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| **TGC Fellow Social Studies Unit Plan** |
| Prepared by: Jessica Parra | Location: Leckie Elementary, Washington DC  | Grade: 1 | Unit Title: Just Another Day in Kenya | Time Needed: 23 days |
| Unit Summary: Students will explore the craft of diary writing while learning about the geography, animals, culture, and traditions of Kenya, as well as similarities and differences in daily life of US and Kenyan students. |

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| **Stage 1: Desired Results** |
| **Established Goals:****Common Core:*** CCSS.ELA-LITERACY.W.1.7: Participate in shared research and writing projects
* CCSS.ELA-LITERACY.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
* CCSS.ELA-LITERACY.RI.1.9: Identify basic similarities in and differences between two texts on the same topic
* CCSS.ELA-LITERACY.SL.1.6: Produce complete sentences when appropriate to task and situation
* CCSS.ELA-LITERACY.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

**Social Studies/Science:** * Recall and describe geographical features and animals of Kenya
* Compare and contrast daily life of US and Kenyan students

**Global Competency:*** Investigate the world
* Gain global perspectives
* Interdisciplinary studies
* Transferability

**Resources:****Technological*** “Time for Kids: A Day in the Life: Kenya” http://www.timeforkids.com/destination/kenya/day-in-life
* “National Geographic Kids: Kenya” http://kids.nationalgeographic.com/explore/countries/kenya/#kenya-reserve.jpg
* “Science Kids: Country Facts: Kenya” http://www.sciencekids.co.nz/sciencefacts/countries/kenya.html
* “Kenya Education Profile” http://yfuusa.org/media/yes\_lounge/Kenya.pdf
* “First Grade Class in Kenya” http://www.pbslearningmedia.org/resource/vtl07.la.rv.text.kenyaclass/a-look-at-a-kenyan-classroom/
* Thinglink.com for geographical information
* Padlet.com as a living KWL through unit
* Uploading kids’ diaries to KidBlog
* FlipGrid video of students’ learning

**Text*** “For You are a Kenyan Child,” by Kelly Cunnane
* “Mama Panya’s Pancakes,” by Mary and Rich Chamberlin
* “If You Were Me and Lived in Kenya,” by Carole P. Roman
* “Galimoto,” by Karen Lynn Williams

**Photographic*** “Friends of Kenya School and Wildlife photo slideshow” http://www.fksw.org/photos/schools\_photos/schools\_photos.html

**Connections*** Pending application with ePals for a Kenyan classroom connection
* Guest Speaker: Mwinyiisa Mchasa (otherwise known as “Kopa”), a friend who is from and still resides in the coastal Kenyan village of Shimoni near the Tanzanian border
* Possible Guest Speaker: from Kenyan embassy

**Materials*** Teacher-made diary paper
* Floor markings for game “Nyama!”
 | *Transfer* |
| *Students will be able to independently use their learning to… (real world purpose)*Transfer 1: Investigate the world beyond students’ country and continent.Transfer 2: Recall and describe geographical features (including habitats and the animals within), traditions, and culture in another country.Transfer 3: Understand there are similarities and differences among people all over the world.Transfer 4: Collect data and take notes.Transfer 5: Write diaries and other writing forms using appropriate sentence conventions. |
| *Meaning* |
| UNDERSTANDINGS*Students will understand…* Understanding 1: How to collect information through note-taking and asking questions with technology and text.Understanding 2: Geographical features, traditions, and cultures of Kenya.Understanding 3: Students have similarities and differences across the globe (in this case, specifically Kenya).Understanding 4: What a typical day is like for a Kenyan student.Understanding 5: How to play traditional games.  | ESSENTIAL QUESTIONSQuestion 1: What does Kenya look like and how does it compare to where we live?Question 2: What is daily life like, and what are traditions, responsibilities, and activities common in Kenya?Question 3: How are the aforementioned things the same and different between US and Kenya?Question 4: What are some hardships Kenyan students might face? Question 5: What are the traditional games found in Kenya? |
| *Acquisition* |
| *Students will know… (content)** Geographical and animal information about Kenya.
* Traditions, cultures, and games in Kenya.
* Differences and similarities in responsibilities, daily life, and schools of US and Kenyan children.
* The types of things Kenyan students do in their time out of school and how that compares to own life.
* What a diary is used for and how to craft entries from another perspective.
 | *Students will be able to… (skills)** Collect information and take notes on Kenyan life, using technology and text.
* Recall and describe Kenyan geography, cultures, and traditions, both orally and in writing.
* Write a diary from the point of a view of a Kenyan student that outlines different aspects of Kenyan life.
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| **Stage 2: Evidence** |
| *Assessment* | *Evaluation Criteria (Learning Target or “Student will be able to”)* |
| **Assessments FOR Learning:** * Living KWL chart on Padlet
* 3-2-1 after ThingLink on Kenyan geography, animals, people, traditions, and daily life
* Answer First, Question Second after guest speaker presentation
* Graphic organizer to compile information gained from the books we read about Kenya
* Recording sheet to compile information from websites about Kenya
 | * KWL will serve as pre-assessment to assess prior knowledge.
* 3-2-1 activity after ThingLink will bring about specific examples of things learned, and questions to extend thinking.
* Questions will prove to review the information presented with the guest speaker.
* Students are able to recall and compile information they learned about Kenya from text into graphic organizers.
* Students will have at least 10 notes from the 4 websites we use to compile information about Kenya.
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| **Assessments OF Learning:** * 5 diary entries written from the perspective of a Kenyan first grader. Entries include
	+ 1 entry of a realistically positive thing that could happen to a Kenyan child
	+ 1 entry of a realistically negative thing that could happen to a Kenyan child
	+ 1 entry about a holiday that he or she celebrated in Kenya
	+ 1 entry that involves a word problem relating to a Kenyan topic
	+ 1 entry of the student’s choosing
* EPals letter writing with appropriate language, questioning, and salutations.
* Interview throughout the learning process on FlipGrid to share what they are learning about and their impressions, as well as an interview after the unit is over to share 2 things that they learned.
 | * Diary entries use appropriate format and sentence conventions.
* All 5 types of entries are represented to promote interdisciplinary studies.
* Language and experiences recalled in entries will fit with knowledge about Kenya—appropriate experiences, holiday celebrations, and other aspects that reflect knowledge of Kenya.
* Pen Pal letters will use appropriate format and language to foster a friendly connection between the writers, and contain at least one question for reader.
* Pen Pal letters will contain appropriate sentence conventions for first grade.
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| **Stage 3: Learning Plan** |
| **Summary of Key Learning Events and Instruction***Week 1:* Students use technology to learn an overview of Kenya and Kenyan life. First, students put questions about Kenya on a Padlet with the title “Kenya: What we want to know and what we learn.” Next, students will participate in a ThingLink lesson to learn more about geography (both where Kenya lies on the map, as well as geography within the country itself), some science (habitats, animals, weather), some math (time difference, how long it takes to get there, how much it takes to fly there, etc.) and a broad overview of culture and traditions in Kenya, with a 3-2-1 activity following. Students will watch the National Geographic, Time for Kids, Science Kids, and PBS videos while taking notes to compile information on Kenyan life. *Week 2:* Students use text to investigate Kenya and Kenyan life. Using the books mentioned in the unit above, students will take notes on a graphic organizer while I read to add to their compiled information on Kenya. Students will engage in partner and group discussions to talk about similarities and differences in their lives with what we know about Kenyan lives. Following each reading, I will make a chart with information I gather from the students. After reading all the books, the students will write a summary of the information that we learned about Kenya that compares our daily life with Kenyan daily life. *Week 3:* Students use guest speakers to enhance their global perspective on life in Kenya. Students will get a brief introduction to the speaker the day before he or she actually speaks to them, and the students will create questions to ask the guest speaker, 1-2 per partnership. I will guide the questions towards ones especially about traditions and celebrations. Students will take notes during the guest speaker presentation. After each speaker, students will participate in an Answer First, Question Second with Padlet to review information that the speaker gave us. At the end of the week, students will play the game “Nyama!” to reinforce what game time would be like in Kenya for students. *Week 4*: Students use what they learned through speaking and listening, note-taking, and reading to write a diary from the perspective of a Kenyan first-grader, thereby reinforcing interdisciplinary studies. Students will learn about the layout of a diary, and about the 5 different entries. Students will do one entry per day until all are finished. Student work will be uploaded into KidBlog and displayed in the hallway to give some global awareness for the school. *Week 5 (and continuing on):* Students will use their Kenyan perspective to create friendly connections with a classroom in Kenya through EPals. Because I am just starting the EPal process, I am not sure how many students will participate or if it will be just a class-to-class letter. Either way, students will make a connection with a classroom in Kenya to further their understanding and to practice global citizenship. |

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| **TGC Fellow Social Studies Unit Plan: Just Another Day in Kenya** |
| **Lesson Title:** Writing to Compare **Subject:** Social Studies / Writing **Prepared by:** Jessica Parra**Materials needed:** After-reading charts, students’ notes, comparison paper **Global competency:** Investigating the world, global perspectives |
| **Where is the lesson going?** *(Learning Target or SWBAT)🡪 🡪 🡪*  | **Learning Target 1:** I can compare my daily life with a Kenyan student’s daily life, based on unit resources.**Learning Target 2:** I can write with first grade appropriate sentence conventions.  |
| **Hook:**  | **Tailored Differentiation:****Tailor Up:*** Students who are able will end their essay with an extra sentence asking a question about a similarity or difference they are curious about.

**Tailor Back:*** Students who need extra support will have sentence prompts more organized on the paper. For example:
* “A student in Kenya…” and then 2 lines for the students to write 2 things that would happen in a Kenyan student’s daily life.
* “A student in the US…” and then 2 lines for the students to write 2 things that would happen in a US student’s daily life.
* Since this assignment will encompass both social studies and writing for the day, students who need support will get the benefits of small-group writing time on the carpet as well.
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| When students come into the room that day, our after-reading charts from our Kenyan books will be hung up around the room to activate the students’ prior knowledge. We will have a poll about the books. Next to the charts will be a blank piece of paper. Students will have 1 dot sticker and one heart sticker. They will (anonymously) put the dot sticker on the paper next to the book they learned the most from, and they will put the heart on the paper next to the book they loved the most. Once we meet on the carpet, students can defend their choices before we get started for the day. |
| **Equip:** |
| Explain that we have learned a lot about students in Kenya and it is time to think about how our lives are both similar and different. With a partner, students will have 5 minutes to discuss characteristics of their own daily life. For example-- games they play, how they get to school, what they wear, the weather outside, or what they will eat for lunch. We will jot thoughts on the board for students to revisit during writing. |
| **Rethink and Revise:** |
| Students will then have 15 minutes to write a comparative 6-sentence essay about similarities and differences in daily life for students in the US and Kenya. Two-minute check at the end helps students check for appropriate sentence conventions for first grade. |
| **Evaluate:** | **Organization:** |
| After work time, students will have 5 minutes to share out their comparisons at their tables. This is a common practice, so students will already have routines for sharing, complimenting, and suggesting. I will collect for grading, display, and storing in our Kenya folders. | * After-reading posters hung up before class.
* Students are told directions in the hallway, and given stickers on the way in.
* Students have science/social studies buddies we use often for partner discussions.
* Students have pre-assigned seats for work time.
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| Notes: |