

## Social Studies - Project Plan

### Theme of the Project Plan:

Morning Time, Morning Routines, Culture and Song

**Grade:** Kindergarten (Montessori)

### Lesson Overview:

Lesson 1 - Morning Time and Morning Routine

Lesson 2 - Cultures in the Morning

Lesson 3 - Our Morning Cultures and Routines in Song

**Teacher Candidates:** Cheryl Brown, Chelsey Kolenda

### Class Information:

- The class has 21 students - 14 who identify as male, 7 who identify as female
- There were 6 students who were English Language Learners, with 3 requiring more direct support
- The students who were English Language Learners (ELLs) required movement-based strategies and a slowed down rate of speech when engaging in language-based activities and lessons
- There were no students with official designations for learning disabilities (no IEPs) at this time, but the teacher believed that this was due to their young age and not a true indication that no students would be given these designations later
- There was one student who required hand-over-hand support when engaging in writing-based activities
- Students needed a balance of activity and opportunities to focus
- Students were movement based in their learning style and, based on observations, could engage in discussion and greatly enjoyed music
- Students needed opportunities to work on their ability to think of others

- Class was talkative and was noisy when given opportunities to move - therefore, they required positively framed boundaries and reminders (i.e., “walking feet” during drama activities)
- Class enjoyed singing and engaging in song before leaving for the lunch room
- Some of the students in the class experienced conflicts with each other, and so some students needed to be separated from each other
- Based on observation, the students greatly enjoyed opportunities to be creative, whether through art, drama or music
- Based on observation, students were able to engage in thoughtful conversations around resources such as books and music

**Objectives:**

- The objectives for our unit overall were for students to reflect on their experiences in the morning, and to find the similarities and differences between their own routines, those of their classmates, those of animals in their community, and those of people around the world

**Background information:**

- The overarching theme for all 3 lessons was “time.” We focused our lesson series specifically on morning activities. Over the lessons, we discussed the ways we get to school in the morning, the ways that children in other countries get to school in the morning, the special things we do in our families in the morning, and how we can discuss the morning experiences of the classroom through drama and song. The original songs developed in Lesson 3 helped tie everything the students learned together and connected them as a classroom community.

**Rationale:**

- Over the lessons, we used drama, exploration of toys, art drawings, and music to lead our discussion. This allowed children who enjoyed different activities and learned in different ways to find a place for success in our unit.
- In our unit, we aimed to help the students both work from ideas of self with which they were familiar, and begin to learn to recognize the differences and similarities between their own lives and the lives of other cultures and animals.

- Through our lessons, the students were given chances to share the things that they do in the morning and listen to the things that their classmates do in the morning, in order to begin to recognize some of the similarities and differences in routines between different cultures and different families
- The book “Good Morning World” discussed different animal experiences in the morning, with colourful Heiltsuk images. Children were drawn in by the colourful pictures and were interested in making connections between what animals do in the morning and what they do.
- The book “The Way to School” discussed a variety of cultures, and what they do in the morning, with photographic images. Students were drawn in by the realistic pictures and were interested in making connections between what they do in the morning and what others do around the world. The book related the idea of diversity between countries and the challenging mornings some children have in trying to get to school through language that was straight forward for kindergarten children to fully understand.
- In our final lesson, we used the melody of the song and added movements to it instead of relying solely on spoken language, in order to ensure that all students, including those who had English as a Learning Language, were able to connect to, understand, and find value in the lesson. We intended the lesson to provide closure to our discussions about morning routines across families and cultures. By uniting the morning routines students view as special for both them and their classmates in a unique song, students were able to see how the similarities and differences between themselves and their peers could all form a part of their classroom community.

*Why teach this unit to these students, at this time?*

- It's important for students to know the difference between morning, afternoon and evening and which activities are associated with each time of day. Due to the short time frame of our unit, we decided to focus solely on the morning time so that we could ensure students truly understood the concept behind this time of day and could explore it through different types of activities before they moved to other times of day.
- When students come into school, ‘morning routines’ are the most immediate in their day, and so this theme was relatable to all students.

- These lessons helped students connect the abstract idea of time with concrete experiences they have in their daily lives and other children experience in their lives as well.
- Our second lesson exposed students to what different cultures do in the morning and allowed students to bring their own cultures to the classroom in a way that naturally integrated with content. It allowed students to expand their ideas of what activities children might do in the morning, and what morning might look like in different places, in a way that was concrete and easy to understand.
- The third lesson allowed students to continue to explore their own routines and cultures in a way that naturally integrated with content, while relating to their classmates' cultures and routines as well. It allowed students to bring their backgrounds and interests to the creation of original lyrics of a song, and helped them see how their learning could be activated in meaningful ways. It also allowed students to reflect on the differences and similarities between themselves and others.

## Curriculum

### Big Idea(s) (What students will UNDERSTAND)

- Our communities are diverse, and comprised of individuals who have a lot in common
  - We all get ready in the morning, even animals
  - We explore community through the members of our classroom community and their families
  - We begin to introduce the idea of a global community, in a simple and concrete way
  - We reinforce community by working together to create original work, such as a song
  - There are many morning routines that are important to members of the class, and that may be common among many of us
  - Even though our morning routines are different, there may be many similarities between them as well

- Stories and traditions about our families and ourselves reflect who we are and where we are from.
  - All cultures get ready in the morning
  - The stories of our mornings help us share our worlds beyond the classroom and connect learning to the things we do with our families
  - Our cultures may shape the things that we do in the morning, and so talking about our morning routines helps us explore the uniqueness of our cultures and families, as well as the similarities between our own cultures and those of our classmates

**Curricular Competencies** (What students will DO – Important skills and processes)

*Students will be able to use the following creative process(es) to create and respond to the book:*

SWBAT :

- Acknowledge different perspectives on people, places, issues, or events in their lives
  - Members of our community, class, and different cultures in other countries may have different morning activities and routines, but they all help us to start our days
  - When working together to create something new (such as new lyrics), we may disagree with our classmates, but we can resolve these disagreements with compromises that work for everyone
- Explain the significance of personal or local events, objects, people, or places
  - We can share simple stories of how our mornings are special and unique, compared to our classmates
  - We can relate morning routines that are special to us, with morning routines that are special to our classmates
  - We can explore the global world through connections to our personal lives
- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
  - The book “Good Morning World” teach us information that we can connect to our own lives

- The book “The Way to School” teaches us information that we can connect and contrast with our own lives
- The song “*This is the Way We Go to School*” provides musical inspiration that we can all relate to and use to discuss our own lives
- We can share information with our classmates about our morning routines in a variety of ways (short oral presentations, drama, drawings) and collect and communicate this information in the form of a song
- We can create original lyrics to a familiar song based on common experiences of morning routines among our classmates

**Concepts and Content** (*What students will KNOW*)

- Ways in which individuals and families differ and are the same
  - People and their families do morning activities that are different from and the same as morning routines of other people, families, and cultures
- Personal and family history and traditions
  - We do activities in the morning with our families that are important to us
  - We can share stories about the important activities we do in the morning in our families, with our classmates and friends, and we can learn about what is important to our friends by listening to their stories
- People, places, and events in the local community, and in local First Peoples communities
  - People in our local community and class share a common event of a morning routine
  - Animals, people of the Heiltsuk Nation, and people around the world also share the common event of a morning routine

## Lesson 1 - "It's Morning Time"

### Essential Questions (What questions will drive student learning?)

- Students will be asked: "What do you do (activities) in the morning?" and "Who do you say 'Good Morning' to in the morning?"
- This lesson will focus on, "How do you get to school in the morning?" as it relates to a part of the book. How is this both different and the same to the way other people and animals get around in the morning?
- What do different animals do in the morning? What do you do in the morning? How is this both different and the same to what your classmates do in the morning?

### Learning Intention: (Make it explicit for your students what it is that you want them to learn.)

- Students will learn their peers may do similar or different activities in the morning, but that we all get ready in some way to start our day.
- Specifically, students will learn about different modes of transportation both families and their peers use to get to school (i.e., walking, bus, car, truck, etc.)

### 'I Can' Statements:

- I can connect information in a book to important personal events in my own life
- I can communicate information about important personal events to my classmates through different activities (through drawing, drama, lyrics).
- I can listen to the personal events of my classmates and think about how these events are both similar and different to my own

### How I Will Teach This

Materials and

Preparation:

**Technology**

- Book called “Good Morning World”
- Map of Heiltsuk (see Appendix)
- Toys representing different ways to get to school (cars, people, buses, trucks, airplanes, etc.)
- Bin to hold toys
- For extension activity, paper and crayons

- Have colouring paper and crayons ready if the lesson finishes earlier than anticipated
- Bring in selection of toys and put them in a bin
- Print off map of Heiltsuk and clearly highlight the location of the Heiltsuk Nation and the location of Vancouver so students can recognize it
- Look up how long it takes to travel between Heiltsuk Nation and Maple Grove Elementary (approx 21 hours)
- Students do not need to bring anything from home

**Resources and References:**

Resources for project (i.e. web links, books, posters, field trips, etc.)

- The book, “Good Morning World” by Paul Windsor
- Map of Heiltsuk (see Appendix)
- Google Maps for looking up time it takes to travel between Heiltsuk Nation and Maple Grove Elementary
- FNESC website for First Peoples Principles of Learning ([www.fnesc.ca/learningfirstpeoples/](http://www.fnesc.ca/learningfirstpeoples/))

<b>Overview of Lesson:</b>	<b>Timing</b>
<b>Connecting:</b> <a href="#">Engage(hook)/Activate prior knowledge/Predict</a> <ul style="list-style-type: none"><li>• **Start with Expectations. “We have a great book to read together today, but we need everyone to sit quietly in their spot so everyone can hear. What are other ideas</li></ul>	<b>Total: 10 min</b>

<p>for good listening? (I.e., keep their ears open, and their hands to themselves).”</p> <ul style="list-style-type: none"> <li>• Briefly introduce ourselves (tell students our names and that we are from UBC), have students say their names around in a circle and say good morning to each of them</li> <li>• Tell students that we will be reading a book about animals that live in the Heiltsuk Nation</li> <li>• Show students a <b>map</b> that shows where Heiltsuk Nation is and where Vancouver is, then point out Maple Grove school.</li> <li>• Tell them how long it would take to get to Heiltsuk Nation by number of sleeps (<i>i.e., about 21 hours, which is the same as from the time you wake up today (Tues), to the time you wake up tomorrow (Weds). Or 2 sleeps if you drive about 10 hours/day! A long time.</i>)</li> <li>• Show students the front cover of the book. Tell them the name of the author and artist (Paul Windsor.) Ask students what they see on the front cover. Point at the picture of the sun. Ask students what they think this looks like. Ask the students what time of day they think it is right now. Ask them if they can see the sun at this time of day. Then ask them what time of day they think it is in the book. Then, tell them the title of the book, “Good Morning World,”</li> </ul>	
<p><b>Processing:</b></p> <ul style="list-style-type: none"> <li>• Read the book from beginning to end. Pause a couple of times to discuss how things brought up in the book connect</li> </ul>	<p><b>Total: 10 min</b></p>

to their lives and to ask questions about their own morning routines. (For example: What do you eat in the morning? Who do you say 'Good Morning' to in the morning? What do you do when you get to school in the morning?)

**Transforming and Personalizing:**

- Open the book up to the page with the salmon.
- Point to the picture of the people in the canoe. Ask the students: What do you think this is? How are the people (Indigenous/Aboriginal people) getting where they want to go? Where do you think they are going?
- Point to the picture of the salmon. Ask the students: What kind of animal is this? How are the fish getting where they want to go? Where do you think they are going?
- Then ask students: Where do you go in the morning?
- Tell students: We will be talking about the ways that we get to school in the morning.
- Remind students of expectations for behaviour - say, 'we need to see your walking feet, hands to yourselves, inside voices, and listening ears'
- Say: We will act out different ways that we might get to school in the morning. Demonstrate to students that when I say 'all the students have gone to sleep' they must sit or lie down and when I say 'but when they woke up in the morning they got to school on a [\_\_\_\_blank]' they must act out the way that we get to school. Get students to sit or lie down and then go through activity with a couple of my own suggestions (driving in car, walking). Then, give them the chance to suggest a couple

**Total: 20 min**

of ways they might get to school. Go through activity a couple more times with these suggestions.

- Place a bin full of a collection of toy cars, toy bikes, Lego figures, etc. in the middle of a circle. Get students to gather back in the circle. Have each student one at a time find the toy that represents the way they get to school, hold it up and share verbally the way they get to school in the morning.
- Time permitting, we will ask the students to draw who they say good morning to, or how they get to school in the morning.

**Extension and Cross-curricular Connections:** [Cross-curricular connections](#)

- This specific lesson connects with Social Studies. It could also fit with Language Arts, through the use of the book *“Good Morning World.”* You could also extend this lesson to cover Indigenous culture, science and the environment, at an age-appropriate level. Finally, if we use our extension activity or if extra time was given to this activity, we could connect the lesson to the Arts Education curriculum.

**Special Considerations:**

[How have you differentiated the lessons to meet the needs of your students?](#)

- For students who have English as a Learning Language, they can pick up an object/toy that represents how they get to school without the verbal part of the activity
- The instructions for the drama activity can be acted out as well as stated verbally so students who are ELLs can understand them
- The lesson fits the needs of the students, as it provides both quiet opportunities for students to work on their focus and busy activities to meet the students' needs for movement

- The lesson asks the students to listen to the contributions of others, so they can learn to recognize the experiences and viewpoints of their classmates as well as themselves

**What extension activities have you provided for those who are finished early?**

- If there is extra time, students will draw a picture (with colouring paper and crayons) of how they get to school, and/or who they say good morning to

**Have you considered all safety/logistics factors for your lessons/unit? What are they?**

- Before the drama activity, students will be reminded of safety guidelines by the teacher stating ‘hands to ourselves,’ ‘inside voices’ ‘listening ears’ and ‘walking feet.’
- One of us will be available to set up the final activity, while the other person leads the drama activity.

**How have you considered First Peoples Principles of Learning in your lesson plan?**

- We have considered Indigenous peoples as the book is based on the Heiltsuk Nation. We are also briefly sharing a map so the children can see the Heiltsuk territory in relation to their school in Vancouver. This connects to the First Peoples Principle: “Learning recognizes the role of Indigenous knowledge.”
- This lesson is connected to this FPPL principle: “Learning is holistic...experiential, and relational (focused on connectedness...and a sense of place” (FNESC website) because it helps students recognize and connect the experiences of others in the community to their own experiences through hands-on activities and discussion.
- Because the lesson involves the students thinking about and sharing their own morning routines, it connects to the Principle: “Learning requires exploration of one’s identity”

**How is Learning Enacted?**

- The students are connecting with the morning theme in the book, through exploration of their own experiences and those of their classmates.
- Learning in this lesson is holistic because it allows students to explore a concept through a visually-oriented story, verbal discussion, body movement, and use of toys, and so it allows for many different styles of learning.

- The lesson connects to the real world by using a map to show the students where the book they are exploring comes from.
- They are given the opportunity to select actions to act out in the drama activity, and they also choose an object from a box as to how they get to school (walking Lego figure, car, bus, etc.). This allows them to further explore options that are significant to them.
- Edge of Chaos: Students will be given the chance to engage in busy activity by acting out different modes of transportation/movement (driving in a car, taking the bus, walking, etc.), within the parameters of safe behaviour.
- Ecology and Coevolution: Students will learn to share with each other and recognize the similarities and differences between themselves and others.

**Assessment:** *What do you want your students to learn? How will you know they have learned it?*

- We want the students to learn about morning time, how to connect information in a book to their own experiences, how to communicate the ways they get to school in the morning and how to listen to the ways their peers get to school in the morning
- Through observation, we will assess the student's' ability to describe how they get to school, and connect this to the appropriate object (i.e., toy car, bus, Lego person for walking, etc.). We will see if students are able to answer the question 'how do you get to school in the morning?' while picking up the object that corresponds to their answer.
- Through observation, we will assess whether students are able to listen quietly to their peers while they share their own ways of getting to school in the morning.
- Through observation, we will assess whether students can answer at least one question about their morning routines during the reading of the book.

**Resource 1A** for Lesson 1 "Morning Time"

Description	A book titled, " <u>Good Morning World</u> " by Paul Windsor
Availability	This book was available in the UBC Education library, in March

	2017.
Any Cautions	The images are somewhat abstract, so it is useful to discuss which artistic images represent the sun, different animals, etc. Since the book uses Indigenous art from the Heiltsuk Nation, this should be mentioned in an age appropriate way or it could cause misunderstanding.
Strengths	This book focuses on what animals do during the morning time, and includes colourful images that are child-friendly while incorporating Indigenous art, specifically from the Heiltsuk Nation. These traits help engage student interest naturally while introducing them to local Indigenous cultures and increasing their cultural and artistic awareness. The theme of morning also creates natural connections between the students' own lives and the book.

**Resource 1B** for Lesson 1 “Morning Time”

Description	A Map of BC and the Heiltsuk territory
Availability	This map was available online at the Springtime of Nations website at: <a href="http://www://springtimeofnations.blogspot.ca/2014/07/gitxsan-chiefs-in-british-columbia.html">www://springtimeofnations.blogspot.ca/2014/07/gitxsan-chiefs-in-british-columbia.html</a>
Any Cautions	This map indicates the approximate territories of the coastal nations of British Columbia. It is published on Chris Roth’s website/blog who is a social-cultural and linguistic anthropologist with an interest in the symbolic politics of nationalism and ethnicity. However, since the boundary lines between Indigenous nations are not always clear and are somewhat of a colonial imposition, this map only shows territories from one point of view.
Strengths	The map is clear and easy to read. The territories are colour coded in bright colours so it is easy to differentiate between the different coastal nations. It also includes the City of Vancouver, so we could show the students where their school resides in relation to the Heiltsuk Nation.

## Lesson 2 - Culture in the Morning

### Essential Questions (What questions will drive student learning?)

- Students will be asked:
  - “What do other cultures do in the morning?”
  - “What are special activities that your family does in the morning?”
  - “How are these similar/different to your friends?”

### Learning Intention:

- Students will learn their peers and children in other countries may do similar or different activities in the morning than they do, but that we all get ready in some way to start our day.

### ‘I Can’ Statements:

- I can connect information in a book to important personal events in my own life
- I can communicate information about important personal events to my classmates through different activities
- I can listen to the personal events of my classmates and think about how these events are both similar and different to my own

### How I Will Teach This

#### Materials and

#### Technology

- Book called “The Way to School”
- Regular letter-size paper for student drawings
- Clipboards to hold the paper
- Crayons

#### Preparation:

- Paper must be clipped to the clipboards
- Crayons must be put in a container for easy access by the children
- Chart paper must be hung where all children can see it

- Large pieces of chart paper that the individual drawings are glued/taped to
- Marker for writing on the chart paper
- Tape or glue for putting the drawings together as a class chart
- Paper for recording student responses

- Tape or glue must be ready for quickly attaching student work
- Paper must be laid out to quickly capture student responses
- Students do not need to bring anything from home

**Resources and References:**

- The book, "The Way to School" by Rosemary McCarney

Overview of Lesson:	Timing
<p><b>Connecting:</b>  Engage(hook)/Activate prior knowledge/Predict</p> <ul style="list-style-type: none"> <li>• <i>**Start with Expectations. Everyone sits in a circle. "We have a great book to read together today, but we need everyone to sit quietly in their spot so everyone can hear. What are other ideas for good listening? (I.e., keep their ears open, and their hands to themselves)."</i></li> <li>• Ask if any students know how to say "Good Morning" in a language other than English. Say good morning to each student using a new language, so all students get to repeat and practice it. This will integrate the idea of diverse cultures all the way through the lesson.</li> <li>• Re-activate learning from previous lesson. "Last week we discussed how we get to school. What were the different ways we went to school again? This week we are going to look at what different CULTURES and FAMILIES do during the morning time."</li> <li>• "When Ms. Kolenda is reading, I want you to think about what you do in the morning. Is it the SAME or DIFFERENT to what children from different cultures do?"</li> <li>• Show students the <b>front cover</b> of the book. Tell them the name of the author and tell them the pictures in the book are real photos. Ask students what they see on the front cover. Point at</li> </ul>	<p>Total: 5 min</p>

<p>the picture of the canoe. Ask students what they think this looks like. Ask the students what time of day they think it is right now. Ask them what they do in the morning. Then ask them what time of day they think it is in the book. Then, tell them the title of the book, "The Way to School."</p>	
<p><b>Processing:</b></p> <ul style="list-style-type: none"> <li>● Read the book from beginning to end. Pause a couple of times to point out the different countries that the photos show, and to ask questions that will help the students connect the book to their own lives. (How much time do you think it would take to get to school in a boat? Would you like to get to school this way? Have you seen dogs pulling a sled before? How much time do you think it would take to climb the ladder? How much time do you think it would take to get to school if you had to carry water with you?)</li> </ul>	<p>Total: 10 min</p>
<p><b>Transforming and Personalizing:</b></p> <ul style="list-style-type: none"> <li>● <i>Let's do a BIG stretch after book reading! (Reach up high to the sky, reach down low, touch our toes)</i></li> <li>● Open the book up to the page with the students in the ox cart.</li> <li>● Point to the picture of the ox cart. Ask the students: What do you think this is? How are the children getting where they want to go? What do you think about getting to school this way? Is this the SAME or DIFFERENT than what you do in the morning?</li> <li>● Then ask students: What do you like to do in the morning?</li> <li>● Tell students: We will be talking about unique or special activities we do at home, in the morning. We all have special things we do with our families in the morning that may be different from our friends.</li> <li>● Say: Everyone will get a clipboard with a piece of paper on it. Using the crayons (gesture to crayon box), you will draw</li> </ul>	<p>Total: 5 mins Instruction</p> <p>Students: 10 mins to draw</p>

something special you do with your family in the morning. We will share these all together when you are done. You will not keep your drawings but we will put them together to make one big picture. Ask for a suggestion of a special morning activity they could draw. *Show an exemplar of the activity if possible.*

- Give everyone their clipboard. Let's all get up slowly and stretch again! Please share the crayons and write your name on the front of your art work!
- Myself and Ms. Brown will be circulating around the class to see if you have any questions. Remember, we want you to draw something special about your own morning! We will also ask you to share your special drawing with the class
- For an extension activity for students who are finished early, we can get them to draw a picture of an activity they remember the children in the book doing in the morning. This will help them further connect their own experiences to those of other cultures. Time permitting, the second extension activity would be asking the students to think about how they will describe their special morning activity and write down the main words, such as "egg, milk, etc." *If a student finishes both of them, they can get a book for silent reading while our friends finish.*

**Wrap-up:**

- Call students back into a circle, in front of the piece of chart paper.
- Get each student one by one to share their drawing with the class and tell us what special morning activity their picture is showing. Ms. Kolenda will be recording each of the students' stories while they tell them.
- Paraphrase and repeat what the child says so all children hear
- Facilitate understanding/clarifications where required by asking questions
- After each child has presented their drawing, Ms. Kolenda will tape it up onto the large piece of chart paper. It will form a whole class picture or chart.

**So, what did we learn about today?**

Total: 10 min

Cultures, different morning activities, some are the SAME and some are DIFFERENT

- Ask students what they learned in this lesson
- Ask students what it looks like and what they can see when all of our morning pictures are put together.

**Extension and Cross-curricular Connections:** [Cross-curricular connections \(i.e. Science, literature, etc.\) and project relevance \(i.e. social, cultural, environmental\)](#)

- This specific lesson connects with Social Studies because it talks about diversity in morning routines across cultures and families and the types of morning activities we do in our families. It could also fit with Language Arts, through the use of the book “The Way to School” It ties to Career Education because it helps students expand their awareness of other cultures and the things that other cultures do in the morning. It also connects to Art, as we are using drawings to help students think about their special morning routines in their families. Finally, if we use our extension activity or if extra time was given to this activity, we could connect the lesson to a writing exercise.

**Special Considerations:**

[How have you differentiated the lessons to meet the needs of your students? Describe.](#)

- For students who have English as a Learning Language, they can only share their drawing instead of telling a whole story, and can relate their story in any words that they know even if these are not full sentences. The instructions for the drawing activity will be written on the board so students can refer to it, if required. If there were students with no English in the class, picture cards could be used (with pictures for such things as ‘breakfast,’ ‘traveling’) so that the students could point out what type of morning routine their picture refers to.
- A clear exemplar(s) of the drawing activity is shown to the students so they have an idea regarding expectations.
- This lesson uses an art strategy to open up discussion about morning routines in different families, and so can engage students who enjoy other forms of learning than were used in the previous lesson.
- The lesson asks the students to listen to the contributions of others, so they can learn to recognize the experiences and viewpoints of their classmates as well as themselves

[What extension activities have you provided for those who are finished early?](#)

- If there is extra time, students can draw a picture of a special morning routine they remember from the book, so as to strengthen their connections between their own morning routines and those from different cultures.

[Have you considered all safety/logistics factors for your lessons/unit? What are they?](#)

- Students will be reminded of behaviour expectations at the beginning of the lesson.
- Students will be observed during the drawing activity to make sure that they are sharing and cooperating.
- One person will be available to engage the class and keep the activity running smoothly during the sharing circle, while the other person attaches drawings to the large paper and records student stories.

[How have you considered First Peoples Principles of Learning in your lesson plan?](#)

- This lesson is connected to this FPPL principle: “Learning is holistic...experiential, and relational (focused on connectedness...and a sense of place” (FNESC website) because it helps students recognize and connect the experiences of other cultures in the community, and other world cultures, to their own experiences through hands-on activities and discussion.
- Because the lesson involves the students thinking about and sharing their own morning activities, it connects to the Principle: “Learning requires exploration of one’s identity”

### **How is Learning Enacted?**

- The students are connecting with other cultures in the book, through exploration of their own experiences and those of their classmates.
- Learning in this lesson is holistic because it allows students to explore a concept through a visually-oriented story, a drawing activity and verbal discussion, and so it allows for many different styles of learning.
- The lesson connects to the real world by using a book that shows child-friendly pictures of students around the world, paired with simple captions. This allows children to expand their perspectives on the world in a concrete way that they can still connect to.
- This lesson allows students to share with their classmates something about their morning that is special and significant to them. This will help them see the diversity of their morning routines as valuable in the learning environment.
- They are given the opportunity to reflect through a drawing activity. This allows them to further explore options that are significant to them.
- **Edge of Chaos:** Students will be given the chance to engage in busy activity by drawing different morning activities, within the parameters of safe behaviour.
- **Ecology and Coevolution:** Students will learn to share with each other and recognize the similarities and differences between themselves and others.

- **Self-Organization:** Students will be able to learn to self-organize by having the behaviour expectations come from their guided responses, rather than from us as facilitators alone.

**Assessment:** *What do you want your students to learn? How will you know they have learned it?)*

- We want the students to learn about morning time, how to connect information in a book to their own experiences, how to appreciate similarities and differences between their culture and other cultures, and how to listen to stories about things that children in other cultures and their peers do in the morning
  - Through observation, we will assess their ability to describe their special morning activities, and connect this morning activities in other cultures. Specifically, we will look at the student's' ability to make a drawing based on a special or unique morning experience, in their family culture, and their ability to present their drawing to the class, and describe their special morning activity.
  - Through observation, we will assess whether students are able to listen quietly to their peers while they share their own morning experiences.
  - Through observation, we will assess whether students can answer at least one question about their special morning experience or morning experiences as presented in the book.

**Resource 2** for Lesson 2 “Cultures and Morning”

Description	A book titled, “ <u>The Way to School</u> ” by Rosemary McCarney
Availability	This book was available in the UBC Education library, in March 2017.
Any Cautions	The book starts out with a lot of text, which we decided to skip over. The length of the book means it must be shortened to be used effectively with this age group. We began with the page that contained an American student climbing on a bus. Since the names of the countries are written in small type on the sides of the pictures, unless this information is pointed out the book could potentially lead to a reductionist view of culture in which many different countries are looked at as being the same. As well, since most of the pictures show poverty in different countries, the book could create an association between certain countries and poor

	living conditions, while ignoring the diversity of life in these countries.
Strengths	This book exposes students to a wide variety of different cultures, and the unique activities they participate in during the morning. Therefore, it is useful in expanding students' worldviews and cultural and global awareness. It can also be used to spark a conversation on human rights and social justice around the world, while remaining age appropriate by allowing students to connect to the theme of the morning.

**Lesson 3 - Morning Culture in Song**

**Essential Questions** ([What questions will drive student learning?](#))

- Students will be asked:
  - “What are special activities that your family does in the morning?”
  - “How are these similar/different to your classmates?”
  - “How can we use a song to communicate information about our mornings and the mornings of our classmates?”

**Learning Intention:** (Make it explicit for your students what it is that you want them to learn)

- Students will learn that they have special morning routines that are both similar to and different from those of their classmates, and that they can tie all of these experiences together into the creation of a song for their classroom community.

**‘I Can’ Statements:**

- I can communicate information about important personal events to my classmates
- I can listen to the personal events of my classmates and think about how these events are both similar and different to my own
- I can work together with my peers to create something new
- I can use a song to communicate information that is meaningful to me

**How I Will Teach This**

**Materials and Technology:**

- Song called “This is the Way We Get to School” by The Kiboomers on Youtube. (Contains singing)
- Song called “This is the Way We Get to School” by KiddieOK on Youtube (Instrumental version, no lyrics)
- Regular letter-size paper for student drawings
- Clipboards to hold the paper
- Crayons
- Pencils for writing names

**Preparation:**

- Paper must be clipped to the clipboards
- Crayons must be put in a container for easy access by the children
- Chart paper must be hung where all children can see it
- A title must be written (“This is what we do in the morning”) on the chart paper that all the drawings will be taped to
- The song lyrics must be written on the chart paper, with blanks for filling in student suggestions

- Large pieces of chart paper that the individual drawings are taped to
- Large piece of paper for recording the song lyrics
- Marker for writing on the chart paper
- Tape for putting the drawings together as a class chart
- Tape for hanging up the chart paper
- Laptop for playing song

- Tape must be ready for quickly attaching student work
- Students do not need to bring anything from home

**Resources and References:**

[Resources for project \(i.e. web links, books, posters, field trips, etc.\)](#)

- The song “This is the Way we go to School” (with singing and an instrumental version)
- Instrumental version - YouTube, “This Is the Way We Karaoke” by KiddieOK
- Version with lyrics for example - “This Is the Way We Go to School/School Songs/Songs for Kids” by the Kiboomers

**Overview of Lesson:**

**Timing**

<p><b>Connecting:</b> Engage(hook)/Activate prior knowledge/Predict</p> <p>*Start with Expectations. Everyone sits in a circle. <i>“We are going to listen to a song and then make our own song today, but we need everyone to sit quietly in their spot so everyone can hear. What are other ideas for good listening? (I.e., keep their ears open, and their hands to themselves).”</i></p> <ul style="list-style-type: none"> <li>● Ask if any students know how to say “HELLO” in a language other than English. (Ex., <i>French would be “Bonjour”</i>). Say hello to each student using a new language, so all students get to repeat and practice it. This will integrate the idea of diversity all the way through the lesson.</li> <li>● <b>Re-activate</b> learning from previous lesson. Last week, we talked about ways that children get to school in the morning in different countries and unique or special activities we do at home, in the morning. We all have special things we do with our families in the morning that may be different from our friends.</li> <li>● <b>**Time to finish Drawings.</b> Give students 4 minutes to complete drawings.</li> <li>● Gather the children back around the chart paper, while we <b>tape and display drawings.</b></li> <li>● Look at the collection of class drawings taped onto the chart paper. Have a title written on the chart paper: <i>“This is what we do in the morning.”</i></li> </ul>	<p>Total: 10 mins</p>
<p><b>Processing:</b></p> <ul style="list-style-type: none"> <li>● Ask the students: What do we see that is the same and what do we see that is different in our pictures? Are our mornings different or the same as our classmates? (Feedback to be incorporated into song below).</li> </ul>	<p>Total: 2 min</p>

## Transforming and Personalizing:

Total: 10  
mins

### *Personalizing a Familiar Song*

- *Let's do a BIG stretch! (Reach up high to the sky...reach down low, touch our toes)*
- **\*Introduce the song.** "This is the Way we Go To School"
- *CB: "Today, we are going to make up a song about the morning and what we do in the morning. Has anyone heard this song before? We are going to take this song, and make it our own!"*
- Play first 18 seconds of the song with lyrics three times. (Audio only, no video)
- Have chart paper already written with: "This is the way we \_\_\_\_\_3x, This is the way we \_\_\_\_\_, so early in the morning" three times. This will ensure that we are ready for the students to fill in the blanks with their own suggestions.
- Students provide 2-3 suggestions for content to fill in the blanks (i.e., "This is the way we run through rainbows, run through rainbows, run through rainbows" (3x)
- Using the instrumental version of the song as accompaniment, sing the new lyrics several times. After the first time, start adding actions to the song where appropriate.
- If there is time, we can do the extension activity: Gather children back in a circle. Ask students to clarify what their drawings represent. Document their comments, but keep anonymous. This will help them further connect their own experiences to those of their classmates.

Cheryl

**Wrap-up:**

- Call students back into a circle, in front of the piece of chart paper.
- Ask the students: **So, what did we learn about today? And what did you learn about in all of these lessons?**
- When we look at Cultures, different morning activities...some are the SAME and some are DIFFERENT
- Ask students what they learned in this lesson
- Ask students what it looks like and what they can see when all of our morning pictures are put together.

Total:5  
mins

**Extension and Cross-curricular Connections:** [Cross-curricular connections \(i.e. Science, literature, etc.\) and project relevance \(i.e. social, cultural, environmental\)](#)

- This specific lesson connects with Social Studies because it talks about diversity in morning routines across cultures and families and the types of morning activities we do in our families. It could also fit with Language Arts because it asks students to collaboratively write a song, while the teacher writes their lyrics in print on a piece of chart paper. This helps them to connect their oral suggestions with the visual appearance of print. It ties to Career Education because it helps students expand their self-identities and their understanding of their own routines in connection with the routines and identities of their classmates. It also links to Art, as we are using music to help students think about their special morning routines in their families and connect them to those of their peers.

**Special Considerations:**

[How have you differentiated the lessons to meet the needs of your students? Describe.](#)

- For students who have English as a Learning Language, they can focus on suggesting actions that we might add to the song. They will be free to explain their thinking about the drawings by pointing to the drawings that they are drawn to and

by using any words that they might know, even if they are not full sentences. During the conversation, we will point slowly to the drawings that are being discussed to help the students follow along.

- The melody and repetitive nature of the song will help all students follow along even if they do not know or understand all of the words. The example of the song will be used before the students start writing their own, so that they will be able to hear what the song sounds like. We may also enhance the auditory aspect of the song by humming along the third time we play it.
- For the student who requires hand-over-hand support, we will offer this when necessary.
- This lesson uses a musical strategy to open up discussion about morning routines in different families, and will engage students who enjoy other forms of learning than were used in the previous lesson.
- The lesson asks the students to listen to the contributions of others, so they can learn to recognize the experiences and viewpoints of their classmates as well as themselves

[What extension activities have you provided for those who are finished early?](#)

- If there is extra time, students can share stories about their own drawings taped on the paper, one by one.

[Have you considered all safety/logistics factors for your lessons/unit? What are they?](#)

- Students will be reminded of behaviour expectations at the beginning of the lesson.
- Students will be observed during the extra drawing time to make sure that they are sharing and cooperating.
- One person will be available to engage the class and keep the activity running smoothly during the music writing activity, while the other person writes the suggestions on the paper.
- The laptop will be used to play the music. It will be kept out of the reach of the children when not in use.

[How have you considered First Peoples Principles of Learning in your lesson plan?](#)

- This lesson is connected to this FPPL principle: “Learning is holistic...experiential, and relational (focused on connectedness...and a sense of place” (FNESC website) because it helps students recognize and connect the experiences of others to their own experiences through music and discussion.
- Because the lesson involves the students thinking about and sharing their own morning activities, it connects to the Principle: “Learning requires exploration of one’s identity”

### How is Learning Enacted?

- The students are connecting with other students' cultures, and creating a collaborative morning song, through exploration of their own experiences and those of their classmates.
- Learning in this lesson is holistic because it allows students to explore a concept through a drawing activity, and creating and singing a song unique to their class, and so it allows for many different styles of learning.
- The lesson connects to the real world by using the students' morning experiences to create a song about their classroom community. This allows children to expand their perspectives on the world in a concrete way that they can still connect to.
- This lesson allows students to share with their classmates something about their morning that is special and significant to them. This will help them see the diversity of their morning routines as valuable in the learning environment.
- They are given the opportunity to reflect through a drawing and music activity. This allows them to further explore options that are significant to them, and relate them to those that are significant to their classmates.
- **Edge of Chaos:** Students will be given the chance to engage in busy activity by drawing different morning activities and singing a song with actions, within the parameters of safe behaviour.
- **Ecology and Coevolution:** Students will learn to share with each other, to create something new together, and to recognize the similarities and differences between themselves and others.
- **Self-Organization:** Students will be able to learn to self-organize by having the behaviour expectations come from their guided responses, rather than from us as facilitators alone.

### Assessment: [What do you want your students to learn?](#)

- We want the students to learn about morning time, how to appreciate similarities and differences between themselves and their classmates, and how to create a unique song that reflects what the students and their peers do in the morning.
- Through observation, we will assess their ability to describe their special morning activities, and connect their morning activities with their peers. Specifically, we will look at the student's' ability to participate in sharing their own unique morning experiences with the class by providing at least one suggestion for the lyrics in the song. The teacher will facilitate a sense of classroom community, by incorporating

students' morning experiences into a collaborative song the entire class compiles and sings together as a group. We will assess whether students are able to participate in singing the song and/or doing the actions for the song.

- Through observation, we will assess whether students are able to listen quietly to their peers while they share their own morning experiences by providing suggestions for the song.

**Resource 3** for Lesson 3 "Morning Culture in Song"

Description	<p>We used 2 songs for this lesson:</p> <ol style="list-style-type: none"> <li>1. A song called "This is the Way We Get to School" by The Kiboomers on Youtube App (Version with lyrics for sing-a-long)</li> <li>2. A song called "This is the Way We Get to School" by KiddieOK on Youtube App (<i>Instrumental version</i>)</li> </ol>
Availability	<p>Both of these songs are currently available on YouTube, at no cost (as of March 2017).</p>
Any Cautions	<p>We only played the first chorus of the first song to provide an exemplar for the students "This is the way we go to school, go to school, go to school." We didn't play the entire song because we wanted the students to articulate the special or unique activities they do do at home in the morning. If we had used the whole song, the students might have been tempted to simply copy it. It also constrains the creativity of the students somewhat, as all of their suggestions have to fit inside its specific format.</p>
Strengths	<p>It was useful to use a song with lyrics as an example for the children to hear and then sing-along to. The instrumental version was used after we developed our own lyrics, wrote them on a large chart, then sang the newly invented lyrics as a group. By using the instrumental only version, we allowed the voices of the students to shine, while leveraging a familiar melody.</p> <p>The Kiboomer song was sung clearly, at a moderately slow pace</p>

that was ideal for Kindergarten children. The video is also child-friendly but we chose not to show the students the video as we did want any distractions.

Using the video also helps ease the song-writing process for children of this age group, by scaffolding them in what the song can look like. It also provides common ground for the students as they work together to come up with suggestions.