The Gummi bears

Teaching Ideas Portfolio

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Introduction

We will be focusing on teaching children at the Kindergarten level. Our class will be composed of approximately 15 to 20 students and there will be an equal ratio of boys to girls. The children will be between the ages of 5 and 6 years old. Our school will be located in a middle class neighbourhood and therefore the socio-economic status of most of the students will be middle to upper class. Our school is a French-immersion semi-private elementary school.

Teaching Ideas

# Idea number 1: This idea was first suggested by Tiffany on September 28th. Initially, we wanted to teach students about the difference between continents, countries and cities but we realized it might be too much information for our students. We decided to modify this idea and focus on land versus water and well as Canada and the United States.

**Learning objective:** **Domain: Cognitive**

By the end of this 30 minute session, students will be able to distinguish between land and water on a map of the world and be able to identify Canada and the United States.

**School subject:** **Geography**

Since students are only 5 to 6 years old, this is probably the first time they have been taught about maps. We do not want to overwhelm the students; therefore we will begin by teaching them basic concepts about land, water and countries. This basic content will help students to later differentiate between what is land, what is water and where Canada and the United States are, therefore helping us achieve our objective.

**Instructional strategy**

We will be using an expository approach to instruction. The information about land, water and countries goes primarily from teacher to student. We will use visual aids such as the Canadian and American flags for the students to connect the countries with their flags. We will help them remember the location of the countries by sticking the flags on the counties. We will also use words such as “blue”, “boat”, “rain” and “shower” to help students associate these images with the blue water on the map. We will use the scripted co-operation technique by putting the students in groups and giving instructions on how to color their map. The map will have different sections numbered either 1 for blue (water) and 2 for green (land). Students will then help each other color in the map and the finished product will help them differentiate the land and water.

**Assessment**

There are no pre-requisites required. The maps the students coloured will be assessing whether they understood the lesson. If they were able to follow instructions and properly color in both the land and water, then they have understood the concept. We will also remove the flags from the maps and have students play “pin the flag on the country” to see if they can remember where Canada and the United States are on the map.

**Theoretical support**

The behaviourism theory can be used to help us understand that some students can be presented with a specific stimulus but not all exhibit the same response. When the students were presented with the stimulus to colour the maps blue and green, the response the students exhibited was either a correct or incorrect behaviour depending on their understanding.

**Psychological principle**

The instructional idea focuses mainly on a cognitive domain because students are learning basic facts about maps. The idea promotes self-efficacy because the activity of map coloring helps students believe that they can reach the goal without the teacher’s guidance.

**Lesson-planning principles**

Since young students have a hard time concentrating, we will gain their attention by telling them that we will be playing games as a part of this lesson.

**Task analysis:** **Subject matter**

It is important to break up the subject of Geography into smaller subjects in order to help students understand their interrelationships. Students can then understand that we live in a world which is comprised of both land and water. They can also understand that land is divided into different countries.

# Idea number 2: This idea was first suggested by Tiffany on October 5th. We liked the idea of having students analyse articles but this is obviously too difficult since the students can’t even read. We modified our idea by using children’s books that will be read out loud by the teacher.

**Learning objective:** **Domain: Cognitive**

By the middle of the school year, students will be able to interpret the meaning of connections, visualisations and questions as well as be able to give an example of each.

**School subject:** **English**

We will begin by teaching the students basic concepts about connections, visualisations and questions. This basic content will help students to later apply these concepts during story time. Once students become comfortable with these concepts, they will be able to give examples, therefore helping us achieve our objective.

**Instructional strategy**

We will be using a direct approach to instruction. The teacher will read out the children’s book and will involve the students while reading. We will explain to students that connections refer to connecting something in the book to themselves, another book or even the world. Visualization means to describe their mental picture of what they think is happening. Asking questions should be phrased as “I wonder”. After many examples and practice, students will take on this task themselves. The students will use hand symbols such as making a C for connection, V for visualization or wiggling their finger if they have a question. We will be using the physical mastery technique in order to ensure that students have mastered what is asked of them before moving on to more difficult books. This helps achieve our objective because through modeling, practice and repetition, students will become familiar with the concepts and be able to give examples to explain each.

**Assessment**

There are no pre-requisites required. In order to assess their learning, students will be asked to draw their visualisations on paper, which will later be compared to the illustrations in the book. The pictures do not have to correspond; students should be able to justify why they drew what they drew. We will also write down the students’ “I wonders” on a paper before the story and then as a class, discuss if their questions were answered in the story or if we need to use our minds to find the answer. Through our story time and active student participation, we will be able to assess if the students are able to give examples of these concepts.

**Theoretical support**

The social-constructivism theory can help us understand that adults help students with their learning process because they are more knowledgeable. Especially since this activity requires a lot of thinking, the students need someone older to teach them and give them examples to help them understand.

**Psychological principle**

The instructional idea focuses mainly on a cognitive domain because students are learning basic analyzing skills which will help them in their later English courses. The idea promotes self-regulation because students are able to set a goal for themselves and are given the means to accomplish it. A student might decide that they would like to participate in making a connection, so during story time they will be given the opportunity to accomplish that goal.

**Lesson planning principles**

Gagne believes it is important to gain the learner’s attention. For this activity, we will have the

students form a circle and vote on which book should be read today. Students will get excited because it allows them to feel as though they have a say in their learning.

**Other resources**

Some of the books we will use are: “Harold and the purple crayon” by Crockett Johnson, “Lilly’s purple plastic purse” by Kevin Henkes, “The cat in the hat” by Dr. Seuss and “The polar express” by Chris Van Allsburg.

# Idea number 3: This idea was first suggested by Tiffany on October 5th. We liked the idea of having students learn about science. In order to bring science in the classroom we decided to incorporate observing the weather. We modified this idea by also having students describe and record the weather every day.

**Learning objective: Domain: Cognitive**

By the end of the first month of school, students will be able to observe, describe, and record daily and seasonal changes in weather.

**School subject:** **Science**

We will begin by teaching the students basic concepts about the weather and the seasons. We will use symbols such as pictures of the sun, clouds, rain and snowflakes to help students associate the pictures with the weather. This basic content will help students to later apply this when they have to record the weather. This will help us achieve our objective by helping students learn how to observe, describe and record changes in the weather.

**Instructional strategy**

We will be using a direct approach to instruction. We will explain the different seasons and types of weather and show the students examples using the daily weather. We will incorporate questions such as “Is snow hot or cold?” and “Do we see snow in the summer or the winter?” Once students have understood, they will be able to observe the weather themselves, describe it and record it by drawing pictures. We will also associate certain types of weather with the different seasons.

**Assessment**

The pre-requisite for this activity is the basic knowledge of the four different seasons. If some students do not have this knowledge, we will outline the difference and give a few examples to help the students understand. The assessment for this activity will be on-going throughout the year. Every day a new student will be assigned to observe, describe and record the weather on our daily weather board.

**Theoretical support**

The social-cognitivism theory relates to our activity because the students can learn by observing others. Since one student is assigned to the weather-task each day, the other students can observe and learn from their fellow classmates.

**Psychological principle**

The instructional idea focuses mainly on a cognitive domain because students are learning basic observational skills. The idea promotes self-efficacy because the activity gives each student the opportunity to accomplish a goal on their own.

**Lesson planning principles**

In Kindergarten, it is important to build on prior knowledge because it makes the students feel as though they already have some relevant knowledge on a topic. If students feel like they are constantly bombarded with new information, this can be overwhelming. For this activity, we are building on the student’s prior knowledge of the different seasons.

**Other resources**

Some books we will use are: “Maisy’s wonderful weather book” by Lucy Cousins and “The storm” by Barbera Barbieri.

# Idea number 4: This idea was first suggested by Tiffany on September 28th. We liked the idea of having students learn about math and numbers. It is important to have a basic knowledge of numbers in order to be able to do basic math problems. We adapted our idea by having students start with learning numbers until ten since this is still fairly new to them. We also thought it would be important to have students match a number with the physical amount it represents.

**Learning objective: Domain: Cognitive**

By the end of this three week session, students will be able to recognize the numbers 1 through 10 and match these numbers with their corresponding amount of objects.

**School subject: Mathematics**

We will begin by teaching the students basic concepts numbers and how these numbers relate to our lives. For example, money and age both take numbers into account. This basic content will later help students recognize numbers and associate the amount of objects with a specific number. This will help us achieve our objective by helping students learn about numbers.

**Instructional strategy**

We will be using a direct approach to instruction. We will explain to students some basic situations in which we need to use numbers as well as give them examples. We will show the students pictures to help them understand. For example, one sheet will have the number 1 and one ball and another sheet will have the number 2 and a picture of two balls. Through modeling and examples, the students will become familiar with numbers. We will then ask the students to pick out little candies from a bucket and make two piles. We will then explain the relationship between the piles and ask students questions such as “Which pile has more candies?”, “Can you make the piles equal?” and “Which pile has less candies?” Through these activities, they will be helping us achieve our learning objective.

**Assessment**

There is no pre-requisite for this activity. In order to assess if the students have understood, we

will have students fill out math worksheets and hand them in. If the students do not complete the worksheet correctly, we will know that we will have to review and modify our teaching approach. One technique that we will use is the mastery approach to learning. It is extremely important to have students master the numbers and their value in order to be able to do basic addition and subtraction problems. This assessment method will help us achieve our learning objective because students will be tested on being able to recognize the number as well as how many objects in the picture correspond to that number.

**Theoretical support**

The social-constructivism theory relates to this activity because the students are focusing on adults to help them understand the concept of numbers. Young students need to be taught about math from adults who are more knowledgeable because they do not have the experience to be able to teach themselves.

**Psychological principle**

The instructional idea focuses mainly on a cognitive domain because students are learning basic concepts and facts. The idea promotes self-efficacy because the activity gives each student the opportunity to accomplish a goal on their own through the use of worksheets.

**Lesson planning principles**

In order to gain the learner’s attention, we will tell them that we will be using candies in order to learn about counting and numbers. The students will then be allowed to eat the candies once the activity is done.

**Other resources**

We will be using different math worksheets in order to complete our activity.

# Idea number 5: This idea was first suggested by Tiffany on September 28th. Since the students will have a basic understanding of numbers from 1 to 10, we decided that it would also be important to teach them about mathematical operations. We realized that learning to multiply and divide might be too complicated for our Kindergarteners and therefore, we adapted our idea and decided to include addition and subtraction only.

**Learning objective: Domain: Cognitive**

By the end of this three week session, students will be able to compute basic addition and subtraction problems.

**School subject: Mathematics**

We will begin by teaching the students basic concepts about addition and subtraction. We will use words such as “give” for addition and “take away” for subtraction. This basic content will later help students recognize addition by a plus sign and subtraction by a minus sign. This will help us achieve our objective by helping students learn about the general concept of arithmetic operations.

**Instructional strategy**

We will be using a computer instruction method in order to help students learn addition and subtraction. We will be going to the computer lab during class time where each student will have his or her own computer. We will be using software which helps students with these basic arithmetic problems. One technique that we will be using is the scripted-cooperation technique where students will later break into groups and follow steps in order to practice both addition and subtraction. One group will be showing the other group flashcards and the other group will have to answer. The groups will then switch so everyone gets a chance to be the teacher and student. This will help achieve our objective because students will be practicing and familiarizing themselves with the arithmetic operations.

**Assessment**

The pre-requisite for this activity is the basic knowledge of the numbers 1 to 10 and what they represent. The students should all know this because we have already taught it to them and focused on mastery learning to make sure this concept was mastered. In order to assess our students, they will complete a few mini-assignments that are a part of the software. This assessment method will help us achieve our learning objective because students will be tested on being able to add as well as subtract using basic numbers.

**Theoretical support**

The behaviourism theory can be used to help us understand that some students can be presented with a specific stimulus but not all exhibit the same response. When the students were presented with the stimulus to add and subtract, the response the students exhibited was either a correct or incorrect behaviour depending on their understanding.

**Psychological principle**

The instructional idea focuses mainly on a cognitive domain because students are learning basic concepts and facts about mathematics. The idea promotes self-efficacy because the software gives each student the opportunity to do examples and re-do those they get wrong which helps them accomplish a goal if they did not accomplish it on their first attempt.

**Lesson planning principles**

In order to gain the learner’s attention, we will tell them that we will be going to the computer lab and if they finish a certain amount of activities they will have free time on the computer to play games.

**Computer-based instruction**

We will be using math software entitled “Jump Start Numbers” and each student will have access to their own computer in order to use this software.

# Idea number 6: This idea was first suggested by Tiffany on October 5th. We decided it was important to have students learn about shapes and be able to recognize them. At first, we wanted to teach students about many different shapes including 3-D shapes such as cylinders and pyramids. We realized that this might be a bit overwhelming for students so we modified our idea and stuck with four basic shapes. We also thought it would be important for them to apply this knowledge and be able to give examples of objects which are of the same shape.

**Learning objective: Domain: Cognitive**

By the end of this hour lesson, students will be able to identify different shapes (square, rectangle, circle, triangle) as well as give an example of one object which is of the same shape.

 **School subject: Geometry**

We will begin by teaching the students basic concepts about shapes. We will teach the students the different names of shapes as well as give them pictures of the shapes in order to help them make a connection. This basic content will later help students recognize different objects and explain which shape that object is. This will help us achieve our objective by helping students learn about the general concept of shapes.

**Instructional strategy**

We will be using a direct approach to instruction. We will begin by showing students pictures of shapes and teaching them the name of the shapes. For example, we will show the students a picture of a square and help them associate the picture with the word “square”. After this, we will put up pictures of shapes and have students raise their hand to name them. We will use the scripted co-operation technique by putting the students in groups and giving instructions on coloring a sheet of shapes. The groups will be divided into two teams. One group will be giving the other students instructions such as “color all the squares red” or “color all the circles yellow”. The groups will then switch roles. This will help us achieve our objective because students will be able to familiarize themselves with the shapes and their names.

**Assessment**

There is no pre-requisite for this activity. In order to assess the students, we will be having a scavenger hunt. Different objects of the shapes learned will be scattered around the room. The students will have to go out and find one object for each shape (square, rectangle, triangle and circle). For example, they can bring a plastic coin to represent a circle. Once time is up, students will gather in a circle and show their classmates the different objects that they found. This will help achieve our objective because students will be able to identify the shapes as well as find examples of objects to represent those shapes.

**Theoretical support**

The social-cognitivism theory relates to our activity because the students can learn by observing others. During the assessment, students were asked to share the objects they found which will help the other students get new ideas by observing their classmates’ answers.

**Psychological principle**

The instructional idea focuses mainly on a cognitive domain because students are learning basic concepts and facts about shapes. Our scavenger hunt activity provides students with the opportunity to transfer what they learnt about shapes and apply this knowledge when looking for objects.

**Lesson planning principles**

In order to gain the learner’s attention, we will tell the students that we will be having an in-class scavenger hunt.

**Computer-based instruction**

We will also be showing the students instructional videos about shapes on YouTube such as “Play for learning- shapes and colors” where students will take turns using the classroom computer.

# Idea number 7: This idea was first suggested by Alisia on October 5th. We liked the idea of having students learn about differences and similarities amongst people. We modified this idea by doing a show and tell activity where students would have to bring in a special item.

**Learning objective: Domain: Affective**

By the end of the month, children will become aware of two differences and two similarities amongst their classmates and understand that being different can be positive.

**School subject:** **English**

We will begin by teaching the students basic concepts about differences and similarities. We will use pictures and special items brought by the students to help them observe the differences and/or similarities of these items. This basic content will help students to understand that being different is positive and that being unique has positive connotations that come along with it. This will help us achieve our objective by helping students learn how to observe, describe and accept differences amongst their peers.

**Instructional strategy**

We will be using a direct approach to instruction. Before doing the show and tell activity, we will lead a discussion on how each child is similar and different from the other. After students presented their special item, we will create a class list of similarities and differences between students.  Some examples could include: different or similar eye color, hair, skin tone, height, weight, gender, language, special item, etc.  We will explain that classmates, people and friends are both alike and different in many ways, which is what makes them unique and special.

**Assessment**

There is no pre-requisite for this activity. In order to assess the student’s understanding of differences and similarities and their view of people who are different, we will read the short story “The Ugly Duckling”. To assess their understanding of the story, we will ask students to state the similarities and differences of the characters in the story. We would also evaluate if students understood the moral lesson of the story by asking them high level questions.

**Theoretical support**

The social-cognitivism theory relates to our activity because the students can learn by observing others. Since each student must present their special item, the other students can observe if they have a similar or different item and consequently learn more about their fellow classmates.

**Psychological principle**

The instructional idea focuses mainly on an affective domain because students are able to reflect on their personal attitudes and beliefs about differences. They are transferring what they have learned from each other in the show and tell activity to answer the questions based on the story of “The Ugly Duckling”.

**Lesson planning principles**

In Kindergarten, it is important to build on prior knowledge because it allows students to reflect on what they may already know about the topic that will be discussed. Introducing new information to students without assessing prior knowledge can be overwhelming for the student. For this activity, we are building on the student’s prior knowledge about similarities and differences and the story of “The Ugly Duckling”.

**Other resources**

The book we will use is: “The Ugly Duckling” by Hans Christian Andersen. Other materials will include special items brought by the students.

Idea number 8: This idea was first suggested by Julian on October 5th. We decided it was important to have students learn about the national anthem. At first, we wanted to teach students the national anthem in French since it is a French-immersion school. We realized that this might be a bit tricky for students who have difficulty with the French language so we modified our idea and decided to teach the half English and half French version instead.

**Learning objective: Domain: Affective**

By the end of the month, students will be able to sing the national anthem together as a class and learn about two values of the country they live in.

 **School subject: Music**

We will begin by teaching the students about music and how music is incorporated into their daily lives, for example on the radio or television. Music is appropriate for young children because it makes learning meaningful and allows students to develop their creativity. This helps us achieve our objective because through music, students will learn some of the values of their country.

**Instructional strategy**

We will be using a direct approach to learning. We will begin by teaching the English portion of the national anthem by dividing the section into parts. We will test their prior knowledge by asking students if they have already heard the national anthem before and what they think the song means. We will encourage students to be creative; there is no wrong answer. We will then explain to them the general meaning behind the song as well as some basic values of our country. The rehearsal strategy will be used, which will require students to repeat the parts of the song they have learned every day until they have learnt the entire English portion. We will then repeat the same steps for the French portion, however, we will spend more time on this part. Breaking the song down into parts will facilitate learning and make it easier for children to remember the song. This will help us achieve our objective of having students learn the national anthem, as well as learn some of the values of the country in which they live in.

**Assessment**

There is no pre-requisite for this activity. In order to assess the students, we will begin by asking if any of them have previously heard the national anthem. If students respond yes, we would ask those students if they would like to share what they think the song means. If not, we would read sections of the anthem and encourage students to share their opinion of what they think the song is saying. We would assess if students have successfully learnt the song by dividing students into groups and assigning each group a different part of the song. We would keep doing this until all students have sung each part of the song. For the values portion, students will have a take-home activity where they will have to list two values they learnt and bring it back the next day.

**Theoretical support**

The social-cognitivism theory relates to our activity because the students can learn by observing listening to other students sing the anthem as a class. If students did not remember a part of the song, they would be able to listen to their classmates which would help them to recall the words.

**Psychological principle**

The instructional idea focuses mainly on an affective domain because students are learning some of the values of their country through the national anthem. Singing the national anthem provides students the opportunity to actively participate in their learning. Students are learning new information through music.

**Lesson planning principles**

In order to gain the learner’s attention, we will tell the students that we will be learning a new song. It is important to build upon student’s prior knowledge of music and what music means to them. By building on prior knowledge, we will then be able to introduce new concepts that students can link with existing information they have on a specific topic.

**Task analysis:** **Subject matter**

It is important to break down Music into different parts in order to help students understand how different parts relate to each other. Each song has a beginning, middle and end and by breaking it down, it helps students understand and well as remember it.

Idea number 9: This idea was first suggested by Esther on October 1st. Initially, we wanted to teach students how to identify the colors red, yellow, green, blue, white and black and the relation of these colors to emotions. However, we realized this task might be toosimple so we decided to modify this idea and focus on mixing primary and secondary colors.

**Learning objective: Domain: Cognitive/Psychomotor**

By the end of this 45 minute session, students will be able to name two primary and two secondary colors and will have made their own color wheel by mixing colors of Play Doh.

**School subject: English/Art**

Since students between the ages five and six already know some colors, we will build on their prior knowledge. This hands-on activity will allow the children to explore with tools in the classroom and be creative with colors. The color wheel will help them learn and remember secondary colors easier, therefore helping us achieve our objective.

**Instructional strategy**

We will be using an expository approach through discovery learning. The information about primary and secondary colors will be explained to the students with the use of colourful Bristol boards. We will use the scripted co-operation technique by placing students into groups. Students will be given a worksheet with colors (ex: primary: red, yellow, blue) and secondary (ex: red + blue = purple) and Play Doh (containers of red, yellow and blue). The students will press one small piece of yellow Play Doh onto the worksheet above the word “yellow”. This process will be repeated for the other two primary colors. Then, for secondary colors, they will have to squeeze yellow and blue together until it completely turns green and press it above the word “green” on the worksheet. This process will also be repeated for the other secondary colors. Students will help each other learn and have fun completing the wheel of colors.

**Assessment**

The pre-requisite for this activity is the basic knowledge of colors. If some students do not know this, we are prepared to have a short review. The worksheets will be assessing whether they understand the lesson. If they correctly place the right coloured Play Doh under the correct worded color, then they have understood the concept of primary colors and mixing colors. They will also be asked to say the colors out loud, as the teacher shows the Bristol boards, as a second part of their assessment.

**Theoretical support**

The social-constructivism theory relates to this activity because the students are focusing on adults to help them understand the concept of primary and secondary colors. Young students need to be taught about colors from adults who are more knowledgeable because they do not have the experience to be able to teach themselves.

**Psychological principle**

The instructional idea focuses mainly on a cognitive domain because students are learning basic concepts about colors. It also focuses on a psychomotor domain because students are using Play Doh to help them create new colors. This activity also promotes cooperative learning because students will be working in groups and helping each other attain their goals.

**Lesson planning principles**

In order to gain the learner’s attention, we will show them stickers and tell them that they will be awarded colourful stickers for the completion of the activity. The students will then be allowed to pick two stickers once the activity is done.

**Other resources:**

We will be going on a class field trip to Ceramic Café Studio where students will have the opportunity to make their own pottery and paint them. Employees will be there to show students how mixing different coloured paints can make new exciting colors.

Idea number 10: This idea was first suggested by Julian on October 1st. Initially, we wanted to teach students about several moral principles but we decided to modify our idea to four basic principles.

**Learning objective: Domain: Cognitive/Affective**

By the end of the month, students will be able to understand four basic moral principles: care, respect, tolerance and forgiveness.

**School Subject:** **Moral Education**

Since this will be their first formal introduction to morals, we will begin by teaching students some of the most basic and easy to understand moral principles such as care, respect, tolerance and forgiveness. Students will also be taught about the benefits of being a moral person and will be shown why it is better to live a moral life over an immoral one. This will be accomplished through the use of stories, personal anecdotes and real life examples. If students are able to absorb the most rudimentary understanding of moral principles, then our learning objective will be accomplished.

**Instructional Strategy**

We will be using a direct approach to instruction in order to help students develop a basic understanding of basic moral principles. Each moral principle will first be explained theoretically in an informal, conversation like manner. Students will then be provided with many real life examples of moral situations and will be questioned regarding what they would do if they found themselves in such moral situations. If students still have difficulty understanding a certain moral principle, then they will be divided into groups and will be encouraged to speak amongst themselves in order to try and come up with a collective understanding of a moral principle.

**Assessment**

There are no pre-requisites required. The method that we will use to see if they have understood a certain moral principle, will be to give them a weekly verbal quiz, which will require them to give a simple definition of each moral principle. Also, we will judge whether they have truly recognized the importance of these moral principles by seeing if their behaviour inside and outside of the classroom has changed or improved.

**Theoretical Support**

Social constructivism can be used to help us to understand that a student’s sense of morality and what it means to be moral is largely derived from their parent’s moral beliefs and from observing how adults and other authority figures treat others. In essence, students first learn about morality and moral principles from their parents and from their exposure to adult behaviour.

**Psychological Principle**

The instructional idea touches upon the cognitive and affective domain. Moral principles and morality in general aims at developing every aspect of a student. A cognitive understanding of morality coupled with sensitivity to the well being of others, leads students to act in a socially progressive manner. The instructional idea greatly promotes self-regulation in students because living morally requires students to self-regulate their behaviour and speech on a constant basis, inside and outside of school.

**Lesson planning principles**

In order to gain the learner’s attention, we will tell them that they will be rewarded with more free time for every moral action and thought that they exhibit in the classroom.

**Other Resources**

In order to help us teach about basic moral principles to students, we will show them movies about moral dilemmas and movies which feature characters who are the personifications of certain moral principles. Also, we will invite one guest speaker to the class who will serve to inspire them to live a moral life.

Appendix

# Meetings:

September 28th: 12 – 2 pm

- All members attended.

- Met in Education building (library).

- Each member brought in some ideas and we discussed and elaborated upon them.

-All members actively participated in the discussion and Alisia was in charge of being the secretary.

October 5th: 12 – 2pm

- All members attended.

- Met in Education building (library).

- We discussed which 10 ideas to choose for our paper.

-All members actively participated and gave their input. Esther was in charge of being the secretary.

October 19th: 12- 2pm

- All members attended.

-Met in Education building (library).

- We elaborated on the ideas we choose and discussed our objectives, activities and assessments.

- Tiffany was in charge of being the secretary and e-mailing the members the progress.

November 2nd: 12-2 pm

- All members attended.

-Met in Education building (library).

-We separated the parts for the paper and the display.

-Tiffany was in charge of purchasing and creating the board for the display.

-Tiffany was also in charge of putting the paper together and editing it.

-Julian was in charge of being the secretary and e-mailing the group their tasks.

# Teaching ideas

## Suggestions by Tiffany

Geography

1) By the end of this 20 minute session, students will be able to distinguish between land and water on a map the world and be able to identify Canada and the United States.

English

2) By the end of the first month of school, students will be able to recognize and reproduce the letters in their name.

3) By the middle of the school year, students will be able to interpret the meaning of connections, visualisations and questions as well as be able to give an example of each.

4)By the first month of school, students will be able to name each day of the week as well as recognize the current day by looking at the class calendar.

5) By the end of this hour session, students will be able to show and explain the object they brought as well as describe one other student’s object.

Math

6) By the end of this three week session, students will be able to recognize the numbers 1 through 10 and match the numbers with the corresponding amount of objects.

7)By the end of this three week session, students will be able to compute basic addition and subtraction problems.

Science

8) By the end of the first month of school, students will be able to observe, describe, and record

daily and seasonal changes in weather.

Geometry

9)By the end of this hour lesson, students will be able to identify different shapes (square, rectangle, circle, triangle) as well as give an example of at least one object which is of the same shape.

Art

10)By the end of thishour lesson, students will be able to identify 5 basic colors (red, blue, yellow, green, orange) and be able to match objects with their corresponding colors by using crayons and markers.

## Suggestions by Julian

Music

1) By the end of the week, students will be able to sing the national anthem together as a class.

Gym

2) By the end of the week, students will be able to successfully run around the gym for 5 minutes consecutively.

French

3) By the end of this week, students will be able to write a letter in French to their parents.

Moral

4) By the end of the month, students will be able to demonstrate basic moral concepts as well as how to treat others in a respectful manner.

Art

5) By the end of the class, students will be able to paint with water-colors or pastels.

## Suggestions by Alisia

English and Moral

1) By the end of the year, children will develop an understanding of anti-bias education.

2) By the end of the month, children will recognize unfair situations and understand that unfairness hurts especially when related to racial discrimination.

3) By the end of the year, children will be able to critically think about and come up with ways to solve unfair situations alone and with others.

4) By the end of the month, children will become aware of differences and similarities amongst people and understand that being different is not a bad thing.

5) By the middle of the school year, children will develop language skills, self expression and cultural awareness about fairness/unfairness and racial identity.

## Suggestions by Esther

 Music

1) By the end of the session, students will able to recognize and name five popular musical instruments such as the violin, guitar, piano, drums and saxophone.

Religion

2) By the end of the year, students will be able to distinguish the different characteristics of the world’s five more prominent religions: Judaism, Christianity, Islam, Buddhism and Hinduism as well as recognize the symbols of each religion.

Art

3) By the end of the month, students demonstrate their creative art abilities with the use art tools such as paints, paintbrushes and construction paper.

Physical education

4) By the end of the year, students will understand the importance of healthy eating and exercise. They will also be able to perform a cartwheel and 5 push-ups each.

Moral education

5) By the end of the month, students will distinguish between good and bad moral values and come up with important common values in our community.