



## Unit of Inquiry for Junior Kindergarten: I Am Special

### 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

My personal characteristics make me unique.

### Lines of Inquiry

- My physical characteristics
- My feelings, likes and dislikes
- How I am changing and growing
- What I can do and am learning to do

### Teacher Questions/Provocations

- Do I like what everyone else likes?
- How do I know that I am growing and changing?
- Are people all the same?

## Sample Activities

1. Students are measured and a height chart is created. Students compare heights. The height chart is maintained and revisited throughout year. Each student creates a personal flower with a stem that is as tall as she is. Each student's flower is displayed in the class "Kinder Garden."
2. A variety of songs and games are used to highlight body parts (eyes, hair, teeth, nose, legs, arms). Students are asked to compare their physical characteristics with their classmates to develop an understanding of difference and similarities.
3. Graphs are created using a variety of information about the students to compare similarities and differences. For example, birthdays, family members, favourite colours, eye colour, hair colour, favourite food.
4. Each student brings in a baby photo and shares the photos for 'show and tell.' The teacher assists and prompts where necessary to guide discussion on changes in the student from the time the photos were taken to present.
5. The students draw pictures about what they did when they were babies and the teacher dictates the text.
6. The students make individual books called "All About Me" to share at home with parents.
7. As a group, the students create a class chart on differences between babies and children, in terms of what the students have learned to do as children (go to the bathroom, talk, walk, eat 'real' food, drink from a cup, go to school, sleep in a 'big' bed, etc.) The students use a template to categorize strips into "What I can do by myself" and "What I need help with."
8. The students create silhouettes of themselves using pre-cut doll shapes. The silhouettes are used for comparison and to help the students identify their physical characteristics.
9. The students create a class book about their first names by completing a personal page about the different letters in their names. They draw a picture of themselves as an illustration. The parents provide information about why they chose their daughter's name, which is then included in the class book. The class book is read aloud several times and then placed in the class library for independent reading.



## Unit of Inquiry for Junior Kindergarten: Animals and their Babies

### Transdisciplinary theme: How the World Works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

### Central idea

Living things develop and mature in diverse ways.

### Lines of Inquiry

- similarities and differences between animal and human life cycles
- needs that animals and humans have when they are young
- how adults, including animals and humans, care for their young

### Teacher Questions/Provocations

- How do animals change as they grow?
- How do adult animals care for their babies?
- How do I change and grow?

## Sample Activities

1. Teacher will arrange the pretend play area into a 'veterinary clinic' with stuffed animals, examination table, doctor's kit, diagnosis charts, etc. Students will take care of the animals in the pretend play area.
2. Students will use toy farm and toy animals to tell stories and engage in concept of animals and their families.
3. Students will sort animal cards by grouping animals into families.
4. Students will write short stories about animals growing up using pictures and words.
5. Students will participate in creating a chart to record how different animals are born and how they are taken care of by mother and/or father.
6. An incubator with eggs will be set-up in the classroom. The students will learn how to care for the eggs and will make predictions about what will happen to the eggs when they are cared for properly. The class will make daily observations about how the eggs are changing. When the chicks hatch, they will remain in the classroom for several days, during which time the students will observe how the baby chicks are changing and growing. The chicks will then be returned to the farm.