

## Kindergarten Unit of Inquiry Summary

### Transdisciplinary Theme:      Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

### Central Idea:

Family and friends help us understand who we are.

### Lines of Inquiry:

- Discover relationships through research
- Build responsibility and awareness of family and self

Students will be able to further explore the Central Idea and Lines of Inquiry for the following subject areas as follows:

### Language Arts / Reading:

- Name and describe each family member using pictures.
- With prompting and support draw and label family and friends.
- Draw and tell a story about new friends.
- Draw and tell a story about family.
- Identify the characters in a story by reading and drawing.
- Recognize individual names of friends by identifying the first letter of the name and matching it to a friend.
- Explain what is happening in a story by drawing and dictating.

### Math:

- Label and sort family and friends by gender and compare how many?
- Identify how many people are in a family by counting.
- Demonstrate one-to-one correspondence of numbers by counting objects 1-10.
- Represent a number of objects with a written number 1-10.
- Identify numbers 1-10 by counting and sorting objects.

- Illustrate number of family members, friends and animals by drawing and labeling.
- Count to answer “how many?” by answering questions about objects around the classroom.

### **Social Studies:**

- Identify and describe the relationship between family members through research.
- Construct a family Tree to represent the members of their family.
- Identify the role of each family member by writing and drawing a story.
- Illustrate and describe relationships between pictures and texts by drawing and dictating.
- Identify basic similarities between human and animal families using a Venn diagram.

### **Science:**

- Explore the relationship between animal families through books and technology.
- Observe and record animals in nature.
- Identify connections between humans and animals as living things.
- Identify, describe and create animal habitats using observation and data collection.
- Understand the importance of creating, maintaining and respecting healthy habitats for animals.

### **Islamic Studies and Quran:**

Students will be able to:

- Determine what is a family and who are its members by discussing their own families.
- Discuss the importance of having a family by examining the different ways families take care of each other.
- Relate the Muslim world to our families by comparing responsibilities we have to each other.
- Tell why the Muslim world is like one big family by discussing the hadeeth about the Muslim body. ("One limb hurts, the whole body aches.")

- Name the immediate family members of the Prophet Muhammad (s) by researching his story.
- Explain what an orphan is by exploring the story of Prophet Muhammad (s).
- Explain who Abdul-Mutalib was and his role by recalling the Prophet's story.
- Investigate Surah Al-Fil by revising the sight words and their definitions.
- Describe the story of Abdul-Mutalib and Abraha by presenting their summative assessment model.
- Discuss the influences of our families in our lives by sharing stories of our families.
- Reflect on how not everyone is perfect and how we have different influences by discussing the role of Abu Lahab in the Prophet's life.
- Investigate Surah Al-Masad by revising the sight words and their definitions.

### **Arabic:**

#### What we will explore:

Families in the Arab culture stay close, even when children become adults.

- Who are the most important people in a person's life? How do we greet them in Arabic? How do we express love and caring?
- Animals have families and friends too.
- How do animals share a habitat? What can we learn from them?

#### Students will be able to:

- Create, rehearse and act a role a short sketch about family using vocab learned in class
- Orally and visually present how they feel about close family members using "I love..." expression
- Understand, initiate and respond to 1-2 greetings and ask and answer "how are you doing?"
- Sing these songs in Arabic: "the morning song", "itsy bitsy spider" and "the family song"

- Name, imitate and know basic information about some pet, farm and jungle animals
- Start to recognize and name 3-6 alphabet letters and 3-5 colors

**ART:**

Students will be able to:

- Develop fine motor skills by applying paint colors to area of work using fingers & paintbrushes
- Explore elements of art (texture and color) through (1) use of modeling clay applied to painted backgrounds, and (2) use tempera paint to learn and recreate the basic color wheel
- Explore elements of art (form, shape, and line) through exploring different types of families (i.e., friends, relatives, animals) using both modeling clay and 3D forms made out of construction paper
- Explore elements of art (patterns) by creating a tissue paper painted caterpillar
- Discuss warm and cool colors, and begin attributing emotions to colors
- Create color portraits (color dots finger-painted on tree backgrounds) of themselves, as well as their classmates
- Create a family tree of insects by connecting relationships in their own families, to relationships amongst insects (i.e., brother, mother, sister, father)
- Reflect on how identity can be revealed through hands and fingerprints
- Create ceramic painted tiles with students finger prints and hand prints