

Kindergarten Understanding by Design Unit: A Trip to Ancient Egypt and The Pyramids

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EDEE-253-01- Kindergarten Classroom Pedagogy

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April 2, 2025

Rationale: this unit introduces students to early civilization and its cultural influences in our contemporary world. Throughout this unit students will explore artifacts, song, symbols, writing systems, and the experiences of the Ancient Egyptian citizens which provide opportunity for the development of multiple subject areas and skills (e.g. math: identifying triangles in pyramids). The study of early civilizations, like Ancient Egypt provides diverse opportunities to bring in students unique backgrounds, interests, and curiosities, which drive pedagogy.

Title of Unit Imagine a need/topic observed in the classroom or an interest noticed in most of your students that relates to the needs and characteristics of a child aged 4 to	Little Explorers: A Trip to Ancient Egypt and the Pyramids	
Time Frame (min.3 weeks)	1 month	
Developed By	Dolores Petrecca & Stefania Tangredi	
School	Curious Creators Elementary School	
Identify Desired Results (Stage 1)		
Pre-school competencies You need to have a rainbow plan, i.e. one that covers all areas of the program-cycle. Place intentional pedagogical choices (3 min.)	Curricular (subject) Areas you will teach: You want to offer children a variety of” learning” opportunities relevant to the topic. Select 5 key curricular areas whereby children will be acquiring new information, skills, knowledge. (Numeracy/math; Physical education; Language/Literacy; The Arts (visual arts, music (& movement, dance); Social Sciences (people, places, things); Science)	

Physical Development

• Motor Skills

- Students will explore different senses through outdoor obstacle courses, yoga, and music/dance activities.
- Students will develop body awareness when engaging in *the pharaoh says* activity. They will also develop body awareness when participating in the cleopatra yoga activity.
- Student uses gross motor skills
 - In dance activities (King Tut Touch)
 - Creative movement music activity
 - Obstacle courses
- Student uses fine motor skills
 - In dance activities (Bastet beat)
 - Literacy: writing hieroglyphics in clay
 - Math: Drawing triangles in sand
 - Science: using geoboards to create constellations
 - In art activities (jewelry making, collaging, cutting painting)
- Students will explore the concepts of space through obstacle courses, dance activities, and creative movement activities, and relaxation activities
- Students will explore different ways of moving in obstacle courses and creative movement to music

Numeracy/Math:

Geometry:

- Children will learn about triangle shapes and observe their presence on each face of the pyramid. The students will then use different materials (paintbrushes, sticks, finger) to create triangle shapes in sand trays.

Sorting/Classifying:

- The children will classify foods that grew around the Nile based on colour, food type (fruit vs vegetable), touch/texture, and size. The students will be presented with trays the teacher will instruct them with different categories to separate their food (e.g. “put all the red foods in one tray, put all the round foods in the other tray). The activity would repeat over several rounds.
 - Foods that grew around the Nile: dates, pomegranates, lettuce, cucumber, grapes, figs

Number recognition and seriation:

- The students will develop their number recognition skills by building the *Pyramids of Giza* from wooden blocks and loose parts (tree pieces, buttons, rocks). The children will pick up a card with a number and use that number of blocks to build a pyramid. The students will be challenged to think about what happens if they pick up a card with the number “1”.

activities; these activities will also allow them to develop lateral dominance.

- **Healthy Lifestyle and Habits**

- The students will explore the world of food when classifying and learning about agriculture around the Nile and writing the Pharaoh's grocery list.
- Students will explore different ways of relaxation through art, creative movement, and yoga

Cognitive Development

- **Thinking skills:**

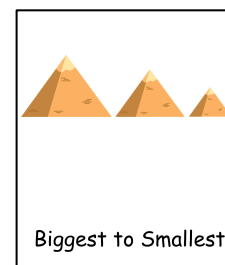
- Students will acquire new knowledge across all subject areas by exploring the theme of Ancient Egypt and the pyramids
- Students will use their reasoning skills to connect to big ideas about Ancient Egyptian history, pyramids, agriculture, and way of life. Students will use their reasoning skills to navigate group dynamics and problem solve.
- Students will use their imagination when engaging in art, language and movement activities

- **Strategies:**

- Students will actively participate in activities, explore diverse perspectives and explain their feelings and decisions when asked about activities related to the theme Ancient Egypt and the Pyramids.

- Seriation exercise as an extension: after each student in the small group has picked up a number card, they will then take turns picking up a seriation card where they will recreate the order shown on the card.

Sample seriation card:



Physical Education/Movement/Dance:

Gross motor development

- Save the Pharaohs obstacle course: Children will swim through the Nile River, climb the pyramid of Giza, crawl through the Edfu Temple, and balance the pharaohs' sandals on their heads/thighs/arms to save the pharaoh (one of their peers). The students will take turns being the pharaohs. *If the weather permits, this obstacle course will be done outside.*
- The students will learn the rules of tag; they will then engage in playing - King Tut Tag: last person touched gets to keep his wealth. If you are touched you remain in place but use your arms to touch other people
- The children will learn different relaxation strategies by breathing and eventually swaying to the sound of the Nile waves.

- Students will explore different actions when participating in group/individual activities.

Language Development

- **Oral language:**

- Students will interact verbally and non-verbally when engaging in oral story telling inspired by ancient Egyptian mythology, question, and communicate their ideas in all subject areas
- Students will expand their vocabulary through new ancient Egyptian terminology, and apply they understandings of this terminology and phenomenon to creative activities (arts, music, science, math)
- Students will develop phonological awareness through word segmentation, and letter recognition.

- **Written language:**

- Students will interact with written language, discover some functions of writing, and know letters through practice of hieroglyphics
- Students will recognize some reading and writing on the treasure cards used throughout various activities.

Social Development

- **Sense of belonging:**

- The students will learn different yoga poses and the children will participate in cleopatra yoga, where they will specifically work on the cobra pose.

- The will use the following sound in the background: Athena IV. (2025). *Winds of Time- Beautiful Ancient Egyptian Ambient Music for Calm Focus*. Youtu.be. <https://youtu.be/bXTQiTuBkAs?si=2Yl4h35a9x9FD-PS5>

- The students will learn about the dance style waacking (this style is excellent to develop gross motor and cross-lateral movement development) it involves using repetitive, controlled arm movement. The students will learn a dance titled “the King Tut touch” inspired by the waacking style.
- The pharaoh says: the students will engage in a twist on Simon says. The students will participate in a teacher guided movement activity, they will complete different movements, however they must only follow the movement when the teacher says “the pharaoh says...”

Fine Motor development:

- The students will cut up pieces of their “I am a pharaoh” portraits inspired by Egyptian cave-art/hieroglyphics on the walls of the cave, and use pastels to create a classroom mural reflective of the cave-art.
- The students will learn the *Bastet Beat Dance*; they will use floor work, and isolation movements (e.g. sphinx paws- sitting on the floor pointing their toes, mummy twirls: rolling wrists in circles, and pharaoh finger wiggles- shaking one finger at a time in the air).

Music:

- Students will show openness to others, collaborate and engage in group activities when engaging in scientific inquiry about architecture, agriculture, astronomy, art, and movement activities
- **Social Skills:**
 - Students will gradually comply with the rules of conduct by waiting their turn, raising their hand, taking care of materials.
 - Students will build connections, regulate their own behavior, and resolve conflicts when participating in group exercises, arts, literacy, math or science activities.

Emotional Development

- **Self-knowledge**
 - Students will regulate and express their emotions when navigating group dynamics, selecting and creating art pieces inspired by Egyptian history. The students will reflect and express their emotions when exploring creative movement activities.
 - The students will reflect on their own characteristics of family, interests, and curiosities and share them in group discussion.
- **Self-confidence**
 - Students will have liberty to explore diverse art material, engage in creative movement, and make

- Children will learn about sacred animals of Ancient Egypt and move creatively to their different sounds/calls (Falcon calls, cat meows, dog barks, lion roars). They will then be asked to name the animals they recognized.

High On Nature. (2022, February 13). *Peregrine Falcon - Sounds*. YouTube.

<https://www.youtube.com/watch?v=3NcQzpV6hNs>

- The children will use the instruments they made at the art center to make different beats; they will practice tapping their instruments hard and soft.
- Children will learn about female musicians of Ancient Egypt, like the duo *Hekenu and Iti*, along with the importance of music in Ancient Egypt. Hekenu was a harpist therefore the students will listen to a harp instrumental prior to learning the tale. The children will be asked to identify the instrument, and to name instruments they (or hope to) play, have seen others play or like to listen to.

Soothing Relaxation. (2016, May 5). *The Sea: Relaxing Harp Music For Sleep, Meditation & Spa*. YouTube.

https://www.youtube.com/watch?v=7TO_oHxuk6c&list=RDQMbYIG-V0GQho

- Music of the Nile activity: children will use honey dippers and jars filled with different water levels to create their own music.
 - In a group discussion the students will share how they feel when listening/making music and what kind of music they like to listen to
- Children will learn a verse of the “Sphinx Mix” and choose movements they feel go best with the verse. As the unit progresses the students will learn more verses to this song.

choices about their creations fostering autonomy and confidence.

*Sample teacher created verse:
The mighty mighty Sphinx of Egypt is here
They have the head of a human and the body of a
cat, I've never seen a creature built with such a
strong core*

Language/Literacy:

Oral language:

- Children will learn about myths and symbolism. They will listen to the story of Bastet and the value of cats in Ancient Egypt. The students will then pick an animal and think about their own myth by sharing its superpowers in a large group.
- Students will also engage in a hieroglyphics memory game, through a card system (match hieroglyphic with letter). They will have a hieroglyphic chart as a visual cue.
- Children will learn new vocabulary (hieroglyphics, pharaoh, names of leaders, art material)
- The students will learn about syllables and word segmentation; they engage in a word segmentation activity. In small groups, they will be introduced to the event "the pharaoh's treasures have been mixed up, give each pharaoh back their correct treasure. The students will then pick up the treasure cards, segment the word and put the treasure card in its assigned box based on the number of syllables. The boxes will be labeled a number from 1-4.

- The students will learn the rules of twister, then will then participate in artifact twister: the students will spin the wheel, and it will land on a letter and body part – the students will then have to put the spun body part on an artifact which begins with that letter.
 - As a visual cue, the students will have a large poster chart with the artifacts and their names
- King Tut versus Cleopatra’s treasures. The students will engage in a twist on the game headbands, they will take turns picking out cards from Cleopatra’s or King Tut’s treasure boxes and practice their hard “C” and “T” sounds. The students will place the chosen treasure card on their head and through listening to their peers descriptions and watching their dramatization they will guess the word on their head and say the sound the letter spells.
- Students will create their own binary bracelets based off the name of an Ancient Egyptian pharaoh which then will later sell at the Egyptian marketplace.

Written language:

- The children will learn about hieroglyphics and the Ancient Egyptian writing system. They will then use hieroglyphics to write their name in clay matts
- The students will learn about where paper comes from and the role of Scribes in Ancient Egypt. They will read about school days in Ancient Egypt. The children will

then practice being a scribe. The teacher will dress up like a pharaoh and name the pharaoh's grocery list. After learning about food in Ancient Egypt (in previous science lessons) the students will use a Q-tip, and black paint and brown paper to mimic a papyrus scroll to write/draw the foods listed.

- The teacher will provide students who need extra support with visual cues

Visual Arts:

- Children will learn about collaging techniques and features. They will then go through newspapers, and magazines to build a collage about the “foods of the Nile”.
- Children will learn about Jewelry in ancient Egypt and its meaning. The children will make their own pieces of jewelry and talk about their creations. They will later sell these at the Egyptian marketplace.
- The children will learn about musical instruments in ancient Egypt. The students will make their own instruments using recycled materials, loose parts, and clay.
- The students will learn about Ancient Egyptians how Ancient Egyptians produced cave art, its importance; and compare it to modern-day murals. They will then create a portrait of themselves as a Pharaoh.
 - The students will go back and add to this portrait throughout the unit

- The students will learn about different emotions. The Pharaohs emotions: the students will look at different photos of pharaohs in Ancient Egypt and read their emotions. In a group discussion they will respond to how they think the pharaohs feel.

Social Science:

- The students will learn about Ancient Egypt's position on a map. The teacher will create a pharaoh's crook out of sticks, tape, and pipe cleaners and compare Egypt's position on the map to Canada's position on the map.
- The children will learn about the composition of the pyramids and estimate their weight. The children will build their own pyramids out of loose parts.
- The students will learn about the King Tut mystery and discuss what treasures they hold closest to them and why.
 - These conversations will be recorded and shared with the families of the child.

Science:

- Children will be exploring what the food of the Nile and how does it grow. Children will get to plant radishes or apples?
- Children will learn how the pyramids align with the stars, which galaxy we live in, and learn the story of *The Seven Dancers*. They will create their own constellations using geoboards.

	<ul style="list-style-type: none"> Children will learn about the engineering of the pyramids and how they were able to build such big pyramids with only their hands and with the help of teamwork. Children will then build their own pyramids using Legos in a small group to help promote teamwork. The students will learn about how/why some materials sink and others float, they will then engage in making observations and predictions about a sink or float activity. They will connect this to how the Nile was used as a means of transportation in Ancient Egypt, and to their experiences /feelings around oceans, rivers, and lakes.
Essential Questions	Enduring Understandings
The Big Idea: Open-ended question(s) that stimulate thought and inquiry linked to the content of the enduring understanding.	Unit Goal At the end of your unit, the children show ease in, are better at, better adapt their, have a better knowledge of, recognize, are able to, ... (draw on end-of-cycle expectations in each area).
What was it like to live in Ancient Egypt? Why was the Nile important for the people of Ancient Egypt? Why is it still important for us today? What was the role of Pharaoh's in Ancient Egypt? What did they do? Were they important? How is our life different today compared to Ancient Egypt? Why are the pyramids important in Ancient Egypt?	By the end of the unit children will: <ul style="list-style-type: none"> Children will recognize Egypt on a map Children will recognize the different jobs and roles of the people of Ancient Egypt (pharaohs, scribes, farmers) Children will demonstrate ease in movement (jumping, flexibility, balance, coordination); which they will increasingly improve through practice. They will have better knowledge of their potential and exercise this in creative movement, and obstacle courses.

	<ul style="list-style-type: none"> • Students will develop an understanding that agriculture is important for early civilization in Egypt, along with the types of foods grown. • Students will have better knowledge of Ancient Egyptian instruments, musicians and their role in cultural development • Students will recognize sacred animals and their contributions to ancient Egypt. They will show interests in oral communication/sharing of their chosen animals myths • Students will make choices and recognize their strengths by creating Egyptian jewelry, portraits and more • Students will have better knowledge of cultural diversity and respecting different cultures through learning Ancient Egyptian history, pyramid architecture, and writing systems. • Students will understand the role of astronomy in Ancient Egyptian architecture and its alignment to Indigenous education • Children are able to recognize the Nile as a means of transportation and source of fresh water. • Students will gain knowledge about Ancient Egypt themed words, practiced word segmentation and have better knowledge of phonological awareness. • Students will be better at letter recognition through practice and understanding of early Egyptian writing systems
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	<ul style="list-style-type: none"> • Students will gain knowledge of food classification by sorting Foods of the Nile through color, size, taste, type. • Students will be better at recognizing shapes, such as triangles; and reproducing these shapes. • Students will be better at using their imagination to engage in creative movement. • Students can discuss their scientific and artistic processes regarding Egyptian art, agriculture, astronomy, music, and architecture when asked. • Students are better at setting goals and working towards them.
Assessment Evidence	
<p>What assessment strategies /tools will help check for understanding?</p> <p>When and how will you observe the child's development? What traces do you hope to collect throughout the unit? What questions will you ask the children to help you understand them better?</p>	<p>PORTFOLIO SAMPLES</p> <p>What will you collect to demonstrate the development of the competencies you have selected.</p>
<ul style="list-style-type: none"> • Notes, photos, and recordings will be taken during free play, art, numeracy, written language, and science activities. The dedicated period will likely be Thursday afternoons, as well as any free opportunities. • We hope to collect traces of student thinking processes (choice, reason, goals) through a collection of drafts, artwork, recordings of creative movement/dance/obstacle courses. 	<ol style="list-style-type: none"> 1. Photos/videos the children have taken, along with photos of them at the center/during the activity or group discussion 2. Scribed 1:1 and group conversations that focus on student discoveries and feelings 3. Students' art creations 4. Recordings of movement activities 5. Students written language (clay engravings) 6. Student crafted jewelry, and musical instruments

- Potential questions to ask in small groups of 1-on-1
 - Why did you choose to do that?
 - What was your biggest challenge?
 - What was the easiest part?
 - What was the most fun part?
 - What would you change next time?
 - What would you like to add?
 - Why did you choose these materials?
 - How did you feel using these materials?

7. Recordings of student's oral myths, shared discussion ideas

Learning Plans	
<p>How will you hook students at the beginning of the unit? (motivational set)</p>	<p>The teacher will be dressed as a pharaoh and present the children with a series of photos from Egypt (pyramids, landscape, foods, main attractions). The teacher will then ask students if they recognize the landscape; after student feedback the teacher will transition to the introduction of Egypt on a map. The teacher will hold a hand-created crook and frail to pinpoint Egypt on a map and compare its distance to Canada.</p> <p>The teacher will then read <i>The 5,000-Year-Old Puzzle: Solving a Mystery of Ancient Egypt</i>; a children's book which shares postcards, and journal entries inspired by the archeological team who discovered King Tut's tomb.</p> <p>As a class, we will complete a K-W-H chart, where students will list what they know, want to know, and how they will find out what they want to know. This will give the teacher insight into</p>

	student interests, and curiosity which can push pedagogy forward.					
Sample time table: Create a sample day that coincides with one of your curricular areas that include time allotment, intentional goals for free play time, <u>transitions</u> , talks, relaxations, songs or routines.						
	<table><tr><th>TIME</th><th>Activity</th><th>Description</th></tr><tr><td>8:30-9:00 Children arrive</td><td>Upon arrival, the students will have diverse play choices</td><td><p>The teacher will stand at the door at greet the children. Soft music will play in the background as students enter. The students will take their pin and put it at the activity station they will be working at. They will then engage in the student choice of activity:</p><ul style="list-style-type: none">• puzzle table• block table• valley of the pharaoh’s reading corner,</td></tr></table>	TIME	Activity	Description	8:30-9:00 Children arrive	Upon arrival, the students will have diverse play choices
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			<ul style="list-style-type: none"> • relaxation station (headphones with relaxing music or option to move to animal sounds) • Pharaoh treasure boxes, with mixes treasures to sort • Nile River sensory table: water bin, with different materials floating- gloves, magnifying glass, tongs, mirrors
	9:00-9:20 Transition	Sing the song of the clean Nile and calendar	<p>The students will transition from one activity to the next by singing the song of the Nile.</p> <p>The teacher will be updating the calendar</p>

			for the students at this time.
	9:20-9:50 Morning circle time	Learn about hieroglyphics through reading and memory game	<p>The teacher will ask students which language(s) they know how to say hello in</p> <p>The class will discuss the language of Ancient Egypt and writing system.</p> <p>Have students guess different Hieroglyphics The teacher will read sections of the book “Hieroglyphics” by Joyce Milton, specifically the sections <i>Becoming a Scribe</i>, <i>The Scribe’s Life</i>, and <i>Papyrus</i></p> <p>The teacher will create a hieroglyphic and have students guess</p>

	9:50-10:10 Snack	The children will have a short relaxation time to eat a snack	Students will listen to calming music as they eat their snack During this time the teacher will assist with class management and organization. The teacher will review what materials are available to play with during this play center
	10:10-11:10 Centers/play	Math/science Music construction	<u>Math/ Science</u> <ul style="list-style-type: none"> • Nile river sensory bin with sand • Magnifying glass • Hula hoops/sorting trays • Letter recognition cards • Egg cartons • Magnifying glass • Clipboard

			<ul style="list-style-type: none"> • Pens • Tongs • gloves <p><u>Music</u></p> <ul style="list-style-type: none"> • sticks • Bells • Cans • Headphones • Buttons • Matts • Video cameras <p><i>The teacher will ensure that noise is kept at an appropriate level to ensure that students to not become overstimulated</i></p> <p><u>Construction</u></p> <ul style="list-style-type: none"> • Loose parts • Legos/ wooden Blocks to build pyramids • Mini shovels • Sand bin • Rocks • tweezers
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	11:10-11:45 Lunch prep	Hieroglyphics headbands	<p>After teacher modelling the students will engage in the activity independently.</p> <p>The teacher will create hieroglyphics, which align with beginning sounds (F=Foot), the students will place a card on their forehead and the other student will act out/describe the sound. The students must guess the image and say and name the beginning sound.</p>
	11:45-12:45 Lunch	Eat	Eat
	12:45-1:45 Centers/play	Dramatic Literacy art	<u>Drama</u> <ul style="list-style-type: none"> • Plastic foods • Fabrics • Materials • Jewelry • Accessories • Disposable cameras

			<ul style="list-style-type: none"> • Pharaoh's throne • Pipe cleaners <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Storybooks • Audiobooks • Headphones • Bean bags/comfortable chairs • Clay, notepads <p><i>The teacher will again ensure that noise is kept at an appropriate level to ensure that students do not become overstimulated</i></p> <p><u>Art</u></p> <ul style="list-style-type: none"> • Hieroglyphics charts for students to trace • Construction and plain Paper • Wax crayons • Glue sticks
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			<ul style="list-style-type: none"> • Stickers • Safety Scissors • Q-tips • Brown Butcher paper • Buttons • Gold foil • Pompoms • Paint • feathers <p><i>The teacher will be extra vigilante when children are around the scissors to ensure no one hurts themselves or others</i></p>
	1:45-2:30 Outdoors/ Snack	Line up for snack and get ready to go outside	<p>Students will go to recess</p> <p>Once done, students will have time to eat a snack before moving on to the next part of the day.</p>
	2:30-3:15 Prep. for home	Cleopatra yoga	<ul style="list-style-type: none"> - Yoga exercise to align with relaxation - The teacher will play

			calming ancient Egypt inspired music
	3:15- 3:45 p.m. Children leave.	Pack up and go	At this time, students will clean up their tables and start packing up to go home for the day
<p style="text-align: center;">Environment</p> <p>What will you modify, add or remove <u>from the classroom</u> to meet students' needs?</p>	<ul style="list-style-type: none"> • Pyramid cutouts • Pharaoh's chair with crook and frail • Hieroglyphic posters • Scrolls • Photos of tombs, jewelry, art, and pottery • Photos of temples • A "Nile River" sensory bin with water in it • A small sand pit with shovels • Egyptian market stands with woven baskets • Egyptian tomb (decorated fancy to limit fear) • Gold sandals • Nemes Headdress • Sphinx's cutout • Cat and Falcon sculptures • Gold/beaded curtains • Large map with Egypt circled • Blue matt to mimic the Nile • Map with Egypt circled • Gold mirror 		

		<ul style="list-style-type: none"> • Calendar adapted: month also written in hieroglyphics • Class jobs adapted to theme: the pharaoh's helper, the mummy messenger, the papyrus passer)
Resources List 10 well selected books from the various genres(indicate as well) discussed in class. What other resources will you use in the learning experiences to meet the outcomes?	Play What interactions (e.g. special games or activities/learning centers additions) can I offer to maximize the children's opportunities for learning and inquiry? What materials will be added?	Brief Outline of 2 planned teacher-led lessons: (different curricular areas) an emphasis on a competency) (title, clear objective of competency development, clear objective of outcome of the lesson with respect to what children will acquire in understanding of topic.)

<p>Field trip: to the museum, the students will visit the king Tut exhibit. The students will receive a checklist and find Egypt themed exhibits (mummified cat/falcon, coins, tomb)</p> <p>Loose parts: beads, buttons, tiles, fabrics, wooden blocks, sticks, rocks, sand, rice</p> <p><u>Indigenous Education:</u> Waboose, J., (2000). SkySisters</p> <p><u>Science Education:</u> Krebs, L., (2007). We're sailing down the Nile</p> <p><u>Language development:</u> Climo, S., (1989). The Egyptian Cinderella.</p> <p>Milton, J., (2000) Hieroglyphics. <i>Penguin Canada</i>.</p>	<p>Math/Science Center:</p> <ul style="list-style-type: none"> • Loose parts: stick, buttons, beads, wooden blocks • Nile water sensory bin • Wooden boats • Legos pieces • Strings, rulers • Sand boxes • Paintbrushes • Binoculars • Checklists <p>Literacy Center:</p> <ul style="list-style-type: none"> • Toilet paper • Cardboard rolls • Sculptures of animals • Mirrors • Clay • Paintbrushes • Tiles • Books • Comfortable chairs <p>Arts Center:</p> <ul style="list-style-type: none"> • Fabric • Wood pieces • Paintbrushes 	<p><u>1.Math/Numeracy</u></p> <ul style="list-style-type: none"> • Title: The Trapped Triangles • Objective: students will learn about geometry, specifically defining, and identifying key features of triangles and how they make up pyramids • Competency development: students will acquire new knowledge about geometry, Egyptian architecture, and use their reasoning to determine triangles in Egyptian artifacts. • After reading <i>National Geographic Readers: Pyramids</i> the teacher will present a large 3D cut-out sculpture of the pyramids and break it into pieces to demonstrate the 2D triangles. The students will take turns tracing the triangle cut-outs and naming some key features of triangles. • Students will then use different materials to create their own triangles in sand. • Closing the lesson: where do you see triangles in everyday life? The teacher will then show photos of different items from Ancient Egypt and students will spot the triangles <p><u>2. Arts</u></p> <ul style="list-style-type: none"> • Title: Collaging the Nile • Objective: students will learn collaging techniques and strategies • Competency development: the students will explore different ways of doing and develop strategies when creating their collages.
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<p><u>Math education:</u> Marsh, L., (2017). National Geographic Readers: Pyramids</p> <p><u>Social Science:</u> Noreen, A., (2022). The Mystery of the Golden Pyramid</p> <p>McCombie, K., (2023). The Boy who Stole the Pharaoh's lunch</p> <p>Stanton, J., (2019). Marcy and The Story of the Sphinx</p> <p>Froese, T., (2022). Mummies unwrapped</p>	<ul style="list-style-type: none"> • Clay • Sticks • Rocks • Watercolor • Pastels • Oil paint • Canvas • Butcher paper • Cardboard • Boxes • Posters <p>Music Center:</p> <ul style="list-style-type: none"> • Honey dipper • Jars • Plastic containers • Pots, pans • Pencils • Music note paper • Tablets • Camera <p>Drama Center:</p> <ul style="list-style-type: none"> • Fabrics • Menus • Plastic utensils • Plastic foods 	<ul style="list-style-type: none"> • The teacher will provide different collaging examples to students and ask the students to predict some key techniques (overlapping materials, mixing media, colour, glue). • The students will then use Newspapers and magazine to create a collage about the “Foods of the Nile” • Clothing the lesson: students will share their collages with the class, and they will be hung on a clothes pin across the classroom. <p>Brief outline of 2 activities focused on an area of language or literacy</p> <p>1. Spinning Artifacts</p> <ul style="list-style-type: none"> • Objective: build letter recognition, recognizing different ancient Egypt artifacts and developing body awareness • After teacher modelling the students will engage in a game of spinning artifacts. The children will spin the wheel, and it will land on a letter and body part. The students will then have to put that body part on an artifact which begins with that letter (e.g. left hand, C – the child will place their left hand on the image of Crook on the mat) <p>2. Talking treasures</p> <ul style="list-style-type: none"> • Objective: the students will build their word segmentation skills.
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<p>Giblin, J., (2004). Secrets of the Sphinx</p> <p>Hawes, L., (2006) Muti's Necklace: the oldest story in the world.</p>	<ul style="list-style-type: none"> • Plants • Tables • Chairs • Bean bags • Paper plates • Cups • Pharaoh Nemeses • Crook and Frail • Pharaoh throne <p>Construction Center:</p> <ul style="list-style-type: none"> • Sand • Rice • Mini shovels • Mini harmers • Flashlights • Rocks • Blocks 	<ul style="list-style-type: none"> • The students will pull out a treasure card from the treasure boat, they will take turns picking treasure cards and segmenting each word. After they have segmented the word, they will put it in the assigned bin (each bin will be associated with a different number).
<p>Assess and Reflect</p>		
<p>Is my unit caring, i.e. concerned about the well-being, safety and health of every child? Does my unit cultivate the pleasure of exploring, discovering and learning?</p>	<p>Throughout this lesson teachers will observe students' interests and document their experiences. These documentations will be used to push pedagogy forward. We believe that for positive learning experiences to take place, a strong relationship between the student and educator is required. To ensure such spaces will be organized</p>	

	<p>aesthetically (clean, relevant, well-organized), thereby eliciting participation for students.</p>
<p>How might you involve parents/ families or community during the unit study? (2 ideas)</p>	<p>At the end of the unit, students will create an Egyptian market, where they will “sell” their art pieces (designed hand-made clothing, pottery, musical instruments and jewelry) created the parents will receive gold coins and enter the market. This will take place first thing in the morning upon drop off.</p> <p>The parents will attend the Ancient Egypt restaurant. The students will prepare menus, with hieroglyphics, parents will select, and meal and the students will make it for them. This will take place at the beginning of the day (Breakfast in Egypt)</p> <p>The parents will receive a filmed video of the Ancient Egypt fashion show, where the students model their hand-made Egypt inspired clothing. This will take place at the end of the day.</p>
<p>Adaptive Dimension: What adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment will you make to meet the learning needs of all my students? Give one example</p>	<p>To ensure that students have their needs met the classroom will be designed to ensure that materials are easily accessible. For instance, materials and posters will be at students’ eye level.</p> <p>For students who need support and struggle with sensory issues, equipment like gloves, tongs, noise cancelling headphones will be available for students.</p>

	<p>The students will have creative freedom to manipulate Egypt-themed materials during free play. In terms of art and music activities, students will have opportunities to bring in elements of their own culture. Despite being presented with ideas from Ancient Egypt (ex: of musical instruments, art pieces, myths), the students will create their own musical instruments, art pieces and myths.</p> <p>Activities will be adjusted to meet student readiness level, for instance when writing the pharaoh's grocery list, the complexity of words will be adapted based on the groups.</p> <p>For students with challenging behavior or struggle to control their emotions, the teacher will create social stories with them.</p>
<p>Have you promoted diversity and honored each child's identity?</p> <p>Do you support children from different cultures, including Indigenous children/perspectives or knowledge? Explain.</p>	<p>This lesson will encourage students to bring in their own ideas in creating art pieces.</p> <p>The Egyptian themed market allows parent contribution, which in turn fosters culturally responsive pedagogy.</p> <p>This lesson will also integrate Indigenous ways of knowing, seamlessly into curriculum, as the pyramids are built in alignment with the North star, as it ties into cultural beliefs about the afterlife and the Pharaohs dedication to the sun god Ra. This ties into Indigenous stories and cultural values in constellations, such as the story of "The Seven Dancers" which creates the big dipper.</p>

<p>Instructional Approaches: Do I use a variety of teacher directed and student-centered instructional approaches? Explain.</p>	<p>Students will have diverse opportunities to engage in free play, explore movement, art, music, and space creatively. The students will use diverse, easily accessible materials and teachers will act as facilitators. The teacher will also present, in lesson format, key knowledges such as, collaging, geometry (triangles), hieroglyphics, constellations, mythology</p>
<p>Briefly, what is your “key” take away from planning this unit? Explain.</p>	<p>Students are capable of exploration, building new knowledge and active inquiry if teachers provide guidance, support and treat children as respected and autonomous individuals. In terms of Ancient Egypt and the Pyramids, students will unlock several key ideas and principles; while making connections to their own lives</p>

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development