Elementary Social Studies Methods Course (EDCP 331)

Class Description

The classroom that I was placed in at Maple Grove Elementary is a traditional Kindergarten class. Maple Grove Elementary is a public elementary school located in Kerrisdale, Vancouver. The class included 20 students, but I was only able to teach 18 students due to two students being away on vacation for both classes. My learners included english speaking students and ELL learners.The students did not have any designations in the class. However, one of the students in the class moved from China recently and spoke little English. He did not recognize his English name making it challenging when teaching him. The students in the class mostly live in the Kerrisdale area and their socio economic status of the families varied. The class enjoys having books being read to them, reading books on their own, colouring, playing games and engaging in hands on activities. The classroom layout includes three group tables. The students are allowed to choose where they would like to sit at the group tables.The students share their school supplies as a class. They also have a carpet area in the classroom which is used as another teaching space. The carpet has square boxes taped onto the carpet which allows the students to have their own individual space.

Rationale

My first lesson from Friday, February 27th focused on family. The Kindergarten teacher in the class asked my colleague and I to do a lesson on the similarities and differences in families, which is one of the PLO's for Kindergarten social studies. The second and third lesson from March 6th focused on celebrating 100s day. The teacher asked us to try and incorporate

100s day into the lessons because the students had been in school for 100 days. This is a big accomplishment in Kindergarten because it is their first year in school.

Assessments

I was able to assess the student in the class by observing if they were engaged in the lessons by actively listening and participating. For example, when I read a book to the class I checked to see if they were they listening and not talking. Also, when we had class discussions and group discussions I was looking to see if they were engaged and participating. I was also able to assess them by looking to see if the students followed the instructions properly. For example, in one of my activities I asked the students to draw their favourite memory of their 100 days in Kindergarten. One student drew her favourite memory in general. This students was not listening to the full instructions and was asked to re-due her drawing.

Sequence of Activities

Activity 1 - Similarities and Differences in Families - Family Traditions

- Read book - “The Relatives Came” by Cynthia Rylant
- Have students draw their family traditions

Activity 2 - 100s Day - Memories

- “100 school days” by Anne Rockwell
- Have students draw their favourite memory of Kindergarten

Activity 3- 100s Day - 100 Years Old

- Read “100th Day of School” by Mary Sullivan
- Have students create a portrait of themselves at 100 years old

Social Studies Lesson Plan

Grade: Kindergarten

Lesson Topic: Family Traditions

Rationale: Students will learn what a tradition is. For example, special meals, yearly celebrations and special family times. Students will reflect on their own family traditions and be able to express it in a drawing. Students will be able to compare how their family tradition is similar and different from their classmates.

Prescribed Learning Outcomes: B3 identify similarities and differences among families

Introduction/Hook: Introduce the book "The Relatives Came" by Cynthia Rylant. Show the students the front cover of the book and ask them what they think the book is about. (1 minute)

Body Development:

- Read the book "The Relatives Came" by Cynthia Rylant at the carpet. (10 minutes)
- Explain to the students that the book is telling a story about someones family tradition where they go visit their family in the summer time. (1 minute)
- Explain that a family tradition can be a special meal, a yearly celebration or a special family time (2 minutes)
- Give the students an example of one of my family traditions - Example: having dinner together on Sunday night. Explain to the students the members in my family. (2 minutes)
- Have the students turn to a partner and explain who is in their family (1 minute)
- Ask the students if anyone would like to share who is in their family (1 minute)
- Have the students turn to a partner and explain what their family tradition is (1 minute)
- Ask the students if anyone would to share what their family tradition is (1 minute)
- Explain to the students that they are going to be drawing their family tradition with markers and crayons.
    - Show example of my family tradition drawn out (1 minute)
- Have students go to the tables and hand out paper for students to draw a picture of their family tradition (15 minutes)
- Have students come back to the carpet
- Have students turn to their partner and share their picture (2 minutes)
- Ask students if anyone would like to share their picture. (1 minute)

Closure: Ask the students how their family tradition was different from their classmates family tradition? How is their picture different from the family in the book (5 minutes)

Early Finishers - Early Finishers- have students flip over their sheet and draw a picture of the members in their family.

Assessment - Students will be assessed through participation during partner sharing and class sharing. The students will also be assessed by being able to express their family traditions in a drawing.

Materials:

- The Relatives Came by Cynthia Reliant
- Paper
- Drawing materials (crayons, markers)

Resources: http://www.learnnc.org/lp/pages/2856

Social Studies Lesson Plan

Grade: Kindergarten

Lesson Topic: 100's Day

Rationale: Students will reflect back on their 100 days of kindergarten and be able to think of their favourite memory and express it in a drawing.

Prescribed Learning Outcomes: A1 use imagination, observation, and stories to create images

Introduction/Hook: Explain to the students that they have been in school for a hundred days so far. (1 minute)

Body Development:

- Read the book 100 school days by Anne Rockwell (10 minutes)
- Ask the students to turn to a partner and share their favourite memory of Kindergarten so far (1 minute)
- Regroup and ask if anyone would like to share their favourite memory (1 minute)
- Explain to the students that will be drawing their favourite memory of Kindergarten so far (2 minute)
- Show them an example
- Have students return to their desks
- Handout worksheet
- Students will be working on their drawing of their favourite memory (20 minutes)

Closure

- Have students share their drawing with the group or in partners (5 minutes)

Early Finishers: have the students flip over the sheets and draw what they are looking forward to during the rest of the school year.

Assessment: Assess students on being able to think of their favourite memory during their 100 days of school so far and express it in a drawing.

Materials/Resources:

- 100 school days by Anne Rockwell
- Worksheet
- Crayons

Social Studies Lesson Plan

Grade: Kindergarten

Lesson Topic: 100's Day Poem & Art Activity

Rationale: Students will listen to the poem "The 100th Day of School" by Mary Sullivan being read out loud. Students will also create a self portrait of themselves as 100 years old.

Prescribed Learning Outcomes: A3 - experiment with a variety of materials, technologies, and processes to make images

Introduction/Hook: Read out loud the poem "The 100th Day of School" by Mary Sullivan (5 min)

Body Development: (35 min)

- Explain to the students that they will be creating a self-portrait of themselves of what they would look like at 100 years old
- Show example of self-portrait
- Go over that their self portrait should include a head, face, eyes, nose and mouth
- They can add cotton balls to create white hair (demonstrate to the students how to glue on the cotton balls to create hair)
- Explain to the students that you can draw wrinkles to show that you are old (point to wrinkles in example self portrait)
- Have pre-cut shapes that they can use to build their head and clothing
- Explain that the students will need to draw their own face

Closure - Have students share their artwork to the group. (5 min)

Early Finishers: Encourage students to add more detail. If they are finished they can work on 100's day activity colouring sheet or read a book silently on the carpet.

Assessment:

- The students will be assessed on their overall effort of creating a self portrait. They will also be assessed on following the criteria for the self portrait which includes: having a head, face, eye, nose and mouth on self-portrait. They will also be assessed on their effort to make their self-portrait look like a 100 year old.

Materials:

- Paper with a boarder (create for students beforehand)
- Cotton Balls
- Crayons

- Scissors
- Pre-cut shapes of heads and clothing
- “The 100th Day of School” poem by Mary Sullivan

Resources:
- http://www.theclassroomcreative.com/2013/01/100th-day-of-school-freebies/
- http://kindergartenkidsatplay.blogspot.ca/2013/02/kindergarten-fun-on-100th-day-of-school.html

Resource Critique

For my social studies plans I used two books “The Relatives Came” by Cynthia Rylant and “100 school days” by Anne Rockwell. The first book “The Relatives Came” was a book about a family who has a family tradition of going to visit their family every summer. At first I was hesitant to use the book because the pictures in the book did not show a diverse group of people. I was worried that the students will not be able to connect to the book because the students in the class are from all different backgrounds. However, when I read the book to the class one of the students raised their hand and told me that “it was a great book”. I feel that the students were able to connect to the book by being able to relate to the story to their own family traditions. The second book “100 school days” included diverse characters in the book. I feel that this is a great book to use with primary students for 100 days. Lastly, I read a poem for my third lesson The “100th Day of School” by Mary Sullivan. I had the students be involved in the poem by cheering when I read the word “cheer” in the poem. The students seemed to find the poem engaging. I liked how the poem was fairly short because I was able to read it before doing my art lesson. I would recommend my resources to a kindergarten or grade 1 class.