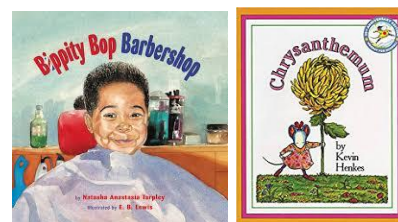


Unit 1: Our Community

WEEK 4 Days 1-5



Writing & Drawing: Interviews

Children interview a member of the school community they met during the Scavenger Hunt in Week 3. They draw, write, and dictate interesting information they learn in the interview.

Enduring Understandings	Individuals or citizens come together to work, live, learn, and relate to each other in communities. A strong, interdependent community has qualities such as: members working together to identify and solve problems.
Essential Questions	What does it mean to be a member of a community? Where do you find what you need including information, help, and companionship in your community?
Vocabulary	scavenger hunt: a search in which participants look for specific things interview: to ask someone questions curious: interested
Materials and Preparation	Make sure the visitor knows when to come to the classroom and what to expect in the interviews with children. <ul style="list-style-type: none"> ● Scavenger Hunt recording sheets completed in Week 3 ● chart paper ● markers ● paper ● writing and drawing tools ● clipboards ● technology for recording interviews (e.g., camera, phone, tablet), optional
Intro to Centers	<i>All of you have had a chance to go on a school scavenger hunt, and we have lots of notes about the people you met and the jobs they do in our school.</i> Refer to a few of the completed Scavenger Hunt recording sheets.

	<p><i>Many of you have been especially interested in _____ [staff person]’s job, so we have invited him to visit our classroom for an interview! To interview someone means to ask questions so we can get more information.</i></p> <p><i>What questions do you think we should ask _____ about his job?</i></p> <p>Write several interview questions on the chart. Invite children to participate, perhaps by contributing letters for initial sounds they have been practicing.</p> <p><i>When _____ comes to our classroom, he will join children working in the Writing and Drawing Center. That’s where you can ask him some of these questions. You might also have other questions you’d like to ask _____ about his job. Remember, he is the _____ for our school. Think about why that is important and what you’d like to know about that job. Hold a clipboard and paper while you interview him, so you can draw or write down an interesting answer to a question you ask.</i></p>
During Centers	<p>Invite the interviewee to sit in the Writing and Drawing Center for part or all of Centers time. Children enter and exit the Center as usual.</p> <p>Encourage children to ask the questions generated by the group during Intro to Centers, along with other questions they have.</p> <p>Children can write, draw, or dictate notes to record the person’s responses. They might also document the interview with a camera or other recording device.</p>
Facilitation	<ul style="list-style-type: none"> ● Which question will you ask first? ● Why do you want to know about that? ● How will you record what you are learning about _____ in this interview? ● Why is that interesting to you? ● Why do you think _____’s job is important in our school community? ● What other questions do you have? ● Is there something you would like to tell _____ about our classroom?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>Geography 2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p>

	<p>Global Connections Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p>
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