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# WELCOME: CREATING COMMUNITY

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## 1. HEY! HELLO!! HUJAMBO!!!

*Use the daily greeting below or create your own.*

### **Greeting**

Greet each child with a special handshake and words of encouragement.

Teacher: "Good Morning \_\_\_\_\_."

Child: "Good Morning \_\_\_\_\_."

Teacher: *Welcome to Kindergarten! You're beautiful/handsome and intelligent and you're going to change the world for the better, but first start by being your Best Self!*

### **Colors and Shapes**

Point to the color(s) of the day. (red, black, green) Student identifies the colors before entering class or the learning area in your home. Colors can be posted on a magnetic board at the entrance as well as on the Word Wall.

Teacher: *What color is this? (Point to each color individually.)*

Child: "red"... "black"... "green" (If child does not respond or does not know say: "This is the color red. What color is this?... Very good.")

Teacher: *You are awesome. You can come on in! (Point out or demonstrate what you would like the scholar to do once entering the classroom. If you have an assistant, make sure that he or she is consistent with your expectations.)*

## **Enter**

Child puts his/her items (ie homework folder, bookbag, etc.) in their place and proceeds to Quick Start.

## **2. QUICK START**

*Select Morning Work activity for the day below or create your own. Briefly explain to the scholar what he or she may do. Suggestion: Try to limit activities that require lots of movement and interaction with others. Since this is the first week, you want to establish your order first.*

- **Color worksheet.**
- **Trace letters.**
- **Free writing or drawing.**
- **Read quietly.**
- **Other**

Suggested transitional dialogue:

Teacher: Good Morning once again and welcome to Kindergarten! (Introduce self. Assistants, if applicable, do the same.) We are so happy that you are here and so excited about all the wonderful things we will learn and do this year in kindergarten. My oh my! You have done a wonderful job already with your Quick Start morning work. Can you say "Quick Start" with me?

(Students repeat together.) Fantastic! (Note and praise occurrences of your morning work expectations.) Already during Quick Start, I saw lots of kind behavior shown towards your classmates and the materials. Give yourselves a round of applause for taking care of each other and our things. (Applaud.)

Now it is time for us to clean up and move on to our next activity for the day. Let me show you how we clean up in kindergarten. This is how we will do it. If you don't get it right the first time, don't worry, everything will be alright! We'll just try and try again until we get it just right! (Share your clean-up expectation.)

Nice job cleaning up. You did exactly what I told you to do. Now we are going

to move as a group to this area. (Point.) When we move here, we are entering our Morning Family Circle. Can you say "Morning Family Circle" with me? (Repeat together) Wonderful! This is how we are going to get from here to there. This is how we are going to get from Quick Start to the Morning Family Circle. (Explain and demonstrate your transition expectation.) If you don't get it right the first time, don't worry, everything will be alright! We'll just try and try again until we get it just right! Alright, let's do it! (Transition.)

### 3. MORNING FAMILY CIRCLE

*Prepare for a day of fun and learning by centering through quiet reflection, movements, poetry, and meaningful discussion. The format and readings below are suggestions. Feel free to design this moment to fit your school or family values and centering needs.*

#### **Song:**

Suggestion: Students may transition to the family circle with an upbeat song of your choice. (ie. *Hello Dragon Tales*, *We are Family by Sister Sledge*, etc.) You may choose to play the song after the children are settled in the circle. You may also elect to add the song on another day once you think the students are ready. Reiterate how you want the scholars to come to the circle and where you want them to stand.

Excellent! You moved from Quick Start to our Family Morning Circle. You are standing where I told you to stand. Very good. Give yourselves another round of applause! (Applaud.) You are exceptional kindergarteners! This is our Morning Family Circle. Every day we will come together like this to greet each other, say hello, talk, relax, and start our day.

**\*\*\* Following portion omitted\*\*\***

That was beautiful. You did a great job following directions for opening the Morning Family Circle. Thank you for being brilliant! I know that coming to kindergarten is a new experience. If you're feeling a little nervous, it's OK. Every little thing will be alright. Now that we are here, what are we going to do? Well, we are going to take a moment to relax. How are we going to do it? Well, first, we are going to sit down with our legs crisscrossed apple sauce. (Check.) Good job! Next, we will have our backs straight. (Check.) Fantastic! Now, put your hands in your lap. (Check.) Awesome!...and your eyes on me, the speaker. (Check.) Excellent!

Good job! You are sitting with your legs crisscrossed apple sauce, back straight, hands in your lap, and your eyes on me because I am the speaker.

We are sitting in this special way because we are going to practice deep breathing. Deep breathing keeps us calm and helps us to relax. We are going to do a breathing exercise during Mindful Minute. After we form our Morning Family Circle, we have a Mindful Minute. Can you say, "Mindful Minute?" (Children repeat.) Excellent. Let's continue.

## Mindful Minute

The children sit quietly in a circle and prepare for a breathing exercise.

**\*\*\*Portion omitted\*\*\***

This morning in our Mindful Minute and throughout this week, we will get to know each other, our classroom, and our school. This morning we will begin working together by sharing. We will share our names with one another. My name is special. Your name is special. Our names are special.

In order to share or tell our classmates our names, we have to take turns. What do I mean when I say, "take turns?" (Accept answers.) Yes. We do things one after the other. Why should we take turns?' (Accept answers.) Very good. When we take turns, we are sharing. Taking turns allows everyone to get a chance to participate. We take turns because if we all talk at the same time, we will miss out on hearing each other's names.

In my hands I have an object that will help us to take turns speaking. It is an Adinkra symbol of cooperation and interdependence. The symbol comes from Ghana and the Ivory Coast, two countries in West Africa. In the Twi (/tchwee/) language this symbol is referred to as BOA ME NA ME MMOA WO. Whooo! That's a long name. In English it's just as long. It means "help me and let me help you." Let's help one another by listening when someone else is talking.

That is what we do at Shule ya Africa (or insert the name of your family, school, organization). We help each other. When I hold this symbol, I can speak and everyone else will look at me and listen. When you hold it, you will speak and everyone else will look at you and listen. Let's try it. I will go first. I will tell you my name.

Teacher: My name is \_\_\_\_\_.

Pass the symbol to the nearest student. Using the prompt, the student shares his/her name and then passes the object to the next speaker. Each person shares when they get the object.

## Closing

Teacher: How beautiful. You are beautiful. Your names are beautiful. Thank you so much for sharing your name this morning. You were great listeners and speakers. Give yourselves a round of applause. (Applaud.) Scholars, this is how we start our day. Every morning we will come together in our family circle to relax and talk to one another.

Now it is time to close our family circle. We began our Morning Family Circle by standing in a circle. Now we will close our Morning Family Circle by sitting in a circle.

**\*\*\*Portion omitted\*\*\***

Awesome! You did a great job following directions. It's time to celebrate with Afro Beats. Say "Afro Beats!" (Children repeat.) Let's all stand up.

## Afro Beats

Teacher: It's time for Afro Beats. Afro Beats is our time to move and dance to great music from Africa or other places in the world where African people live. Say Africa! (Children repeat.) Do you like to dance? (Accept answers.) Well, me too! Today, I have some beautiful music that I would love to play for you. The music that I will play for you comes from the continent of Africa. Let's find the continent of Africa on the map. Have you ever seen a map before? Well, this is a map. The map has drawings of different places in the world on it. This is a drawing of the continent of Africa. (Trace around Africa with your hand or pointer.) Now let's all continue to stand. When you hear the music, show us your best dance moves. (Throughout this week, you will select your own music.)

Allow the children to dance and then transition to the next learning area.

## 4. DAILY RECORD

*It's time to count using the days of the week, the months of the year and the weather.*

## Calendar

Teacher: Oooo! That was fun! Did you enjoy that African music? I know I did! I love music from the motherland! In our Shule (school, family, etc.) we learn so many things. What are some things that you think we will learn in our school? (Accept answers.) Yes. You are right. We will learn about letters, and numbers, and shapes, and colors, and lots more. Right now, it's time for Daily Record. Can you say that? Daily Record. (Children repeat.) During Daily Record we learn about the calendar, numbers, and even the weather!

Let's walk over here and take a look at our calendar. What is a calendar? (Accept answers) Wow! You already know a lot about calendars! Yes. A **calendar** is a chart or pages that show us the **days, weeks, and months** in a particular **year**. Let's look at our calendar. Wow! I see lots of different things on my calendar. What do you see? (accept answers) Great! We see numbers, and letters, and words (and pictures). (Point to the month.) These letters are put together to tell us the month. (Point to the day.) These letters are put together to tell us the day. (Point to the date, then the year.) This number tells us the date and this long number tells us the year.

\*\*\*Portion omitted\*\*\*

## Weather Check

Teacher: Repeat after me. "Weather Check! Weather Check!" (children repeat) It's time for us to talk about the weather! How did it feel outside today on your way to school? (Option: If the children have not been outside for the day, or if you want a change of scenery, go outside together and experience the weather. However, use your discretion.) Was your body hot, cold, or warm? Did you need a coat? (Accept answers). I agree. It was kind of \_\_\_\_ today. The temperature was \_\_\_\_\_. What did it look like? Was it sunny, cloudy, rainy? (Accept answers) I agree. Well, I have a weather chart as a part of my calendar. (Point.) On my weather chart I can record today's weather with these pieces. Let's fix our weather chart to reflect the temperature and the weather outside. (Move pieces on the weather chart to

reflect the weather, etc. Move the strip on the thermometer to reflect the temperature. Temperature will be discussed later in the curriculum.)

**\*\*\*Portion omitted\*\*\***

Now let's gear our genius brains up for more learning! But first, let's move our bodies to some more beautiful music.

### **Music Transition: "Three Little Birds" by Bob Marley.**

The children will transition (movement, dancing, singing, etc. ) to the next learning area during the song.

## **5. IN FOCUS**

*This unit's theme focusses on relationships and community. Scholars will learn what it takes to live together in community. They will learn to practice care, compassion, kindness, and love toward each other. Relationships matter, and in this unit we teach them to value it.*

### **Objective or Learning Target**

Teacher: Oh, I really love that song. Did you enjoy that song? (Accept answers.) It reminds me that everything will be alright! There's no need to worry on the first day of school because we have a classroom of friends. We have each other.

It is now time for "In Focus". Say that. "In Focus." (Scholars repeat.) During "In Focus", we learn about what we are going to put our attention on for the whole week. What we will focus on is called the "theme". Say "theme." (scholars repeat.)

I want to show you something special. (Show the cover of the Fall Cycle Welcome Unit Book.) This is a special book. This is my teacher's manual. It is special because it contains the things that we are going to study and learn about in school for this week. On the cover it says, "Welcome: Creating Community." This is our theme or focus, "Creating Community."

In this school we believe that we are all builders. "We are all builders." Say that. (Scholars repeat.) What is a builder anyway? (Accept answers.) A builder creates something by putting parts or materials together over a period of time. We are builders and what we build is a community, but what is community? A community is a group of people who live in the same place and have the same interests and goals.

A community is like sharing life with a whole bunch of friends who care about each other! That's what we are going to build here, a community! Our lesson focus or objective today is "**I can build a community.**" Say it with me. (Scholars repeat the objective with the teacher.)

### Daily Message

Write the following on the board in front of the children:

## How do we live together?

Teacher: Wow! I just wrote a marvelous sentence! (Point under each word) **How do we live together?** Can you say that complete thought with me? How do we live together? (Children repeat.)

If we are going to build a community, we have to answer this question. The people of a community live and share life together. If we are going to have a great time in kindergarten, we have to become a community. To become a community, we have to decide how we want to live together.

What are some things that kindergarteners might do together? (Listen. Discuss.) Awesome! (Select an answer given by the students and extend. For example, play together.) Kindergarteners do play together. We might play with games in the classroom or even outside on the playground. What do you do when you play with your family and friends? (Listen and discuss.) Yes. We laugh, share, and have fun when we play with our family and friends. What if we did the same thing here at school? Do you think laughing, sharing, and playing with each other would make our classroom a great place to be? (Accept answers.) Me too. What about caring? Would it be a good thing for people in a community to care for one another? (Accept answers.) Yes. I agree.

Why don't we do that for the rest of the day? Let's laugh, share, care, and have fun with each other! If you agree with me, stand up and shout "Let's laugh. Let's share. Let's care. Let's have some fun!" (Scholars repeat.) Oh. You can do better than that. "Let's laugh. Let's share. Let's care. Let's have some fun!" (Scholars repeat.) That's what I'm talkin' about!

Alright scholars, it's time to play a few games, but before we do that let's repeat our objective, "**I can build a community.**" (Children repeat.) We certainly can!