

**September 25-29 (Noon dismissal Sept. 29)**

**October 2-6 (Noon dismissal Oct. 4, School Closed Oct. 5-6)**

- What do we celebrate?
- Why do we celebrate?
- What does it mean to celebrate?
- what is a celebration?
- How do we celebrate?
- Zoom in on birthday

**October 9-13 (Noon dismissal Oct. 11, School Closed Oct. 12-13)**

- What do we celebrate?
- Why do we celebrate? (purpose?)
- What does it mean to celebrate?
- what is a celebration?
- How do we celebrate?
- Zoom in on birthday/teeth/other (1st's etc)

Group - What do you celebrate?

Reflection Journal - What does a celebration look like? (Look for similarities)

Zoom in on one part - birthdays. (our culture - family, cake, presents, party)

- Immediate connection to children
- Possible idea: Zoom in: Characteristics/components of birthdays at home, in Gan \_\_\_\_\_,

**How does celebrating the joy of others help develop empathy?**

Children will understand that all children will celebrate things all over the world.

- Why do we celebrate?
- Milestones of people
- Celebrate a person, group of people

Make personal connections to celebrations, games, experiences...

Why do we celebrate someone?

- Empathy plays a role in celebrating others.

- How do you feel when it is your celebration? When you celebrate others?

After learning about celebrations in our walls then go outward. Look at whole school - look at other classes. All of us pick a different celebration.

- How do we celebrate? How do others? Traditions?
- Birthdays, teeth, shoe tying, riding a 2 wheeler,

Maybe Happiness Project? Tooth bags for loose teeth? (everyone will get one at end of the year)

- make "generic" gifts.
- school wide gifts - celebration (3 types)

Interview 1st graders - face to face, surveys

How does it feel to have someone celebrate you? - Vas = reflection journal

Bayit Patuach ideas - how to showcase these ideas

- Celebration of Learning
- Creating invitations, food, dance, fine arts = invite the parents to a celebration

How can we start and end with celebrations?

Tooth necklaces - design thinking - first grade celebrations?

Empathy piece - how does the person feel who gets invited/doesn't get invited?

## **October 16-20 (Birthday Lunch Oct. 18) - Celebrations**

Two weeks in October for celebrations

Xani - Birthdays

Vas - first time you lose a tooth/losing teeth

Lisa - *Celebrate the First Time you do something*/ Big Moments - shekeianu?

<http://traditionscustoms.com/coming-of-age/first-haircut>

Reading Buddies (Wed) - survey/interview 4th graders about losing teeth, riding bike, tie shoes (tally marks)

Think of ideas of what we could make as a gift - what we create will be used to

Research (first moments, teeth, birthdays)

Interview (practice writing a question, fill in a word)

Math/Graphing (fill in box)

Design Thinking/Creation of gift = intro to Sadnah (how to go from draft to a thing with sewing/clay)

Kabbalat Shabbat - add First Moments celebrations to birthdays

Documentation - put up essential questions

### **October 23-27 (Two Rivers PD 9-12 on Oct. 24/Field trip 10/25) - Celebrations**

Research - read books, interview, learn about different celebrations

Friday: Town Hall Meeting during second 30 minutes of Foundations

Ideate/prototype finished this week

Empathize -interview

Define -interpret/analyze data (info from reading buddies survey)

Ideate -sketch

Prototype -prototype

Implement -create final piece

### **October 30-November 3 (Community Day of Learning on Nov. 3)**

### **November 6-10 (PT Conf. on Nov. 10)**

What other research needs to be done before creating a museum for BP in Jan?

- Field trips/field studies
  - Renwick/trolley museum/Natural history/fire museum (big and small)/building museum/natural history
  - Talk to curators
- Should do this so kids can enlarge their schemas

How will cultural fair be represented in conjunction with study of celebrations/other countries?

Cultural fair:

- Will show design thinking projects
  - display and create exhibits could be a DT project

- math - measuring for exhibit
- LA - write a guidebook (similar to Playbill)
- How to show research from other countries?
- One exhibit - language of celebrations
- Another exhibit - 5 senses - celebrations/activities

Should we streamline the 3 areas (celebrations/fine arts/games)?

Each of us create ways to show research of other countries to complement the pieces we are doing

- Extend research and make an exhibit of our learning

Fine Arts or Visual Arts

- Creating the actual museum in order to represent the learning about other countries - is there time to research or do we take something out

Keep fine arts - but maybe do a deeper dive in the spring

Look at our museum displays through arts

Purposeful Play and imagination (instead of games) - 3rd universal language

- Games
- World literature

Study of museums to get overall picture of how to make ours

This week - finish prototyping

**November 13-17 (PT Conf. on Nov. 13)**

**November 20-24 (School Closed for Thanksgiving Nov. 22-24)**

Research and application

Create a museum for the BP

- What would the celebrations piece look like for our BP museum?
- 

**November 27-December 1**

- Revisit ""universal language of childhood"
- Brainstorm types of games and (intentional) play
- Look at books for pictures of children playing

- 1) "What is universal about games?"  
 "Why do they play games?"  
 (children enjoy friendship, collaboration,)

2) In these countries, these are games children play....

Games in each class will have the skill of collaboration, conflict resolution/problem solving, sportsmanship, critical thinking, logic and reasoning.

Every class will have children work in committees to work on sports (organized, universal rules), board games (\*tabletop games), imaginary games/play.

Skills we will focus on:

Anavim - sportsmanship

Tmarim - critical thinking

Rimonim - collaboration

### **December 4-December 8 (EC Conf. Dec. 7)**

Games:

Tabletop/Board games,

Imaginative games/play

Sports (organized/universal rules)/Action Games (anavim)

For each subject - choose games from different parts of the world

- Use different resources = videos, speakers, books
- Committees in each room

How to represent that research? What is the goal? How will we show that?

- Create a game that incorporates the skills

**Research** idea - what soccer looks like around the world (what the ball looks like, uniforms, shoes?)

- Represent sports section by using multiple drafts through using photos of teammates collaborating
- Venn Diagrams = same/different

What will language arts focus on? Universal writing piece about research

**Multiple drafts** - author studies from global stories? Museum space photos? Sports ball?

**Fine arts** - looking at the day of the life of a primary student in different regions and the art that inspires them = Milton as our core, rural school in Africa, Japan - what they eat/dress/study - break down in 3 groups in foundations. Photos, drafts, art as a way to reflect their research. How are people using materials to represent their learning? What does it look like?

- Global competency piece = understanding art, colors, materials, artistic culture, fabric, singing, plays

Each class looks at different places and find different games.

Put something in window - ask parents to share games that they know of from when they were children (come in or send video). Maybe tie in skill of interviewing

Get sketchbooks

**December 11-15 (Professional Day Dec. 11, Birthday Lunch Dec. 13, Share the Nachos Dec. 15)**

Researching through the skill for the 3 types of games in order to create a game that reflects the skill.

Find the research that shows the skill.

- Research through video - look at how the skills are shown but each class will take note of each skill
- Show and discuss

Lisa - videos of sportsmanship - good /bad

Whatever the kids create - create

Goal: Defining our skills (Friday with grandparents)

Start multiple draft conversation - Austin's butterfly, kids choose a picture to draw

Research

- Pins on map

- Document how collaboration/critical thinking/sportsmanship are shown in the different games
- Each committee will capture the skill as they create the game

**December 18-22 (School Closed Dec. 22)**

December 18 - go to Natural History Museum to research museum

- Print map
- 
- How things are displayed
  - Lighting
  - Organized

The description (the blurb and labels including materials and peoples names)

Who works in a museum/roles

Docents

Curators

<http://mag.rochester.edu/plugins/acrobat/teachers/MuseumCareers.pdf>

Send date for BP in windows on 12/21

**December 25-December 29 (Winter Break)**

**January 1-5 (School Closed Jan. 1)**

Generate list in each class for name of the museum

Divide museum topics by class:

- Map

Games: show video of African children playing with found objects

- Talk about the term "found objects" - design games using those
- Mischak could make games
- As they play games, reinforce skills (thinking, sportsmanship, collaboration)

Multiple Drafts

**January 8-12**

- Field trips to US Botanic Garden (plant museum) 1/8 & imagination stage 1/10
- Finish game research by Friday

Museum goals

- map, labels, each class - curation
- goal- highlight - field trip on Monday, remind kids how it will inform our own museum

Continue game research - emphasize skills, commonalities, universal language - connect to users (DT empathy)

Have games committees meet and define needs (skill, fun, whatever kind it is, easy to play-follow rules etc)

- Each may do something different, rapid prototyping
- Test prototype with other kids- easy for readers and nonreaders

Multiple drafts - finish

### **January 15-19 (School Closed MLK 1/15)**

- Implementation of our research - pics, graphs, LA research about games
  - Class portfolios of research?
  - One exhibit book of museum - pics of what was created, process?
- 3 categories of games with skills-start creating games
- Finish games if possible
- Game - to write instructions/rules
- Design Thinking Opportunities (prototypes) - design a game, for our community based on interviews,

Empathize -interview

Define -interpret/analyze data

Ideate -sketch

Prototype -prototype

Implement -create final piece

### **January 22-26**

- Finish games
- Documentation of celebration research
- Displays celebrations, games, fine arts
- Think about where museum exhibits will be played
  - kitar - games, sports
  - Stage blocks somewhere for singing
  - Classrooms- celebrations
  - Sadnah - documentation and use breezeway
- Finalize where things will be for the BP
- Small committee from each class plan sculpture by Fri for Laura (childhood fine arts, childhood games, childhood celebrations)



- Lisa - games, Vas - celebrations, Xani - fine arts
- “How can we represent our research on .....in order to make a sculpture?”
- Vote on name of museum - lanyard

### **January 29-February 2**

- Put book together
- Figure out and start curation
- Experts - building museum, met = ask for feedback

### **February 5-9 (Bayit Patuach on February 8)**

#### **Documentation, tasks, and such for Feb 8th BP**

Mixed media collages - maybe parents help?

Vas - map of the school

Lisa - create passport/treasure hunt

Xani - QR something/ Logo

Each class creates an art piece that represents an overarching theme - games, celebrations, fine arts to be put in each room as a big label

- Use the biggest foam core

Multiple drafts - Collaborative art piece after final draft to recreate the picture in different media (sculpture, collage, etc)

#### **Two books:**

One (for each child) - Research with foundations with LA, Science, Math plus 2-4 more examples

Other (for each child) - book of multiple drafts with pics and feedback

Group book

Please touch - don't touch signs and interactive piece

Museum Details:

- Docent lanyards
- Museum store - GR - Sign GT - postcards, bookmarks (order)
- Information Desk - Gan Tmarim

- Coffee Shop
- Security Guards (Ask secret service) **Matt will do this!**

Vas  
Lisa  
Xani

## Documentation:

### Table Tents - Each Class Needs

For each game & where it is inspired from

For each celebration **tools** & where it is inspired from

### Imagination Games

GR - Video, 3 IPADS to play videos

### SIGNS TO MAKE - Vas will cut foam size

Lisa - Sport Games

Xani - Imaginary Game

Vas - Table Top

Vas - Uni. Lang. Sign

**Each have 4 pictures and text - I think just text?**

**Lisa picks fabric - silver fabric in sadnah**

Lisa - Museum panel (overview of the museum with pamphlets)

Vas - Multiple Draft

Lisa and Xani - send Vas the name of the characters and name of the book

2 pics each of critique - print out full size

Xani - Celebrations

Need two pictures and printed from each of you

Lisa - Games - 3 pics, of each type write up is completed

Vas & Judy - Fine Arts

Lisa - L, X, V - Ind. write ups Foundations (science, math, LA, mischak, mini fine arts) (maybe 2 panels) (Font & Size: century school book 32-40) -

- One 8X11 from each person - done for science, mischak

Xani - Design Thinking - celebrations & games

2 pictures from each (putting together with write ups from last year)

Xani - Panel about research (page as well for the research books)

Lisa, Xani, Vas - We each need a picture of every game being made

Overview of Universal Languages of Childhood

### **Image of the 3 Sculptures**

Celebrations

Games

Fine Arts

### **The Research Book – Table Top Book**

**Multiple Draft Books - one for each child**

**Research & Ideas Books - one for each child (drawings and work from class and LA and math), maybe a picture from a field trip**

### **Website**

(include exhibit picture)

The teachers challenge is use materials we use at the

Guidebook/Passport

Celebrations:

Teeth

Birthdays

Big moments

Wording:

In Kindergarten, the theme of community guided our work and was woven into all aspects of our curriculum. This semester, we explored the concept of community through the lens of global competency . Our multidisciplinary curricular approach to learning culminated in the creation of *The Museum of the Universal Languages of Childhood* that represented the languages of celebrations, games, and fine arts.

Week of Feb 5th - BP!

- **Lanyards - cut out paper with logo - kids write names (done)**
- Hang signs and documentation
- Get room set up form to Victor
- Finish and copy brochure (Lisa finish taking pics - add map)
- Make boards
- **Copy research insert for books (done)**

Make a process documentation with each game - 1 picture plus blurb