Project Plan

Class Description

- Kindergarten classroom of 22 students in an urban area of Kerrisdale
-The class is culturally diverse
- 6 of the students are ELL
- 1 student has a behavioural aid that works with them in the classroom.
- 1 student deals with anxiety.
- Overall they are an active class that requires movement to learn efficiently.

Lesson Plan 1

Objectives of the lesson	
Curriculum: Social Studies- Kindergarten Big Ideas: Our communities are diverse and made of individuals who have a lot in common.	
Students will begin to know: -ways in which individuals and families differ and are the same	Students will be able to: -Acknowledge different perspectives on people, places, issues, and events in their lives (perspective)
Assessment/Evaluation	
How will we know? - By observing them during our activities.	How will they know? - 30 second think for self-reflection.

Evaluation Strategies:

- ☑ Observation
- ◇ Anecdotal notes
- ◇ Model
- ◇ Self-evaluation
- ◇ Learning log
- ◇ Rubric
- ◇ Interview/Conference
- ◇ Criteria list
- ◇ Presentation/oral report
- ◇ Work sample
- ◇ Peer evaluation
- ◇ Other

Materials:
-Whoever You Are, by Mem Fox

Plans for learning

Learning Sequence:

Step 1/Hook) Ask students to join us on the carpet and begin by reading Whoever You Are, by Mem Fox to the class.

Step 2) We will guide a discussion in relation to the book, posing some questions so the students may answer.

Step 3) We will know play the Whoever, Whatever—Activity, in this activity we will get into a circle and the facilitator calls out a prompts. (Whoever _____, step into the circle)

-Step 4) We will finish by teaching and singing a simple so with the students.

Enactivism:
-Relevance: Students live in a variety of communities (i.e. classroom, school, neighborhood), Self-reflective
-Social: Interaction with peers and educators
-Active: Includes movement within the "Whoever-Whatever" activity and the chant.
-Inclusive: whole class involvement within all parts of the lesson.

Lesson Plan 2

Social Studies

Community: Rhyme and Art

Grade: Kindergarten
Date: March 11, 2016
Time: 40 minutes

Big Ideas

- Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

Objectives

SWBAT:

- Understand that the school community is made up of a variety of different individuals
- Explain what some of the different roles are in a school

Assessment

Formative

- Done through observation during the activities
- Debrief at end of lesson; class discussion

Planning for Learning

Materials

- Button
- Images of different members of the school community

Hook (5 minute)

- Last day we talked about community, but what now we want to ask about *school* community!

Lesson Overview

Introduction (5 minutes)

- Use hook; prompt thoughts concerning school community by asking them to think about the different people who are a part of the school. Let students know that we're starting out with a game first.

"Button You Must Wander" (10 minutes)

- Show by example; one of the teachers acts as the person in the middle first to demonstrate how game is played.
- Brief summary: Students get into a circle. One is chosen to stand in the center, while the others sing the song "Button You Must Wander". The teacher drops the button into someone's hand, everyone clasps their hands together as if they're holding something, and the person in the middle must guess who is in possession of the button.
- Emphasize use of names; if a student simply points to someone or says "you", offer a gentle prompt. "Who are you pointing to? What is their name?".
- Ask afterwards why we might want to use one another's names (classroom community).

School Community Activity (20 minutes)

- Each student is given an image of someone from the community.
- While sitting in a circle, go around to each student to ask who or what they have a picture of. This ensures that all students are on the same page before we begin. Offer prompts (i.e., "Can someone help them?") if some students are hesitant to answer.
- Put students into pairs or groups of three and ask them to discuss their images (pair-shares; 30 seconds minute each for groups of three, 1.25 minutes each for pairs). Who do they have? How do they *know* that that is who they have—what clues are they using? What role does that person play/what do they do?

Move around and assist as needed.

- Bring students back together. Ask them to put all the images into the center and to look at them now they've been gathered. What kind of community is this? What are some hints that tell them that?
- Discussion of school community. Look at how many people are a part of the school! Which members of the school community do they see in their very classroom?
- Go for a very brief walk around the school; stress that it is a silent walk where we will be looking around and trying to see how many different roles we spot. Prompt with specific questions when we get back (i.e., "who did we see when we went through/passed by the _____?")

Conclusion (5 minutes)

- Debrief to discuss what they all learned today. Instead of presenting an open-ended question like "what did we all learn today", use specific questions that can guide them. (i.e. "Today we learned that *students*, are part of the school community, *librarians* are part of the school community…and who else?")

Adaptations	Modifications	Extensions
• None	• None	• Another community-oriented game ("Circle Around the Zero") • Review of rhyme from last week

Enactivism

- Movement that goes with the rhyme (extension) assists students in knowing where they be reading on the chart paper; physical actions coupled with images helps them better remember what the word is
- Brief walk throughout the school gives them a chance to apply what they just learned to their real school context

Lesson Plan 3

Subject: Socials (Self)	Grade: K	Total Time: 40

Big Idea:

- Our communities are diverse and made of individuals who have a lot in common.
- Stories and traditions about ourselves and our families reflect who we are and where we are from.

Curricular Competencies:
(what students will DO)

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (ask themselves questions about their likes and dislike, begin to discover who they are)

Content:
(what students will KNOW)

- Ways in which individuals and families differ and are the same
  - similarities and differences included physical characteristics (eye, hair, skin color), cultural characteristics (language, food, and family origin), other characteristics (preferred activities, favorite books, movies, pets, neighborhood).

Pre-class Preparation:

- Have 25 blank pages for tracing.
- Example of my hand colored (Assessment *FOR* Learning- Formative)

Time	
5. min.	**OPENING** • Get class into a circle on the carpet. • Button Game
30 min.	**ACTIVITY- Coloring Hands** • Start with showing them how our colored hands represent our communities. (use this as a demonstration of what children are going to do with their hand cut outs.) • Now we would like to *learn more about your community.* • Tell them they will all get to trace and color in their own hand that will represent their community. • Ask if they have any questions? • *Explain that we will be tracing their hands for them and then they may begin.* • *Also let them know that they will <u>be coloring their hands first</u> and then <u>cutting them out.</u>*
5 min.	• Students go to table with crayons, pencil crayons and trace hand to color in. • Students color and represent their community. (Assessment *AS* Learning- Reflection- Formative) • Play calming music while coloring, if possible. • Once they are done, name on the back **POST-ACTIVITY/ ASSESSMENT** • Each student will have the opportunity to glue their hand onto a world cut out that we will provide.

	• (*If done early we will gather on the carpet and ask students what they have drawn within their hand)* • We will collect the students work for our project plan, then return them. • The work can be put up on the classroom world, to help build class community,
Enactivism: • The collaborative creation of a large art piece that is done by the whole class; everyone contributed and it is a visual representation of the members of the class and their work. • This particular lesson, which is meant to engage the idea of classroom community, is done within the classroom, but could theoretically be done elsewhere as well (which could lead to the question of what is classroom community: does it mean a specific setting, the people *within* that setting, or both?)	

Resource Critique

Whoever You Are by Mem Fox.

This was a children's book based off the topic of global community. It was age appropriate for our Kindergarten class, as it held simple language and brightly colored pictures. In terms of availability, it can easily be found in libraries; it is available in both the UBC education library as well as the school library in Maple Grove.

It held a diverse set of characters and clearly stated the idea that although we all have different characteristics we are similar in what emotions we feel, thus creating a connection in our global community.

Overall, we thought the book was the perfect way to open up the topic of community with our Kindergarten class and we would recommend its use in any lower primary classroom (Grades K-2) that is exploring the topic of community.