

Circuit Sticker Lesson Plan for K2

Background information:

The children are currently exploring the inquiry topic – “Singapore – A home to many nationalities”. Following up from the K2’s previous line of inquiry, the children will continue to engage in teamwork as they identify and mark the different countries that they have been to using circuit stickers. This lesson plans looks at how the children identify their strength(s) and cooperate with one another through problem-solving and experimenting with different strategies.

THEME: Building Teamwork Using Circuit Stickers		AGE GROUP: Kindergarten Two
Lesson Title: Where Have We Been To?		
NEL Learning Areas: - Social & Emotional Development (Main domain) - Discovery of the World (Sub-domain)		
PRAISE Learning Dispositions Focus: <input checked="" type="checkbox"/> Perseverance <input checked="" type="checkbox"/> Reflectiveness <input type="checkbox"/> Appreciation <input type="checkbox"/> Inventiveness <input checked="" type="checkbox"/> Sense of Wonder and Curiosity <input checked="" type="checkbox"/> Engagement		
PlayMaker Learning Cycle Phase	<input type="checkbox"/> Awareness <input type="checkbox"/> Exploration <input checked="" type="checkbox"/> Acquisition <input checked="" type="checkbox"/> Application	
Targeted Process Skills	<input type="checkbox"/> Observing <input type="checkbox"/> Predicting <input type="checkbox"/> Recording <input checked="" type="checkbox"/> Experimenting <input type="checkbox"/> Comparing <input type="checkbox"/> Classifying <input checked="" type="checkbox"/> Communicating	
Objectives	Children will be able to: 1. Identify own their strength 2. Communicate problem-solving ideas (eg: asking questions, conduct trial & error) with peers	
Materials	<ul style="list-style-type: none"> ▪ Circuit stickers ▪ 4 pieces of maps with card backings ▪ 4 pieces of papers with Blu-Tak ▪ Copper Tape ▪ LED Lights ▪ Coin Cell Batteries ▪ Pencils ▪ Choice Board (Appendix B) ▪ Traffic Light Cards (Appendix A) ▪ Ice cream sticks/wooden chopsticks 	
PROCEDURE		
Tuning-in (Large group)	1. Prior to the lesson, introduce the Choice Board (refer to Appendix B) to the children. <u>Instructions:</u> <ol style="list-style-type: none"> a. Teacher will explain the roles available and duties of individual roles b. Give the children some time to vote and decide the role that each individual wants to take up c. Children will indicate their roles on the board by writing their names down into the blanks using pencils 2. Teacher will hand out the world map print-out to each group and will tell the children to work in groups. <u>Instructions:</u> <i>Use a pencil to make a mark (either a dot or a cross) on the country you have travelled to.</i>	

	<p>3. When the children are done, teacher will instruct each group to write a strategy (eg: taking turns, help one another) on how they can work with their friends on a piece of paper.</p> <p><u>Prompts:</u></p> <ol style="list-style-type: none"> a. <i>What can we do to make sure that we can work well together?</i> b. <i>How can we do that?</i> <p>4. Once completed, teacher will gather the children back in the large group area, paste all the papers on the whiteboard/wall and read them through with the children. Teacher will have to revisit these ideas later.</p>
<p>Main (In small groups of 4 to 5)</p>	<p>5. Teacher will introduce the traffic light cards (refer to Appendix A).</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> a. Flash the different cards (preferably cut out, laminated and pasted onto an ice cream stick or wooden chopstick each) to the children and explain what each colour on the traffic light means. b. Children will collect the cards, group by group (1 set of cards per group – red, amber, green). <p>6. Teacher will instruct each group to create a simple circuit on the map.</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> a. <i>On the map, poke a hole at each country visited. Holes will appear at the backing card.</i> b. <i>Take turns to connect the dots on the card backing.</i> c. <i>Within your group, take turns to discuss and identify the countries that you have been to. Discuss how you would like to draw out the circuit.</i> d. <i>Once done, paste the copper tape.</i> <p><u>Prompts:</u></p> <ol style="list-style-type: none"> a. <i>How did you ensure that you listen to your friends' ideas?</i> b. <i>How can you work with your team in drawing the lines?</i> c. <i>What are the rules when working with the copper tape?</i> d. <i>How can we start connecting the dots?</i> e. <i>What can you do to make sure that your friends are connecting the dots correctly?</i> f. <i>How will this work? Why will it not work?</i> <p>7. Teacher to pause the lesson. Gather the children back to large group to have a short discussion.</p> <p>8. Reflect on the strategies on the board.</p> <p><u>Prompts:</u></p> <ol style="list-style-type: none"> a. <i>Have you followed these ideas in your team? How?</i> b. <i>What else can you do to make sure that problems are solved?</i> <p>9. After the brief discussion, children are to resume their work again.</p> <p>10. Teacher to observe and facilitate each group with prompts.</p> <p><u>Prompts:</u></p> <ol style="list-style-type: none"> a. <i>What is challenging? How can we decide who to help?</i> b. <i>How has your team been helping you to eg: fix the copper tape/ LED lights?</i>

	<p><i>c. Once done, complete the circuit by adding the battery and the LED lights.</i></p>
<p>Closure (Large group)</p>	<p>11. Teacher will gather the children back to large group and facilitate a discussion with each group to talk about their work with the groups.</p> <p><u>Prompts:</u></p> <ul style="list-style-type: none"> <i>a. Which of these ideas (refer to the board) helped your team? Why?</i> <i>b. How can your team work better?</i> <i>c. What else have you did as a team that makes this a success?</i> <i>d. What is the most important thing that you have learnt in your team?</i>
<p>Evaluation</p>	

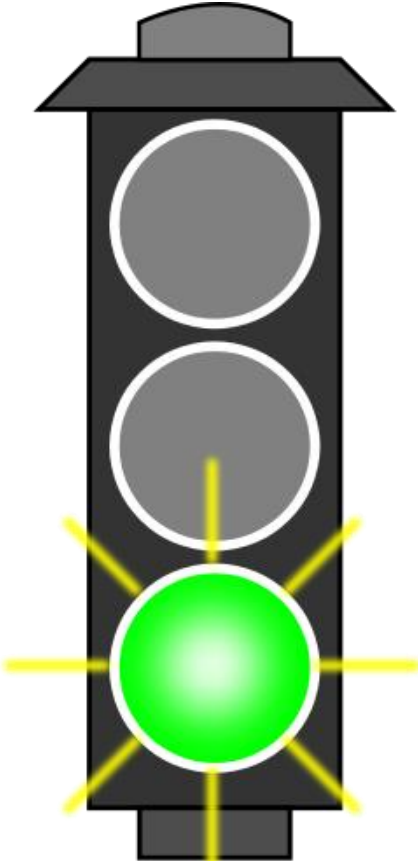
APPENDIX A: DIFFERENTIATED INSTRUCTION IN “WHERE HAVE WE BEEN TO?”

*Readiness and Learner’s Profile: Children who are able to write and/or converse ideas well may be asked to jot down and/or think about **more than one** effective strategy to promote team work, cooperation and problem-solving.*

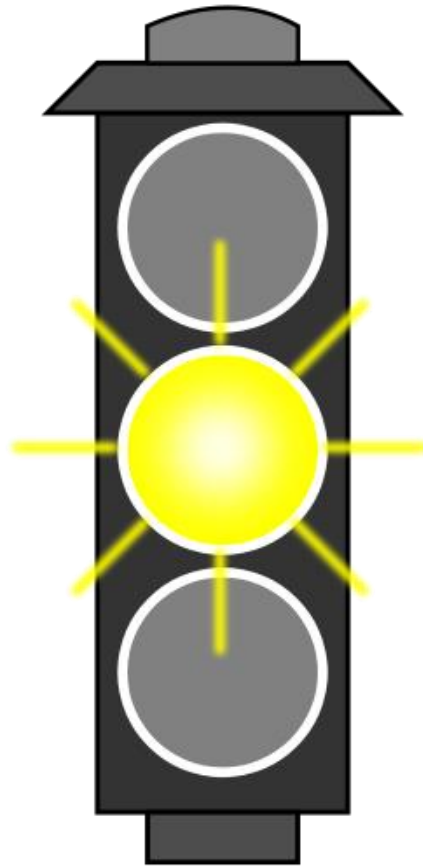
Level	Level Indicates...	Description of Activities
1	Children who require a lot of guidance to compose words or sentences.	Children will: <ul style="list-style-type: none">• Express their ideas/thoughts through drawing• Describe and explain to the teacher the meaning behind their drawing• Do copy writing at the bottom of their drawing
2	Children who require minimal guidance to compose words or sentences.	Children will: <ul style="list-style-type: none">• Express their ideas/thoughts through drawing• Describe and explain the meaning behind their work through invented spelling
3	Children who are able to compose words or sentences independently.	Children will: <ul style="list-style-type: none">• Express their ideas/thoughts through writing and drawing• Describe and explain the meaning behind their work through conventional and/or invented spelling

APPENDIX B: LESSON PLAN MATERIALS

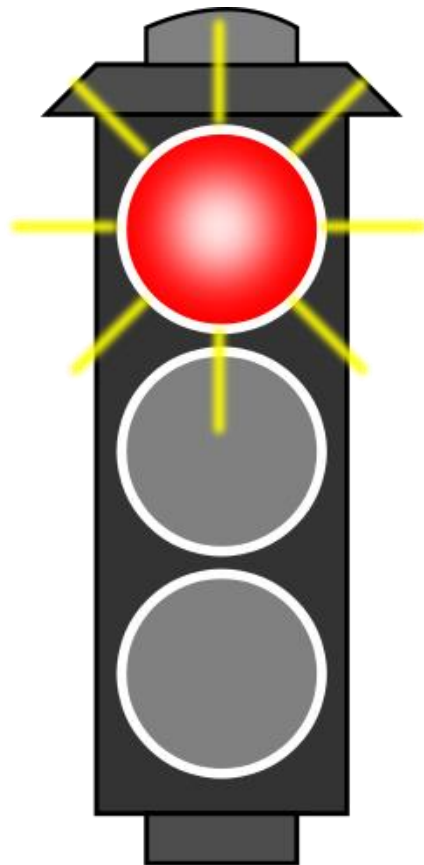
Traffic Light Cards



Green Light



Amber/Yellow Light



Red Light

Choice Board



Circuit designer
Group A:

Group B:

Group C:

Group D:

Time keeper
Group A:

Group B:

Group C:

Group D:

Circuit constructor
Group A:

Group B:

Group C:

Group D:

Discussion director
Group A:

Group B:

Group C:

Group D: