

Kindergarten Term 1: CIVICS/GEO

Essential Question: How are we all connected?		
<p>Purpose: Students will understand that their school is a community and different parts of their school work together to function as such. A community is a concept, and you will connect this concept to different ideas about the role of a community and the roles of the people in a community. You will also reflect on and decide how you fit into that community.</p>		
Day	Activities	Resources
Day 1	<p>Read <u>All Are Welcome Here</u> by Alexandra Penfold.</p> <p>The purpose of this text is to provide an understanding of a school community. All are welcome in our school community and we all come from different backgrounds to work together as part of our classroom and school communities.</p> <p>The teacher will create an anchor chart with the words “All Are Welcome” in the middle. After reading the text, have students draw on a post it note ways that they can be responsible citizens in their classroom community. Showcase students thinking by posting the anchor chart.</p>	<p><u>All Are Welcome Here</u> by Alexandra Penfold</p> <p>MyWorld, Chapter 1: Lessons 1, 2, 5, 6</p>
Day 2	<p>Read <i>The Gingerbread Man Loose in the School</i> by Laura Murray. As you read this book aloud with students, ask them to draw different members of the school community and discuss the different roles of the members of the school community.</p> <p>Guiding Questions to build background knowledge:</p> <ul style="list-style-type: none"> ● What is the role of each member of the school community? What role does the nurse play? What role does the principal play? Teachers? ● Make connections between characters in the story and members of students’ school community. <ul style="list-style-type: none"> ○ What school community member did we just meet in the story? Do we have that community member at our school? What is their role in our school community? 	<p><u>The Gingerbread Man Loose in the School</u> by Laura Murray</p>
Day 3	<p>After reading, <u>The Gingerbread Man Loose in the School</u>, invite students on a tour of their school so that they can create a map of their school like the one shown in the story. Have them use clipboards and a sheet of paper with a premade map template of the school and as they walk students will draw symbols to label different parts of their school community (i.e., draw a book to symbolize the library). (CVC.2)</p> <p>Guided questions for the school tour:</p> <ul style="list-style-type: none"> ● What symbols could we use to tell the difference between the places in a school? For example, will we use a fork to tell us a certain space on our map is the cafeteria? Will we use a telephone to label the main office? ● Where is the cafeteria in relation to their classroom? ● Where is the main office? The library? ● How many classrooms are in this hallway? ● Is the gym nearby? 	<p><u>The Gingerbread Man Loose in the School</u> by Laura Murray</p>

	<ul style="list-style-type: none"> • Where is the nurse’s office? It is also a logical connection to speak about people’s roles in the school. • As you walk through the building, do you have to take stairs to get to different parts? <p>When students return to their classroom, have them look at their maps to come together to create a class map of our school. You can fill in the symbols together as a class and hang the school map inside or outside of the classroom. Students can also create a map of their classroom or their table, drawing different objects as symbols for different settings in the classroom. (GEO.1)</p>	
Day 4	<p>Through additional read alouds students will build an understanding of what a community is and what kind of communities exist. They will also have an opportunity to make maps of their own using the suggested texts and familiar places in their school or home community(e.g., a map of their table - where people sit, what’s on the table; a classroom map, a map of their home). (GEO.1, CVC.1)</p>	<p>Options: Ruby’s School Walk by Kathryn White The Runaway Pumpkin by Kevin Lewis Pete the Cat - Rocking in my School Shoes by Eric Litwin and James Dean</p>
Day 5	<p>Using the maps they have drawn of their school and <i>The Gingerbread Man Loose at School</i> as a model, students will create one page for a class picture book of their school community and the members that work within it. (GEO.1)</p> <ul style="list-style-type: none"> • What and who do they see during their day at school? On their walk to the classroom? • What do they want readers to know and understand about their school community from reading their book? Example: “All Are Welcome at Salem School” - this book can be placed in the school office or by the front of the school so that all can read and see what their school is about. <p>Guiding questions for student work:</p> <ul style="list-style-type: none"> • What are some of the different settings in our school community? (example: where do we eat?) • Who is there? What are they doing to help us? • What is their role in our school community? • How do they work together in our school community? 	<p>MyWorld, Chapter 3: Lesson 2</p> <p>MyWorld, Chapter 4: Lesson 2, 3</p>
Competencies Scored	<p>Teachers should develop success criteria for the week. An example of some success criteria:</p> <ul style="list-style-type: none"> • I can construct and use maps to identify and illustrate a setting in our school community (Geography) • I can describe the roles and responsibilities of the members of my school community (Civics) • I can describe my roles and responsibilities in the communities that I am a part of (Civics) • I can describe the importance of communities working together (Civics) 	