

ECE 325: Invitation to Learning

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Grade Level:

Grade 2

Main Outcome:

English Language Arts 2

CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity (e.g., My Family and Friends), community (e.g., Our Community), and social responsibility and make connections to own life.

The Big Idea:

I can see where my family and I fit in the community.



Materials:

- Various books about the community
- Large green sheet of paper with roads made out of grey and yellow construction paper
- Recycled boxes
- Toy vehicles
- Jar of markers
- Glue sticks
- Scissors
- Assortment of coloured construction paper
- Pictures of community helpers/places within the community
- Maps of the city/community

Description:

This experience will allow children to use their personal knowledge and experiences to create, communicate, and dramatize what they know about themselves, their families, their communities, and the relations between them all.

Additional Outcomes/Indicators:

- **Arts Education:** CP2.7 Create visual art works that draw on observations and express ideas about own communities.
- **English Language Arts:** CR2.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:
 - identity (e.g., Just Watch Me)
 - community (e.g., People and Places)
 - social responsibility (e.g., Friendship) and make connections to prior learning and experiences.
- **Health Education:** USC2.6 Examine how communities benefit from the diversity of their individual community members.
- **Mathematics:** SS2.3 Describe, compare, and construct 3-D objects.
- **Mathematics:** SS2.4 Describe, compare, and construct 2-D shapes.
- **Social Studies:** IN2.1 Determine characteristics of a community.
- **Social Studies:** IN2.2 Create a representation of the diversity of cultural groups in the local community.

Space & Time Considerations:

This experience is to be arranged on the floor in an open area or on top of a large table that is at the children's level. The experience would be available to the children after a lesson on communities and will be displayed to observe or interact with on an on-going basis until the project is complete. The books will be available for the children to read during any given opportunity for reading.

Instructions or Prompts for Teacher or Students:

An idea for a prompt is to create a sample building out of the boxes that may inspire the children. After this, children may create their own buildings or homes based off of their interests or personal experiences. They may also use the toy vehicles provided to further develop the experience. In addition, other materials such as sand, rocks, and other loose parts can also be included. This experience is designed for around 3-5 children at one time, but children can use different areas of the room to create their buildings, while others play with the display, allowing for more children to participate.

Materials:

- Large green paper (6ft x 3ft)
- Small rocks
- Toy cars
- Markers
- Glue sticks
- Pre cut grey houses (1-2 per child)
- Pre cut coloured squares

Description:

Every child has a different definition of what is family and who is in their family. This experience will demonstrate the diversity in families and allow children to place their family in the community. There will be a large green thick paper with grey roads all over with small toy cars and rocks spread over it. Over on the side there will be pre-cut small grey houses and several pre-cut colourful squares in a basket. Each colour will represent a person in the family, and if that person lives in their home they are going to grab that colour and glue it onto their hose. Ideally each house will be colourful and demonstrating that our community is more beautiful with everyone represented.

Additional Outcomes/Indicators:

- **Social Studies:** IN2.1 Determine characteristics of a community.
- **Health Education:** USC2.6 Examine how communities benefit from the diversity of their individual community members.
- **Arts Education:** CP2. Create visual art works that draw on observations and express ideas about own communities.

Space & Time Considerations:

Ensuring the paper is thick as to avoid ripping. The paper should be over five feet in length so that multiple children can play on it at once. The activity itself should only take three to five minutes but children will typically stay afterwards to play with the cars and draw on the grass (people, animals, flowers).

Instructions or Prompts for Teacher or Students:

Place the paper on the floor so that it's at children's level and it's more inviting. Have a legend showing what each colour represents. Children may need help identifying which colors correspond with each family member.



Resources

Books:

City Green by Dyanne Disalvo-Ryan

This book shows the community of a girl named Marcy coming together to create a garden in an empty lot in their community where a house was demolished.

Where Oliver Fits by Cale Atkinson

This book is about a puzzle piece named Oliver who is on a journey to find where he belongs/fits in.

I Know Here by Laurel Croza

This book is about a young girl who lives in a trailer near a forest. Throughout the story, she talks about her community that she is familiar with and wonders how life would be when she moves into the city.

What is Community? From A to Z by Bobbie Kalman

This book highlights what makes a community in an alphabetical format.

Web-Based:

<http://teacher.scholastic.com/commclub/>

This online resource contains interactive books that can help children learn about community helpers and their jobs.

<https://www.education.com/resources/community/>

This online resource offers a variety of lesson plans, printables, and activities on learning about the community, as well as community helpers.

<https://www.teachervision.com/community-helpers-jobs>

This online resource offers cross-curricular lesson plans and printables on careers and community helpers.

<https://www.regina.ca/residents/index.htm>

The City of Regina website contains a list of places in the city and community helpers that can be used a resource to find local experts.

Local/Field Trip Idea:

Taking the students out for walks around the community is a great way for them to get to know their community and who lives and works in it. Some examples of places to take the students include grocery stores, restaurants, police or fire stations, etcetera. Experts such as caretakers, chefs, nurses, bus drivers, police officers, firefighters, etcetera, can also be invited into the classroom to talk about their work as community helpers – these can even be the students' parents or other family members. One example of community helpers that offer tours of their facilities is Regina Fire Services:

Regina Fire Services

The Regina Fire services offers local fire station tours to classes in which the students will be able to take part in interactive activities that teach them about firefighting and fire safety.

Fire prevention/safety program: 306-777-7714

Website: <https://www.regina.ca/residents/fire-services/>