

Kindergarten Social Studies Project Plan

Topic: Identity & Families

Class Description

We are in a Kindergarten class with a female teacher in Richmond. Her class is composed of 9 girls and 13 boys to make a total of 22 students. There are 9 ELL students ranging from level 1 to 4. There is one female student in the class who has a permanent EA. The class appears to have a Reggio focus, decorated quite plainly to focus on student work, and there is a focus on play-based inquiry. We noticed a variety of ethnic and racial backgrounds that creates a lovely classroom dynamic. We have recognized the students that need cues to stay on task, the shy students, and the students who love to talk. There is no designated seating arrangement and students are free to play, eat lunch, and work at any table. We observed reversed lunch and were also informed about their reversed recess. The students get along very well together and we noticed how playful and social they are with one another.

Connections to Enactive Teaching

- **Connections** to real life
- **Social** lessons which get the students talking about themselves but also listening to others
- **Active** in the sense that they used their bodies to achieve a core competency, mentally while thinking about the questions being asked and interactively by talking about themselves to their peer

Lesson #1

Who Lives in My House?

Adapted from: <http://larremoreteachertips.blogspot.ca/2011/10/family-glyph.html>

BIG IDEAS

- Our communities are diverse and made of individuals who have a lot in common

RATIONALE (Why Important)

- Students understand family structure and that every family is different
- Students will understand that they have their own identity within their family

CURRICULAR COMPETENCIES

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Acknowledge different perspectives on people, places, issues, and events in their lives

OBJECTIVES

- A2 gather information from personal experiences, oral sources, and visual representations
- A3 present information using oral or visual representations
- B3 identify similarities and differences among families

MATERIALS

- markers/ crayons
- white board

HOOK

- Read *The Family Book* by Todd Parr

LEARNING ACTIVITIES

“Who Lives in My House”

- Talk about who lives in our house
 - Mom, dad, sister, brother, aunt, uncle, grandparents, pet, me
 - *What makes up a family?, Does family have to live in the same house? Are all families the same?*
 - Discuss houses (if there is time remaining)

ASSESSMENT

Students will be assessed on their ability to understand who lives within their house and who they consider to be family.

- Students will be assessed on the effort put into drawing who lives in their house

CLOSURE

- Talk about the fact *that everyone's families are different and that it is okay*

Lesson #2

Roles In Our Families

BIG IDEAS

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

RATIONALE (Why Important)

- Students identify the role that they play within their families

LEARNING STANDARDS

Curricular competencies being addressed

- Explain the significance of personal or local events, objects, people, and places
- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

CURRICULAR CONTENT

- Rights, roles, and responsibilities of individuals and groups
- Needs and wants of individuals and families

LEARNING OBJECTIVES

- B1 Demonstrate an awareness of the concept of change
- B2 Identify groups and places that are part of their lives
- B3 Identify similarities and differences among families

MATERIALS

- Chart paper (2 or 3)
- Markers
- Household Item Task cards
- White paper

HOOK

Family Chart (10-15mins)

- Set up a 3 column chart and review families
 - I.e. What families **have**, can **live in**, families **are**....
- Discuss the answers given and have students share how they fit into the chart

LEARNING ACTIVITIES

Read *This is My Family* by Mercer Meyer (5-7mins)

- Discuss the different jobs within the family and which jobs the characters in the story do

“Grab Bag” Activity (20-25mins)

- Put cards with tasks that need doing in the home printed on them.
 - Example: dry the dishes, take out the garbage, feed the pets, help make the lunches etc.
- Students take a card (and with teacher's help read what it says) but don't tell others in the class.
- Student then mimes the “helping task” (with teachers help).
- Classmates try to guess what the task is.

- Once the students have guessed correctly or been told, we can add that task on to our chart paper from the opening activity with the new task he or she could perform to help the family.
- Our summative comments refer to the chart and note all the ways that children can help the family meet all the daily needs and commitments.

Drawing Activity

- Students represent a role they play in their own family at home

CLOSURE

- Everybody has a different role in their family but all the roles put together makes a family work. Roles do not define a family and do not affect the emotions within the family.

ASSESSMENT

- Students will be assessed on the quality of their answers for both charts, their effort in miming the task cards and their ability to reveal their role in their own family

Lesson #3

Traditions

Adapted from: www.aliefisd.net/www/alief/site/hosting/socialstudies/lpk3traditions.doc

BIG IDEAS

- Stories and traditions about ourselves and our families reflect who we are and where we are from

RATIONALE (Why Important)

- Students will understand that their traditions are different than their peers'
- Guide students to understand that another way families are alike and different is in their celebrations and traditions

LEARNING STANDARDS

Curricular competencies being addressed

- Explain the significance of personal or local events, objects, people, and places
- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

CURRICULAR CONTENT

- Personal and family history and traditions
- Ways in which individuals and families differ and are the same

LEARNING OBJECTIVES

- A2 gather information from personal experiences, oral sources, and visual representations
- B2 Identify groups and places that are part of their lives
- B3 Identify similarities and differences among families

MATERIALS

- Chart paper
- Markers
- Book- *The Night Tree* by Eve Bunting
- Book-*The Relatives Came* by Cynthia Rylant
- Paper

HOOK

Popcorn Activity (5-7mins)

- Question being asked: “*What are some roles within the family?*”
- Students will sit down, when they have an answer to the question they will ‘pop up’ and answer the question
- This activity will assess students prior knowledge to previous lesson

LEARNING ACTIVITIES

What is a tradition? (5-7mins)

- Start by asking students that tradition is something people do that their parents, grandparents, and people did many years ago did and we still do now
- Traditions are beliefs or customs that are handed down from generation to generation
- Teachers will give examples of a tradition that they do with their family
- Ask the students for examples of common traditions such as celebrating Christmas or Hanukkah, birthdays etc.

Read *The Night Tree* by Eve Bunting or *The Relative Came* by Cynthia Rylant (5-7mins)

Brainstorm different aspects of different traditions

- Make a list of different traditions that the students experience
- Each student will then go and display how their family celebrates a certain traditions of their choice

ASSESSMENT

- Students will be assessed on ability to:
 - Describe what a tradition is
 - Describe different traditions within their own lives which include their family
 - Drawing of their personal traditions

CLOSURE

- Students will learn that family traditions are different but traditions mean the same thing to to each family.

Resource Critique

Who Lives in My House?

<http://larremoreteachertips.blogspot.ca/2011/10/family-glyph.html>

This resource is a great activity to do with young children. It is an art activity where students use color squares which they glue onto a black paper house to demonstrate who lives in their house. It can be found on pinterest with search keywords such as social studies, kindergarten or family. It is a great way to demonstrate who lives in their house and associate that with color and without drawing. However, it is time consuming to prep and there are stereotypes that can be attached to the colors associated with each person in the family. It is also very simple and does not account for inquiry based learning.

‘The Family Book’ by Todd Parr

This book for children discusses the different kinds of families. It is colorful and simple so children can understand the concepts. You can find this book in any public library or school library and Todd Parr has many other children's picture books on a variety of topics. It is a great book to get across a deeper message and also allows for some humor in it as well through the illustrations. The pictures are so colorful and child friendly that students can easily connect to it. The only downfall for this book is it's popularity.

‘This is My Family’ by Mercer Mayer

This book discusses the roles within a family. You can find a read aloud of it on YouTube. It is clear in describing one family and the different roles or jobs within that household. The pictures are childlike and the vocabulary is simple so children can follow the story easily. It also helps children to think about what their role in their family is. The downside to this book is that it is hard to find in print, so to use it you must have some piece of technology and access to the internet.

‘The Night Tree’ by Eve Bunting

This book discusses a family's tradition at Christmas. You can find a read aloud of this book on YouTube. Though it is a longer story, the illustrations are beautifully drawn and it is clearly a tradition that the family participates in each Christmas. The only downfall to this story is that it may be hard for some students to connect with if they do not celebrate Christmas.

'The Relatives Came' by Cynthia Rylant

This book discusses how relatives came from afar to spend the summer with another part of their family. It digs into the emotions how families come together and feel and act after being apart for a whole year, as well as how they spend their time when they are together. The pictures are colourful and simple and lend to the plot of the story.

Traditions

www.aliefisd.net/www/alief/site/hosting/socialstudies/lpk3traditions.doc

This resource provides a detailed lesson plan on neighborhood traditions. It can be found on Google with the keywords kindergarten social studies lesson plan for traditions. It is a great way to discuss that traditions are different but that are important to each family. However, the lesson plan is not very engaging, if you use it make sure to activities that will engage students.