

Holidays Throughout the Year

Class description:

Our class was a Kindergarten class. There were 20 students with 7 girls and 13 boys. The class was ethnically quite diverse, with 3 ELL designated learners and 2 students with tags. The children were energetic but were respectful towards us and demonstrated good listening skills. They always seemed eager to know what we were going to show them. They enjoyed sharing their own knowledge of a topic and their own experiences, and most of them were often involved, wanting to answer questions we asked and sharing what they knew. A couple of children were very active in answering questions and sharing their knowledge. Children would gather together on a carpet in the middle of the room during lessons. For some activities that required tables, tables were shared by groups, and children were divided into 4 colour groups. The children are not required to sit for long before transitioning to different activities, so we were sure to try have them move around during lessons and to introduce different activities throughout the lesson.

Rationale:

We intended the children to learn about social studies curriculum competencies. We approached this through something they would be familiar with, and since Thanksgiving was approaching, We chose the theme on Canadian holidays throughout the year. With this theme, we focused on the signs and significance of these celebrations and events. The children learned about different aspects of common Canadian celebrations, as well as lesser-known celebrations and diverse ways of celebrating.

Sequence of Learning Activities:

We began our lesson plan with the theme of Thanksgiving, as the Thanksgiving holiday was on the following Monday. In that first day, we did two lessons: one lesson on pumpkins as a sign of Fall, and the following one on Thanksgiving. At our next day there, we did two lessons on Canada. The first touched on Canada's history before Confederation, and the next one on the significance of celebrating Canada Day. Our next day's lessons focused on the theme of Christmas around the world and on other types of cultural celebrations that occur in the winter season. Our final day's lessons were on the theme of Remembrance Day, with a lesson on war, followed by a lesson on peace.

Resource critique:

“Thanks for Thanksgiving” by Heather Patterson and Mary Jane Gerber is a story about a family and the things that happen at thanksgiving: fall changes, types of food, and the things that we can be thankful for. The book is primarily a picture book with short sentences and easy for Kindergarteners to understand. The book made easy transitions into conversations about being thankful for things in their life. This book was a good resource to use.

This book is available at the BC library.

“Pumpkin Hill” by Elizabeth Spurr is a story about a town where, on a hidden hill, so many pumpkins grow that they all eventually break loose and tumble down into the town. The residents make food and jack-o-lanterns with the pumpkins.

It had some unusual, comical words that the children wouldn't know but it made the book a fun read. This was a good resource.

This book is available at the UBC library.

“If the World Were a Village” by David J. Smith and Shelagh Armstrong is a book that takes the population of the entire world and reduces all the differences into a village of 100 individuals. For the purpose of the Kindergarten class and this project plan we reduced the stats to a classroom of 20 children. The book is text heavy with large pictures that the Kindergarten students can relate too. The text needs to be re-configured so that the students can understand. The stats in the book allow the students to see that they live in a diverse country and even their classroom is made up of different types of people. This book was a good resource to use if changed to be more appropriate for the grade level.

This book is available at the UBC library.

“ABC of Canada” by Kim Bellafontaine tells the ABCs using animals, objects, and things commonly viewed as symbols of Canada.

This book may have been too simple for most of the children. It also didn't have a storyline.

This book is available at the UBC library.

“ Hanukkah” by Roni Schotter and Marilyn Hafner is a book celebrating the Jewish holiday of Hanukkah. The book follows a Jewish family through their Hanukkah traditions and at the back of the book provides direction on particular aspects of the holiday as well as some their artifacts. The pictures in the book are colourful and age appropriate and the story is simple and easy to follow. This book was a good resource to use especially with the Kwanzaa book.

This book is available in the UBC Library

“Seven Candles For Kwanzaa” by Andrea Davis Pinkney and Brian Pinkney is a book following a family’s celebration of Kwanzaa. The book has colourful pictures which are easy for the students to follow. The book is text heavy and needs to be augmented so that younger grades can understand the many aspects of the holiday. There are many difficult words surrounding the different days of Kwanzaa and these words need to be practiced well in advance. This book was a good resource when used with the Hanukkah book.

This book is available in the UBC library.

“A Kenya Christmas” by Tony Johnston and Leonard Jenkins is about a boy in a small Kenya village who wants to see Santa Claus.

An additional resource to supplement this one, due to their age level, would be a map showing where Kenya is in relation to Canada. Also, there are some foreign words in it with a short dictionary at the end. The insertion of these words, even when explained, may be a bit confusing at this age. It was a decent resource, but for such a young age a lot of the meaning may have been lost.

This book is available at the UBC library.

“Teaching Peace” is a children’s song we played at the end of a lesson. The lyrics are about promoting peace everywhere through words and actions. The video had lyrics on the screen and pictures in the background. Although the children probably couldn’t read most of the words, the pictures represented the lyrics, so overall it was a good resource.

This video is available on YouTube at <https://www.youtube.com/watch?v=tYtFDQLazX8>

“What is She Feeling” is a clip of the Pixar movie characters from inside out, which allows the students to begin to identify what emotions they can feel and how to identify them in other individuals. This video is age appropriate and allowed the students to have fun in the task of identifying emotions. The video is a good resource.

This video is available on YouTube at <https://www.youtube.com/watch?v=dOkyKyVFnSs>

“Oh Happy Kwanzaa!” is an animated video clip of a song celebrating Kwanzaa. The video is lively and had a good beat to allow the children to dance. The video also referenced all of the days of Kwanzaa, this was good for the students so that they could hear how to properly culturally pronounce the days of Kwanzaa. The only critique on the video is that perhaps it was not culturally sensitive. Overall it was a good resource.

This video is available on YouTube at <https://www.youtube.com/watch?v=2u5zJzf5PWA>

Project Plan Critiques and Reflections

As a critique, we reflected on how inquiry-based our teaching and planning was. We would do this differently by observing and reflecting on the class’s interests and the questions they asked. In addition, we would try to ensure they were all involved in answering questions, and encourage asking questions.

LESSON PLAN DAY 1	
SCHOOL: Cougar Canyon Elementary	
INSTRUCTOR: Kyle Lewer, Arianna Crosara	
SUBJECT: Social Studies	GRADE: K
THEME: Holidays Throughout the Year	
Rationale: (Why this lesson at this time) Next week on Oct 13 the children will go to a pumpkin patch. It is also Autumn, which signifies Thanksgiving and pumpkins. This will tie into the lesson after lunch on Thanksgiving.	

<p>Curriculum Competencies/ Big Ideas Explain the significance of personal or local events, objects, people or places.</p>	
<p>Learning Intention Children will be able to identify signs and celebrations of Fall</p>	
<p>Learning Standards in Student Language I can..... I can understand that certain objects and events are signs of Fall.</p>	
<p>Enacted Learning (relevance, real experience) When children go on their pumpkin patch field trip, they will connect the pumpkin-themed story and their art projects with signs of Fall.</p>	
<p>Assessment (evidence of learning) Children’s understanding of the signs of Fall will be asked during after-reading discussion.</p>	
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<p>Lesson Hook: Discussion/reflection on what children know about pumpkins? Where have they seen them? They’re going to the pumpkin patch next week - has anyone been there before? Do you know what you do there?</p>	<p>Time 2 min</p>
<p>Teacher, Student Activity/Response</p> <ol style="list-style-type: none"> 1. Read storybook "Pumpkin Hill." 2. Pumpkin making craft: Demonstration will be done first. Each child receives a piece of cardboard cut into a circle, with another circle cut out of the centre, hole punches around the inner circle. With a piece of orange yarn, taped at one end, children feed the yarn through each hole until the yarn is done. Then the last piece is taped up onto the back of the circle. Finally a stem will be added. We will circulate to help guide the children after instruction. 	<p>Time 25 mins</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students Colouring sheet of a pumpkin</p>	<p>Rema inder of time</p>
<p>Lesson Closure Today you made art projects of your own pumpkin that you can bring home and keep. Next week you will all be going to a pumpkin patch and picking real pumpkins. You will soon see a lot of pumpkins outside houses in celebration of Halloween.</p>	<p>Time 2 mins</p>

<p>Transition: Theme will tie into Thanksgiving for following lesson after lunch, as both pumpkins and Thanksgiving are in the Fall category.</p>	Time
<p>Reflection and Notes for next time</p> <ul style="list-style-type: none"> - Activity was a little advanced for the children. Next time it would be good to show them before giving them the materials and to show them a completed example. - We weren't able to do a proper closure, as we ran out of time. - Children were very focused and engaged in activity. - Children were eager to share their knowledge and experiences in the before-reading discussion - Activity was good for fine motor skills and children were encouraged and praised for their work - Children were familiar with the process of seed to pumpkin in the book as they had just learned the life cycle of an apple. - The activity took longer than we expected it to take - We ended up adding the stem afterwards ourselves 	

LESSON PLAN DAY 1	
SCHOOL: Cougar Canyon Elementary	
INSTRUCTOR: Kyle Lewer & Arianna Crosara	
SUBJECT: Social Studies	GRADE: K
THEME: Holidays Throughout the year	
<p>Rationale: (Why this lesson at this time) The children will be attending a field trip to the pumpkin patch on Friday October 13, and a lesson about fall celebrations like Thanksgiving would be beneficial to start the inquiry project of celebrations throughout the year.</p>	
<p>Curriculum Competencies/ Big Ideas Explain the significance of personal or local events, objects, people, or places. /Stories and traditions about ourselves and our families reflect who we are and where we are from.</p>	
<p>Learning Intention Develop understanding of the significance of personal events in the lives of the children and how families celebrate same celebrations differently.</p>	
<p>Learning Standards in Student Language I can.....understand what I am thankful for and that families celebrate differently.</p>	

<p>Enacted Learning (relevance, real experience) Children can draw a picture of what they are thankful for.</p>	
<p>Assessment (evidence of learning) Have children answer what they can be thankful for in circle time and teacher will demonstrate coloring sheet that can be completed after art project or for fun at home. Teacher will point to pictures and ask “who is thankful for.....” and students will show hands.</p>	
<p>Lesson Hook: What Canadian celebration is next week? Can you guess?</p>	<p>Time: 1 Min</p>
<p>Main Body:</p> <ol style="list-style-type: none"> 1. Gather students into a circle with their name tags facing out for the Teacher Candidates to read easily. 2. Have the children briefly brainstorm on what celebrations are. 3. Have the children brainstorm on thanksgiving. What is being thankful? What is Canadian Thanksgiving brainstorm.... what do they know? 4. Discover Canadian Thanksgiving through reading picture book. “Thanks for Thanksgiving” by Heather Patterson and Mary Jane Gerber. 5. Show children “What am I thankful for color sheet. Asses their understanding of thankfulness by getting them to tell the teacher what they are thankful for. 6. Art Project “Symbol of Canadian Thanksgiving: The Cornucopia Mosaic” Pre-cut colored construction paper into strips and have children rip into small squares (brow, red, green, orange, purple). Have students paste construction paper squares over cornucopia template. This is a symbol of Canadian Thanksgiving. 	<p>Time 3 Min 3 Min 5 Min 4 Min 20 Min</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</p> <ol style="list-style-type: none"> 1. For students who end early provide coloring sheet of what am I thankful for. 	
<p>Lesson Closure: We have now learned about an important Canadian Autumn or Fall celebration: Thanksgiving. We can be thankful for many different things. You made a wonderful art project about a symbol of Canadian Thanksgiving: a cornucopia. Remember to color with your family on what your family is thankful for.</p>	<p>Time 2 Min</p>

Transition: Help transition into next activity for the teacher	Time 2 Min
Reflection and Notes for next time Next time we will need to spend more time prepping the activity for the students so that they have a clear idea of what the craft needs to look like.	

LESSON PLAN DAY 2

SCHOOL: Cougar Canyon Elementary

INSTRUCTOR: Arianna Crosara, Kyle Lewer

SUBJECT: Social Studies **GRADE:** K

THEME Holidays Throughout the Year

Rationale: (Why this lesson at this time)

We are following our overarching theme of Canadian holidays. We will learn a bit about the history of Canada before it became a nation.

Curriculum Competencies/ Big Ideas

Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)

Learning Intention

For children to learn about another Canadian holiday in keeping with the theme of Canadian holidays, while learning a little bit about history and sequence of events. They will also recognize what makes Canada unique and about how different historical events contribute to what makes us Canadians today.

Learning Standards in Student Language

I can learn that people were in Canada for many years before we became a country, and that these people are important to our history.

Enacted Learning (relevance, real experience)

Children will learn about the first people in Canada and then paste pictures onto a map of Canada that represent our diversity.

Assessment (evidence of learning)

Children are able to distinguish between then and now of who makes up our country, achieved through discussion.

<p>Lesson Hook: Ask the children what they know about Canada. When is Canada’s birthday? Ask them how many years they think people have lived here. Then introduce the topic with a book about Canada.</p>	Time 10 min
<p>Teacher, Student Activity/Response</p> <ol style="list-style-type: none"> 1. Lesson hook 2. Book: ABC of Canada 3. Tell children about some of the different groups that came to/lived in Canada before it became a country. 4. Explain and demonstrate the activity to children 5. Hand out Canada map, hand out 3 precut symbols representing Indigenous, French, and British. Have children paste the symbol in the circle of their choice. 6. Children can colour the images. 	Time 25 min
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students Canada colouring sheet</p>	
<p>Lesson Closure Today we talked about what we know of Canada, and what makes Canada special. We learned a bit about how Canada became a country and how old Canada is. We talked about the people that were here before Canada became a country, who they were and where they came from.</p>	Time 2 min
<p>Transition: We learned about the things that happened before Canada became one country and was named Canada. After lunch we’ll learn a little more about Canada’s birthday.</p>	Time 1 min

Reflection and Notes for next time

- This lesson was initially meant to be a timeline project for the children, in which they could paste the images in order of who was in Canada first. That was a bit too complicated, so the activity was modified to a picture of a map of Canada on which they pasted pictures of three of the groups of people who were here first, and could paste them where they wanted to.
- The plan was for children to learn sequencing (first, second, third...), but our initial idea was too advanced.
- A visual map of Canada before activity would have been helpful
- In addition, we had a difficult time finding a book that related to the lesson, so we had to explain Canada's history without the use of visuals. However, a good idea may have been to have visuals while discussing this, or to use objects or songs.
- Overall, we're not sure that the goal of this lesson was achieved, but it definitely taught us a lot about making activities that are suitable for this age level.
- We also could have asked children at the end who was in Canada then, and who is in Canada now?

LESSON PLAN DAY 2

SCHOOL: Cougar Canyon Elementary

INSTRUCTOR: Kyle Lewer & Arianna Crosara

SUBJECT: Social Studies

GRADE: K

THEME: Holidays Throughout the year

Rationale: (Why this lesson at this time)

The children will be continuing their journey of Canadian holidays and celebrations and the importance of them. Children will learn about the celebration of Canada Day.

Curriculum Competencies/ Big Ideas

Explain the significance of personal or local events, objects, people, or places. /Stories and traditions about ourselves and our families reflect who we are and where we are from.

Learning Intention

Develop understanding of the significance of national celebrations, the importance of Canada's flag, and the diversity of our nation.

<p>Learning Standards in Student Language I can.....understand that Canada Day is an important celebration of my diverse country.</p>	
<p>Enacted Learning (relevance, real experience) The enacted learning is when the children self-identify diversity through their art expression in coloring the maple leaf with different colours and designs.</p>	
<p>Assessment (evidence of learning) Have Children answer what diversity is through an expression of their coloring sheet. The children will be asked to color the Canadian maple leaf in a diverse way to represent the multicultural landscape of Canada and their classroom. Children will show diversity by not using the same colour throughout their art.</p>	
<p>Lesson Hook: Whose Birthday, is it? It's Canada's birthday!</p>	<p>Time: 1 Min</p>

<p>Main Body:</p> <ol style="list-style-type: none"> 7. Gather students into a circle with their name tags facing out for the Teacher Candidates to read easily. 8. Have the children briefly brainstorm on what it means to be different. 9. Ask the children what is diversity? Ask the children What is the same? Ask the children what is different? Tell the children that diversity is when things are different. Ask the children if the people in their class are the same or different, how about their school? Ask the children if being different is a good thing? Ask the children why is being different a good thing? 10. Discover Canadian diversity through reading a picture book. “What if the world were a village” by David Smith. Reduce the language in the book to their classroom size of 20 instead of the book number of 100. Ask the Children how different the village was? Ask the Children if the village reminded them of Canada or not? 11. Activity: Have the children stand in a circle and lead them in diversity activity. Have the children pair off with someone they are the same as or shares something that is the same. Then have them describe the sameness to the group. After the students have identified what is the same in the pair have them identify what is different in their pair. Next have the students find a new pairing and look for a difference. Once they share their difference then they can share their sameness. Talk to the students about how being the same is good and being different is good. Even though we may be different we are still the same and even though we are the same we all have differences. 12. Demonstrate art project “Canada 150 Diversity coloring sheet” Show children teacher’s coloring sheet and explain how diverse the many colors are on the maple leaf. This is a symbol or it represents the many different types of people who make up Canada. Previously in the day the children constructed a timeline art project. Now the children can self-identify how old they think Canada is. Teachers will have two numbers that they can give to the children to write on the coloring sheet. If the children choose a third number from their own understanding this is ok as well. 13. The children will be dismissed by their group colors, and their tables will act as stations. 	<p>Time</p> <p>2 Min</p> <p>3 Min</p> <p>5Min</p> <p>10Min</p> <p>10Min</p> <p>10Min</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</p> <p>For students who end early provide extra coloring sheet.</p>	

<p>Lesson Closure: We have now learned about an important Canadian national celebration: Canada Day. This year Canada turned 150 years old. We also learned that Canada is made up of many diverse people. We say diverse when there are many different things together, like the different people in our class. You made a wonderful art project about a symbol of Canada, our flag.</p>	<p>Time 2 Min</p>
<p>Transition: Help transition into next activity for the teacher.</p>	<p>Time 2 Min</p>
<p>Reflection and Notes for next time This lesson originally had an additional art project that was scrapped in place of the stand-up diversity activity. I would also scaffold the activity better next time by having the students perform a worksheet looking for similarities and differences.</p>	

<p>LESSON PLAN DAY 3</p>	
<p>SCHOOL: Cougar Canyon Elementary</p>	
<p>INSTRUCTOR: Kyle Lewer & Arianna Crosara</p>	
<p>SUBJECT: Social Studies</p>	<p>GRADE: K</p>
<p>THEME: Holidays Throughout the year</p>	
<p>Rationale: (Why this lesson at this time) The children will be continuing their journey of Canadian holidays and celebrations and the importance of them. The children will be learning about two winter time celebrations in Canada: Hanukkah & Kwanza</p>	
<p>Curriculum Competencies/ Big Ideas Explain the significance of personal or local events, objects, people, or places. /Stories and traditions about ourselves and our families reflect who we are and where we are from.</p>	
<p>Learning Intention Develop understanding of the significance of national celebrations, the importance of Canada’s flag, and the diversity of our nation.</p>	
<p>Learning Standards in Student Language I can.....understand that winter holidays are an important part of my diverse country.</p>	

<p>Enacted Learning (relevance, real experience) The enacted learning is when the children self-identify what celebration they like the most and why</p>	
<p>Assessment (evidence of learning) Have Children answer what is similar and different between the two celebrations of Kwanzaa and Hanukkah. Why is it important to recognize similarities and differences in the way we do things?</p>	
<p>Lesson Hook: (Kwanzaa song link for after Kwanzaa lesson) https://www.youtube.com/watch?v=2u5zJzf5PWA</p>	

<p>Main Body:</p> <p>14. Gather students into a circle with their name tags facing out for the Teacher Candidates to read easily.</p> <p>15. Have the children briefly brainstorm on what winter holidays or celebrations they know about or participate in their home.</p> <p>16. Ask the children if they remember last week how we talked about what the same was and what different was? Remind the children about same things and different things like the toy car and toy doll. They are the same because they are both toys and they are different because one is a car and one is a doll and they are made with different parts. Tell the children that today we will be learning about different celebrations that happen in the winter time in Canada.</p> <p>17. Discover Canadian Hanukkah through reading picture book “Hanukkah by Roni Schotter. Prime the children by describing the origins of Hanukkah as per the back of the book. Tell the children what the candles represent. Ask the children about the pictures and what they can see is happening and if they can relate the story to a family tradition that they have. Ask the children about what they thought about this holiday?</p> <p>18. Have children stand up and take a brain break to get wiggles out.</p> <p>19. Discover Canadian Kwanzaa through reading picture book “Seven Candles for Kwanzaa” by Andrea Pinkney. Prime the children about the book by asking them what they think they might guess about this celebration by the title and cover of the book. Read book and ask leading questions about the pictures in each page. Ask or explain to children what each of the candles mean.</p> <p>20. Ask the children what is the same between Kwanzaa and Hanukkah. Why do they think that both celebrations use candles? What do candles do or provide? Why is light important? What might the light represent? How are the celebrations different? Ask the children if any of the celebrations are similar to the way their families might celebrate in the winter time.</p> <p>21. Play Kwanzaa song for kids. Have them stand up and dance to the music. https://www.youtube.com/watch?v=2u5zJzf5PWA</p>	<p>Time</p> <p>1 Min</p> <p>2 Min</p> <p>2Min</p> <p>10Min</p> <p>2 Min</p> <p>10Min</p> <p>10Min</p> <p>3 Min</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</p> <p>Class will be ending with a recap of celebrations that are similar and different. Recap will also include an overview of Hanukkah and Kwanzaa</p>	

<p>Lesson Closure: We have now learned about two winter celebrations: Hanukkah and Kwanzaa. Both celebrations take place over a couple of days and involve lighting candles. Both holidays also involve giving some small gifts and being with family. Hanukkah and Kwanzaa both celebrate different things: Hanukkah celebrates the miracle of the temple menorah (candles) being lit with one day's oil but for 8 days. Kwanzaa celebrates the importance of 7 principals of how we should live.</p>	<p>Time 3 Min</p>
<p>Transition: Help transition into next activity for Mrs. Samra</p>	<p>Time 1 Min</p>
<p>Reflection and Notes for next time: While searching for a video to help the children understand Kwanza we chose a video may not be culturally sensitive to the African American culture. A better choice of video would be more appropriate.</p>	

<p>LESSON PLAN DAY 3</p>	
<p>SCHOOL: Cougar Canyon Elementary</p>	
<p>INSTRUCTOR: Arianna Crosara and Kyle Lewer</p>	
<p>SUBJECT: Social studies</p>	<p>GRADE: K</p>
<p>THEME Holidays throughout the year</p>	
<p>Rationale: (Why this lesson at this time) In following our theme of Canadian holidays, we will discuss Christmas in Canada and also see how it looks through the eyes of a child in a different country.</p>	
<p>Curriculum Competencies/ Big Ideas Understand how our communities are diverse and made of individuals who have a lot in common.</p>	
<p>Learning Intention Christmas is a holiday that is celebrated in many different places and with different traditions.</p>	

<p>Learning Standards in Student Language I can..... Learn how Christmas and winter festivities are celebrated in different places and in different ways, but that we share many similarities in celebrations as well.</p>	
<p>Enacted Learning (relevance, real experience) Students will create a collage of how they celebrate Christmas/the winter season/holiday with their families, using provided materials - similar to how Juma made it look like Christmas in his village. They will select the materials they like for their collages.</p>	
<p>Assessment (evidence of learning) After reading the book, ask children to say the similarities and differences of Christmas between Canada and the boy in the book in his village in Kenya.</p>	
<p>Lesson Hook: “What holiday do we celebrate in December?”; discussion of Christmas in Canada; how do students celebrate Christmas with their families? Have children say what they do around Christmastime.</p>	<p>Time 5-8</p>

<p>Teacher, Student Activity/Response</p> <ol style="list-style-type: none"> 1. Discussion; have children hear how their classmates celebrate Christmas and winter; reflection. 2. Story book: “A Kenya Christmas” - Christmas from the perspective of a little boy in a village in Kenya. Ask questions intermittently to ensure understanding and connect to their experience and knowledge 3. Follow up discussion: what was different about Juma’s Christmas in Kenya? Compare with Canadian Christmas - similarities and differences. What made Juma’s Christmas different from ours? 4. Although Juma lives in a little village in Kenya, he also celebrates Christmas, and his experience is similar while different because of where he lives. 5. We are going to do an activity where we will make it look like Christmas/winter the way that we celebrate with our families. 6. Collage: using some festive materials and some winter/Christmas themed cut outs, children can select and glue pieces they know from their family traditions (or the ones they like) onto a paper plate. 7. Wrap up and lesson closure 	<p>Time 30-35 min</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students Colouring sheet</p>	
<p>Lesson Closure: Christmas is celebrated all over the world, but it can look different in some places than it does here. Canada is also multicultural, so your friends may celebrate differently.</p>	<p>Time 2 min</p>
<p>Transition: Tidy up, prepare for next lesson with Mrs. Samra</p>	<p>Time 3 min</p>

<p>Reflection and Notes for next time</p> <ul style="list-style-type: none"> - Closure: finish in a way that engages children and encourages response. - More collaboration between children in activities - For the story, it would have helped to show the children where Kenya is on a map in relation to where we live, and to gauge what children knew of other countries by asking who had been to another country. The concept may have been a little difficult for many of the children to grasp. 	
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LESSON PLAN DAY 4	
SCHOOL: Cougar Canyon Elementary	
INSTRUCTOR: Kyle Lewer & Arianna Crosara	
SUBJECT: Social Studies	GRADE: K
THEME: Holidays Throughout the year	
<p>Rationale: (Why this lesson at this time) The children will be continuing their journey of Canadian holidays and celebrations and the importance of them. The students will be learning about Remembrance Day which has two parts: war and peace. This first lesson will concentrate on war and why it happens.</p>	
<p>Curriculum Competencies/ Big Ideas Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. Recognize causes and consequences of events, decisions, or developments in their lives</p>	
<p>Learning Intention Develop understanding of the significance of national celebrations, the importance of Canada's celebration of Remembrance Day. Understanding why there is conflict and how conflict comes from reactions to emotional responses, and some conflicts become war.</p>	
<p>Learning Standards in Student Language I can.....understand that conflicts are from emotions and that sometimes conflicts can become bigger to form wars.</p>	

Enacted Learning (relevance, real experience)

The enacted learning is when the children self-identify what conflict makes them feel what. The children will also identify in a mock demonstration of what a war is like through their paper ball fight.

Assessment (evidence of learning)

Have children answer what emotions can cause conflicts through designed activities.

Lesson Hook: (What emotion is she feeling?)

<https://www.youtube.com/watch?v=dOkyKyVFnsS>

Main Body:	Time
22. Gather students into a circle with their name tags facing out for the Teacher Candidates to read easily.	1 Min
23. Have the children briefly brainstorm on what Remembrance Day is. Tell the children that there are two sides of Remembrance Day: War and Peace. This morning we will be talking about war.	2 Min
24. When we have war, it is because we are all involved in a conflict. Conflicts start from us responding from our emotions. We need to understand our own emotions so that we can prevent or reduce our conflicts and others from conflicts as well.	1 Min
25. What are some emotions that you can name? (Joy, Sadness, Fear, Anger)	2 Min 5 Min
26. What is it like to be joyous or happy? - have children show with facial and body expressions. What is it like to be angry? - have children show with facial and body expression. What is it like to be sad? - have children show with facial and body expressions. What is it like to be fearful - have children show with facial and body expressions.	4Min
27. Show You Tube clip of “What emotion is she feeling?” a clip of inside out provided in lesson hook section.	10Min
28. Run children through simulation of sample conflicts that they may face and how they may feel during those conflicts. Divide the classroom into 4 quadrants: 1 for each emotion (joy, sadness, anger, and fear) Sample conflicts for kindergarteners (Possession Disputes, Power Struggle Disputes, Group Entry Disputes, Aggressive Play Disputes, and Diversity Disputes) During each dispute simulation ask the children how they feel on each side of the dispute and move to a quadrant that represents how they feel. Ask the children how do they feel about the other children in different quadrants.	12Min
29. Time to demonstrate what happens when conflicts can’t stop and start to involve more and more people. The war demonstration will start by asking the children to crumple three pieces of paper each. After the children have finished crumpling the paper provide the rules to them. The children can only throw the paper when the teacher instructs them to throw it. Only throw the paper at the other team’s waist or below. NOT ABOVE. Tell the children that wars today have rules. Sometimes people break the rules and they get punished. Scenario #1: The stolen toy Each child will take a turn to throw paper at the other side. If anyone is hit they are removed from the war. Each team will take a turn throwing paper until there is one team eliminated. Scenario #2: I want to be in charge. Same format as throwing as the other side. Scenario #3: I’m afraid of different things. Same format as above. Scenario #4 We were already in a war and it got out of hand. Have the children throw paper at each other on command all at the same time.	12Min

<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students Class will be ending with the war activity and there will be no early finishers.</p>	
<p>Lesson Closure: We have now learned about our emotions, conflicts and how they can escalate into wars. What are the emotions that we identified? How can we recognize emotions in ourselves and in others? After lunch we will be learning about peace.</p>	<p>Time 3 Min</p>
<p>Transition: Help transition into next activity for Mrs. Samra</p>	<p>Time 1 Min</p>
<p>Reflection and Notes for next time: This lesson was very active and the students enjoyed it. They could easily have identified the emotions that could lead to conflict and war. They understood the war of paper.</p>	

<p>LESSON PLAN DAY 4</p>	
<p>SCHOOL: Cougar Canyon Elementary</p>	
<p>INSTRUCTOR: Arianna Crosara and Kyle Lewer</p>	
<p>SUBJECT: Social Studies</p>	<p>GRADE: K</p>
<p>THEME: Holidays throughout the year</p>	
<p></p>	
<p>Rationale: (Why this lesson at this time) This lesson will take place the day before Remembrance Day. This lesson will focus on peace and how the children can be peacekeepers every day in their own lives.</p>	
<p>Curriculum Competencies/ Big Ideas Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others. Recognize causes and consequences of events, decisions, or developments in their lives</p>	
<p>Learning Intention Students will learn about the meaning and importance of peace in the world. They will learn how they can be peacekeepers in their own lives.</p>	

<p>Learning Standards in Student Language I can.....understand the consequences of my actions towards others and understand my responsibilities in my relationships with others.</p>	
<p>Enacted Learning (relevance, real experience) By having children share examples of how they can promote peace in their own lives as we do the “Peacekeepers vs Peacebreakers” activity, the lesson becomes relevant for them.</p>	
<p>Assessment (evidence of learning) Children can make connections between the meaning of peace and how it looks in their own lives. Assessment will be on ideas the children share as we do the peacebreakers/peacemakers activity.</p>	
<p>Lesson Hook: “Who wants to tell me what the word ‘peace’ means?” Working with the children’s responses, explain that it is the opposite of war and fighting. We are responsible for keeping peace in our own lives in the world and in our relationships with others.</p>	<p>Time 5 min</p>
<p>Teacher, Student Activity/Response</p> <ol style="list-style-type: none"> 1. Simple poem about peace: “What is Peace?” Recite together. Harder words will be underlined/different colour and we will work on sounding them out together. 2. Ask children to close their eyes and think of what they see when they think of the word “peace.” Ask them to share. 3. How does peace feel and sound; what does it look like? Have the children share. Give an example to start them off. 4. Brain break: trading places game or animal pretend (2-3 mins) 5. Activity as a class: Peacemakers vs Peacebreakers chart. First ensure understanding of the two terms. Have the children share what being a peacekeeper means to them, and also give examples of what peace breaking looks like to them. Refer to their classroom and families. Write down simple answers. 6. Have children share experiences in their own lives of when they were peacekeepers. 7. Finish lesson with a song called “Teaching Peace”: https://www.youtube.com/watch?v=tYtFDQLazX8 (about 2.5 mins) 	<p>Time 30 minutes</p>

<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students The entire class will be involved in the activities.</p>	
<p>Lesson Closure “Who can tell me one thing we learned today?” Choose three children for three responses.</p>	<p>Time 2 min</p>
<p>Transition: Children will transition into the next lesson with Mrs. Samra from the carpet area.</p>	<p>Time 1 min</p>
<p>Reflection and Notes for next time</p> <ul style="list-style-type: none"> - Our challenge this time was not to use books, so we used a poem and a song instead - When reading out the poem and doing the activity, I didn’t ensure that all the children were involved and were all understanding. - The children were too young to read the words on the activity so may not have found it very enjoyable. Also a lot of suggestions were repeated. Might be better for an older grade, or to simplify this by giving them the words and asking which category they go into. - Lesson also ended up being short and I had to drag it out a bit. - We switched to different activities but children were also sitting for both activities and listening and this was too long a time for them. They did not understand the brain break activity we had planned. They were getting restless. 	