



BAIP/Brain-targeted Teaching® Learning Unit

Academic Content: ELA-Module 3, America, Then and Now...

Learning Unit Title:

Grade Level(s): Kindergarten

Author(s): Sarah Aguda and Linda Whelihan

We're on the Move!.....(through history)

Learning Unit Overview: (Overarching Learning Unit content; Essential questions; Expected student understandings)

Essential Question: How has life in America changed over time?

Expected student understandings:

- Authors of informational texts teach us information about real life through their books.
- Informational texts have main topics supported by key details that tell readers more about a topic.
- Life at home and life at school in America have changed over time.
- Modes of transportation and communication in America have changed over time.
- Inventions make life easier and help people do things in new ways.

BT-1: Setting the Emotional Climate for Learning

- Create a Long Ago photo collage - have students bring in pictures of parents/grandparents/family members from "long ago", and include your own!
- Teacher Task-bring in some family photos that show cars, fashion, hairstyles from the past. The kids will love seeing their teacher as a youngster!
- Review rules about accepting and embracing differences.
- Incorporate into Morning Circle routines looking at an image, and have the day's sharing be a conversation around the open ended question "What might this be?"



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BT-2: Creating the Physical Environment for Learning

- Posting family photos
- Time Machine-Dress-up area/General Store with clothes and items (phones, kitchen gadgets) from different eras
- Have kids create a part of a time machine by table. Each table come up with a sound to go along with their creation.
- Selection of books depicting America years ago that are DIVERSE.
- Old time toys-jacks, string games, jumprope, tiddlywinks, simple card games-war/go fish, hand-clap games
- Set up a timeline on the carpet or outside on the playground to jump back and forth in time.
- Set up a tracing station where kids can trace images from the books, transfer the images and color them in.

During appropriate times, play music of previous eras. If possible, pair with video, and use it as a springboard for discussion.

<https://www.youtube.com/watch?v=fNKRm6H-qOU>)_

https://www.youtube.com/watch?v=y5_oM8rU1jk

https://www.youtube.com/watch?v=nj_rzLAuSec

[1939- Vintage Black American Teenage Lindy Hoppers](#)



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graph TD
    A([The Little House on the Prairie]) --- B([Big Idea: To express how life has changed in America over time.])
    A --- C([Arts Integration])
    A --- D([Reading and Writing])
    A --- E([Social Emotional])
    B --- B1[Focus Questions:  
How was Cynthia Rylant's life different from your life?  
How has life at home and at school changed in America?  
What changes does the Little House see in her neighborhood?  
How have transportation and communication changed in America?  
How did Benjamin Franklin's inventions change life in America?  
How has life in America changed over time?]
    B --- B2[Key Understandings:  
• Authors of informational texts teach us information about real life through their books.  
• Informational texts have main topics supported by key details that tell readers more about a topic.  
• Life at home and life at school in America have changed over time.  
• Modes of transportation and communication in America have changed over time.  
• Inventions make life easier and help people do things in new ways]
    C --- C1[Zine style retelling of Little House  
Roving Reporters/historians  
"Spokespuppets"  
Time Machine: Dress-up corner  
Using our bodies-Dance and timeline  
Young inventors-cup phones]
    D --- D1[Retelling through Art/writing/puppetry  
Socratic Seminars  
Reader's Theatre  
Vocabulary Deck]
    E --- E1[Daily check-ins  
Routines  
Family Photos  
Arts Integration]
    F[Assessment: Rubrics, self assessment tools, informal assessment, check-ins]
  
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Big Idea: To express how life has changed in America over time.

Focus Questions:
How was Cynthia Rylant's life different from your life?
How has life at home and at school changed in America?
What changes does the Little House see in her neighborhood?
How have transportation and communication changed in America?
How did Benjamin Franklin's inventions change life in America?
How has life in America changed over time?

Key Understandings

- Authors of informational texts teach us information about real life through their books.
- Informational texts have main topics supported by key details that tell readers more about a topic.
- Life at home and life at school in America have changed over time.
- Modes of transportation and communication in America have changed over time.
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Arts Integration

Zine style retelling of Little House
Roving Reporters/historians
"Spokespuppets"
Time Machine: Dress-up corner
Using our bodies-Dance and timeline
Young inventors-cup phones

Reading and Writing

Retelling through Art/writing/puppetry
Socratic Seminars
Reader's Theatre
Vocabulary Deck

Social Emotional

Daily check-ins
Routines
Family Photos
Arts Integration

Assessment: Rubrics, self assessment tools, informal assessment, check-ins



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BT-4: Teaching for Mastery of Skills, Content, and Concepts

List Objectives aligned with strategies

Writing Objectives: to write/dictate/draw for informational paragraphs with supporting, text based details

ELA: to compare information across texts, to compare and contrast life in America now and long ago

- Visuals that allow students to compare "then and now" -worksheets and think, pair, share. (here is an opportunity for diverse art)
- **Artwork** - create a puppet invention and have it explain itself.
- **Artwork**-dedicate an area of the classroom to "invention". Have recycled materials-milk cartons, bottle caps, straws, cardboard, pipe cleaners, masking tape, markers- so kids can design the next innovative machine. 1. Identify a task/problem 2. Design a solution.
- **Artwork**-Use a zine format to show changes over time. Ex. The Little House
- Character interviews - as the inventor (or invention!) from either now or long ago (go in through a time machine! Props and costumes!) and talk about the world
- Flip the Script: Teacher from another time - have students come up with a list of questions for a teacher from several generations ago and either interview a person/have the teacher "become" the person and be interviewed.
- What if there were no ??? inventing something new-What will transportation/communication/housing/clothing look like in the future? Have a Lego box and have a weekly "Imagine that" challenge for a new invention.
- Art through the ages-cave paintings, Sistine Chapel, i-pad drawings. Talk about tools and materials and have kids make their own brushes out of sticks, paint on paper taped to the underside of their desks, draw on their i-pads.

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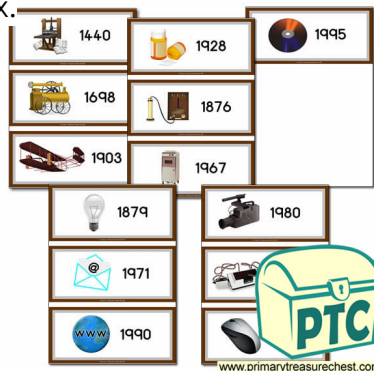
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- Create a historical invention deck of cards and have kids move on the timeline as they choose cards . Ex.



- Create art depicting another time- inspired by Tom Miller -What's happening in this picture?



- Old time kitchen- make ice cream the old fashioned way (hand crank or with the can method)
<https://www.youtube.com/watch?v=q46UnlboDGk>
- Old time kitchen-make butter with a churn or
[Making Butter With Kids - Easy Shake Method!](#)
- Emphasize capitalization by having kids "act out a sentence." Have kids sit in a circle. Go around the circle with individual students repeating each word in a sentence Every time there's a capital letter, that student stands up in the shape of the letter. At the end of the sentence, the student can curl up in a ball to represent the period.



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Cross Curricular Connections: Patterns in art, science inventions/technology, scientific processes/exploration through invention, physical education

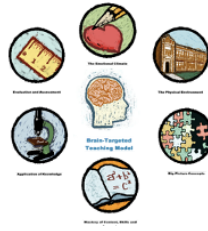
BT-5: Teaching for Extension and Application of Knowledge

List Objectives aligned with strategies

- Student choice in EOM project - subject and type of presentation (chatterpix, traditional, puppetry, roving reporters)
- Field trip to MD Blacks in Wax, MD center for History and Culture, B&O railroad Museum, or Museum of industry (in the neighborhood virtual tour) examine and discuss historical objects
- Create a doodle poll and share with seniors to find out what changes they've seen in their lifetimes. Use the Wonder Wheel to come up with questions and sentence starters modeled after "When I was young in the Mountains"
When I was young in _____, I used to _____.
- Who tells the story? As roving reporters, we can only access a couple of generations. Where do we look to find out what happened in the past? Show kids how to access reliable/unbiased information.
- Invite a teaching artist to animate students' informational text or create a class "crankie" showing changes that occur in the text of "The Little House".

BT-6: Evaluation of (and for) Learning

- Arts Integrated Rubrics, informal assessments based on student responses/conversations
- Peer feedback
- Opportunities for students to reflect on their learning/work



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Resources:

Benjamin Franklin inventions

<https://www.fi.edu/en/benjamin-franklin/inventions>

<https://childrenslibrarylady.com/kid-inventors-2/>

<https://www.atozkidsstuff.com/inventions.html>

Annotated Version of BAIP BTT Template



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Annotated Version of BAIP BTT Template

Learning Unit Overview: (What are the disciplines included in this Unit Plan? Ex. Math and Music include Wit & Wisdom Module or appropriate academic source; Essential questions; Expected student understandings, Focus Questions)

BT-1: Setting the Emotional Climate for Learning

Every Brain-Targeted Teaching® (BTT) Learning Unit should promote a positive learning environment and embed activities that connect students' emotions with the content they are studying. The suggested activities for the BTT Learning Unit address Culturally Relevant Pedagogy (CRP) and the infusion of the visual and performing arts as an effective way to tap into students' emotional response systems for heightened engagement and enhanced learning.

Features:

- ❖ Foster safe, emotionally positive environments
- ❖ Promote cultural inclusiveness through focus on identity, culture, and experience of all students
- ❖ Maintain personal connection between teacher and students
- ❖ Create a climate in which mistakes are opportunities for learning
- ❖ Incorporate Social Emotional Learning strategies
- ❖ Build self-direction through student choice
- ❖ Enjoy using humor (not sarcasm)



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- ❖ Promote curiosity through questioning, or creative devices
 - ❖ Affirm students' responses through positive language
 - ❖ Plan predictability, routines, and rituals
 - ❖ Emphasize sketching and simple drawing in combination with written language
 - ❖ Build trusting family relationships by honoring family traditions

BT-2: Creating the Physical Environment for Learning

Prepare the physical learning environment by deliberately planning for novelty, order, and beauty within each learning unit.

Features:

- ❖ Group desks for varied activities including cooperative learning, group activities
- ❖ Include images of racially, ethnically, and neurodiverse individuals from present day or from history
- ❖ Display students' work and allow student choice in the displays
- ❖ Rotate/change displays to promote novelty in the environment
- ❖ Create work centers that allow for movement
- ❖ Maintain orderly and visually appealing workspace



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- ❖ Create visual displays connected to current content
 - ❖ Display special items relevant to teacher and student interest
 - ❖ Play soft background music when appropriate during students' independent work
 - ❖ Promote times when students maintain silence to help with focus and concentration
 - ❖ Use lighting and aromas that enhance the workspace

BT-3: Designing the Learning Experience

Use pictorial representation of concepts and relationships. Brainstorm to create a thematic unit graphic organizer that will build on the *big ideas* of the learning unit that demonstrates overarching content and concepts; employ tenets of mind mapping, non-linguistic structures, and curriculum mapping.

Features:

- ❖ Create concept maps for articulation of key learning goals and objectives
- ❖ Include big picture ideas, essential questions, enduring understandings
- ❖ Promote visual notetaking
- ❖ Build lessons from relevant standards and curriculum scope and sequences
- ❖ Use for formative assessment activities to determine prior knowledge



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- ❖ Encourage students to develop their own concept maps as they acquire and retrieve information
 - ❖ Ask students to develop concept maps of questions about why they are curious about related to their own experiences with the content
 - ❖ Pose questions to students about what parts of their identities they see or don't see represented in content-based concept maps
 - ❖ Decorate classroom space with murals and students' art exhibits

BT-4: Teaching for Mastery of Skills, Content, and Concepts

List Objectives aligned with strategies

Use multi-model strategies to teach content, skills, and concepts and to promote long-term memory. Provide differentiation of instruction based on students' emotional needs, academic goals, and cultural competencies. Use arts integration to promote student learning and engagement.

Features:

- ❖ Present new content and/or reinforce learned content through song, rap, poems, visual arts, theater, dance, or media
- ❖ Invite students to demonstrate their learning through the visual and performing arts
- ❖ Promote movement, including dance, tableau, or hand gestures to embed embodied cognition into learning experiences



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- ❖ Use visual analysis (art as text, photography, paintings, performance, film, video)
with students' own or a different culture
 - ❖ Show students how to use visual note taking for enhancing vocabulary, lecture notes, etc.
 - ❖ Illustrate concept maps with cultural symbols, icons, or student-selected images
 - ❖ Encourage visualization strategies
 - ❖ Use mixed media presentations: podcasts, blogs, digital art
 - ❖ Use dramatic arts strategies: Reader's Theater, role play, interview, improvisation, etc.
 - ❖ Encourage active retrieval rather than passive studying
 - ❖ Space learning episodes for consolidation of thinking
 - ❖ Regularly vary learning activities
 - ❖ "Chunk" learning tasks into segments and revisit earlier learning chunks

BT-5: Teaching for Extension and Application of Knowledge

List Objectives aligned with strategies



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Focus on divergent thinking activities and real-world problem-solving such as conducting investigations, designing experiments, creating metaphors and analogies, examining cause and effect patterns, analyzing perspective, and engaging in creative thinking through the visual and performing arts.

Features:

- ❖ Regularly include divergent thinking activities/questions into content presentations- encourage students to think of multiple and novel approaches to responses
- ❖ Include real-world problem-solving including investigations, experiments, comparisons, classifications, analysis
- ❖ Encourage students to find out more about what is **not** included in the curriculum, and engage students in debate on topics from minoritized perspective
- ❖ Foster students' choice of content In project-based learning activities
- ❖ Include inductive thinking-drawing general conclusions from specific, and deductive thinking – predictions based on generalizations
- ❖ Use visual metaphors and analogies
- ❖ Encourage student to reenact key ideas through dramatic role play, song writing, play writing, mix-media presentations: *podcasts, blogs, digital art*
- ❖ Allow time in the schedule for reflection of learned content (tools for reflection could be drawing, concept mapping, or quiet mindfulness moments)



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Brain Target 6: Evaluation of Learning

Align learning objectives, instructional activities, and evaluation methods while considering other brain targets. In addition to using selected-response test items such as multiple-choice, matching, and true-false, teachers include constructed-response assessment activities such as performance tasks, exhibitions, projects, and portfolios. Constructed-response assessments measure the kind of student performance promoted by Brain-Targeted Teaching® Model that typically is not measured well by selected-response test items. And teachers use scoring rubrics, keys, checklists, self-evaluations, and reflections to measure what students know, perform, and construct to demonstrate content standards in constructed-response assessments.

Features:

- ❖ Institute the use of student journals logs to facilitate communication between the teacher and student about thought processes on new learning
- ❖ Provide immediate, frequent, relevant feedback
- ❖ Include feedback that verifies correct responses for convergent activities
- ❖ Include feedback that requires students to extend thinking in open-ended divergent thinking activities
- ❖ Use authentic performance assessment using rubrics, scoring keys, and other scoring tools
- ❖ Provide time for self-reflection and revision
- ❖ Use peer feedback using “Praise, Question, Polish” format
- ❖ Employ the arts as a record of achievement
- ❖ Role play “jobs” from real world positions. Allow for peer review acknowledging demonstrated proficiencies, assets, skills, and knowledge