



Social Studies Methods EDCP 331  
ABC Cohort  
Project Plan

## **Class Description**

I had the pleasure of working in a kindergarten classroom. This kindergarten class had a total of 20 students whom appeared to be very active and hands on in their classroom and with their learning. The Classroom environment was very positive, as it appeared that the children all got along and were able to interact with different children in the class with ease. The personalities are quite diverse as there are students who appeared very shy and timid while others appeared to be outgoing and more vocal. During my observation it was important for me to see what engaged the students. Being in a kindergarten is very different from my grade three class so it was important for me to pick up on what strategies were used to transition the kids and what kind of management worked best for this group. Throughout this observation I noticed that the children were very engaged in games or activities that they could be apart of. It is important for these students to have personal experiences with the activities in order to maintain their engagement and have information stick with them. The levels and capabilities of these students ranged however there were not any students with a designated disability or any ELL learners that I was aware of.

The classroom set up is perfect for this project because there are two big carpet areas that both Andrea and I were able to take our groups to. They are far enough from each other that there weren't many distractions from teaching at the same time. The kids in the class are awesome, they are smart, unique and funny and I had fun teaching all of them.

## **Project Plan Overview**

The unit I was working with was "Community". The teacher of the class gave this topic to me for exploration. For the duration of my lessons I was focusing on how the community connected with the students of my class but also wanted to show them how they could be connected to the community. My focus was this because my rationale for the three lessons was to help the children see and understand where they stood in the community. With this in mind we looked at the landmarks of their community, community workers and how they can keep their community clean. The teacher of this class was kind enough to get the students prepared the day before by discussing the definition of community. This helped greatly as it provided me with the opportunity to jump right into my lessons.

### **Rationale, Sequence of Activities and Assessment:**

#### **Lesson one**

Lesson one began with me zoning in on their community. I felt that it was important for the students to understand the scale in which a community stands. That is located within their city, province and country. I then started to brainstorm with the students about what landmarks (places) they saw in their community. As the students were eager to tell me, I began to make a list. As I wrote down a landmark that was suggested I also drew a picture beside it. My reasoning for this was to model for the children how I drew a landmark. Later in the lesson the children are planned to draw what they see as their community, therefore this was foreshadowing what is going to be expected of them. I chose pictures that related to thier community because it is important

for the students to recognize landmarks in the community they go to school in. After we made our list on chart paper I led them through the activity of drawing what their community looked like. I had the students working on one piece of paper. This was significant in providing the students with an opportunity to work together. With working on one piece of paper the students needed to be mindful of other classmate's pictures. This coincides with the way in which we should act with people in our communities. While the children were drawing their community I walked around and asked the students which landmarks they were drawing. I would then write down their description and name beside their drawing. My thinking with this was that it was able to give them an opportunity to orally explain what they were drawing.

Assessment for this lesson is on going throughout the lesson, I was checking for understanding of landmarks within their community. As the teacher I was always checking for understanding. An assessment of their learning was completed when they were working on their community art project.

## **Lesson 2**

Lesson two was built on the knowledge produced in lesson one. In this lesson the students looked at community workers. It was important to build this from the prior lesson because now that the students knew of landmarks it is important to know who works at these landmarks. In introducing this lesson artifact are used to represent different occupations of workers in the community. The students are able to look touch and try on the costumes. They are given time to explore the artifacts. This kindergarten class is very hands on and loves to play imaginary games therefore I thought it would be interesting to bring this element to my lesson. After the exploring is complete the students will look at a book that only had pictures. As the students look at the pictures the teacher asks guiding questions for the students to investigate the pictures. The landmarks were recognizable therefore students will be able to understand the pictures of the book. It is important for me to make note and point out to student other jobs within the community, not just the standard popular ones. Upon completing this activity we shift gears to writing a letter to a person who works in the community. The teacher will write words on the board or chart paper that the students can place in the blank spaced on their letter template. The reasoning for this is because I want the children to feel connected to their community and the members working in it. With this letter writing the students are learning to be grateful for the workers in their community but also feeling connected and allowing them to give thanks for what these community members do for them. They also have a different audience – they are writing to someone who is not their teacher. After writing the letters the plan is to deliver the letter and take a picture of the person receiving it. After taking the picture I will send them to the class so it will come in full circle and the students can see where their letter went.

Assessment for this lesson will be evaluated in their letters. I will be looking for their printing of letters and that they were able to connect that a police officer keeps their community safe.

## **Lesson Three**

Now that the students have a clear idea of what a community is and who members of the community are. It is important for them to develop an understanding of how they can keep their community clean. With this lesson students learn how to keep their environment clean and learn a strategy in being a good citizen in their community. For this lesson I will review recycling by allowing the students to work together to separate

the recycling into piles. I chose to allow the students to work together as a way of letting them practice conversing with other just as they might do outside of school. Taking this notion of recycling one step further I added another layer to this lesson by incorporating compost. It was brought to my attention that the community the students live in has switch their garbage system and residents are now required to separate their food. A way of incorporating this topic I will engage the students in an interactive reading of Compost Stew by Mary McKenna Siddal. I have pre cut the ingredients for the stew and each student will receive on or two of them. As I read the story the students will bring their ingredient up and put it in the pot. This allows the students to listen and comprehend and live through the story. After the story is completed students will have the opportunity to work on a worksheet in which they are to draw three ingredients that can go in the compost. I chose this activity because this class has shown me that they are very engaged in art activities as well as hands on activities.

For assessment I will be looking for how well they work and co-operate together when separating the recycled goods. During the story I will assess for if the students understand the story and are able to recognize when it is their turn to put in their ingredient. Finally for the worksheet I will be able to assess if they are able to identify ingredients that can be placed in the compost.

It was really important for me to have the students of this class feel connected to the community and be aware of what is in it. By the end of this experience I hope that the students will have a sense of community and be aware of what is around them and also how they can be an active member in their community!

## **Resource Critique**

Book "My Community" by Lee Aucoin

I was fortunate enough to receive this book from Sharon Hales (the teacher I was working with). It is a book with only pictures which served as a great resource for allowing the children to explore through viewing the pictures. They were able to recognize landmarks discussed prior and make understanding of the occupations in the picture. I use this book in my second letter as it allows the students to have a visual of the person they may conduct their letter to. This book was bought through a scholastic order.

Book "Compost Stew" by Mary Mckenna Siddals

I signed this book out of the library and it was a great story that I was able to work with in turning it into an interactive game. It is a great poem/story of the items that can be placed in compost, which makes it very informative for this age group.

Compost Work Sheet - [http://www.kindergarten-lessons.com/support-files/recycle\\_compost\\_inside.pdf](http://www.kindergarten-lessons.com/support-files/recycle_compost_inside.pdf)

Found online through a Google search, this work sheet is a perfect complimentary activity for Compost stew. The children are able to use it as a surface for drawing what they learned of the items they are allowed to put in compost.

Grade: Kindergarten Date: February 27, 2015		Subject: Social Studies Total time: 45 minutes		Theme: Community	
<b>Key Concepts:</b>			<b>Assessment</b>		
<ul style="list-style-type: none"> <li>❖ What is a community?</li> <li>❖ What community do you live in?</li> <li>❖ What are landmarks in your community?</li> </ul>			<p>Assessment for this lesson is on going throughout the lesson, I was checking for understanding of landmarks within their community. As the teacher I was always checking for understanding.</p> <p>An assessment of their learning was completed when they were working on their community art project and orally when I asked them about their drawing.</p>		
<b>PLO(s):</b>					
<p>Socials Studies</p> <p>B2 identify groups and places that are part of their lives</p> <p>C1 describe their roles and responsibilities as members of the classroom and school community</p> <p>English Language Arts</p> <p>A2 engage in speaking and listening activities to share ideas about pictures, stories, information <b>text</b>, and experience</p>					
<b>Objective:</b>					
Students will be able to engage in a discussion to brainstorm landmarks in a community, look at pictures of landmarks and identify them. They will then be able to work with classmates and draw landmarks they find in the community of the students live in.					
<b>Materials &amp; Resources:</b>					
<ul style="list-style-type: none"> <li>▪ Butcher Paper (From Office)</li> <li>▪ Markers</li> <li>▪ Pictures of landmarks in the students community (prepared prior)</li> <li>▪ Chart Paper</li> </ul>					
<b>Lesson Intro:</b> <i>[using chart paper and pictures]</i>				20 mins	
<p>Before starting ask students to make a circle and sit down quietly.</p> <p>Because this is a new class teacher asks students to tell their names one more time</p> <p>Teacher asks students if they remember the definition of community.</p> <p>*Students will silently put up their hands if they know the answer and can remember</p> <p>Teacher asks students what country do they live in? (Show Picture of Canada) What province do they live in? (Point to picture of BC on the Map) Ask what city they live in and What community?</p> <p>Teacher asks students What places do you go to in your community?)</p> <p>*On Chart Paper together make a list of what landmarks children see in their community. Have visuals and picture clues to help describe what they may see in their community.</p>					
<b>Activity: What does your community look like?</b>				20 mins	
<p>Before starting the next activity get children to have a brain break. This brain break will be standing up and reaching the sky, then touching their toes. This will repeat a couple of times and then they will quietly sit around the long piece of paper that is laid out for them.</p> <p>On this piece of paper students will work together and draw what they think a community looks like. They will draw landmarks that they see in their community. It is important to remind the students that they are sharing the materials and sharing the piece of paper they are drawing on. They will be reminded to draw with lots of colour.</p> <p>As the students are drawing the teacher will walk around and ask them what they are drawing and write the description and their name beside their drawing.</p>					
<b>Lesson Closure:</b>					

Ask students to make sure all the markers have caps on them. If there is time left over ask the students to share with the group what they drew on their section of the paper.

**Reflections/ Notes for next time:**

After teaching the first group; it was brought to my attention through the students actions that I had to remind the students to put lids back on the markers and remind them not to draw silly things.

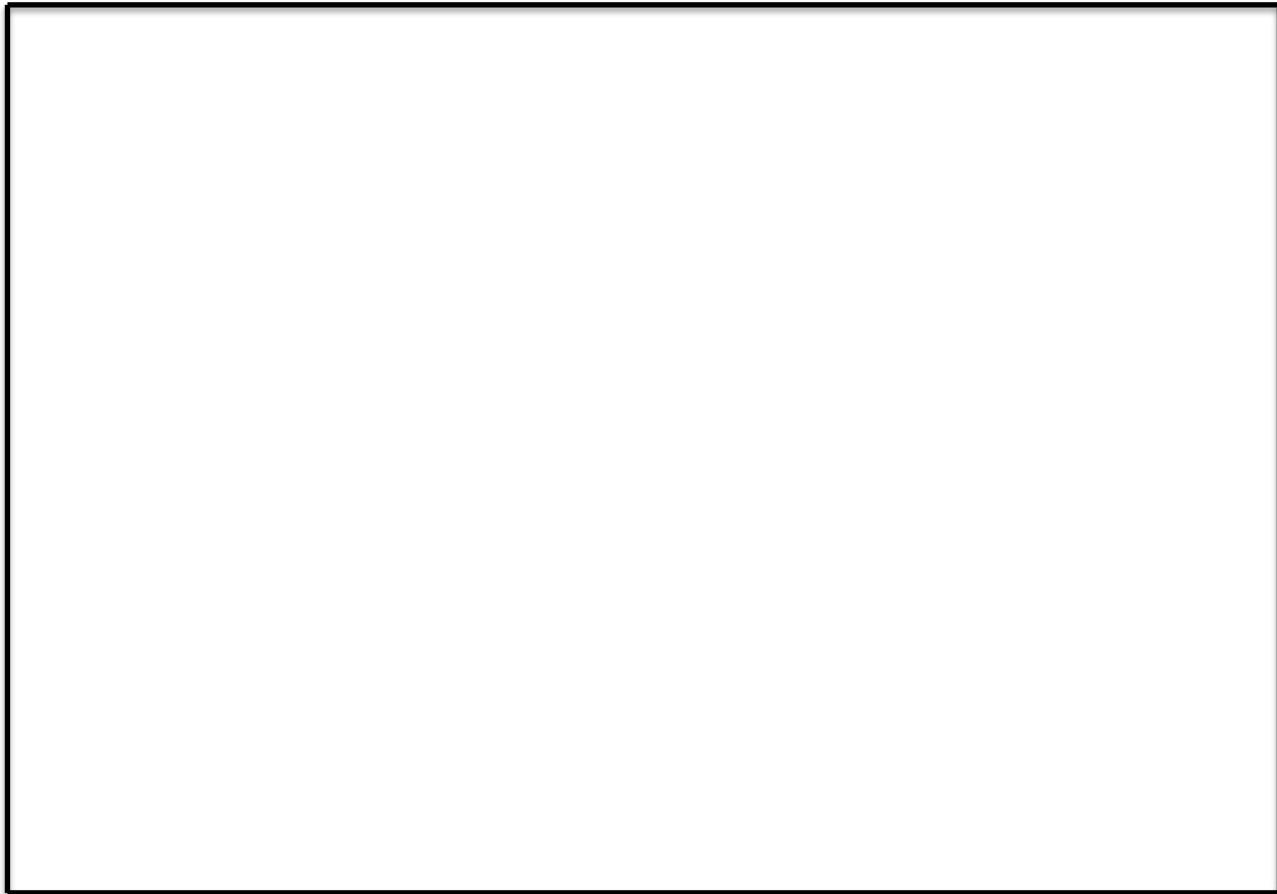


<b>Key Concepts:</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>❖ Who are people that work in the community?</li> <li>❖ What kind of things do these people do in the community?</li> <li>❖ How can we connect with these community workers?</li> <li>❖ Giving thanks to community workers through letter writing</li> </ul>	Assessment for this lesson will be evaluated in their letters. I will be looking for their printing of letters and that they were able to connect that a police officer keeps their community safe.
<b>PLO(s):</b>	
Social Studies A1 participate co-operatively in groups  Language Arts C1 create simple messages using a combination of pictures, symbols, letters, and words to convey meaning	
<b>Objective:</b>	
The objective for this lesson is for students to identify community workers and connect to them through the form of letter writing. I will then make an effort to hand the letters to these workers and send pictures back to the class to connect them in that way.	
<b>Materials &amp; Resources:</b>	
<ul style="list-style-type: none"> <li>▪ Occupation costumes</li> <li>▪ Book: "My Community" by Lee Aucoin</li> <li>▪ Letter work sheets</li> <li>▪ Chart paper</li> </ul>	

<p><b>Lesson Intro:</b> <i>[using occupation costumes and Book]</i>          Teacher settles students into a circle and reviews the definition of community.          Teachers ask students what kind of people they see in their community.          *Children will give answers – teacher is looking for occupations people have around the community          Teacher has the magic bag of artifacts          *In this bag the teacher has costumes and give clues and the students will try to guess the occupations.          The students will be able to explore the artifacts and try them on.          After the exploration of the costumes the teacher and students will explore the book "My Community" and discuss it.</p>	20 mins
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<p><b>Activity: Write a letter to someone in your community.</b>          Students are to choose a person in their community that they wish to write a letter to. Using the template given students will fill in the blanks. On chart paper the teacher will write words that can be put into the blank on the students work sheets. Students will fill in the blank and draw a picture.          After students finish writing the letters they will hand them in. I will then go out into the community to hand them to the community workers and get a picture with them receiving the letter and send it back to the classroom.          For students who finish early they are more then welcome to grab a quiet puzzle or toy and play with it on the carpet.</p>	25 mins
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<p><b>Reflections/ Notes for next time:</b> It is important to really recognize the occupations that are not the obvious ones for example occupations like grocer, mail carrier, librarian, Janitor</p>	
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Dear \_\_\_\_\_,

My name is \_\_\_\_\_

I am \_\_\_\_\_ years old. Thank you for

keeping my community \_\_\_\_\_.

Grade: Kindergarten		Subject: Social Studies		Theme: Keeping the Community Clean	
Date: February 27, 2015		Total time: 45 minutes			
<b>Key Concepts:</b>			<b>Assessment</b>		
<ul style="list-style-type: none"> <li>❖ How we can keep our community clean?</li> <li>❖ Reviewing Recycling (What goes in what bin?)</li> <li>❖ What can we put in the compost bin?</li> </ul>			<p>For assessment I will be looking for how well they work and co-operate together when separating the recycled goods. During the story I will assess for if the students understand the story and are able to recognize when it is their turn to put in their ingredient. Finally for the worksheet I will be able to assess if they are able to identify ingredients that can be placed in the compost.</p>		
<b>PLO(s):</b>					
Social Studies A1 participate co-operatively in groups A3 present information using oral or visual representation					
Language Arts A2 engage in speaking and listening activities to share ideas about pictures, stories, information <b>text</b> , and experiences A4 demonstrate being a good listener for a sustained period of time					
<b>Objective:</b>					
Students will be able to discuss ways they can keep their community clean. They will be able to sort recycling in the proper bins and discover through an interactive story what items can be placed in the compost.					
<b>Materials &amp; Resources:</b>					
<ul style="list-style-type: none"> <li>▪ Aluminum cans, plastic bottles, paper, cardboard</li> <li>▪ Book "Compost Stew" by Mary McKenna Siddals</li> <li>▪ Cut out Ingredients for our compost stew</li> <li>▪ Compost worksheet</li> </ul>					
<b>Lesson Intro:</b> <i>[using recycling artifacts to sort]</i>					
Before starting ask students to make a circle and sit down quietly. Teachers ask children if they have any ideas about how they can keep their environment clean. * Looking for answers on recycling Place bag of recycled materials in the middle of the circle and ask them to work together to sort the materials. There will be sheets of paper that are labeled with visuals to help the students along. After the students are finished sorting the materials the teacher will introduce the topic of compost and ask students what they know about compost. This leads into the reading activity.				15 mins	
<b>Activity: Compost Stew</b>					
Before starting the story teacher will hand out the ingredients to the students who are sitting quietly. Once the ingredients are handed out the teacher (with the students) review the ingredients they have. Once the teacher starts reading the story children will place their ingredients in the soup bowl as they hear their ingredients. After story can work on the compost worksheet where they are required to draw 3 items that can be found in the compost.				30 mins	
<b>Lesson Closure:</b>					
Students can share which items they chose to draw in their compost worksheet.					
<b>Reflections/ Notes for next time:</b>					
Make sure that is clear which are the proper items to put in compost and why it is important.					

Name \_\_\_\_\_

## The Compost Bin

