



Learning Plan (Kindergarten)¹

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Title of lesson	Water You Waiting for? Let's float down the Nile!		Date	March 31 st
Class	K-5		Topic	Social Studies & Science through Ancient Egypt
Time allotment:	11:15 am		Duration	25-30 minutes
Materials Required	Teacher:	Anchor Chart paper Markers Poster of the Nile Transparent container filled with water Wooden block, leaf, rock Book: "We're sailing down the Nile" by Laurie Krebs and Anne Wilson <small>Kreb, L., & Wilson, A. (2007). <i>We're Sailing Down the Nile</i>. Barefoot Books.</small> Sounds of the Nile River: Relaxation <small>Lonofi. (2018, November 8). <i>Nile Valley in Ancient Egypt Historical Ambience & Music</i>. YouTube. https://www.youtube.com/watch?v=gx_a7-pwCj4</small>		
	Child:	Poster of the Nile		
Pre-school Competencies to be developed & how:	<p>Physical and Motor development: the children will explore the concepts of space and body awareness when swaying to the sound of the Nile River. The students will explore different ways of moving their body as they sway to the music and use their gross motor skills.</p> <p>Emotional development: the students will express their personal experiences/emotions about interacting with bodies of water, and moving to the music hence building self-confidence and self-knowledge</p> <p>Social development: The students will participate in group discussions and add to each other's ideas. In group discussions, the students will wait their turn when sharing in, thereby complying with the class rules of conduct.</p> <p>Language development: the students will expand their own vocabulary by learning new Egypt themed words, specifically regarding the Nile River and transportation (e.g. <i>papyrus, souk, Abu Simbel</i>). The students will share their observations and inferences in</p>			

¹ Based on a simplified version of Understanding by Design (UBD)



	<p>group discussions. The students will learn different kinds of statements by chiming in on phrase repetition throughout a read aloud, developing their oral language skills.</p> <p>Cognitive development: the students will learn about the importance of the Nile as a means of transportation, and why some materials sink whereas others float, thereby building new knowledge of subject areas (social studies and science). The students will make inferences/predictions about landmarks to be discussed in the story and if materials will sink or float. The students will test and draw conclusions from their predictions, thereby building their reasoning skills. The students will also show an interest in other cultures, and new materials. The students will discuss their discoveries after analyzing the photo, completing the reading, and engaging in the sink or float activity.</p>
<p>Objective of lesson:</p>	<p>The students engage listening to a read aloud “We’re sailing down the Nile” by Laurie Krebs and Anne Wilson. The students will observe and infer the results of a “sink or float in the Nile” activity. By the end of the lesson the students will have explored the importance of the Nile River, specifically in Ancient Egypt (food and transportation). The students will also understand the required conditions for a boat to sail down the Nile (i.e. floating).</p>
<p>Essential Question(s)</p>	<p>Why is the Nile River important in Ancient Egypt? Why are water sources important? How can boats work as a means of transportation?</p>
<p>Lesson Timing 8 minutes</p>	<p>Introduction (hook): 8 minutes</p> <p><u>Connecting to students’ prior knowledge and backgrounds: (3 minutes)</u></p> <p>The students would be gathered in a circle, sitting on a large blue matt with an ocean design, symbolic of the Nile River. <i>Wood patterned squares will be placed around the matt symbolic of boats to help children identify a seat on the matt</i> Calm ocean wave music will play in the background as the children gather.</p> <p>I will then lower the music and take a seat on the blue matt along with the children, I would ask:</p> <ul style="list-style-type: none"> • Have you ever been to a river, lake or ocean? What did you feel or do when you were there? • I would then list student responses on the anchor chart. <p><u>Introduction of the Nile River in Egypt: (5 minutes)</u></p> <ul style="list-style-type: none"> • I would then unroll a large poster-printed photo (see below) and ask the students “what do you see in this photo?” <i>The students will be looking at this photo from different angles as they will be sitting around the photo which elicits different perspectives</i>
	<p>Student will know:</p> <ul style="list-style-type: none"> • What is the Nile River • Name mean of transportation that permits people to sail down the Nile river • What materials are boats made from in Ancient Egypt



Gargolas. (2020). Nile river scenery near Luxor, Egypt stock photo. In *iStock*.

- I would turn the page of the anchor chart and document their ideas
- I would tell the students: “this is a photo of one of the longest rivers in the world, it’s called the Nile River. It is a very important part of Egypt” *while tracing my finger along the water.*
- I would then ask: “why might it be important?” and document their answers
- I would then tell students that “the Nile was a way people traveled throughout Egypt” I would add that Ancient Egyptians grew papyrus leaves on the land around the Nile which was very important because it was used to make paper and boats.

14 minutes

Development (Learning activities – step by step sequential procedure):

Read aloud: (8 minutes)

- I would say: “since the Nile is so big that it goes across Egypt why don’t we sail down it together”
- I would show children the cover of the book and read the title, “We’re sailing down the Nile”.
- Following this I would introduce the author and say “Laurie Krebs loves to travel, and today we are joining her on a trip to Ancient Egypt, now let’s explore together”
- I would add “I need your help to read this story, when I point to you say “We’re sailing down the Nile” *points to students, they repeat “we’re sailing down the Nile”*
- I would then ask: “what do you think we will see along the Nile?”
- After students respond I would say: let’s explore together and begin reading the story:

Students will understand:

- Why the Nile River is important
- That some objects sink, and others float

Students will do:

- Analyze art of the Nile
- Listen to a read aloud
- Chime and engage in a repetition throughout the story
- Make inferences and observations about objects that sink or float



I will read the story as a song, as it carries a rhythmic poetry pattern

As the story progresses (after three repetitions) I would stop pointing and assess students' ability to chime in on the repetition

p. 1 point to students so they say "we're sailing down the Nile"

p.2 I would whisper "Abu Simbel is an ancient Egyptian temple

p. 5 point to students so they say "we're sailing down the Nile"

p. 6 I would ask: what do you think they sell at Aswan's market?

p. 9 point to students so they say "we're sailing down the Nile"

p. 12 I would ask: what kind of treasures do you think they found inside king Tut's tomb?

p. 14 point to students so they say "we're sailing down the Nile"

p. 17 point to students so they say "we're sailing down the Nile"

p. 21 point to students so they say "we're sailing down the Nile"

p. 24 what's a sphinx?

p. 25 point to students so they say "we're sailing down the Nile"

p. 26 How do you think the people felt about sailing down the Nile?

- After the reading is complete, I would ask the children which landmarks they loved best (I would offer hints if students needed support, for instance, did we see those big, triangle structures, I can't remember what they are called can somebody help me?)
- I would also ask students: What else do you think they could've seen along the Nile that they didn't talk about in the book.
- After student responses, I would ask "how did the travelers sail down the Nile? What did they use?"
- I would record students' answers and say "their boat allowed them to float down the Nile"

Sink or Float (6 minutes):

- I would then ask, do all objects float, like boats?
- I would then show the children three items: a leaf, wooden block and a rock I would then tell the students, "now we will vote on which items we think sink or float, raise your hand if you think the leaf will float, raise your hand if you

- Practice movement to the sound of the ocean
- Participate in a relaxation exercise



	<p>think the wooden block will float, raise your hand if you think the rock will float ?”</p> <ul style="list-style-type: none"> • I would then tell students to “come closer” and drop each item in the water bin and ask the students to share their observations • We will then conclude with by saying “yes, the wood and leaf are floating, because it’s lighter, that’s why in Ancient Egypt they used boats made of papyrus leaves and later on wood” • I would then tell the students “Now it is time for us to float down the Nile” 	
<p>5 minutes</p>	<p>Closure (transition):</p> <p><u>Floating in the Nile (5 minutes):</u></p> <ul style="list-style-type: none"> • To calm students down and prepare them to get ready for lunch I would use a relaxation exercise: <i>Motion of the Nile</i> • I would tell the children “Close your eyes and when you feel ready open your eyes, stand up and float to the motion of the Nile around the matt”. • I would join the students in this activity to model expected behaviour (be aware of your space) • I will then lower the music, have students return to their seats and I will ask them “how did the music make you feel?” in a very soft tone. I will then instruct and assist students in getting ready for lunch. 	<p>Universal Design for Learning/Differentiation:</p> <ul style="list-style-type: none"> • Students who struggle to remain seated can help track words on the page or turn the pages. • For students who don’t feel comfortable or struggle with motor developmental delays I would encourage them to pick one body part to sway to the motion of the Nile. • Students who with sensory issues can use tongs or clothes to touch the leaf, rock, or wooden block. <p>Assessment:</p> <p>I will assess:</p> <ul style="list-style-type: none"> • Did the students share their personal experiences regarding bodies of water? • Did the students make observations about the Nile’s key features: boats and land?



- Did the students chime in to the read aloud?
- Did the students need additional support to chime in on the read aloud?
- Were the students able to recall the landmark shown in the story? Were the students able to bring in knowledge of other landmarks/places studied throughout the unit?
- Did the students make predictions about the sink or float activity?
- Did the children draw connections between the sink or float activity and sailing along the Nile? *With teacher scaffolding*
- Did the students wait their turn, and collaborate in group discussions while complying to the rules of conduct?

I will take notes on the above listed assessment tools to document student learning.

Further considerations:

- The book will be placed at the reading corner for students to engage with, which may also be brought between centers.
- Potential extensions to this activity: the students can draw their emotions when swaying to the motion of the Nile
- The sink or float water sensory bin will be placed at the science center along with the experimental loose parts



- The poster of the Nile River will be hung on the wall behind the science center

Teacher Reflection:

- Did I give the children sufficient time to reflect on their personal experiences, emotions and predictions?
- Did I represent students interests and backgrounds in the lesson? Did I connect to student diversity?
- Did I ensure that students feel safe and comfortable to share their ideas and explore physical movement in the classroom? Did I use an appropriate tone of voice and remain cautious of my body language?
- Were students able to understand the instructions? Were the instructions clear, and concise yet detailed?
- Did I ask too many questions during the read aloud which may have disrupted the flow of the story?
- How may I potentially declutter the environment to give students enough space to move around?
- Did I ensure that all materials were easily accessible for students to see, hear and engage with?

Professional Competencies:

1. Competency 1: Act as a cultural facilitatory when carrying out duties

- In this lesson, I invite students to connect their personal experiences about water to the importance of the Nile River in Ancient Egypt; thereby cultivating a space where students feel valued. The students will share their unique experiences reflective of their individual backgrounds and cultures.

2. Competency 2: Master the language of instruction

- In this lesson I ensure that questions are asked in student-friendly language, and adapt my speech based on the children's feedback. I value to speak at an appropriate pace and concisely deliver instruction; thereby students can comprehend the lesson, and ensure it flows coherently.

3. Competency 3: Plan teaching and learning situations

- This lesson has been planned to meet the needs of diverse learners, by offering different materials and adaptive tasks. The lesson has been structured to integrate literature, and social studies in a science lesson on sink or float, thereby students are exposed to multiple learning opportunities and practice skill development.

4. Competency 4: Implement teaching and learning situations

- This lesson aims to activate students' prior knowledge about Ancient Egypt which they have acquired throughout the unit. The teacher will also make students aware of the learning outcomes to ensure that they are reflecting on the larger question of the unit. This will also allow the teacher to assess the student's connection and cognitive development when acquiring new knowledge.

5. Competency 5: Evaluates learning

- The teacher will take notes and document students' ideas. The notes will work to advance pedagogy and design it to meet the student's needs, interests and personal experiences.

6. Competency 6: Manage how a class operates



- I will promote positive, safe use of space when sitting around the matt, and the movement exercise; however, I will note and follow up on students who exhibited inappropriate behaviour. The teacher will also reinforce positive relationships with students by modelling class expectations, and eliciting motivation in students who are unmotivated or struggling to understand the lesson. I will ensure that the space is organized in a way that gives students sufficient room to explore, move and be comfortable.

7. Competency 7: Takes into account student diversity

- This lesson accommodates students with sensory issues by providing gloves, or tongs for them to hold material. The teacher has ensured that the movement activity can be adjusted for students with physical disabilities or motor developmental delays. To accommodate students who require lots of movement in the classroom, they will be assigned “helping hands” jobs, like tracking the words on the pages.

8. Competency 8: Supports students’ love of learning

- I have provided opportunities for group sharing and elicit participation which makes students feel valued; thereby building self-confidence. I will ensure that students bring in elements of their everyday lives and experiences to see themselves represented in curriculum. This lesson provides opportunities for students to make predictions which evokes curiosity and student engagement.