

Kindergarten Unit of Inquiry Summary 2

Central Idea:

People express their diversity through their culture, customs and traditions.

Transdisciplinary Theme: How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Key concepts:

- Connection: How is it connected to other things?
- Perspective: What are the points of view?
- Reflection: How do we know?

Lines of Inquiry:

- Explore special holidays and celebrations of diverse cultures.
- Compare and contrast cultures, customs and traditions.
- Investigate similarities and differences between snails and Isopods (pill/sow bugs).

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

Language Arts / Reading:

- Ask questions to build understanding of specific traditions and celebrations of own culture.
- With prompting and support develop specific questions to learn about different cultures,
- Illustrate understanding of differences in cultural food, clothes, music, art and language.
- Identify the characters and setting in a story by reading, drawing and labeling.
- Actively engage in group reading for purpose and understanding.

- Explain what is happening in a story by drawing and using sight words.

Math:

- Demonstrate one-to-one correspondence of numbers by counting objects 1-20
- Represent a number of objects with a written number 1-20.
- Identify numbers 1-20 by counting and sorting objects.
- Count to answer “how many?” by answering questions about objects around the classroom.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- Count to 100 by ones and by tens.
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- Compare two numbers between 1 and 10 presented as written numerals.

Social Studies:

- Identify characteristics of their language, traditions and cultural activities.
- Conduct an interview with a family member to learn and research about their native country and its features.
- Name and locate their native country on a map.
- Illustrate and describe relationships between pictures and texts by drawing and dictating.
- Use a Venn diagram to identify similarities and differences between diverse cultures in the classroom.

Science:

- Explore the relationship between land and water snails.
- Observe and record similarities between Isopods.
- Design and create a race track for the Isopods to observe similarities and differences in how they move.
- Explore cultural diversity through the 5 senses:
 - Food-taste, smell, touch/textures
 - Clothing/text

Art:

Students will be able to:

- Develop fine motor skills through drawing, cutting, gluing, painting, weaving, and tracing
- Identify several types of lines and demonstrate them visually in various projects
- Demonstrate a basic weaving technique using large strips of construction paper
- Identify warm and cool colors, and complementary colors
- Explore the art of multiple cultures, such as Aboriginal, Islamic, Chinese and Mexican
- Experiment with incorporating textures into their drawings using texture plates
- Experience all types of “action painting” by using motion to move paint across surfaces instead of paint brushes
- Explore art work made by Modern Artists such as Jackson Pollock and Piet Mondrian

Quran & Islamic Studies:

Students will be able to:

- Identify the five pillars of Islam by creating a 3-D representation of the pillars
- Determine and discuss their religion by brainstorming what makes us Muslim.
- Recite the Shahadah in English and Arabic by orally practicing it with the teacher and a nasheed.
- Acknowledge that there are many religions by viewing examples of other religions.
- Memorize Surah Al-Kafiroon by practicing with the teacher.
- Explain how Muslims should be tolerant of other religions by explaining Surah Al-Kafiroon.
- Explore the second pillar of Islam by analyzing a concept that many religions do not have – Prayer to Allah.
- Justify how Muslims should respect other faiths by reciting the hadeeth of the Prophet Muhammad.

Arabic:

Students will be able to:

- Talk about some aspects of the Arab culture and how some are similar and different from their own culture.
- Understand and respect differences among them and between them and others.
- Identify and start to use vocabulary of the senses and name main body parts.
- Create books displaying their understanding of the senses and body parts.
- Understand, initiate and respond to greetings and ask and answer simple conversational questions like “what’s your name?” and “do you like?”
- Sing the “Children’s Hands” song in Arabic and understand how it relates to the UOI’s central idea
- Identify, name, and put in order 7-10 alphabet letters.
- Start to recognize and name letters in different positions of a word.