

Kindergarten Inquiry into Teachers

Kyla Baker · Kindergarten · Language Arts: Writing Book – What Students Think the Best Teachers Should Do

Core Competencies:

Communication:

- Connect and Engage with Others (to share and develop ideas): I ask and respond to simple, direct questions.
- Acquire, Interpret, and Present Information (includes inquiries): I can understand and share information about a topic that is important to me.

Thinking:

- Question & Investigate: I can consider more than one way to proceed in an investigation.
- Generating Ideas: I build on others' ideas and add new ideas of my own, combine other people's ideas in new ways to create new things or solve straightforward problems.

Personal & Social:

- Personal Values and Choices: I can tell what is important to me.'
- Solving Problems in Peaceful Ways: I can solve some problems myself and can identify when to ask for help.

Big Ideas:

- Language and story can be a source of creativity and joy.
- Stories and other texts can be shared through pictures and words.
- Everyone has a unique story to share.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Curricular Competencies:

Students will be able to:

- Use sources of information and prior knowledge to make meaning
- Use personal experience and knowledge to connect to stories and other texts to make meaning
- Exchange ideas and perspectives to build shared understanding
- Use language to identify, create, and share ideas, feelings, opinions, and preferences

Content:

Students are expected to know:

- concepts of print
- letter knowledge
- phonemic and phonological awareness
- letter formation
- the relationship between reading, writing, and oral language

Incorporation of Aboriginal Education:

First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

Diversification/Differentiation:

- Teacher can provide a writing prompt for students
- A list will be brainstormed with applicable features and students can reference this list
- Students struggling to come up with applicable features will be asked to reference other teachers in the classroom/school

Assessment Tools & Strategies:

- As students finish their pictures/words the teacher will ask what the student thinks best teachers do
- Teacher will observe the connection of their picture to the statement

Cross-Curricular Connections:

- Arts Education – drawing a picture using materials

Resources/Materials:

- *What Teachers Can't Do* by Douglas Wood
- Writing Books
- Pencils
- Crayons
- Whiteboard
- Marker

Method:

Hook: Show students the book *What Teachers Can't Do* by Douglas Wood and ask them what they think the book will be about (prior to reading the title; possibly could ask if students recognize the word 'teachers' giving a hint that it is the title of the job that most adults do in the school) proceed to read the book.

Lesson:

1. While reading the book ask students if they know what the term 'tardy' (p. 3) means
2. Point out that the book mentioned a lot of things that teachers can't do but that it is because they are busy doing a good job teaching their students
3. Remind students that I am learning to be a teacher by being a part of this classroom and would like to know what they think the best teachers do
4. On the whiteboard write 'teacher' in a circle and write down the ideas the students have to create a brainstorm chart
5. Tell students they will tell me what they think the best teachers do in their writing books; provide a writing prompt on the whiteboard: 'The best teachers _____'
6. As students complete their work scribe any words they have that are unclear or help them write their sentence