

# Homes

Homes of Yesterday and Today

Kindergarten  
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Joy Elementary School  
Michigan City Area Schools

## Author's Notes

This unit was designed to integrate social studies standards with language arts standards and to use Universal Design for Learning concepts to help all learners.

This unit will begin in November and will provide a knowledge platform from which journal entries and stories will be written about how we learn about our need for shelter and how that need is transmitted into having a home. We will also explore throughout the year how homes are the same or different. As this unit is interwoven throughout the school year we will build on our writing and technology skills to produce books which depict our thoughts about the homes we have studied.

This project brings together funds and materials from several funding sources. The Michigan City Community Enrichment Corporation supplied funds for the Star Early Literacy Software, DIBELS Software and Kindergarten student subscriptions for both. PATINS/UDL grant funding provided digital cameras, docking stations, Smart Board, and training, My Own Bookshelf software, The Barb Carmen Memorial Grant provided funds for the study trip to Barker Mansion, disposable cameras and photo paper and ink. They also provided supplies for the dioramas. The Wal-Mart Literacy Grant provided funds to have classroom copies of the books and videos mentioned in the grant.

## UDL Goal

The Action Plan for the Joy Pilot Site team is to initiate a collaborative project with Joy School teachers that will improve comprehension in literacy and address the achievement gap for all students. The UDL Goal is to produce a library collection of language arts lesson plans and instructional models that have imbedded technology with supports and scaffolds. The lesson plans will incorporate what is consistent with the UDL concept with ready-made supports to enable student access to the learning environment.

## Objective

Each child will produce several writings or books using digital photography and My Own Bookshelf and Kid Pix.

### Goal One

Each student will increase his/her reading and writing skills based on their grade level Quarterly Writing Assessments, DIBELS, Star Early Literacy, Standards based report cards, and teacher observations.

### Goal Two

Each student will increase his knowledge of the need for shelter and how it changes with the times based on writings, pre/post tests, and Standards based report cards.

## Unit Standards

### Kindergarten:

Reading Standard 3  
Writing Standards 4, 5, 6  
Social Studies Standards 1,  
Science 3, 6  
Math 1

### Resources for locating state standards:

[www.indianastandards.org](http://www.indianastandards.org)  
[www.edStandards.org/Standards.html](http://www.edStandards.org/Standards.html)  
[www.mcrel.org/standards/](http://www.mcrel.org/standards/)

# Teacher Library

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## **The Wonderful House (A Golden Classic)**

by Margaret Wise Brown, J.P. Miller (Illustrator)

## **A House Is a House for Me (Picture Puffin Books )**

by Mary Ann Hoberman, Betty Fraser (Illustrator)

## **The House That Mack Built (Preschool Pop-Ups)**

by Susanna Leonard Hill, Ken Wilson-Max (Illustrator)

## **The Napping House**

by Audrey Wood, Don Wood (Illustrator)

## **Daisy Comes Home**

by Jan Brett (Illustrator)

## **Houses and Homes (Around the World Series)**

by Ann Morris, Ken Heyman (Illustrator)

## **Town Mouse House**

by Nigel Brooks (Illustrator), Abigail Horner (Illustrator)

## **Town Mouse And Country Mouse (Classic Fairy Tales)** by Maria

Mantovani (Illustrator), Renzo Barsotti (Illustrator)

## **Pilgrim's First Thanksgiving**

Ann McGovern, Elroy Freem (Illustrator)

## **The First Thanksgiving: (Step into Reading Books Series: A Step 2 Book)** Linda Hayward (Illustrator), James

## **If You Sailed on the Mayflower in 1620**

Ann McGovern, Anna Devito (Illustrator)

## **This First Thanksgiving Day : A Counting Story**

by Laura Krauss Melmed, Mark Buehner (Illustrator)

## **Squanto and the first Thanksgiving**

by Joyce Kessel

## **Thanksgiving Day**

by Gail Gibbons

Read the story of the first Thanksgiving and how we celebrate the holiday today.

## **The first Thanksgiving**

by Jean Craighead George

Learn how about Plymouth colony and the first Thanksgiving.

## **The Thanksgiving story**

by Alice Dalgliesh

Here is the Thanksgiving story told for younger children

## **Turkeys, Pilgrims, and Indian corn : the story of the**

## **Thanksgiving symbols**

by Edna Barth Learn the history of the Thanksgiving holiday and the origins of symbols.

## Action Steps

1. Students will take part in two separate assessments. The first is Star Early Literacy. It is a 25 question literacy test to establish a baseline reading score. The students will do this in the computer lab all at the same time. This assessment takes approximately 20 minutes.
2. Each student will be given the DIBELS assessment using the Palm OS to record responses. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.
3. Administer vocabulary pre-test.
4. Students will view the video "Town Mouse and Country Mouse" After we will meet in community circle and discuss why we each like our own home the best. Students will transfer their thoughts about their homes to their journal and do a writing about why they like their home.
5. To introduce the story of the pilgrims and how they had to leave their own home we will show the "Pilgrims of Plimouth" Community circle discussion will center on how we would feel if we had to leave our home and all of our friends. The student will write in their journal about this topic.
6. Each day read stories about the pilgrims leaving their home and traveling to a new land. We will introduce their relationship with the Native Americans and how the people native to the new land helped the pilgrims survive.
7. Comparisons will begin regarding the clothing, food and homes of both groups of people.
8. Students will construct a diorama of a log cabin and tepee. Other Native American homes such as the wigwam and longhouse will be discussed. Pictures of these will be found on the internet. Discussion of how our own homes, and homes of Indian and Pilgrim homes are the same and different.
9. Field trip to Barker Mansion, a Victorian era home.

10. Upon return, graph favorite. (fireplace in every room, size of house, pianos, other generated by students.)
11. Whole group, students do a comparison of their home and Barker Mansion. This is recorded on large chart paper.
12. The field experience will be recorded through digital photography. Class and individual books will be written, published, and shared depicting the students thought about the house. Students will share their books on My Own Bookshelf as well as in a whole group setting using the Smart Board. Students may also publish in hard copy or burn to a CD.
13. Using inexpensive cameras from the drugstore students will be allowed to take the camera home with a letter asking a family member to take a picture of the child by his house and then return the camera. These will be taken back to the store to obtain a CD of digital pictures that each child will use to write about his/her home. The child being in the picture will help us know whose house or apartment it is. My Own Bookshelf will be used.
14. Graph student housing-single family, apartment, trailer.
15. Post test in Star Early Literacy, vocabulary, and DIBELS will be administered by teacher or volunteer.

## **Equipment Needed**

Digital cameras  
CD's/floppy discs  
Smart Board/projector  
Computers  
Scanner  
Printer  
Palm Pilots

## Software Needed

"My Own Bookshelf"  
Star Office/Word  
Kid Pix  
Star Early Literacy  
DIBELS software

## Human Resources

PATINS  
Joy School PATINS UDL grant team members  
Mrs. Val McDannel-Technology Assistant  
Mary Gish-Technology Coordinator  
Cathy Glidden-Tech  
Paula Earley-Assistant Director of Special  
Education  
Jody Presser-Assistive Technology  
Sadie Jenkins-Principal  
Debbie Bailey-braille teacher  
Laura Kennedy-Vision teacher  
Chris Kiser-O.T.  
Alicia Lewis-P.T.  
Classroom volunteers

## Evaluation

Hard copy of books  
Electronic or digital portfolio  
Quarterly Writing Assessments  
Standards based report cards  
Teacher Observation  
Star Early Literacy Assessment  
DIBELS

# Vocabulary Pre/Post Test

Name \_\_\_\_\_

Prompt: Ask the student to describe the following. No other information is supplied. Mark yes or no if the description is accurate.

- |                    |     |    |
|--------------------|-----|----|
| 1. log cabin       | Yes | No |
| 2. teepee          | Yes | No |
| 3. mansion         | Yes | No |
| 4. apartment       | Yes | No |
| 5. voyage          | Yes | No |
| 6. pilgrim         | Yes | No |
| 7. Native American | Yes | No |
| 8. same            | Yes | No |
| 9. different       | Yes | No |
| 10. shelter        | Yes | No |

<u>Scores</u>	<u>Pretest</u>
<u>Post-test</u>	
Star Early Literacy	
DIBELS	
Quarterly Writing Assessment	
Vocabulary	



# Words to learn

Can be used on the word wall.

log cabin      long house  
Native American

wig wam      shelter      log  
cabin

fireplace      voyage  
Pilgrim

apartment      survive  
turkey

cooperation