**Kindergarten Unit Plan**

**ED 4738**

**Alissa Davies**

**How do I belong?**





**Rationale:**

The purpose of this unit is to provide students with an understanding and appreciation of the characteristics that unite members of groups. This unit will provide students with an understanding of the groups that they themselves belong to as well as the qualities that make someone a good group member.

This unit will provide students with a stronger sense of self-esteem, as they will understand the ways in which they can contribute to both their school and community groups. They will be given opportunities to become aware of who they are as unique individuals and how they belong as a part of a larger group by sharing their personal stories.

I will know that my students have understood the objectives within this unit through my assessments. I have embedded formative assessments within each of my daily lesson plans to ensure that I am constantly checking with my students for understanding. I will use tools such as observations, anecdotal notes and checklists to keep records of the objectives that are being met by my students.

Within this unit I have included activities for kinesthetic, visual and auditory learners within my class. I have also included modifications within each lesson plan to ensure that I am differentiating and meeting the needs of each individual student in my classroom.

**Daily Calendar:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Introduction to Belonging  Which one is not like the other game  Read “The Very Lonely Firefly”  Create a story Map | Review story map of “The Very Lonely Firefly”  Text to self connections | Watch video on fireflies  Create poster of firefly facts | Make firefly pop bottle craft  Go to the gym and make fireflies dance | Firefly math: using jar mats, glue on the right number of fireflies |
| Alphabet mats activity  Print the letter F | Introduce the feeling of being lonely  Read the Feelings Book  Discuss what to do if someone is feeling lonely | Discuss how the students belong in our class  I belong in my class puzzle activity | Read Franklin Book  Brainstorm what makes a good team member  Create class book: “I am a good team member because… | Finish class book: “I am a good team member because…” |
| Celebrate the class book by reading it to buddies  Writing response with buddy | Loopy Hoop Game  Ball Pass Game | Group artifacts: guess the groups that other students belong to | Class responsibilities discussion  Choose an important responsibility at school and decide how well you met it | Emergent reader “My classroom responsibilities  Read on pocket chart  Read in booklets |
| Reread emergent reader  Cut out sentence strips and place correctly in booklet  Read one on one with students (assessment) | Read The Box  “I can be a good pal” poem  Add actions | Take pictures of each student holding their hands out and create a bulletin board  Daily five | Writing Response Activity: respond to your family or school team  (The students will bring a family picture to school to add to our bulletin board) | Celebration of learning  Writing activity with parent: write one thing you learned about groups and one thing you still want to learn |

**Intended Learner Outcomes:**

**Citizenship and Identity:**

K.2 I belong

General Outcome: Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

K.2.1 value how personal stories express what it means to belong

K.2.3.2 appreciate the impact that group members have on each other

K.2.4.1 what brings people together in a group?

K.2.4.4 how do we know that we belong to groups or communities?

K.2.5.5 in what ways can people contribute to a group or community?

Skills and Processes

Social Participation as a Democratic Practice

K.S.5.2 work and play in harmony with others to create a safe and caring environment

K.S.6.1 being a classroom helper

**Creative Expression:**

General Outcome: The child explores self-expression through creative thought and through language, art, movement, music and drama

* Explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, movement, music and drama
* Experiments with a variety of art materials to create two and three dimensional forms
* Participates in action songs, singing games and poems

**Early Literacy:**

General Outcome: The child listens, speaks, reads, writes, views and represents to explore thoughts, ideas, feelings and experiences.

Expresses ideas and develops understanding:

* Shares personal experiences prompted by oral, print and other media texts

Considers the ideas of others:

* Listens to experiences and feelings shared by others

Combines ideas:

* Connects related ideas and information

General Outcome: The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts.

Uses comprehension strategies:

* Recalls events and characters in familiar stories read aloud by others

Uses textual cues:

* Attends to print cues when stories are read aloud

Uses references:

* Copies scribed words and print texts to assist with writing

Experiences various texts:

* Listens and views attentively

Understands techniques and elements:

* Identifies the main characters in a variety of oral, print and other media texts

Structures text:

* Draws, records or tells about ideas and experiences

General Outcome: The child listens, speaks, reads, writes, views and represents to enhance the clarify and artistry of communication.

Enhances legibility:

* Forms recognizable letters by holding a pen or pencil in an appropriate and comfortable manner

Presents and Information:

* Shares ideas and information about own drawings or topics of personal interest

General Outcome: The child listens, speaks, reads, writes, views and represents to respect, support and collaborate with others.

Celebrates accomplishments and events:

* Shares stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments

Cooperate with others:

* Participates in class and group activities

Demonstrates attentive listening and viewing:

* Makes comments that relate to the topic being discussed

**Physical skills and well being:**

General outcome: The child assumes responsibility to lead an active way of life.

* Participates in a class activity with a group goal; e.g., walk a predetermined distance

**Mathematics:**

Strand: Number

General Outcome: Develop number sense

* Represent and describe numbers 2 to 10, concretely and pictorially

**Environment and Community Awareness:**

General Outcome: The child demonstrates curiosity, interest and a willingness to learn about the environment and community.

* Shows awareness of similarities and differences in living things, objects and materials

**Personal and Social Responsibility:**

General Outcome: The child experiences and expresses feelings in socially acceptable ways

* Demonstrates knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness and excitement
* Explores the relationship between feelings and behaviors; e.g., feelings are okay, but not all behaviors are okay

General Outcome: The child contributes to group activities

* Works cooperatively with a partner or in a group
* Joins in some small and large group games and activities

General Outcome: The child develops positive relationships with others

* Recognizes that individuals are members of various and differing groups

KSAs addressed: 1,3,4,5,6,7,8,9,11,12

**Kindergarten Unit: How do I belong?**

**Daily Lesson Plans:**

**Day 1: Introduction to Belonging**

GLOs:

*Social Studies*

* K.2 Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups

*Early Literacy*

* The child listens, speaks, writes, views and represents to explore thoughts, ideas, feelings and experiences
* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts
* The child listens, speaks, writes, views and represents to enhance the clarity and artistry of communication
* The child listens, speaks, reads, writes, views and represents to respect, support, and collaborate with others

*Creative Expression*

* The child explores self expression through creative thoughts and through language, art, movement, music and drama

SLOs:

*Social Studies*

* K.2.3.2 appreciate the impact that group members have on each other
* K.2.4.1 what brings people together in a group?
* K.2.4.4 how do we know that we belong to groups or communities?

*Early Literacy*

* Considers the ideas of others: listens to experiences and feelings shared by others
* Understands techniques and elements: identifies the main characters in a variety of oral, print and other media texts
* Presents information: shares ideas and information about own drawings or topics of personal interest
* Demonstrates attentive listening and viewing: makes comments that relate to the topic being discussed

*Creative Expression*

* Participates in action songs, singing games and poems

Materials:

* The Very Lonely Firefly by Eric Carle
* Chart paper and markers
* Seashells and buttons

Activities:

* Role play what belonging looks like and what it doesn’t look like
* Introduce the “Which doesn’t belong?” game
* Have the students look for the object that does not belong while we sing “One of these things”
* Read The Very Lonely Firefly by Eric Carle
* Stand up and move like a firefly
* Discuss the story: who are the main characters, what is the setting, what is the problem and the solution
* Create a story map for The Very Lonely Firefly
* Think-pair-share what the students’ favorite parts of the story were

Assessment:

* Exit slip at the end of the day: tell me how it feels to be a part of a group

Modifications:

* Students who have trouble sitting still for long periods of time can stand at the back of the carpet or use the pacing strip

Resources:

* http://www.learnalberta.ca/content/ssock/html/whatmakesagroup\_cc.html

**Day 2: Text to -Self Connections**

GLOs:

*Early Literacy*

* The child listens, speaks, writes, views and represents to respect, support and collaborate with others
* The child listens, speaks, reads, writes, views and represents to explore thoughts, ideas, feelings and experiences

SLOs:

*Early Literacy*

* Cooperates with others: participates in class and group activities
* Expresses ideas and develops understanding: shares personal experiences prompted by oral, print and other media texts
* Considers the ideas of others: listens to experiences and feelings shared by others
* Combines ideas: connects related ideas and information

Materials:

* The Very Lonely Firefly by Eric Carle
* Story map for The Very Lonely Firefly (created on Day 1)
* Post it notes
* Pencils
* Chart paper and markets

Activities:

* Review the story map of The Very Lonely Firefly
* Model a text to self connection by providing students with a personal connection I have to the story
* Give each student a post it note to write a connection they have to the story
* Have each student explain their text to self connection

Assessment:

* Observations
* Make anecdotal notes of whether or not the students can make a personal connection to the text

Modifications:

* When students are writing on the post it notes, allow those who struggle with writing to draw a picture of their text to self connection

Resources:

* Pinterest: http://www.kellyharmon.net/\_blog/RTI\_Blog/tag/Activities/

**Day 3: Facts about Fireflies**

GLOs:

*Environment and Community Awareness*

* The child demonstrates curiosity, interest and a willingness to learn about the environment and community

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts
* The child listens, speaks, reads, writes, views and represents to respect, support and collaborate with others

SLOs:

*Environment and Community Awareness*

* Shows awareness of similarities and differences in living things, objects and materials

*Early Literacy*

* Experiences various texts: listens and views attentively
* Demonstrates attentive listening and viewing: makes comments that relate to the topic being discussed

Materials:

* Smartboard
* Chart paper labeled with two sections: what we know about fireflies and our new learning about fireflies
* Markers

Activities:

* Have the students brainstorm what they know about fireflies and I will write it onto the chart paper
* Watch a video on the smartboard on fireflies
* Ask the students to brainstorm things that they learned about fireflies from the video, add their comments under the new learning about fireflies category on the chart paper
* Explain how fireflies belong to a group, just like we belong to groups

Assessment:

* Observations for participation and on task behavior during the video

Modifications:

* Provide the use of the rocking chair for students who have trouble sitting still on the carpet

Resources:

* Video on fireflies: http://www.bbc.co.uk/nature/life/Firefly
* Firefly fact chart: http://www.applesandabcs.com/2012/04/what-i-am-pinning-wednesday-link-up.html

**Day 4: Create a pop bottle firefly**

GLOs:

*Creative Expression*

* The child explore self-expression through creative thought and through language, art, movement, music and drama

*Physical Skills and Well Being*

* The child assumes responsibility to lead an active way of life

SLOs:

*Creative Expression*

* Experiments with a variety of art materials to create two and three dimensional forms
* Participates in action songs, singing games and poems

*Physical Skills and Well Being*

* Participates in a class activity with a group goal; e.g., walk a predetermined distance

Materials:

* 20 ounce green plastic pop bottles
* Glow sticks
* Black and gold pipe cleaners
* Yellow beads
* Construction paper
* Glue/tape
* Scissors
* Black paint
* Catching bugs song written up for the pocket chart

Activities:

* Introduce the catching bugs song to the students
* Sing the catching bugs song together
* Explain the steps to creating the firefly craft
* Allow the students to create their own firefly
* Once completed, break the glow stick and put inside of the pop bottle
* Take the fireflies down to the gymnasium
* Turn off the lights and have students make their fireflies dance around the gym

Assessment:

* Observations of how the students are creating their craft and participating

Modifications:

* When creating the firefly craft, have stronger students or an assistant work with students who may need additional help

Resources:

* Catching Bugs (*Sung to: "Mary had a little lamb"):* Catch some bugs and look at them, watch them, feed them. Catch some bugs and look at them, then please let them go.
* Pinterest “pop bottle firefly” craft: http://www.crafts-for-all-seasons.com/pop-bottle-craft.html

**Day 5: Counting with Fireflies**

GLOs:

*Mathematics*

* Develop number sense

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts

SLOs:

*Mathematics*

* Represent and describe numbers 2 to 10, concretely and pictorially

*Early Literacy*

* Experiences various texts: listens and views attentively

Materials:

* Booklet with a jar on each page containing the numbers 1- 10
* Paper cuts out fireflies
* Glue
* Scissors
* Ten Flashing Fireflies by Philemon Sturges
* Firefly song written up for the pocket chart

Activities:

* Warm up with a counting song using images of fireflies to count – Sing ‘ 1 little, 2 little, 3 little fireflies, 4 little, 5 little, 6 little fireflies, 7 little, 8 little, 9 little fireflies, 10 little fireflies fly away’.
* Read the story, Ten Flashing Fireflies by Philemon Sturges
* While reading students model the story by placing the appropriate number of plastic fireflies into the jar templates
* Complete booklet matching fireflies to the appropriate number 1- 10

Assessment:

* Firefly math booklet: can the students represent the numbers 2 to 10 with the appropriate number of fireflies

Modifications:

* Have ten frames available for students to use when counting the fireflies

Resources:

* Pinterest: http://www.prekinders.com/bug-jar-math-printables/

**Day 6: Printing the Letter ‘F’**

GLOs:

*Creative Expression*

* The child explores self-expression through creative thought and through language, arts, movement, music and drama

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to enhance the clarity and artistry of communication
* The child listens, speaks, writes, views and represents to respect, support and collaborate with others.

SLOs:

* Participate in action songs, singing games and poems
* Enhances legibility: forms recognizable letters by holding a pen or pencil in an appropriate and comfortable manner
* Presents information: shares ideas and information about own drawings and topics of personal interest
* Cooperates with others: participates in class and group activities

Materials:

* Alphabet mats
* Alphabet books
* Pencils and pencil crayons
* Sand trays and marbles

Activities:

* I will sing the catching bugs song while students hop on alphabet mats, when I stop singing, I will call on students to say the letter name, letter sound and a word that starts with that letter for the letter mat they are standing on.
* Look through alphabet books to find other words that start with ‘F’
* Share the words that each student found beginning with the letter ‘F’
* Make the letter ‘F’ with our bodies
* Print letter ‘F’ in sand trays with finger, then line the letter ‘F’ with marbles
* Print letter ‘F’ in alphabet books, draw a picture of a firefly or another word found in an alphabet book that starts with the letter ‘F’
* Have students share the “F’ picture that they drew in their alphabet books

Assessment:

* Observations of how the students are holding their pencils
* Printing books: will provide evidence of how the students are forming their letter ‘F’

Modifications:

* In the alphabet mat game modify for certain students by only asking the letter name and sound, not a word that starts with that letter

Resources:

* N/A

**Day 7: What does it mean to feel lonely?**

GLOs:

*Personal and Social Responsibility*

* The child experiences and expresses feelings in socially acceptable ways

*Creative Expression*

* The child explores self-expression through creative thought and through language, art, movement, music and drama

SLOs:

*Personal and Social Responsibility*

* Demonstrates knowledge of different kinds of feelings and a vocabulary of feelings words; e.g., happiness and excitement
* Explores the relationship between feelings and behaviors; e.g., feelings are okay but not all behaviors are okay

*Creative Expression*

* Explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement

Materials:

* The Feelings book by Todd Parr
* Self reflection sheet on feelings

Activities:

* Read The Feelings book by Todd Parr
* While reading the story have the students pantomime the feelings on each page
* Have the students think back to the story, The Very Lonely Firefly and think of what lonely looks like and feels like
* Create a t-chart of looks like and feels like for lonely on the whiteboard and add student responses
* Have students think-pair-share about what they could do if they thought a classmate was feeling lonely
* Complete self reflection sheet on how the student is feeling

Assessment:

* Self reflection on how the student is feeling today and why

Modifications:

* Model how to pantomime certain feelings for students

Resources:

* Todd Parr website: http://www.toddparr.com/imgs/fun/toddPARR\_teacher\_guide\_2009.pdf
* http://web.sd71.bc.ca/math/uploads/lessons\_activities/aKindergarten/Ten%20Flashing%20Fireflies%20Planning%20Sheet%20K\_1%20extensions..pdf
* Blog; http://joyfullearninginkc.blogspot.ca/2012/03/writing-workshop-showing-not-telling.html#.VWdJ9GC2T4c
* Pinterest: https://www.pinterest.com/pin/519602875732007802/
* Pinterest: https://www.pinterest.com/pin/329607266452583302/

**Day 8: Create an “I belong in my class” puzzle**

GLOs:

*Social Studies*

* K.2 Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups

*Personal and Social Responsibility*

* The child develops positive relationships with others

*Creative Expression*

* The child explores self-expression through creative thought and through language, art, movement, music and drama

SLOs:

*Social Studies*

* K.2.1: value how personal stories express what it means to belong
* K.2.4.1: what brings people together in a group?
* K.2.4.4: how do we know that we belong to groups or communities?

*Personal and Social Responsibility*

* Recognize that individuals are members of various and differing groups

*Creative Expression*

* Experiments with a variety of art materials to create two and three dimensional forms

Materials:

* Markers
* Puzzle pieces cut from white cardstock

Activities:

* Split the students into two groups, have one group role model how it looks to belong in a group and have the other role model how it would look to not belong in a group.
* Ask the students to brainstorm why our class could be a group
* Have the students draw a self portrait and print their name on a puzzle piece
* Add puzzle pieces to a bulletin board in the classroom with the tile “We fit together like a puzzle”

Assessment:

* Thought bubble on shipping labels: have students share why they think our class is an example of a group

Modifications:

* Early finishers can look through the firefly books at the carpet

Resources:

* Pinterest: https://s-media-cache-ak0.pinimg.com/originals/7a/81/aa/7a81aa7ce8bbd30db1ff04965b385884.jpg
* Teachers pay teachers: https://www.teacherspayteachers.com/Product/Bookmark-Template-Thought-Bubbles-1472901

**Day 9: Create class book ”I am a good team member because…”**

GLOs:

*Social Studies*

* Students will demonstrate an understanding an appreciation of the characteristics and interests that unite members of communities and groups

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to respect, support and collaborate with others
* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts

*Personal and Social Responsibility*

* The child contributes to group activities

SLOs:

*Social Studies*

* K.2.3.2: appreciate the impact that group members have on each other
* K.2.5.5: in what ways can people contribute to a group or community?

*Early Literacy*

* Cooperates with others: participates in class and group activities
* Demonstrates attentive listening and viewing: makes comments that relate to the topic being discussed
* Use references: copies scribed words and print texts to assist with writing
* Structures text: draws, records or tells about ideas and experiences

*Personal and Social Responsibility*

* Works cooperatively with a partner or in a group

Materials:

* Pencils, pencil crayons and markers
* White paper (legal size)
* White strips of paper with the sentence starter “I am a good team member because…” written on it
* Traffic light self assessment

Activities:

* Read the story Franklin plays the game by Paulette Bourgeois
* Create a web on the white board
* Brainstorm what makes a good team member, asking for student responses and prompting when necessary. Add student responses to the white board
* Once we have brainstormed enough responses, allow students to use an idea from the whiteboard or their own idea about why they think they are a good team member
* Pass out each student a strip of white paper to write their sentence

Assessment:

* Traffic light self assessment: have students reflect why they think they receive a green, yellow or red for their work today and why

Modifications:

* Have myself of the assistant scribe out student responses for them to copy if necessary or
* Allow students to have their own individual word walls beside them when completing this activity

Resources:

* Pinterest: https://www.pinterest.com/pin/77264949831758764/
* Pinterest: https://www.pinterest.com/pin/526780487641040500/

**Day 10: Finish class book**

GLOs:

*Social Studies*

* K.2 Students will demonstrate an understanding an appreciation of the characteristics and interests that unite members of communities and groups

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to enhance the clarity and artistry of communication
* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts

*Personal and Social Responsibility*

* The child contributes to group activities

SLOs:

*Social Studies*

* K.2.3.2: appreciate the impact that group members have on each other
* K.2.5.5: in what ways can people contribute to a group or community?

*Early Literacy*

* Presents information: shares ideas and information about own drawings and topics of personal interest
* Uses references: copies scribed words and print texts to assist with writing
* Structures text: draws, records or tells about ideas and experiences

*Personal and Social Responsibility*

* Works cooperatively with a partner or group

Materials:

* Pencils, pencil crayons and markers
* White paper (legal size)

Activities:

* Pass each student their sentence strip that we began last class
* Allow students to finish writing their sentence
* When finished writing, students can glue down their sentence strip onto a larger piece of white paper
* Students can illustrate a picture of themselves being a good team member and color it
* Collect all book pages and bind together to create our class book
* Celebrate our accomplishment by reading the book aloud together

Assessment:

* Self assessment: have the students tell me one goal they could set for themselves to help them improve their writing

Modifications:

* Provide students with an individual word wall or a scribed sentence to copy
* I will modify by having different writing expectations for my students based on their ability level

Resources:

* Pinterest: https://www.pinterest.com/pin/526780487641040500/

**Day 11: Celebration of the class book**

GLOs:

*Social Studies*

* Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to respect, support and collaborate with others
* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts

*Personal and Social Responsibility*

* The child contributes to group activities

SLOs:

*Social Studies*

* K.2.3.2: appreciate the impact that group members have on each other
* K.2.5.5: in what ways can people contribute to a group or community?

*Early Literacy*

* Celebrates accomplishments and events: shares stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments
* Cooperates with others: participates in class and group activities
* Structures text: draws, records or tells about ideas and experiences

*Personal and Social Responsibility*

* Works cooperatively with a partner or in a group

Materials:

* Class book
* Paper and pencils

Activities:

* Invite the grade five reading buddies into our classroom
* Read the class book to the reading buddies. Allow each kindergarten student to read the page they have created when it is their turn
* Grade five buddy and kindergarten student will write about what makes them a good team
* Share responses with the whole class
* Send the book home with a different student each night to share with their families, attach a journal that the students can write who they read the book to in to share with the class when it is returned

Assessment:

* Exit slip: orally ask each student to share what they learned before they leave the classroom

Modifications:

* Modify for certain pairs to have an assistant available
* Allow grade five buddy to help with the writing process

Resources:

* N/A

**Day 12: Play Loopy Hoop**

GLOs:

*Physical Skills and Well Being*

* The child assumes responsibility to lead an active way of life

*Personal and Social Responsibility*

* The child contributes to group activities

SLOs:

*Physical Skills and Well Being*

* Participates in a class activity with a group goal; e.g., walk a predetermined distance

*Personal and Social Responsibility*

* Works cooperatively with a partner or group
* Joins in some small and large group games and activities

Materials:

* Hula hoops

Activities:

* Warm up by running one big lap around the gym
* Have the students sit on the circle in the middle of the gym and lead them through a pizza stretch
* Have the children stand up in the circle and hold hands
* Ask two children to drop hands and then place a hula-hoop in between them. When they rejoin hands, the hoop will be hooked over their arms. Tell the children from now on that none of them can drop hands. Explain that the goal is to pass the hoop around the circle without dropping hands.
* Play the ball pass game by having the students stand in a straight line and pass the ball from the start of the line to the end, without dropping the ball

Assessment:

* Observe for student participation and cooperation during the game

Modifications:

* Separate the students into smaller groups, if the large group doesn’t appear to be working effectively

Resources:

* Pinterest: http://www.ehow.com/info\_7937484\_quiet-games-kindergarten-1st-grade.html
* Pinterest: http://kindergartensquared.blogspot.ca/2013/09/cooperationnot-so-much.html

**Day 13: What other groups do we belong to?**

GLOs:

*Social Studies*

* K.2 Students will demonstrate an understanding an appreciation of the characteristics and interests that unite members of communities and groups

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to respect, support and collaborate with others
* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to assist oral, print and other media texts

*Personal and Social Responsibility*

* The child develops positive relationships with others

SLOs:

*Social Studies*

* K.2.1 value how personal stories express what it means to belong
* K.2.3.1 appreciate the impact that group members have on each other
* K.2.4.1 what brings people together in a group?
* K.2.4.4 how do we know that we belong to groups or communities?

*Early Literacy*

* Cooperates with others: participates in class and group activities
* Demonstrates attentive listening and viewing: makes comments that relate to the topic being discussed
* Structures texts: draws, records or tells about ideas and experiences

*Personal and Social Responsibility*

* Recognizes that individuals are members of various and differing groups

Materials:

* Personal artifacts representing groups I belong to (family photograph, religious symbol, school t-shirt etc.)
* Brain break jar

Activities:

* I will have sent a letter home with the students the week prior to inform them to bring to class an artifact that shows a group that he or she belongs to
* Gather the students at the carpet to share the artifacts that they have brought in. Allow each student to have a turn on the hot seat, while the rest of the students ask questions to figure out what group that student belongs to
* Discuss how each group is made up of people who have something in common and care about each other
* Take pictures of the students as they present their artifact and print them out

Assessment:

* Each student will respond to the picture that was taken of him or her and respond to what they learned today about a group they belong to

Modifications:

* Halfway through the sharing artifacts activity, choose one student to pick a brain break activity from the jar and do the activity as a class

Resources:

* Learn Alberta: http://www.learnalberta.ca/content/ssock/html/groupartifact\_cc.html
* http://www.learnalberta.ca/content/ssock/html/learningaboutnewgroups\_cc.html

**Day 14: Do we take care of our class responsibilities?**

GLOs:

*Social Studies*

* K.2 Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to enhance the clarity and artistry of communication

SLOs:

*Social Studies*

* K.S.6: develop age-appropriate behavior for social involvement as responsible citizens by contributing to their community, such as: being a classroom helper
* K.S.5.2 demonstrate the skills of cooperation, conflict resolution and consensus building: work and play in harmony with others to create a safe and caring environment
* K.2.5.5 in what ways can people contribute to a group or community?

*Early Literacy*

* Presents information: shares ideas and information about own drawings and topics of personal interest

Materials:

* Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein (“Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out”)

Activities:

* Read aloud the poem Sarah Cynthia Sylvia Stout would not take the garbage out by Shel Silverstein
* Discuss the character’s responsibility and what happens when she did not do the job
* Review the list of class rules and jobs for our classroom
* Suggest examples of how we would know when the students are not responsible (e.g., if we didn’t have someone water our garden, the plants would die)
* Have the students choose one rule from our class list that they think they do very well and draw a picture of it
* Circulate to each student and scribe a sentence that describes the rule/responsibility that they have drawn
* Allow the students the day to carry out their responsibility and take pictures of them throughout the day

Assessment:

* At the end of the day before the students leave the classroom have them self reflect on how they carried out their classroom responsibility

Modifications:

* If a particular student struggles with a certain classroom responsibility, suggest that they focus on that one for the day

Resources:

* Learn Alberta: http://www.learnalberta.ca/content/ssock/html/howresponsibleami\_cc.html

**Day 15: I can be responsible emergent reader**

GLOs:

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts

SLOs:

*Early Literacy*

* Experiences various texts: listens and views attentively
* Uses textual cues: attends to print cues when stories are read aloud

Materials:

* Pocket chart
* Emergent reader sentence strips
* Emergent reader books for each student
* Pencils
* Pointers

Activities:

* Gather the students at the carpet by the pocket chart
* Allow students the opportunity to look for any familiar words that they see on the pocket chart, have them use the pointer to point them out to the rest of the class
* Point out the word responsible and explain what it means to be responsible
* Read the story to the children, using the pointer to track the text as I read
* Reread the story inviting the students to join in on familiar words that they know
* Pass out the student copies of the emergent reader and have the students follow along as we read it together

Assessment:

* Use a grid with student names to take anecdotal notes: look for whether students can read the words “I” and “can” in the story

Modifications:

* After rereading the story allow the students to get up and move around the room to find one word that starts with the letter “R”. Call on a few students to share the words they found

Resources:

* Pinterest: https://www.pinterest.com/pin/151222499962636163/

**Day 16: Finish emergent reader**

GLOs:

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts

SLOs:

*Early Literacy*

* Experiences various texts: listens and views attentively
* Uses textual cues: attends to print cues when stories are read aloud

Materials:

* Pocket chart
* Emergent reader sentence strips
* Emergent reader books for each student
* Pre cut sentence strips to glue into student booklets
* Pencils, scissors, glue
* Pointers

Activities:

* Reread the story together on the pocket chart
* Reread the story in the student books
* Have students cut and glue the appropriate sentence strips into their booklets
* Students can color the pictures in their booklet, when finished
* While students are working, pull one student at a time to read to me as I take anecdotal notes

Assessment:

* Use a grid with students names to make anecdotal notes of reading fluency

Modifications:

* Use stretching out word strategies when reading with individual students

Resources:

* Pinterest: https://www.pinterest.com/pin/151222499962636163/

**Day 17: Teach “I can be a good pal” poem**

GLOs:

*Social Studies*

* Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups

*Creative Expression*

* The child explores self-expression through creative thought and through language, art, movement, music and drama

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts
* The child listens, speaks, reads, writes, views and represents to respect, support and collaborate with others

SLOs:

*Social Studies*

* K.S.5: work and play in harmony with others to create a safe and caring environment

*Creative Expression*

* Participates in action songs, singing games, and poems

*Early Literacy*

* Experiences various texts: listens and views attentively
* Cooperates with others: participates in class and group activities

Materials:

* I can be a good pal poem written on sentence strips
* Pocket chart
* The Box by Axel Janssen

Activities:

* Remind students what we learned about being responsible. Being responsible means being a good friend to our classmates and cooperating and working with each other.
* Read The Box by Axel Janssen
* Discuss the book in terms of friendship and cooperation
* Have the students stand up and follow along with me as I read the “I can be a good pal” poem
* Reread the poem a second time, adding the actions

Assessment:

* Thought bubble exit slip: tell me one thing you can do to be a good friend

Modifications:

* If students are restless after the story include a movement break, have the students stand up and sing the catching bugs song

Resources:

* Pinterest: https://www.pinterest.com/pin/67554063135630190/

**Day 18: Student pictures for bulletin board and daily five**

GLOs:

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts

*Creative Expression*

* The child explores self-expression through creative thought and through language, art, movement, music and drama

SLOs:

*Early Literacy*

* Uses references: copies scribed words and print texts to assist with writing

*Creative Expression*

* Participates in action songs, singing games and poems

Materials:

* I can be a good pal poem written on sentence strips
* Pocket chart
* Daily 5 recording sheets
* Daily 5 reflection sheet

Activities:

* Practice “I can be a good pal” poem with actions
* Gather the students at the carpet, explain the daily five centers and individually call students up to choose their daily five center

The following are the daily five centers:

* **Writing**: look through non-fiction firefly books and write one fact about fireflies on the firefly writing paper
* **Read to self**: read firefly books or a leveled book of your choice
* **Retell**: retell any book of your choice from the retell binder
* **Word work**: match lower case letters to upper case letters in a puzzle or play the sight word egg flip game with a partner
* **Listening**: listen to one of the three choices of books about friendship at the listening center. Respond to the book on the sheet provided.
* The students will have a chance to visit two daily five centers, I will transition them after 15 minutes by ringing the chime
* While the students are at daily five I will pull students into the hall to take a picture of them holding out their arms to create a class bulletin board

Assessment:

* Daily five reflection sheet

Modifications:

* Modify the word work center by differentiating for students based on their level
* Have an assistant work with the lower group at word work when matching lowercase to uppercase letters

Resources:

* Pinterest: https://www.pinterest.com/pin/319263061059546772/
* Pinterest: https://www.pinterest.com/pin/104919866289358630/
* Pinterest: https://www.pinterest.com/pin/17170042305862447/
* Pinterest: https://www.pinterest.com/pin/185843922095898171/

**Day 19: Written Response Activity**

GLOs:

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts

*Creative Expression*

* The child explores self-expression through creative thought and through language, art, movement, music and drama

SLOs:

*Early Literacy*

* Uses references: copies scribed words and print texts to assist with writing
* Structures text: draws, records or tells about ideas and experiences

*Creative Expression*

* Participates in action songs, singing games and poems

Materials:

* I can be a good pal poem written on sentence strips
* Pocket chart
* Writing paper
* Pencils

Activities:

* Practice “I can be a good pal” poem with actions
* Show students the bulletin board that I have created with their photos I took last day
* Ask each student to bring out their family picture that they were instructed to bring today
* Staple up family pictures to the bulletin board beside each student’s picture
* Students can choose to respond to either their family team picture or their school team picture. The students will respond to the picture by telling how they belong to that team.

Assessment:

* Two stars and a wish reflection on writing: write two things you really liked about your work and one thing that could be improved

Modifications:

* Have individual word walls available for children
* Have pencil grips available for student use
* Provide scribed words for students

Resources:

* Pinterest: https://www.pinterest.com/pin/412712753328330028/
* Pinterest: https://www.pinterest.com/pin/26880929000808702/

**Day 20: Celebration of learning**

GLOs:

*Early Literacy*

* The child listens, speaks, reads, writes, views and represents to enhance the clarity and artistry of communication
* The child listens, speaks, reads, writes, views and represents to respect, support and collaborate with others
* The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts

*Creative Expression*

* The child explores self-expression through creative thought and through language, art, movement, music and drama

SLOs:

*Early Literacy*

* Presents information: shares ideas and information about own drawings and topics of personal interest
* Celebrates accomplishments and events: shares stories using rhymes, symbols, pictures and drama to celebrate individual and class accomplishments
* Cooperates with others: participates in class and group activities
* Structures text: draws, records or tells about ideas and experiences

*Creative Expression*

* Participates in action songs, sings songs, and poems

Materials:

* I can be a good pal poem written on sentence strips
* Pocket chart
* Pencils
* Paper
* Student work

Activities:

* For the last 30 minutes of the day we will welcome parents into the classroom to share a celebration of learning period with us
* Students will preform the “I belong poem” for the audience
* The students will rotate in centers to show their parents what we have been working on including: 1. The “I belong in my classroom because…” class book 2. I belong puzzle piece bulletin board and 3. Student picture/family picture bulletin board and written responses
* Students and their parents will then complete a writing activity to tell me one thing that the student learned about groups and one thing that they still want to find out about groups

Assessment:

* Writing activity: one thing they learned about groups and one thing they still want to find out about groups

Modifications:

* Allow parents to scribe for their children during the writing activity if necessary

Resources:

* N/A

**Appendix of Critical Resources/Materials:**

The Very Lonely Firefly by Eric Carle

The Feelings Book by Todd Parr

The Box by Axel Janssen

Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein (“Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out”)

Ten Flashing Fireflies by Philemon Sturges

Franklin plays the game by Paulette Bourgeois

Learn Alberta. http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm

http://www.bbc.co.uk/nature/life/Firefly