





Social Issues and Culture

Created by Isabelle Meluse Bagassien

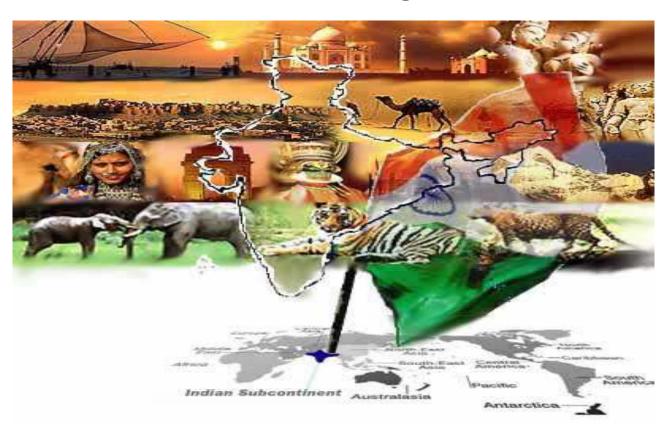






TABLE OF CONTENTS

- 1) Cluster of Ideas
- 2) Grade 1 At-A-Glance
- 3) Bulletin Board Ideas
- 4) Unit Plan Components
- 5) SDA's North American Division Curriculum Guide and Grading Scale
- 6) Weekly Outline (4 weeks)
- 7) Daily Outline Activities

Sub-theme 1: Family and Culture

- 8) Lesson 1: What is a Culture?
- 9) Lesson 2: What is a Family?
- 10) Lesson 3: What do Families do Together?
- 11) Lesson 4: Family Rhymes with...
- 12) Lesson 5: Big Book Creation

Sub-theme 2: Chinese Culture

- 13) Lesson 6: A Chinese Character
- 14) Lesson 7: Great Chinese Inventions
- 15) Lesson 8: Problems and Solutions
- 16) Lesson 9: A Gift from God
- 17) Lesson 10: What is Your Name in Chinese?

Sub-theme 3: African Culture

- 18) Lesson 11: Men of Colors
- 19) Lesson 12: Being a Slave in the Past
- 20) Lesson 13: Fighting Poverty and Hunger in Africa
- 21) Lesson 14: Time and Seasons
- 22) Lesson 15: Ma Dear's Apron

Sub-theme 4: Indian Culture

- 23) Lesson 16: Exploring India
- 24) Lesson 17: Indian Foods
- 25) Lesson 18: Faith and Perseverance
- 26) Lesson 19: Communication
- 27) Lesson 20: Read and Sing
- 28) Final Assessment
- 29) Resource-Based Unit
- 30) Appendix

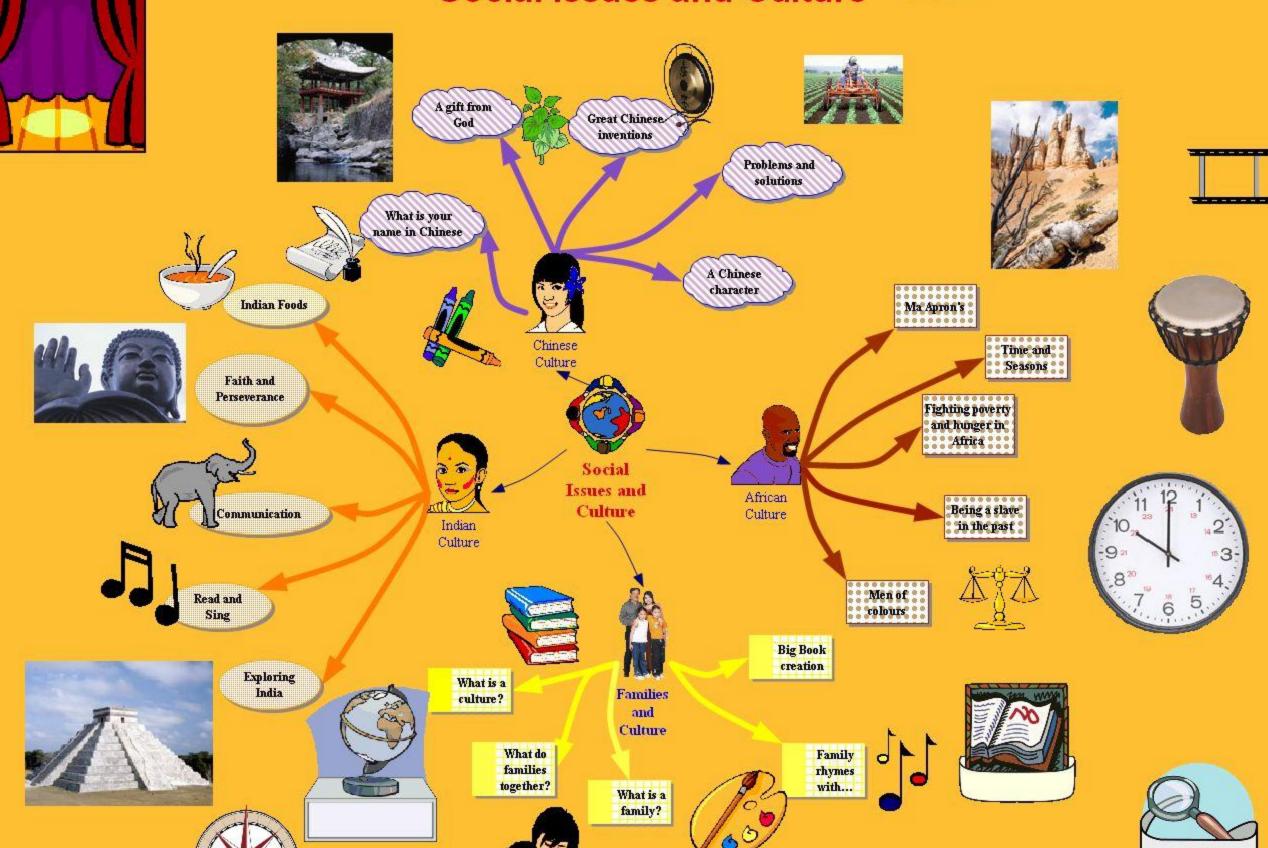






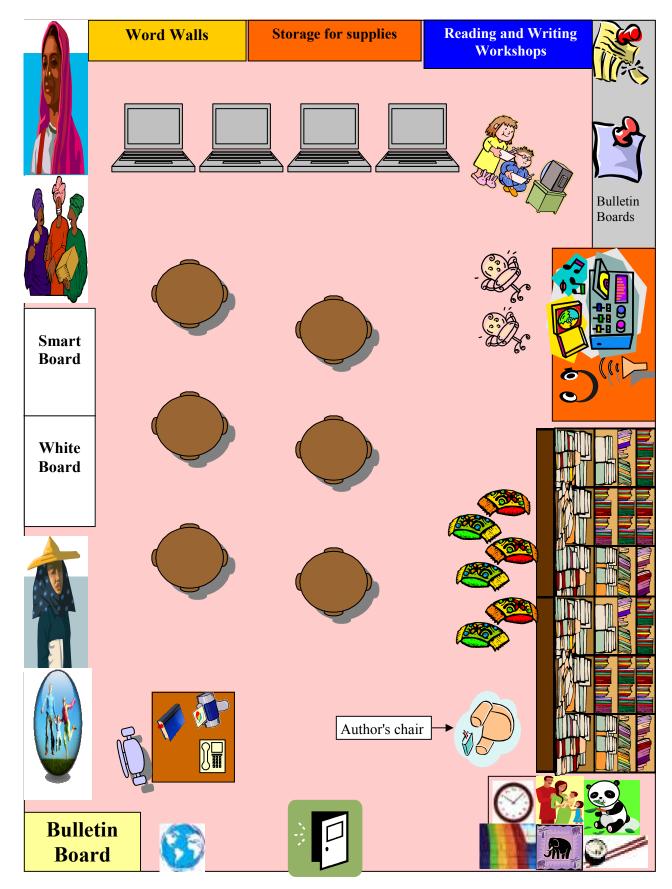
PATHWAYS: Theme 9

Social Issues and Culture





BULLETIN BOARD IDEAS







UNIT PLAN COMPONENTS

Grade level: 1

Pathways Theme 9: Social Issues and Culture

Length of time:

The length of time allotted for the completion of this thematic unit is four weeks, 1 month. This unit could extend further into the year if necessary.

Subjects:

- Music / Arts
- Social Studies
- Language Arts
- Science
- Bible
- Mathematics

Students' Readiness:

Students will be able to:

- know most letters in the alphabet
- follow instructions and ask questions when needed
- have a sense of whole numbers, count from 1-10
- collaborate in groups
- have some basics in computer skills
- accept God's word

Unit goals:

By the end of the unit, students should be able to:

- read and recognize words studied in class
- read a world map and identify cardinal points
- associate drawings with words' meanings
- produce creative writings
- identify rhyming words and syllables
- demonstrate a general understanding of various cultures studied in class
- incorporate Christian principles into their personal lives

General Description:

This unit on culture is appropriate to children at grade 1 because culture is a learned system of shared beliefs and ways of doing things that guides behavior. Cultural differences affect world events and our daily lives. And, time, location, events and people shape cultural beliefs. Practices in cultural diversity enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns; learners will predict how data and experiences may be interpreted by people from diverse cultural perspectives.

Time and change help to assist students to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.





Rationale:

Discovering culture through books and activities help young children to be more familiar with the world's components. Students will learn about compassion and God's love. The students will be involved in finding solutions to social issues. They will write letters and read books that present some reality of life. The main theme, Social Issues and Culture, is divided into sub-themes called Family, Chinese, African, and Indian. The sub-themes have been created based on the main book <u>Cleversticks</u>.

Unit Rubric:

Music / Arts	10%
Social Studies	25%
Language Arts	25%
■ Science	10%
■ Bible	20%
Mathematics	10%

Total	100%
1 Otal	100/0

Unit Assessment

Social Studies	25%
Language Arts	30%
Science	15%
■ Bible	15%
Mathematics	15%

Total: $\overline{100\%}$





SDA's North American Division Curriculum Guide http://www.nadeducation.org/dynamic.html?wsplD=511

Language Arts

VIEWING Page 11	LISTENING Page 15	READING Page 19	SPEAKING Page 27	VISUALLY REPRESENTING Page 33	WRITING Page 37
Comprehension of visual media with other literacy knowledge	Involves receiving, attending, and assigning (discriminative, aesthetic, efferent, and critical)	A balanced reading program including phonemic awareness, phonics, fluency, vocabulary, and comprehension)	Oral communication of thoughts, feelings, and ideas (aesthetic and efferent talk, drama)	Creation of sign systems to demonstrate understanding with consideration to audience, purpose, and form (graphic, video, story quilt)	Communication of thoughts, feelings and ideas (stages: prewriting, drafting, revising, editing, and publishing)

Arts

111 65			
	1. Drawing		
	2. Painting		
	3. Print Making		
National Standard 1:	4. Sculpture		
A. Media, Techniques, Processes	5. Fibers and Textiles		
	6. Photography		
	7. Collage and Mosaic		
	8. Ceramics/Pottery		
	9. Computer Graphic		
Notional Standard 2.	1. Line 2. Color		
National Standard 2:	3. Shape		
A. Elements of Design	4. Texture		
	5. Form		
B. Principles of Design	3. Balance		
B. I fine pies of Design	4. Variety		
	Recognize aesthetics in God's creation.		
National Standard 3:	2. Portray an abstract idea (love, anger).		
A. Art Knowledge and Judgment	3. Select and use symbols found in the environment		
71. The Knowledge and Judgment	4. Show how talents can be used for God.		
	Recognize or describe art as a visual record of		
National Standard 4:	humankind.		
A. Awareness of Works of Art in History and Math	2. Recognize how art relates to holidays and festivals		
•	3. Develop an awareness of art in the natural and		
	manufactured environments		
	1. Recognize and demonstrate environmental stewardship by		
	recycling to create visual art.		
National Standard 5:	2. Value creative work by self, peers, and others.		
A. Aesthetic Growth Through Critiquing Art	3. Value the creative process.		
	4. Demonstrate respect for art forms and objects		
	5. Explore and examine artwork of self and other students		
	6. Recognize and develop ethical concepts concerning		
	copyrighted material and plagiarism.		
	7. Explore and examine artwork from a pluralistic selection of major artists		
National Standard 6:	Recognize connections between art and other disciplines		
A. Relationship of Art to Other Disciplines	Create art that illustrates a concept from another		
A. Relationship of Art to Other Disciplines	discipline.		
	anorphine.		





Music

A. Rhythm	1. Pattern	
	3. Notation	
B. Melody	1. Movement	
	2. Pitch Pattern	
	3. Singing	
C. Texture/Harmony	1. Design	
	2. Accompaniment	
D. Form	1. Phrase Form	
	2. Structure	
E. Expression	1. Tempo	
	2. Dynamics	
	3. Tone/Mood	
F. Timbre	1. Instrument	
	2. Voice	
G. Hymnology	1. Hymns	
	2. Hymnals	

Mathematics

Number and	Algebra Standard	Geometry Standard	Measurement	Data Analysis and
Operations Standard	D 10	2 15	Standard	Probability
Page 9	Page 13	Page 17	Page 21	Standard
				Page 25
• understand numbers, ways of representing numbers, relationships among numbers, and number systems; • understand meanings of operations and how they relate to one another; • compute fluently and make reasonable estimates.	• understand patterns, relations, and functions; erepresent and analyze mathematical situations and structures using algebraic symbols; euse mathematical models to represent and understand quantitative relationships; enalyze change in various contexts.	analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships; • specify locations and describe spatial relationships using coordinate geometry and other representational systems; • apply transformations and use symmetry to analyze mathematical situations; • use visualization, spatial reasoning, and geometric	• understand measurable attributes of objects and the units, systems, and processes of measurement; • apply appropriate techniques, tools, and formulas to determine measurements.	• formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; • select and use appropriate statistical methods to analyze data; • develop and evaluate inferences and predictions that are based on data; • understand and apply basic concepts of probability.
		modeling to solve problems.		





Social Studies

Strand 1		Chronological Thinking
	History	Historical Knowledge
		Foundations of Government
Strand 2	Civics and Government	Functions of Government
		Roles of Citizens
		Maps, Globes, and Graphics
		Places
Strand 3	Geography	Climate
		Natural Resources and
		Environment
		Work and Workers
Strand 4	Economics	Commerce
		Stewardship
		Individual Development
Strand 5	Individuals, Society, and	Individuals and Society
	Culture	Culture
		Religion
		Outreach/Service

Science

		Abilities to do Scientific Inquiry
Strand 1	Science as Inquiry	Understandings about Scientific Inquiry
		Properties and Changes in Matter
Strand 2	Physical Science	Force and Motion
		Energy and Waves
		Characteristics of Organisms
		Organisms and the Environment
Strand 3	Life Science	Structure and the Function of Living
		Systems
		Reproduction and Inheritance
		Regulation and Behavior
		Diversity and Adaptation of Organisms
		Properties and Structure of Earth's
Strand 4	Earth and Space Science	Systems
		Changes in the Earth and Sky
		Universe and Solar systems
		Health Promotion and Disease Prevention
		Health Information, Products and Services
		Reducing Health Risks
C4 1.7		Influences on Health
Strand 5	Health	Using Communication Skills to Promote
		Health
		Setting Goals for Good Health
		Health Advocacy
0, 16		Abilities to manipulate tools
Strand 6	Science and Technology	Understandings about Science and
	Science and Technology	Technology
		Abilities to Distinguish Between Natural
Strand 7		and Man-Made Objects Science as a Human Endeavor
Strand /	History and Nature of Science	Nature of Science
	instory and reactive of Science	
		History of Science





Religion

	Kengion				
Nbers	Goals	Descriptions Control of the Control			
1	Acceptance of God and His Word	Each student will surrender his or her whole life to God through conversion; use the Bible as a basis for a relationship with Jesus Christ and an authoritative guide in all areas of life.			
2	Commitment to the Church	Each student will desire to know, live out, and share the basic tenets of the Seventh-day Adventist Church.			
3	Family and Interpersonal Relationships	Each student will develop a sense of self-worth, along with skills in interpersonal relationships needed for meeting the responsibilities of family membership, and responding with sensitivity to the needs of others.			
4	Responsible Citizenship	Each student will develop an understanding of multi-cultural diversity and historical heritage, and a working knowledge of governmental processes, while affirming a belief in the dignity and worth of others and a responsibility for one's local, national, and global environments.			
5	Healthy Balanced Living	Each student will accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.			
6	Intellectual Development	Each student will adopt a systematic, logical approach to decision- making and problem-solving based on a body of scientific, mathematical, and historical knowledge, within the context of a biblical perspective.			
7	Communication Skills	Each student will acquire optimum competency in verbal and nonverbal communication, in the use of information technology, and in effective communication of one's faith.			
8	Life Skills	Each student will function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.			
9	Aesthetic Appreciation	Each student will develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.			
10	Career and Service	Each student will develop a strong work ethic and an appreciation of the dignity of service, along with an awareness of career options and opportunities, as they relate to one's personal involvement in the mission of the Church.			

Grading scale:

Letters	Percentage	Appreciation
A	90-100	Satisfactory
В	80-89	"S"
C	70-79	
D	60-69	Unsatisfactory "U" (can be improved)
F	0-59	Not Applicable "X"





WEEKLY OUTLINE: WEEK 1

Lesson numbers	1	2	3	4	5
Days	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Worship	Worship	Worship	Worship	Worship
8:30-8:45	DOL	DOL	DOL	DOL	Spelling Test
8:45-9:45	L.A	L.A	L.A	L.A	L.A
9:45-10:15	FR	FR	FR	FR	Writing
10:15-10:30	Recess	Recess	Recess	Recess	Recess
10:30-11:30	Math	Math	Science	Science	ART
11:30-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00	Writing	Writing	Writing	Writing	
1:00-1:45	Bible	Bible	Bible	Bible	
1:45-3:00	Social Stu.	Social Stu.	Music	Music	

DOL = Daily Oral Language

L.A = Language Art

FR = Free Reading

WEEKLY OUTLINE: WEEK 2

Lesson numbers	6	7	8	9	10
Days	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Worship	Worship	Worship	Worship	Worship
8:30-8:45	DOL	DOL	DOL	DOL	Spelling Test
8:45-9:45	L.A	L.A	L.A	L.A	L.A
9:45-10:15	FR	FR	FR	FR	Writing
10:15-10:30	Recess	Recess	Recess	Recess	Recess
10:30-11:30	Science	Science	Math	Math	ART
11:30-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00	Writing	Writing	Writing	Writing	
1:00-1:45	Bible	Bible	Bible	Bible	
1:45-3:00	Social Stu.	Social Stu.	Music	Music	

DOL = Daily Oral Language

L.A = Language Art

FR = Free Reading





WEEKLY OUTLINE: WEEK 3

Lesson numbers	11	12	13	14	15	
Days	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00-8:30	Worship	Worship	Worship	Worship	Worship	
8:30-8:45	DOL	DOL	DOL	DOL	Spelling Test	
8:45-9:45	L.A	L.A	L.A	L.A	L.A	
9:45-10:15	FR	FR	FR	FR	Writing	
10:15-10:30	Recess	Recess	Recess	Recess	Recess	
10:30-11:30	Math	Math	Science	Science	Music	
11:30-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30-1:00	Writing	Writing	Writing	Writing		
1:00-1:45	Bible	Bible	Bible	Bible		
1:45-3:00	Social Stu.	Social Stu.	ART	ART		

DOL = Daily Oral Language

L.A = Language Art

FR = Free Reading

WEEKLY OUTLINE: WEEK 4

Lesson numbers	16	17	18	19	20	
Days	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00-8:30	Worship	Worship	Worship	Worship	Worship	
8:30-8:45	DOL	DOL	DOL	DOL	Spelling Test	
8:45-9:45	L.A	L.A	L.A	L.A	L.A	
9:45-10:15	FR	FR	FR	FR	Writing	
10:15-10:30	Recess	Recess	Recess	Recess	Recess	
10:30-11:30	Science	Science	Math	Math	Music	
11:30-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30-1:00	Writing	Writing	Writing	Writing		
1:00-1:45	Bible	Bible	Bible	Bible		
1:45-3:00	Social Stu.	Social Stu.	ART	ART		

DOL = Daily Oral Language

L.A = Language Art

FR = Free Reading





DAILY OUTLINE ACTIVITIES

Subject							
Lesson	Music	Bible	Science	Arts	L.A	Math	Social studies
1		Bible story Peter's vision			K.W.L, read <u>Clerversticks</u> , make predictions	Match numbers and pictures	Countries on map
2		Bible family game card			QAR and 4 types of question, R.A.F.T	Puzzle match and family card	Family Tree creation
3	Opposing two musical genres	Guest speaker	Video project sense		Personal journal, drawing lines		
4	Sing rhyming songs, and Create rhyming songs	Family name wall and prayer	Comparing family plants		Read rebus and rhymes. Color books		
5				Paint names Illustration	Writing workshop Books' parts		
6		Noah's story	Giant Panda Video		Story grammar: Identify characters		Identify Chinese towns and culture
7		God's inventions	Match dates and pictures for Chinese inventions		Story grammar: Setting identification		Compass orientation on a map
8	Sing a Chinese song with finger play	Draw a Babel tower			Story grammar: Plot illustration	Estimation and calculation of the Great Wall	
9	Listen to music write and draw a story	Parable of the talents			Story grammar: Theme Readers' Theatre	Tangram puzzles and Patterns	
10				Writing your Chinese name	Review parts of the story and retell		
11		Noah's Ark and Rainbow craft			Letters and Sound Recognition Words' Shapes	Addition and Subtraction colors and shapes	Africa on map and discovering African culture
12		Flash presentation on Creation			Concept attainment for past tense verbs	Reading time Flash cards and games	Think what it is to be a slave
13		Ideas to fight poverty and hunger in Ghana	One Hen Venn Diagram	Create a felt quilt	Trace table for day, week, month and year		
14		Interactive story of Elijah	Causes and effects chart in 4 seasons	Create an African fabric quilt	Words recognition Create an acrostic poem		
15	Creative tongue twister in –ack words				Draw apron symbols on a poster		
16		Read a verse and illustrate by drawings	Elephant study and compare		Story poster Syllables elephant		Chart for Indian culture
17		Read a verse Healthy and non- healthy foods	Experiment growing rice		Build a story facts wheel Plant root word		Create Indian recipe and cook
18		Zacchaeus' example of faith		Drama : plays with puppets	Create an electronic book	Count by 2's double numbers	
19		God's language		Comic strips Cartoon books	Create a poem in Hindi/English	Solving problems add and multiply	
20	Listen and sing an Indian song				Word by Word Word chains		





LESSON 1

What is a Culture?

Description: This lesson is a general introduction to the concept of Culture. We are living in a world where races and cultures are misunderstood, and students need to develop this concept of culture in order to accept values and beliefs of others and to love each other as God is teaching us. In this lesson, students will read and listen to the story of Ling Sung in <u>Cleversticks</u>. They will learn how to develop their skills by predicting and observing pictures. By using the book, students will use math concepts and discover how culture influences our lives. The lesson includes ideas and activities for DOL, Language Art, Math, Writing, Bible, and Social Studies.

Objectives: By the end of the class, the students should be able to:

- 1. Identify clues to predict stories
- 2. Connect numbers to the quantities they represent
- 3. Use correct formation of upper and lower-case letters
- 4. Demonstrate positive acceptance of people who are different
- 5. Identify at least 3 countries on a World Map, with their cultures

Materials and Technology:

- Cleversticks book by Bernard Ashley
- > PowerPoint or overhead, and documents projectors
- ➤ K.W.L worksheet
- ➤ Colored pencils/crayons
- > White papers
- Peter's vision online http://gardenofpraise.com/bibl58s.htm
- The verse Acts 10:34-35 as a worksheet (fill in the blanks)
- ➤ Colored stickers and World Map
- Newspapers, magazines, and pictures about culture and geography (National Geography)

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in both pairs of sentences:

1. culture is based on symbols	2. god love us
1. Culture is based on symbols.	2. God loves us.





Lesson

L.A: Ask students to think about the meaning of culture and draw things that relate to culture. They will draw in the first column of the K.W.L (Know, Want to Learn, and have Learned) that the teacher will have distributed. After sharing ideas, give an explanation of the word "Culture" and give some examples to illustrate this idea. Students will fill the second column of the K.W.L, so they will tell to you what they want to know about culture in order to write answers on board. Before reading the book "Cleversticks" from the documents projector to the whole class, say the title and ask them to guess what the book could be about and how culture could be related to it.

Then show the book's cover to students and ask them now to review their predictions. Read to the class after discussion, and stop at certain points to have children guess what will happen in the next pages. At the end, the teacher will ask to students to write words or draw things that reflecting the best culture from the story.



Students will match numbers of sticks with numbers from 1-10. From the book <u>Cleversticks</u>, ask students to count how many brushes they can see in the 22 first pages. For the activity, divide the class in groups of 3 or 4 persons. Then write down the numbers found on each page on board, and give the result.

Writing:

Have students write their names (first and last names) as Manjit did in the story, but they will have to respect the rule of the upper case and lower case. Tell them that they can use a white paper and colored pencils/crayons. They will use colors that have a meaning for them and present their work to everybody and explain why they chose this or those color(s), and why it could relate to their culture.

Bible:

Tell students that culture is also reflected in some Bible's stories such as the one about Peter's vision (Acts 10) and Cornelius (a gentile= non-Jewish). Read the story online http://gardenofpraise.com/bibl58s.htm, relate the story to Cleversticks, and explain the difference between Jews and Gentiles. God created us for one purpose: to love each other, and culture is just an opportunity to reach people hearts through diversity. Each of you can become good friends, wherever you are coming from or how different you are from each other. Then, distribute a verse (Acts 10:34-35) with blanks, and children try



from each other. Then, distribute a verse (Acts 10:34-35) with blanks, and children try to fill in the blanks.

Social Studies:



Culture is also visible as we read names or look at people's clothes, attitudes, languages... Tell students to look at some characters' names in <u>Cleversticks</u> and ask them to guess which countries they could come from. Tell them that they can also have some clues by looking at clothes for some of them. Then, stick a big world map on the board and use colored stickers symbolizing countries to place on the map. Ask students to come in front

and put the sticker on the appropriate country. Explain the culture and traditions for each country. Have students compare and contrast two countries in groups of 4 by using newspapers, magazines, and pictures as a brief summary of the lesson about culture.





Special Needs:

Drawing and colors are incorporated in the lesson to help students who cannot write and read properly. PowerPoint can also be used for DOL to highlight in color the changes made in the sentences.

Diversity:



Having groups for some activities could give more confidence to some students who are not comfortable with the subject and feel lost.

Have students talk about their own culture and respect it.



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Math = Algebra Standard

Religion = 4: Responsible Citizenship

Social Studies = Strand 3: Geography, Strand 5: Individuals, Society, and Culture





LESSON 2



What is a family?

Description: This lesson is helping kids to have a better understanding of their own culture by looking at first their family and by discovering who they are before studying other cultures. Some games and activities such as playing cards or writing a letter are focused on the topic of family and provide a better understanding of what is a family. The lesson includes ideas for DOL, Language Arts, Math, Writing, Bible, and Social Studies.

Objectives: By the end of the class, the students should be able to:

- 1. Identify members of a family
- 2. Differentiate some types of family
- 3. Associate numbers with pictures and add numbers
- 4. Identify some biblical family members

Materials and Technology:

- Cleversticks book by Bernard Ashley
- ➤ Who's in a family by Robert Skutch (online with overhead projector)
- ➤ PowerPoint presentation on QAR (Question-Answer-Relationship)*
- ➤ OAR worksheet*
- > Family tree
- > Template of a letter to a friend
- Family game cards

DOL: Write on board, overhead or PowerPoint the following sentences and explain the differences in both pairs of sentences:

1. a family is a gift of god	2. ling sung have a little sister
1. A family is a gift of God.	2. Ling Sung has a little sister.

L.A: Ask students to describe Ling Sung's family in the story of Cleversticks. Distribute a family words sheet, and a web to help them in the definition of a family. After sharing some ideas, read aloud the book online through internet with the overhead projector. Then, a PowerPoint presentation could be done to present the next activity on the 4 types of question (QAR method). At the end, students will do the activity on the QAR worksheet (Go over any questions if some confusion). Explore further the different types of family that are defined in the book.



Math:



Have different kinds of family pictures in small squares, and ask students how many persons are in each family. Prepare a puzzle match with family names and numbers that correspond. Then students can play with a family card having numbers and names of the family members; each member of the family has a designated number. Play this game in small groups of 4 or 5.





Writing:

Have students use the **R.A.F.T** strategy by pretending to write to a friend about their family. Each student's **R**ole is being a writer, the **A**udience is to a friend, the **F**ormat is a letter, and the **T**opic is "describing my family at home or somewhere else". The students will follow the template and will have the opportunity to draw their families.





A family card game from the Bible can be played, but students need to know which family each character belongs to. The cards can also be color coded, which gives more clues to find the family. The Bible can be used as well as color-coded pages to find answers.

Social Studies:

Tell students that they will have to play the detective to find their ancestors and their origins. They will need to find details such as their ancestors' names, countries, mother tongues, etc. Hand out an example of a family tree that they can reproduce or recreate. They will need to find pictures and special objects that reflect their culture and origins. They will have to prepare colorful and creative family trees that they will present to the class. Give them a certain time to accomplish this project and do their presentation.

Special Needs:

Drawings and bigger characters can be used in the worksheets and PowerPoint presentation. The color-coded cards game is also another way to accommodate struggling students.

Diversity:

The game cards and the family tree are ways to implement diversity. Students can also create the family of their dream if they prefer to keep privacy.

* "Available materials" (see Appendix)



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

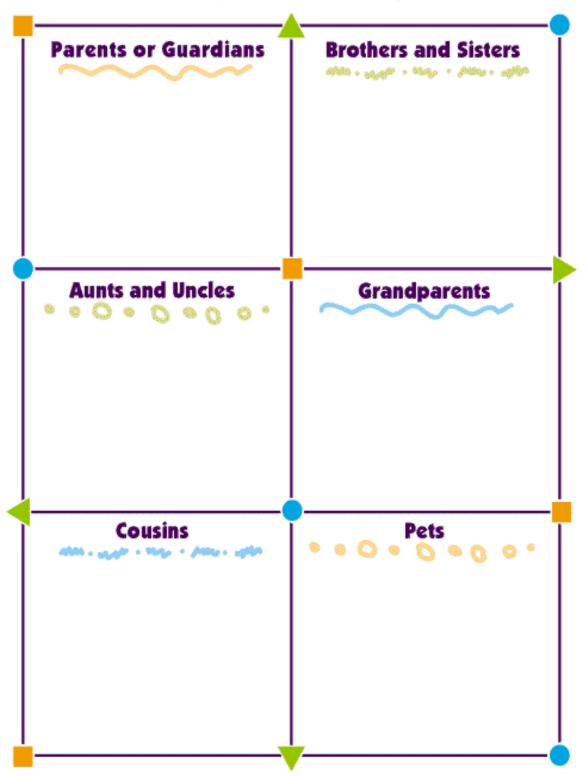
Math = Algebra Standard

Religion = 3: Family and interpersonal Relationships

Social Studies = Strand 5: Individuals, Society, and Culture



My Family



MY LETTER TO A FRIEND

Dear friend,		
In my family, we are	and I am (Numbers of persons), my,	_ years old.
		. (Pets can also be included)
Me and my family		
My family and I at home	<u>::</u>	

Lesson 2

"WHO'S IN MY FAMILY" by Robert Skutch

Right there





Think and Search | Author and you



On your own



Answer the following questions and circle where the answers were found:

1) Do Amina and Geitha have a Dad?









2) What type of family have Amina, Geitha, Josh, and Ryan?









3) Do Mom and Dad raise children on their own as does the Chimpanzee?









4) What are the differences and similarities between you and their families?











LESSON 3



What do families do together

Description: This lesson will identify important aspects of community and culture that strengthen relationships. Action verbs are the main focus in the lesson in order for students to learn verbs through various activities such as writing a journal, making a video, listening to a special guest, listening to cultural music, and acting with love. The lesson includes ideas for DOL, Language Art, Science, Writing, Bible, and Music.

Objectives: By the end of the class, the students should be able to:

- 1. Recognize action verbs
- 2. Use action verbs in sentences
- 3. Demonstrate understanding in the concept of the five senses
- 4. Distinguish good actions from bad

Materials and Technology:

- Cleversticks book by Bernard Ashley
- ➤ Action Word Wall
- ➤ A PowerPoint presentation with action words
- ➤ Clip art images
- > Cameras

DOL: Write on board, overhead or PowerPoint the following sentences and explain the differences in both pairs of sentences:

1. I cooking with my mom	2. I and my brother likes to play
1. I am cooking with my mom.	2. My brother and I like to play.

L.A: Ask students to think about what their families and they are usually doing at home. Write action words in a corner of the board, and students have to write them after. Invite students to look at Ling Sung's story and examine all actions done by Ling Sung, his friends, and his family; the teacher needs to give a PowerPoint presentation including sentences from the book with colored action words. Ask children if what can be done at school can also be done at home too. Students will prepare a personal journal to describe all actions done at home by them or their families. Each page will be dedicated to one day or night. They can draw or write one word or action that would describe best what is happening. The objectives will be to use the action word wall in their writing and to learn the position of verbs in a sentence.





Science: Introduce through clip art images the notion of senses: Sight, Hearing, Taste, Smell, Touch, and Hot. Cold and pain can also be added to these. Ask to students what the relationship between our bodies and the senses is. Watch a video about senses and discuss it in class. Write actions that are related to the senses. Prepare an activity for each





sense, helping students to understand the concept of senses. For example, cover the eyes of a student and ask him/her to identify what he or she smells, touches, hears, tastes, or feels. Then students can have a project of recording videos done at home and observing people's reactions in relation to senses. At the end of the project, some students can comment on their videos and incorporate ideas in their personal journals.

Writing and Music: Listen to three types of music from three different countries and have students drawing three different lines that will correspond to the rhythm of the music. Ask students to write their family names three times by following the curves of the three lines they have drawn before. Then a color is attributed to a letter; whenever the same letter is written, the same color is used.



Bible: Invite a special guest to talk about culture and family. It could be a pastor or a parent from



another culture. Students need to prepare their questions in advance and report answers at the end of the meeting with the guest. Think about actions that could done by students to strengthen relationships between community and culture. Explain that we are all a part of the same family: God's one. As Ling Sung's friends did, we can show love to each other by caring for people through our actions. Indeed, Jesus is the perfect example of love.

Music: Our musical preferences will vary according to our cultural background. As a result, music could be a way to strengthen or destroy relationships. Introduce two opposite genres of music that illustrate the previous idea. Compare, for example, classical music and rap, or others. Have children talking about their feelings or emotions about what they have heard before. Students can also describe through drawings their feelings. We need to be careful in the choice of our musical styles for our well-being.

<u>Special Needs</u>: Having colored-coded words for the word wall help students who struggle with verbs of action. Images and pictures provide learning support for all kinds of activity.

<u>Diversity</u>: Inviting a guest to talk about his own experiences with culture and family is a concrete way to bring more knowledge to students and extend their comprehension on this topic. Recording actions in journals and videos is also a precious resource for students who need to visualize actions.



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Science = Strand 3 and 6

Religion = 3: Family and interpersonal Relationships

Music = A. Rhythm





LESSON 4



Family rhymes with...

Description: The lesson is developing the concept of rhymes based on the family and culture topic. Read rhyming poems, Biblical verses, and songs, bringing the idea of repetition or cycle as it exists in nature like the plants. Our life is repetitive actions in which our God is our main source of oxygen. The lesson includes ideas for DOL, Language Arts, Science, Writing, Bible, and Music.

Objectives: By the end of the class, the students should be able to:

- 1. Listen to and read rebus poems
- 2. Define and explore rhymes for the topic of Family
- 3. Compose original writings
- 4. Recognize some plant families

Materials and Technology:

- Cleversticks book by Bernard Ashley
- > Rhyming picture cards
- Family rhymes, poems
- > Rhyming books to color
- Rhyming songs

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in both pairs of sentences:

1. family rhyme with perfectly	2. can you sing and ring
1. Family rhymes with perfectly.	2. Can you sing and ring?

Lesson



L.A: After introducing the concept of rhymes and how to create it, have children look for words in <u>Cleversticks</u> that rhyme with the word *Family*. They are words ending with the sound –ly. Read poems with rebus and rhymes. Students can color rhyming books available online or created by the teacher.

Science: Repetition or cycle in a family of plants. What is a plant? Look in the book for what types of plants students can see.

Some plant pictures are available on http://plants.usda.gov/gallery.html. Have a PowerPoint presentation ready on families of plants with pictures. Have a list of different plant families and ask students where in the world we can find those plants and what are the conditions needed for the plants to grow there. Explain that God has created us unique as a Plant into a family and a culture.

Writing: Create your own rhymes by following the lines. Students can add colors and drawing to be more creative.







Bible: Prepare a family name wall with students in order to pray for each person. The names can be organized by colors following a pattern in rhymes. Students propose family names they know, and the teacher adds them on the wall. In the same time, a memory verse rhyming with the names can be added to the family wall. Students will read it and pray for people.

music. Students can also look for a poem with rhyme and transform it into a song. Look

Music: Sing songs in the hymnals, look for words that rhyme and introduce the concept of repetition through the chorus which is present in many songs. Explain what the effect of repetition in songs is. Students can use their rhyming composition and can try to sing and add

at cultural songs with rhyming verses.

Special Needs: A rhyming word wall with highlighted rhymes is helping kids visualizing specific words regularly for any activity or subject. Then students can use the same words in their works.

<u>Diversity</u>: Have magazines and encyclopedias to help students in research about plants. A dictionary for synonyms can also be a great resource to build rhymes.



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Science = Strand 3

Religion = 1: Acceptance of God and His Word, 3: Family and interpersonal Relationships

Music = B. Melody, G. Hymnology







<u>Description</u>: The lesson is describing how a book is created and the various parts of a book. A writing workshop will be given and a big book creation will be done by the students in collaboration with the teacher. The book project is done in L.A, Writing, and Art.

Objectives: By the end of the class, the students should be able to:

- 1. Spell eight words from the spelling test
- 2. Name the main parts of a book
- 3. Demonstrate knowledge in spelling test
- 4. Organize their works and review grammar

Materials and Technology:

- Cleversticks book by Bernard Ashley
- > Sheets of poster board or chart paper pens
- > Crayons, paints and other materials

Spelling Test: From a list of words that students will have studied at home, a spelling test of 10 words will be given. This list will include countries seen from the map, action words, rhyming words, and family terms. Then the teacher will write three sentences on board from the DOL lessons, and students will correct the sentences.

Lesson

L.A: For a Writing workshop, have a librarian or a publisher speaking about books' creation. Students will learn how a book is organized and what the main parts are (author's names, illustrations, titles, table of contents, sentences and short paragraphs, bibliography, etc.). The teacher will show the different parts by pointing at the <u>Cleversticks</u> book. Students will work on the construction of a big book including all students' works. This project will be incorporated in Writing and Art activities.



Writing: For the big book project, students will choose the best story from their personal journal about their family, one of the favorite drawings they have done about their family, the poem or song they have created about family, and a biblical story they like about family or culture. Once they decide what they like the most, they will have to review spelling words and some grammatical rules seen in DOL.





Art: Students will rewrite their works on sheets of poster board and plan to have spaces for drawings up or down their writings. They will have to paint their names in the front page. Each work will be on one page. Once everybody is done, the teacher and the students add a title page (ex: *The Family and Cultural Book by Mrs.* ____ 's class) with names of authors, illustrators and copyright. Design a colorful cover with children, and put the pages into sequence. Finally, bind the book together with metal rings, yarn, plastic coil binding, or other means that allow easy page turning.







Special Needs: Some students can work in group of two (a weak with a strong student). The teacher can also see students one by one to help them with their work.

<u>Diversity</u>: Some students can use the computer to have a better design in their drawings or use pictures/photos from their family. A special shape for the book can also be chosen.



L.A. = Viewing, Listening, Reading, Visually Representing, Writing

Art = Standard 1: A. Media, Techniques, Processes

Standard 4: A. Relationship of Art to Other Disciplines

LESSON 6



A Chinese character

<u>Description</u>: The lesson is based on the concept of characters in a story which is one of the main elements in grammar story. The notion of character is extended to Chinese culture, which is Ling Sung's culture from the <u>Cleversticks</u> book.

The Chinese culture as well as main characters in stories are approached and discussed in L.A., Science, Writing, Bible, and Social Studies.

Objectives: By the end of the class, the students should be able to:

- 1. Identify the main character in a story
- 2. Demonstrate knowledge about Chinese pandas
- 3. Know that God is our creator
- 4. Identify some Chinese city names and aspects of culture

Materials and Technology:

- Cleversticks book by Bernard Ashley
- > Smart board
- ➤ Internet connection for projection

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in both pairs of sentences:

1. i loves china	2. ling sung is chinese
1. I love China.	2. Ling Sung is Chinese.

Lesson

L.A: By using smart board, prepare an activity about story grammar: show the picture of the main character of the book: Ling Sung, and have students describe him. Ask them what character appears the most in the book. They can also count how many times the name Ling Sung is written compared to the other names. Explain that a story is made of four major parts: Characters, Setting, Plot and Theme, and they will look at each of them during the week. First, students will do some activities involving characterization and identify the main characters in stories.

Science: Research and make a diorama of pandas in their natural habitat. Watch a about giant pandas in their natural environment video http://kids.nationalgeographic.com/Animals/CreatureFeature/Panda website. Have a picture of a giant panda and look at some features about this animal (find information online http://www.bbc.co.uk/nature/wildfacts/factfiles/5.shtml). Students can share by groups of four what is the most interesting thing they have learned about pandas, and can share their findings with the class.



Writing: Create a Chinese animal book with eight pictures of animals we can see in China (the panda, the red panda, the snow leopard, the tiger, the yak, the stork, the sun bear, and the golden monkey). Have students copy and write under each picture the sentence that gives information about those animals (following the handwriting lines). Ex: "The panda eats bamboo."





Bible: Talk about the main religions we can find in China and how the Chinese express their faith. However, it is written that we are descendents of Adam and Eve, who are God's creation. Noah had three sons, and one of them is known to be the father of the Asian race including Chinese people. Tell the story of Noah and his family. Ask students to draw the story and write the name of the main character on their papers.



Social Studies: From the smart board, have students identifying the main towns in China (a list of names of cities would have been given by the teacher). Students will have to guess what the different temperatures are and vegetation (landscapes) for each city. Prepare a game about Chinese clothing that students will identify and name.



<u>Special Needs</u>: While telling stories, have the names of main characters written in color and enlarged letters. Videos and PowerPoint presentation should be a support to enhance learning.

<u>Diversity</u>: Incorporate games and pictures in activities through the use of technology.



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Science = Strand 3: Life Science

Religion = 1: Acceptance of God and His Word; 9: Aesthetic Appreciation

Social Studies = Strand 5: Individuals, Society, and Culture

LESSON 7 **Great Chinese Inventions**

Description: The lesson continues to explore the main elements of a story grammar. The second element is the setting, which is where and when the story occurs. Great Chinese inventions are the main focus in this lesson and relate to activities in L.A., Science, Writing, Bible, and Social Studies.

Objectives: By the end of the class, the students should be able to:

- 1. Recognize the setting in a story
- 2. Date and name some Chinese inventions
- 3. Identify the verse for inventions in the Bible
- 4. Name the four cardinal directions or points

Materials and Technology:

- Cleversticks book by Bernard Ashley
- > Smart board
- Overhead projector
- > Sample of a compass
- Chinese maps

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in each pair of sentences:

1. it is the time to go at school, said Mrs. B.	2. church is gods holy place
1. "It is time to go to school!," said Mrs. B.	2. Church is God's holy place.



Lesson

L.A: Introduce the word setting, which is second part of a story grammar. Have some sentences prepared illustrating a setting with the identification of time and places. Then ask students to find clues in Ling Sung's story that help them determine when and where the story happens. They will have to differentiate between morning, lunch time and afternoon. Give a worksheet to each student with various kinds of places and times pictures under which students will write place and time for setting. It could be a



game with smart board too.

Science: Ling Sung was well-known after using sticks to eat as Chinese people do; he could have been a great inventor if it had been his creation. Prepare a matching activity on Ancient Chinese inventions by having pictures of inventions on one side and the dates or periods on the other side. Explain the characteristics of each invention based on the following website:

http://inventors.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=inventors&cdn=money&tm=13&g ps=117 700 1112 525&f=10&tt=14&bt=1&bts=1&zu=http%3A//sln.fi.edu/tfi/info/current/inventions. html.





Writing: Writing about each student would like to create to be known as an inventor. The students will write about when and where they would create their inventions, and will draw each invention.





Bible: Many of the great inventions and discoveries came to Christians, as they prayed and had a relationship with God, such as Dr. George Washington Carver, whose chemical discoveries increased the income of the South by millions of dollars. There is also the case of Sir Isaac Newton who discovered how the universe is held together through the force of gravity. Proverbs 8: 12 tells us: "I Wisdom dwell with Prudence, and find out knowledge of

witty inventions." It means that wisdom and prudence are the inventions of God. Think about inventions that God is the source, though humans discover them.

Social Studies: The compass was one of the great Chinese inventions and helps to orient from North to South and West to East. Look at the characteristic of a compass and demonstrate on a map projected or stuck on a wall where the south, north, east and west are. Print a Chinese map, and students will fill short sentences by writing where the cities are located.



<u>Special Needs</u>: Pictures and the repetition of the topic in each subject should help students. For some activities, have some groups of students, and mix weak and strong students in writing and reading.

Diversity: Drawings and colorful materials for teaching the lesson provide interest in learning.



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing
Science = Strand 6: Science and Technology
Religion = 1: Acceptance of God and His Word
Social Studies = Strand 3: Geography



LESSON 8



Description: The lesson continues to explore the main elements of a story grammar. The third element is the plot, in which the problem and the solution are developed. The measurement of the great wall in China, the Babel Tower story, and a Chinese song are activities developed in L.A., Math, Writing, Bible, and Music.

Objectives: By the end of the class, the students should be able to:

- 1. Identify the plot in a story
- 2. Add and subtract simple operations
- 3. Demonstrate awareness in Chinese number character (writing)
- 4. Know the problem and solution in the Babel Tower story
- 5. Sing a Chinese song with finger play

Materials and Technology:

- Cleversticks book by Bernard Ashley
- > Stories with plot analysis
- ➤ The Babel Tower story from the Bible
- PowerPoint and Internet

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in each pair of sentences:

1. hes problem is solve	2. jesus love us
1. His problem is solved.	2. Jesus loves us.

Lesson

L.A: Introduce the word **plot**, which is the third part of a story grammar. Have some sentences prepared illustrating what is a plot, with the identification of the problem and solution. Then ask students to find clues in the Ling Sung's story that help them determine what the problems in the story are and what is the solution. Give a worksheet to each student with various situations in which students will have to differentiate problems from solutions. Images can be added to illustrate some situations.





Math: Explain to students what the Great Wall of China is, and represent the distances of this wall in a meaningful way through a PowerPoint presentation. Students will do some additions and subtractions based on the estimate and calculation of the Great Wall.



Writing: Create a Chinese counting book with numbers until 12 (with Chinese characters) and different pictures of animals we can see in China. Have students write under each picture the number in letters and the name of the animal (following the handwriting lines).



Bible: Tell the story of the Babel Tower and explain that Babel means "confused medley of sounds" (Genesis 11:1-9) because God confused the builders language, which was the solution to the problem of their claiming to be more famous than God, causing them to speak different languages so they would not understand each other. As a result, Chinese developed from one of those languages that God had



created. God is also the creator of the Chinese people, and Jesus loves them. Imagine how high could have been the tower of Babel in the Bible. Students will draw a Babel Tower and write an approximate number of languages it could have been there. They will write this number in Chinese.



Music: Sing "Gung Hay Fat Choy" which is a Chinese New Year song. Listen to the song on http://www.nancymusic.com/Gunghayplay.htm, and practice the finger play while singing. The song can be projected on screen, and the teacher can point to the words or show the finger movements, while students are singing.

<u>Special Needs</u>: On PowerPoint presentation, enlarge letters and add colors to each presentation. If addition and subtraction are too difficult, some can use internet to practice the skills with math games.

<u>Diversity</u>: Finger play in music can help students who cannot sing to do something while others are singing.

Adventist Education SDA Curriculum

L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Math = Number and Operations Standard

Religion = 1: Acceptance of God and His Word; 9: Aesthetic Appreciation

Music = **B.** Melody; **E.** Expression



Description: The lesson continues to explore the main elements of a story grammar. The fourth element is the theme of a story. A Reader's Theatre, tangram games, handwriting, the parable of the talents, and listening to classical music are activities developed in L.A., Math, Writing, Bible, and Music.

Objectives: By the end of the class, the students should be able to:

- 1. Discover the theme of a story
- 2. Demonstrate interest by performing the Reader's theatre
- 3. Identify and manipulate geometrical figures
- 4. Discover their talents given by God
- 5. Recognize some pattern in rhythm and instruments

Materials and Technology:

- Cleversticks book by Bernard Ashley
- > Overhead tangrams, Overhead projector
- ➤ Computer with Internet connection
- > Stereo with classical music

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in each pair of sentences:

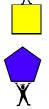
1. we have all a talent	2. ling can ate with a chopstik
1. We all have a talent.	2. Ling can eat with a chopstick.

Lesson

L.A: Introduce the word **theme** which is the fourth part of a story grammar. Students will have to find out what is the main idea in the book Cleversticks. Students and teacher together will search for the moral of the story (ex: it could be: "Do not be discouraged because we all have a gift given to us by God"). In order to illustrate the



concept of gift, a reader's theatre can be performed by some students or the whole class. The teacher assigns the main roles to each student. (A reader's theatre written by me, "I Am Smart", is available in the appendix.)



Math: After learning about basic geometrical figures, students will go to Tangram Puzzles web site and practice covering figures with tangrams. They may also visit Tangram History and try making animals with tangram manipulative. (Teacher can also demonstrate from the projector screen how to make a tangram.) Print out and distribute Tangram Pattern. Have each student make a figure with the seven pieces. Collect all of them from students and, after using as assessment, make a class tangram book so that students can try to do classmates' tangram puzzles.







Writing: Practice handwriting by copying a main theme from a list given by the teacher. Students will follow lines and work on upper and lower cases. A worksheet will be distributed to correct sentences by using the correct grammar.



Bible: Read the parable of the talent in the gardenofpraise.com website. Ask students what is the theme or moral of this story. Ask them if they can relate the parable to Ling Sung 's story. Students will make a list of the things they can do well. They will use those gifts for

God. They may discover that He has given them a new talent, one that they didn't even suspect that they had. Then they will find a way to use that gift for Jesus!

Music: Listen to classical music and ask students to imagine what could be the main theme of the song. They could write or draw a story while they are listening to the music and think about the rhythm and instrument used to express what they have drawn. Have them conclude their story by a moral and find a theme. This activity will be done in groups of two or three.



Special Needs: By having some working groups and works on internet, students could feel more confident in their work.

<u>Diversity</u>: Creative and imaginative work is required, which gives the opportunity to every student to find his/her own talent in something.

A Chinese song can be sung with action on this website

http://www.songsforteaching.com/chinese/mandarin/colors-articlesofclothing.htm



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Math = Geometry Standard

Religion = 1: Acceptance of God and His Word; 9: Aesthetic Appreciation

Music = A. Rhythm; D. Form; E. Expression



READER'S THEATRE: "I am smart"

Inspired by the story of Cleversticks

 $\mathbf{B}\mathbf{y}$

Isabelle Meluse Bagassien

Characters:

Narrator 1, 2, 3, and 4

Julie (Carlos' friend)

Carlos (main character)

Tanya (Carlos' friend)

Carla (Carlos' friend)

Mrs. Dam (teacher)

Carlos' Dad

Narrator 1: It is the story of a little boy named Carlos who thought that he could not do anything correctly, but God gave him a special talent! Listen to what happened to him in class!

Carlos: I do not know what I will do today at school, because I am not really smart.

Julie: Look, Carlos, I know how to tie my shoes! Yeah!!

Narrator 1: Carlos seems embarrassed because he does not know how to tie his shoes.

Carlos: I think I will paint with Tanya.

Tanya: Look, Carlos, I know how to write my name with the painting. It is cool!!!

Narrator 2: Carlos seems discouraged because he did not know at all how to write his name and it was more difficult with the painting.

Carlos: I think that I will play outside with Tommy.

Narrator 2: Carlos has to put his coat on and knows how to button up his coat, but something happens: he missed one button.

Carlos: Oh no! I did a mistake. Mrs. Dam, could you help me please?

Narrator 2: while Mrs. Dam helps him, his friend Carla buttons up her coat really fast without any mistakes. Then, Carlos says with a sad face:

Carlos: Oh! I am not smart at all, I do not know how to tie my shoes, I do not know how to write my name, and I do not know how to button up my coat. What will I do!!!!

Narrator 3: Carlos is desperate, but one day something special happens to Carlos in Music class!

Carlos: I love to sing in Spanish because it is my first language, and we talk Spanish at home too.

Narrator 3: Mrs. Dam teaches a song in Spanish, but everybody has a lot of problems to pronounce words, except for Carlos, who can sing fluently, even better than the teacher.

Mrs. Dam: Carlos, You are smart! You know two languages, and it is so easy for you!

Friends: Wow! Carlos, could you teach us some words in Spanish? Please!!!

Carlos: Of course, you are my friends and I will always help you!

Julie: Do not worry, Carlos, I will help you to tie your shoes!

Tanya: Do not worry, Carlos, I will help you to write your name with painting!

Carla: Do not worry, Carlos, I will help to button up your coat!

Carlos: Oh, thank you, my friends. I love you all, and God bless each of you!

Narrator 4: After that, Carlos hugs his friends, and it is time to go home.

Now, Carlos is telling about his day to his Dad, and he is excited.

Carlos: Dad, Dad! You know that I AM SMART!

Dad: Yes, son! Why this question?

Carlos: Because I thought that I knew nothing, but I realized that I am smart as my friends!

LESSON 10



What is your name in Chinese?

<u>Description</u>: This lesson serves as a brief review of the main elements of a story grammar. A pyramid, a video on Chinese numbers, and writing your Chinese name on an object are parts of this lesson in L.A. and Art.

Objectives: By the end of the class, the students should be able to:

- 1. Spell correctly at least eight words from the spelling list
- 2. Identify the four elements in a story
- 3. Write their names and some numbers in Chinese

Materials and Technology:

- Overhead projector
- > Papers and scissors
- > Pyramid Worksheet
- > Smart Board

Spelling Test: From a list of words that students would have studied at home, a spelling test of 10 words will be given. This list will include Chinese inventions, cardinal points, Chinese animals, and Chinese cities. Then the teacher will write three sentences on the board from the DOL lessons of the week, and students will correct the sentences.

Lesson

L.A: Review the four parts of a story grammar seen during the week: the characters, the setting, the plot and the theme. By projecting a short story on the screen, highlight the different parts studied in class and use a different color to represent each part. Distribute a pyramid worksheet labeled with six types of questions: Who?, Where?, When?, What is the problem?, What is the solution?, and what is the theme?



For each stage of the story, ask students to retell the story in their own words.



Writing: Practice writing Chinese numbers and say the numbers in English. Watch a 2-minute 37 video via internet. Stop and watch again if needed, on the following website: http://www.expertvillage.com/video/56871 chinese-order-hundred-one.htm.

Art: By using smart board with http://www.mandarintools.com/chinesename.html, get the names of students in Chinese and have them create bracelets or other objects on which they can write their names in Chinese.

Special Needs: For the retelling of the story, students who cannot yet write can draw what happens in the story and just write the title beside their drawings for the corresponding stage.

<u>Diversity</u>: Writing their names in another language will enhance their knowledge of Chinese culture. They will experience another language in writing and speaking.

SDA Curriculum

L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Art = Standard 1: A. Media, Techniques, Processes

Standard 6: A. Relationship of Art to Other Disciplines





LESSON 11 Men of colors

<u>Description</u>: The lesson is developing the concept of Colors, introducing the topic of Black culture and the African continent. Identifying words, counting with shapes and colors, shaping words, learning about Noah's story and God's rainbow, and discovering the African culture are activities extended in L.A., Math, Writing, Bible, and Social Studies.

Objectives: By the end of the class, the students should be able to:

- 1. Recognize parts of words
- 2. Identify letters and sounds
- 3. Demonstrate understanding by blending words
- 4. Effect operations with shapes, colors and dots
- 5. Identify the colors of the rainbow and know its biblical origin
- 6. Demonstrate a general knowledge of African culture and countries

Materials and Technology:

- Cleversticks book by Bernard Ashley
- ➤ The m&m's Counting Book by Barbara Barbieri McGrath
- Noah's Ark by Shirley Freed and Louise Moon
- > The Bible
- Paper plates, crayons, pencils, glues, etc.
- World Globe and African Map

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in each pair of sentences:

1. the rainbow is gods creation	2. africa is the continent
1. The rainbow is God's creation.	2. Africa is a continent.

Lesson

L.A: <u>Cleversticks</u> is a colorful book in which colors are associated with objects illustrated on some pages. Ask students to look for words in the book that match a color or many colors in the book. Make a list of object words found in the book, and have students identify letters, separating the words into parts to sound each part. Look at their composition by using analogies and incorporating the concept of blending words. Students can read the words aloud and work in groups to know how to separate in syllables and blend all words.



Math: By using the m&m's Counting Book, students will learn how to count by using dots for addition and subtraction. Shapes and colors are also emphasized. A mathematical game with colors, shapes and numbers could help students memorize faster. While doing operations, students can use dots, shapes, or lines to help them count and find their own strategy.







Writing: A list of words will be given to each student, and the teacher will demonstrate how to shape words and use them for handwriting. Students can use colors to differentiate each type of shape. They can classify the shapes and create their own word wall of word shapes.



Bible: God makes a promise to Noah and humanity, and God's gift of a rainbow represents that promise. Read <u>Noah's Ark</u>, in which we can see the rainbow at the end (p.16). Prepare a rainbow with half of a paper plate, and cut out a small semi-circle from the bottom to form the rainbow arch. Draw five lines to divide the paper plate arc and color-code each arc. Children can color or paint the plate and add clouds and the

biblical verse. Reinforce that God created the rainbow that one appears in the sky it reminds us of His promise and how much He loves us. Colors are everywhere, and the rainbow has all the colors that we see around us.

Social Studies: Introduce the color black to children by looking at black people in <u>Cleversticks</u> such as Sharon, who is mentioned at the beginning of the story. Ask students what could be her origins, and look for Africa on the world globe. Students can write what they know about the African culture and its continent. Look at some countries, verify the knowledge of students by visiting http://www.pbs.org/wonders/index.html, and prepare an activity involving the general learning about Africa. Students can also have an interactive activity online with the Website for kids http://pbskids.org/africa/.

Special Needs:

This website http://www.storyplace.org/preschool/activities/colorstory.asp will take the children in a simple online activity to color a rainbow and learn about colors.

Diversity:

Add magazines with colors and pictures to describe black culture Present African art with real objects that students can touch and admire



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Math = Algebra standard

Religion = = 1: Acceptance of God and His Word; 9: Aesthetic Appreciation

Social Studies = Strand 5: Individuals, Society, and Culture





LESSON 12

Being a slave in the past

<u>Description</u>: The lesson focuses on slavery and the notion of time. History will help students understand the simple past tenses, the notion of time by identifying seconds, minutes and hours, how long it takes God to create Earth, a historical event in Black culture: Slavery. Those activities will be developed in L.A., Math, Writing, Bible, and Social Studies.

Objectives: By the end of the class, the students should be able to:

- 1. Associate time with the simple past tense
- 2. Identify simple past verbs
- 3. Demonstrate knowledge of God's creation
- 4. Analyze the concept of Freedom

Materials and Technology:

- Cleversticks book by Bernard Ashley
- Traveled on the Underground Railroad by Ellen Levine
- A Second is a Hiccup by Hazel Hutchins
- PowerPoint and Smart Board
- > Internet connection and computer
- Crayons and papers

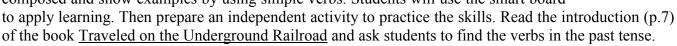
DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in each pair of sentences:

1. traveled on the underground railroad is a book	2. freedom and road was connected to slaves
1. Traveled on the Underground Railroad is a book.	2. Freedom and road were connected to slavery.

Lesson

L.A: Use <u>concept attainment</u> to introduce the simple past tense for verbs. Prepare some posters with examples and non-examples of words or actions done in the past, or modern versus ancient architectures, or old persons versus young persons, or biblical stories versus recent events, or white/black photos versus colors in photos, etc. Show first an example of what will be a good example and what will be a non-example.

Students will think and guess each time you add new elements to the examples until they find what it is about. Demonstrate on PowerPoint how the simple past tense is composed and show examples by using simple verbs. Students will use the smart board







Math: Introduce the notion of time to students by reading first A Second is a Hiccup (p.1-5). Explain what are seconds, minutes and hours. Show from the overhead a big clock and point at numbers with their meaning. Students will learn how to read a clock and do some exercises about time. Prepare some games such as flash cards with the time or interactive games on internet.





Writing: Ask students to create a poem about the time and illustrate it with clocks representing duration. They will choose any topic and include time in it.

Bible: interactive flash presentation of the look at an http://new.kids4truth.com/dyna/creation/english.aspx and read in the same time the presentation while students are watching and listening to the music. Ask students how long they think it took God to create all of that in terms of time. Explain that the word of God is powerful, and that right after saying the word "light", the light was made. Explain that the most wonderful creation of God was human on Earth because Jesus loves us and has given us the choice to do right or wrong. Students can draw in a storyboard in sequence God's Earth creation and write the name of each creation under the drawing.





Social Studies: Read "What did it mean to be a slave" from the book Traveled on the Underground Railroad (p.14-17). After the reading, students will de divided into groups and asked to think about the characteristics of being a slave. Afterward, the teacher will do a word web for "slave" and write the ideas on board. Ask students to imagine how they would feel if they had to stay at home for a week without seeing any friends or playing with them outside. Then ask them what they would do if they would have done to feel free. Students will understand that slaves had hard times and could not really flee.

Special Needs: For students struggling with the past activities, prepare worksheets with infinitives, and ask them to find the simple past for those verbs. They can also match infinitive to simple past by tracing a line. Use common verbs they will see in books. Illustrate the concepts of second, minutes and hours by drawing lines, playing time games or having a color for each time component.

Diversity: The flash presentation involves music, visual effects and colors.



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing Math = Number and Operations Standard

Religion =1: Acceptance of God and His Word; 9: Aesthetic Appreciation

Social Studies = Strand 1: History; Strand 5: Individuals, Society, and Culture





LESSON 13



Fighting poverty and hunger in Africa

<u>Description</u>: The lesson extends the topic on time and gives the opportunity to students to show compassion and care for people. Days, week, month and year are learned in L.A. to increase awareness of the notion of time. It will help students understand the chickens' production in eggs and their life cycle. A comparison between chickens and humans will be done in Science to determine the relationship between them. Writing a letter to ADRA and organizing a fundraising to help children in Ghana will be also an activity to learn about patience and time. A felt quilt is planned to represent the African culture in Art.

Objectives: By the end of the class, the students should be able to:

- 1. Identify the days in a week, and the months in a year
- 2. Explain the chicken's life cycle and related health issues
- 3. Demonstrate interests in missionary project
- 4. Collaborate with peers to create a unique quilt

Materials and Technology:

- Cleversticks book by Bernard Ashley
- ➤ A Second is a Hiccup by Hazel Hutchins
- One Hen by Katie Smith Milway

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in each pair of sentences:

1. how many days in a week	2. kojo wanted to sold his hen
1. How many days are in a week?	2. Kojo wanted to sell his hen.

Lesson

L.A: After reading <u>A Second is a Hiccup</u> from page 6 until 19, students will trace a table on a paper with 4 columns untitled *Day, Week, Month, and Year*. Ask them to write or draw in the first column the things we can do in one day, in the second column the numbers of days we have in a week and name them, in the third column the current first letters of the 12 months, and in the last column the current year in numbers. Ask them to



work in groups of 4 and to research (look for information) in any resources. Then do with children a creative time wall in order to help them write the date on their work.



Science: The teacher will read <u>One Hen</u> (explain some vocabulary at the end of the book) and make a chicken web to gather information about how to raise chickens in a farm. Do a comparison between humans and chickens. A Venn diagram can be given to students after discussions and brainstorming about their relationships between humans and chickens.

Integrate into this activity the health component of eating eggs and effects on human body. Have a graphic showing the properties of an egg with the benefits and disadvantages of eating eggs. Provide internet and magazine support about raising chickens. Add a graphic of a chicken's life cycle.





Bible: Talk about the poverty and hunger that exist in Africa such as in the country of Kojo: Ghana. Many little children like those in developed countries such as Canada cannot eat because of a lack of money, and they have lost their parents. Show pictures of children's state in Africa and talk about the way people can help them. As Jesus did in the past, we need to follow his way. Write on the board various ideas and choose the most realistic idea that can be pursued as a class.



Writing: Children and the teacher can write a letter to the missionary organization, ADRA, in order to expose their project and start a fundraising to help some friends in Ghana. Tell the story of the little boy, Ryan, who was in grade 1 and worked hard to raise money for the construction of a well in Uganda. Read his letter on

http://www.peace.ca/heroryanhreljac.htm.

Art: In <u>Cleversticks</u>, Look at clothing design and make the connection to African work such as quilting. Do the same for <u>One Hen</u> in which some quilts are drawn? (Look at page 6)

<u>Topic</u> = Felt Quilt and Gee's Bend http://www.quiltsofgeesbend.com/

Objective: Demonstrate how history influences creativity and imagination. Learn simple geometric forms, applying Gee's Bend style through horizontal and vertical lines. Create a designed collaborative quilt inspired by a Gee's Bend quilt.

Materials: multicoloured felt, scissors, tacky glue, white papers, rulers, ribbon, and coloured reproductions of Gee's Bend quilts.

Methods:

1. Introduce the history of Gee's Bend quilt to the class, and show several pictures of the art with emphasis on what make the differences and similarities:



- 1. Look at the shapes. What are you noticing? (More rectangles)
 - 2. Look at the colours. What is the pattern? (Bright and dark)
- **2.** See the different ways of doing geometrical forms: squares and rectangles, students will draw with the rulers on paper different sizes of squares and rectangles.
- **3.** After learning how to cut a felt properly, students will try to cut the coloured felt as straight as possible as drawn on their papers, helped by the rulers.
- **4.** Students will make their own quilts by applying Gee's Bend's shapes and coloured patterns.
- 5. The students and the teacher will afterward join together all the quilts, creating a unique collaborative quilt.

Special Needs: Incorporate colors and numbers for the time wall creation

<u>Diversity</u>: Invite parents who are African or know the culture to help in class for the fundraising project and the art class.



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Science = Strand 3: Life Science; Strand 5: Health

Religion = 6: Intellectual Development; 7: Communication skills

Art = Standard 1: A. Media, Techniques, Processes; **Standard 2**: A. Elements of Design





LESSON 14 Time and Seasons

Description: The lesson is developing the concept of time in terms of seasons. An activity on word recognition for the words family in –ay and active verbs is planned in L.A.; seasonal games in Science help students explore the subject; the interactive story of Elijah supports the idea that God controls the universe, and the African quilt craft in Art is related the African culture theme.

Objectives: By the end of the class, the students should be able to:

- 1. Name each day of the week and recognize the words family in -ay
- 2. Identify active verbs
- 3. Demonstrate knowledge of seasons' cycle
- 4. Retell Elijah's story
- 5. Create a unique African quilt

Materials and Technology:

- Cleversticks book by Bernard Ashley
- Ma Dear's Aprons by Patricia C. McKissack
- ➤ A Second is a Hiccup by Hazel Hutchins
- ➤ Internet games on Smart Board

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in each pair of sentences:

1. monday an tuesday is the day of the week	2. ma dear is a hard work
1. Monday and Tuesday are days of the week.	2. Ma Dear is a hard worker.

Lesson

L.A: While reading My Dear's Aprons, show to students the days of the week and let them pronounce each day. Plan word recognition exercises with words ending in -ay. Count how many times the words Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday are written in the book. Trace a table and write days and the number of times you can see them written. In the table students will look for active verbs that describe the activities done for each day.



Science: In a year, there are four seasons. So read A Second is a Hiccup and explore changes in the Earth and Sky in order to understand why we have seasons. Have an activity about seasons; check this web site: http://www.primarygames.com/science2.htm.However, explain that the four seasons are not the same everywhere, and then show on a map what the weather and temperature are like in different countries. Look at the causes and effects, and draw a chart representing them.



Writing: Create an acrostic poem by using the days of the week. Students will choose one day and write it vertically on a sheet of paper. Then they create lines of poetry, each beginning with a letter of the word. They can add drawing to illustrate meanings. Students can form minigroups to be more creative.









Bible: God is the creator of the universe and the seasons. He can control each season and natural event on the earth. Use Smart Board to have an interaction with a Bible story: Elijah. Project on the screen the website: http://www.biblekids.ca/ and click on Elijah. Students will listen to the story and guess what is happening in the story.

Art: In the book My Dear's Aprons, look at illustrations showing various quilts' designs with students. Topic = **Wahlman and Bright Colors**

Objective:

Contrasting colors; building geometrical shapes by giving impressions of movement and stability **Materials:** scissors, pre-cut African fabrics, hard papers, glue, and pictures of African quilts **Methods:**

- **1.** Introduce the symbolism of bright colors in an African quilt made by African slaves (symbol of freedom), and show students different pictures of African quilt.
- **2.** Put an example on the board explaining step by step what kids are supposed to do. We can see that the bright colors are bigger than the darker ones located in small squares. So, see that it is important to use more bright colors to have an effect of luminosity. The way you organize your shape could give an impression of movement or stability, as it is the case for the one above.
- **3.** Then individually, students will create their own African quilts by choosing some pieces of fabric already cut in different sizes; they will follow the pattern of bright and dark colors, and glue them on the paper following their own inspiration and geometrical shapes.



4. At the end, the students and teacher will join each quilt to build one unique quilt, and we will staple it on the wall of the classroom.

<u>Special Needs</u>: Have worksheet or internet games with the days of the week or seasons to help those who are struggling with the word recognition.

<u>Diversity</u>: Ask students to look at the illustrations in <u>Cleversticks</u> and <u>Ma Dear's Aprons</u>. Then ask them what could be the season represented in each book or page.

Adventist Education SDA Curriculum

L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Science = Strand 4: Earth and Space Science

Religion = 1: Acceptance of God and His Word

Art = Standard 1: A. Media, Techniques, Processes; Standard 2: A. Elements of Design

B: Principles of design





LESSON 15 Ma Dear's Apron

Description: This lesson helps students do some review of colors and days of the week learned in class. The point here is done on the apron of Ma Dear who is the mother of David Earl in the story. The apron has different meaning for the little boy who describes everything he can see. A big poster, the creation of a tongue twister, and an instrumental composition are the main activities developed in L.A., and Music.

Objectives: By the end of the class, the students should be able to:

- 1. Spell correctly at least 13 words in the test
- 2. Scan a text to look for specific details
- 3. Create a tongue twister with at least three new words
- 4. Incorporate rhythm into writing

Materials and Technology:

- ➤ Ma Dear's Aprons by Patricia C. McKissack
- ➤ Instruments: Percussions
- Posters and crayons/paints/pencils

Spelling Test:

A spelling test of 15 words will be given. It will be extracted from a list of words that students will have studied at home. This list will include time's vocabularies, days, months, seasons; keywords from the books studied in class from the African culture. Then the teacher will write three sentences on the board from the DOL lessons of the week, and students will correct the sentences.

Lesson

L.A: Students can also look at symbols in <u>Ma Dear's Aprons</u>. The apron associated with a color represented something to the little David Earl. Have seven groups of kids to whom a day of the week will be attributed. Look for the various symbols of the apron by reading pages corresponding to a day of the week. They will scan the texts and look for specific details that can support their ideas. Once done, each group will draw a picture representing the symbol of the apron on a big poster. Then, they will show their poster to the class and explain why the apron means this for them.





Writing: Look at words ending with –ack. Students will create words ending with –ack and do as Ma Dear did by composing a small paragraph as a tongue twister creation. Students will need to show creativity and match new words with sounds for example, of an object they have chosen. Create your own tongue twister to model, and have them looked for specific objects that make sounds and help them match object and sound with –ack words.



Music: make a song clapping hands and percussions with the creative tongue twister done before. Help them in rhythm and coordination of movement with instruments. It could also be a cooperative work done in groups or by the whole class. Voice sound can be added with the invented words in –ack.



Special Needs:

Students who have some difficulty to create can use the Ma Dear's tongue twister or look at the words family in –ack in books or dictionaries.

Students can also contrast the apron in <u>Cleversticks</u> used by Ling Sung and the one in <u>Ma Dear's Aprons</u> (the differences).

Diversity: Some movements or paces and actions can also be prepared by students in Music.



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing **Music** = **A.** Rhythm; **F.** Timbre





LESSON 16 Exploring India

Description: The lesson is based on the general view of Indian culture and the elephant. Throughout the lesson, students discover the culture by creating a story poster, comparing Indian elephants with the African ones, making a syllable craft, illustrating a verse, and creating a multimedia presentation in L.A., Science, Writing, Bible, and Social Studies.

Objectives: By the end of the class, the students should be able to:

- 1. Identify details from a picture
- 2. Compare two elements
- 3. Separate a word into syllables
- 4. Understand the notion of generosity and help others

Materials and Technology:

- Cleversticks book by Bernard Ashley
- The Rajah's Rice: A Mathematical Folktale from India by David Barry
- Document projector
- ➤ Internet connection
- ➤ The Bible

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in each pair of sentences:

1. chandra is a elephant bather	2. god say "Give to the poor"
1. Chandra is an elephant bather.	2. God says: "Give to the poor".

Lesson



L.A: Introduce to students the topic of the day, which will be India. Ask students to look at <u>Cleversticks</u> pictures, and ask them which character in the story is coming from India. Ms. Dhanjal is effectively the one who represents the cultural aspect of India. Students will analyze Ms. Dhanjal's pictures and conclude what could define an Indian. Prepare a table with several columns entitled types of clothe, hair, skin, family name, and other

elements. It will be an introductive activity to the book <u>The Rajah's Rice: A Mathematical Folktale from India</u>. Before reading the book, ask students to compare Ms. Dhanjal and the little girl on the cover of the book. After reading, students will design a story poster that highlights one of the characters or the plot of the story. They will write more about the story on the back. Students will draw a picture of the characters, setting (time and place) and plot (what happened) under the appropriate flaps. At the end, students can present their work to the class.

Science: Elephants studies: from the story what can we learn about the elephant? (Body composition, colors, food, living place, utility for humans). Compare an Indian elephant to an African one http://www.brunching.com/elephants.html.







3

Writing: Look at writing words by syllable. Use words from <u>The Rajah's Rice</u>, trace small elephants on papers, and students will choose a word and write it by separating the word into syllables in the body of the elephant (students can choose to write the different syllables with different colors). They can also prepare many elephants in

which the syllables of a word will be written in each body of an elephant. Then stick all elephants together to form a word.

Bible: The Bible tells us to share generously with those in need, and good things will come to us in turn. We are not meant to live hard-hearted or self-centered lives. And Chandra is a generous person who cared for the hungry people, in comparison to the Rajah who was worried about himself only. Ask a student to read Proverbs 28:27 in the Bible: "He who gives to the poor will never want, but he who shuts his eyes will have many curses." Ask students to use the story to illustrate this verse on a paper.





Social Studies: Introduce the country of India through this website in image http://home.freeuk.net/elloughton13/routemap.htm. While showing the images and talking about India, students can write the main characteristics they find in Indian culture. Prepare a chart or graphic to facilitate students' learning. They can also circle images from the Indian culture on a paper given by the teacher and write the names of objects, architecture, animals or events beside images.

<u>Special Needs</u>: Have books or magazines about India and its culture to help students find ideas in their works. Students can work in groups in order to share ideas.

Diversity: Invite a volunteer to show to your class members how to wear a turban/sari.



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Science = Strand 3: Life Science

Religion = **3.** Family and Interpersonal Relationships

Social Studies = Strand 3: Geography; Strand 5: Individuals, Society, and Culture







Description: The lesson provides activities to help students comprehend a story by using beginning, middle and end, experiment with growing rice, create words by adding prefixes and suffixes to the root word, distinguish healthy from non-healthy foods, and prepare an Indian recipe to cook it. These activities will be developed in L.A., Science, Writing, Bible, and Social Studies.

Objectives: By the end of the class, the students should be able to:

- 1. Organize ideas from a story
- 2. Identify changes in a science experiment
- 3. Create new words by using the root of a word
- 4. Identify healthy and non-healthy foods

Materials and Technology:

- The Rajah's Rice: A Mathematical Folktale from India by David Barry
- ➤ Internet connection
- > Experiment with materials to grow rice
- > Cups, sticks, and papers
- > Indian ingredients for recipe

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in each pair of sentences:

1. eat rice is healthy	2. we needs a warm climate to growing rice
1. Eating rice is healthy.	2. We need a warm climate to grow rice.

Lesson

L.A: Based on the story of <u>The Rajah's Rice</u>, ask students to build a story facts wheel. Students will write some facts from the beginning, middle, and end of the story. They will trace a big circle separated into four sections. Students will write in the top of the wheel the author and the title for the first section, and then they will draw in the second section a picture from the beginning, a picture from the middle in the third section, and from the end of the story in the last section.



Science: Experiment with growing rice

Step One: Collect clean plastic buckets and empty plastic laundry soap buckets to work in. Do not use any container that has holes in the bottom that would let the water out.

Step Two: Buy long-grain brown rice from the bulk bins. Organically grown rice will reproduce better than some long-grain brown rice, but most kinds seem to have some grains that sprout. White rice will not work because it has been processed.

Step Three: Fill your buckets with about 6" of dirt or potting soil. Add water until it is about 2" above the soil level and toss a small handful of your store-bought long-grain rice into the bucket; the grains will sink so that they are lying on top of the dirt under the water.

Step Four: Rice likes a warm climate. Keep your bucket in a sunny area and move it if necessary to a warm place at night. Keep your water level at about 2 inches above the dirt until the rice is growing





strong.

Step Five: When your plants are up to about 5-6 inches, increase the water level to about 4 inches deep.

After that, let the water level lower in the bucket slowly over a period of time. You will want the plants just about dry of standing water by the time you are ready to harvest.

Step Six: Rice is mature somewhere in its fourth month if conditions are right. The stalks will change from green to gold in color when they are ready. To harvest, cut your stalks and let them dry in a warm place, wrapped in a newspaper for 2-3 weeks.

Step Seven: Roast your rice in a very low heat (under 200) for about an hour, and then remove the hulls by hand. You are now ready to cook with your own long-grain brown rice.

The experiment will last some months, but students can have a record journal for the experiment and can record changes or transformations while the rice is growing.



Writing: Plant a root word activity

Students will write on a cup a root word related to Indian culture and then fill the cup with dirt. Some words like fold with prefixes and suffixes (unfold, folding, folder). Students will choose three ways to write a root word and cut out three flowers from construction paper. They will tape one word and one flower onto each stick and plant them in the dirt-filled cup. Have students add ending letters (such as <u>—ing</u> or <u>—er</u>) and beginning letters (such as —un or —pre) to each root word to make new words.

Bible: Genesis is the record of creation. On the sixth day of creation, God created Adam and Eve. When God created man, He gave him specific instructions for what was to be consumed for food. Have some kids read Genesis 1:29: "Then God said, "I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food." Explain what the healthy foods for us are. Then, ask students to draw their favorite foods and share at the end ideas (have two columns: healthy and not healthy foods).



Social Studies: Talk about Indian food and show pictures of spices and typical ingredients we can find in India. Look at the way Indians are eating. Check on this website http://www.asiarecipe.com/india.html

Find an Indian recipe and cook in class, or find a recipe and look at the different ingredients used in order to create their own Indian recipe.

<u>Special Needs</u>: Provide pictures and simple words for each activity. Some students can serve as tutors and support the struggling students.

Diversity: Plan an Indian day: students will wear Indian clothes or parts of them and eat Indian food.



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Science = Strand 5: Health

Religion = **5**. Healthy Balanced Living

Social Studies = Strand 5: Individuals, Society, and Culture





LESSON 18

<u>Description</u>: The lesson is mainly focused on numbers and perseverance. The electronic book creation, counting by 2's and doubling numbers, creative writing, the Zacchaeus story, and the drama plays with puppets are developed in L.A., Math, Writing, Bible, and Art.

Objectives: By the end of the class, the students should be able to:

- 1. Organize ideas and retell a story
- 2. Count by 2's and double numbers
- 3. Create original writing
- 4. Understand the principle of Faith and Perseverance

Materials and Technology:

- Cleversticks book by Bernard Ashley
- The Rajah's Rice: A Mathematical Folktale from India by David Barry
- ➤ Slideshow software programs such as PowerPoint
- > Story map graphic organizer
- > Posters

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in each pair of sentences:

1. "what is your favorite book" ms. brown asked	2. persevere in everything
1. "What is your favorite book?" Ms. Brown asked.	2. Persevere in everything!

Lesson

L.A: Students will create with the teacher's help an electronic book. Ask students to retell the story events of their favorite story between <u>Cleversticks</u> and <u>The Rajah's Rice</u>. They can use their notes from previous classes and look at word walls. Students will use a story map graphic organizer. Then the teacher needs to record the retellings without changing the students' natural language. The teacher will need to type each story into the electronic book she will have created in advance. The stories will be typed into open text boxes on the slide-show program. The teacher can add illustrations using clip art and the digital photographs. Then



students can review their retellings by looking at the screen and moving slide by slide to read the narration. At the end, the final work is loaded onto the teacher's computer desk.

Five steps for creating an electronic storybook: Start a slide show with a blank layout. Insert a text box on each page. Insert a graphic. Set the animation effects, and record narration for the slide show.



pictures.

Math: In the story of <u>The Rajah's Rice</u>, we can see that Chandra loves to count. Ask students to look for the things she is counting in the book. Attract students' attention to how much rice is placed by the servants in the squares of the chessboard. Introduce the concept of counting by 2's and doubling a number. Provide exercises to count by 2's and games doubling numbers through







Writing: Search in <u>Cleversticks</u> for two words that start with "B", four words that start with "C", and six with "S". Ask students if they are able to represent the words by acting or showing the object. If they are able to do it, ask them to choose one word in each group and write those words on three different posters. They will have to illustrate the word by writing the word and

making the first letter perform the action or meaning of the word (ex: If the word is *button* the letter "b" would appear as a button). Children can add colors and creative shapes.

Bible: Chandra and Ling Sung never give up in what they want to do, and we can see that both of them have success by trying again and again. The Bible also teaches us the same moral, as it is the case with Zacchaeus, who was a tax collector. His problem was that he was too small to see Jesus, but he managed to meet him, thanks to his faith. Students can listen to the story on the website: http://gardenofpraise.com/bibl51s.htm. Students will think of a problem they have and find solutions to solve it.

Art: <u>Drama with puppets</u>



Objective: Students will reproduce the Indian culture and retell the story of Chandra or create a new one. A landscape and puppets for the animation will help students imagine life in India.

Materials: Fabric in an assortment of colors and patterns, felt, repositionable glue or fabric glue, scissors, pinking shears, fine-tip marker, and a ruler.

Instructions: Make elephant puppets with one group of kids by cutting a small circle out of the side of a paper cup to make a nose hole. Add eyes and a mouth with a felt-tip marker. Glue on construction-paper ears. Show students how to

stick a finger into the cup and out the hole to make the trunk. Make also puppets to represent Chandra and the Rajah.

Make large fabric wall hangings to represent the Indian landscape and houses for the background.

Special Needs: Through the use of teacher-created e-books, students with disabilities are able to gain access to the literature.

Diversity: Have a guest speaker such as an author to talk about a book on the topic.



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Math = Number and Operations Standard; Algebra Standard

Religion = 1. Acceptance of God and His Word; 8. Life Skills

Art = Standard 1: A. Media, Techniques, Processes; Standard 2: A. Elements of Design





LESSON 19 Communication

<u>Description</u>: The lesson is based on the concept of communication and variety in language. Discovering and manipulating Hindi words through poems, counting and multiplying by solving problems, creating comic strips, and making a cartoon book are the activities incorporated in L.A., Math, Writing, Bible, and Art.

Objectives: By the end of the class, the students should be able to:

- 1. Recognize some words in Hindi
- 2. Solve a simple problem by counting or multiplying
- 3. Create comic strips and make a cartoon book

Materials and Technology:

- Cleversticks book by Bernard Ashley
- The Rajah's Rice: A Mathematical Folktale from India by David Barry
- ➤ Hindi poems
- > Posters

DOL: Write on board, overhead or PowerPoint the following sentences, and explain the differences in each pair of sentences:

1. i loves to communicate with people	2. jesus have a language of love
1. I love to communicate with people.	2. Jesus has a language of love.

Lesson



L.A: Find a poem in Hindi on this website http://www.pitara.com/talespin/poems hindi.asp. Ask students to read it and pronounce as they want. They will use some words from the poem and compose their own or even create a poem by mixing English and Hindi words. Ask them to compare a poem in English and one in Hindi. Use a Venn diagram to do the comparison.

Math: Expose a problem to students by counting one by one and multiplying by 2. Ask them



- 1) How many elephants can you see on pages 4 and 5? (10)
- 2) How many elephants' tusks per elephant? (2)
- 3) Problem: if there are 10 elephants with 2 tusks each, what is the total of tusks? (2x10=20)

Writing: Introduce the meaning of Story comic strip to students by showing an example of your own



composition telling the story of Ling Sung or Chandra. Explain the difference between dialogue and narration. Create a large poster representing one story with speech bubbles on one side and dialogue with quotation marks on the other side. Students will create balloons to create their own comic by using an event they enjoy in one of the stories. Students will incorporate Hindi words to make dialogue more real for Indian characters and Chinese words for the other story.







Bible: Choose texts in the Bible that could illustrate that we need to learn how to communicate in order to understand people. We need to understand God's language in order to share his love.

Art: A cartoon book

Objective: Students will experience the role of a cartoon illustrator and create their own cartoon books.

Materials: Sheets of white paper, marker, ruler, scissors.

Instructions: Make a cartoon book with funny faces, bizarre bodies, and laughable legs. Stack three sheets of paper on top of one another. Fold them into three equal sections across the widest part of the paper. Then use the ruler to divide the sheets into three equal sections across the narrower part of the paper. Mark off the sections in pencil. Draw one character in the middle section with the head in the top, body in the middle and legs in the bottom section. Afterward, cut through all the paper along your pencil lines and do not cut



the middle section. Fold over one section at a time and draw a head, body, and legs for other characters, until all the pages are full. Now, the books are done by turning the pages, and creating different combinations with head, body and legs. In the back of the head section, students can add bubbles with words or sentences showing what the character is saying.

<u>Special Needs</u>: Have students work in the English language if Hindi is too difficult for them. Prepare a problem easier to solve by students or simpler operations. Make mini-groups for collaborative work.

Diversity: Invite a cartoonist to show children how he works and how to have fun with comic strips.



L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing

Math = Number and Operations Standard

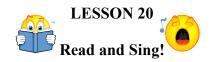
Religion = **6**: Intellectual Development; **7**: Communication skills

Art = Standard 1: A. Media, Techniques, Processes; Standard 2: A. Elements of Design

Standard 6: A. Relationship of Art to Other Disciplines







<u>Description</u>: Reading word by word activity, making word chains, and discovering Indian music are presented in this lesson through L.A, Writing and Music.

Objectives: By the end of the class, the students should be able to:

- 1. Identify letter and syllable sounds while reading
- 2. Demonstrate creative writing
- 3. Learn an Indian song

Materials and Technology:

- Cleversticks book by Bernard Ashley
- The Rajah's Rice: A Mathematical Folktale from India by David Barry
- ➤ Glossaries, Dictionaries
- ➤ List of vocabulary about Indian culture
- > Tape or glue, strips of paper

Spelling Test:

A spelling test of 15 words will be given. It will be extracted from a list of words that students will have studied at home. This list will include words studied in class through <u>Cleversticks</u> and <u>The Rajah's Rice</u>. Then the teacher will write three sentences on board

from the DOL lessons of the week, and students will correct the sentences.

Lesson

L.A: Word by Word activity

Roll the dice and see who reads the next part of the story. Tell students that they will play a game called Word by Word. It consists in taking turns reading aloud a short story sentence by sentence. A roll of the dice determines how many sentences each player will read per turn.



Writing:

Word chains



Have the children write words from the Indian culture topic on strips of paper. They will draw illustrations to go with each word. Some of them will need glossaries, dictionaries and story books to find meanings and check spelling. Invite students to assemble strips by using tape or glue to make a chain. Take a strip of paper and form it

into a loop. Tape the ends together and continue like that for all students. You can decorate the classroom or put it on a tree.





Music:

Introduce students to sounds of Indian music, using recordings of sitars and other Indian instruments. Compare sounds and instruments to "Western" music that the students are familiar with.

Teach the Indian song, "Dhimiki". Give background information on the lifestyles, cultural beliefs and the spirituality that the song is based upon. Begin with call and response (learning the melody). Use phonic sounding of the song (learning the words). Work on rhythmic phrasing (learning the rhythm). Sing the complete song with students multiple times.





L.A. = Viewing, Listening, Reading, Speaking, Visually Representing, Writing **Music** = **A.** Rhythm; **B.** Melody; **D.** Form; **E.** Expression; **F.** Timbre





FINAL ASSESSMENT

A self-assessment and teacher's assessment are located in the portfolios and help the teacher to give a final grade following the assignments given in class for both subjects.

1) Social Studies (25%)

Give a small map of the world and ask students to match the name of the country with the colored sections on the map (corresponding to the two countries and the continent seen in class). Ask students to orient (north, south, east, and west) those countries and continent by using the compass orientation. Ask them to think about two countries and compare those countries by writing down names of objects or cultural habits that belong to those countries or continents.

2) Language Arts (30%)

Students will have an exercise with the QAR and the 4 types of question, a poem with rhymes seen in class on which students will need to circle or highlight the rhyming parts. Have a text with action words, time and colors that students will need to identify by using a color code for each of them. The teacher will read a short story, and students will have to draw the main theme of the story; then ask students to look at the 4 questions to identify the different elements from the story grammar. For writing, Have students write some Chinese and Hindi words they remember.

3) Science (15%)

Write words that relate to Chinese Giant Pandas and Indian elephants. Draw step by step the growing process of rice.

4) <u>Bible</u> (15%)

Write the verse from the Bible we have studied in class and draw the symbolism of this verse. Students need to know at least one story they can tell aloud in front of the class.

5) Mathematics (15%)

Prepare some addition and subtraction operations that students can easily handle. Match numbers and pictures with Chinese numbers and translate in English. Have drawings of clocks from which children will identify the time. Have some squares with numbers to count 2's by 2's but also some with blanks inside. At the end of the assessment, give a simple problem to students in order to have them counting and analyzing the situation.





Resource-Based Unit

Books available in classroom for Free Reading:

Family and culture

Cleversticks by Bernard Ashley

Sailor: The Hangashore Newfoundland Dog by Catherine Simpson

Cuadros de familia/family, pictures by Carmen Lomas Garza

Chinese culture

Cleversticks by Bernard Ashley

China ABCs: A Book About the People and Places of China by Schroeder and Holly

Grandfather Tang's Story by Ann Tompert

African culture

One Hen by Katie Smith Milway, 2008, Kids Can Press Ltd.

My Dear's Aprons by Patricia C. McKissack, 1997, Atheneum Books

Indian culture

The Rajah's Rice: A Mathematical Folktale from India by David Barry, 1994, W.H. Freeman and Co. The Gifts of Wali Dad: A Tale of India and Pakistan by Aaron Shepard, 1995, Atheneum Books

Others related to themes

Tyler's Teacher by Anne Patton

A Second is a Hiccup by Hazel Hutchins

Anno's Mysterious Multiplying Jar by Masaichiro and Mitsumasa Anno

In Heaven I Will by Shirley Freed and Louise Moon

Noah's Ark by Shirley Freed and Louise Moon

Jesus Helps his Dad by Shirley Freed and Louise Moon

The m&m's Brand Counting Book by Barbara Barbieri McGrath

The End by World Book, Poems and Rhymes, p.152

Poems and Rhymes by Childcraft, Vol.1, 1934

I'll do the right thing by Jean Alicia Elster

Teachers' Materials:

Theme and Sub-theme Books

Theme Book Cleversticks by Bernard Ashley, 1991, Dragonfly Books, Crown

Sub-theme Books

Family and Culture

Who's in my family by Robert Skutch, 1995, Tricycle Press. (Online book)

The Chinese Culture

Cleversticks by Bernard Ashley, 1991, Dragonfly Books, Crown

The African Culture

Traveled on the Underground Railroad by Ellen Levine, 1988, Scholastic

One Hen by Katie Smith Milway, 2008, Kids Can Press Ltd.

The Indian Culture

The Rajah's Rice: A Mathematical Folktale from India by David Barry, 1994, W.H. Freeman and Co.





Web Sites

GRADE 1 AT-A-GLANCE

http://education.alberta.ca/media/446127/1bro.pdf

NAD SDA's North American Division Curriculum Guide

http://www.nadeducation.org/dynamic.html?wspID=511

Family theme:

Rhymes and Rebus http://www.enchantedlearning.com/Rhymes.html

http://www.enchantedlearning.com/rhymes/coloring/

Bible and Rhymes activities http://www.hubbardscupboard.org/bible and rhyme activities.html

Chinese Theme:

Tangram history http://library.thinkquest.org/J002441F/tangrams.htm

Tangram Puzzles http://nlvm.usu.edu/en/nav/frames asid 268 g 1 t 3.html?open=activities

Create a tangram http://library.thinkquest.org/J002441F/tpattern.htm

Pandas information http://kids.nationalgeographic.com/Animals/CreatureFeature/Panda

http://www.bbc.co.uk/nature/wildfacts/factfiles/5.shtml

Ancient Chinese inventions

http://inventors.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=inventors&cdn=money&tm= 13&gps=117 700 1112 525&f=10&tt=14&bt=1&bts=1&zu=http%3A//sln.fi.edu/tfi/info/current/i nventions.html

Chinese song with movement ideas

http://www.songsforteaching.com/chinese/mandarin/colors-articlesofclothing.htm

African Theme:

Wonders of the African World http://www.pbs.org/wonders/index.html

Africa for kids http://pbskids.org/africa/

Color a rainbow http://www.storyplace.org/preschool/activities/colorstory.asp

Flash presentation of Creation http://new.kids4truth.com/dyna/creation/english.aspx

Seasons' games http://www.primarygames.com/science2.htm

Indian Theme:

A brief introduction of India in image for kids http://home.freeuk.net/elloughton13/routemap.htm

Hindi poems http://www.pitara.com/talespin/poems hindi.asp

Indian food recipe http://www.asiarecipe.com/india.html

Book "Who's in my family"

http://books.google.ca/books?id=5yqZ9FL7pkwC&dq=who's+in+a+family&printsec=frontcover& source=bn&hl=fr&ei=hrGtSbaFNYHasAPdjZnPBA&sa=X&oi=book result&resnum=4&ct=resu lt#PPT38,M1

Book "My family"

http://www.starfall.com/n/level-a/learn-to-read/load.htm?f

Bible stories for children





http://gardenofpraise.com/bibl58s.htm

Photo gallery images for plants http://plants.usda.gov/gallery.html

A Chinese song http://www.nancymusic.com/Gunghayplay.htm
Writing basic Chinese numbers video http://www.expertvillage.com/video/56871 chinese-order-hundred-one.htm

Kid Zone resources for grade 1 and free download of activities http://www.kidzone.ws/grade1.htm

Bible adventure stories interaction for kids http://www.biblekids.ca/

