

KINDERGARTEN ACTIVITIES

BUTTER MAKERS

PROCEDURE

In this activity children will have the opportunity to identify materials used to produce everyday products by working cooperatively to make butter.

As an introduction to the activity, read the book *The Milk-Makers* by Gail Gibbons or a similar book on dairy production, watch an appropriate video, or invite/visit a community member to demonstrate or provide a presentation on the making of butter or other dairy products. During "Circle Time," ask students to identify what they think are the main ingredients of butter. Explain that they are going to use a recipe to make butter which is similar to the method used long ago before electricity. Identify the ingredients of the recipe and compare these ingredients to the list offered by the students.

Start by dividing the children into manageable groups. Describe the recipe for the class. Pour equal amounts of whipping cream into clear plastic containers and cover tightly.

Each child takes a turn shaking the container while the rest of the group count to 10 or 20. Children will have several turns as the shaking process lasts approximately ten minutes. The group continues the procedure until they can see that the mixture has a firm consistency. When groups reach this point, the butter is ready for the next step.

Drain any liquid remaining. It is optional to wash the butter by adding a small amount of cold water to the container and lightly patting the butter with a spoon or spatula. The water will turn milky. Repeat the process until the water remains clear. You may salt the yellowish coloured butter to taste. The children may sample their butter on bread or crackers at snack time.

SUGGESTED MATERIALS

- a book about dairy production (e.g., *The Milk-Makers* by Gail Gibbons)
- a video (Provincial Milk Marketing Board may have resources)
- whipping cream
- clear plastic containers and lids
- salt
- bread or crackers

HELPFUL HINTS

- Bring the 500 ml carton of whipping cream to room temperature before beginning the activity. The separation process will take less time.



RELATED BOOKS

The Milk Makers by Gail Gibbons
The Olden Days by Joe Mathieu

ENTERPRISE OUTCOMES

Students will be expected to

- identify materials within their community which are used to produce other products
- work cooperatively to complete a task

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- express opinions
- listen to the ideas and opinions of others
- participate in conversation and in small and whole group discussion
- respond to and give simple directions or instructions
- regard reading/viewing as sources of interest, enjoyment, and information
- engage in reading or reading-like behavior as they experience a variety of literature
- express opinions about texts and the work of authors and illustrators

Science

- explore how characteristics of materials may change by manipulating them

Math

- count in a variety of ways

REVIEW AND REFLECTION

The following questions may be used as a guide for class discussion.

- How did you decide when to stop shaking the container?
- Did it help to work as a team for this activity? Describe your job.
- What did you learn about making butter by hand?
- Do you know another way to make butter?
- Why do you think we buy butter from the store rather than make it?
- What workers are needed to make the butter we buy in the store? (e.g., farmers, milk truck drivers, dairy workers)

EXTENSION

- The children could explore how other familiar items are made from raw materials. (e.g, pencils, crayons)

I LIKE ME! CELEBRATION

PROCEDURE

In this activity children will have an opportunity to demonstrate self-awareness while exploring different ways of communicating through the creation of hats and participation in a celebration parade.

Teachers may wish to introduce this activity by reading one or more of the related books or engage children in a discussion about their interests and personalities. Plan a parade where each child wears a hat to celebrate their unique interests and personalities.

The hat should be designed to reflect the child's interests and personality using available materials. Children choose their favourite colour of construction paper to make their hat. They draw or glue pictures (cut out of magazines) of favourite toys, foods, animals, and/or activities on their hat. Children may also add their own drawings that represent what they like to do.

Each child creates a rhythm or musical instrument for the parade using recyclable materials and things found in the classroom or home (e.g., tubes, cups, styrofoam, buttons, cardboard, containers with lids, paper plates, sandpaper, sticks, bells, rubber bands, boxes, bottles, glasses, spoons).

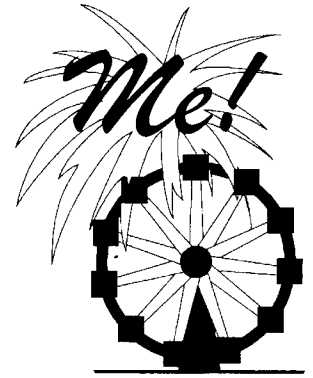
After creating their hats, the children may explain the symbols on their hats to their partners. Two sets of partners will then get together and within groups of four share each other's hat.

Celebrate with a parade within the classroom and/or with other classrooms. Wear hats and play instruments with appropriate march music playing in the background.

Note: Teachers may wish to invite parents to help with this activity.

SUGGESTED MATERIALS

- | | |
|--|---|
| <input type="checkbox"/> heavy paper in a variety of colours | <input type="checkbox"/> containers with lids |
| <input type="checkbox"/> scissors | <input type="checkbox"/> paper plates |
| <input type="checkbox"/> tape and glue | <input type="checkbox"/> sandpaper |
| <input type="checkbox"/> markers | <input type="checkbox"/> sticks |
| <input type="checkbox"/> magazines, newspapers, brochures | <input type="checkbox"/> bells |
| <input type="checkbox"/> string or yarn | <input type="checkbox"/> rubber bands |
| <input type="checkbox"/> tubes | <input type="checkbox"/> boxes |
| <input type="checkbox"/> cups | <input type="checkbox"/> bottles |
| <input type="checkbox"/> styrofoam | <input type="checkbox"/> glasses |
| <input type="checkbox"/> buttons | <input type="checkbox"/> spoons |
| <input type="checkbox"/> cardboard | <input type="checkbox"/> aluminum cans |



RELATED BOOKS

I Like Me! by Nancy Carlson

Two Eyes, a Nose, and a Mouth by Roberta Grobel Intrater

Thump, Thump, Rat-a-Tat-Tat by Gene Baer

Parade by Lois Ehlert

Rockanimals by Irene C. Eugen and Vlasta Van Kampen

ENTERPRISE OUTCOMES

Students will be expected to

- demonstrate self-awareness (e.g., journals, charts, drawings)
- use and understand appropriate language to communicate ideas
- explore and experiment with various media

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- respond personally to texts in a variety of ways
- use writing and other forms of representing to convey meaning in a range of print and non-print materials

REVIEW AND REFLECTION

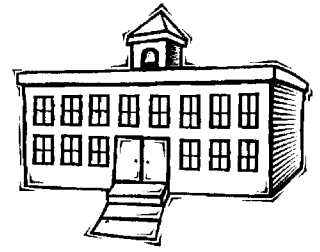
After the parade, the teacher may lead a discussion using the following questions as a guide.

- What did you like about using music?
- How did the hats tell something about us?
- What did you learn about yourself?
- What did you learn about your classmates?
- What was difficult about doing this activity?

IMPORTANT PEOPLE IN OUR SCHOOL

PROCEDURE

In this activity children will have an opportunity to begin to develop an appreciation for the uniqueness of people and their work by exploring the various contributions school staff make to nurture a positive learning environment.



This may be an appropriate activity to undertake with your class early in the school year, and may be introduced by inviting children on a school tour and identifying the people who work in the school and their locations. Upon their return, invite children to recall the many different school-related jobs which help make it a fun and safe place for learning. The list could include paid workers and volunteer workers within the school. Discuss the contribution each job makes and identify the people within your school who have these jobs.

Create an invitation through shared writing to invite certain workers to the classroom. Coordinate the visits to the classroom or site visitations to a work location within the school. Explain what each person does to make the school a fun and safe place. In preparation for the guest, invite students to brainstorm possible questions. During the visit guests could be invited to read a book to the class or participate in another class activity.

A Thank You card may be created by the children, in a shared writing activity, to give to the guest. After each visit, children could sketch the special guest doing some aspect of his/her job and share it with the class or with their parents.

Children could then identify and accept responsibility for jobs that they could do to make their classroom a safe and fun place.

SUGGESTED MATERIALS

- chart paper for the shared writing
- paper for Thank You cards

ENTERPRISE OUTCOMES

Students will be expected to

- develop an appreciation for the uniqueness of people and the work they do
- develop an awareness of the jobs people do within the school environment
- demonstrate a willingness to perform tasks that build a sense of belonging to the school community

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- express feelings and give simple descriptions of past experiences
- begin to ask and respond to questions, seeking information (e.g., Who? What? Why? Where? When?)
- use writing and other forms of representing to convey meaning
- create written texts using some familiar forms (e.g., letters, messages, drawings)
- share writing and other representations willingly with others

REVIEW AND REFLECTION

During group discussion encourage children to express why they feel each of the school-related jobs is important. The following questions may be used as a guide for class discussion.

- What might happen if (the name of individual or job you are referring to) forgot to do his/her job in the school?
- What might be some jobs that we could do in the classroom to keep it a fun and safe place?
- How could you help out at home to keep it a fun and safe place?
- What did you learn about people and their jobs through this activity?

EXTENSION

- The children could create a “Big Book of School Helpers.”

WATCH ME GROW!

PROCEDURE

This activity will provide children with an opportunity to begin to demonstrate an awareness of the special talents/skills of self and others through the creation of a simple book.

As an introduction to this activity show a photo of an infant and discuss what babies can and cannot do. Follow the same procedure with a picture of a young child (kindergarten age), a teenager, and an adult/senior citizen.

Lead the children in discovering what they can do now but would have had difficulty doing as a baby. Discuss with them things they are learning to do. Brainstorm ideas of what they might like to learn to do.

Have the children create a simple book about themselves. On the cover they illustrate themselves and copy the printed title "Watch Me Grow". On page one, they draw one thing that they can do now and with the help of the teacher complete the sentence "I can...". On the second page, the children illustrate something they are learning to do and with the help of the teacher complete the sentence "I am learning to...". On the third and final page children illustrate something they would like to be able to do and with the help of teacher complete the sentence, "I would like to learn...".

Children may share their books with partners or in small groups.

SUGGESTED MATERIALS

- paper (with sentence prompts)
- crayons
- pencil
- pictures of a baby, young child, teenager, and an adult/senior

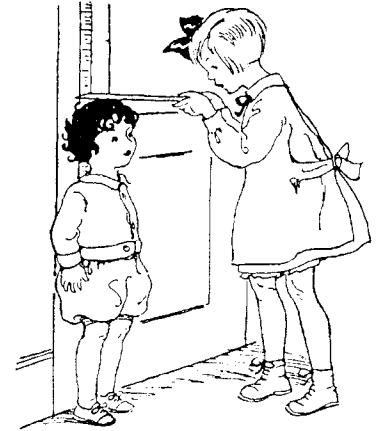
RELATED BOOKS

I Can Do It! by Shiego Watanabe
Leo the Late Bloomer by Robert Kraus
Love Me Forever by Robert Munsch
Big Sarah's Little Boots by Paulette Bourgeois
All by Myself by Mercer Meyer

ENTERPRISE OUTCOMES

Students will be expected to

- demonstrate self-awareness (e.g., journals, charts, drawings)
- identify skills and describe attributes of self and others
- identify a goal and suggest ways to achieve it



CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- participate in conversation and in small and whole group discussion
- engage in simple oral presentations and respond to a variety of oral presentations and other texts
- begin to recognize some high frequency sight words
- use drawings, letters, and approximations to record meaning
- share information with others in a variety of ways

REVIEW AND REFLECTION

The following questions may be used as a guide for class discussion.

- What can you do now?
- Can you identify someone who can do something you can do?
- What do you want to learn how to do? (This question could be answered by pantomiming actions.)
- Can you identify someone who can do something that you want to learn?
- Utilize the last page of each child's book to demonstrate that they have identified a goal, then invite them to suggest ways to achieve their goal.
- What have you learned about yourself through this activity?

SHARING THE CARE OF THE CLASSROOM

PROCEDURE

In this activity children will have an opportunity to develop a sense of responsibility, to identify a goal and to suggest ways to achieve it through the creation and the use of a classroom chart.

To introduce this activity the teacher can facilitate a discussion about the benefits of working together and helping one another accomplish a task. With the help of the teacher, children can brainstorm a list of various jobs that might be done on a regular basis in the classroom. This list will vary in every classroom. After the list is complete it may be necessary to prioritize in an effort to establish a realistic number of responsibilities, and to specify what needs to be done (e.g., one pinch of food in the fish tank every day, or touch the soil in the pots and if it is dry, water the plants).

A job chart can be created with simple pictures and phrases for each job. The job chart should provide places to attach children's names. Some jobs may require more than one child. To make their personal name cards children can print their name and attach a small photo of themselves for easy identification. The job chart and personal name cards could be laminated for durability. Equipment and supplies required to undertake the classroom jobs (e.g., watering can, pet food) could be kept near the chart.

The children may need some direction and positive reinforcement as they learn how to perform the various tasks. When the responsibility is presented as an honour or privilege, there is no shortage of enthusiasm!

SUGGESTED MATERIALS

- chart paper
- small bulletin board or Bristol board
- small (10cm x 10cm) pictures symbolizing classroom jobs
- paper strips (5cm x 20cm) for names
- tacks
- magnets
- tape
- velcro dots

ENTERPRISE OUTCOMES

Students will be expected to

- identify goals and suggest ways to achieve them
- demonstrate responsible behaviour in caring for the classroom and the school
- work cooperatively to complete tasks for which they are responsible



CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- participate in conversation and in small and whole group discussion
- respond to and give simple directions and instructions
- begin to match one to one spoken to printed word
- begin to recognize some high frequency sight words
- develop the concept of directionality
- use drawing, letters, and approximations to record meaning

REVIEW AND REFLECTION

After a sufficient period of time, have a class discussion about how the job chart is working and whether the responsibilities are being met. The following questions may be used as a guide for class discussion.

- Did anyone have difficulty doing the job for which they were responsible?
What did you do?
- Are there any new classroom jobs that should be identified and added to the chart?
- Which jobs do you like the best? Dislike the most? Explain.
- What changes would you like to make to the job chart?
- Are there jobs which require more than one person to complete?
- What have you learned about yourself?
- How does the chart help you meet your responsibilities to the class?