Subject: Integrated Studies

Duration: 1×5 days

Unit title: Who am I?

Focus Question: To which group do I belong?

Attainment targets: To enable students to:

- Give and receive information.
- Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures.
- Identify, create and respond to sounds in the environment.
- Represent and interpret numerical/pictorial information.

Specific Objectives: Pupils should be able to:

- Write their names on cards and place these cards under the group(s) to which they belong.
- Make up a song to tell about their group.
- Tell two reasons why groups have rules.
- Group and classify data.
- Tell what people who belong to Jamaica are called.
- Make a set to describe a group.
- Write a short story to describe or tell about their group.
- Write 5 class rules and paste it on the class rules chart.
- Make a group of boys and girls. Tell which group has more or less using the < or > sign and = if they are the same.
- Mime and tell two things that we can do to show that we are polite or obedient.
- Tell two things to do if they are lost.
- Group manipulatives and give reasons for the groupings (colour, size, shape, texture).
- Tell another word that can be used or substituted for group (set).
- Talk about their own likes/dislikes and compare these with the likes and dislikes of others in the class.
- Tell why they consider themselves to be special.

**Resource Materials:** Textbook, alpha smarts, flash cards, manipulatives, chart with class rules and frieze with pictures of children doing polite things.

**Key Vocabulary:** Country, rules, responsibilities and clubs.

### Day One

**Introduction:** Students will name the various groups to which they belong (class, school, club etc). They will tell why they are in these groups and name the commonalities/differences between various groups. Then they will write their names on cards and place these cards under the group(s) to which they belong. For example: dancing group, singing group etc.

**Development:** Children will make up two rules for their groups and tell why their groups should have rules.
**Step 2:** Pupils will pretend that they are parents and make up two rules for their home.

**Step 3:** Children will make a group of boys and girls. They will tell which group has more or less using the < or > sign and = if they are the same.

**Assessment:** Students will look at each group and answer the following questions.

<table>
<thead>
<tr>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>female</td>
</tr>
<tr>
<td>male</td>
</tr>
</tbody>
</table>

1. Group a has _________________ females.

**Evaluation:**
Day Two

**Introduction:**  Students will sing the song entitled “I am special”. Then they will tell one thing that makes them special.

Pupils will talk about their own likes/dislikes and compare these with the likes and dislikes of others in the class.

All the children that like to read will go in one group; the children who like to draw in one group and so on.

Each group will show what they can do and tell one special thing about their group.

The children will make up a song to tell about their group.

**Evaluation:**
Day Three

Introduction: Students will sing the following song:

- Say please when you are asking for something
- Say thank you when it’s given to you
- Say please when you’re asking for something
- Say thank you when it’s given to you
- Say excuse me when you’re sneezing or coughing
- I’m sorry I stepped on your toes.

The children will tell some polite words that we can use in our everyday life.

Pupils will tell why it’s important to use polite words. Then they will mime and tell two things that we can do to show that we are polite or disobedient. They will also listen and say the words good morning and good afternoon in Spanish (Buenos Dias and Buenos tardes).

Children will write polite words on flashcards and tell when we use each.

Assessment: Students will read and complete the following:

- When I want to ask for something I should say ______________.
- When somebody gives me something I should say ______________.
- When I do something bad I should say ________________.
- If somebody is in my way I should say ________________

Evaluation:
Day Four and Five

In groups the learners will make a set to describe a group. They will group and classify objects given based on size, colour and so on. For example, counters.

Pupils will group manipulatives and give reasons for the grouping (colour, size, shape, texture).

Children will tell another word that can be used or substituted for group (set).

Pupils will tell when we use the words bunch, flock, swarm or herd to describe a group and give an example of each. For example, there are five goats in this herd.

Children will tell what people who belong to Jamaica are called. They will then tell the name of a person who visits another place.

Assessment: Students will write a short story to describe or tell about their favourite group at school.

Evaluation: