

Our Community Lessons

Class description:

The children really enjoy sharing ideas and participating in class discussions. There are certain students who are more forthcoming. There is diversity in interpersonal relations, many extroverted personalities are present within the classroom. There are two students who are beginner English learners. 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 diversity of cultures, languages, and religions in the class. The students have a lot of energy that we can harness in our lessons and be mindful of when planning. Fidgety toys are used throughout lessons, and lesson instructions are kept short. Students are use to working in partners.

Resource critique:

We only used one resource, which was a book on Community helpers, entitled "My Community"(this was a resource available in the classroom). We liked the book because it was a simple wordless book with large pictures, however, some pictures of the community helpers were confusing for the children to interpret.

Community Lesson 1		
Grade: Kindergarten Date: Friday February 26 th 2016		Subject: Social Studies & Art Time: 40 minutes
Inquiry Question:		
<ul style="list-style-type: none"> • What is a community? 		
Lesson Objectives:		
<ul style="list-style-type: none"> • Students will understand that a community is where people work and live. 		
How I Will Teach This		Assessment
Materials:	Hook:	-Student collaborative drawings of what a community looks like -Initial brainstorming to assess prior knowledge & to develop knowledge -Ideas during final discussion/ reflection to assess what students have learned
<ul style="list-style-type: none"> - butcher paper - pencil crayons - markers - blackboard & chalk, or easel & marker 	- Today we will be working as a community to learn what a community is!	
Lesson Overview:		
Introduction: Brainstorm (10 minutes)		
-Ask students what is a community? *A place where people live and where people work -Draw visual representation of places/objects that make up a community, based on children's responses *For examples: hospital, school, home, library, recreational centre *After drawing places in community, ask students if these places are a part of their community		
Activity: Drawing a community (15- 20 minutes)		
-Ask students to draw what their community looks like on butcher paper -Remind them to work as a team, and collaboration is encouraged		
Reflection (10-15 minutes)		
-Based on students drawings, ask students who works/lives in a given place in the community, what does this look like? *Remind students that a community is a place where people live and where people work - Bring awareness to students that the activity they have just done allowed them to work as a community, in achieving a common goal *If working together to draw the community was challenging for students, ask: Why is it sometimes difficult to work together as a community? What happened when we were drawing that may have made it difficult to work together? What are some ways in which communities can solve problems and work together?		
Enactive Approach:		
Our lesson contains an enactive approach because it allows students to learn about meaningful, relevant knowledge about communities, which affects students directly. Social and active (physical and mental) components are added throughout our lesson, making the learning fun and memorable for students. Although the initial discussion and reflection will be facilitated by us, the students will ultimately decide to bring up points that are meaningful and important to them. Both the discussion and the drawing activities allow students to act and feel like a community (that is, to enact being a community) because they will work on a common goal (specifically, a common drawing). If issues arise in this process, children can refer to what they just experienced to reflect on challenges that can confront communities.		

Community Lesson 2		
Grade: Kindergarten Date: Friday March 11 th 2016		Subject: Social Studies & Art Time: 25 minutes
Inquiry Question:		
<ul style="list-style-type: none"> • What is a community? Who are community helpers? 		
Unit Objectives:		
<ul style="list-style-type: none"> • Students will understand that a community is where people work and live. 		
How I Will Teach This		Assessment
Materials: -“My Community” book -Badge templates (square cutouts of manila paper) ~40 -Example badges -tape -crayons -stickers (optional)	Hook: - Come to class dressed as a community helper of your choice to spark student interest!	-Participation in answering questions and offering comments during book reading -Student understanding of community helpers through badge art
Lesson Overview: Introduction: Read “My Community” book (5-10 minutes) -For each page, ask students: * <i>What type of work do you think this person is doing?</i> * <i>Why do we need _____ working in our community?</i> Transition: Sing Community member song (2 minutes) (To the tune of wheels on the bus) The letter carrier delivers the package The doctor and the nurse peel off the bandaid The teacher in the school says “children line up” The grocer in the store puts milk in the bag The brave firefighters put out the fire The friendly librarian checks out the books The police officer waves hello to us Activity: Badge making (15- 20 minutes) -Have students choose a community helper of their liking, and create their own badge, representing their community helper. *Ideas of community helpers: police officers, firefighters, teachers, librarians, letter carriers, grocers, doctors...etc. Conclusion: -Have students sit in a circle and share their community helper badge with each other.		
Enactive Approach:		
Our lesson contains an enactive approach because it allows students to use their imagination and take on the identity of a community helper of their choosing. Through singing the song and		

carrying out associated actions, children are being physically and mentally engaged. With these activities, we will expand on our first lesson, in which we discussed different jobs in a community.

Community Lesson 3		
Grade: Kindergarten Date: Friday March 11 th 2016		Subject: Social Studies & Art Time: 25 minutes
Inquiry Question:		
<ul style="list-style-type: none"> • What is a community? What are places in the community that we enjoy? 		
Lesson Objectives:		
<ul style="list-style-type: none"> • Students will understand that a community is where people work and live. 		
How I Will Teach This		Assessment
Materials: -25 sheets of paper labeled, "In my community, I like to go to the ____." -Crayons -Drawings of places in the community & hat to draw from	Hook: -Show students the hat filled with small drawings of places in the community	-Student's drawing of their favorite place in community. -Student's ability to express to a peer what their favorite place is, and what they like to do there.
Lesson Overview: Introduction: Game: What is this place? (5-10 minutes) -Have students seated on the carpet and show them drawings of various places in the community, that will be drawn from a hat. Ask students to stand up if they have been to that particular place in the community. -Ask students: <i>*What happens in these places and who works/lives in these places.</i> <i>*When do you go there/how often/ do you enjoy it?</i> <i>*Who do you go with?</i> <i>*What do you do at this place?</i> Activity: (15- 20 minutes) -Share example drawings of where the teacher likes to go in the community. -Have students draw their favorite place in the community, and write the word of their favorite place in the blank on their sheet, with our help. Conclusion: -Have student's pair share their drawing, and tell each other what they like to do in their favorite place.		
Enactive Approach: Our lesson contains an enactive approach because it taps into students' experiences of their own community. Students will draw/describe places that are significant for them and in this way contribute to their classroom knowledge of what a community is. The beginning activity has a physically active component, and gives students an opportunity to build on each other's ideas.		

