

# KINDERGARTEN COLLABORATIVE REASONING

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Week 10

Diffimooc

## **Purpose and Summary:**

Preceding the mini-unit on oceans is a one or two lesson introduction to making an argument. This has been designed to use common schema from a book for students to choose an opinion and then use reasons to back up their decisions. This is a difficult skill. Collaborative learning is also difficult, but discussing and arguing within the group is an extra-large challenge for this age. The initial lesson and self-assessment rubric are an introduction to all of the skills they will need to be successful in the oceans mini-unit. The first lesson(s) should take place a week or two prior to the week-long unit.

**Stage 1 – Desired Results**

**Content Standard(s):**

**NETS-T**

- Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

**Mathematics**

- Construct arguments using concrete referents such as objects, drawings, diagrams, and actions
- Justify conclusions, communicate conclusions
- Listen to arguments and decide whether the arguments make sense

**Speaking and Listening Standards**

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions

**Language Arts**

- A student should be able to speak and write well for a variety of purposes and audiences.
- Apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;
- Write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication;
- Revise, edit, and publish the student’s own writing as appropriate;
- Express thoughts, feelings and ideas clearly
- Use the most frequently occurring prepositions

**Art**

- Demonstrate the creativity and imagination necessary for innovative thinking and problem solving

**Transfer**

Students will be able to independently use their learning to ...

1. Support a personal thought or idea with facts or supporting evidence as a reason (I like this...because...)
2. Work respectfully and cooperatively in a small group

**Understanding (s)/goals**

Students will understand that:

1. They need to back up an idea or thought with reasons
2. People can have different ideas and that’s okay!

**Essential Question(s):**

1. Why is this part my favorite?
2. Can people have different ideas and still all be right?

**Student objectives:**

Students will be able to:

- Work together in a group, exchanging ideas
- Provide reasons behind a thought
- Follow group participation and sharing rules
- Try a new activity with a positive attitude
- Use technology for learning (smartboard, ipod)

<b>Students will know...</b>		<b>Students will be skilled at...</b>
<ol style="list-style-type: none"> <li>1. how to develop reasons to support an argument</li> <li>2. how to share their ideas</li> </ol>		<ol style="list-style-type: none"> <li>1. writing or drawing a response to literature</li> <li>2. working constructively in a group</li> </ol>
<b>Stage 2 – Assessment Evidence</b>		
<b>Evaluation Criteria</b>	<b>Performance Task(s):</b>	<b>Other Evidence:</b>
<p>Group Writing Participation</p> <p>Self-Assess Rubric (attached)</p>	<ol style="list-style-type: none"> <li>1. Share ideas in class shared writing</li> <li>2. Share favorite part of the book with group. Illustrate or write favorite part. Discuss with group.</li> <li>3. Record thoughts on ipod or with teacher.</li> <li>4. Share artwork/writing with class. Defend ideas with reasons.</li> </ol>	<ul style="list-style-type: none"> <li>• Pre-Assessment: Group discussion – what do we think this book is about?</li> <li>• Questions to check for reading comprehension</li> <li>• Retell the story</li> </ul>
<b>Stage 3 – Learning Plan</b>		
<b>Learning Activities:</b>		
<ol style="list-style-type: none"> <li>1. Read a story to class – check for comprehension with questions. Have students retell story.</li> <li>2. Shared Writing: Brainstorm as a class then make a list of the student’s favorite parts of the book</li> <li>3. Small Group Sharing: Break class into groups of 3 Have groups share with each other their favorite parts of the book Have groups choose to illustrate or write their favorite parts, giving a reason it is their favorite. If students do not agree they can illustrate or write their own paper.</li> <li>4. Record Thoughts: Ask groups to share their thoughts within the group to the teacher. They will be recorded. <i>Do they all agree? What reasons do they give about it being their favorite part?</i> Students can record their thoughts onto the ipods or to the teacher (differentiate for level).</li> <li>5. Group sharing: each group will share their art or writing about their favorite parts. <i>Ask the class who agrees, who disagrees.</i></li> </ol> <p><b>Add on activity:</b> Repeat process with a different book. Ask students for their favorite character and why. Break into different groups.</p>		

Name: \_\_\_\_\_

## Self-Assess Rubric

My favorite part was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

			
<b>Favorite</b>	I do not give one part that is my favorite. I am not trying.	I can name 1-2 parts that are my favorite. I can give one reason why it is the best part.	I have one favorite part of the story and can give two reasons why it is the best part.
<b>Artwork</b>	My picture has no color. It is not quality work.	My picture has a couple colors. It needs more detail.	My picture has a background, it is detailed. It has many colors.
<b>Group</b>	I didn't share my ideas with my group. I didn't listen well. I was not helpful. I need to try harder!	I shared my ideas with my group. I didn't listen to everyone. I got a little off task but tried to be respectful.	I shared my ideas with my group. I listened to the other partners. I was respectful and helpful.
<b>Sharing</b>	I didn't share my ideas with the teacher or with the class. I didn't try to do my own recording.	I shared my ideas with the teacher. I did not record my ideas on my own. I didn't speak clearly in group.	I shared my ideas with the teacher. I shared my ideas on the recorder. I shared my ideas with the class.

# OUR AMAZING OCEANS

## Kindergarten Ocean Mini-Unit

### Stage 1 – Desired Results

#### Content Standard(s):

##### **NETS-T**

- Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

##### **Mathematics**

- Construct arguments using concrete referents such as objects, drawings, diagrams, and actions
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##### **Speaking and Listening Standards**

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions
- Continue a conversation through multiple exchanges

##### **Science**

- Observe and describe animals in the local environment
- Understand that animals eat plants and other animals
- Develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms

##### **Art**

- Demonstrate the creativity and imagination necessary for innovative thinking and problem solving

##### **Language Arts**

- A student should be able to speak and write well for a variety of purposes and audiences.
- Apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;
- Write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication;
- Revise, edit, and publish the student's own writing as appropriate;
- Express thoughts, feelings and ideas clearly
- Use the most frequently occurring prepositions
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships

##### **Social Studies**

- A student who meets the content standard should: use maps and globes to locate places and regions;

#### **Transfer**

Students will be able to independently use their learning to ...

1. Describe ocean water.
2. Illustrate plants and animals that live in the ocean.
3. Describe how humans use the ocean.

<p><b>Understanding (s)/goals</b>  Students will understand that:</p> <ol style="list-style-type: none"> <li>3. The water cycle contributes to the make-up of ocean water.</li> <li>4. Many plants and animals call the ocean home</li> <li>5. People rely on the ocean for food, water, and enjoyment</li> </ol>	<p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. Why do we study oceans?</li> <li>2. How do people use the ocean?</li> <li>3. Why is the ocean an important habitat?</li> </ol>
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<p><b>Student objectives:</b>  Students will be able to:</p> <ul style="list-style-type: none"> <li>• Draw several plants and animals found in the ocean</li> <li>• Argue with peers their thoughts/ideas on the importance of the ocean</li> <li>• Write an argumentative based journal response</li> <li>• Work with other students to create a project and use learned facts to support ideas</li> <li>• Share ideas with an audience through writing and speaking</li> </ul>
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<p><b>Students will know...</b></p> <ol style="list-style-type: none"> <li>1. the name and locations of oceans</li> <li>2. the water cycle</li> <li>3. ocean vocabulary</li> <li>4. animals and plants of the ocean</li> <li>5. how humans rely on the ocean</li> </ol>	<p><b>Students will be skilled at...</b></p> <ol style="list-style-type: none"> <li>3. writing a response journal entry</li> <li>4. collaborating on a group art project</li> <li>5. sharing their ideas to an audience</li> </ol>
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**Stage 2 – Assessment Evidence**

<p><b>Evaluation Criteria</b></p> <p>Labeling oceans: Self-check comparison with map</p> <p>Journal: writing rubric 1-4 'write traits' format</p> <p>Group 'debate': observation and participation</p> <p>Ocean Group Project: Rubric (attached)</p>	<p><b>Performance Task(s):</b></p> <ol style="list-style-type: none"> <li>1. Identify, color and label the oceans on a world map.</li> <li>2. Write a journal entry in response to a prompt.</li> <li>3. Ocean Group Project <ul style="list-style-type: none"> <li>• Work together in a group to create an ocean mural.</li> <li>• Share, discuss and persuade in a group discussion about the importance of oceans.</li> <li>• Dictate knowledge learned about the ocean then read them into a recorder, checking for fluency.</li> </ul> </li> </ol>	<p><b>Other Evidence:</b></p> <ol style="list-style-type: none"> <li>1. Pre-Assessment: KWL chart – The students will list what they know about the oceans of the world and what they would like to know. They will work in a whole class group.</li> <li>2. Observation</li> <li>3. Group discussion (circle time)</li> </ol>
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### Stage 3 – Learning Plan

#### Learning Activities:

- Pose question: Why do we study the oceans? Ask students to work in a group of 4 and write down or draw their ideas.
  
- Watch a video about the ocean
  
- Review the water cycle. Complete flow chart. Stress the ocean water is part of the water cycle.
  
- Students will learn about doing an Internet search and search for facts on the ocean.
  
- Locate and label oceans on a world map. Learn about directions and maps in coordination with Social Studies.
  
- Write a journal entry in response to the phrase: the ocean is the most important habitat because . . .
  
- Work in a different group of 4 to create an ocean mural.
  
- Respond through discussion as a small group to the prompt: oceans are important because...
  
- Students will dictate facts learned about the ocean to the teacher (guided writing) then read the writing into a recorder to practice fluency, integrating science, writing, reading and technology.



**Oceans Presentations**

	<b>Poor 1 pts</b>	<b>Fair 2 pts</b>	<b>Good 3 pts</b>	<b>Great 4 pts</b>
<b>Effort</b>	Poor	Fair	Good	Great
	Student can share 1 or 2 sentences in either writing or conversation.	Student can share 3 or more sentences either in writing or conversation.	Student can share 4 or more sentences either in writing or conversation.	Student can share 5 or more sentences either in writing or conversation.
<b>Topic/Content</b>	Poor	Fair	Good	Great
	Ideas are random without a single idea. Student does not share any facts about the topic.	Ideas are random but relate to a single idea. Student shares at least one fact about the subject.	All sentences support the main idea. Student shares 3 facts about the subject.	Logical communication of unique ideas. Student shares 4 or more facts about the subject.
<b>Writing</b>	Poor	Fair	Good	Great
	Student does not write a sentence; fails to use capitalization; fails to use end punctuation (no periods present). Does not use spelling of words previously learned.	Student doesn't write more than one sentence; frequent reminders or editing needed to use capitals and end punctuation; 4 or more known words are misspelled.	2 complete sentences are used; starts some sentences with capitals; most sentences end with a period; most previously learned words are spelled correctly.	3 or more complete sentences; starts all sentences with capitals; uses periods, question marks and exclamation marks correctly; all known words are spelled correctly.
<b>Drawing</b>	Poor	Fair	Good	Great
	Artwork is sloppy; no detail, coloring outside lines, no background.	Artwork needs improvement; no background or limited details.	Artwork is good. There are details and multiple colors. There is background.	Artwork is complete and detailed with a variety of colors, lines and a fitting background.
<b>Group</b>	Poor	Fair	Good	Great
	Student does not follow class rules for group participation. Student is sent to 'stop and think'.	Student follows most class rules for group participation. Listening, raising hand, sharing, being respectful. Several reminders are needed.	Student follows class rules for group participation. Listening, raising hand, sharing, being respectful. Less than 2 reminders are needed.	Student follows class rules for group participation. Listening, raising hand, sharing, being respectful. No reminders are needed.
<b>Speaking</b>	Poor	Fair	Good	Great
	Student is difficult to understand; cannot be heard. The student talks about ideas off of the topic. Student is either nervous or off topic.	Student is difficult to understand or hear more than 50% of the time. Ideas fit the topic but aren't well organized. Student is somewhat nervous.	Student speaks clearly but could speak louder. Ideas are somewhat organized. Student appears comfortable.	Student speaks clearly, projects voice. Ideas are organized. Confident and calm demeanor.