

Camping



Kindergarten Unit

Class Description

We had the pleasure of working with two culturally diverse kindergarten classes for our inquiry project. Our main class consists of twenty-two students, nine girls and thirteen boys. There are four students in the class who are considered direct English Language Learners, while another three students are considered indirect English Language Learners. Two students have Individualized Education Programs and two students receive monitored learning support. There are two EA's in the classroom that provide student support. One student spends most of his time in the resource room, but was present in the classroom for our first lesson. The socio-economic status of the students ranges from middle to high SES.

The teacher manages her class very well. The students in the class are well-behaved and enthusiastic. The teacher uses the zones of regulation (blue, green, red) to encourage and help the students to self-regulate. When we noticed the students moving outside of the class circle or getting distracted, we asked them to show us green zone behaviour. They responded by calming down and listening carefully. Circle time takes place in the center of the classroom, and there are small tables on both sides of the room for group or individual work.

Project Plan Overview

The first time we stepped into our main classroom, we asked the students, "What do you like?" in order to narrow down a topic for our inquiry project. After responses of "princesses", "slides", and "mom", the students finally agreed on something they enjoy - camping! We decided to start our project with a lesson on campfires. A campfire is a gathering place for campers, it's the heart of a campsite. Students worked together in small groups to build campfires. This lesson encouraged students to cooperate and collaborate, and created opportunities for inquiry through purposeful play. This lesson also promoted community building as students were given the opportunity at the end of the lesson to encourage their classmates around the class campfire.

As the students mentioned their interest in fishing during our first meeting, we decided to choose fishing as our topic for our second lesson. However, we chose to focus on the fish life cycle to provide students with the opportunity to sequence images and events, and distinguish between what has changed and what has stayed the same. Students learned about the different stages in a fish's life through story and art. Then they used inquiry processes to sequence a fish life cycle diagram. Students furthered their learning through interacting with artifacts - salmon eggs and whole dried fish.

Our third lesson focused on another important aspect of camping - shelter. We introduced the importance of shelter by helping students to understand which of our camping equipment is essential to survival; more specifically, which object is a need and which object is a want. By observing camping shelters, that is, tents, students noticed various shapes. We reviewed 2D shapes together and introduced 3D objects. Students designed and created their own 3D tents using marshmallows and toothpicks.

For our last lesson, we focused on the natural environment and animals with the purpose of developing environmental awareness. We presented pictures of animal tracks that could be found on a campground. In small groups, students researched one animal. Students had the opportunity to be detectives and develop their inquiry skills. Students asked questions, gathered information, communicated findings and identified corresponding tracks. We thought this topic would be a good way to end our unit as students would come to understand that the natural environment is ultimately the animals' home and they have a responsibility to leave the campsite in the same condition as when they arrived.

LESSON PLAN #1		
SUBJECT: Social Studies	GRADE: Kindergarten	
THEME: Camping		
<p>Curriculum Competencies/ Big Ideas/ Learning Standards</p> <ul style="list-style-type: none"> • Arts Education: Engagement in the arts creates opportunities for inquiry through purposeful play • Social Studies: Roles and responsibilities help us build healthy relationships with others. <p>Rationale: The students expressed unanimous interest in camping during our first meeting. This lesson will introduce students to camping and provide opportunities for inquiry and cooperation. Students will understand the essential supplies needed for camping, participate in camping activities and share their thoughts over a campfire. They will work together in groups to make a campfire – a gathering place for campers, or rather, the heart of a campsite.</p>		
<p>Assessment</p> <p>Teacher Observation:</p> <ul style="list-style-type: none"> • Participation in the mystery bag activity. • Listening, asking questions, making observations and predictions during story time. • Cooperative participation in the campfire activity. <p>Criteria needs to be met:</p> <ul style="list-style-type: none"> • Create a campfire. • Make necessary adjustments to the campfire once the teacher models a successful approach. 		
<p>Lesson Hook: Mystery Camping Bag Activity: Present a backpack to the students. Pose the question, “Who does this backpack belong to?” One mystery object will be selected (flashlight) and placed in a black bag. Students will have the opportunity to ask questions, feel and then describe the object. Once everyone has had an opportunity to feel the object, unveil the content of the bag. Show the students the remaining contents of the backpack (sleeping bag, tent pegs, match box, etc). Pose the question, “What do all these objects have in</p>		<p>Time 5-10min</p>

<p>common?”, “Where is this person going?” (All objects will be accompanied with a word card for alphabet practice)</p>	
<p>Teacher, Student Activity/Response</p> <p>Part One: Read aloud “Curious George Goes Camping” Before the reading, students will be asked to comment on the book title/cover and make predictions about the story. Students can continue to make predictions throughout the story, and make observations and ask questions about the pictures in the story. After the reading, students may share personal experiences related to the story.</p> <p>Brain Break: Camp Song</p> <p>Part Two: Small Group Campfire Building A campfire is a gathering place on a campsite. It’s like the living room in a forest as it brings people together. In 3-4 small groups, students will build their own campfires as a team. Students will be provided with twigs, newspaper, pinecones, leaves and other natural materials. Students will need to work together in order to build a campfire effectively. Allow the students to attempt this activity on their own. After two minutes, the teacher will model how to build a campfire. Allow the small groups to resume their activity and make modifications.</p>	<p>Time 10min</p> <p>2min</p> <p>10min</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</p> <ul style="list-style-type: none"> • Campfire colouring sheet • Camping vocabulary word practice 	
<p>Lesson Closure</p> <p>Whole Class Campfire Circle: The whole class will sit around the teacher’s campfire. Every student will be given a marshmallow to ‘roast’ (No roasting will actually take place, but each student will put their marshmallow on a stick). Students will be given permission to eat their marshmallow after they answer two questions: “Name one important thing you have learned today.” And “Name one thing someone in your campfire group did that made you feel good.”</p>	<p>Time 10 min</p>
<p>Transition: Work as a team to clean up the campfire activity.</p>	<p>Time 2 min</p>
<p>Reflections and Notes for next time</p>	

<p>The mystery bag activity was a great success. The students were engaged in the activity and posed thoughtful questions and made intelligent guesses. Students were also engaged in the story, but due to time constraints, some of the text was skipped or paraphrased. The campfire activity captivated the students' attention. There is great value in allowing the students to attempt building a campfire independently before the teacher(s) model for them, as this allows the students to brainstorm, problem solve and negotiate amongst themselves. Half way through the campfire activity the teachers modelled cooperative building. It was fascinating to watch the students modify their behaviour and strategies to more collaborative methods as a result. The time allocated for transition/cleanup was insufficient. It is recommended that 10 minutes be put aside for this purpose.</p>	
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LESSON PLAN #2	
SUBJECT: Social Studies	GRADE: Kindergarten
THEME: Camping	
<p>Big Ideas</p> <ul style="list-style-type: none"> • Language Arts - Stories can be told through pictures and words. • Language Arts - Language and stories can be a source of creativity and joy. • Arts Education- Engagement in the arts creates opportunities for inquiry through purposeful play. <p>Curricular Competencies</p> <ul style="list-style-type: none"> • Social Studies K - Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same. • Social Studies K - Use social studies inquiry processes and skills to: ask questions, gather, interpret, and analyze ideas; and communicate findings and decisions. <p>Rationale</p> <p>One activity the students want to explore within the camping theme is fishing. Accordingly, students will learn about one of the staple foods on a camping trip – fish. Students will engage with the fish cycle through image sequencing, story and enacted learning in order to develop their own understanding.</p>	
<p>Assessment</p> <p>Teacher Observation:</p> <ul style="list-style-type: none"> • Participation in the sequencing activity • Adjusting the fish life cycle sequence to reflect their new understanding • Listening, asking questions, making observations and predictions during story time <p>Criteria that needs to be met:</p> <ul style="list-style-type: none"> • Completed fish life cycle drawing • Pose one thoughtful reflection at the end of the lesson 	
<p>Lesson Hook:</p> <p>“What did we learn about last time? – Camping! Today, we will talk about a food we often eat at camp. Can you guess what it is? – Fish!”</p> <p>Fish Life Cycle Sequencing Activity:</p> <p>Present three images to the students – eggs, a fry, and an adult fish. The students will</p>	<p>Time 5 min</p>

<p>look at the pictures of the fish life cycle and determine the correct order. (Word cards will be provided for alphabet practice.) Although students are given three images and three arrows, they will not be required to use all three arrows. So, at this point in the lesson, the class may produce a linear sequence.</p>	
<p>Story: Read Aloud: Salmon Creek by Annette LeBox and Karen Reczuch Read pages 1-6, which correspond to the first phase of the life cycle. Provide students the fish colouring page. Have students draw an image that corresponds to the first phase of the life cycle.</p> <p>Read pages 7-18, which correspond to the second phase of the fish life cycle. Have students draw an image that corresponds to this phase.</p> <p>Read the remainder of the book, which corresponds to the final phase of the fish life cycle. Have students draw an image.</p> <p>Pair and Share: Have students show and explain their images to their partner. Students can recognize the different interpretations of the story through these images.</p> <p>After Reading Reflection: The teacher will draw connections to the three phases of the fish life cycle and the three phases of a book (beginning, middle, end).</p> <p>Teacher Prompt: “Does our fish sequence match the story? (Referring to the first activity) What would you change? How would you change it?”</p> <p>Introduce and explain the word ‘cycle’ (ie. Like circle; <i>bicycle</i>; <i>the wheels of the bus go round and round</i>).</p> <p>Brain Break Song: Slippery Fish</p> <p>Tactile Station Students will return to their table groups. Students will have the opportunity to have tactile interaction with each stage of the life cycle. During each stage, students will have the opportunity to pose questions, make observations and interact with the artifacts. First Phase: Fish eggs Second Phase: Tin foil craft to simulate the texture and look of scales. Third Phase: Dried whole fish</p>	<p>Time 20 min</p> <p>2 min</p> <p>2 min</p> <p>10 min</p>

<p>Lesson Closure Return to the carpet and reflect on the lesson. Teacher Prompts: "What did you learn today?"</p>	<p>Time 3 min</p>
<p>Transition: Clean up stations, put books away and prepare for recess/lunch.</p>	<p>Time 3 min</p>
<p>Plan for Early Finishers Students can read/view a number of fish-related books independently or in groups.</p> <p>Adaptations or Modifications for Individual Students N/A</p>	
<p>Reflections and Notes for next time The 'Fish Live Cycle' activity was a fantastic way to gauge the student's understanding by the end of the lesson. Initially, students aligned the three images in a linear fashion. The teachers intentionally did not correct or lead students to make any alterations to this arrangement. After the duration of the lesson, the students were able to reflect upon and make modification to their arrangement and came to the conclusion that the fish life cycle is cyclical in nature. Emphasis needs to be placed on the difference between an activity sheet and a colouring sheet. The length of the book needed to be shortened for the allocated time, therefore only important descriptors were read and images highlighted. Due to time restraints the tactile stations were not completed. Instead, students were able to hold containers filled with fish eggs and an adult fish to compare to their drawings.</p>	

LESSON PLAN #3	
SUBJECT: Social Studies	GRADE: Kindergarten
THEME: Camping	
<p>Big Ideas</p> <ul style="list-style-type: none"> Arts - Engagement in the arts creates opportunities for inquiry through purposeful play. <p>Content</p> <ul style="list-style-type: none"> Math - Single attributes of 2D shapes and 3D objects Social Studies - Needs and wants of individuals and families <p>Rationale</p> <p>The students have previously learned about campfires and the fish life cycle. This lesson will focus on another important aspect of camping: shelter. First, students will learn to identify needs and wants. Students will come to understand that shelter is a basic need. Then, accessing the students' knowledge of basic shapes, students will have the opportunity to create their own tent.</p>	
<p>Assessment</p> <p>Criteria that needs to be met:</p> <ul style="list-style-type: none"> Participate in the group shape making activity Ability to identify the four basic 2D shapes Construction of a 3D tent shape 	
<p>Lesson Hook:</p> <p>“What is Missing?” Activity:</p> <p>Students will sit in a circle and listen to a story of Little Red Riding Hood’s journey through the forest. The story will end with the character needing to rest for the night. Little Red Riding Hood puts her belongings – toys, food, and a flashlight – next to her sleeping bag, and falls asleep under the stars. The weather turns for the worse and it begins to rain. Students will be posed the question, “What does Little Red Riding Hood need? What is missing?” A tent! Students will identify which of Little Red Riding Hood’s belongings are needs or wants.</p>	<p>Time 7 min</p>
<p>Shelter Shapes</p> <p>The teacher will reiterate that shelter is a basic need and will indicate that the lesson today will focus on building shelters for camping.</p>	<p>Time 6 min</p>

<p>Teacher Prompt: "What does 'shelter' mean? What is a different word for shelter?" The teacher will have images of different shelters to help visualize what the word shelter means. The teacher will explain that a tent is a type of camping shelter.</p> <p>Students will be shown a tent peg and asked if they remember its purpose. Pictures will be presented of different types of tents. The teacher will then present pictures of four basic shapes (word cards): square, circle, rectangle and triangle. Teacher Prompt: "What shapes do you see in the pictures of the tents?"</p> <p>Brain Break Song</p> <p>Tooth Pick and Marshmallow Group Activity (shapes): The teacher will demonstrate how to make 2D shapes (triangle, square) from marshmallows and tooth picks. Students will follow along with the supplies provided to them at the circle. The teacher will demonstrate how to combine 2D shapes together to make 3D objects (connect triangles and squares to make a 3D object).</p> <p>Independent Tent Building Activity: Teacher Prompt: "When we say go, you will return to your desks. Your job is to use the marshmallow, toothpicks and cloth to make a tent." Students will return to their desks where they have been provided with the supplies necessary to build a tent.</p> <p>This task gives students the opportunity to create their own tents with the shapes they choose. If students are experiencing difficulty with this task, the teacher will demonstrate how to construct a basic tent.</p>	<p>2 min</p> <p>7 min</p> <p>10 min</p>
<p>Lesson Closure The teacher will pose questions to review what the word 'shelter' means and the difference between a need and a want. Teacher Prompts: "What are examples of needs/wants? Why is a shelter a need? What shapes are 2D? Does anyone know the 3D name for this tent (example tent)?"</p>	<p>Time 3 min</p>
<p>Transition: Clean up stations and prepare for recess/lunch.</p>	<p>Time 10 min</p>
<p>Plan for Early Finishers Class Carousel Activity: students can observe their classmates' work. The teacher will lead</p>	

this activity and review the shapes with the students.	
Reflections and Notes for next time The time allocation for this lesson plan is sufficient for all of the activities. The 'What is Missing' activity led to an interesting discussion about the difference between wants and needs. If time had permitted, it would have been interesting to expand upon this topic as the kindergarten students had lively debates over categorizing certain items as 'needs' or 'wants'. The toothpick and marshmallow activity was a fantastic way for students to demonstrate their understanding of 3D objects and be creative. The teacher was able to visually identify students that required more attention to grasp the concept further.	

LESSON PLAN #4		
SUBJECT: Social Studies	GRADE: Kindergarten	
THEME: Camping		
<p>Big Ideas</p> <ul style="list-style-type: none"> Science - Plants and animals have observable features. <p>Curricular Competencies</p> <ul style="list-style-type: none"> Social Studies - Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. <p>Rationale</p> <p>The last lesson in our camping theme will focus on the natural environment and animals. Camping takes place in the natural environment where animals live. In small groups, students will use inquiry processes to research a forest animal through provided books and resources. These groups will share their findings with the class. Students will come to understand that they are not the only ones occupying the campground and are ultimately visitors in the animals' home.</p> <p>Assessment</p> <p>Teacher Observation:</p> <ul style="list-style-type: none"> Participation in group research activity Listening, and making predictions and observations during circle time <p>Criteria that needs to be met:</p> <ul style="list-style-type: none"> Completed worksheet 		
<p>Lesson Hook:</p> <p>“What’s in a Campground?” Activity:</p> <p>The whole class will be asked, “What do you see in a campground?” After a number of suggestions, soft music will begin to play in the background that contains animal noises.</p> <p>The teachers will then ask, “What might you hear when you go camping?”</p> <p>The teacher will communicate how we go camping in the natural environment, where animals live. Students can name animals they might see when they go camping.</p>		Time 4 min
<p>Animal Tracks Activity</p> <p>Part 1</p>		Time 4 min

<p>Pictures of five pairs of animal tracks will be presented to the class. The teacher will ask, "Who might these tracks belong to?" Students can make predictions. The teacher will then present five possible animals (bear, bird, raccoon, deer, and rabbit word/picture cards will be provided for alphabet practice). The teacher will state that the goal for today's lesson is to match the animal tracks to the correct animal.</p> <p>Part 2 - Research Activity</p> <p>Have students return to their tables. Each table will have books and other resources about one specific animal (bear, bird, raccoon, deer or rabbit). The students will look at the resources and complete a worksheet about their animal based on their findings. The worksheet will have images and students will circle their answers. The students will circle the following: their group's animal, the colour(s) of the animal, fur or feathers, and their animal's tracks.</p> <p>Brain Break – Song</p> <p>The students will return to the circle for a brain break.</p> <p>Part 3 - Presentations</p> <p>Each group will present their animal and findings to the class. After the groups present, the class will match the five animal tracks to the corresponding animals.</p>	<p>10 min</p> <p>2 min</p> <p>7 min</p>
<p>Lesson Closure</p> <p>Camper's Impact on Nature</p> <p>Teacher Prompt: "We go camping in a park or forest. Is the forest our home?" Wait for response. "No. Whose home is it?" Wait for response. "The forest is the animals' home and campers are the visitors. When you visit a friend's home, do you do whatever you want and then leave a mess?" Wait for response. "No, when you are a guest, it is your responsibility to leave the home in the same condition as when you arrived."</p> <p>Teacher Prompt: "If we do not respect and take care of the animal's home, what might happen to the animals?"</p> <p>Teacher Prompt: "Before we leave a campground, what should we do?"</p> <p>"As campers, we are guests in the animals' home. It is our responsibility as guests to clean up after ourselves. So, let's clean up our classroom." The class will be littered with recyclable containers and garbage. The students will cooperate together to tidy the area.</p>	<p>Time</p> <p>3 min</p> <p>5 min</p>
<p>Transition:</p> <p>Clean up, put books away and prepare for recess/lunch.</p>	<p>Time</p> <p>10 min</p>

<p>Plan for Early Finishers Students can draw a picture of their group animal. This drawing may describe their learning from their group research.</p> <p>Adaptations or Modifications for Individual Students N/A</p>	
<p>Reflections and Notes for next time This lesson was an effective way of introducing inquiry processes to the kindergarten students. Although the inquiry questions were formulated by the teacher, the students were able to practice inquiry research techniques. Upon reflection, it is important to emphasize that students must research and be able to justify their responses with evidence from the resources. If time had permitted, an additional activity could be to have the students brainstorm their remaining questions about their selected animal. These questions could have been used in a follow-up lesson where the students could research their own inquiry questions.</p>	

Resource Critiques

“Curious George Goes Camping” was used in our first lesson to introduce our camping theme. During the read-aloud, the students were quite engaged in George’s camping adventure and they enjoyed the story. We talked about what “curious” means. The pictures in the story allowed students to point out and comment on the sights and sounds of a campground. This book is available in a selection of local public libraries.

Rey, M. & H.A., (1999). *Curious george goes camping*. Boston, MA: HMH Books for Young Readers.

“Salmon Creek” was used in the second lesson for the fish cycle activity sheet. The book was selected for its realistic images and descriptive text that outlined the transformation of a salmon over its lifespan. For a forty-minute lesson, this book is too long. It is recommended that only key passages be read and illustrations reviewed to maintain the core information but shortening the duration of the activity. This text was available through the UBC Education Library.

LeBox, A. & Reczuch, K. (2002). *Salmon creek*. Toronto, ON: Groundwood Books.

The following animal books were used in the fourth lesson for students to research animals in small groups. In small groups, students looked at the pictures in the books and worked together to identify characteristics of one animal. The texts in the selected books were too advanced for Kindergarten purposes. However, these books were selected based on their ample use of rich, colourful and informative pictures. These books are available through the UBC Education Library.

These books were selected based on the colourful and informative pictures.

Chrustowski, R. (2004). *Blue sky bluebird*. New York, NY: Henry Holt and Company, LLC.

Earley, C.G. & McCaw, R. (2009). *Birds a to z*. Richmond Hill, ON: Firefly Books Ltd.

Hodge, D. (1998). *Deer, moose, elk & caribou*. Toronto, ON: Kids Can Press Ltd.

Lang, A. (2006). *Baby grizzly*. Markham, ON: Fitzhenry & Whiteside.

Magloff, L. (2004). *Watch me grow rabbit*. New York, NY: DK Publishing, Inc.

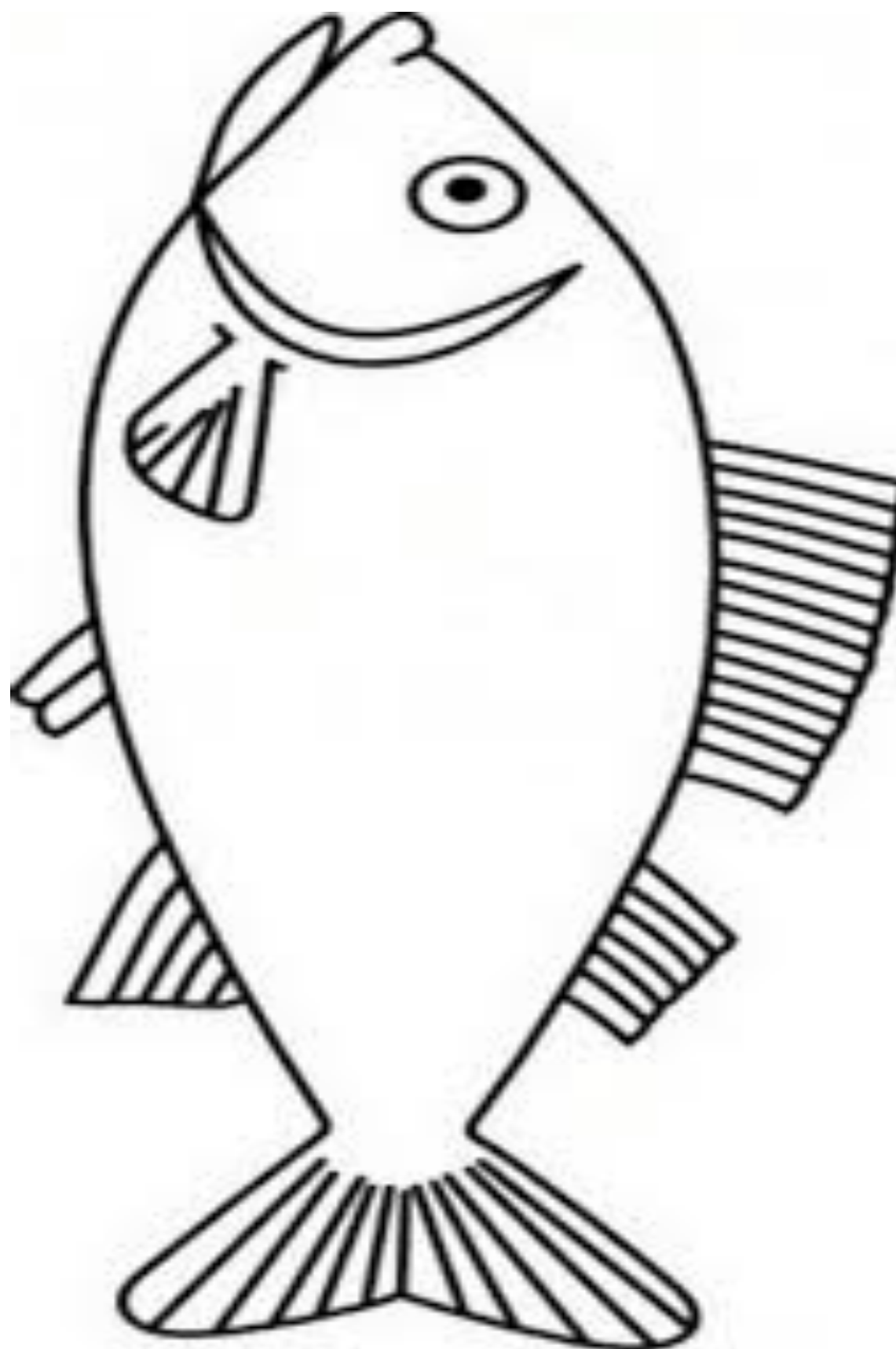
McAllister, I. & Read, N. (2010). *The salmon bears: giants of the great bear rainforest*. Victoria, BC: Orca Book Publishers.

Read, T. (2010). *Exploring the world of raccoons*. Richmond Hill, ON: Firefly Books Ltd.

Swanson, D. (1998). *Welcome to the world of raccoons*. Vancouver, BC: Whitecap Books.

Swanson, D. (2000). *Welcome to the world of rabbits and hares*. Vancouver, BC: Whitecap Books.

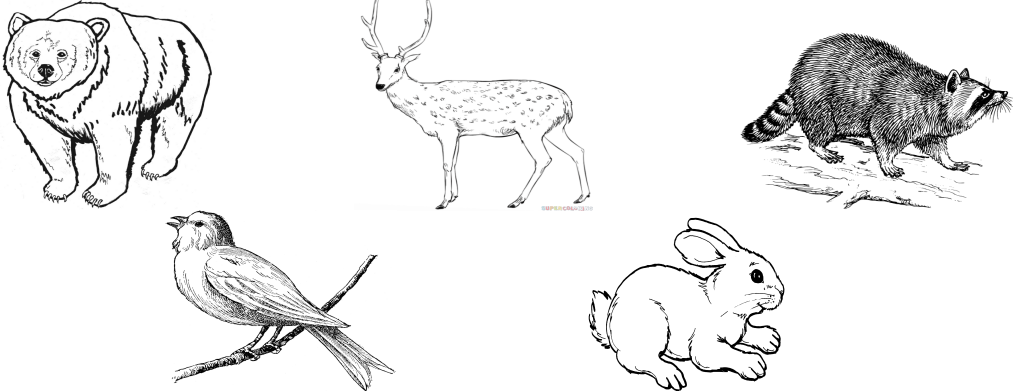
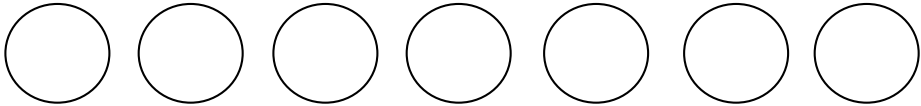

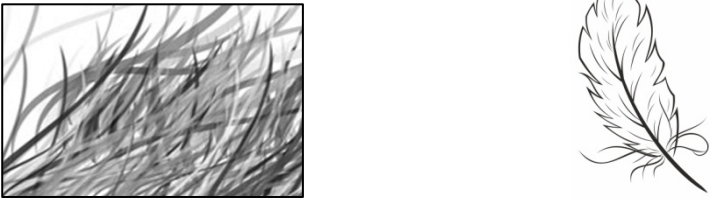
Winer, Y. (2001). *Birds build nests*. Watertown, MA: Charlesbridge Publishing.



My Animal

Circle and colour.

Name: _____

animal	
colour	
food	
fur or feathers	
animal tracks	