

Project Plan: Community Theme

Class Description:

We taught a kindergarten class that as a whole, enjoys sharing ideas and participating in class discussions. There is diversity in interpersonal relations, with a mix of highly extroverted and introverted personalities in the classroom. There is an equal number of boys and girls in the class. There are no children in the class with visible or diagnosed disabilities. There is a great diversity of cultures, languages, and religions in the class. The students have a lot of energy to harness which we were mindful of when planning our lessons. The students often have fidget toys to keep themselves focused throughout lessons, and instructions are kept short (generally ten minutes at most). Students are used to working in partners. There are two students who are beginning English learners and are generally partnered with classmates in order to be able to carry out school tasks.

Rationale:

Our lessons are based on the general concept that community is a place where people live and work. To achieve this goal, we decided to focus on teaching the roles and characteristics of community helpers and bee communities. School is a place where children's worlds expand: they start to branch out from the home to a more extended contact with the community. As the new BC curriculum reflects, students need to leave the school system with developed core competencies in personal and social skills, so much of the function of schooling has to do with socialization. The curriculum states that "personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world." (BC Ministry of Education, 2015) Children's understanding of society is influenced by how teachers, caregivers, and other adults help them to navigate the social system that is community. As such, it is essential that students are taught from an early age about the structure and function of society so that students are equipped with the necessary knowledge to function and succeed within it later in life.

The first lesson is focused on the social structure of bee colonies and the parallels that can be drawn between bee and human communities. *The Bumblebee Queen* by April Sayre as a read-aloud session detailing the different roles of bees working and living in the colony, and students are asked to relate characteristics of bee hives to human communities. (Example: "The queen is the leader of the bees and lays all the eggs so that the colony grows. Do humans have leaders?") The students are then lead on a bee community tour, in which they enactively learn the roles of drone, worker and queen bees by performing tasks reflective of real jobs in bee hives, such as collecting pollen to feed the queen and drone bees. To finish the lesson, a song

was composed to help students remember the underlying concepts of the lesson through song lyrics.

Our second and third lessons change the focus from bee helper roles to human community helper roles. *UnBEElievables* by Douglas Florian is read aloud to review the roles of bee helpers as a segue to examining the sorts of jobs people can do in their community. After this discussion, four stations are set up for exploration of the duties of police, doctors, firemen and chefs through enacting the roles. Students get a taste of forensics through fingerprint creation and examination through magnifying glasses, and through the process discover how difficult it can be to match found fingerprints to the culprit! They role-play as doctors, administering medications and providing care in imaginary situations. The fire station teaches students to stay low and go when there is smoke and that people and animals must be saved first before firefighters put out a building fire. Last but not least, students imagine what it is like to be a chef assembling a pizza with multiple ingredient requirements. Through these stations, students learn the complexity of different community helper roles while having lots of fun!

Objectives:

Through enacting the roles within bee and human communities, students will understand that humans live in communities that are similar and different from animal communities. Students will immerse themselves in the various roles of each community (worker bee, queen bee, doctor, police officer, etc.) and recognize that all communities are diverse and made up of individuals who have different roles that contribute to their community. Through a series of group enactive lessons, students will work collaboratively and identify the importance of working together as a community.

Learning Standards and Content

Social Studies:

- Students will know some of the roles in the local community and their responsibilities as community helpers
- Students will explain the significance of people in the local community
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.
- Acknowledge different perspectives on people, places, issues, and events in their lives (perspective).

Language Arts:

- Students will use play and other creative means to discover foundational concepts of print, oral and visual texts
- Begin to use sources of information and prior knowledge to make meaning
- Engage actively as listeners, viewers and readers to develop understanding of self, identity and community

- Use personal experience and knowledge to connect to text and make meaning
- Familiarize with language features such as letter-sound correspondence and concepts of print

Math & Numeracy:

- Develop mental math strategies and abilities to make sense of quantities
- Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community
- Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving
- Connect mathematical concepts to each other and make mathematical connections to the real world
- Change in quantity to 10 using concrete materials
- Concrete or pictorial graphs as a visual tool for the class
- Number concepts of 10

Assessment methods

Throughout the three lessons, student learning was evaluated through a series of formative assessments rather than summative. Students demonstrated learning through observations, group discussions, participation, engagement and positive attitude. At the start of the second lesson, students were formatively assessed through a series of learning check-in questions relating to the previous bee community lesson. During the community role stations, students were assessed *for* learning through observations regarding attentiveness and responses to the stations. The chef's corner station provided opportunities to assess mathematical concepts by checking their pizza the number of indicated toppings.

Explicit Strategies & Enactivism:

The goal of our project plan was to teach the students about the importance of a community through bringing to life a bee and human community. It is only through immersing into the roles that children can truly gain an understanding of what these communities are like. Rather than simply telling students about the various community helper roles, we used a social, active, and inclusive series of activities to recreate small pieces of their local community. We chose roles that were relevant to their lives such as a doctor and through experiential learning they drew conclusions about the unique dynamic of each community and how every individual contributes with their own set of responsibilities.

Relevance - This unit plan connects to enactivism through relevant teaching because the students will take what they learned about how a bee community functions and compare it with the characteristics of the human community they belong to. By enacting the community roles

that they are familiar with and come in contact with on a regular basis, they can create meaning around why these helpers are important contributors to the community.

Social - All of the lessons were created on the basis of social engagement. The students had the opportunity to contribute towards their own learning by bringing the roles to life as well as self-reflecting through pre and post-activity discussions. The role-playing portions of the lessons gave students an outlet to collaboratively learn and understand the importance of working together as a community. Specifically, the firefighter and doctor stations were thoughtfully designed to implicate how effective and necessary it is to work together as a team in order to solve everyday problems.

Active - Students actively engage in imaginative play that encompasses the roles and responsibilities of community members to create an experiential learning environment. Reflective students engage in reflective practice through pre- and post-pretend play discussion. Pretend play, literature, visual aides and music are just a few multimodality strategies that have been embedded within these cross-curricular lessons to provide greater depth and scope of understanding in the students that enables active learning.

Interconnected - Children participated in all the activities as a class, being given equal opportunities as much as possible to engage and reflect together. The experiential hands-on activities along with extra efforts to incorporate hand gestures and visual aides, provided ELL students the appropriate accommodations to feel included and involved. Students take active learning roles in understanding how bee and human communities are inextricably linked through cross-curricular lessons that merge language arts, drama, mathematics and social studies subject areas.

Resource Critique

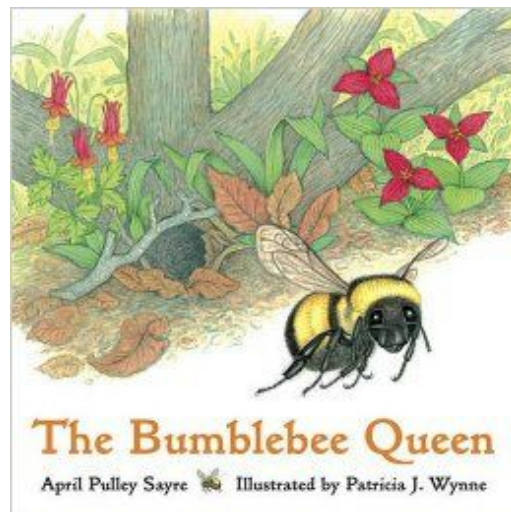
Book: *The Bumblebee Queen* by April Pulley Sayre

This book describes the life and community of a bumble bee through the eyes of the Queen. The book blends science, literature, social studies and illustrations to tell a lyrical story about the bee community with extensive details. Through the eyes of a early primary school teacher, one drawback to this book would be the terminology that can occasionally be difficult to comprehend. It is also more focused on the scientific background of the bees rather than the social studies aspects of community. However, minor adaptations can transform this resource into an excellent tool for a unit on community. You can retrieve this book at any Vancouver public library or the UBC Education Library.

Book: *UnBEElievables* by Douglas Florian

This is a children's book that is filled with poems about bees, their community and the various roles within it. It is a great resource for primary students because it has beautiful illustrations, vocabulary that is appropriate for young children, uses poetry with rhyming patterns that are easy to follow along with, includes light humour and thus makes learning about bees an enjoyable experience. The poems are short enough that allows educators to get across the intended information while maintaining engagement even for small children. Despite the difficulty of explaining the role of a drone bee to kindergarten students, this resource does an excellent job of describing each role in a child-friendly manner. You can find this resource in any Vancouver public library.

Lesson 1: Bee Communities



Date: Feb. 26, 2016

Grade: K

Subject: Social Studies

Time Needed: 45 minutes

Aim:

Students will understand that animals live in communities that are similar and different from human communities.

Objectives:

Students will contribute to a read-aloud book discussion, enact the different roles of bees, and participate in a song and dance about being in a bee community.

Big Ideas:

Communities are diverse and made of individuals who have a lot in common.

Learning Standards and Content:

Students need to know the rights, roles, and responsibilities of individuals and groups; the needs and wants of individuals and families; and people, places, and events in the local community, and in local First Peoples communities

Competencies:

Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.

Acknowledge different perspectives on people, places, issues, and events in their lives (perspective).

Materials:

- *The Bumblebee Queen* by April Sayre
- Construction paper flowers
- Queen bee crown
- pom poms
- hexagon cut outs
- drone diagram

Instruction:

- 0:00 - Pre-reading guiding questions: What is a community? Do you know any animals that have their own communities? What do you think this book will be about, and how do you know?
- 0:03 - Read aloud of *The Bumblebee Queen* by A. Sayre.
- 0:10 - Post-reading guiding questions: Discuss if students like a bee community better or a human community? Do bee communities have play grounds? Do people have Queen bees?
- 0:15 - Ask students to think about whether or not they would like to transform into a bee “instead of deciding right now, maybe we should take an imaginary tour of a bee community! Who would like to do that with Stephanie the beekeeper?”

Student Activity:**Bee community tour:**

- 0:20 - Explain to students about the magical journey they will take around a bee community where they will get to see what the bees do in their neighbourhood. They will transform into worker bees and tour around the bee community by following the beekeeper!
- 0:23 - Students will stand up and follow the beekeeper as she shows how the female worker bees contribute to their community. They need to work all day sucking up nectar from the flowers to bring back to the hive! Their life in the community is all about providing food for the rest of the bees! Together the students will enact how bees take the nectar (yellow pom poms) from flowers (construction paper cut outs) and into honey

combs (paper cutout). They work hard to clean, feed and build their community. Without worker bees, no one in the community would have pollen to make food. Humans can buy their food but bees have to make their own.

- 0:28 - Here are the drone bees, they get to relax all day while the worker bees do all the work! Their only job is to help the Queen Bee to make more Bees for their colony. As the worker bees we must feed the drones! Students will sprinkle nectar (yellow pom poms) onto the drones to feed them.
- 0:30 - Last stop is to visit the royal Queen Bee! She is the mother of the colony and lays up to 2000 eggs a day! The rest of the bees work hard to protect her! She does not get to leave the hive which means that she cannot play outside with her friends outside of the hive!
- Lead students back to the carpet for a final song and dance by concluding that the bee community is very unique, bees care very much about their community. They each have a role, work hard and as a team to keep their community strong. Without cooperation and teamwork, they would not survive!
- 0:35 - Song and dance of "I Want to be a Bee" by Lisa Jensen. Students will hold hands in a circle to show they are together in a community. The song involves moving to the right and left together in a circle.
- 0:45 - End of class

Evaluation:

Observe student attentiveness and responses to the story. Assess for positive attitude and participation in the bee community tour and song.

Adaptations:

There will be students in the classroom who do not know any English, so graphics in the read-aloud will be pointed to in order to illustrate word meanings as it is read. These students will also receive more one-on-one instruction to ensure they understand what they are expected to do.

Extensions:

Students can make up their own lyrics for a personalized version of the song.

Cross-Curricular Connections:

Science - Students learn about honey bee behaviour, habitat, and how they benefit human communities.

Art - Drama and music are used as exploratory mediums for student engagement with the content.

Enactivism:

Relevance - The students will learn about bee community as a way to compare and contrast the characteristics of the human community they belong to.

Social - The students have a chance to contribute towards, and such shape, their own learning by participating in discussion before and after the book reading. They will role play together as a class to learn about worker, queen and drone bees.

Active - Students will actively engage in imaginative play and dance for their learning.

Reflective - Students engage in reflective practice through pre- and post-reading discussion.

Interconnected - Children will participate in all the activities as a class, being given equal opportunity as much as possible to engage and reflect together. This will be a challenge for the students who do not speak English, but extra efforts will be made to highlight key words with illustration and repetition so that they can feel included and involved. The students will be shown how bee and human communities are inextricably linked. The cross-curricular nature of merging literature, drama, visual aides and music will provide greater depth and scope of understanding in the students.

Resources:

Sayre, A. (2005). *The Bumblebee Queen*. Watertown, MA: Charlesbridge.
National Geographic Kids. "Ten Facts About Honey Bees!" Retrieved from
<http://www.ngkids.co.uk/animals/Honey-Bees>

"I Want to be a Bee"

Chorus (Action: holding hands in a circle)

I want to be a bee
Living with my family
In a close community
Buzz! Buzz! Buzz!

Verse (Action: still holding hands, move to to the right together in a circle)

I have super powers
I help all the flowers
Then I get to eat
A tasty honey treat!

Chorus (Action: still the circle)

Verse (Action: switch directions)

Working all day long
Isn't hard when I have song
Let's all do the jive
In our cozy hive.

Chorus (Action: dance on the spot)

Lessons 2 & 3 - Our Community Helpers



Date: March 11, 2016

Grade: K

Subject: Social Studies

Time Needed: Two 25 minute sessions

Objectives:

Students will understand that animals live in communities that are similar and different from human communities. Students will understand that just like bees, our community also needs helpers! Students will recognize the important roles our community members have.

Big Ideas:

Communities are diverse and made of individuals who have a lot in common.

Learning Standards and Content:

Students will know some of the roles in the local community and their responsibilities as community helpers

Competencies:

- Students will explain the significance of people in the local community
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.
- Acknowledge different perspectives on people, places, issues, and events in their lives (perspective).

Materials:

- *UnBEElievables* by Douglas Florian
- Doctor station: doctor head pieces, patient forms, toy thermometer, stuffed animals, bandages
- Police station: pencils, paper for drawing, ink pads OR plastic trays and markers, magnifying glass
- Chef Station: paper pizza toppings (pineapple, pepperoni, mushrooms, peppers, cheese, gummy worms, gum drops); pizza order sheet (topping labels, numbers and pizza sizes); chef menu (extension)
- Fireman station: White sheets or blankets, fireman hats and toys, toy babies/humans/animals, lego pieces for “fire”, bin for tossing lego pieces into

Instruction

Session 1:

Read-aloud (whole class) - 5 minutes

- Prereading guiding questions: Does anyone remember what animal we learned about last week? Where do they live? What kind of roles do Bees have in their community? How do they get their food? Who is responsible for collecting the food?
- Read aloud of selected poems from *UnBEElievables* by Douglas Florian
During-reading guiding questions: Do we have a Queen in our community? Do we have workers in our community?
- Post-reading guiding questions: What kind of helpers do we have in our community? Who helps us to feel better when we are sick? Who teaches us new things everyday? Who knows what a post carrier does?
- Today we are going to put on our imagination hats and see what it's like to be these community helpers because they have a lot of responsibility in our community! We depend on them for a lot of help to eat, feel better, learn new things and receive important letters!
- Share with students the four different community members we will learn about today: chef, teacher, post carrier and doctor

Student Activity (split class into two groups): 10 minutes for each station = 20 minutes

Community tour:

- Explain to students about the magical journey they will take in their neighbourhood to see the different community members. First stop: the doctor's office with Ms. Lecce, the police station with Ms. Jensen

Doctor station:

- Students will each get a patient form and evaluate their patient by matching the images on the patient form to the body parts on their stuffed animals. They will check their temperature and decide what needs to be done to help. Give scenarios for the stuffed animals and engage in conversation about what would they do if they fell off their bike
- Students will learn about some of the items in a doctor's tool kit.

Police officer

- Each child's hand is traced on a sheet of paper. Children put their fingers on the pad and then stick to the inked finger onto the matching finger in the hand outline. We look at the fingerprints with a magnifying glass, and talk about ways police detectives use fingerprints and how no two fingerprints are the same.

Session 2

Student Activity (split class into two groups): 10 minutes for each station = 20 minutes

Chef:

- Students will make pizzas by counting the number of ingredients each pizza needs based on teacher instruction and order sheet
- Students will then be able to create their own pizzas and share what they have added

Fireman:

- Teacher instructs students that as firefighters, they need to rescue the people, put out fires and escape safely. They must rescue the people first.
- Use sprayers or pretend hose to extinguish one "fire" each student. They take the "fire" they extinguished back to a bin on across the way, but they must stay low and go under the "smoke" (white sheet) to get there.
- When all the fires have been put out, the game can restart. Ask the students if they remember what needs to happen first and why (people need to get out before the fire is put out) before restarting.

Song: 5 mins

- "I Want to be a Bee" by Lisa Jensen

Evaluation:

Observe student attentiveness and responses to the stations. Assess for positive attitude and participation in each community role.

Adaptations:

There will be students in the classroom who do not know any English, so visual aids at each station will help them to participate. These students will also receive more one-on-one instruction to ensure they understand what they are expected to do.

Extensions:

- Students can create a name and story for their patient
- Students can write their name and patient's name on the patient form
- Students can write their own pizza creation a new chef's menu

Cross-Curricular Connections:

Language Arts: students will play with language to help them discover how language works, work on their letter formation, practice their reading strategies and learn concepts of print

Mathematics: students will understand that numbers represent quantities as they practice counting

Enactivism:

Relevance - The students will take what they learned about how a bee community functions and compare it with the characteristics of the human community they belong to.

Social - The students have a chance to contribute towards their own learning by participating in discussion before and after the poem read-alouds. They will role play and collaboratively learn the various community helpers through immersing themselves in these roles and learning from one another.

Active - Students will actively engage in imaginative play that encompasses the roles and responsibilities of community members to create an experiential learning environment.

Reflective Students engage in reflective practice through pre- and post-pretend play discussion.

Interconnected - Children will participate in all the activities as a class, being given equal opportunity as much as possible to engage and reflect together. This will be a challenge for the students who do not speak English, but due to the experiential hands-on activities along with extra efforts to incorporate hand gestures and visual aides, all children will feel included and involved. The students will be shown how bee and human communities are inextricably linked. The cross-curricular nature of merging literature, drama, mathematics and play, visual aides and music will provide greater depth and scope of understanding in the students.

Resources:

Cox, Karen. (2016). "Community Helpers Theme." Retrieved from
<http://www.prekinders.com/community-theme/>

"Personalized Pizza Order Form." Retrieved from
<http://www.overthebigmoon.com/wp-content/uploads/download-files/Personalized-Pizza-Order.pdf>