

OVERVIEW

Grade/Year level:	3rd (8-9 yr olds)	Collaborative teaching team:	Montemayor, Wilensky,Sims
Date:	Aug 12-Sept 19	Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others)	Six Weeks



Transdisciplinary theme

(Type Transdisciplinary theme here.)

How We Organize Ourselves



Central idea

Systems are established to create organization.



Lines of inquiry

- Analysis of organization or lack of organization
- Need for systems in different communities
- Personal organization systems



Key concepts

Form, Function and Causation



Related concepts

Structures and Systems



Learner profile attributes

Balanced, Principled, Reflective, Risk-takers



Approaches to learning

Self-Management-Organization, Safety and Healthy Choices, Codes of Behavior, Spatial Awareness
Social-Respecting Others, Adapting a Variety of Group Roles, Cooperating
Thinking-Analysis, Evaluation, Application



Action

- Being more organized in the classroom.
- Knowing different systems in the new class.
- Acknowledging the responsibility to stay organized.
- Holding each other accountable.
- Problem solves procedures and routines that need improvement.
- Be present in the meetings; Engaged in the learning
- Know the different systems in the new class and have ownership with them.

REFLECTING AND PLANNING



Initial reflections

Powerful to have student agency-Students are giving feedback and using their voice.
Touch base with students about things that need to change or improve.



Prior learning

Class discussion about what it means to be organized versus unorganized using a T- Chart.

KWL-What is a system?

Reflect on how you are organized. How is your home organized? How were you organized last year?

Come with an understanding of routines and expectations (Kramer spaces)

Can understand and identify morning/classroom routines

Have a bank of strategies for problem-solving situations

2023-2024

They may need support with stamina to stay focused. Have brain breaks and build them up to be able to stay focused online.

They may need structure with their daily schedule and expectations.

They will need support on how to talk to others



Connections: Transdisciplinary and past

Math-Number systems, computing, counting, patterns, and relationships, problem-solving system

Science-How safety procedures are organized; Connect science research to organization and systems

Social Studies-Branched of government

RLA- Amplify unit 1 and 2

How are your papers organized? How are your writing pieces organized? How is a personal narrative organized? Connect to the graphic organizer.

General-Organize classroom jobs, materials, folders, PROBE notebooks, desks and lockers.

Learning goals and success criteria

Learning Goal: I am learning that systems are established to create an organization.

Success Criteria:

I can:

- Stay organized (desk, backpack) in the classroom.
- Know where to return and store materials.
- Know how to be organized in their day throughout the building.
- Take the initiative to be organized by following procedures, transitions, and routines.

Students will describe a system they have in place, like their desk and justify whether or not the system is effective.

What is the system?

How does it keep you organized?

Is it effective? What would you change to make it more effective?

Execution: Ask students: What are the ways in which you can display how your system works? (write about it, schedule/list, picture/visual, oral/role-playing).

Rubric:

Expert	Practitioner	Apprentice	Novice
I can define and explain how a system is a collection of parts put together to accomplish an overall goal. I can answer: - What is the system? - How does it keep you organized? - How can you or have you improved a system?	I can independently define a system as a collection of parts put together to accomplish an overall goal. I can answer: - What is the system? - How does it keep you organized?	With some support, I can define a system as a collection of parts put together to accomplish an overall goal. I can answer: - What is the system?	With support, I struggle to define a system, as a collection of parts put together to accomplish an overall goal. I can answer: - Partially describe a system.

Goal-Students will be able to explain the purpose and effectiveness of a system.

Role-Writing, Visual of the System, Present to a team or the class

Audience-Teacher and small group

Situation-Students describe a system they have in place and justify its effectiveness.

Product/Performance-Both (writing piece and diagram; explain their system)

Standards-Classroom procedures and expectations; SS (Branches of Government); RLA (Amplify); Math(Eureka); Sci (Exploration/Investigations with creating a plane, Scientific Method)



Teacher questions

- Why do we need rules, laws, or safety procedures?
- What are the consequences of not following expectations and procedures?
- What are some personal organization systems you have?
- What happens when systems fail to work?



Student questions

- How can we make this more organized? (Asking questions when they notice a need for organization).
- What if we organize _____ in this way?
- Can we share our personal systems of organization with each other?
- Can I organize my draft in this way? (We talked about how we can find different systems organization, there is no wrong or right way, there are just different ways to do it)
- Can I use the place value chart to organize my thoughts for this _____ (when talking about ordering numbers).

*Goal for ending this unit and opening the next unit, teaching how to generate questions.

DESIGNING AND IMPLEMENTING

Unit of inquiry and/or subject-specific inquiry (inside/outside programme of inquiry)

Transdisciplinary theme/Central idea:	How We Organize Ourselves; Systems are established to create organization.		
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Designing engaging learning experiences

Provocation:

- In the morning students will approach the classroom and the teacher will not say anything to students.
- When students enter the teacher will remain silent and give no instructions. It will be up to the students to determine what to do next.
- After the teacher and students will discuss what happened. Create a T-Chart of Being organized vs. Being disorganized.
 - How did you feel when you did have systems and when you didn't?
 - Why do you think it's more effective to have systems in place?

-Scavenger Hunt in both Classroom (First week of school)

-Provocation in Social Studies

-Posters for systems of organization at school, home, etc.

(1- the title of the system, 2-Example of the system, 3-Non example, 4- (# of kids is the group ways that it helps you stay organized)

-How we organize ideas in our head (Sketch notes 2nd semester)

Creation of Essential Agreements

- Work in groups and ask, "What rules do we need to have in our class?" Defend your thinking or your reasoning.
- My responsibility for you and your responsibility to the learning environment in t-chart of teacher/student expectations and responsibilities
- Discuss the essential agreements and sign.

Analyze systems throughout school/home/world and identify what works and what does not. Examples: cafeteria, the lineup (HALL), speed limits, traffic jam

- Lining up (HALL):
- Transitions:
- Cafeteria procedures:
- Bathroom procedures:
- Centers:
- Organizing materials



Supporting student agency

Voice, Choice, Ownership

Creating Essential Agreements together

Reflect on systems currently in place

Flows and grows-What went well? What needs to be worked on?

Self-reflections with the levels of engagement and learner profile.

Create classroom jobs and fill out applications including classroom ambassadors to collect feedback about the units



Teacher and student questions

How can we improve this system to ensure it works more efficiently?

- What are the ways you organize your thoughts?
- What happens when a system of organization is failing?
- What did you notice during the second part of the organization?
- Why is it important to have your materials organized?
- (During 2nd part of provocation) How did you feel when things were not where they should be?

Students during the second part of the provocation:

- Did you do this to trick us? (during the second part of the provocation)
- Why are things where they are not supposed to be?
- WHY CAN'T I FIND THIS?!?! (very frustrated).

System Presentations:

- What happens when the systems of the organization do not work anymore?
- How do you problem solve and get it back to being organized?



Ongoing assessment

Observational-Students are following classroom and school-wide expectations.

Draw pictures of lab safety as well as an assessment of science safety concerns and how to fix them.

Cause and effect t-chart (System/Why it is needed or System/What happens if it isn't followed) about systems in a school community. What do you observe in place here at Kramer?



, voice levels, cafeteria procedures, arrival and dismissal procedures.



Making flexible use of resources

Computer lab organization with teacher

Ask teachers or staff about their organizational systems

Library organization with librarian

Gym equipment organization

2024-2025

Technology

Access to Clever, Google, other tools

Whiteboards, manipulatives, journals, physical resources

Systems to get support for instruction, library, counseling... clearly communicating and problem-solving



Student self-assessment and peer feedback

Questions for clarity

I notice, I wonder

Glow and grow

Morning Meeting



Ongoing reflections for all teachers

Enjoyed the unit. Important for students to organize themselves-systems, routines, etc.

Being back in the classroom helps with models and examples of organization. Kids can see it first hand.

Math-Using graphic organizers (KNOW) and models. It has helped them organize their thinking in math.

Forgetting items has been an issue. Started taking Dojo points when students aren't responsible.

Jobs, roles, and responsibilities have been set up and have led to opportunities for agency.



Additional subject-specific reflections

Math-

- We were able to really hit on the importance of organizing our thoughts through showing work, as well as how we organize numbers.



- We discussed the various systems in math and how we use organization and steps to follow different systems and determining our own systems
- Where we are lacking is making connections outside of school, which we can do. We need to be more explicit.

Science-

- The food groups are organized so we can have a balanced diet
- When talking about nutrition we were able to connect how we organize our plate and the importance of having different items from various food groups on our plate.
- Students made connections to how we organize our food in the cafeteria to have a balanced meal.

Reading-

- We could have connected our story map to a way that we organize the plot.
- We did a good job of talking about how stories are organized (beginning, middle, end)
- We did a good job of talking about how personal narratives are organized (introduction, first, next, then, last, closing).
- We created a system of organization to annotate during reading
- We have a system for Spanish and English (kids understand the system/ strategy of bridging)

Social Studies-

- We really did the most during social studies!
- Students worked in groups to create a poster to show the central idea "Systems are established to create organization".
- Students also did individual posters to explain their personal organization systems.
- Students understand that the government is also a system of organization with three branches that have different functions.
- We shared pictures of our own personal organization systems we have at home.

REFLECTING

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 **Teacher reflections**

2023-24
Opinion writing-How we organize our writing. It has to be organized to make sense (Amplify).
Completed the provocation with organizing supplies with the scavenger hunt.
3rd graders are taking ownership of the room/supplies.
Eureka is organized in a specific way with the schedule and materials. Using time management. Organizing our time and the way we think.
Classroom organization is always a great way to start the year.
Unit 2 Amplify-Scientist classifying animals (warm blooded/cold blooded/kingdoms, etc.) and connecting it to classifying into other jobs or careers. Breaking down items into groups helps sees the connection and organization of groups.
Agentic opportunities-Do you want to work with me? Do you want to work with others? Do you want to work alone?

2024-2025
Organization is not only materials but also thinking skills. (Putting our thoughts together.) (connection to ATL Skills)
Students can put things back in an organized way, even though they had only been in school for a week.
Making connections to the unit and Reading (Wind and the Willows).
Jobs are working well, keep the class stay organized. Introduced each job, one a week.

2025-26
3A - Sent “job” application home so students could filled these out. Parents could also write recommendation letters. Students are excited for jobs and getting rewarded. They will choose different jobs to try new ones. Previous students will help the new students and explain how to do the jobs.

- Desks are hard to keep organized so we take some time to make sure things are tidy.
- Math thought and how they are organized in our heads. RDW when we show our work.
- Giving them a voice if they need extra help to work with the teacher, partner o r by themselves.

3B - Students were able to list the different ways we maintain organization in the classroom - class jobs, Read-Draw-Write strategy (organizing our thinking), what to put in lockers vs. desks, etc.

- Organization in science - using the scientific method to systematically approach questions that can be answered through testing and observation.
- Students knew that class jobs were not just random - they were to make life easier for themselves, their classmates, their teachers.

 **Student reflections**

2023-24

Students are frustrated with time management and workbooks (ripping out pages) in the Amplify and Eureka lessons.
Use the tools in the room, including lockers and are responsible for it.
It is important to be organized so we can be productive and get our job done.
If I am not organized, I cannot do my work. I cannot find my materials.
Agentic opportunities-They are looking for ways to get help and to help others. They are choosing who they are working with. Understand why it is important to pick the right partners for work.
Classroom jobs are up and running! Doing great with the jobs and getting paid every Friday. They are problem solving and working together when jobs take two or more people. Can add jobs if they see a need.

2024-2025

Talking about supplies with students and connections to the IB unit. Students help organized the supplies in the classroom.
Students reflected on how they organized things at home. (Bedroom, Kitchen)

2025-26

Students added new jobs and reflected on the organization. Students made connections between at home and school. Students made connections between how thoughts need to be organized, especially when doing Math problems (Read, Draw, Write). This also applied with write RACE and AC and in Science: Claim, Evidence, Reasoning.

Assessment reflections

Activity with students-Sharing their system of organization. What is the system? How is it organized? What happens when it is not organized?
Students were critically thinking about the system and asking questions about other systems.
Reflection options including Nearpod (What is a system? How can you become more organized?)

2024-2025
Students did a unit reflection for the bulletin board. Students choose an organization item, something at school or at home.

Notes