**One the Farm! Thematic Unit**

Analysis Document, by Shanda Thornell

**Learning Goals**

On the Farm! In this thematic unit we will use the animals and processes of a farm to integrate language arts, math, social studies, and science. It will be written for Kindergarten aged students.

**Needs Analysis**

According to the Utah state core, students in Kindergarten are required to learn the basics of subtraction, reading comprehension/fluency, living things, and what people need to live and how they get those things. The Core standards are as follows:

Math

Domain: Operations and Algebraic Thinking

-Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

2- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

 Literacy

4. Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

6. (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.

7. (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.

 Science

4.1 b. Compare and contrast young plants and animals with their parents.

 Social Studies

4.1 c Describe how basic human needs, such as food, shelter, and clothing, can be met.

 I will pre-assess the student’s knowledge of these subjects using a clicker test. This test will have questions that cover each of the subject areas from the unit.

**Learner Analysis**

I will be teaching this thematic unit to students from the city of Draper Utah. The AM class has 20 students, and the PM class has 21 students. They are between the ages of 5 and 6 years old. The socio-economic status of Draper residents is on average fairly affluent. The estimated median household income in 2009 was $87,379 and the Estimated median house or condo value in 2009 was $420,194 (<http://www.city-data.com/city/Draper-Utah.html>). The majority of the students have had pre-school experience (only a few did not), but this is their first year of formal public education. There are only 2 students in which Spanish is spoken often in the home, 1 one which is very fluent in English, and 1 who is still at the beginning levels.

These students are mostly still very excited about learning and coming to school. They enjoy hands on activities. Their attention spans are very short and lessons must be engaging and explicit. Each sit down lesson needs to be less than 20 minutes.

All of the students have some sort of access to a computer, whether it is at home or at school. Many are very accustomed to using different kinds of technology, such as computers, IPads/IPhones etc. But there are also many limits to their technology abilities due to their young age. Students are not able to type in information onto programs without help. The majority can’t read and need to be walked through step by step with pictures. They all need adult supervision while using a computer.

Students attend school every weekday for approximately 2 ½ hours each day. The majority of students are there regularly and on time, though there are a 2 in the AM class who are late often and 1 in the afternoon who will miss often due to frequent illness. Time is short in Kindergarten and must be planned wisely.

These classes have come in with a great variety in skill level. We have tested the students using our districts CBM tests, which measure basic mathematics and literacy skills. The math scores ranged from 68%-80% that scored above benchmark, lowest being oral counting. The literacy tests ranged from 66%-88% that scored above benchmark, with the lowest being letter naming fluency.

**Task Analysis**

Please see attached concept webs

**Context for Instruction**

This unit will be delivered in a variety of ways. My young students need many different instructional methods both to keep their attention and to meet different learning styles. I will do some whole class direct instruction, small group center work, and hands-on manipulatives based instruction as I present this information to my students. I plan to use the many resources that are available to me at my school. For example, I have toy farm animals that could be used as manipulatives when teaching subtraction. I believe this will help to reach various learning levels and styles.