
P2 Book Study with Social Studies

A Cross-Curricular Approach

A BEN Workshop presented by Rhoda Musson and
Sally Baines, 27 January 2022



Rhoda Musson



I have taught in Bermuda's Department of Education for 20 years. Currently, I am a P2 Teacher at Harrington Sound Primary where I am a member of the school's administrative team.

I am a mother of two adult daughters and a member of various singing groups. I have a keen interest in holistic health and I'm a doTERRA essential oil enthusiast.

In 2001, I graduated from Atlantic Union College with a Bachelor of Science Degree in Elementary Education and Psychology. During 2021 I began to work with BEN as a tutor in the summer camp program. I am enamored by the support that BEN provides for teachers and students.

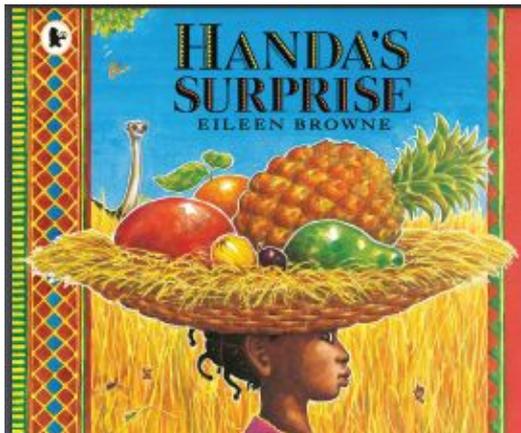
Sally Baines



For over ten years I have been teaching in public and private schools in the UK, China, Singapore, the US and Australia and have taught all levels from P1 to P6.

I am a keen traveller and have a BA (Hons) from the University of Durham, a Post Graduate Certificate of Education (Primary Years) from St Martins and an M.Ed in Human Development & Psychology from the Harvard Graduate School of Education.

I first worked with BEN in 2019 as part of the Teacher Wellness Retreat and love working on creative curriculum design to enhance learning and enjoyment. Collaborating with teachers is a key component to my own professional development.



P2 CROSS-CURRICULAR WORKSHOP

LINKING
SOCIAL STUDIES WITH ELA

ALL PARTICIPANTS RECEIVE
COPIES OF 'HANDA'S SURPRISE'
BY EILEENE BROWNE

CURRICULUM STANDARDS COVERED:
EL02-READS: MAKE SIMPLE INFERENCES.
EL02-SPLD: ATTEMPT TO EXPRESS
IDEAS PRECISELY, USING A GROWING
VOCABULARY-ARTICULATE CLEARLY SO
THAT OTHERS CAN HEAR.

P2 Cross-curricular Workshop

4PM - 5PM THURSDAY 27TH JANUARY ON ZOOM

Email admin@ben.bm to register. Spaces are limited to 12 participants. Enrollment closes 24 January so that books can be delivered prior to the workshop

Horizons

DISCOVERING SCIENCE AND HISTORY THROUGH STORIES AND EXCURSIONS

Activities and Ideas to enrich your child's learning

Visit BEN's website to register for more Horizons resources

WWW.BEN.BM



SS unit Society and Culture: A collaboration with KAF!

Strand(s): Civics

Module Title: Society and Culture

Topic: *Similar and Different III*

Primary 2

SS02-CIV04

Standard(s):

SS.P2.C2a Explain the contributions that various groups have historically made to the community.

Activity: each child creates their own Gombey cape inspired from their family experiences / culture / traditions.

Link to: Artist/Illustrator Ashley Bryan - looking at the books *Beautiful Blackbird* and *Sail Away*, they will create their capes with cut paper and other mixed media layers.

Score 3.0 SS.P2.C2a

The student will:

Explain (draw, write, tell) the contributions various groups historically made to the community, i.e. development of early Bermuda's population, traditions e.g. food, music, cultural expressions, and labour force (see Teacher notes on page 3).

Score 2.0

Recognize and recall specific terminology such as:

contributions, culture, historic, diversity, community, Azores, African, Caribbean, Native American, North America, England, Europe, Portuguese, music, food, gombeys, labour, map, migration, regions, originated



Linking Social Studies to ELA and Art... *why?*

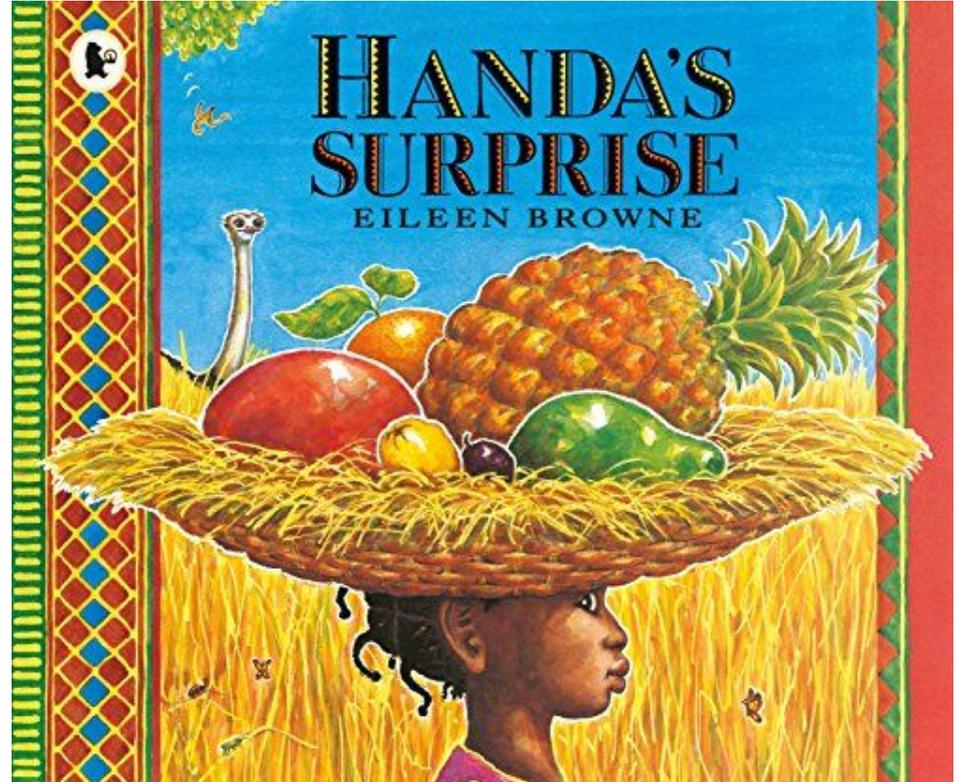


- Thematic teaching can enable deeper learning as key concepts in one subject area can be revisited in other subject areas
- Reading comprehension outcomes can be improved as students develop their concept awareness and language across subjects
- When we discuss geography, different cultures and historical events, this helps “broaden horizons” and give students more background knowledge to draw on when they are reading
- Students can develop an understanding that a topic is never just one subject area!
- It’s a great opportunity to infuse some Social Studies into our Language Arts.

Handa's Surprise by Eileen Browne

We are going to take a couple of minutes to read through the book and look at the vivid illustrations on our own.

What are your initial thoughts / responses?



Lesson 1: Reading Handa's Surprise - descriptive language	Introduction	Main	Plenary / Reflection
<p>Learning Intentions:</p> <p>EL02-SPL01: Attempt to express ideas precisely, using a growing vocabulary</p> <p><u>WALT:</u> Attempt to express ideas precisely, using a growing vocabulary</p> <p><u>TIB:</u> We want to pay close attention to the vocabulary used to help the story come alive</p> <p><u>SC:</u> By the end of the lesson I can:</p> <ul style="list-style-type: none"> - Speak with a clear purpose (to explain or to entertain) (A) - Add to the discussion (B) - Use a variety of 	<p>By this point in the Social Studies unit you may have already looked at a world map and pointed out countries from which people in Bermuda came. Make sure that students know Africa is a continent made up of many countries. This book is set in Kenya (<i>read the inside page about who the book is for / who the author thanks</i>). Identify it on a map.</p> <p>Ask students: Does anyone know anything about Kenya?</p> <p>Explain that as you read Handa's Surprise, students are to use the See, Think, Wonder routine (<i>see resource</i>), with these prompts written on the board:</p> <p>What do you see?</p>	<p>Read Handa's Surprise to the class. As you read, talk about the book - what do they see? Think? Wonder?</p> <p>Make a note of which animal takes which fruit as you go, ie monkey takes banana Ostrich takes guava</p> <p>What effect does the descriptive language (powerful language) have? Repeat some of the phrases together, eg <u>soft yellow banana</u>.. How does that make you feel? Hungry?!</p> <p>----</p> <p>Students go to tables and cut out the animals and fruits and match them according to who took what.</p> <p>Have the book at the front of the</p>	<p>Students then stick the pairs in their books and underneath each pair write a descriptive sentence. Do one together as a class. For example: <i>The sneaky ostrich crept through the grass and gobbled the sweet guava</i></p> <p>At the end of the lesson, ask students to read their <u>favourite</u> sentence to the class. How does the audience feel when they hear such powerful language? How does it compare to just saying, for example, <i>'the zebra took the orange'</i>?</p> <p>The author creates an image in our mind, we can even taste the fruit!</p>

<p><i>grade level appropriate vocabulary and words that describe (D)</i></p>	<p>What do you think about that? What does it make you wonder?</p> <p>Begin by using the routine with the front cover by <u>modelling</u>. For example, <i>I see a girl carrying a basket of fruit on her head through a field, and an ostrich is looking at her, and a banana peel is falling from the tree. The girl looks like she can maybe hear or see something. I think that the ostrich might want some fruit and is making noises in the tall grass. It makes me wonder if something is going to happen to the girl and the fruit.</i></p> <p><u>Note</u>: Some students may be ready to use the routine in one go, ie respond to all the prompts at once. Others may answer just one prompt as a starting point.</p>	<p>room so they can check (you may wish to cover the flip chart, or keep it out - it would be a good memory exercise!)</p>	
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See / Think / Wonder routine

This 1 page resource will be provided on the BEN website after the workshop.

As it states, 'This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.'

This routine is powerful in any subject, can easily be scaffolded, and used in a variety of ways (ie, individual or group)

See / Think / Wonder

A routine for exploring works of art and other interesting things.



What do you **see**?

What do you **think** about that?

What does it make you **wonder**?

Purpose: What kind of thinking does this routine encourage?

This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Application: When and where can I use it?

Use this routine when you want students to think carefully about why something looks the way it does or is the way it is. Use the routine at the beginning of a new unit to motivate student interest or try it with an object that connects to a topic during the unit of study. Consider using the routine with an interesting object near the end of a unit to encourage students to further apply their knowledge and ideas.

Launch: What are some tips for starting and using this routine?

Ask students to make an observations about an object—it could be an artwork, image, artifact, or topic—and follow up with what they think might be going on or what they think this observations might be. Encourage students to back up their interpretation with reasons. Ask students to think about what this makes them wonder about the object or topic.

The routine works best when a student responds by using the three stems together at the same time, i.e., "I see..., I think..., I wonder..." However, you may find that students begin using one stem at a time, and that you need to scaffold each response with a follow-up question for the next stem. The routine works well in a group discussion but in some cases you may want to ask students to try the routine individually on paper or in their heads before sharing out as a class. Student responses to the routine can be written down and recorded so that a class chart of observations, interpretations, and wonderings are listed for all to see and return to during the course of study.

Share your experience with this thinking routine on social media using the hashtags #PZThinkingRoutines and #SeeThinkWonder.



This thinking routine was developed as part of the Artful Thinking & Visible Thinking projects at Project Zero, Harvard Graduate School of Education. Explore more Thinking Routines at pz.harvard.edu/thinking-routines



Lesson 2: Re-reading Handa's Surprise - Handa's feelings	Introduction	Main	Plenary / Reflection
<p>Learning Intentions:</p> <p>EL02-REA05: Make simple inferences.</p> <p><i>WALT: make inferences about Handa's feelings throughout the story</i></p> <p><i>TIB: It's important to consider how character's feel so that we can understand them more, and make connections</i></p> <p><i>SC: By the end of the lesson I can:</i></p> <ul style="list-style-type: none"> - Score2: Infer meaning of story or content from pictures that add meaning to the text (A) - Talk about the 	<p>Ask students about different ways they can tell how someone is feeling, eg <u>how</u> could they tell if their friend is feeling happy? (by what they say / how they say it / body language). Ask some students to come to the front and model different emotions using just their body. Now try using just facial expressions!</p> <p>Re-read Handa's Surprise, this time really focusing on Handa's facial expressions - it's amazing how much a face can tell us!</p> <p>As you read through the book, ask students to do the same facial expression as Handa. What thoughts might be going on in your head? Children share their thoughts and feelings with their partner. Share out with the class, and write out in a thought bubble on the board:</p>	<p>Individually or in pairs at tables, students now consider the feelings of the fruits, as they get snatched from the basket!</p> <p>Using the story cards, give one picture to each pair of students to study and then write the thoughts and feelings of the fruit in the bubble</p> <p>For example, with the giraffe taking the pineapple: Eg. <i>Ah! Why me? Just because I'm the biggest? I'm scared! Not the hair, please, get your tongue off me. How are you even going to fit me in your mouth? Or are you going to take little bites <u>out me</u>?! -----</i></p> <p>Or, you could give out individually and students make inferences of how she is feeling</p>	<p>Ask students to come up to the front and role play their fruit - don't tell the class what fruit they are, just say what you are thinking and how you are feeling!</p> <p>The rest of the class then have to guess which fruit they are, and say the feelings, eg <i>I think it's the pineapple, and it's feeling really scared and worried!</i></p>

pictures, revealing interpretation of a problem or of character's feelings (B)

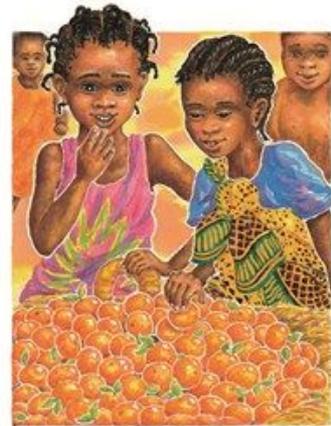
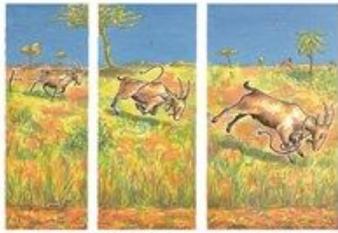
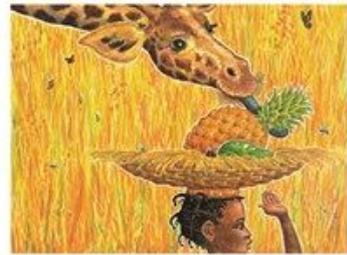
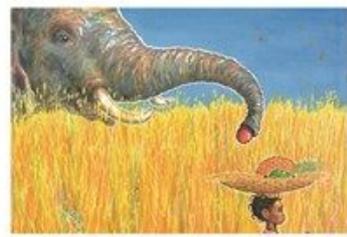
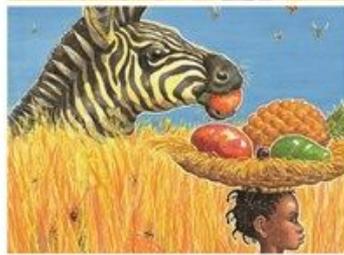
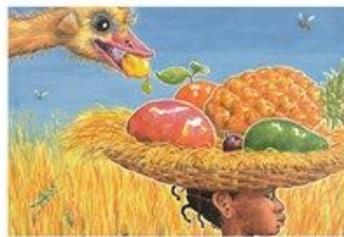
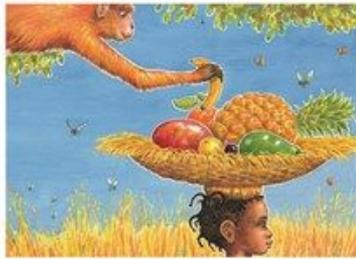
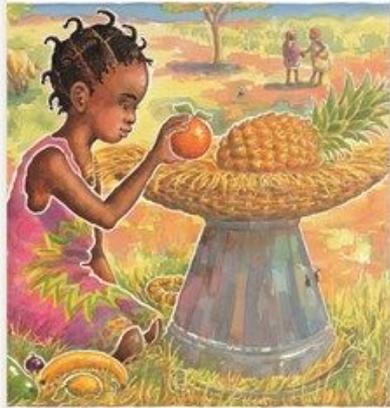
- Score 3: Infer causes of problems in fiction or of outcomes in non-fiction texts (D)



Have printouts of each double page along the board, to write underneath.

OPTION: Students can sequence the story themselves (practicing the standard [WRI01](#))
Score 2 students can sequence the story themselves, using the sequence cards if necessary)

at each stage, writing her thoughts in the speech bubble and her feeling underneath.





Lesson 3: Performing Handa's Surprise - articulating our voices	Introduction	Main	Plenary / Reflection
<p>Learning Intentions:</p> <p>EL02-SPL01: Attempt to express ideas precisely, using a growing vocabulary; Articulate clearly so that others can hear</p> <p><u>WALT</u>: Attempt to express ideas precisely, using a growing vocabulary; Articulate clearly so that others can hear (To speak slowly and clearly when performing a play)</p> <p><u>TIB</u>: We want others to be able to tell what we are saying!</p> <p>SC: By the end of the lesson I can: - Score 3 (A):</p>	<p><i>This drama lesson is for you to have fun with your class in whichever way you see best</i></p> <p><i>Options:</i></p> <p><i>Divide the class in two, and have two groups create their own plays, using the lines provided if you wish</i></p> <p><i>As a class, have some students play the animals and make up lines, and some students can be the fruit, and make up lines (using the prior learning)</i></p> <p><i>As a class, some students could also act out the setting, like the tall grass - what noise would that make? Or the tree.</i></p> <p><i>Some students could make the props, like the basket or the fruit, while others practice lines.</i></p>		



Speak with a clear purpose (to explain or to entertain)

- *Speak with enthusiasm and confidence (inflections in voice, facial expressions, hand gestures) (C)*
- *Speak at an appropriate rate to be understood by the audience (E)*
- *Enunciate words clearly (F)*
- *Speak with appropriate inflection (G)*

Time allocation : 2 x 30 minute lessons

Etc! We look forward to hearing about and seeing the creativity in your classroom - perhaps you could perform it to another class?

Additional resources

The lesson plans, slides, poems and See / Think / Wonder routine will be shared on the BEN website as of tomorrow:

<http://www.bermudaeducationnetwork.com/what-we-do/lesson-plans/>

To share any learning in action from this cross-curricular unit, please email photos to Steph at admin@ben.bm - and let her know if you want to be tagged! Photos will then be posted on Instagram and FB. [note: pls make sure waivers are checked, or take photos of work]



Keep in touch!



We will be asking for your feedback on this unit:

- what went well;
- what challenges there were;
- where you brought in your own ideas and resources; and
- learning that you saw in your class and in what ways.

This will help us for next year.

We will be in touch in March.

Thank you for attending. Please can you complete this Google Form providing feedback on our workshop.