

Building My World

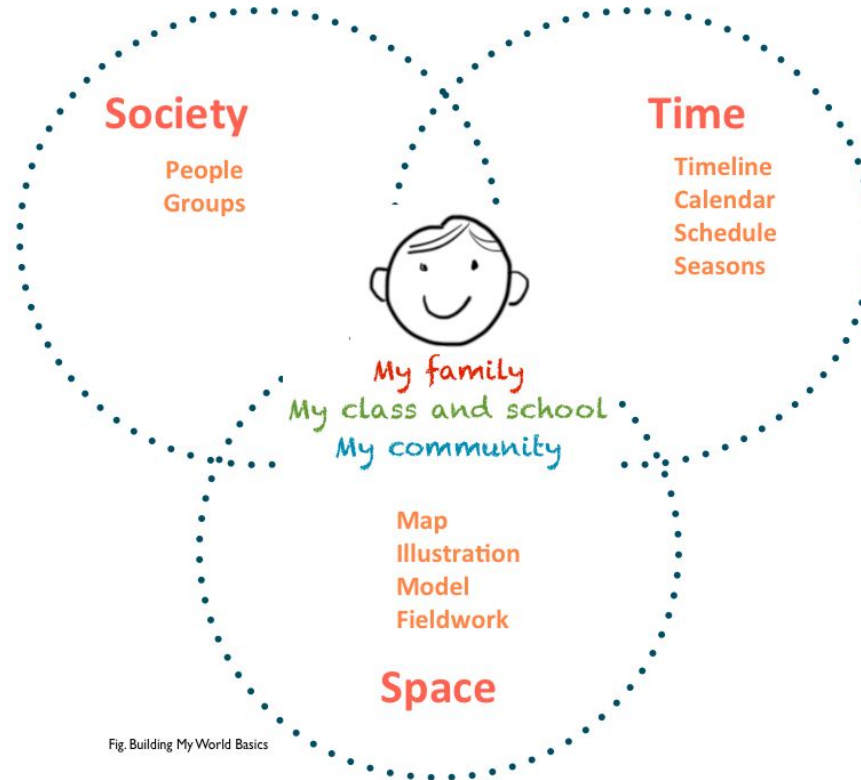
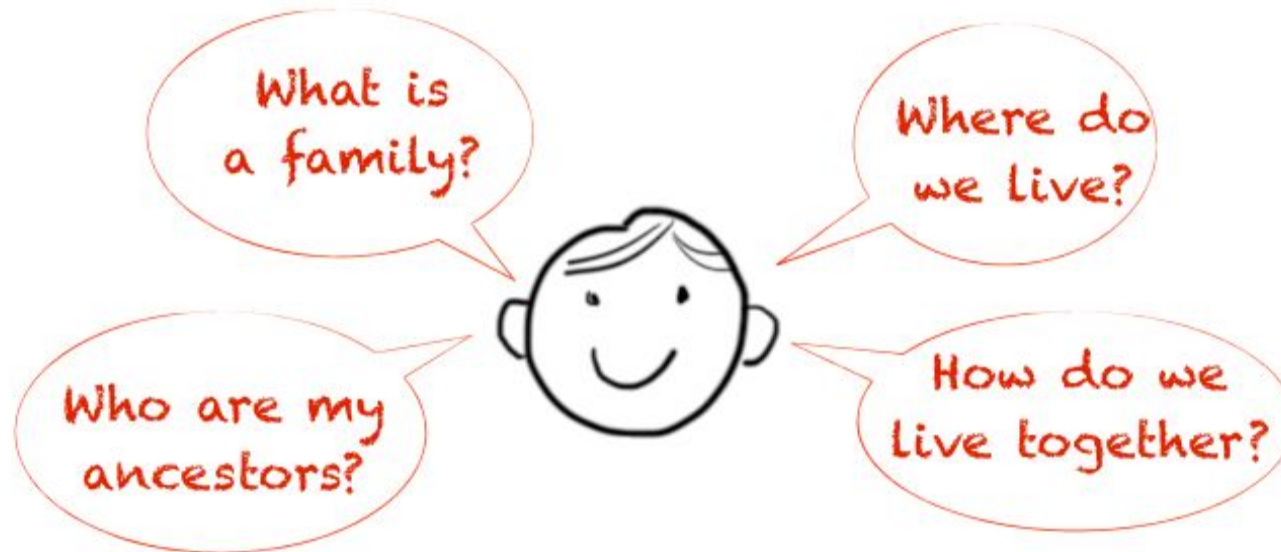


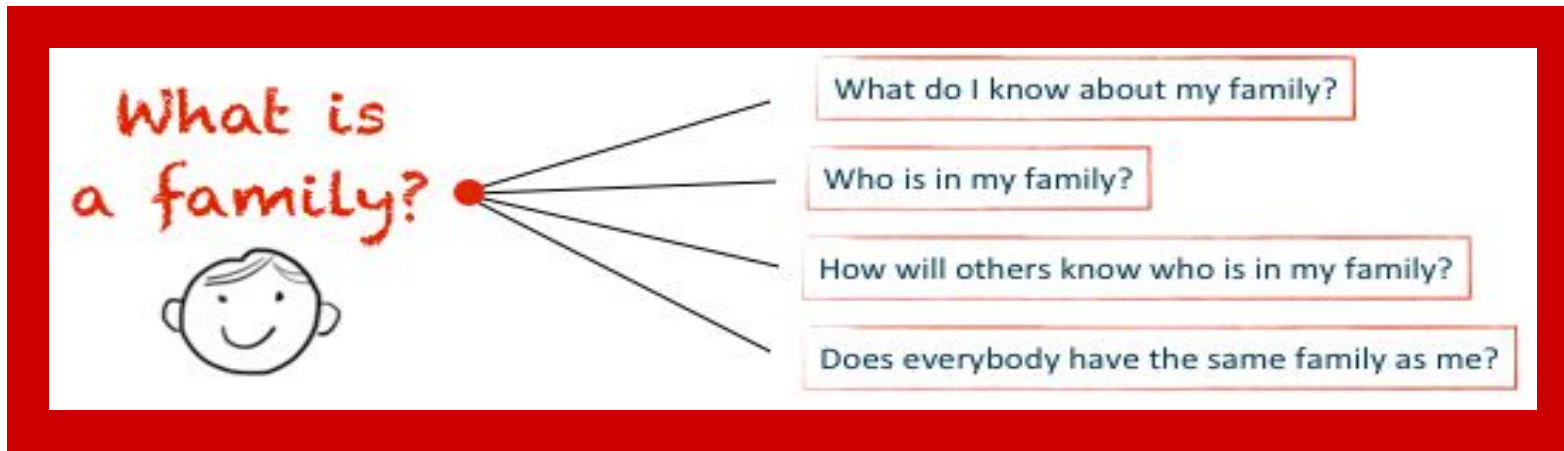
Fig. Building My World Basics

Building My World (BMW) offers inquiry paths for developing the Social Science competency in Cycle 1. This competency lays the foundation for the more formal study of social science in Cycles 2, 3 and beyond. **Our material is cross-disciplinary!** BMW inquiry activities develop competencies from other subjects including ELA, FLS, Personal Development, Science and Technology as well as the Arts.

My FAMILY



The family is the most important social group for the Cycle One student. Using the family as a springboard to learn about how we live together is a good way of bridging the gap between home and school. Exploring family history through photographs and timelines makes further study of history more concrete in the future.



STUDENT

Inquiry activities

I can...

What do I know about family?

- Brainstorm the concept of family.
- Record ideas on a class chart or other tool.

Demonstrate my basic understanding of family.

Who is in my family?

- Draw a picture of my family as I understand it.
- Bring in a photograph of my family.

Illustrate/represent my own family and its members.

How will others know who is in my family?

- Write the names and relationships of all family members, from my perspective.

Label the illustration of the members of my family.

Does everybody have the same family as me?

- Count the number of people in each student's family.
- Count the number of men, number of women, number of siblings, number of pets.
- Make bar graphs or tables with the data.

Explore the families of classmates in terms of basic demographics.

TEACHER



Key concepts

- Interdependence, Groups



Strategies:

- Collective reading of a pertinent story of your choice (one that features a family)
- Brainstorm and recording of ideas
- Using concept-cards to reinforce or introduce new vocabulary: Have students classify the cards using the example / non-example structure (Does this word belong to the idea of family or not?). This could be a whole group activity or a center.



Suggested Tools

- Concept-cards
- [Classification tool](#)



Suggested Resources

- *Families Are Different* by Nina Pellegrini (1991) - available from online booksellers.
- *We Had a Picnic This Sunday Past*, by Jacqueline Woodson and Diane Greenesid, illus. (1998) - most likely in your library
- *Families Change* by Katherine Sauder (1983) - most likely in your library



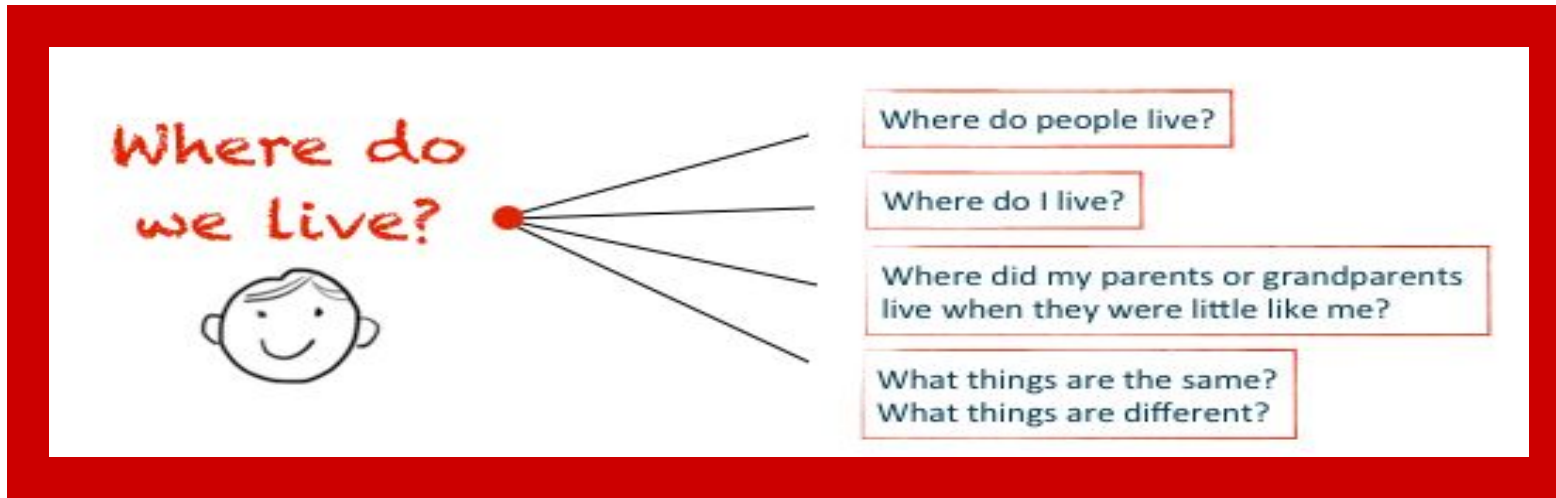
Evaluation tools

- Observation grid OR
- Anecdotal tracking
- Self-evaluation
- "What I did this week"



ICT integration

- As a class, you can build a slideshow using pictures of their families that children have brought in from home. The slideshow can be shared with the class and with parents during parent-teacher meetings and other sharing events.



Where do we live?

Where do people live?

Where do I live?

Where did my parents or grandparents live when they were little like me?

What things are the same?
What things are different?

STUDENT

Inquiry activities

Where do people live?

- Read a story or watch a video featuring people or animals living in their home.
- Brainstorm the basic need of shelter & where different people or animals live recording ideas on a class chart using the classification tool format.

Where do I live?

- Draw a picture of my home (or make a model) both inside and outside.
- Label the different spaces and what you do in each (ex: you cook in the kitchen), or make a map.

Where did my parents and/or grandparents live when they were little like me?

- Read/look at a book featuring a home in the past.
- Brainstorm interview questions and conduct interview with parents or grandparents.
- Record answers through illustrations, words, video, old photographs etc.

What things are the same? What things are different?

- Compare my present home with my parents' or grandparents' home when they were little. What is the same and what is different? If you had the choice, would you live in the past or in the present?

I can...

Demonstrate my basic understanding of the need for shelter.

Illustrate / represent my own dwelling & demonstrate an understanding of the different spaces it contains as well as their uses.

Develop an awareness of my family and where it lived in the past and elsewhere

Explore similarities and differences between my family's dwellings today and in the past

TEACHER



Key concepts

- Shelter, a basic need.



Strategies:

- Collective reading of a pertinent story of your choice (one that features dwellings – be they human or animal)
- Brainstorm and recording of ideas as a class or in small groups with a time limit.
- Exploring the ideas of 'inside' and 'outside'.
- For 2nd year Cycle 1 students, a model of the outside of their house might be more challenging than a picture.
- Depending on when you explore family dwellings, you may want to do some mapping activities instead of illustrations.
- Plan for an outing to a village museum (ex: Village québécois d'antan near Drummondville) and prepare children for what they will see.
- Find illustrations of home in other parts of the world and have students discuss what it might be like to live in them.
- Find illustrations of homes from the past and homes from the present and ask students to classify them into present and past.
- Use model sentences such as 'I _____ in the _____ (I sleep in the bedroom).



Suggested Tools

- Classification tool
- Interview tool



Suggested Resources

- *Homes in Many Cultures* by Heather Adamson (2009) - available from online booksellers
- *Families Have Needs* by Katherine Sauder
- Chapters from *Little House in the Big Woods* or *Little House on the Prairie* by L. Ingalls Wilder



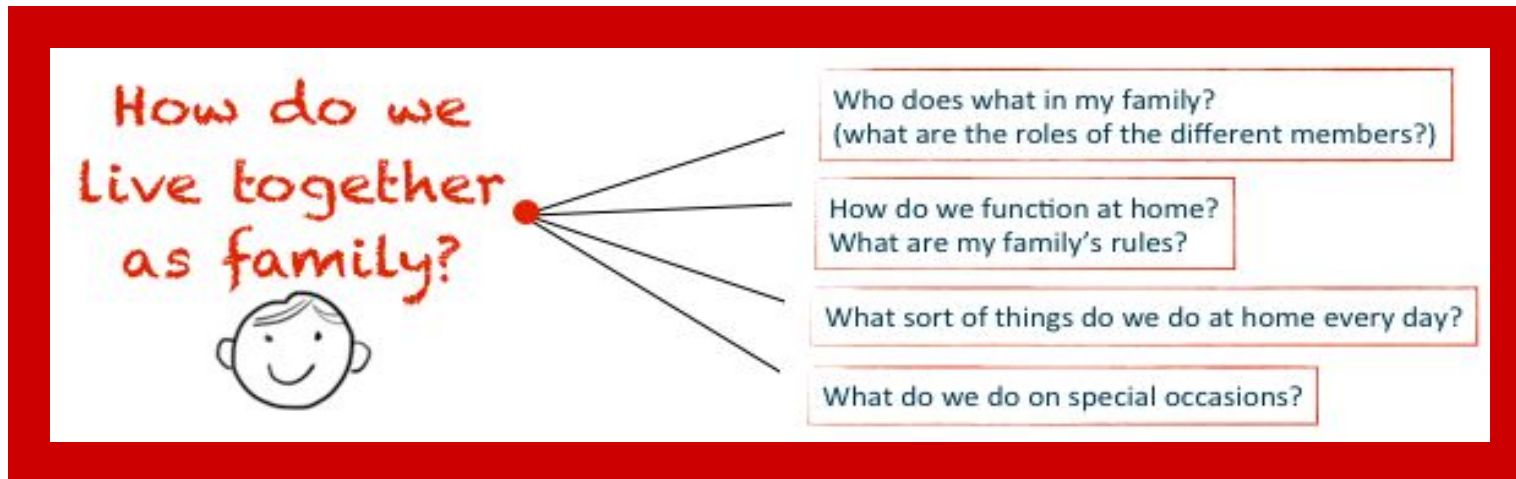
Evaluation

- Observation grid OR
- Anecdotal tracking
- Co-evaluation grid or checklist



ICT integration

- Build a visual timeline of dwellings past and present . Can also be a collective activity using a Smartboard or projector hooked up to the computer.



STUDENT

Inquiry activities	I can...
<p>Who does what in my family? What are the roles of the different members of my family?</p> <ul style="list-style-type: none"> Explore roles of different family members through role-play, skits, puppet play, figure play. 	<p>Demonstrate a basic understanding of family in terms of the roles of its members.</p>
<p>How do we function at home? What are my family's rules?</p> <ul style="list-style-type: none"> Explore questions such as 'why do we need rules?' and 'what would happen if there were no rules?' Create skits based on problem scenarios. Extrapolate reasons for having rules. 	<p>Demonstrate an understanding of the need for rules in family (and class).</p>
<p>What sort of things do we do at home every day?</p> <ul style="list-style-type: none"> Timeline of a regular day, a week or a weekend (overlap with school scheduling). 	<p>Explore the technique of timeline and the concept of schedule.</p>
<p>What do we do on special occasions?</p> <ul style="list-style-type: none"> Read book or story dealing with traditions and discuss the ideas of special occasions or rituals. Brainstorm interview questions and ask parents about family rituals and special occasions. Place each classmate's' special occasions on a class calendar. 	<p>Demonstrate an understanding of traditions or special occasions. Use basic research technique of interview.</p>

TEACHER



Key concepts

- Interdependence, Social Groups



Strategies:

- Read books or watch a video featuring family or families (librarian can help with this).
- Group discussion about roles in a family.
- Group discussion about rules - creation of class rules, revisiting class rules (see Our Class).
- Brainstorming and recording of ideas as a class or in small groups with a time limit.
- Using a model sentence such as: 'You should never ____ because ____.' or 'We should always ____ because ____.'
- Using model sentences to brainstorm what we do every day, ex.:
 - When I wake up I ____.
 - Every morning I ____.
 - Every evening we ____.
- Using day timeline tool to lay out a regular school day (morning, recess, etc.) with students in preparation for solo or small group work on own timeline.



Suggested Tools

- Timeline and Calendar Timeline
- Clock and 24 hour clock



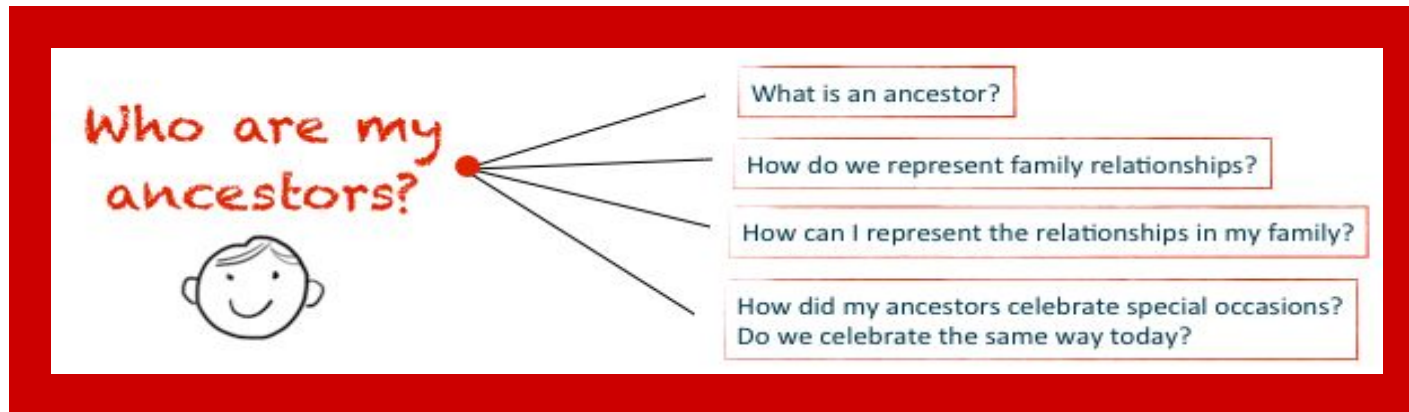
Suggested Resources

- *Piggybook* by Anthony Browne
- *Throw Your Tooth on the Roof: Tooth Traditions from Around the World* by Selby B. Beeler & G. Brian Karas
- *Dancin' in the Kitchen* by Christian, Frank P.; Gelsenleiter, Wendy and Priceman, Marjorie



Evaluation

- Observation grid
- OR Anecdotal tracking
- Self-evaluation tool



STUDENT

Inquiry activities	I can...
<p>What is an ancestor?</p> <ul style="list-style-type: none"> Brainstorm what we already know about the concept of ancestor. Link the concept to the words we know. Play a riddle game in small groups : Who is my mother's mother? Etc. 	<p>Demonstrate a basic understanding of ancestry and the vocabulary used to designate family ties</p>
<p>How do we represent family relationships?</p> <ul style="list-style-type: none"> Choose a well-known fictional family and illustrate its family relationships using a family tree classification model. 	<p>Explore family tree classification model</p>
<p>How can I represent the relationships in my family?</p> <ul style="list-style-type: none"> Create my family tree (using the family tree classification tools). Place the lifetimes or birthdates of my ancestors on a timeline. 	<p>Use the family tree classification model and the timeline technique</p>
<p>How did my ancestors celebrate special occasions? Do we celebrate special occasions the same way our ancestors did?</p> <ul style="list-style-type: none"> Read book or story dealing with traditions in the past and brainstorm interview questions to ask grandparents or older members of the family. As a class, celebrate a special occasion using rituals from the past (ex: games). 	<p>Demonstrate an understanding of traditions or special occasions. Use basic research technique of interview</p>

TEACHER



Key concepts

- Interdependence, Ancestry



Strategies:

- Brainstorming as a class using a classification familiar to students, leaving the words on the board or sheet and encouraging students to use them as a reference.
- Riddle game: 'Who is my mother's mother?' 'Who is my father's brother?' etc. using a small group structure. This can also be done as a model sentence activity (but it isn't as fun!)
- Modeling the family tree classification system using a fictional family or the teacher's own family.
- Finding examples of family trees to put in the classroom.
- Brainstorming interview questions as a class.
- Special occasions and traditions portion of ancestry and family can be done in conjunction with celebrating a specific holiday as a class.
- Celebrations are an on-going part of school and family life and can be treated as such.



Suggested Tools

- Timeline
- Family Tree
- Interview tool
- Calendar



Suggested Resources

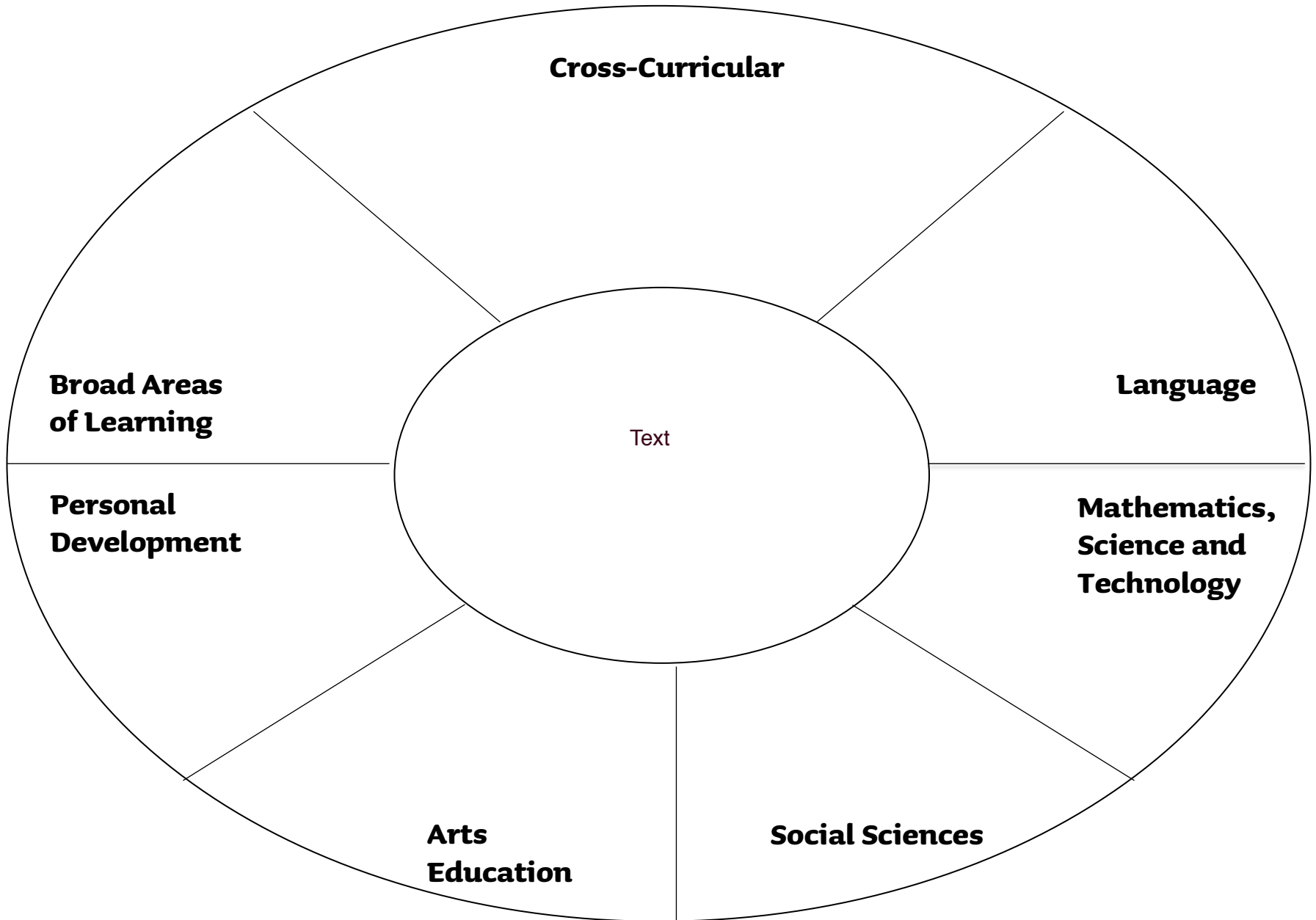
- *Aunt Claire's Yellow Beehive Hair* by Deborah Blumenthal and Mary Grandpre.
- *Me and My Family Tree* by Joan Sweeney & Annette Cable.



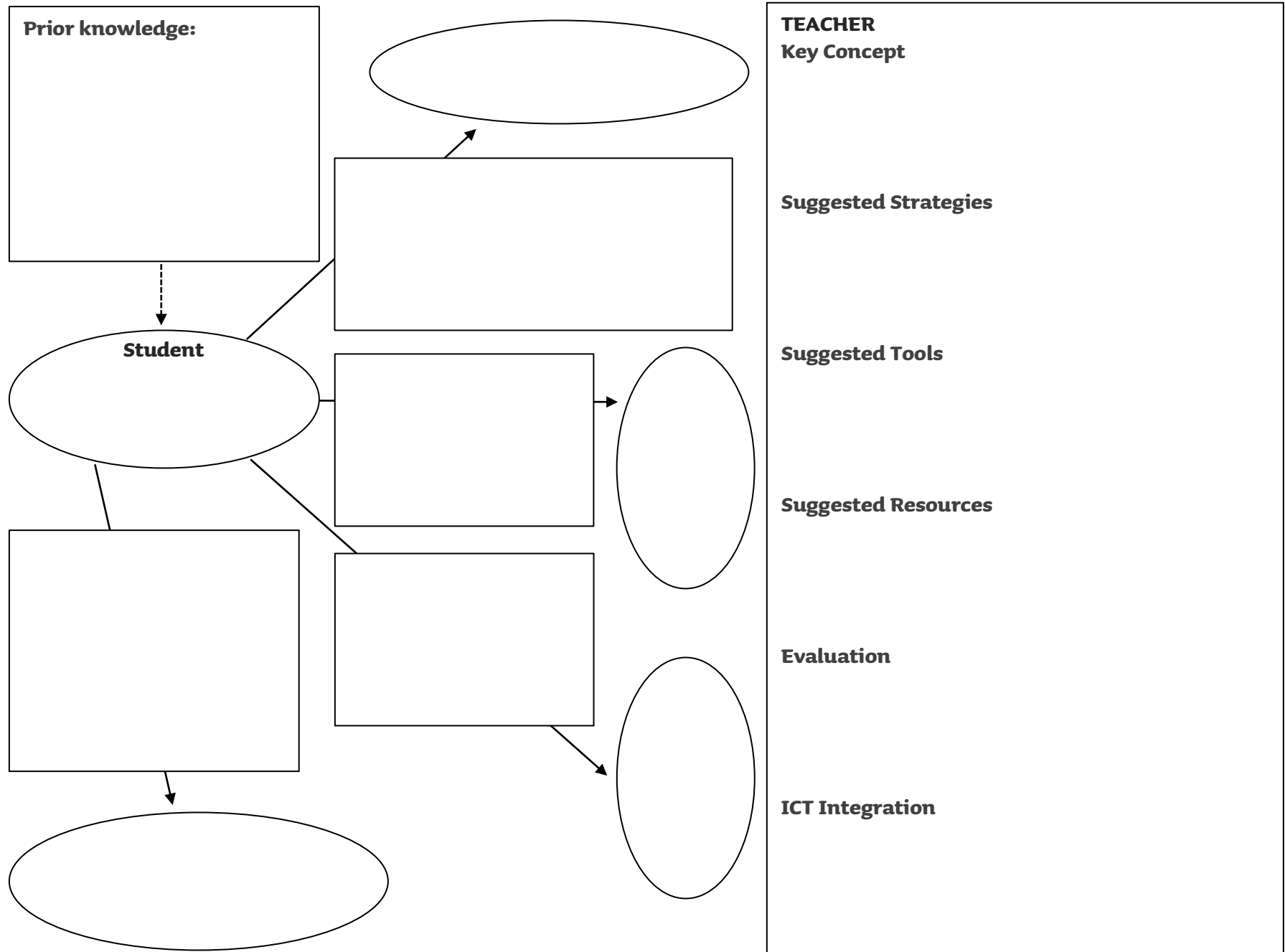
Evaluation

- Observation grid OR Anecdotal tracking
- Co-evaluation tool or checklist
- "What I did this week"

PLANNING TOOLS



Learning Events



Learning Events

Cross-curricular competencies (described via their key features)

Intellectual competencies
Methodological competencies
Personal and social competencies
Communication-related competency

STUDENT World-view

Subject-specific competencies

Social Sciences
Competency(ies):
Key feature(s):

Languages – English Language Arts
Competencies and Key feature(s):
Essential knowledges
Learnings –
Techniques –




EVALUATION TOOLS













Name: _____



Date: _____

Self-evaluation

	4 - Full
	3 - Partial
	1 - Little

Name: _____ Date: _____

Co-evaluation sheet

	Me	Teacher

Teacher's Comments:

Student's Comments:

Name: _____ Date: _____

Co-evaluation grid

Competency:					
This is how I think I learned:					
This is how my teacher thinks I learned:					




Comments:

Key:

4- _____
3- _____
2- _____
1- _____

Name: _____ Date: _____

Co-evaluation




	4 - Full
	3 - Partial
	1 - Little

	Me	Teacher

Name: _____ Date: _____

Peer-evaluation

My roles in the class	Me	Peer
I have volunteered for tasks on the sign up sheet.		
I have followed the class schedule of tasks.		

	4 - Full
	3 - Partial
	1 - Little

My roles have been

Name: _____ Date: _____

What I did this week...

Competency:	Me	Teacher
I can		
I learned to _____ with _____		
I know more about _____		
Now, I am able to _____		
I need to work on _____		

Key:

Teacher's Comments:

Student's Comments:

Observation grid – example

Competency(ies) targeted: Social Sciences – To construct his or her representation of space, time and society

Key features:

- To recognize some characteristics of the social organization of a group
- To refer to aspects of every-day life here and elsewhere, from the past and the present
- To explore places here and elsewhere, from the past and the present
- To orient himself or herself in space and time
- To compare places and social phenomena here and elsewhere, from the past and the present

<p>Dated notes: Jan. 11: family bar graph shows that Jennie can use info about # of family members</p> <p>Jan. 23: was able to participate fully in brainstorming of concept of family</p> <p>Jennie Stewart</p>	<p>Student</p>	<p>Student</p>	<p>Student</p>
<p>Student</p>	<p>Student</p>	<p>Student</p>	<p>Student</p>

Observation grid _____

Competency(ies) targeted:

Key features:

-
-
-
-

Student	Student	Student	Student
Student	Student	Student	Student

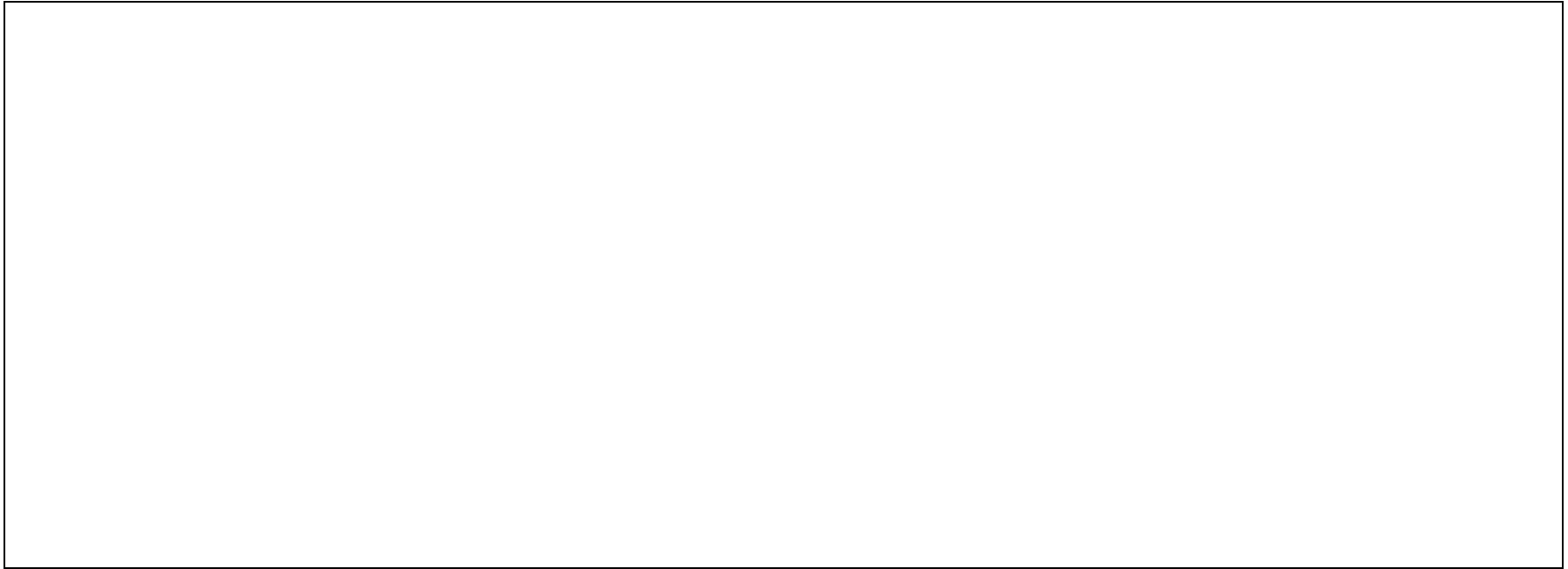
Observation Checklist _____

Competency and key feature(s) targeted: _____

Names	Learnings					Techniques							

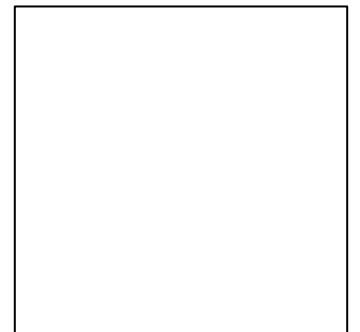
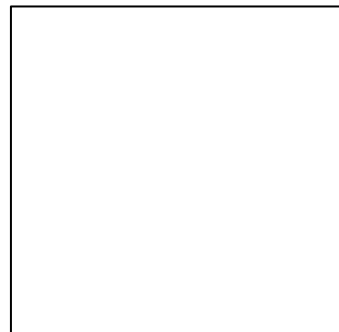
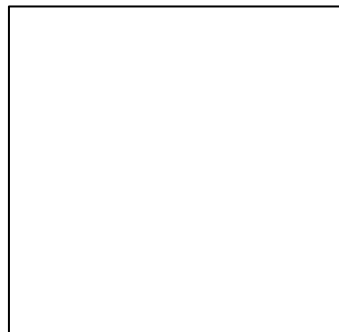
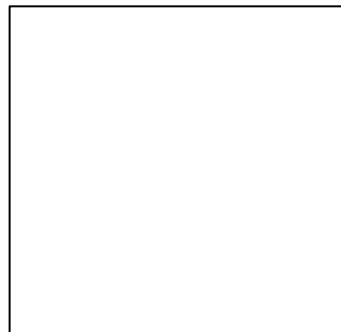
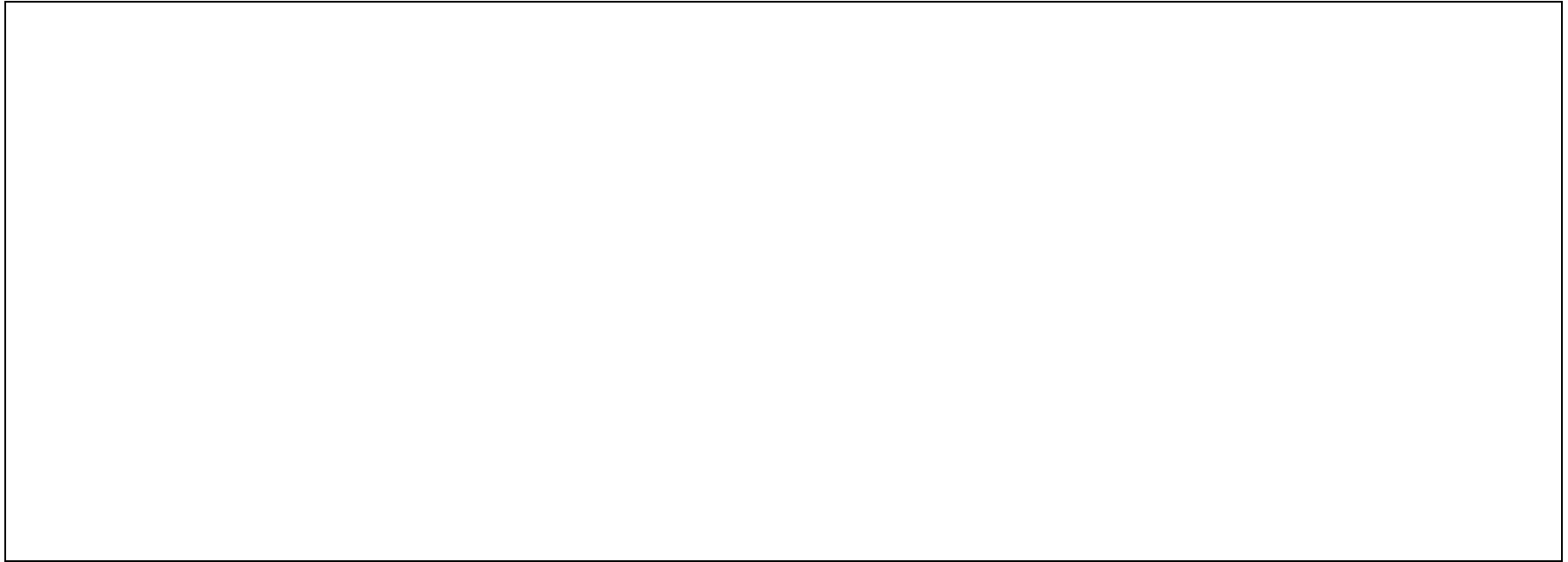
Name: _____ Date: _____

This is my week _____



Name: _____ Date: _____

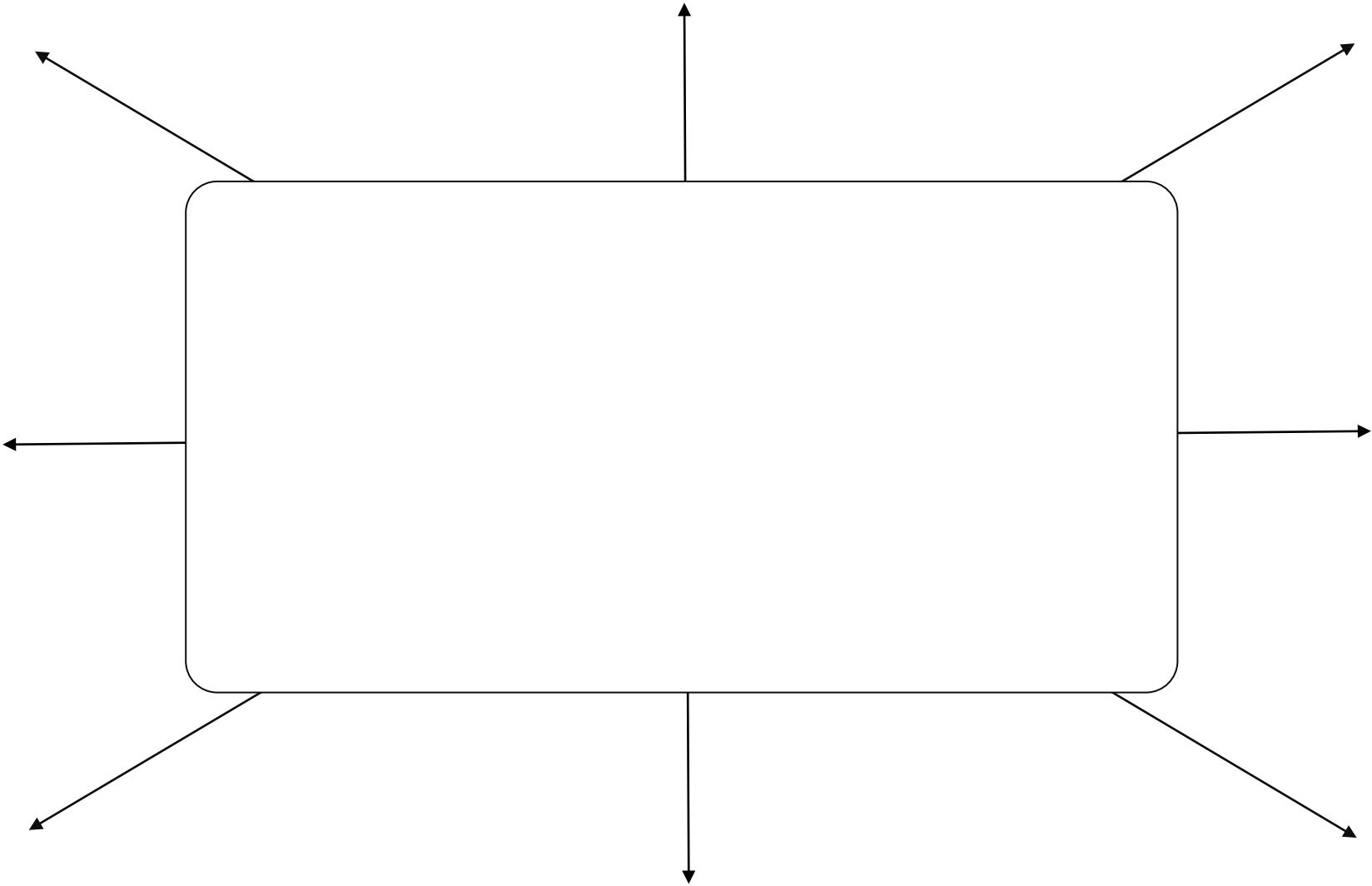
This is my week _____



TECHNIQUE TOOLS

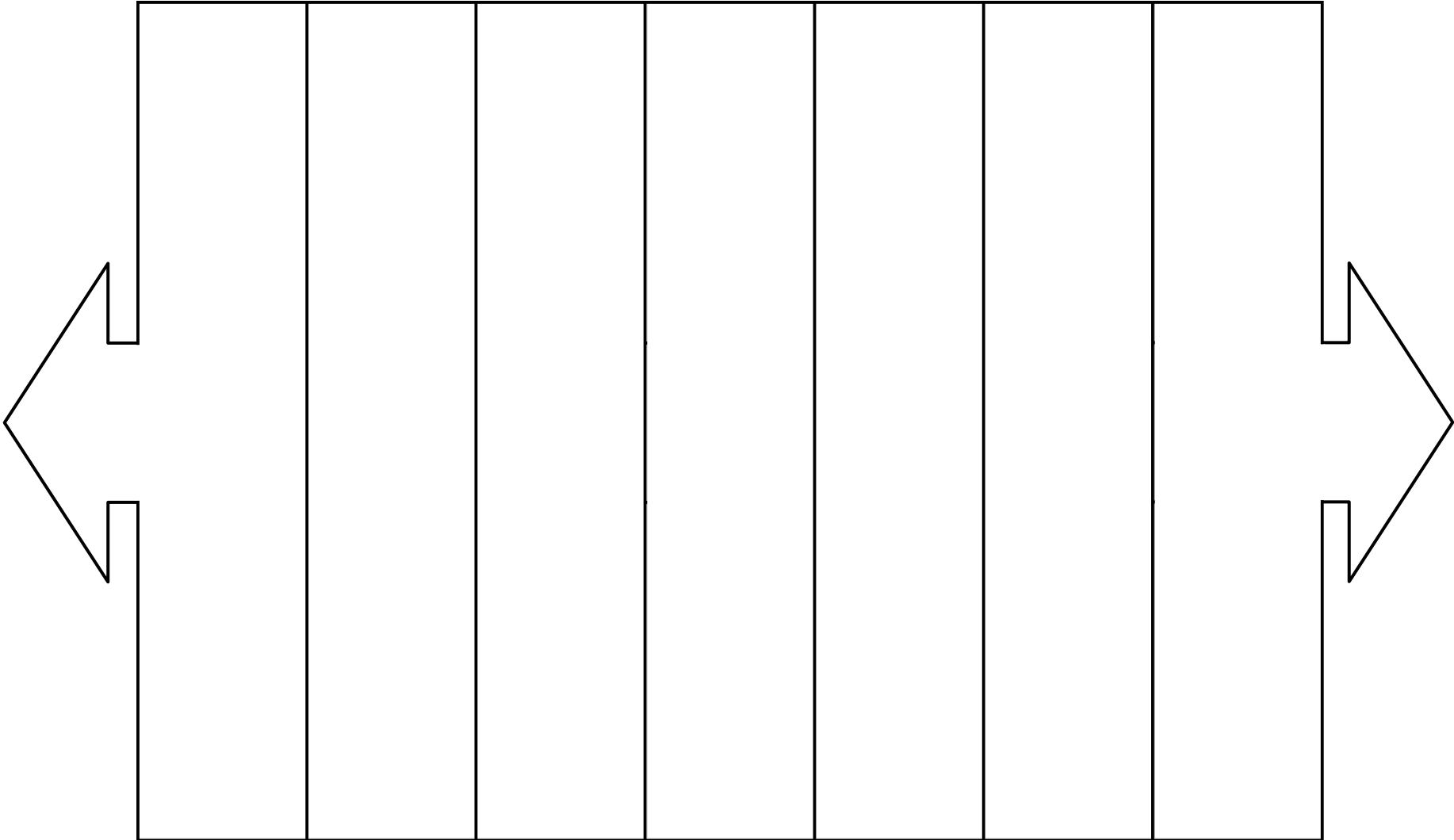
Classifying

Technical Tools



Timeline _____

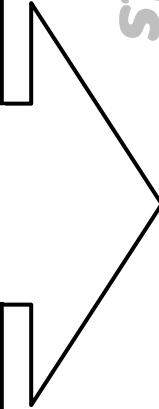
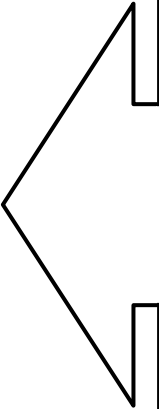
Technical Tools



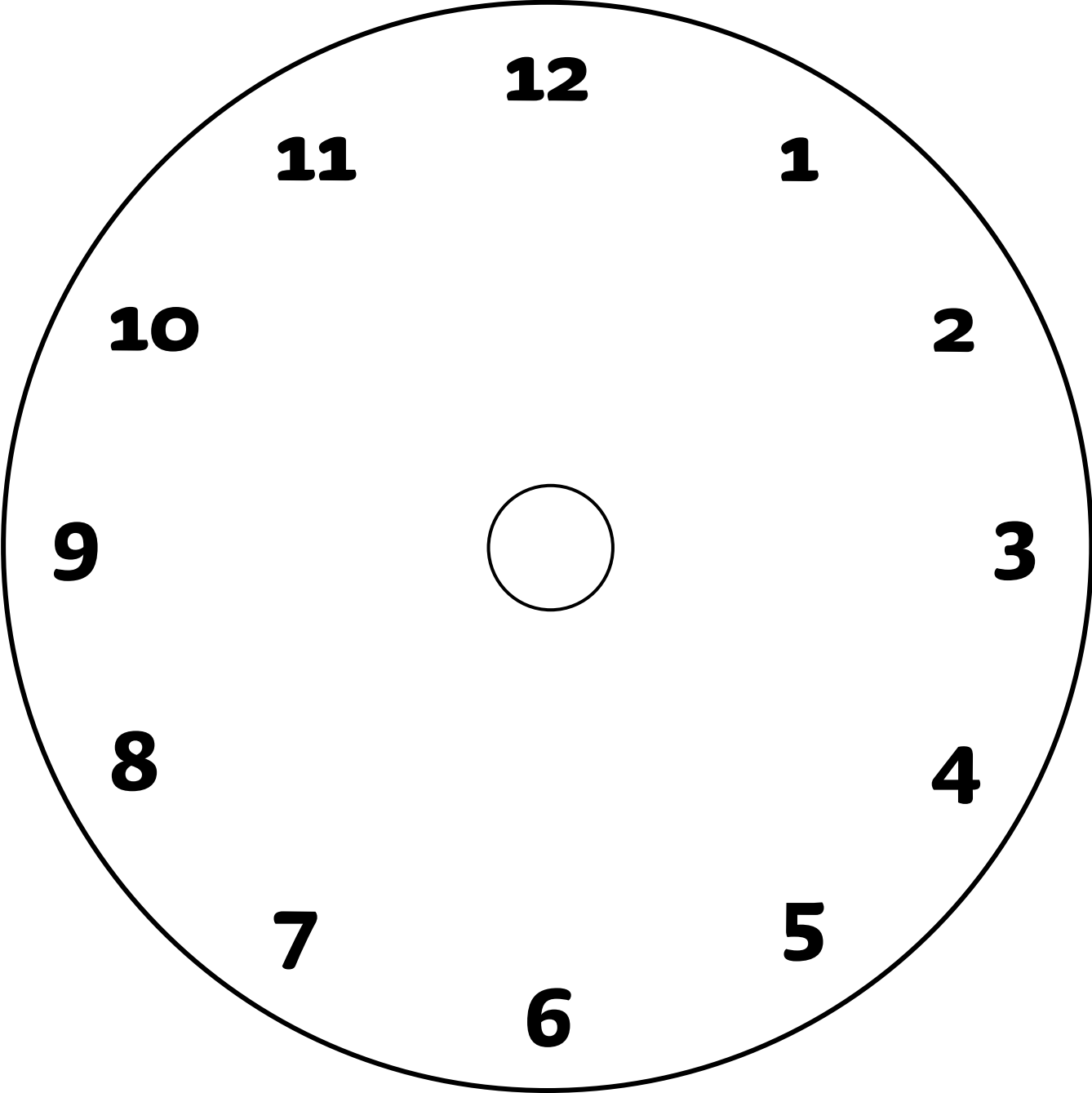
Timeline

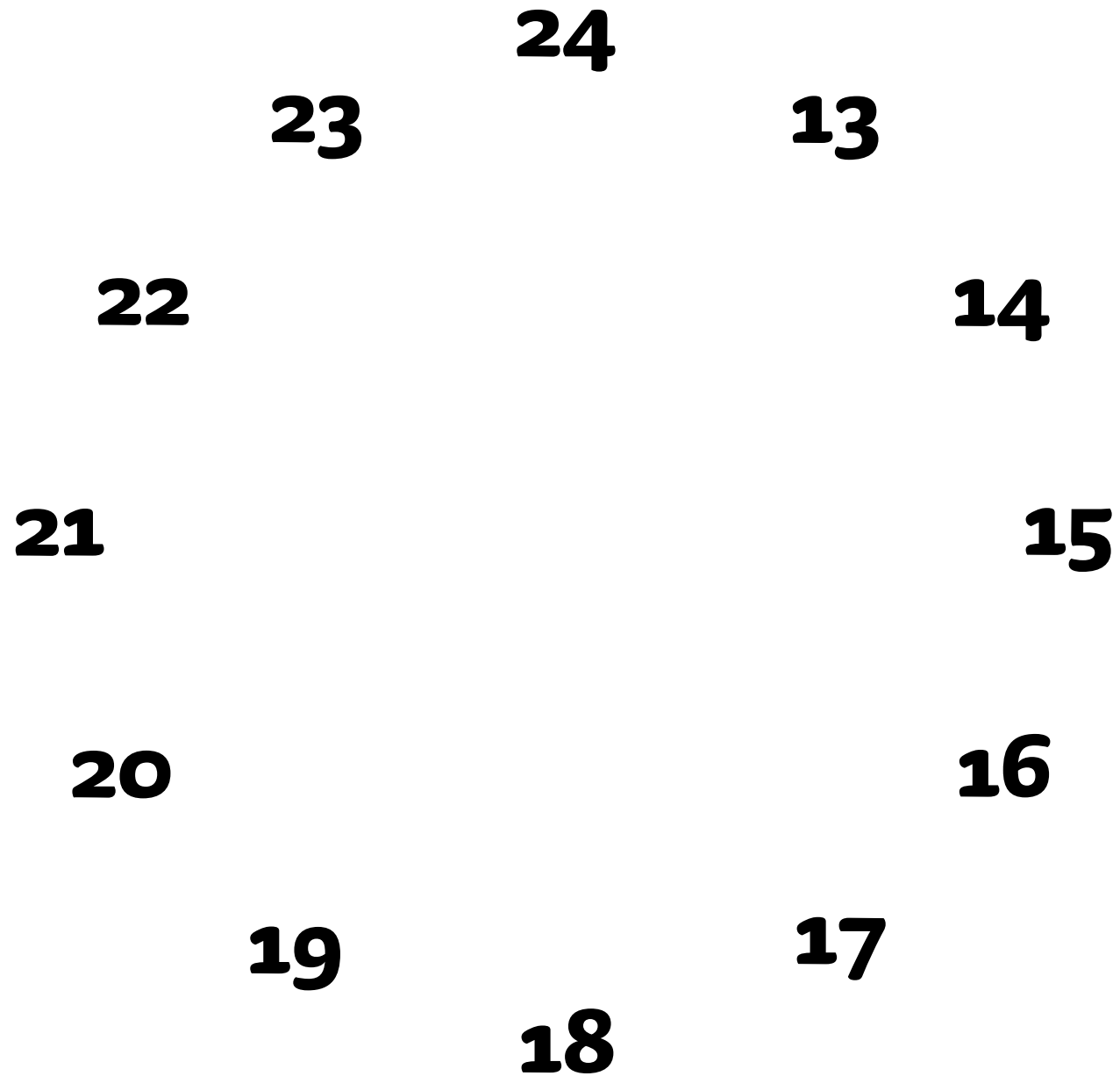
Technical Tools

January	February	March	April	May	June	July	August	September	October	November	December



Clock _____





Name: _____ Date: _____

Asking questions

Interview Tool

I interviewed

This person is my:

Question #1: _____

Answer: _____

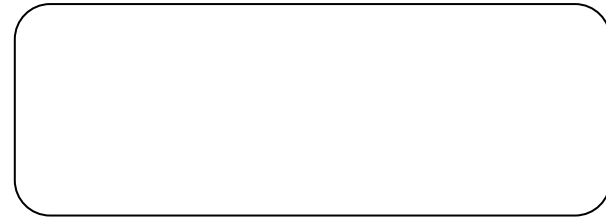
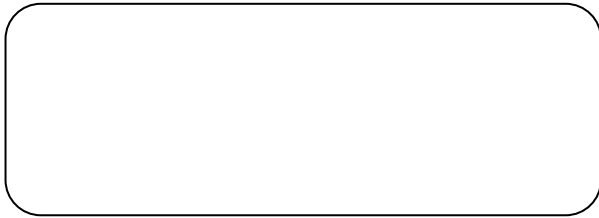
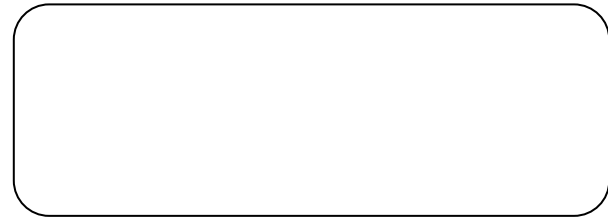
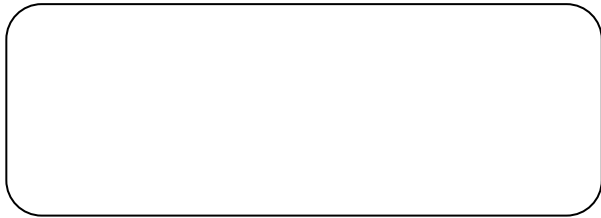
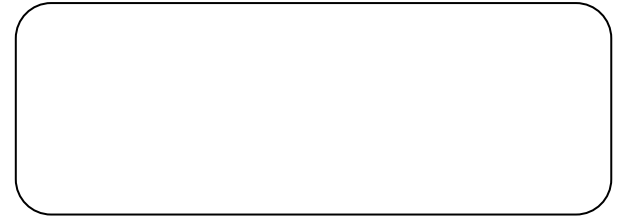

Question #2: _____

Answer: _____

Question #3: _____

Answer: _____

Family Tree



My Brothers and/or Sisters and I

