



## Where are we

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### **NGSS (Next Generation Science Standards (k-12 science content standards):**

- 4. Analyzing and interpreting data
- 7. Engaging in argument from evidence
- 8. Obtaining, evaluating, and communicating information

**Topic Keywords:** Instructor/Student Introductions, Country Flags, Maps, Shapes/Colors

**Content Background:** Students should know the area where they live right now and have knowledge of routes to school, summer camp, their house and location of their most common places. K-1<sup>st</sup> might have not been to school/been to school and will be the first time they are in a classroom setting. 2<sup>nd</sup>-4<sup>th</sup>: If they've been in school, they should have some exposure to home subjects - math, some English, basic science. A different reality is that these students might also not have been in a classroom setting yet. 5<sup>th</sup>-8<sup>th</sup>: Students should be able to understand complex concepts but may vary on their level of English. Lastly, the students should have knowledge of where they are from and what their ethnicity is/where their family is from but is not expected to know about the ethnicities around them.

**Learning target:** Students should be aware of where we are and the area, we live in. As well as understand how this area affects them and expanding the knowledge of what is around them.

**Activity Overview:** Students will relate themselves to places they have been, are now, or are from with stories, food, flags, music, names, and more.

**Presentation(s)/Print out(s) (Email for access):** Used in this lesson plan: Flags pt. 1 & pt.2, shapes worksheet option, colors option, Kent city map.

**Materials:**

- Monitor
- Audio playing device/speaker
- Map of the world
- Print out: Flashcards of flags, shapes, and colors
- Print out: Kent map, cut out to puzzle pieces
- Print out: Flags & country names flashcards

**Vocab:** Any country name

**Preparation:** Gather materials.

- Find songs/audio to play beforehand
- Print out flashcards of flags, shapes, and colors
- We will have a flag in each garden plot to show where each gardener's home country is

**Activity & Age Adjustments:**

Inside:

K-1<sup>st</sup>:

1. Introduce intern instructor (2 mins)
  - a. Create an example and have students take turns sharing
  - b. Be open to being vulnerable to help the students feel comfortable
  - c. Give space for students to ask follow up questions
2. Students introduce themselves (5-7 mins)
  - a. Their name

- b. Their age
  - c. What school they go to
3. Use Google maps and show one thing that defines each place (or a 3d map – student friendly) (10-25 mins)
    - a. Washington – Show Trees/Apples, Washington state flag
    - b. United States – Play a student friendly song about U.S., National anthem or classic American song
    - c. Other countries – That the students are from, show food, songs, or flags
    - d. “We’re all from different places”
  4. Talking about shapes/colors (read along with the students) (20-30 mins). \*This knowledge will lead to the outside activity.
    - a. Introduce each shape/color
    - b. Review after before going out

2<sup>nd</sup>-4<sup>th</sup>:

1. Introduce intern instructor (2 mins)
  - a. Create an example and have students take turns sharing
  - b. Be open to being vulnerable to help the students feel comfortable
  - c. Give space for students to ask follow up questions
2. Students introduce themselves (5 mins)
  - a. Their name
  - b. Their age
  - c. What school they go to
3. Use Google Maps (or a similar 3d map). Students will tell stories of how they relate to the place and country chosen (20 mins)
  - a. Students tell a story of their journey & what they miss/like about their home country.
    - i. If students don’t know what a home country is, use intern instructor example to show relation.
  - b. Name places that students have been to in America. Guessing game of where students think the location is and then the instructor can reveal the answer.
    - i. Where is New York?
    - ii. Where is Florida?

- iii. Where is California?
  - iv. Where is Washington?
  - v. Where is Kent?
4. Zero in on Kent area (10 mins)
    - a. Have students try to solve puzzle of the Kent area
    - b. Show them places they might recognize (school, shops, parks...)
  5. Flashcards of flags and country names activity (10 mins) \*. \*This knowledge will lead to the outside activity.
    - a. Have 4 or more flashcards of country flags and names on back. Try to use countries that relate to where a student is from.

5-8<sup>th</sup>:

1. Introduction music - when the students are coming in
  - a. Traditional music from their country
2. Introduce intern instructor (2 mins)
  - a. Create an example and have students take turns sharing
  - b. Be open to being vulnerable to help the students feel comfortable
  - c. Give space for students to ask follow up questions
3. Students introduce themselves (5 mins each)
  - a. Add questions
  - b. Let other students ask questions as well
4. Giant map – Students pinpoint locations in their travel to U.S. (25 mins+)
  - a. Have students explain their journey/story
  - b. Talk about where they would like to go to and why they want to
  - c. Take a picture of where they have been to develop future lesson plans
5. Name different countries and associate it with a flag and something you know about that country.  
\* \*This knowledge will lead to the outside activity.
  - a. Add in facts about countries and see what the students knows
6. What we want to accomplish: “We’re coming together as a community”! Getting to know each other.
  - a. Ask students:
    - i. Where Washington is?

- ii. Where Kent is?
- iii. Places they know?
- iv. Schools they go to?

Outside:

1. **Scavenger Hunt.** All students participate in a scavenger hunt but at different levels of difficulty.  
(45 mins)
  - a. Younger students- Iterate goal to students: find a flag that has a star or is the color blue, give an example and point often while naming flags or symbols.
    - i. Print out a picture of a flag, color, or shape.
      1. Then say aloud what flag, color, or shape the student should be looking for.
      2. Point system of who gets this first.
  - b. Middle students – Iterate goal to students but consider language proficiency and give an example.
    - i. Flashcards of different countries that are in the garden. Show the flag first (maybe on phone), then ask student to find that flag.
    - ii. When flag is found, say name of country and have students repeat it.
  - c. Older students- Iterate goal to students: find a flag from a specific continent ex- a country in Asia or Africa.
    - i. Ask students what is something you know about this place?
      1. Point system of how much you know about the place. Anyone is able to get these points.
      2. Use paper flags with name first
      3. Use name of the country to let students test students
      4. Use shapes and/or colors etc. To find a flag similar to your description

**Supplementary Activities/ Lesson extensions:**

K-1<sup>st</sup>: Getting students to move around

If this is you...

If you like this color, stand up.

Been to this country stand up.

Been from country stand up.

If this is where you want to go stand up.

What language do you speak?

2-4<sup>th</sup> : Show flags on phone & spend time pronouncing it & learning it.

Learn about the states that we talked about from inside lesson.

5-8<sup>th</sup>: Story & sharing

1. Students are telling a story time about themselves
  - a. Let them continue their stories

