

**Candidate's name:** Thu Trang Nguyen

Grade/Class/Subject:	Kindergarten/Social Studies	School:	Suwilaawks Community School
Date:	Wednesday, November 13, 2024	Allotted Time:	45 minutes
Topic/Title:	We are a community (Lesson 2/8)		

**1. LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](#)

*Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.*

This lesson is the second lesson in a series of eight lessons teaching the topic “We Are A Community” to kindergarten. The lesson focuses on reviewing the concept of community through the story “All Are Neighbors”. Students will recall that a community is where everyone is welcome. They learn that everyone in a community is a neighbor who should show kindness to each other. Students will also identify important places within their own community by creating a community map.

**2. CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

<b>Core /Sub-Core Competencies</b> <i>(check all that apply):</i>	<i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i>
X COMMUNICATION – Communicating X COMMUNICATION – Collaborating O THINKING – Creative Thinking X THINKING – Critical Thinking X THINKING – Reflective Thinking X PERSONAL AND SOCIAL – Personal Awareness and Responsibility O PERSONAL AND SOCIAL – Positive Personal and Cultural Identity X PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p><b>Communication:</b> Students will practice listening respectfully as the teacher reads the story All Are Neighbors and instructs how to create a community map. They will also practice their communication and collaboration skills as they discuss the meaning of the story. They will be able to communicate their understanding of what makes a good neighbor and which places that a community has.</p> <ul style="list-style-type: none"> <li>• Communicating: In familiar settings, I communicate with peers and adults (Profile 2).</li> <li>• Collaborating: In familiar situations, I cooperate with others for specific purposes (Profile 2).</li> </ul> <p><b>Thinking:</b> Students will practice their critical and reflective thinking skills as they determine what makes a good neighbor in a community. Students will also develop their creative thinking as they are asked to demonstrate how to choose community places and put them on the map.</p> <ul style="list-style-type: none"> <li>• Critical Thinking and Reflective Thinking: I can use evidence to make simple judgements (Profile 2).</li> <li>• Creative Thinking: I can get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials (Profile 2).</li> </ul>

	<p><b>Personal and Social:</b> Students will practice being respectful as they listen to the story, take turns in answering questions, and contribute to the class’s discussion. They will develop their ability to focus, stay on tasks, and make decisions during the activity, building their community map. They will also learn how to work, play cooperatively, and ask for help if needed, enhancing their sense of classroom community.</p> <ul style="list-style-type: none"> <li>• Personal Awareness and Responsibility: I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being (Profile 2).</li> <li>• Social Awareness and Responsibility: In familiar settings, I can interact with others and my surroundings respectfully (Profile 2).</li> </ul>
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### 3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<ul style="list-style-type: none"> <li>X Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</li> <li>X Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</li> <li>X Learning involves recognizing the consequences of one's actions.</li> <li>X Learning involves generational roles and responsibilities.</li> <li>X Learning recognizes the role of Indigenous knowledge.</li> <li>X Learning is embedded in memory, history, and story.</li> <li>X Learning involves patience and time.</li> <li>X Learning requires exploration of one's identity.</li> <li>O Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</li> </ul>	<ul style="list-style-type: none"> <li>• This lesson presents the concept of community holistically by using storytelling, discussion, and map-making. Students learn about community through multiple experiences that engage their senses, emotions, and creativity.</li> <li>• The book <i>All Are Neighbors</i> reinforces the idea that a community includes people from various backgrounds, showing students the importance of relationships in making a community strong and welcoming. It also reflects that learning is embedded in story.</li> <li>• Creating a community map allows students to reflect on the places they see daily. This helps them build a shared memory of their local community, building a sense of belonging within the community.</li> <li>• Through discussion about the book and working with their teacher and peers, students will practice their communication and collaboration skills, contributing to their holistic development.</li> </ul>

	<ul style="list-style-type: none"> <li>• This lesson helps students to understand their responsibility in their community: being kind and helping others. I will explain that their actions would affect the people around them. For example, if students do not listen respectfully during class discussion, it will make noises and affect their friends' learning.</li> <li>• Students will learn that building a strong community is important, which is prominent in Indigenous cultures.</li> <li>• Learning takes time and patience. Some students might need more patience and time to create their own community map.</li> </ul>
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**4. BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<ul style="list-style-type: none"> <li>• Our communities are diverse and made of individuals who have a lot in common.</li> <li>• Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</li> </ul> <p>This lesson allows students to understand the concept of community, recognize how everyone belongs and is welcome, and identify important places within their own community by creating a community map.</p>

**5. LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

<b>Curricular Competencies:</b> <i>What are students expected to do?</i>	<b>Content:</b> <i>What are students expected to learn?</i>
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Explain the significance of personal or local events, objects, people, or places (significance)</li> <li>• Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• ways in which individuals and families differ and are the same</li> <li>• rights, roles, and responsibilities of individuals and groups</li> <li>• people, places, and events in the local community, and in local First Peoples communities</li> </ul>

## 6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use **observations**, have targeted **conversations**, or collect **products**? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be **formative**, **summative**, or both?*

### Formative Assessment

- Observe students' participation during the class discussion about what makes a community and a good neighbor.
- Note their understanding of community places as they choose how to present places for the map.
- A map showing places that a community has like roads, buildings, parks, schools, etc.

## 7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

*Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.*

- At the beginning of the lesson, students will work collaboratively to identify what makes a good neighbor in a community. They will decide on places that they would like to present in their community map.
- As students choose community places to put on their map, they can practice sounding the place's name. This can reinforce their literacy skills.
- Classroom management: If there are disruptive behaviours during the lesson, I will pause the lesson. Using the chime to gather their attention. Reminding students about their expected behaviours (for example, listen with respect or raise the hand when having the answer) in the classroom. Giving positive reinforcement to students who listen with respect.
- The student with a learning disability FR will have an EA to explain the questions, choose places, and support her finish her map.
- I will need to support students to use scissors to cut paper and glue them on the map as they are still practicing those skills.
- I will provide extra support to TJ and GR to motivate them to finish their work.
- Students who finish their worksheets early can choose a centre activity like toys or making patterns using beads.

**Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- The book **All Are Neighbors** by Alexandra Penfold
- Markers, crayons, and colored pencils
- Construction paper, scissors, and glue
- Small printed or drawn pictures of community buildings (school, grocery store, fire station, homes, park, etc.)
- Stickers or small labels for adding names and labels on the map

## 8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does ( <i>learning activities to target learning intentions</i> )	Pacing
<p><b>OPENING:</b>  <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<ul style="list-style-type: none"> <li>• Gather students on the carpet to start the Social Studies lesson. Capture their attention by giving positive reinforcements to those who are ready to listen. Remind students who are not ready if needed.</li> <li>• Review: Ask students if they remember “What is a community?”. Allow students to recall that a community is a group of people who live, work, and play in the same area and support one another.</li> <li>• Introduce the outline of the lesson: We will read the book <i>All Are Neighbors</i>. Then we will create our own community map with different places.</li> </ul>	5 minutes
<p><b>BODY:</b></p> <ul style="list-style-type: none"> <li>• <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i></li> <li>• <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i></li> <li>• <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i></li> <li>• <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i></li> </ul>	<p><b>Read Aloud (10-15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the book <i>All Are Neighbors</i> by Alexandra Penfold (Author) and Suzanne Kaufman (Illustrator)</li> <li>• Ask students to capture their attention: <ul style="list-style-type: none"> <li>✓ Look at the cover. What do you think this book might be about?</li> <li>✓ Who are some of the people you see on the cover? Do they look like they are part of a community?</li> </ul> </li> <li>• Read <i>All Are Neighbors</i> to the class. Pause occasionally to ask questions: <ul style="list-style-type: none"> <li>✓ What do you think it means to be a good neighbor?</li> <li>✓ What places of a community can you see in the book?</li> </ul> </li> <li>• Explain that it’s about a community with different places where everyone is valued and welcomed, no matter who they are or where they come from. A good neighbor is one who shows kindness and welcomes everyone to their community.</li> </ul> <p><b>Building a Community Map (20 minutes)</b>  <i>Introduce that the class will create their own community map.</i></p> <ul style="list-style-type: none"> <li>• Explain that a community map shows places where people live, work, and have fun together.</li> <li>• Show them a simple example of a community map.</li> </ul>	35 minutes

# Mapping My Community



- Ask: “What are some things we might see in our community?” and guide students to understand that a community has houses, schools, playgrounds, roads, trees, stores, etc.).

## ***Demonstrate how to build a community map (I Do)***

- Set up the map: use a brown construction paper as the background.
- Use black construction paper to demonstrate a few roads or paths as the foundation.
- Identify Key Places: Ask the class to name important places in their community (school, home, park, grocery store, etc.). As they name each place, write it on a piece of construction paper or label it on the map.

	<p><b>Create their maps (You Do)</b></p> <ul style="list-style-type: none"> <li>• Ask students to go back to their table and provide each student with supplies needed for a map.</li> <li>• Let students draw pictures or add pre-made images of roads, buildings and places that the class discussed before.</li> <li>• Allow them to place each item on the map in its appropriate spot, helping as needed. Add stickers or labels to each place to reinforce literacy and location recognition.</li> <li>• Teacher: Circulate the classroom to check on students' work.</li> </ul> <p><b>Notes for teachers:</b></p> <ul style="list-style-type: none"> <li>• Allow students to have enough time to response to the questions, choose places and decide on how to create their own community map.</li> <li>• Some students will need extra support like using scissors to cut pictures of places or writing the place's name on a label to put it on the map.</li> </ul>	
<p><b>CLOSING:</b></p> <ul style="list-style-type: none"> <li>• Closure tasks or plans to gather, solidify, deepen or reflect on the learning</li> <li>• review or summary if applicable</li> <li>• anticipate what's next in learning</li> <li>• "housekeeping" items (e.g. due dates, next day requirements)</li> </ul>	<ul style="list-style-type: none"> <li>• Collect the maps from students. Check their work, give positive reinforcement to students.</li> <li>• Gather students on the carpet and review each part of the community, discussing why each place is important.</li> <li>• Reinforce the message that everyone belongs in the community and that each place plays a unique role in making the community special.</li> </ul>	5 minutes

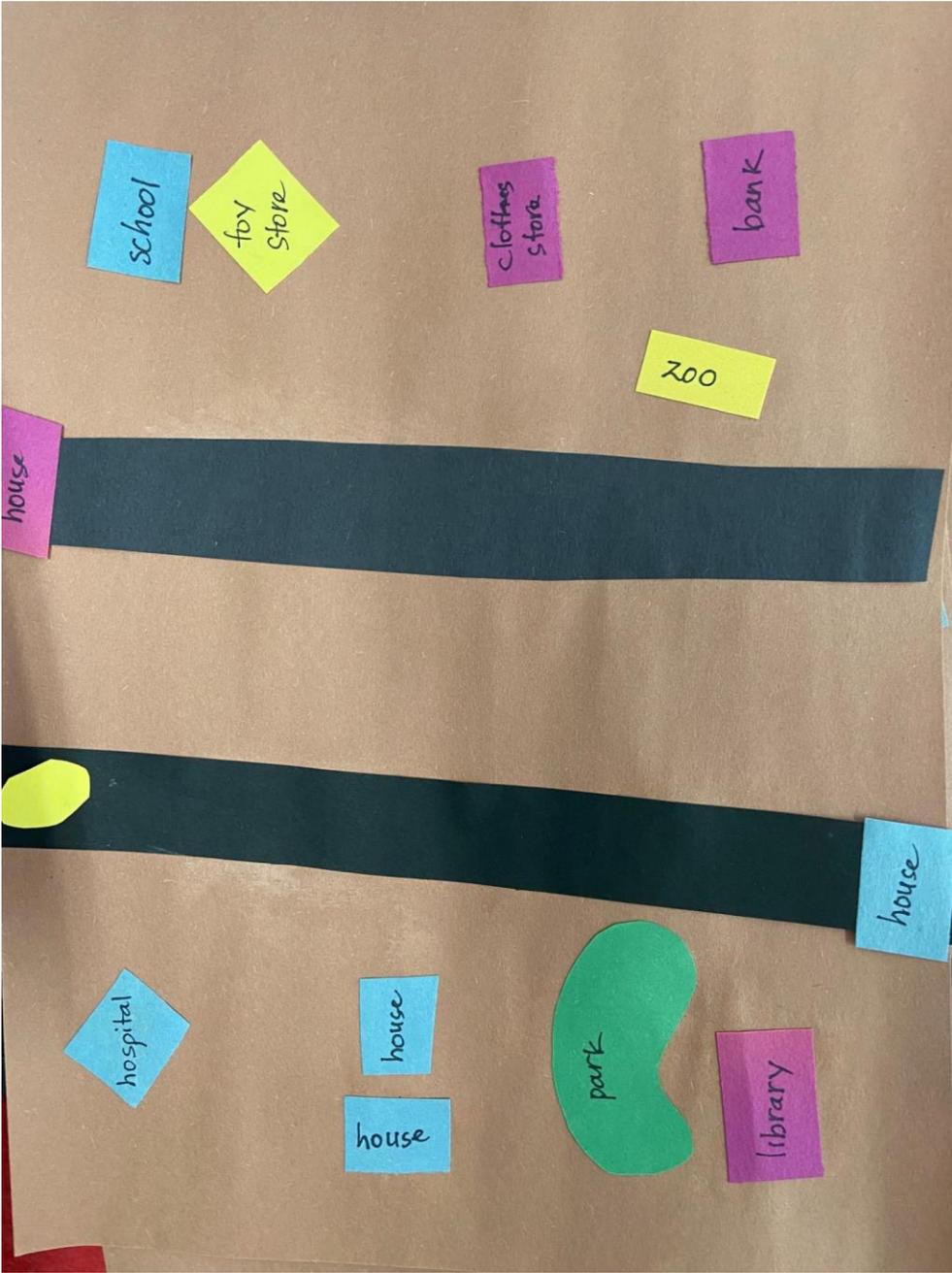
**9. REFLECTION** (anticipate if possible)

<ul style="list-style-type: none"> <li>• Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</li> <li>• What went well in the lesson (reflection <u>on</u> learning)?</li> <li>• What would you revise if you taught the lesson again?</li> <li>• How do the lesson and learners inform you about necessary next steps?</li> <li>• Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</li> <li>• If this lesson is being observed, do you have a specific observation focus in mind?</li> </ul>
<ul style="list-style-type: none"> <li>• <b>What went well in the lesson</b> <ul style="list-style-type: none"> <li>✓ I reviewed what students had learned about community at the beginning of the lesson and raised questions to trigger their attention to the story.</li> <li>✓ My demonstration of making a map went well. Students were excited to participate in the class's map activity.</li> <li>✓ As they created their maps, they were engaged and creative. Some could come up with their own designs. They added parking lots, zoos, etc.</li> <li>✓ I checked with the students to make sure that they knew what places a community might have.</li> </ul> </li> </ul>

- ✓ I provided scaffoldings to some students (TJ and SK) that needed extra support so that they could remember some important community places.
- ✓ I provided adaptations to the students (FR and AR) with special needs. I asked the EA to support them. RE, SH, and ED were challenged to add more community places on their maps.
- ✓ Positive reinforcement and encouragement were given to all the students.
- **What would you revise if you taught the lesson again**
  - ✓ I would be more flexible about how to organize the lesson's steps. For example, if students were distracted by their cushion, I would take them away, ask students to sit up and continue the story.
  - ✓ I would prepare more pre-cut pieces for students so that there would be no safety problem.
  - ✓ I would go over about expected behaviors to make transitions between activities smooth.
  - ✓ I would help students label their building names to make their maps clearer.
  - ✓ I would need to circulate the classroom more to check on all the students since some were off task.
  - ✓ I would pay more attention to time management and setting up the timer to keep the lesson on time.
- **How do the lesson and learners inform you about necessary next steps?**
  - ✓ Kindergarten's attention span is about 10 minutes. I need to rotate activities and be flexible to keep students engaged in learning.
  - ✓ Students will learn better if the lesson incorporates hand-on and fun activities like making maps.
- **Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?**
  - ✓ I provided adaptations and scaffoldings to students that need support or challenge them so all can do their best.
  - ✓ I encouraged the participation of all the students in the class, showing an inclusive classroom.
  - ✓ The assessment was based on their understanding of the learning theme, their effort, participation and creativity. It reflects my teaching focus on student's development.
  - ✓ Students' names in this lesson plan were kept as initials to ensure confidentiality.
- **If this lesson is being observed, do you have a specific observation focus in mind**
  - ✓ I need to focus on making a good demonstration (I DO), invite students' participation in class's discussion (WE DO), and provide clear instructions for students when they work by themselves (YOU DO).
  - ✓ Providing adaptations and scaffoldings to students is important.
  - ✓ I need to keep in mind the safety concern since students will use scissors.
  - ✓ I will focus on time management. I will make sure that the class's activities will be done timely.

### Pictures of my students' work





school

toy store

clothing store

bank

zoo

house

house

hospital

house

house

park

library