

Brooklyn Project

Part I: A Framework for the Unit of Study

- Grade Level: 3rd
- Topic/Theme/Description: This is My Brooklyn
- Standards: See Standards in Lesson Plans
- Essential Questions:
 - What places come to mind when I think about Brooklyn? What is the significance of the monuments in my community?
 - How do I celebrate these places?
 - How do I protect these places? Why should I protect them?
 - Who decides in my community how these places are protected? What is my part in this process?
- Enduring Understandings:
 - My community contains places that are significant to me and other community members. I recognize the importance of these places, so I take steps to protect them.
 - I am an active citizen and I support positive changes within my community.
 - My community is special and important to me. I celebrate places and am willing to protect them.
 - Just because we live in the same place doesn't mean we all have the same experiences and interactions within the community.
 - Although we are all different, we all live in the same community, depend on each other, and have shared experiences.

Part II: Thematic Brainstorm

Math

Scheduling My Day in Brooklyn!

Field Trip Map Out!

Sub Sandwiches!

Arts (visual, music, drama)

Underground Art Project

Watch Why Our Place
Rocks! And Needs Your
Help To Stay That Way!

Creating My "I Live in
Brooklyn" Collage

Science, technology

Love Thy Local Plants and Animals

Protect and Restore my Favorite
Community Places

Literature, reading

I Live in Brooklyn!

Writing

Small Moments: Pre-Writing

Small Moments: Writing/Editing

Small Moments: Revise/Present

Social Studies

Mapping out Brooklyn!

We are Brooklyn Researchers!

Social Action

Brooklyn Borough President, Marty
Markowitz, We call on you!

Places of Change: Kings County
Supreme Court

Dear Sir or Madam: Our class wants to
conduct change in our community

**This is My
Brooklyn**

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graph TD; Center([This is My Brooklyn]); Math[Math]; Arts[Arts (visual, music, drama)]; Science[Science, technology]; Lit[Literature, reading]; Writing[Writing]; SS[Social Studies]; SA[Social Action]; Other[Other/ field trip]; Center --> Math; Center --> Arts; Center --> Science; Center --> Lit; Center --> Writing; Center --> SS; Center --> SA; Center --> Other;
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Part III: Unit Map

Unit Title: This is My Brooklyn	
Unit Description: This unit explores place and community. This is achieved through studying the community the students live in, and allowing them to choose a specific place within the community that they identify the most with. At the end of the unit students will compile all of the work they did and create their own “I live in Brooklyn” books.	
Enduring Understandings	Essential Questions
<p>My community contains places that are significant to me and other community members. I recognize the importance of these places, so I take steps to protect them.</p> <p>I am an active citizen and I support positive changes within my community.</p> <p>My community is special and important to me. I celebrate places and am willing to protect them.</p> <p>Just because we live in the same place doesn’t mean we all have the same experiences and interactions within the community.</p> <p>Although we are all different, we all live in the same community, depend on each other, and have shared experiences.</p>	<p>What places come to mind when I think about Brooklyn? What is the significance of the monuments in my community?</p> <p>How do I celebrate these places?</p> <p>How do I protect these places? Why should I protect them?</p> <p>Who decides in my community how these places are protected? What is my part in this process?</p>
Sequence of Learning Experiences (Unit Map)	
1	I Live in Brooklyn! This lesson introduces the students to the to unit. Students will make text to self-connections with the book I live in Brooklyn by Mari Takbayashi. They will see how Brooklyn is unique to the character in the book and relate it to their own unique relationship and experience living in Brooklyn. See full lesson for more details.

2	<p>We are Brooklyn Researchers!</p> <p>Students will form research groups based upon their favorite places in Brooklyn. After students form groups based on their favorites places in Brooklyn, they will engage in research. Their research topics may include landmarks, parks, restaurants, libraries, etc. After they conduct research, they will create a presentation for the class on their topic and present before the class goes on a field trip to that location. See full lesson for an example of one lesson within this research plan.</p>
3	<p>Small Moments: Pre-Writing</p> <p>In this lesson students will be introduced to “small moment” writing. The teacher will give an example of their own personal small moment in Brooklyn. Then as a whole class activity, students will brainstorm possible small moments of their own. This will help students who have trouble with comprehension or creating original ideas. Then the teacher will model the Plan/Touch, Sketch, and Write format. Students will receive a small chart with those three headings on it. They will use a post-it to mark what stage they are in throughout their project. Following this demonstration from the teacher, students will Plan/Touch and Sketch on their own. If there is time we will regroup and share our small moment ideas with the whole class.</p>
4	<p>Small Moments: Writing/Editing</p> <p>This lesson will begin with a review of the pre-writing activity. Students will answer questions about small moment writing and the teacher will model the Plan/Touch, Sketch, and Write format. Then students will work independently on writing their first drafts. After they finish they will edit on their own, then get it edited by a teacher. If there is extra time, students will also peer edit with a partner. See full lesson for more details.</p>
5	<p>Small Moments: Revise/Present</p> <p>This lesson will begin with a review of small moment writing. Students will recall the process of Plan/Touch, Sketch, and Write. After this they will individually work on writing their final drafts. When everyone is finished and has been checked by a teacher we will gather as a class to present our writing. The teacher will give explicit instruction on presentation skills and demonstrate the way that a good speaker would read to the class. Students will present and have the opportunity to give constructive feedback, with an emphasis on compliments first. See full lesson for more details.</p>
6	<p>Scheduling My Day in Brooklyn!</p> <p>What do I do everyday that celebrates the place I live? What does my day look like in my place?</p> <p>In this lesson, students will be planning out their day in Brooklyn. This will have students working with their knowledge of time. See full lesson for more details.</p>

7	<p>Love Thy Local Plants and Animals</p> <p>What have I noticed about the community gardens that house local plants and animals around me and how can I protect my local plants and animals?</p> <p>In this lesson, students will become detectives in the local community gardens and parks. Students will record their observations in their notebooks for later use and discussion. Students will use their scientific inquiry skills by asking “why” questions about their observations of local plants and animals to seek greater understanding. Students will interpret their observations by recognizing simple patterns and relationships between the local plants and animals. Students will discuss their observations with each other and generate explanations as to how they can protect their local plants and animals. See full lesson for more details.</p>
8	<p>Brooklyn Borough President, Marty Markowitz, We call on you!</p> <p>Students will explore the steps local citizens can take to bring about change in their community. They will investigate the importance and structure of community board meetings in Brooklyn. As well as the basics of law and government such as concepts like how a bill becomes a law. This will provide the basis and background knowledge needed for their field trip to the Courthouse and the changes they wish to make in the places they research.</p>
9	<p>Places of Change: Kings County Supreme Court</p> <p>Where does change take place in my community and who is involved in making and changing rules and laws?</p> <p>Once students have gained an understanding from learning about the structure of community and board meetings, and the steps to bring about change, they will travel to the Kings County Supreme Courthouse to have a unique experience as to where change takes place in their community. They will make observations as to whom they see, what they are wearing, what it sounds like, and any other relevant observations to the experience.</p>

10	<p>Protect and Restore my Favorite Community Places</p> <p>Using my knowledge about problems with the local plants and animals in my community gardens and parks, what types solutions to problems can I design and test?</p> <p>Students will use their knowledge from the previous lesson on investigating through scientific inquiry to generate possible design solutions to protect their local plants, animals, and parks. Using trash/garbage as an example, students may have noticed plants dying because trash is lining plant beds, or students may have observed local animals getting caught in plastic wrappings. Students will identify a simple object which may be improved and suggest ways the object can be made differently or fixed, within constraints. Using trash as an example, students may design new/more garbage cans, for people to recycle and dispense their trash. Students will draw what they envision their design to look like and discuss how to best test the solution/design. Students will make a plan, based on the model drawing, of materials they need in order to build their design. Their designs will be built under supervision during following science lessons. In addition to building designs, students will be able to test their designs in local community gardens and parks (with consent from authorized personnel via persuasive letter writing). See full lesson for more details.</p>
11	<p>Dear Sir or Madam: Our class wants to conduct change in our community</p> <p>How can I be an active community member that helps generate change for my community?</p> <p>In this lesson, students will learn persuasive essay techniques and use these skills to write a letter to a local politician about what they wish to change in their community. Students will use their observations and planned models from science to support their argument as to what they want changed and why. In turn, students will ask the local politician if they can improve their community gardens and local parks with their designs.</p>
12	<p>Mapping out Brooklyn!</p> <p>Students will learn about map making, scales, and map features. They will look at different types of maps and old and new maps of Brooklyn. Students will make observations through hands on experience with primary and secondary resources. Then they will decide which one they would like to use as a model to create their own maps with the places they are researching as a focus point.</p>

13	<p>Field Trip Map Out!</p> <p>In celebrating my places on interest in Brooklyn, how will I get there? How far is it?</p> <p>In this lesson, students will be learning to calculate distance on maps using scales. We will have this lesson prior to taking our field trips to give real world application to the math skill of using scales in maps and drawings. Students will use addition to add up distances in addition to using the scales on the map. The main activity of the lesson will be calculating the distances for each place of interest and then deciding upon how we should get there in a timely manner. For example should we walk, subway or bus? The discussion about time links this lesson to our previous lesson on time and scheduling.</p>
14	<p>Sub Sandwiches!</p> <p>When I am celebrating my place, what kinds of foods do I enjoy? How do I share these foods among the people I share my place with?</p> <p>In this lesson, students will use their knowledge of fractions to help solve the problem of sharing sub sandwiches among a group of classmates. See full lesson for more details.</p>
15	<p>Places of Interest</p> <p>The group responsible for studying that area will preface each trip with a presentation. The groups are going to introduce who are the important people in this particular place, what the place is for, when and where it was created, why it is important to the community, and how it became what it is today. During the trip students will learn about the history of these places, take part in their normal activities, and learn about the social action their classmates have chosen to take. Pictures will be taken to add to the projects and stories done throughout the unit.</p>
16	<p>Underground Art Project</p> <p>Can we work to try to portray powerful messages through art in the subways of our community?</p> <p>In this lesson, we will continue to speak about how community members can make a difference. This lesson follows our courthouse visit and our persuasive letter writing. The work of artists portraying strong messages would be shown as a model to explain to students how artists have been working towards beautifying the subway and sending powerful messages and how we can too! For example, the project about how consuming soda can harm your body. Students' main activity would be creating art they would like to see in the subway that also provides a powerful message similar to our model about the harm of soda.</p>

17	<p>Watch Why Our Place Rocks! And Needs Your Help To Stay That Way!</p> <p>How can I reach members of the community to celebrate the places I want to celebrate?</p> <p>In this lesson, we will be teaching the students about public service announcements (PSA). We will explain what they do, who makes them, why they make them and finally how we can make them about our places of interest! This lesson follows all the research students have done on their selected place, our field trips, how to bring about change and persuasive letter writing. This lesson blends together all of the learning of the unit with technology to show students how they can make change through so many modes of communication. The main activity in this lesson is making the PSA video.</p>
18	<p>Creating My “I Live in Brooklyn” Collage</p> <p>How can I show a place in Brooklyn that I want to celebrate through the visual art of collage?</p> <p>In this lesson, students will be learning about how to express their ideas through collage. Students will bring in meaningful photos, magazine clippings, or any materials from home to create their collage. Teachers will also provide photos, magazine clippings, and materials for students to use. First, teacher will model with their own collage, showing students one way of constructing a collage - pointing out that there are many ways to construct. Students will discover how collage is an art form that uses mixed media to portray a desired message, and that collages can look very different from person to person. The main activity in this lesson will be creating a collage. This collage will be the cover page of the Brooklyn Unit, “I live in Brooklyn” book.</p>

Part IV: Sample Learning Experience

Lesson Plan	Subject: Literacy	Teacher:Brittany Han	Day(s) # 1
Unit Title: This is My Brooklyn Lesson Focus Questions & Objective(s): Introduction to unit. Students will make text to self connections. They will see how Brooklyn is unique to the character in the book and relate it to their own unique relationship and experience living in Brooklyn.		Students will engage in: X Independent practice X Partner work <input type="checkbox"/> Small group work X Whole group <input type="checkbox"/> Project work <input type="checkbox"/> Centers <input type="checkbox"/> Other:	
Time	Lesson Progression	What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)	Material
1-3	Class Starter: (Question, discussion, warm-up, etc) “Raise your head if you go to school in Brooklyn. Raise	-Students will be sitting on the rug listening and participating. -The teacher will introduce the book I live in Brooklyn by	Book: I live in

min.	your hand if you live in Brooklyn.” Introduce new unit topic, This is My Brooklyn.	Mari Takbayashi.	Brooklyn by Mari Takbaya
1-3 min.	Review/ Connections to prior knowledge: Teacher will activate prior knowledge and assess to see if students know what a self to text connection is Questions to ask: What is a self to text connection?	-Students will explain what a self to text connection is. -The teacher will write student responses on the white board.	White board, markers
8-10 min.	Direct Instruction/Whole Group Learning Activity: Read I live in Brooklyn by Mari Takbayashi. Questions to ask: What is a self to text connection you have made?	-Students will turn and talk with a partner on the rug and share a self to text connection they made. Then they will share it with the whole class. -The teacher will model how to make a self to text connection before the students are asked to make one.	
10-15 min.	Potential Independent/Group Practice(Activity): Journal writing on text to self connections	-Students will go back to their seats and work independently in their journals and make text to self connections. Students will be expected to make at least three connections. Students who are lower level will be expected to make at least two connections and given a graphic organizer that helps them see how to make a self to text connection with a column titled “what happened in the book” and a column next to it titled “what happened to in my life” -The teacher will be going around the classroom assessing student work and helping students.	Journals Pencils
5 min.	Closure: Journal entry share.	-Students will share their journal entries with the whole class. -The teacher will explain how this book relates to the unit they are about to do.	
Assessments: -student explanations of self to text connections -student participation during turn and talk			

-students shares of self to text connections during the read aloud and after journaling

Standards:

Common Core Social Studies 3rd grade

Cultures and civilizations:

People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.

Common Core ELA 3rd Grade

Reading Literature:

Key Ideas and Details

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Speaking and Listening:

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

-Explain their own ideas and understanding in light of the discussion.

Lesson Plan		Subject: Social Studies	Teacher: Brittany Han	Day # 2
Unit Title: This is My Brooklyn Lesson Focus Questions & Objective(s): After students form groups based on their favorites places in Brooklyn, they will engage in research. Their research topics may include landmarks, parks, restaurants, libraries, etc. Students will learn how to use non-fiction text features to help them learn information on their topic.			Students will engage in: X Independent practice X Small group work Project work <input type="checkbox"/> Other:	
Time	Lesson Progression	What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)		Materials
1-3 min.	Class Starter: (Question, discussion, warm-up, etc) Today we're going to start our researching our topics. What is a non-fiction text?	-Students will be sitting on the rug, listening, and participating.		
3-7 min.	Review/ Connections to prior knowledge: Review what text features students find in non-fiction texts. Assess to see which ones they know and if they know how to use them. Questions to ask: What are some things you see in a non-fiction text that you don't see in a fiction text? What are they called? How do they help you?	-Students will be participating and responding to the teachers questions. They will turn and talk to each other and then share with the whole class. -The teacher will write down their responses on the board.		Whiteboard, markers
5-7 mins	Direct Instruction/Whole Group Learning Activity: Today we're going to review and learn about the Title, headings, and bolded or highlighted words and how they can help us locate and learn information. Questions to ask: What is the title? Headings? Bolded words? Where would you find them? How would you use them?	-Students will be put into their research groups and given non-fiction texts to refer to. They will be looking for the title, headings, and bolded words. They will be participating, responding, and providing examples to the teacher's questions. -The teacher will model where to find the three text features talked about today and how she would use them.		Non-fiction texts, journal, pencils

10-15 min.	<p>Potential Independent/Group Practice (Activity):</p> <p>Now you will start researching your topic. Remember to use the text features to help you find and understand what you read.</p>	<p>-Students will start researching their topic independently. Since they will be sitting in their research groups they will be able to help each other. Students will be provided texts of different levels to accommodate their needs and abilities. Students will also be given a graphic organizer if they need help explicitly locating the text feature introduced and how to use it.</p> <p>-The teacher will be going around the classroom offering and providing help to students and assessing their work.</p>	
5-7 min.	<p>Closure:</p> <p>Share.</p> <p>Questions to ask: How did you use the title, heading, and/or bolded work to help you learn something new today?</p>	<p>-Students will share how they used a text feature in their research and what they learned.</p> <p>-The teacher will make note of who understood how to use and used the text feature appropriately.</p>	
<p>Assessments:</p> <p>Student responses to teacher's questions</p> <p>Student shares after they research</p> <p>Student explanation on how they used text features to help them research</p>			
<p>Standards:</p> <p>Common Core Social Studies 3rd grade</p> <p><u>Symbols of citizenship in world communities:</u></p> <p>People in world communities use monuments and memorials to represent symbols of their nations</p> <p>Common Core ELA 3rd Grade</p> <p><u>Reading Informational Text:</u></p> <p>Key Ideas and Details</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>			

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Craft and Structure

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Writing:

Research to Build and Present Knowledge

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

Speaking and Listening:

Presentation of Knowledge and Ideas

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Lesson Plan		Subject: Writing	Teacher: Marjorie Berman	Day # 2
Unit Title: This is My Brooklyn Lesson Focus Questions & Objective(s): Why do we plan before we write? What is a small moment? Why are small moments important? Is my writing clear and thoughtful?			Students will engage in: X Independent practice <input type="checkbox"/> Partner work <input type="checkbox"/> Small group work X Whole group <input type="checkbox"/> Project work <input type="checkbox"/> Centers <input type="checkbox"/> Other:	
Time	Lesson Progression	What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)		Material
10 min.	Class Starter: Review of pre-writing activity. Introduce today's activity: writing the first draft. Questions to ask: Why are we planning before we write? What is a small moment? Why are small moments important/why are we writing about these memories?	Students are answering questions about small moments. Teacher is modeling the Plan/Touch, Sketch, and Write format. Moves post-it to Write column.		Plan/Touch, Sketch, and Write chart
15 min.	Independent work: Students write their first draft independently.	Students are writing. Asking for help if necessary. Depending on ability level, students have the option to have a teacher transcribe their writing for them or type it instead of writing it by hand. Teacher is walking around the classroom, aiding students as necessary.		Paper, pencils, possibly a computer
5 min.	Whole Group Learning Activity: Teacher will review how editing symbols are used and distribute colored pens. Questions to ask: What do we write when we aren't sure about spelling? What do we write to make a letter capital? Lowercase? Which symbol means you're adding information?	Students are engaged in the instruction. These symbols will have already been taught, so this will be a review. Teacher is modeling how to edit writing on chart paper.		Chart paper, colored pens for editing
10 min.	Independent work: Students edit their writing on their own, then get it edited by a teacher.	Both students and teachers are editing writing.		Drafts, colored

			pens
5 min.	<p>Closure: If there is extra time students will peer edit with a partner. While students are still at their desks, encourage them to reflect on these questions:</p> <p>Is my writing clear and organized?</p> <p>Does my story make sense?</p> <p>Does it answer who? What? Where?</p>	Students are finishing their editing and working with a peer or a teacher in order to clarify their writing.	Drafts, colored pens
Assessment: Students will be assessed based on their participation during whole class activities and their ability to write/edit independently.			
Standards: <ul style="list-style-type: none"> Standard 2: Students will read, write, listen, and speak for literary response and expression. <ul style="list-style-type: none"> Develop original literary texts that <ul style="list-style-type: none"> contain characters, simple plot, and setting use rhythm and rhyme to create short poems and songs use dialogue use vivid language use descriptive language to create an image Produce imaginative stories and personal narratives that show development, organization, and effective language Use resources such as personal experiences and elements from other texts and performances to stimulate own writing Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <ul style="list-style-type: none"> Use a variety of prewriting tools to organize ideas and information Use personal experiences and knowledge to analyze new ideas Standard 4: Students will read, write, listen, and speak for social interaction. <ul style="list-style-type: none"> Share the process of writing with peers and adults; for example, write with a partner Develop a personal voice that enables the reader to get to know the writer, with assistance 			

Lesson Plan		Subject: Writing	Teacher: Marjorie Berman	Day # 3
Unit Title: This is My Brooklyn Lesson Focus Questions & Objective(s): What did we do during Plan & Touch? Sketch? Write? Why do we do this process before writing? Why are we writing about these memories?			Students will engage in: X Independent practice <input type="checkbox"/> Partner work <input type="checkbox"/> Small group work X Whole group <input type="checkbox"/> Project work <input type="checkbox"/> Centers <input type="checkbox"/> Other:	
Time	Lesson Progression	What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)	Materials	
10 min.	Class Starter: Review of small moment writing. Introduce today's activity: final drafts. Questions to ask: What did we do during Plan & Touch? Sketch? Write? Why do we do this process before writing? Why are we writing about these memories?	Students are answering questions about small moments. Teacher is modeling the Plan/Touch, Sketch, and Write format. Moves post-it to Write column.	Plan/ Touch Sketch, and Write chart	
15 min.	Independent work: Students will use their edited drafts to create their final draft.	Students are writing their final drafts by using their edited first drafts. Asking for help if necessary. Depending on ability level, students have the option to have a teacher transcribe their writing for them or type it instead of writing it by hand. Teacher is walking around the classroom, aiding students as necessary.	Paper, pencils, possibly a computer	
15 min.	Whole Group Learning Activity: When everyone is finished writing and has been checked by a teacher, we will gather as a whole class to present the writing. Questions to ask: What do good speakers do to make sure their audience can hear them? What do good speakers do to make sure their audience is	Students are engaged in the instruction of presentation skills. These skills will have already been taught, so this will be a review. Students will listen and respect their classmates. They will give constructive feedback and always begin with a compliment. Teacher is modeling how to present appropriately and give feedback appropriately.	Final drafts	

	listening and enjoying? What is a compliment? Why is it important for criticism to include a compliment first?		
10 min.	Closure: After presentations students will reflect on the experiences of writing and presenting. Questions to ask: Was writing your small moment easier with the Plan & Touch, Sketch, Write steps? How did it feel to share your small moment? How did it feel to listen to other peoples' small moments? Did you notice any patterns in the moments everyone picked?	Students are engaged and answering questions from the teacher, sharing their own experience of drafting and presenting a small moment. Teacher is prompting students to reflect on what they read and heard.	N/A (discussion)
Assessment: Students will be assessed based on their participation during whole class activities and their ability to write based on an edited draft. They will also be assessed on their presentation skills and their ability to give thoughtful feedback to peers.			
Standards: <ul style="list-style-type: none"> Standard 2: Students will read, write, listen, and speak for literary response and expression. <ul style="list-style-type: none"> Present original works, such as stories, poems, and plays, to classmates Compare literary texts and performances to personal experiences and prior knowledge Explain cultural and ethnic features in literary texts, with assistance Ask questions to clarify and interpret literary texts and performance Discuss themes of literary texts, with assistance Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. <ul style="list-style-type: none"> Express an opinion about school and community issues Analyze and evaluate new ideas by using personal experiences and knowledge Use appropriate eye contact and gestures in presentations and responses Speak with appropriate rate and volume for the audience Take turns speaking in a group Standard 4: Students will read, write, listen, and speak for social interaction. <ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the listener when speaking Use the rules of conversation, such as avoid interrupting and respond respectfully 			

Lesson Plan		Subject: Mathematics	Teacher: Jillian Gutman	Day(s) # <u>1</u>
Unit Title: This is my Brooklyn. Lesson Focus Questions & Objective(s): What do I do everyday that celebrates the place I live? What does my day look like in my place?			Students will engage in: X Independent practice <input type="checkbox"/> Partner work X Small group work <input checked="" type="checkbox"/> Whole group <input type="checkbox"/> Project work <input type="checkbox"/> Centers <input type="checkbox"/> Other:	
Time	Lesson Progression	What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)		Material
10 min.	Class Starter: (Question, discussion, warm-up, etc) What do you do on a typical day in your place in Brooklyn? How do we celebrate these places through our everyday activities?	This will function as a brainstorming activity. Students will participate in a stop and jot to determine what kind of day they will be making their schedule for. This activity will function to get their brains thinking of things they do in their particular place. By having students on the rug sitting in their place of interest groups, students who need assistance coming up with ideas will be helped by group members and teacher.(Rug)		-Math notebook -Pencils -Chart paper -Marker
5 min.	Review/ Connections to prior knowledge: For the past few weeks, we have been discussing what Brooklyn means to us and talking about our personal places of interest. Recently in math, we have been talking about telling time and creating schedules for our days, just like we do in the classroom – we talk about what special we have, when we will have lunch or reading or math. Today, we will be creating schedules of what you do or might do in these places. Questions to ask: What type of day are you going to use in your schedule	During this portion of the lesson, students will be further fleshing out what their schedule will look like. They will have the opportunity to continue brainstorming and discussion with their group mates and peers to further their ideas. (Rug)		-Math notebook -Pencils -Chart paper -Marker

	making? Real or made up? School day or weekend?		
15 min.	<p>Direct Instruction/Whole Group Learning Activity:</p> <p>I will now show you how I would make my own schedule for my day in my place in Brooklyn.</p>	<p>At this point, the teacher would model for the students how he or she would complete a schedule for their day. Students would copy the schedule down onto a template made by the teacher.</p> <p>(Rug)</p>	<p>-Math notebook</p> <p>-Pencils</p> <p>-Chart paper</p> <p>-Marker</p> <p>-Schedule template</p>
20 min.	<p>Potential Independent/Group Practice(Activity):</p> <p>Now, you will make your own schedules! You have the choice to use the template I have made, or you can make up your own schedule and times on your own! You also have the choice to make 1 day or 2.</p>	<p>During the independent portion of the lesson, students will have the choice to use a teacher made template (tier 1) or create their own schedule entirely (tier 2) or create multiple days (tier 3). During this time, the teacher will be walking around to facilitate. Students will be seated in their groups, which allows for assistance from each other as well.</p> <p>(Tables)</p>	<p>-Math notebook</p> <p>-Pencils</p> <p>-Chart paper</p> <p>-Marker</p> <p>-Schedule template</p>
5 min.	<p>Closure:</p> <p>So today, we learned all about creating out own schedules that talk about what we do in our place of interest to celebrate it everyday. Let's have some people share!</p> <p>Questions to ask:</p> <p>Does everyone's day look the same?</p> <p>What were some common activities?</p> <p>How did people get from place to place?</p> <p>Was every part of the day a celebration?</p>	<p>During this time, students will be listening to the share of classmates and then participating in discussion. Teacher will serve as facilitator.</p>	<p>Math notebook</p> <p>-Pencils</p> <p>-Chart paper</p> <p>-Marker</p> <p>-Schedule template</p>

<p>Assessment:</p> <p>Students will be assessed on their ability to complete the activity. Students will also be assessed on their active participation in the class brainstorm, share, and discussion.</p>	
<p>Standards:</p> <p>Common Core Mathematics Standards: Measurement and Data</p> <p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>Social Studies Core Curriculum Standards</p> <p>Important events and eras of the near and distant past can be displayed on timelines.</p> <p>Calendar time can be measured in terms of years, decades, centuries, and millennia, using BC and AD as reference points.</p>	

Lesson Plan		Subject: Science	Teacher: Ariane	Day(s) # 1
Unit Title: This is My Brooklyn Lesson Focus Questions & Objective(s): What have I noticed about the community gardens that house local plants and animals around me and how can I protect my local plants and animals?			Students will engage in: X Independent practice X Small group work <input type="checkbox"/> Project work <input type="checkbox"/> Other:	
			X Partner work X Whole group <input type="checkbox"/> Centers	
Time	Lesson Progression		What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)	Materials
5 min.	Class Starter: (Question, discussion, warm-up, etc) “Class, have you noticed anything about the plants and animals in our local community parks and gardens?”... Students answer.		Students are sitting at the rug, listening to teachers instruction of what today’s lesson will be about. Teacher will have question written on white board, and will write students answers/previous observations on white board.	whiteboard

	<p>“Today we are going to take a walk to our local garden and while we are there we will be detectives and write down anything we notice about the local plants and animals.”</p>	<p>These answers will be compared to what they observe during the lesson.</p>	
7 min.	<p>Review/ Connections to prior knowledge: Remember how we were studying the local plants and animals from our community, and how they are unique to where we live? Well today we are going observe them in their real environments, write down our observations on the graphic organizer pasted in our notebooks, and discuss what types of things we noticed.</p> <p>Questions to ask: Remember to constantly ask yourself “Why?” Why does s/he eat that? Why does s/he live there? Why does it look the way it does?</p>	<p>Teacher gives students their notebooks, asks them to open to today’s graphic organizer. The graphic organizer has different spaces with headings of different “Why?” questions. These questions act as prompts for some students to continue to ask their own question and create their own questions. Other students will have differentiated graphic organizers that have more questions already formulated. Students with less writing skills can draw pictures in addition to writing words. Students will be encouraged to continue to ask “Why” questions to generate their scientific inquiry. They will also be encouraged to ponder about answers to their questions. These questions and possible</p>	<p>Notebook Graphic Organizer Pencils</p>
20 min.	<p>Direct Instruction/Whole Group Learning Activity: Teacher brings students to local garden. Teacher demonstrates/models how to use the graphic organizer in the notebook while making observations in the garden. Students are then expected to go off and do the same.</p> <p>Questions to ask: Do you remember learning about that plant/animal? What do we notice? Jot it down, draw it out. Constantly asking why, and jotting down these questions in their graphic organizers. Stop and Jot.</p>	<p>Teacher and students leave classroom to exit the school and take a walk to the local garden. Teacher points out local plants and animals to students as they come across them on their walk and in the garden. When class gets to the garden the teacher scaffolds learning and models how to use the graphic organizer while making observations about the local plants and animals.</p>	<p>Notebook Graphic Organizer pencils</p>
—	<p>Potential Independent/Group Practice (Activity):</p>	<p>Students who need extra support will be paired with a</p>	<p>Notebook</p>

min.	Students are expected to go off, observe, and ask “Why?” questions in the graphic organizer in the notebook. Students will be allowed to work independently or in small groups.	partner who is more able to generate and complete questions. All students will be monitored by teacher, teacher will help students who need more extra support. Teacher will direct students to observe specific areas, for example, gardens with litter. Students will be asked what they notice about these areas. And to think of a potential way we could change what we notice.	Graphic Organizer pencils
10min.	<p>Closure: “Lets gather at the rug to discuss our observations of our local plants and animals from our local garden. What are some of the “Why?” questions you found yourself asking and jotting down? What did some of your drawn pictures look like?” Teacher jots down student responses on whiteboard. “Lets ponder about ways we could change our local garden to help our local plant and animals’ environment be a better place for living.” Teacher writes down student responses on chart paper.</p> <p>Questions to ask: How can we test our “Why?” questions? Is there anything we could try to change about the local garden that may help our local plants and animals? Would these changes allow them to live in a better environment?</p>	Students and teacher will gather on the rug to discuss their observations and record them on the whiteboard. The new observations will be compared to the old observations. Students will be encouraged to discuss patterns they see among their observations. Students will also be asked how they can test their why questions.	Chart paper Notebooks Graphic Organizer Markers
<p>Assessment: Students are expected to have generated and asked “Why?” questions based on their observations in our local garden. Students will be assessed based on their “Why?” questions from their graphic organizers, and their contribution to the ending discussion about what they’ve noticed.</p>			

Standards: Science Standard 1: Analysis, Inquiry, Design: Scientific Inquiry Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process. S1.1 Ask “why” questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a Observe and discuss objects and events and record observations S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they observed. S1.3a Clearly express a tentative explanations or description which can be tested. English Language Arts Standards > Writing > Grade 3 > Production and Distribution of Writing W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	
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Lesson Plan		Subject: Science	Teacher: Ariane	Day(s) # 1
Unit Title: This is My Brooklyn Lesson Focus Questions & Objective(s): Using my knowledge about problems with the local plants and animals in my community gardens and parks, what types solutions to problems can I design and test?			Students will engage in: <input type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Small group work <input type="checkbox"/> Project work <input type="checkbox"/> Other:	
5 min.	Lesson Progression	What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)		Materials
	Class Starter: (Question, discussion, warm-up, etc) “Boys and girls, taking out your notebooks/graphic organizers from our previous lesson we had in the local garden, what kinds of things did you think about for how to improve the environment that our local plants and animals live in?” “Is	Students will be asked to sit at the rug with their notebooks and Graphic Organizers from asking “Why?” questions/observations from the local plant and garden lesson. Students will answer the teacher’s starter question that relates to the previous lesson, Love Thy Local Plants		Notebook Graphic Organizer: Chart Paper

	there anything you would want to add to our existing chart paper?”	and Animals. Teacher displays chart paper from previous lesson to help students remember their previous ideas. Teacher adds additional ideas to chart paper.	Markers
7min.	<p>Review/ Connections to prior knowledge: “Remember how we discussed looking at patterns with the types of questions we were asking and observations we made? We are going to use those patterns to identify what features we want to change in the park, and we will break off into small groups to design solutions to some of our observations.” “Turn and talk with your about some patterns you might see.” Students share responses. Teacher lists patterns on chart paper in different color.</p> <p>Points to make: “Remember the importance of protecting, restoring, and improving our local garden to help our local plants and animals thrive. We are trying to create a solution to the themes we have noticed.”</p>	<p>Students will identify patterns with their responses on what they chose to improve for the local garden. Some patterns that may arise are: More trash cans Better fences Improved hoses/watering solutions Better feeders, i.e. bird feeders</p> <p>Students who need extra support will be assigned to work with students who are more capable of drawing patterns and identifying relationships.</p>	Chart Paper Markers
5min.	<p>Direct Instruction/Whole Group Learning Activity: Teacher will demonstrate what is expected and how to go about designing a solution to an already existing feature in the local garden. Students will be reminded to remember that we are improving features that will benefit the preservation of local plants and animals, or restoring a feature that will benefit the environment of the local park.</p> <p>Questions to ask: Questions for understanding. “What am I drawing?” and “What am I writing?”</p>	<p>Teacher will model using a theme/pattern the students have already identified. For example, improved sprinklers/watering solution for plants, the teacher will sketch out how she thinks she could improve the already existing feature, using colors from markers, crayons, etc, labeling its improvements, and writing down on lined paper, explaining the reasons why it was chosen. Students will be watching teacher to understand what is expected of them.</p>	Markers Crayons Colored Pencil Plain Paper Lined Paper

25 min.	<p>Potential Independent/Group Practice(Activity):</p> <p>Small groups designing already existing features that can be improved/restored for the benefit of local plants and animals. Each student will draw their own design solution and write their own reasons for choices.</p> <p>10 minutes will be used to draw the design</p> <p>10 minutes will be used for writing.</p> <p>5 minutes to decide which is the best solution out of the group and why.</p> <p>When students are finished they will hand the “best solution” designs to the teacher who will post them for the lesson closure.</p>	<p>Using the themes/patterns generated by the students, the teacher will chose groups based on student interest. Students who express interest in a particular theme will be placed together to develop a solution. In the groups, students will be responsible independently creating their own solution (to their assigned theme), drawing it out, using art materials, and explaining (writing) the reasons why it was chosen on lined paper.</p> <p>Students will be placed in diverse groups, where all learning levels will be present. Higher learners will help lower learners, and the teacher has the ability to change the groups if “according to interest,” doesn’t allow this to happen. Students who have limited writing skills will be encouraged to verbally explain their reasons.</p>	<p>Markers</p> <p>Crayons</p> <p>Colored Pencil</p> <p>Plain Paper</p> <p>Lined Paper</p> <p>Pencils</p>
5min.	<p>Closure:</p> <p>Students will be asked to verbally present why they chose to improve the given feature. Students will be asked to defend their reasons why they chose it and why they think it’s the best possible solution. Teacher will reiterate the importance of protecting, restoring, and improving our local garden to help our local plants and animals thrive.</p> <p>Questions to ask:</p> <p>How can we go about putting these designs into effect? Are they possible to actually create and test in the local park?</p>	<p>Teacher will post students drawings on board and student groups will be asked to present, what did they choose and why? What improvements were made? Is this an idea that we can actually craft and possibly put it in the local garden to be tested?</p>	
<p>Assessment:</p> <p>Students will be expected to work collaboratively with group members on improving a feature of the local garden that will benefit the local plant and animals. Students will be assessed on their efforts to create possible solutions to a feature from the local garden, students will be asked to explain the reasons for their choice. Students will be assessed on how they justify their explanation in the</p>			

importance of changing the feature.	
<p>Standards:</p> <p>Science Standard 1: Analysis, Inquiry, Design: Engineering Design:</p> <p><i>Key Idea 1:</i> Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints.</p> <p>T1.1 Describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved.</p> <p>T1.1a Identify a simple/common object which might be improved and state the purpose of the improvement</p> <p>T1.1c Suggest ways the object can be made differently, fixed, or improved within given constraints</p> <p>T1.3 Generate ideas for possible solutions, individually and through group activity;</p> <p>apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices.</p> <p>Learning Standards for the Arts:</p> <p>Standard 1: Creating, Performing and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.</p> <p>Visual Art: 1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors.</p>	
<p>Next Steps:</p> <p>Class will take a vote on which design they would potentially create.</p> <p>Within the guidelines of the Science Standard 1: Analysis, Inquiry, Design: Engineering Design, students will have the opportunity to support their reasons as to why they think their design would be needed and best in the local garden. This knowledge will help them support their argument when writing a persuasive essay for Social Action to a local politician, asking if it would be possible to change a park feature to better the local plant and animals' environment.</p>	

Lesson Plan		Subject: Mathematics	Teacher: Jillian Gutman	Day(s) # <u>1</u>
Unit Title: This is my Brooklyn Lesson Focus Questions & Objective(s): When I am celebrating my place, what kinds of foods do I enjoy? How do I share these foods among the people I share my place with?			Students will engage in: X Independent practice <input type="checkbox"/> Partner work <input type="checkbox"/> Small group work X Whole group <input type="checkbox"/> Project work <input type="checkbox"/> Centers <input type="checkbox"/> Other:	
Time	Lesson Progression	What are students doing?/What are teachers doing? (How will learning be differentiated, scaffolded, etc.?)	Materials	
5 min.	Class Starter: (Question, discussion, warm-up, etc) So boys and girls, today we are going to continue our look into fractions. Remember we have been discussing them throughout the year. Well today we will be using our fraction knowledge to plan out meals when we go to celebrate our places! Let's list what we know about fractions.	Students will be listening, discussing, and asking questions to help them to create the concept of sharing the sandwiches and how that can be related to fractions.	-Chart paper -Markers	
10 min.	Review/ Connections to prior knowledge: Let's list what we know about fractions! We will make this list to help us as we work through our fraction sandwich problem! Questions to ask: Can we add ALL denominators? Can we make a number line to help our brains think about what different fractions look like?	This will allow them to gather their thoughts and previous knowledge about fractions. Teacher will be facilitating the discussion and recording the fraction facts as students recall what they know. Creating this list will help struggling learners, as they will have a reference to refer to.	-Chart paper -Markers -Math notebooks -Pencils	
15 min.	Direct Instruction/Whole Group Learning Activity: Let's look at the first problem together. First we must read the information in the problem. If all of us pool our money to buy some sub sandwiches we will need to share them equally. But, we all ordered different subs with different amounts of kids! 6 kids ordered 3 subs, 4 kids ordered 3 subs, 2 kids ordered 3	As teacher models, students will be recording what the teacher is modeling in their notebook.	-Chart paper -Markers -Math notebooks -Pencils	

	subs, and the final 3 kids ordered 2 subs. Now remember, we are going to share the subs equally among the groups. So which group of kids will get the most subs! – model for students how to go about solving this.		
15 min.	Potential Independent/Group Practice(Activity): Ok, now that we have looked at the first part of the problem together, now you will go off and your own and complete this. If you would like some help seeing up the problem stay here on the rug and we can do that together.	Students have the choice to either stay and have the teacher set up the problem or return to their desk and complete the problem on their own.	-Chart paper -Markers -Math notebooks -Pencils
5 min.	Closure: So boys and girls, today we used our fraction knowledge to help us solve the problem of sharing sub sandwiches when we go on our field trip! Isn't it cool to see how when we are out in our places of interest enjoying out community we need math! Questions to ask: Is there another situation you can think of when you would need to use fractions in real life? What times have you used fractions in real life?	Students will be engaged in answering the questions during our discussion and reflecting upon what was learned in the lesson.	
Assessment: Students will be assessed on their ability to complete the activity and to the degree of independence.			
Standards: Common Core Mathematics Standards: Number and Operations: Fractions Develop understanding of fractions as numbers. 3.NF.1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.			

3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.

3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.

Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*

Social Studies Core Curriculum Standards

Communities Around the World – Learning about people and place

People in world communities celebrate their accomplishments, achievements, and contributions.

People in world communities must depend on others to meet their needs and wants. Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.

People in world communities use human, capital, and natural resources.

Part V: Differentiating Instruction for Students with dis/abilities and ELLs

See Lesson Plans (Part IV) for *Differentiation*

Part VI: Assessment (before, during, after)

See Lesson Plans (Part IV) for *Assessment*

Part VII: Community Resources

1. Prospect Park Alliance

95 Prospect Park West Brooklyn, New York 11225

Mission Statement: In partnership with the City of New York and the community, the Prospect Park Alliance restores, develops, and operates Prospect Park for the enjoyment of all by caring for the natural environment, preserving historic design, and serving the public through facilities and programs.

<http://www.prospectpark.org/>

If the students choose Prospect Park as a research topic, we would go on a field trip here. The members of the research group could contact the Alliance to interview someone or visit. The Prospect Park Audubon Center could be visited so the students can interact with the exhibits and learn about the history and plants and animals of Prospect Park. There are also guided tours available for students so they can have a shared experience together learning about the park at the park.

2. Brooklyn Bridge Park Conservatory

334 Furman Street Brooklyn, NY 11201

Mission Statement: To ensure the creation, adequate funding, proper maintenance, public support, and citizen enjoyment of Brooklyn Bridge Park through partnership with the government, development of programming, and active promotion of the needs of the park and its constituents.

<http://www.brooklynbridgepark.org/>

The Brooklyn Bridge Park Conservatory prides itself in being a living classroom. They offer inquiry and experiential education programs, which align with New York State and New York City standards and support and materials for teachers. Besides a field trip to the Brooklyn Bridge/Brooklyn Bridge Park, one education program in particular that would enrich our unit is their “Great Brooklyn Bridge” program. This program would be open to our 3rd grade class with collaboration with City Science, a local non-profit. The “Great Brooklyn Bridge” program is an exploration of the history of the construction of the Brooklyn Bridge, changes in landscape of Brooklyn it caused, how the forces of tension and compression of the bridge can create stability, and the different components of the bridge. There is also a scavenger hunt during a walking tour of the bridge.

3. Brooklyn Botanical Garden

900 Washington Avenue Brooklyn, NY 11225

Mission Statement: The mission of Brooklyn Botanic Garden is to serve all the people in its community and throughout the world by:

- Displaying plants and practicing the high art of horticulture to provide a beautiful and hospitable setting for the delight and inspiration of the public.
- Engaging in research in plant sciences to expand human knowledge of plants, and disseminating the results to science professionals and the general public.
- Teaching children and adults about plants at a popular level, as well as making available instruction in the exacting skills required to grow plants and make beautiful gardens.
- Reaching out to help the people of all our diverse urban neighborhoods to enhance the quality of their surroundings and their daily lives through the cultivation and enjoyment of plants.
- Seeking actively to arouse public awareness of the fragility of our natural environment, both local and global, and providing information about ways to conserve and protect it.

<http://www.bbg.org/>

The Brooklyn Botanical Garden offers teacher training, opportunities for self-guided tours, and three exploration tours for 3rd graders, flower explorations, exploring for plants we use, and ecological explorations. Not only would this enrich the research study if the Botanical Garden was chosen by the students as a field trip destination, but also for the science part of the unit on plants. The exploration tours also give students the opportunity to take a plant or mini-terrarium home.

4. Brooklyn Public library

10 Grand Army Plaza Brooklyn, NY 11238 and various other locations

Mission Statement: It is the mission of Brooklyn Public Library to ensure the preservation and transmission of society's knowledge, history and culture, and to provide the people of Brooklyn with free and open access to information for education, recreation and reference.

<http://www.brooklynpubliclibrary.org/>

If students choose the library to research, we will go on a field trip here. Students will be able to contact a librarian and ask questions about the library or ask for books and other resources to help them research their topics. Teachers can borrow books and other materials from the library to help students with their research projects.

Part VIII: Parental Involvement

The unit, *I Live in Brooklyn!*, really lends itself to family and parental involvement. First, the unit begins with a read aloud lesson with the book, *I Live in Brooklyn!*, where students will make self-to-text connections with the places illustrated and discussed in the text. All of these places are located in Brooklyn, where some of our students may have already visited, and possibly have not visited. For the places

that students have not had the opportunity to experience, as educators, we encourage those students and their families to journey to the new places of interest. As educators, we will motivate students to visit these places, both with their families and through our class trips, by continuing to study these places of interest, throughout the entire unit of study.

Parents will be encouraged to accompany our class on trips, so they too can be engaged with the places of interest with our students and their own children. Parents will also be given the opportunity to contribute any knowledge, about particular places in Brooklyn, and share that knowledge with our students during a scheduled time for Family Share. Family Share would be a designated period of time during the I Live in Brooklyn! Unit, where students' family members (parents, aunts, uncles, grandparents, etc.) would come into the classroom and teach students what they know about a place of interest, or simply share an experience they have had with a particular place of interest. This designated time would enrich learning for students because they would be able to listen to other points of view from adults with different cultural backgrounds. In addition to Family Share, families would be invited into the classroom for a publishing party of the students' Small Moment/Personal Narratives. Providing families and parents with plenty of opportunities to be engaged in their child's learning will aid in the success and motivation of learning for the students in our classroom.

Part IX: Hackman's 5 Essential Components of Social Justice Education

CONTENT MASTERY/FACTUAL INFORMATION: Our curriculum covers reading, writing, history, visual art, science, math, social studies, and social action all in relation to Brooklyn. Students first decide what parts of Brooklyn they are most interested in learning about or have a strong connection to. From there, they conduct research, share facts with the rest of the class, and analyze the current situation in this particular place of interest. Through the reading, history, and writing lessons our students will learn concrete facts about their chosen topic. The math lessons will provide students with practical, everyday uses for the strategies they have been learning this year such as time, money, and fractions. The science, social studies, and social action lessons will allow students to discover what they can do to protect and restore the places in their community to which they have made a connection.

CRITICAL ANALYSIS (Systems of Oppression) Students learn the significance of **P5**

Process = Perspective + Positioning + Power + Possibility: The science and social studies activities that our students participate in will encourage the idea of taking action within the community. Once students find an issue regarding their research topic, whether it be about protecting or restoring, they will then learn more about what their part as a student, a child, and a community member can be. Empowering students to take responsibility for the change that they want to see will encourage the ideas of active citizenship and social change. After they have taken a stance on an issue, educated themselves on the area, and learned various ways to begin, students will take action.

ACTION AND SOCIAL CHANGE: After thoroughly researching their respective topics, students will gain a connection and sense of pride about their specific place. The social action lessons we have planned provide students with an opportunity to participate in a positive action towards social change. For most likely the first time in their lives, they will be able to send their letters, their suggestions, and their own ideas to people in power in an effort to make a real difference. Going through this process will be something that students remember learning because of what an authentic experience it will be. This project will be one of the standout events from memories of elementary school specifically because of their strong connection to their place of interest and the chance to speak up for what they believe in.

PERSONAL REFLECTION (EDUCATOR/STUDENTS): Throughout the project students are encouraged to ask pertinent research questions, especially those that begin with “Why?” When their place of interest is first being researched and the personal connection is first being realized, students are bound to notice that everything in the history of their topic has not been perfect. Whether they decide to fight for more trash cans in Prospect Park, labor union rights regarding the constructors of the Brooklyn Bridge, or more environmental education within the Brooklyn Botanical Garden, students will be reflecting on their own relationship with the space and how they feel about preserving and protecting it.

MULTICULTURAL GROUP DYNAMICS: One of the enduring understandings of our curriculum is that just because we live in the same place, doesn’t mean we all have the same experiences and interactions within the community. This will be clear once students develop their small moments in writing, develop a daily schedule in math, and create community artwork. All students will produce something different because their experiences are unique. However, through this project our students will develop a bond with their peers, especially those researching the same place of interest. They will discuss the local flora and fauna that they have all seen in science, read various maps in social studies, and go on trips together as a class. These shared experiences will remind students of another of our enduring understandings: although we are all different, we all live in the same community, depend on each other, and have shared experiences.

Part X: Materials/Resources

See Lesson Plans (Part IV) for *Materials*