**Organizing Learning Center Activity: My Community**

Have a meteorologist visit the classroom. During whole group, he/she will talk about the different types of weather, how he/she studies the weather and, how important it is to report the weather daily to our communities.

**Title:** Weather Art

**Content Area:** Creative Arts

**Standard(s):**

**Pre-K: MA.PR5c.1PK -** Use media arts creation tools freely and in guided practice.

**Kindergarten: MA.PR6.1K -** Convey meaning through the presentation of artistic work.

Wind Art

**Materials:**

* Paper
* Finger Paint
* Straw
* Newspaper or something to protect surrounding surfaces

**Steps to create the activity:**

1. Have children squeeze a significant amount of paint into a “pile” in the middle of their paper.
2. Give each child a straw to blow the paint across the paper. Be sure to demonstrate how the children should only blow out of the straw. Tell them not to suck in and make sure the straw does not touch the paint.

**Conversation Starters:**

* As the children enjoy the process, discuss the wind with them.
* Remind the children that even though the straw does not touch the paint, the moving air can be quite powerful.
* What else do you think we can make move by blowing air out of the straw?
* Why do you think you should blow air out of the straw and not suck in?
* Tell me what finger paint colors you put into your pile.
* Why did you choose those colors?
* What happened to the paint when you blew through the straw?
* How does the wind impact things we do daily in our community?

**Organizing Learning Center Activity: My Community**

**Cover Topic**: My Community

**Title:** Map of Our Community: School Community or Town Community

**Content Area:** Small Group

**Standard(s): ELA.SL.K.1** - With prompting and support, demonstrate awareness of the conventions of standard

English grammar and usage when speaking.

 **ELA.SL.K.2** - Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.

**Materials:**  Book (or video): Last Stop on Market Street

Large sheet of paper, crayons, markers, stickers, pictures of their community.

**Steps for Activity:**  During whole group read or watch Last Stop on Market Street by Matt De La Pena <https://www.youtube.com/watch?v=zk6CWvW_5-s>. In a small group, place a large sheet of butcher paper on the table to allow children to help you draw a map of their community. Talk with the children about different businesses, restaurants, schools, houses, etc. they would like to add to their community map. Discuss the words (spelling, capitalization, etc.) as you write out the names of streets, businesses, etc. the children decide to add to the map. If children are ready, you can help them to write the words instead. This can also be done by making a map of their school community (different centers in the room, hallways, bathrooms, etc.).

**Conversation Starters:**

* Talk about the people in the story who help others in a special neighborhood.
	+ What can you do to show kindness in your community?
	+ What does community mean to you?
	+ How does your community look and sound?
* Talk about the feelings the little boy felt.
	+ Why is CJ upset at the beginning?
	+ How does his mood change? Why?
	+ When have you felt grumpy?
	+ What made you feel better?
* Talk about small ways to help others who live in your neighborhood or town.
	+ What does it mean to say something, or someone is beautiful?
	+ How do you know when to be grateful for what you do have?
	+ What kind of public transportation does your town have, if any?
	+ Are there people in your life like Nana who usually look at the good in a situation?

**Organizing Learning Center Activity: My Community**

**Cover Topic**: My Community

**Title:** People in My Community

**Content Area:** Library

**Standard(s): SS.E.K1c -** Illustrate how money is used in daily life.

**SS.CR.K.1b -** Examine the benefits of similarities and differences in individuals and families.

**Materials:** Flannel Board Story Pieces Tutorial: <https://youtu.be/j95rxBezUu8>, community helper flannel board pieces, flannel board, books about community helpers

**Steps for Activity:**  Exchange books in the library center with the theme for My Community. Books about communities and community helpers can be added in the library and around the room. Place the flannel board and community/community helper flannel board pieces in the library center. As children visit the library and “read” books about community helpers, allow them to tell stories about someone they know who helps in their community. Talk with children as they develop their story using the flannel board pieces and scaffold the conversation with open-ended questions.

**Conversation Starters:**

* Ask the child what he/she knows about community helpers.
* Ask the child what he/she would like to be when they grow up. Ask the child “why” he/she chose this profession.
* What would happen if there were no community helpers?
* How do we show respect to community helpers?
* How can we help community helpers?

**Organizing Learning Center Activity: My Community**

**Cover Topic**: My Community

**Title:** Discovering our new flag

**Content Area:** Math, Social Studies

**Standard(s): H.K.1b -** Identify school, community, state, and national symbols (e.g., school mascot,

 community logo, Mississippi state flag, United States flag, American eagle, etc.).

**M.K.CC.1 -** Count to 100 by ones and tens.

**Materials:** Pictures of the Mississippi flag, paper, crayons, markers, star stickers

**Steps for Activity:** Provide pictures of the new state flag for Mississippi. Allow children to design their own flag for Mississippi. Ask the children to count out and use 20-star stickers on their flag to represent the fact that the state was the 20th state in the United States.

**Conversation Starters:** Mississippi has a new flag. In the center of it is the Magnolia, it is our state flower. There are 20 white stars in a circle around the Magnolia since Mississippi is the 20th state. There are other meanings behind that flag that we can go into at a later time. Today we are going to work on counting out 20 stars that go on the flag.

Tell me about your flag.

Why did you decide to put \_\_\_\_\_ on your flag?

How did you come up with this design?

Why did you put the 20 stars in that pattern?

**Organizing Learning Center Activity: My Community**

**Cover Topic**: My Community

**Title:** Community Structures

**Content Area:** Blocks

**Standard(s): SCI.P.K.5B.1-** Use basic shapes and spatial reasoning to model large objects in the environment

using a set of small objects (e.g., blocks, construction sets).

**SCI.P.K.5A.2 -** Describe and compare the properties of different materials (e.g., wood, plastic,

metal, cloth, paper) and classify these materials by their observable characteristics (visual, aural, or natural textural) and by their physical properties (weight, volume, solid or liquid, and sink or float).

**Materials:** Blocks, pictures of buildings in your community, clear packing tape

**Steps for Activity:** Place some of the printed pictures on blocks to allow children to design their own community. Post pictures of different buildings on the walls and shelves that children can use as inspiration in creating new buildings in their community.

**Conversation Starters:**

Tell me about some places that you like go when you are not at school.

Why you like to go to those places?

How did you create this building? community? neighborhood?

Tell me about your community.

How did you come up with this design, structure, or idea?

Let’s see if we have a picture of the building/place you like to go - we may need to get a picture if we don’t have one.

Tell me about what you see when you are going to your favorite place.

Why did you choose that type block to build your structure?

**Organizing Learning Center Activity: My Community**

**Cover Topic**: Dramatic Play

**Title:** Puppet Presentation

**Content Area:** Social Emotional: Social Development

**Standard(s): SE.SD.PK4.2 -** Interact appropriately with other children.

**Materials:** Variety of community helper puppets - mail carrier, police office, doctor, baker, firefighter, etc.

**Steps for Activity:** Children will choose a puppet from a variety provided, decide on a story to act out, and work together to retell the story using community helper puppets.

**Conversation Starters:**

Tell me about the community helpers who will be in your story.

Why did you choose these community helpers?

How do they help people in the community?

What would happen if we did not have a \_\_\_\_\_\_\_\_\_ in our community?

What do you think would happen if the \_\_\_\_\_\_\_ in the community went on vacation? How would we get help then?