen

**What questions do you want to ask your classmates?**

Erica Sandhagen

- **What questions do you want to ask your classmates?** - create surveys they can take based on student questions.

**Do you like survey -**

Erica Sandhagen

- Do you like survey - yes or no [Do you like survey - write the room](#)

**Teacher introduction/modeling of "Me Stew" -**

Erica Sandhagen

**Teacher introduction/modeling of "Me Stew" - Students put objects into a cauldron that connect to specific talents, unique artifacts. [Me Stew](#)**

**Clearly articulate Communication Skills**

Erica Sandhagen

- **Clearly articulate Communication Skills:** Ask students to share what they think is a communication skill?

**\*Understand and appreciate their classmates intereste**

Erica Sandhagen

**\*Understand and appreciate their classmates interests, talents, likes and dislikes and an understanding of their families.**



**Individual interests, talents, likes and dislikes. Family - what you do as a family, traditions, foods they eat, etc...**

Erica Sandhagen



**Mat Man - Mat Man**

Erica Sandhagen



**Trace bodies on butcher paper, have children decorate them**

Erica Sandhagen



**Students will decorate their person using various art materials to highlight their own physical characteristics.**

Erica Sandhagen

- Students will decorate their person using various art materials to highlight their own physical characteristics.



**Students will draw a portrait of themselves in their journals.**

Erica Sandhagen



**Shades of People, The Skin You Live In**

Erica Sandhagen



**Read from an assortment of stories about our different appearances to explore how we each look different. TS Gold 17 & 18**

Erica Sandhagen

Read from an assortment of stories about our different appearances to explore how we each look different. TS Gold 17 & 18



**Math**

Erica Sandhagen

- **Math:** Pattern blocks exploration puzzles, Position words with teddy bear, playdough shapes, Going on a bear hunt song



**Students will graph eye color, hair color by putting their name on a chart**

Erica Sandhagen



**Students discuss their own physical characteristics and explore their own face by looking in a mirror. Turn and talk to a partner.**

Erica Sandhagen

Students discuss their own physical characteristics and explore their own face by looking in a mirror. Turn and talk to a partner.



### Read aloud of **Two Eyes, a Nose, and a Mout**

Erica Sandhagen



### Personal - our own physical features, begin reflecting on family

Erica Sandhagen



## Learning experiences

### Phase 1: Inquiry/Tuning in/Finding out

Personal - our own physical features, begin reflecting on family

- Read aloud of [Two Eyes, a Nose, and a Mouth](#)
- Students discuss their own physical characteristics and explore their own face by looking in a mirror. Turn and talk to a partner.
- Students will graph eye color, hair color by putting their name on a chart
- **Math:** Pattern blocks exploration puzzles, Position words with teddy bear, playdough shapes, Going on a bear hunt song
- Read from an assortment of stories about our different appearances to explore how we each look different. TS Gold 17 & 18
- [Shades of People, The Skin You Live In](#)
- Students will draw a portrait of themselves in their journals.
- Students will decorate their person using various art materials to highlight their own physical characteristics.
- Trace bodies on butcher paper, have children decorate them
- Self portrait using clay on canvas
- Mat Man - [Mat Man](#)

### Phase 2: sorting out/going further

**Connections-** Individual interests, talents, likes and dislikes. Family - what you do as a family, traditions, foods they eat, etc...

\*Understand and appreciate their classmates interests, talents, likes and dislikes and an understanding of their families.

- **Clearly articulate Communication Skills:** Ask students to share what they think is a communication skill?
- **Teacher introduction/modeling of “Me Stew”** - Students put objects into a cauldron that connect to specific talents, unique artifacts. [Me Stew](#)
- **Do you like the survey** - yes or no [Do you like survey - write the room](#)
- **What questions do you want to ask your classmates?** - create surveys they can take based on student questions.
- Think/Pair/Share
- Read [Odd Velvet](#) by Mary E. Whitcomb -
- create a map of Velvet that describes her.
- Read: [A Bad Case of the Stripes](#) by David Shannon. Create a “Likes and dislikes” quilt (add self-portrait)
- Bring in a picture of their personal interest or hobby. Classroom creates a visual graph on interests using the pictures (17, 18)
- Using Magazine, students will cut out pictures of things they like and glue to a poster.

### **Phase 3: Making Conclusions/taking action**

Explore artifacts from different continents and cultures, Look at families around the world

Kids and their toys around the world [kids and their toys around the world](#)

[kids and their toys part 2](#)

[Families around the world](#)

Read [Same Same but Different](#) by Jenny Sue Kostecki-Shaw

What question

“Me Stew” presentations

Graphing similarities in interest between peers.

Read- [I’m Like You, You’re Like Me](#) by Cindy Gainer

Read Same, Same but Different. by Jenny Sue Kostecki

Read We are all alike, we are all different by Cheltenham Elementary School Kindergarteners (Shannon’s books)

Read [Only One You](#) and paint rocks





## Ongoing assessment

**Assessment:** Find someone who has a different feature than you, and name the difference. (anecdotal notes, checklists)

**Math** - can they count to 10, more and less

**Assessment** - children should know position words for lining up, sitting on the rug, etc

Children can recognize physical features of the face, eyes, ears, nose, lips, hair, and eyebrows - draw a picture in their journal or use Mat Man materials. (links to position words) also use craft materials to create a face

**Assessment:**

**Assess Communication Skills during presentations of Me Stew-**

### [Communication Checklist](#)

Look for: Speak clearly so everyone can understand you. Speak in full sentences, listen to questions, answer questions, stand still, sit still, listen to the speaker, ask questions related to what the speaker was talking about

Do you like surveys? - shows that students are taking an interest in

**Assessment: me stew presentations**



## Resources



**Time:**

**People:** Mom coming in about talking to where their family is from

**Places:**

**Technologies:**

**Learning Spaces:**

**Physical Materials:** Book- Same, Same, Different

**Home Connection:**



[Google Docs: Sign-in](#)

## Reflecting



## Teacher reflections

### Ongoing reflection

**Jackie Vonfeldt** • 10:02 am, 17th Dec 2024

Implementing communication skills, as well as the specific learner profile attributes that we choose piggy-backed on the concept of learning about ourselves and others.

Creating our bodies, while discussing ourselves (physical attributes, preferences and dislikes etc) helped focus their attention to what we were focusing on with unit. Family presentations gave a wealth of opportunities to be open-minded and and great communicators (in terms of listening).

The questions the children asked during family presentations led to other questioning within the unit and in other subject areas.

This unit was perfect for this time of year, as we dive into all of the holidays!



## Student reflections

### Ongoing reflection

Jackie Vonfeldt • 10:10 am, 17th Dec 2024

Kids responses:

"I liked making our bodies."

"I learned more about the things I am good at."

"I learned new words like unique."



## Assessment reflections

### Ongoing reflection

Jackie Vonfeldt • 10:05 am, 17th Dec 2024

Our bodies were the perfect documentation to see how kids view themselves and have learned the concepts and questions we have been focusing on.

The bodies were up in our hallway from November 1st until winter break on December 20th for the entire Swigert community to see.