

PBL Planning Template ~ STEMinspired

Grade and Subject: Kindergarten-Writing	Teacher(s): Shannon and Miranda	Coach: Aubrey	Timeframe: 6 weeks
PBL Website: www.newemersonkinderkindness.org			
Standards to be Addressed	<p>ELA:</p> <p>Print Concepts</p> <p>RF.1. Demonstrate understanding of the organization and basic features of print. Phonological Awareness</p> <p>RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.2a. Recognize and produce rhyming words.</p> <p>RF.2c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>Phonics and Word Recognition</p> <p>RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>RF.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>Speaking & Listening: Comprehension and Collaboration</p> <p>SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.</p> <p>SL.1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.1b. Continue a conversation through multiple exchanges.</p> <p>SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Conventions of Standard English</p> <p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1b. Use frequently occurring nouns and verbs.</p> <p>L.1c. Form regular plural nouns orally by adding /s/or/es/ (e.g., dog, dogs; wish, wishes).</p>		

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- L.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- L.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- L.1f. Produce and expand complete sentences in shared language activities

Text Types and Purposes

W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Production and Distribution of Writing

W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Conventions of Standard English

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1a. Print many upper-and lowercase letters.

L.1b. Use frequently occurring nouns and verbs.

L.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L.1d. Understand and use questions words (interrogatives) (e.g., who, what, where, when, why, how).

L.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.1f. Produce and expand complete sentences in shared language activities.

L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2a. Capitalize the first word in a sentence and the pronoun.

L.2b. Recognize and name end punctuation.

L.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Social Studies:

4.2. Civic participation takes place in multiple groups.

Categorize examples of people and events that relate to civic participation.

Give examples of qualities of a good citizen.

Practice citizenship skills including courtesy, honesty and fairness in working with others.

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	<p>Social and Emotional Learning:</p> <p>Social-Awareness</p> <ul style="list-style-type: none"> - I care about and respect the individual differences of others - I care about the feelings and viewpoints of others - I care about others and do my part to make my community better <p>Social-Management</p> <ul style="list-style-type: none"> - I will interact well with others. - I will work on having constructive relationships. - I will deal with interpersonal conflicts constructively.
ENDURING UNDERSTANDINGS AND THE PROBLEM SCENARIO	
Authentic Problem Scenario	<p><i>Does the problem have multiple pathways to solution? Is this a problem I authentically care about? Will kids be able to surprise me?</i></p> <p>We looked at Panorama data from fall 2019- My classmates are respectful to my teachers? K-3 46% yes, 52% sometimes, 2% no</p>
Stakeholders	<p><i>This will inform who will be the guest speakers, panelists, experts, and field experience</i></p> <ul style="list-style-type: none"> ● New Emerson students ● New Emerson parents ● New Emerson staff ● D51 students at large ● Mental health professionals ● New Emerson Kindness Crew
Root Causes	<p>When asked about the data on Panorama survey the students said other kids are at times not respectful (kind):</p> <ul style="list-style-type: none"> ● Outside ● In the lunchroom ● In the hallway ● In the classroom
Problem Statement	<p>New Emerson learners need to know how kindness affects them mentally, physically, and socially so that they can better impact the world around them.</p>
Enduring Understandings	<p>Kindness or lack of affects our learning and others' learning. Kindness, or lack, of affects our lives and others' lives. Our words matter, our actions matter, kindness changes the structure of our brains</p>
Essential	<p>What is kindness?--What does it look like, sound like, feel like? What is it not?</p>

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Questions	<p>How does kindness affect your brain? Does kindness help you learn? (Make friends? Feel good?) How does kindness affect those around you? How does kindness affect relationships?</p>	
Transdisciplinary Lenses	<p>Social-School Counselor - Political - Environmental - Economical - Cultural - Historical - Biological-Neurologist- Other.. Educational- Teacher/Learner Community Member lens Possibly Parent Playground Lunchroom Hallways Classroom</p>	
KEY EVENTS		
Field Experiences	Date(s):	<p>What will students do? Where? How does the field experience support understanding of the problem? How will students reflect?</p> <p>Kindness Observations (Hallway, Cafeteria, Playground, Classroom)</p> <p>Object Lessons (Rock Ripples, Toothpaste, etc.)</p>
Research		<p>Video Record People Coming in the door with and without a Greeter. Watch it and make observations. First Journal, then spoken.</p> <p>Watch Inspirational Kindness Video Clips</p> <p>Books -- What did we learn about respect or kindness in that book?</p>
Guest Speakers	Date(s):	<p>How does the speaker support the PBL? What visual aids will be used to engage students and support all learners?</p> <p>Dr. Amy Gallagher KIC coordinator Scott Stephen-PA Sarah Weber/Holly Bavor-Kindness Crew</p>
Parent & Community Involvement	Date(s):	
Entrepreneurism and Service Learning		<p>Have kinder teams present to other grade levels and possibly even other schools about what they found out about Kindness and its effects.</p>

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Panel	Date:	Content and Format: What will students present? How? Keynote panel -- Leslie, Child Psychologist, MindSprings Contact, KIC Person, Sarah Weber *4 Lenses (groups)	
Panelists	Date: # needed: Location:		
ASSESSMENTS – Attach rubrics			
Pre- & Post-Assessments	STANDARDS		ASSESSMENTS
	Kindness journal		
	Post Assessment-Performance Assessment on See Saw		
Formative Assessments	Kindness journal		
	Group work rubric		
	Presentation Rubric		
DIFFERENTIATION			
ELL			
SPED			
Advanced			
Other			
TECHNOLOGY NEEDS & LIBRARY USE (Technology Specialist/Library Media Specialist)			
	Date(s)	Reserved By	Purpose
Technology			

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Technology			
Technology			
Library			
Library			
MATERIALS			
Curricular Materials and Other Resources			
COLLABORATIVE STRUCTURES			
Whole Class			
Small Groups			
Individual			
Other (cross-grade, cross-class, etc.)			
REFLECTION			
Students			
Teacher(s)			
PBL Coach			