

Engaged Learning Project Draft Template

Title of Project: “We Have the Whole Globe in our Hands”

Subject(s): Social Studies

Grade Level(s): Kindergarten

Abstract:

Kindergarten students will participate in Independence Day celebrations from around the world. They will create their page of a Little Birds digital book, to be added to class website, which will contain a drawing and audio recording of how they spent their Independence Day. After reading several books and watching short videos of several other countries’ Independence Day celebrations, students will compare and contrast the celebrations. Students are then invited to a scrap box of materials. They will use the materials to create a costume or prop that they will need to celebrate with the country of their choice. Using the digital camera students will take each other’s picture as they complete their prop and or costume. Additionally, partnering with other schools, students will use ePals and Skype to communicate with students from other states and Australia. These communications will not be limited to Independence Day, included will be other celebrations that students participate in i.e. (Rose Parade, Victorian Christmas, Veterans Day, football celebrations etc.) this will help keep the communications ongoing. Students will use a large map produced from the poster maker, along with gold fish crackers to mark and count the distances between countries and tally the results. Finally, using the SMARTBoard and giving each student a task card from one of several countries, they will type the country’s name in the Google Earth search bar. As students zoom to each country they will compare and contrast the geographic differences they notice between countries.

Learner Description/Context:

Hand in Hand is a title one school located in Thomas County, Georgia. We are strictly a primary school consisting of 13 PreK classes and 20 Kindergarten classes. Students in kindergarten usually are between 5 and 6 years old. There are approximately 24 students per room and two teachers. Students will have the opportunity to view and become familiar with the class website and help add to it. This will give the students experience using the website and hopefully they will encourage their parents to visit it often. Additionally, parents will be encouraged to come and help facilitate this project.

| | |
|----------|-----|
| White | 58% |
| Black | 39% |
| Hispanic | 2% |
| Other | 1% |

Time Frame:

This unit will take three weeks to complete spending approximately 1 hour a day, creating props, dramatizing their parade and writing.

Standards Assessed:

SSKG1 – student will describe American culture by explaining diverse community and family celebrations and customs.

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SSKG2 – The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

ELACCKRI1 – ask and answer questions about text.

SKCS2 – Students will make quantitative estimates of nonstandard measurements (blocks counters) and check measuring.

MCCK.CC.1 - Count to 100 by ones and by tens.

MCCK.MD.1 - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

MCCK.MD.2 - Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

Technology Standards:

ELACCKW6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

ELACCKW7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Learner Objectives:

Using videos, songs and books to introduce the unit students will be able to reenact an Independence Day celebration from a country of their choice. Additionally they will be able to:

- Students will be able to repeat or sing the continents.
- Students will be able to illustrate Independence Day.
- Students will be able to compare and contrast how people celebrate Independence Day.
- Students will be able to identify the purposes of maps and globes.
- Students will be able to count objects.
- Students will be able to measure and compare which has more and less.

The “hook” or Introduction:

- Teacher will ask students to make a firework with their hands (a transition movement they are used to for getting our focus back).
- Have you ever wanted to be free of something; like a little brother, sister, a grownup or school work?
- Introduce the word Independence.
- Read Me On the Map.

Process:

As a large group

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- Teacher will read the Very Lonely Firefly emphasizing the firework show at the end.
- Create a chart from class discussion on Fourth of July celebrations they were witness to.
- Class discussion “why we shoot off fireworks” on the Fourth of July.
- Students will watch video cartoon titled, “No More Kings.”
<https://www.youtube.com/watch?v=8OI7itQJpfE>
- Students will discuss what they think of the people getting rid of the King.

Week 1

In small groups that will rotate so each student does the following:

- Group 1 students will draw and label a picture of their Fourth of July celebration as teacher helps with dictation.
- Group 2 students will independently create their costume from the “scrap box.”
- Group 3 will draw an illustration of the Earth and label water and land masses.

Week 2

- Group 1 with Teacher will scan and narrate their drawing into Little Birds
- Group 2 independently will use large map and gold fish crackers to measure distance between countries and record the # of gold fish on group recording sheet.
- Group 3 with Support Teacher will use Google Earth on SMARTBoard and task cards and help students type their country into the search bar. Students will compare and contrast the geographic differences between countries.

Week 3

- Group 1 with Teacher will visit our friends in Australia through ePals on the personal computers in the classroom and exchange emails about our differing Independence Days.
- Group 2 with Support Teacher will write in journals facts about the country they represented with their costume.
- Group 3 independently will listen to the Little Birds story on the Smartboard.

At closing time each day we will review the products and the content we have worked on that day. A slide show will be created using the photos they took of one another. One day a week we will Skype with the 1st grade class. (This is a good transition activity, as they will be leaving a school they have attended for two years and transfer across town to another school for 1st grade).

Product:

- Using ePals and partnering with a class in Australia, students will write and illustrate how they celebrated Independence Day and ask their new friends to explain how they celebrate theirs.
- Additionally, we will use the pictures to create a digital book using Little Birds. Students will draw and write something about their Independence Day celebration, narrate their page and teacher will assist in uploading their photo. We will post our book on the class website for parents to view.

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- With the completion of this unit students will discuss community within Thomas County. Students will Skype with First Graders at Garrison Pilcher across town. The students will then create a map of their neighborhood, label the street numbers and names. When completed, small groups will join their maps on the carpet and discuss how to get around in their neighborhood (encourage the use of positional words). They will then display them on the bulletin board, creating our town.

Technology Use:

- Digital Camera
- Desk top computer
- SMARTBoard
- School Website <http://www.thomas.k12.ga.us/olc/teacher.aspx?s=323>
- Microphone
- Scanner
- ePals
- <http://littlebirdtales.com/>

Students will use digital cameras to take each other's picture. They will use the microphone and desktop computer to dictate their description of the Little Birds travel book. Students will also help scan in their art work into the Little Birds website and the school website. Additionally, the pictures from other countries will be up each day on the Smartboard for the students to scroll through as they create their prop. This is authentic work for the students as it allows them to create their own page of the travel book. As well, they work with a group in creating class project that can be shared with their classmates, the school and their parents.

References and Supporting Material:

Books:

The Very Lonely Firefly by: Eric Carle
Me on the Map by:
The Family Book by: Todd Parr
Various books from the library on other countries
The American Jump and Jive Jig
We the Kids
There's a Map on My Lap

Globe: Lighted globe from the library

Songs:

7 Continents Song

<https://www.youtube.com/watch?v=Zya2bqrLVfI>

Countries of the World Song

<https://www.youtube.com/watch?v=5Xsi9Pzvm8Y>

The Continents Song

<https://www.youtube.com/watch?v=apIzM6rywf0>

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Pictures of other countries:

<http://www.policymic.com/articles/10673/happy-independence-day-how-15-different-countries-celebrate-their-independence>

Word Walls

Students will help generate the words they may need to write their stories.

Digital Book Making:

<http://littlebirdtales.com/home/default/>

Scrap Box

Students will have access to a “scrap box” that contains feathers, fabric, elastic, sequins, beads, stretchy headbands, paper towel rolls, glue, scissors and varying widths of ribbon.

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Assessment:

Students will be assessed by using pictures, anecdotal notes along with their dictation and illustration to the digital book. Using our kindergarten checklist along our social studies and language rubrics, which are standards based, we will assess if students have met, not met or exceeded, the standard and add the information to their portfolio. This project is naturally differentiated as each student creates their prop and their contribution to the book by their own abilities.

| Independence Day Rubric (ID) | Beginning 1 | Developing 2 | Qualified 3 | Exemplary 4 | Score |
|---|---|---|--|---|-------|
| Little Birds Narration | Student narrates story with 0-1 word about ID | Student narrates 2 words about ID. | Student narrates 3 words about ID. | Student narrates with 4 or more words about ID. | |
| Little Birds Book Illustration | Draws 0-1 details about ID | Draws 2 details about ID. | Draws 3 details about ID day and labels 1-2. | Draws 3 or more details about ID day and labels 3 or more. | |
| Map | Drawing | Drawing shows something on land i.e.; house, animal or people | Drawing shows land mass | Drawing shows a differentiation between land and water. | |
| Oral Presentation of their country Knowledge | Student does not recall any facts about ID. | Student recalls 1 fact about ID. | Student recalls 2 facts about ID. | Student recalls 3 or more facts about ID and compares to US ID. | |
| Map Measuring counts by ones | Student does not correctly count crackers. | Student correctly counts 1-10 crackers | Student correctly counts 1-15 crackers | Student correctly counts 25 crackers | |
| ePals communication quality of facts | Student does not recall facts about ID | Student recalls 1-2 facts to explain ID | Student recalls 3 facts to explain ID | Student recalls 4 or more facts to explain ID | |
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