

Louisiana Believes.

Kindergarten
Social Studies

Comprehensive Curriculum
REVISED 2012

LOUISIANA DEPARTMENT OF EDUCATION

**Kindergarten
Social Studies**

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2012 Louisiana Comprehensive Curriculum **Course Introduction**

The Louisiana Department of Education issued the first version of the *Comprehensive Curriculum* in 2005. The *2012 Louisiana Comprehensive Curriculum for Social Studies* is aligned with Louisiana's 2011 Social Studies content standards and, where appropriate, to the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

Organizational Structure

The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the CCSS associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/lde/uploads/11056.doc>.

Underlined standard numbers on the title line of an activity indicate that the content of the standards is a focus in the activity. Other standards listed are included, but not the primary content emphasis.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for the course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. This guide is currently being updated to align with the CCSS. Click on the *Access Guide* icon found on the first page of each unit or access the guide directly at <http://sda.doe.louisiana.gov/AccessGuide>.



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Kindergarten Social Studies

Unit 1: Learning to Be Good Citizens in Our Community

Time Frame: The content of this unit should be taught throughout the year with activities integrated into all content areas.



Unit Description

The focus of this unit is on learning how to participate and to use effective citizenship skills at home, in school, and in the community.

Student Understandings

Students understand the need for rules and consequences at home, at school, and in the community. Students describe the roles, rights, and responsibilities of being a good citizen within a family, school, and community. Students understand that there are individuals in a position of authority within a family, school, and community who have important responsibilities.

Guiding Questions

1. Can students discuss rules at home and in the class, why we need rules, and why rules are important?
2. Can students verbalize how rules help preserve rights, keep us safe, and maintain order?
3. Can students describe their roles and responsibilities as members of their family, classroom, and as good citizens of the community?
4. Can students identify individuals in positions of authority in the family, school, and community and their responsibilities?
5. Can students identify why people have consequences for breaking the rules?

Unit 1 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

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Grade Level Expectations	
GLE #	GLE Text
Civics	
K.4.1	Identify individuals in a position of authority within a family, school, or community and their responsibilities
K.4.2	Explain the importance of rules at home, class, and school
K.4.3	Discuss the roles, rights, and responsibilities of being a good citizen in a family, class, and school
ELA CCSS	
CCSS#	CCSS Text
Reading Standards for Informational Text	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two text on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Writing Standards	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.K.1 a.b	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
SL.K.4	Describe familiar people, places, things, and events with prompting

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	and support, provide additional detail.
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Suggested Activities

Some activities provide suggestions for context; however, classroom themes and events will often provide the context in which the activities should be used and may affect the order of the activities.

Activity 1: What Leaders Do (GLE: K.4.1, CCSS: SL.K.1, SL.K. 2a,b)

Have students play a game of Simon Says. Discuss importance of having a leader and followers. Some examples of questions to ask are What does it mean to be a leader? What does it mean to be a follower? Who was a leader in our game of Simon Says and who were followers? Then using the *discussion strategy Think-Pair-Square-Share* ([view literacy strategy descriptions](#)), have students discuss their answers to the question. This discussion strategy is used after students are given an issue, problem, or question. Ask students to think alone for a short period of time, and then pair up with someone to share their thoughts. Then have pairs of students share with other pairs, forming small groups of four students. Monitor the discussion and elicit responses afterward. Encourage student pairs not to automatically adopt the ideas and solutions of their partners. Discuss students' answers. Summarize the discussion by stressing that everyone in a group has a role.

Connect roles in the game of Simon Says to the classroom. Indicate that in the classroom as the teacher, you are a leader and the students are followers. Repeat the activity and discuss various leaders in the community. Explain that a community is the area we live in. Our community is the people at school, and the people who live by the school, and the businesses that are near the school. Examples of questions to ask are Who might be a leader of our community? Can there be more than one leader in a community? Students can role play about leaders and what they do.

Activity 2: Meet the Leaders at School Tour (GLE: K.4.1, CCSS: RI.K.1, RI.K.2, RI.K.3, RI.K.9, RI.K.10)

Materials List: *The Gingerbread Man*, retold by Jim Aylesworth; instructions for tour locations; cookies

Have the class tour the school. Choose a theme to help with the tour. For example, place copies of the Gingerbread man all around the school and in the back of the book: *The Gingerbread Man*. Have students follow the pre-written instructions placed on the backside of each copy of the Gingerbread Man. Have students start with an area around the school (such as the school office) and discuss school workers for each place. Review the leaders and their roles and responsibilities for the next few weeks. At the end of the tour, students will discover the gingerbread man left them a plate of cookies. Put the cookies in your final destination before the students return to class.

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Have students discuss, “What leaders do we need to help us stay safe at school and what are their jobs?” Apply this concept to positions of authority in the family unit and to civic leaders in the community.

Activity 3: Rules (GLE: K.4.2, CCSS: W.K.1, W.K.8)

Materials List: 3x5 cards, teacher-drawn pictures, clip- art or photos illustrating rules for home and school, pocket chart or butcher paper, tape

Have students show agreement or disagreement with statements about various rules by holding their thumbs up or down in response to items on an *anticipation guide* ([view literacy strategy descriptions](#)). An *anticipation guide* activates prior knowledge of text topics and helps students set purposes for reading and learning by having them respond to statements before and after an information source. Students will be allowed opportunities to defend the position taken on each statement. The emphasis is on students’ points of view not correctness during this introduction to the topic of rules. Statements about rules, as in the examples below, should be presented before exploring the topic further and should be written in such a way as to elicit attitudes and feelings.

What Are Your Opinions about Rules?

1. Rules help keep us safe and happy.
2. You should treat others how you would like to be treated.
3. It is okay to hit or kick at school.
4. It is never right to run at school.

Each statement should be discussed after students take positions. The discussion should serve as a bridge for the following activity:

Ask students to explain why they believe rules are important in school and at home. Then ask them to decide which rules are needed when they are at school and which are important when they are at home. Construct a T-chart *graphic organizer* ([view literacy strategy descriptions](#)) similar to the one shown below with teacher, principal, and other at-school figures drawn in the “Rules at School” column and a parent figure in the “Rules at Home” column. *Graphic organizers* are visual displays used to help students organize information in a manner that makes the information easier to understand and learn. *Graphic organizers* enable students to assimilate new information by organizing it in visual and logical ways. Make cards that state rules for home and rules for school. Use clip art, teacher-drawn pictures, or photos to illustrate the rules. As a large group activity, have students take turns to sort the cards and place them on the chart according to roles, responsibilities, and location. As each student takes a turn to place a card, encourage discussion of why the rule is important.

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RULES AT HOME	RULES AT SCHOOL
Put my clothes away	Line up to go to the cafeteria

Refer to the T-chart of home and school rules and engage students in discussing the positive results of following the rules and the consequences for not following the rules. Help students focus their attention on the role of the teacher, principal, and others in the school setting whose responsibility it is to enforce the rules, and what role the student plays in following the rule.

Activity 4: Responsibility (GLE: K.4.3, CCSS: RI.K.1, RI.K.2, RI.K.3, RI.K.9, RI.K.10, W.K.1, W.K.8)

Materials List: *The Rainbow Fish* by Marcus Pfister, individual pieces of wrapped candy, pre-cut paper fish, pre-cut fish scales

Begin building the foundation for students' understanding of rules by focusing first on the responsibilities that students have at home or school that make them members of a home or school group.

- Invite a guest into the room and have him or her unwrap a piece of candy and eat it. Then have the guest leave. Following this unexplained example of not sharing, discuss with students why sharing is a positive characteristic of friendship. Ask them how they felt about not being offered candy. Share individually wrapped candies with the students.
- After they finish the candy, conduct a *DL-TA directed learning-thinking activity* ([view literacy strategy descriptions](#)) using the story *The Rainbow Fish* by Marcus Pfister. *DL-TA* is a teaching technique that invites students to make predictions, and then check their predictions during and after the learning. It teaches students how to monitor themselves as they encounter text and learn, which increases attention, comprehension, and achievement. Conduct the activity orally with students. Begin by gathering students' predictions after reading the cover and the first page. Then stop at certain points in the book to ask if students' predictions were correct or if they need to be changed and to gather additional predictions. Predictions can be written on the board and discussed throughout the story.
- After reading the story, discuss with students how the rainbow fish found happiness and became part of a group by sharing with others. Cut a large fish shape out of paper. Give each student a paper scale to place on the fish. Before placing the scale on the fish, have each student illustrate a responsibility that the student has at home or school that makes him/her a member of a home or school group (e.g., sharing toys, picking up their own or the toys of others). Have students dictate or write a statement about their illustration on the scale.

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- Assemble the class “responsibility” fish and display it in the classroom to encourage cooperation. This activity should help students understand that certain behaviors are desirable within a class community. A discussion of class rules should follow.
- Use this opportunity to discuss students’ responsibilities as a citizen in the community. Examples include wearing a seatbelt (safety), picking up trash and not littering (environment), saying please and thank you when something is done for them (manners), standing in line and taking turns (courtesy), and respecting the property of others (personal rights).

Activity 5: Happiness (GLE: K.4.3, CCSS: RI.K.1, RI.K.2, RI.K.3, RI.K.9, RI.K.10, W.K.1, W.K.8)

Materials List: *If You’re Happy and You Know It* by Jan Ormerod and Lindsey Gardiner and *Full, Full, Full of Love* by Trish Cooke, or other books about happiness; a story about tension or feeling unhappy such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst; crayons or markers

Read a story about happiness, such as *If You’re Happy and You Know It!* by Jan Ormerod and Lindsey Gardiner, or *Full, Full, Full of Love* by Trishe Cook. Refer to each illustration and ask questions such as, “Are the people in the story happy? Why do you think so? What could we do in our classroom to make everyone happy?” Ask students to tell you how friends should treat each other at school. Write their responses on a chart. Highlight appropriate behaviors such as cooperating, working together and sharing.

Read a story about tension or feeling unhappy such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst to include in the discussion strategies students can use to address when they feel unhappy or experience tension. Lead the students in a discussion regarding the reason for rules. Explain that rules are in place for our protection, health, and safety. Have students talk about how rules help to protect our health, keep us safe, and help us get along with other people at home or at school so that everyone can be happy. Ask students to provide an example of the reasons why we have a specific rule and what the responsibility of a student is in relation to following the rule.

Conclude this activity by having students draw a picture depicting how they would responsibly follow a rule about friends treating each other fairly and with respect at school or at one another’s homes.

Activity 6: Rule Safety Team (GLE: K.4.2, CCSS: SL.K.1a,b, W.K.1, W.K.2)

Materials List: Orange bulletin board paper, small sheets of paper stapled together to make safety notepads, teacher-made safety badges

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Begin a discussion on why rules are important at school. Tell students that they are going to be part of a Rule Safety Team. Using orange bulletin board paper, make safety vests. Also provide each student with a “safety notepad” (small sheets of paper stapled together to make a notepad). As a class, take a tour of the school. Stop at various areas throughout the school to review safety rules. Have students demonstrate a “safe way” to complete a task (e.g., going down the slide on their bottom, using “walking feet” in the hallway). On the safety notepad, have students illustrate a safety rule. After returning to the classroom, have students identify the reason for the rules they illustrated. Upon completion of the activity, give each student a safety badge for completing the activity.

Afterwards, have students identify the reasons that rules are important at home.

Activity 7: Monkey Business (GLEs: K.4.3, CCSS: SL.K.1,a,b)

Materials List: *Five Little Monkeys with Nothing to Do* by Eileen Christelow, butcher paper, markers

Read the book *Five Little Monkeys with Nothing to Do* by Eileen Christelow. Have students list ways that they help around the home. Discuss with students what kinds of things could happen if they did not do their share of the work around the house. Role-play some of the responsibilities students have at home (e.g., taking out the trash, making their beds, picking up their toys).

Repeat the activity focusing on responsibilities at school and in the classroom.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio and rubric assessment. Teacher observation and records as well as student-generated products are included in the portfolio. All items are dated and clearly labeled to effectively show student growth over time.

Activity-Specific Assessments

- Activity 3: As a large group, students will take turns sorting and placing cards on the T-chart by whose role it is to enforce each rule and where it is enforced. Discuss the activity as each student takes a turn.
- Activity 4: Include a copy of students’ “helping” scale from the class rainbow fish in the student portfolios.

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- Activity 5: Include a copy of the students' illustrations that depict a rule that covers how to treat others with kindness at school.
- Activity 6: Include a copy of students' illustrations from the safety notepad in the student portfolios.
- Activity 7: Generate an anecdotal note of students' role-play participation.

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Unit 2: Learning About the Past and Present

Time Frame: The content of this unit should be taught throughout the year with activities integrated into all content areas.



Unit Description

The focus of this unit is applying a sense of time in daily routines and distinguishing between events, people, and symbols in the past and the present. An additional focus is to increase knowledge of local, state, and national symbols, customs, and holidays.

Student Understandings

Students understand the sequence of events and the function of tools for representing time. Students recognize ways that people from other times can be alike and different from people of today. Students identify customs, people, and symbols associated with local, state, and national holidays.

Guiding Questions

1. Can students use words to describe chronology of events?
2. Can students describe the function of tools used to represent time?
3. Can students identify similarities and differences in people of today with those of people in the past?
4. Can students identify symbols and customs associated with local, state, and national holidays?
5. Can students state the importance of national symbols, landmarks, and songs?
6. Can student describe how national, state, and local holidays are celebrated?
7. Can students tell why it is important to remember some Americans from the past?

Unit 2 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

GLE #	GLE Text and Benchmarks
Chronological Thinking and History	
K.1.1	Order events that take place in a sequence using appropriate vocabulary
K.1.2	Describe the function of tools used for representing time
K.2.1	Compare and contrast children and families of today with those in the past using various sources.
K.2.2	Identify symbols of local, state, and national celebrations using various sources
K.2.3	Identify local, state, and national celebrations, holidays, and events using various sources

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K.2.4	Recall facts about people of the past and present
K.3.7	Describe how people live differently in other places using various sources.
ELA CCSS	
CCSS#	CCSS Text
Reading Standards for Informational Text	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two text on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Writing Standards	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.K. a. b.	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
SL.K.4	Describe familiar people, places, things, and events with prompting and support, provide additional detail.
Language Standards	
L.K. a. b.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

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Suggested Activities

Caution should be taken when discussing similarities and differences as these topics can be sensitive in nature. Also, caution should be taken to avoid discomfort. Emphasis should be placed on understanding that people are alike in so many ways and yet are, indeed, different. However, the differences are what make each person special, not bad or wrong.

Some activities provide suggestions for context; however, classroom themes and events will often provide the context in which the activities should be used and may affect the order of the activities.

Activity 1: Chronology (GLE: K.1.1; CCSS: W.K.2, W.K.8, L.K.4a,b)

Materials List: chart paper, camera, halved pieces of paper labeled past and present (one per student), construction paper

Explore with students terms such as *first, next, last, past, present*. Make a daily chart of the day's activities in chronological order. Take pictures of students throughout their daily routine and post the pictures on the chart. As the day progresses, have students look to see what they did "first, next, etc." At the end of the week, use words such as "past" and "present" to describe the chronology of the school day.

Have students complete a modified *text chain* ([view literacy strategy descriptions](#)). The process involves a small group of students writing, or in this case drawing, various parts of a story and then putting the parts together to complete the assignment. This activity provides students with a reflection of their understanding. Divide students into groups of three. Assign each group an event that happens during an average school day such as, morning assembly, circle time, learning centers, lunch, nap, and recess.

Provide each group with a piece of paper that has been folded in thirds with the words "first," "next," and "last" at the top. Instruct the first student to draw what happens first for the event on a typical school day. The paper will then be passed to the second student who will draw what happens next during that event. The last student will draw what happens at the end of that event during a typical school day. *Text chain* groups should then discuss the whole story and check for logic, revising if necessary. A spokesperson in each group can share stories with the whole class, while students listen for accuracy in the story chain sequence.

Provide each student with a piece of paper that has been folded in half with the words "past" and "present" at the top. Ask students to illustrate something they did in school already and something they are doing presently.

Highlight upcoming events and special days in the class by making a paper chain to count down to the events. Encourage discussion using the terms "first," "next," and "last" during the daily chart discussion.

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Activity 2: Using a Calendar (GLE: K.1.1, K.1.2; CCSS: SL.K.1a,b, SL.K.4, L.K.4a)

Materials list: Everyday Math Counts or similar calendar materials, computer, Internet access, pocket chart, days of the week cards, months cards,

Use the Everyday Math Counts kit (www.edconline.net) or similar materials to introduce students to the purpose of the calendar and to teach how to use the calendar.

To introduce the calendar, start with a blank calendar and point out and name the days of the week across the top. Use a song (for example, repeating the days of the week to the tune below or to *Oh My Darling Clementine*). Use Dr. Jeans' *Macarena Months* www.drjean.org/html/cds_f/friends_lyrics3.html song to teach the months of the year. Discuss the pattern of time in weeks, months, and years.

Days of the Week

(Tune: "*The Addams Family*")

Days of the week. (Snap, snap)
Days of the week. (Snap, snap)
Days of the week. Days of the week.
Days of the week. (Snap, snap)
There's Sunday and there's Monday,
There's Tuesday and there's Wednesday,
There's Thursday and there's Friday,
And then there's Saturday.

Macarena Months

(Dance the Macarena as you sing.)

January, February,
March, April,
May, June,
July, August,
September, October,
November, December,
Then you turn around.

Through daily calendar instruction, students will grasp the concept of the sequential nature of time and develop appropriate vocabulary (yesterday, today, tomorrow, days of the week, months of the year, etc.) and the ability to order events.

Using a pocket chart, provide days and months cards and have students place the days of the weeks and months of the year in order.

Each month, students will also visit an interactive calendar at <http://www.starfall.com/n/holiday/calendar/play.htm?f> and make a calendar for the month.

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Have students practice identifying the date, marking any special days like holidays and birthdays, and selecting a seasonal picture to head the calendar. Print calendars from the website to add days and dates and missing numbers to extend the activity.

Activity 3: Tools We Use for Telling Time (GLE: K.1.2; CCSS: W.K.2, SL.K.1a&b, SL.K.4, L.K.4a)

Materials List: computer, Internet access, calendars, clocks, teaching clocks, hourglass and sand timers, watches and teaching watches, paper, pencil, chart paper, markers

Show the following video about real world time pieces- calendars, hourglasses, clocks, and watches using *LPB SyberChannel*
<http://player.discoveryeducation.com/index.cfm?guidAssetId=9AE3307E-6FAB-4E24-8402-E9015BFCAEA1>. Provide examples of timepieces. Allow students to manipulate the calendars, sand timers, teaching clocks and watches during center time.

Ask students if they can think of ways to tell the time of day and year without using timepieces. Use *discussion* ([view literacy strategy descriptions](#)) in the form of Think-Pair-Square-Share which allows students the opportunity to discuss ideas together. First, give students a brief time to think individually about this question. Then put students with a partner and have them discuss and list ideas. After a few minutes, have students get with other pairs and compare their lists. Then have students share lists. Compile the lists as students share them. The compiled list should include position of the sun, activities like meals, naps, schools, after-school activities, seasonal activities, etc.

Activity 4: Alike and Different (GLE: K.2.1, K.2.4; CCSS: RI.K.1, RI.K.2, RI.K.10, W.K.2, W.K.8)

Materials List: *We Are All Alike. . . We Are All Different* written and illustrated by the Cheltenham Elementary School Kindergartners, photographs showing children and families from today and from the past who are alike and different, glue, pictures of two students in the class (optional)

Read the story *We Are All Alike. . . We Are All Different* written and illustrated by the Cheltenham Elementary School Kindergartners. Show students photographs depicting children and families who are alike and who are different. Collect pictures from the past to contrast with those of today. These can be found in magazines, old workbooks, and other such resources. Allow students to select two pictures that can be glued onto a piece of paper. Have students dictate/write a sentence describing the subjects' similarities and differences. Make a bulletin board display from the products. This activity might be even more interesting if pictures of two students from the class are used.

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Activity 5: Pictures and Videos, Old and New (GLE: K.2.1, K.2.4, K.3.7; CCSS: RI.K.2, RI.K.3, RI.K.10, W.K.2; W.K.8)

Materials List: computer, Internet access, pictures representing past and present

Use the video link below to help students compare the lives of people living in a community today to those who lived recently and long ago. In this video, re-creations, artifacts, photographs, and time-lines tell the stories of how our parents, grandparents, and other ancestors lived on a daily basis. Included are different types of shelter, food, clothing, transportation, recreation, and forms of education.

Go to <http://player.discoveryeducation.com/index.cfm?guidAssetId=2DF57695-104F-44AA-93B1-0A325DE09218> and show students the video. Using two hula hoops to create a *graphic organizer* ([view literacy strategy descriptions](#)) in the form of a Venn diagram, students will sort pictures from the past and present. Then under the headings Past and Present, students will create another *graphic organizer* ([view literacy strategy descriptions](#)) in the form of a pictorial tree map with headings of food, shelter, clothing, transportation, recreation, and education. Use these visual displays of content to illustrate the similarities and differences between life today and in the past.

Activity 6: Remembering Important People of America’s Past (GLE: K.2.1, K.2.4; CCSS: RI.K.1, RI.K.2, RI.K.9, RI.K.10, W.K.2; W.K.8, SL.K.a,b, SL.K.4)

Materials List: *50 American Heroes Every Kid Should Meet* by Dennis Denenberg, Internet access, computer, learning logs, paper, crayons, pencils, video camera

Over the course of the school year, introduce important people of America’s past using Dennis Denenberg’s book *50 American Heroes Every Kid Should Meet*. Use holidays and dates associated with the hero to guide presentation. In the book, each of the 50 heroes is introduced through an anecdote that highlights the hero’s qualities and life circumstances. A section is provided to get to know the hero through his or her own words. A photograph illustrates each entry, and a biography is recommended for in-depth exploration of the hero’s story. Use the hands-on activities to provide students with opportunities to act as if they are the hero.

Use the following link to help students learn more about important people of the past: <http://www.brainpopjr.com/socialstudies/biographies/>. The link includes biographies of Helen Keller, Martin Luther King, Abraham Lincoln, George Washington and more. Free trial periods are available from this site and some activities are always free. After each hero is introduced, have students create a *learning log* ([view literacy strategy descriptions](#)) in the form of a picture and label the important person from America’s past. Explain that explorers, scientists, mathematicians, and scholars have always kept logs of their observations, thoughts, new understandings, hypotheses, and reflections. In this way, they could record progress, test new ideas, and document what they learned. Similarly, with this activity, students will complete entries to record new understandings and reflect on what has been learned. Students will share their drawings with a table partner comparing similarities

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and differences.

In the spring, have students participate in a school-to-home project about American heroes. Assign each student an American hero to illustrate. Provide parents with a copy of the *learning log* and the profile from *50 American Heroes Every Kid Should Meet*. Student oral presentations will be created using a modification of *RAFT writing* ([view literacy strategy descriptions](#)). *RAFTs* writing is based on what students have just learned. *RAFTs* allow students to use creative formats to reflect important information that is text and factually grounded. *RAFT* is an acronym- R (role of the writer), A (audience), F (format), T (topic). For student presentations, the role of the writer is of the assigned American hero; the audience is children of today; the format is oral report in first person; the topic is biographic information and highlights of the hero's life. Students will dictate their *RAFTs*. Students can dress like their hero while giving their report. Compile the illustrations and dictated *RAFT* writings into a class book and make a video of the oral reports.

Activity 7: Local, State, and National Symbols (GLE: K.2.2; CCSS: RI.K.1, RI.K.2, RI.K.9, RI.K.10, W.K.2; W.K.8, SL.K.1 a&b, SL.K.4)

Materials list: *P is for Pelican: A Louisiana Alphabet* by Anita Prieto, *A is for American* by Devin Scillian, computer, Internet access, paper, crayons, pictures of state and national symbols, large die cut or copy of the outline of Louisiana, large die cut or outline of the United States, large construction paper or legal size paper

Initiate discussion of symbols by presenting the school mascot, explain that the mascot is a symbol of the school. Continue the discussion by asking students if they know mascots of any of the local high school teams and other local festivals and slogans for the city. As the discussion develops, move to state teams and mascots. Read the book *P is for Pelican: A Louisiana Alphabet* by Anita Prieto and visit <http://www.statesymbolsusa.org/Louisiana/Louisianastatesymbols.html>.

Using *learning logs* ([view literacy strategy descriptions](#)), have each student illustrate their favorite Louisiana symbol to create a class book. Create a *circle map* or similar *graphic organizer* ([view literacy strategy descriptions](#)) by placing a large outline of Louisiana in the center of legal size or large construction paper and providing pictures of Louisiana symbols to be placed around the outline.

Repeat the activity for national symbols, using the book *A is for American* by Devin Scillian and the following website http://www.statesymbolsusa.org/National_Symbols/National-Symbols.html. Using *learning logs*, have students illustrate their favorite national symbol to create a class book. Use an outline of the United States and pictures of national symbols to create a national symbols *circle map* or *similar graphic organizer* ([view literacy strategy descriptions](#)).

Students can also play an interactive memory game featuring national symbols including the flag, the eagle, the Statue of Liberty, Mount Rushmore, the Constitution, etc. at

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http://www.primarygames.com/holidays/july4/games/match_up/usa_match.htm.

Additional songs, books, and activities about Louisiana:

<http://www.johnettedowning.com/index.html>

http://www.johnettedowning.com/down_in_la_activity.html

Activity 8: Holidays (GLE: K.2.3; CCSS: W.K.1, W.K.2, W.K.8, SL.K.1a,b, SL.K.4, L.K.4a)

Materials List: holiday theme books, feather-shaped pieces of paper (one per student), patterns and construction paper for making hats and flags

Introduce the term *holiday*. Ask students to name some holidays that are celebrated locally. Make a list on the board of the different holidays celebrated. Then introduce the terms national and federal holiday.

Tell students that a national holiday is a holiday that is celebrated throughout the country. Have students think about the times in their lives they celebrated special holidays or events with their families. Help students identify people associated with each holiday and their achievements. Discuss the significance of each holiday to the country by using *discussion* ([view literacy strategy descriptions](#)) in the form of Round Robin. Place students in groups of three to five and pose the question, “What are the reasons we celebrate holidays?” Student will go around the circle quickly sharing ideas. After initial clockwise sharing, ask students to draw on a single piece of paper each of their responses to provide a record of their responses. Gather oral responses from students.

Read books about people or events associated with holidays, such as Thanksgiving Day, Martin Luther King, Jr., Day, Presidents’ Day, and Independence Day.

- Play a guessing game, “What holiday am I?” Clues can be:
 - I am a Pilgrim eating with my friends, the Native Americans.
 - There are fireworks and parades, and I am waving an American flag.Have students share their customs associated with a national holiday by drawing pictures or role-playing.
 - Thanksgiving- Have students illustrate a picture of something they are thankful for on a feather-shaped piece of construction paper. Display the illustrations as the tail feathers on a turkey.
 - Martin Luther King, Jr. - Have students sing the following song to remember why Martin Luther King was important to the United States.
(Tune: Are You Sleeping?)

Dr. King
Dr. King
Had a dream
Had a dream
We can live together

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We can live together
Happily
Happily

- President's Day- Have students sing the following song to learn who the president is and where he lives.

(Tune: Muffin Man)

Do you know the president?
The president, the president
Do you know the president?
Who lives in Washington.

_____ is the president.
The president, the president
_____ is the president
Who lives in the White House.

- Independence Day- Have students make patriotic hats along with an American flag and dance and parade to patriotic songs.

A comprehensive list of holidays with descriptions can be found at www.usa.gov/citizens/holidays.shtml. Show the district calendar or school calendar and discuss upcoming events. For local, state, and national (federal) holidays, set up count-down charts to help the children understand elapsed time.

Activity 9: People and Places Present and Past (GLE: K.2.4; CCSS: RI.K.1, RI.K.2, RI.K.10, W.K.1, W.K.2; SL.K.1 a&b, SL.K.4)

Materials List: *Things People Do* by Ann Civardi, pictures of people and places in the school and community depicting both the present and past, chart paper, markers

A reading of the book *Things People Do* by Ann Civardi will take place in conjunction with the *DL-TA- directed learning-thinking activity* ([view literacy strategy descriptions](#)). *DL-TA* is an instructional approach that invites students to make predictions and then checks their predictions during and after reading or being exposed to new content. *DL-TA* provides a frame for self-monitoring because readers pause throughout the reading to make and check predictions.

- Introduce background knowledge by discussing personal experiences of students about where they have seen people working in the community and school and what jobs were being done. Discuss how jobs and personnel have changed over time. Record students' responses on the board. Discuss the title of the book *Things People Do*.
- Have students make predictions about the story.
- Read the book *Things People Do* by Ann Civardi, stopping to check and revise predictions as necessary.
- Once the reading is completed, use student predictions as a discussion tool.

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- Emphasize to students that this process should be used when reading other stories. Collect pictures of people and places in the school and community. Have students select a picture of a person in the school/community and match it to a place in the school/community. Help students match current and past personnel in various positions. Have students dictate/write a sentence about people and events that occur in both the school and in the community. For example, both the school and the community libraries have librarians. Write the students' sentences on a chart and make a mural or bulletin board display of their comments. Students' sentences can also be used in a big class book about people at school and in the community. This book can be placed in the class library for students to read and share with their peers.

Activity 10: Someplace Else (GLE: K.3.7; CCSS: RI.K.1, RI.K.2, RI.K.3, W.K.8, SL.K.1a,b)

Materials List: Internet access, *Someplace Else* by Carol P. Saul, drawing paper, crayons, pencils

Read *Someplace Else* by Carol P. Saul or show students the Reading Rainbow featured book segment on the book *Someplace Else* using the link: <http://player.discoveryeducation.com/index.cfm?guidAssetId=181E6DA2-4DF2-4111-A1B2-CF87B28C891F>. Next, have students list the various places visited in the story: apple orchard, city, seashore, mountains, riverboat, etc. Have students brainstorm additional places that they would like to visit and why. Discuss how people live differently in each of these locations. Extend the activity by pretending that a time machine is available and ask students to brainstorm places in history they would like to visit. Have children complete a pictorial *learning log* ([view literacy strategy descriptions](#)) about one of the places discussed. Collate pictures into a class book titled *Someplace Else*.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio and rubric assessment. Teacher observation and records as well as student-generated products are included in the portfolio. All items are dated and clearly labeled to effectively show student growth over time.

Activity-Specific Assessments

- Activity 1: Include a copy of student contribution to the *text chain* reflecting chronology in each student portfolio.
- Activity 4: Include a copy of descriptions of similarities and differences in each student portfolio.

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- Activity 6: Include a copy of student *learning log* and dictated RAFT writing in each student portfolio.

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Kindergarten Social Studies

Unit 3: Learning About the World

Time Frame: The content of this unit should be taught throughout the year with activities integrated into all content areas.



Unit Description

The focus of this unit is to increase students' understanding of the connections between the physical and cultural environments through the use of globes, maps, and other visual representations.

Student Understandings

Students understand the purpose of maps and that maps help them locate where they are. Students can explain the physical geography represented in maps, globes, etc. and they apply the concepts of directionality, spatial relation, and size. Students identify how weather impacts individuals and understand how seasonal changes affect daily choices. Students describe how people live differently in other places. Students identify and classify natural resources.

Guiding Questions

1. Can students identify maps and globes and use them to identify geographical places?
2. Can students understand words indicating directionality, special relation, and size?
3. Can students describe the physical features of their community?
4. Can students describe daily weather and changes in seasons and how both affect their daily lives?
5. Can students describe why people live differently in other places?
6. Can students demonstrate knowledge about the difference between renewable and non-renewable resources?

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Unit 3 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade Level Expectations	
GLE #	GLE Text
Geography	
K.2.3	Identify local, state, and national celebrations, holidays, and events using various sources
K.3.1	Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary.
K.3.2	Identify maps and globes as a representation of the earth and recognize the difference between land and water
K.3.3	Demonstrate geographic knowledge of places within the school and community
K.3.4	Illustrate basic landforms
K.3.5.	Construct maps of familiar locations
K.3.6	Describe how weather affects daily choices
K.3.7.	Describe how people live differently in other places using various sources
K.3.8.	Identify natural resources as being renewable/nonrenewable or recyclable
K.3.9.	Demonstrate spatial understanding that students are part of (i.e., classroom, school, town/city, state)
ELA CCSS	
CCSS#	CCSS Text
Reading Standards for Informational Text	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two text on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Writing Standards	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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Speaking and Listening	
SL.K.4	Describe familiar people, places, things, and events with prompting and support, provide additional detail.
Language Standards	
L.K.4 a, b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . c. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). d. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Suggested Activities

Some activities provide suggestions for context; however, classroom themes and events will often provide the context in which the activities should be used and may affect the order of the activities.

Activity 1: Maps and Stories (GLE: K.3.1, CCCS:RI.K.1, RI.K.2, RI.K.9, W.K.1, L.K.1a)

Materials List: Books that support mapping activities, chart paper

Students will participate in stories that support mapping activities. After reading the stories, have students as a group draw a large map to illustrate the paths described in the books. In these maps, have students illustrate basic landforms such as mountains, rivers, oceans as they apply. Moving around the map, stress words that indicate directionality, position, and size, such as *near, far, over, under, left, right, top, bottom, first, last, big, and little*.

Have students illustrate parts of some stories and label their illustrations with a directional word (e.g., student will draw a haystack with Rosie on top and label it *over the haystack*). Some stories to include:

- *You Can't Scare Me* by Kathy Hacker (the mouse's path throughout the story)
- *Little Red Riding Hood* (the path to Grandma's House)
- *The Thanksgiving Story* by Alice Dalgliesh (water and land on globe; a ship sailing across the ocean)
- *Over the River and Through the Woods* by Lynne Cravath (the path to Grandma's House)
- *The Mitten* by Alvin Tresselt (the path the boy took on his walk)
- *Rosie's Walk* by Pat Hutchins (Rosie's location labeled with a directional word)

Have students compare maps for similar geographical features.

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Activity 2: Directional Terms (GLE: K.3.1; CCCS:RI.K.10, W.K.8, SL.K.1,a,b, L.K.4a)

Materials List: *The Gingerbread Man* by Catherine McCafferty; a tie, graduation cap and gown, lab coat, clipboard, or some other symbol of professional expertise; gingerbread cookies (optional); *The Bear Went Over the Mountain* by Rozanne Lanczak Williams; brown pom-poms (one per student); *Going on a Bear Hunt* by Helen Oxenbury and Michael Rosen

Read the story *The Gingerbread Man* by Catherine McCafferty. Make a list with students of possible places where the gingerbread man might hide in the school such as in the library, cafeteria, office, and playground. Have students draw a map of those places. Using the map, have students find those places as they look for the gingerbread man. Ask students to use directional terms (*near, far, over, under, left, right, up, down, top, and bottom*) as they identify places in the school. (Optional: Surprise students with gingerbread cookies at the last stop on the mapped journey.)

Afterward, form groups of three or four students. Tell them they will be called on randomly to come to the front of the room to be a team of *professor know-it-alls* ([view literacy strategy descriptions](#)) about *The Gingerbread Man*. Have groups prepare by thinking up questions about the story that require answers with directional terms (e.g., Which way did the gingerbread man run when the fox chased him?). Call on a group of students to come to the front of the room. To add novelty to the strategy, let the professors put on a tie, a graduation cap and gown, a lab coat, clipboard, or some other symbol of professional expertise. Ask students to stand shoulder-to-shoulder. Invite questions from the other groups. First, the *know-it-alls* should huddle as a team to talk about the answer, then return to their positions and give answers in complete sentences. This can be done by having each student supply one word of the sentence. Rotate around the classroom until the sentence is completed. The final student in the rotation says “period.” After five minutes or so, ask a new group of *professors* to take their place in front of the class, don their professional props, and continue the process of students questioning students. This should be done until all groups have had a chance to serve as *professors*. Ask questions of each of the groups. Students asking the questions should hold the *professors* accountable for the correct answers.

Read the story *The Bear Went Over the Mountain* adapted by Rozanne Lanczak Williams and have the students use props from the classroom to retell the story emphasizing the directional words used throughout the story. Ask students to draw a setting from the story. Have students create a bear from a brown pom-pom and then use the bear to show directional terms.

Read the story *Going on a Bear Hunt* by Helen Oxenbury and Michael Rosen. Then have students participate in the traditional chant and group game, “Going on a Bear Hunt.”

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Activity 3: Where Do I Live (GLE: K.3.3, K.3.9)

Materials list: Internet access; Louisiana, United States and world maps; globe

Using the website Google Earth www.earth.google.com demonstrate to students that they are part of a classroom, school, town/city, state, country, and continent. Type in the school address and zoom in to the picture to find the classroom. Next, by slowly zooming out, show where the school is in relation to other landmarks in the city, etc. Repeat this activity using Louisiana, United States, and world maps. Show the same special relationships using a globe.

Activity 4: Understanding and Creating Maps (GLEs: K.3.2, K.3.4, K.3.9; CCCS: RI.K.1, RI.K.2, RI.K.10, SL.K.1a, L.K.4a)

Materials List: *Look Up, Look Down* by Tana Hoban, toy bird, doll house furniture or recycled items to represent furniture, Internet access, blocks, teacher-created map of the classroom (for small groups), digital camera, printer, pictures of landforms, house blueprints, art paper, crayons, markers, pencils

Students will develop an understanding of the concept of a bird's eye view after having Tana Hoban's book, *Look Up, Look Down*, read to them. Discuss the concept of a map as being a drawing or a picture taken from above, as if they were a bird flying in the sky looking down. Re-read the book and have students state their own observations of whether the photographs are taken of a bird's eye view or not. In a small group, show students maps of the classroom and the school. Using a toy bird, have students locate an area of the classroom or areas in the school (library, cafeteria, office, playground, gym) on the map and place the bird in that area. Have students describe what they see and describe the placement of the object using descriptions such as "*near, far, over, under, left, right, up, down, in the middle, on the left, at the top.*"

Using Google Earth at <http://www.google.com/earth/index.html>, repeat this activity to locate places in the community (school, library, post office, fire stations, etc.). Note geographical features of the community such as bodies of water, farmland, and wetlands.

During center time, provide doll house furniture in the block center. (If doll house furniture is not available, use recycled items to represent furniture.) Encourage students to use wooden blocks to build walls for a room. Take a bird's eye view photo of the students' structure with a digital camera. Using the model and the photograph, have students work in small groups to create a map of the room they created in the block center.

In the event students need help creating rooms, provide a variety of house blueprints in the block center for the students to refer to when building. Students can use the blueprint outlines and add the wooden blocks as described above. Blueprints can be found at <http://www.coolhouseplans.com/>.

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Have students recall the basic landforms viewed using Google Earth and select basic landforms to illustrate during art center. Have pictures of landforms available as models.

Activity 5: Interpreting Maps (GLEs: K.3.2; CCCS: L.K.4a)

Materials List: fire and tornado drill maps, other maps (Louisiana, United States, world), globe, United States/Louisiana placemats, play dough, student map of the United States (one per student), small sticky notes

Provide many representations of maps throughout the classroom.

- Fire or tornado drill map of school site
- Placemats with United States or Louisiana maps to be used with play dough
- Display a United States map to mark places that each student has visited with sticky notes. Send a United States map home with each child and have parents mark places visited to gather data.

Display a globe and a map. Lead students in a discussion of what the globe and map represent. Lead them to understand that both are representations of Earth. Discuss how areas of land and water are differentiated.

Help students name the objects that are labeled on the map and globe. Have students describe how a globe and a map are used. Expand on their statements with other examples of the uses of a globe and a map. Ask students to describe whether the globe or the school and classroom maps would best help in locating items in the room or in another state to which they have traveled. Ask where other globes and maps might be found in the school.

Ask students to identify specific places on a map and indicate whether each is land or water.

Activity 6: Using School Maps for Safety Drills (GLEs: K.3.3; CCCS: RI.K.2, RI.K.10, W.K.1, W.K.2, SL.K.1a,b, SL.K.4)

Materials List: *Fire! Fire!* By Gail Gibbons, school safety drill procedures and maps, chart paper, markers

Before reading the story *Fire! Fire!* written by Gail Gibbons and reviewing the school fire drill procedures, have students generate questions they have about the topic/theme based on *SQPL*- student questions for purposeful learning ([view literacy strategy descriptions](#)).

Present the students with the following thought-provoking prompt: *It is not important to have and practice a plan in case of a fire.*

Allow students to pair up and brainstorm one good question based on the statement: *It is not important to have and practice a plan in case of a fire.* Elicit students' questions and write them on chart paper or on the board. Mark any questions asked more than once with a smiley face or some other mark to indicate importance. When students finish, contribute other important questions that might not have been asked by students.

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Read the story *Fire! Fire!* Ask students to listen carefully for the answers to their questions as the book is read aloud. Stop after a section or page that supplies the answer to a specific question, tell students the question and ask them if they heard the answer. Allow partners to confer prior to responding. Mark questions as they are answered. Continue until all questions are answered. For any questions not answered by the book, supply the answers consulting the school fire drill map for specifics. Using directionality words, discuss the route the class will take in case of a fire.

Have a class fire drill. Following the drill, discuss the importance of having a plan at home, too. Assign a take-home activity for each student to work with his/her parents to make a fire drill map for their homes. Ask students to bring their family map to school to share with their classmates. Encourage them to use directionality words while discussing their home fire drill plan.

Remind students they should ask questions before they learn something new, then listen and look for answers to their questions.

Repeat this activity for severe weather drills, etc.

Activity 7: The Earth from the Air (GLE: K.3.2, K.3.4; CCCS: RI.K.1, RI.K.2, RI.K.10, W.K.1, W.K.2, SL.K.1a,b, SL.K.4)

Materials List: *Flying* by Donald Crews, chart paper, markers

Read the book *Flying* by Donald Crews. A modified version of the *Special Powers* category of *SPAWN writing* ([view literacy strategy descriptions](#)) will be utilized to promote students' thinking about topographical maps. The activity is modified in that an illustration rather than written text is utilized. Have students pretend they have special powers and can fly. Have students generate a list of different features they would see on Earth (e.g., mountains, hills, deserts, rivers, and oceans). Record their answers on chart paper or the board. Have students draw pictures that demonstrate their understanding of what they saw below while flying over the Earth. Instruct students to include both water and land elements in their drawings. Allow time for students to share their illustrations and explain their maps.

Activity 8: Distinguishing Between Land and Water (GLE: K.3.2; CCCS: SL.K.1a,b)

Materials List: globe, inflatable globe, dry-erase markers, chart paper, sand, shallow pan, magazines with pictures showing land and water

Have students observe a globe and discuss the colors they see and what each color indicates. Have students show whether they think the Earth is made up of more land or water by giving a thumbs up. Record their answers on a T-chart *graphic organizer* ([view literacy strategy descriptions](#)) marked "land" and "water."

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Next, use a dry-erase marker to make a dot of color over each student's thumbprint. Play the "globe roll game." Use a blow-up globe for this activity. Have students sit in a circle on the floor. Tell students that the purpose of the game is to distinguish between water and land on the globe. Have a student roll the ball to the person opposite him or her. (It is best if the teacher calls the name of the student receiving the ball.) The student receiving the ball looks at his or her thumb to see if it is on land or water and then announces the location. That student rolls the ball to another student and the game continues until everyone has had a turn. Use the same T-chart marked "land" and "water" to record the results of where each student's thumb landed. In most cases, water "wins" because the Earth is about seventy percent water. Compare students' predictions about land and water to the outcome of the game. Use the globe to re-emphasize the results. Have students identify where the color from their thumbprints is seen the most. This creates another visual learning aid.

Have students place sand in a pan. After adding water to the pan, have students create a relief map by moving the sand within the pan to create lakes and rivers. Have students cut out pictures of land and water from magazines; then have them sort the pictures and place them on a chart labeled land and water.

Activity 9: Mapping My Room (GLEs: K.3.3, K.3.5; CCCS: RI.K.2, RI.K.10; SL.K.1a,b, SL.K.4)

Materials List: *Me on the Map* by Joan Sweeny; various maps; teacher-created map of the classroom (one per student); blocks, cubes or small blocks; *We All Live Together* by Greg and Steve, Vol. 1 CD or similar song

Read the story *Me on the Map* by Joan Sweeny to students. Discuss how maps can show different places. Discuss how a map can show a place as small as their room or as big as the world. As a class, make a three-dimensional map of the classroom using materials from the block area and other props. Have each student locate his/her seat in the classroom by placing a small block or cube on the map. Give each student a map of the classroom and have him/her mark his/her seat on the paper map. Use a take-home activity to encourage students to share their knowledge of maps with their families. Give students the assignment of drawing a map of their bedrooms with their parents. Ask parents to help students to label their maps. As students turn in the maps of their rooms, allow them to share maps with classmates. Encourage them to use directionality, position, and size words to describe their maps.

- Display the maps in the block center to encourage students to recreate a map with blocks and furniture props.
- Share the song *We All Live Together* by Steve and Greg from the *We All Live Together*, Vol. 1 CD, or a similar song.

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Activity 10: Learning Centers for People and Places (GLE: K.3.3)

Materials List: flannel board and community helper pieces, people and places sequencing materials, pictures of community workers and corresponding objects, puppets, costumes

Create learning centers to house materials that can reinforce students' understandings of people and places in the school and community.

- Have students use flannel board pieces to retell stories about people and places in the school and community. Pictures can be provided to sequence the retelling of stories.
- Provide opportunities for students to sort and classify objects related to people and places in the school and community. Students can also match objects to pictures of school and community members and use maps to place them in the corresponding location.

Allow students to use puppets and costumes to portray people and places in the school and community.

Activity 11: Recognizing the Shape of Louisiana (GLEs: K.3.5, K.3.9; CCCS: SL.K.4)

Materials List: maps and drawings of Louisiana, teacher-made puzzle of Louisiana, teacher-made outline maps of Louisiana rubbing plates, Louisiana symbols and outline (one of each per student), glue, Internet access, student computers (optional)

Display a map of Louisiana. Hold up a variety of Louisiana maps or drawings of Louisiana. Encourage students to make their own observations about the shape of Louisiana by looking at the maps or drawings. Discuss how the shape of Louisiana resembles a boot. Have students outline Louisiana's shape in the air with their fingers. Emphasize where the land ends and the water begins. Tell students the area of water is called the Gulf of Mexico. Discuss how the map indicates water versus land. Create a puzzle by cutting a simple map of Louisiana into several large pieces. Give each student a large piece of the Louisiana puzzle and have the students assemble the map as a group.

Have students make a rubbing of the shape of Louisiana. A rubbing plate can be made by covering an outline of the state of Louisiana with hot glue. When it dries, it will leave a raised outline of the shape of Louisiana. Students will then cover the outline with another sheet of paper and use a crayon to create a rubbing. Have students color the Gulf of Mexico blue to indicate it is a body of water.

Provide a sheet of state symbols and an outline of Louisiana for each student. Students will glue symbols onto their maps.

If school resources allow, students can log on to the Internet site, <http://www.sos.louisiana.gov/tabid/225/Default.aspx> to color pictures of Louisiana symbols.

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Activity 12: Recognizing the Shape of the United States (GLE: K.3.5, K.3.9; CCCS: SL.K.4)

Materials List: maps and drawings of the United States, teacher-made puzzle of the United States, teacher-made outline of the United States rubbing plates, crayons, Internet access, student computers (optional)

Introduce a simple map of the United States to students. Encourage students to make their own observations about the shape of the United States by looking at the map. Have them outline the shape of the United States in the air with their finger. Create a puzzle by cutting a simple map of the United States into several large pieces. Give each student a large piece of the puzzle and have the students assemble the map as a group.

Have students make a rubbing of the shape of the United States. Make a rubbing plate by covering an outline of the United States with hot glue. When creating the rubbing plates of the outline of the United States, also outline around the state of Louisiana with hot glue. When it dries, it will leave a raised outline of the shape of the United States and of the state of Louisiana. Students will then cover the map with another sheet of paper and use a crayon to create a rubbing. Have students color Louisiana a different color and label it.

If resources allow, have students visit the following web site, <http://www.usmint.gov/kids/games/centsOfColor/>, where the outline of the United States is featured: students can click on various states and color the tail's side of the state quarters displayed there.

Activity 13: Describing the Weather and the Seasons (GLEs: K.3.6 CCCS: RI.K.2, RI.K.10, W.K.1, W.K.2, SL.K.1a,b, SL.K.4)

Materials List: Weather Chart BLM; bear or student figure with flannel board or similar clothes; *Jesse Bear, What Will You Wear* by Nancy White Carlstrom; seasonal clothing and props; weather signs; seasons signs; *Rain* by Rozanne Lanczak Williams

Introduce weather by having students answer the following weather riddles:
<http://www.uwsp.edu/Education/pcook/unitplans/weather.htm#wise> (source of riddle below)

1. I keep your balloon flying high. I sail your kite up in the sky. I am _____. (wind)
2. I help the plants and trees to grow. I fall from clouds gray and low. I am _____. (rain)
3. I am a star shining bright. I give you heat, and I give you light. I am the _____. (sun)
4. I am a bow of color way up high. After a rain, you may see me in the sky. I am a _____. (rainbow)

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5. I am icy crystals, lacy, and white. As I fall to the Earth, I'm a beautiful sight. I am _____ . (snow)
6. I make a deep and booming crash. You hear me after a lightning flash. I am _____ . (thunder)
7. I streak across the dark, stormy sky. I'm a flash of electricity way up high. I am _____ . (lightning)
8. I make sky pictures before your eyes. I can change my shape; what a surprise! I am a _____ . (cloud)
9. I am a cloud that is on the ground. I swirl about, but I don't make a sound. I am _____ . (fog)

Have students record the weather daily using the Weather Chart BLM. Have students describe the weather yesterday, today, and what they think it might be like tomorrow. Students should also describe the clothes they should wear in order to be comfortable at school. Write a list of the various answers, and ask students what they would wear if the weather were rainy, cold, cool, warm, or hot.

Have students dress a bear or student figure with flannel board clothes daily to show appropriate clothes for the weather.

Read the book *Jesse Bear, What Will You Wear?* by Nancy White Carlstrom. Ask students to use the following repetitive line to illustrate a class book or display as a bulletin board item. Repeat the activity using the four seasons.

Mr. Bear, what will you wear?
What will you wear when ...?

It rains
It's sunny
It snows
It's windy

Have students engage in a weather relay to reinforce correct attire. Divide students into even-numbered groups. Make five weather signs (sunny, rainy, snowy, windy, foggy) to be placed on the ground. Provide a bag full of a variety of seasonal clothing and props for each group. After students take an item out of the bag, they run to and sit on the correct sign. The first team to have all members sitting on the correct sign wins. Repeat the activity using seasonal signs (spring, summer, fall, winter).

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Lead students in singing the following song to reinforce weather.

Weather (tune: BINGO)

The sun is hot and bright today and sunny is the weather.
S-U-N-N-Y, S-U-N-N-Y, S-U-N-N-Y and sunny is the weather.
The clouds are gray and wet today and rainy is the weather.
R-A-I-N-Y, R-A-I-N-Y, R-A-I-N-Y and rainy is the weather.
The air is cold and I am too and snowy is the weather.
S-N-O-W-Y, S-N-O-W-Y, S-N-O-W-Y and snowy is the weather.
The air is dense and damp today and foggy is the weather.
F-O-G-G-Y, F-O-G-G-Y, F-O-G-G-Y and foggy is the weather.
The air is moving all around and windy is the weather.
W-I-N-D-Y, W-I-N-D-Y, W-I-N-D-Y and windy is the weather.

After reading *Rain* by Rozanne Lanczak Williams, have students create and illustrate a rhyme based on the story.

Rain on the green grass,
Rain on the tree,
Rain on the _____,
But not on me!

Activity 14: Different Kinds of Weather (GLE: K.3.6; CCCS: W.K.2, SL.K.4)

Materials List: books about people who live in physical environments that are different from Louisiana, laminated map of the United States, weather symbols, sticky tac, Internet access, student computers (if available)

Read books about people who live in physical environments that are different from Louisiana. Ask students to pretend that they live in a place where it is frequently cold, rainy, or dry. Have them describe the types of homes, clothes, transportation, and food they would eat. Have students draw pictures of themselves in a different weather environment. Students might also include animals they might see in each area. Repeat this activity whenever the weather changes. Record students' answers and use them in discussions of how seasonal weather changes affect people.

As an extension to this activity, create a weather station in the drama center. Hang a laminated map of the United States in the drama center. Create symbols to represent different types of weather. Have students use sticky tac to move the weather symbols on the map as they describe the weather forecast for that area of the United States. Students' forecasts do not have to be correct for the area of the country on which they place the weather symbol, but encourage the use of words that describe the weather. As students develop an interest in specific areas, encourage this interest by visiting www.weather.com

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for the daily forecast for that area.

Activity 15: Seasonal Weather (GLE: K.3.6; CCCS: RI.K.2, RI.K.10, W.K.2, SL.K.1a,b, L.K.4)

Materials List: Four Seasons Vocabulary Self-Awareness BLM (one per student), photographs depicting various seasons, seasonal clothing and props, suitcase or similar bags to pack items for a trip, *Seasons on the Farm* by Jane Miller

Introduce the four seasons by showing students the following pantomime:

Spring- hop forward

Summer- fan self with hand

Fall- fall softly onto knees

Winter- on knees, hold arms around body, and make shivering motion.

To get a baseline measure of students' understandings of the four seasons, do a modified *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)) which provides students with an opportunity to consciously and individually learn and develop the vocabulary they must know in order to understand new concepts. With teacher assistance, each student will rate his/her understanding of each word with either a "+" (understand well), a "√" (limited understanding or unsure), or a "-" (don't know). The chart will be revisited throughout the year at each seasonal change as they update their understandings. Students will dictate their definitions to the teacher and pictures will serve as the example for each word. As the year progresses, more detail should be required for the drawings. For example, initial drawings might be comprised of how an apple tree changes across the four seasons. Mid-term drawings would show the tree, but also the student in the appropriate clothing for the season and weather components (i.e. snow in the winter picture). End-of-the-year drawings would include everything from the mid-term illustrations along with life cycle of holiday and animal additions (e.g. baby animals in spring). Check the chart to assess students and provide additional instruction for those students who continue to have difficulty learning these key concepts.

Have students collect photographs depicting various seasons of the year and sort the collection by seasons.

Have students participate in a small group activity in which they will have to pack a real or paper suitcase for a seasonal trip (e.g., pack a bathing suit, flip flops, and tank top for a summer vacation).

After reading the book *Seasons on the Farm* by Jane Miller, ask students to list the changes observed in each season.

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Lead students in singing the following song by Shawn Brown available at <http://www.shawnbrownshow.com/> to reinforce seasons.

Chorus:

Four seasons in a year.
Winter, spring, summer and fall,
Hey hey hey.
Four seasons in a year.
Winter, spring, summer and fall,
Hey hey hey.

Winter...Very cold. Spring... Flowers bloom. Summer...Very hot. Fall...Back to school!

Listen to the song by following this link:

<http://www.songsforteaching.com/shawnbrownshow/fourseasonsinayear.htm>

Activity 16: People and Communities around the World (GLE:K.3.7; CCCS: RI.K.2, RI.K.10, W.K.2, SL.K.4)

Materials List: *Children around the World* by Donata Montanari, Internet access, *learning logs*, pencils, crayons

Explore the themes of commonality and diversity, by reading aloud *Children around the World* by Donata Montanari. This picture book introduces young readers to 12 children from around the world. Speaking in the first person, the children briefly describe such things as the language, food, clothing, schooling and daily life of their region. Additionally, over the course of a week or so and in segments, show students *Communities Around the World* using the following LPB CyberChannel link:

<http://player.discoveryeducation.com/index.cfm?guidAssetId=77C79B65-525B-44F0-B37C-9FB057FFDCBC>. This video describes commonalities and differences in how people around the world work, live, and play. Viewers find out that all people have basic needs and learn how shelter, food, water, and clothing are obtained using the natural resources in differing environments and conditions across various parts of the world by visiting five different continents- Africa, Asia, England in Europe, South America, and Mexico in North America. Main themes discussed in addition to food and water, clothing, and shelter are language, climate/weather, customs and traditions, school, work, transportation, art, architecture and landmarks.

Have students maintain *learning logs* ([view literacy strategy descriptions](#)). This could be included in their regular journal or under separate cover. Explain that explorers, scientists, mathematicians, and scholars have always kept logs of their observations, thoughts, new understandings, hypotheses, and reflections. In this way, they could record progress, test new ideas, and document what they learned. Similarly, with this activity, students will complete a series of journal entries (one for each continent in the video) to record-- in pictures and words as ability allows-- new understandings and reflect on what has been

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learned about children around the world. Students can share and discuss their drawings aloud. Correct any misconceptions during group sharing time.

Activity 17: Conserving Natural Resources (GLE: K.3.8; CCCS: W.K.1, W.K.2; W.K.8; SL.K.1a; L.K.4)

Materials List: video on natural resources

Using a modified *lesson impression* ([view literacy strategy descriptions](#)), generate student interest in the content to be covered by capitalizing on their curiosity. Ask students to draw their impression of the video to be viewed in order to increase eagerness and to discover how closely their impressions match the actual content. This approach will keep students focused and engaged during a lesson and can be used before students encounter any information source. For these reasons, the *lesson impression* strategy is especially helpful for struggling and reluctant learners.

Begin by reviewing the topic of natural resources. Select terms students will encounter during the lesson: i.e., renewable resources, non-renewable resources, conservation, reduce, reuse, recycle, composting. Identify a smaller use of terms (reduce, reuse, recycle) that will leave students with a pretty good impression, but not a complete picture of the content. Tell students to use the words to make a guess of what the video and lesson will be about and draw a picture illustrating their guess. When students finish their drawings, invite volunteers to show and discuss their drawings. Compare the drawings and differing impressions. Tell students to watch the following video to see which impression is closest to the actual video content:

<http://www.brainpopjr.com/science/conservation/reducereuserecycle/>.

Students will then compare their impression drawings to the video. Help students keep track of the similarities and differences. They can make a Venn diagram *graphic organizer* ([view literacy strategy descriptions](#)) with one circle containing their ideas, the other circle the actual information, and the overlapping space, the common ideas.

Afterward, reiterate what a natural resource is (examples: paper from trees, food from farms, cotton from plants, wool from sheep, etc. Explain that natural resources are renewable and nonrenewable and give examples of both. Using a list of natural resources, determine if students can categorize resources using a T-Chart *graphic organizer* ([view literacy strategy descriptions](#)) as nonrenewable and renewable. Explain the long term effects that overusing and wasting our natural resources have on habitats, animals, and even humans emphasizing the importance of natural resources in everyday life.

During computer lab, students can play a related game and sort items into bins to recycle, throw away, compost, or sell at a yard sale (reuse) using

<http://www.brainpopjr.com/science/conservation/reducereuserecycle/draganddrop/>.

As a follow-up activity, if your school participates in any of the related fundraising campaigns, have students send in box tops, soup labels, etc.

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Activity 18: Holidays, Celebrations, and Events Near and Far (GLEs:K.2.3 ; CCSS: SL.K.4)

Materials List: Internet access, clip art or magazine pictures of holiday symbols, figures, etc., poster paper, pencils, markers, crayons

Each year Americans celebrate a variety of federal holidays and other national observances. Holidays, celebrations, and events celebrated locally, statewide, and nationally such as Independence Day, Veteran’s Day and Thanksgiving provide great springboards for incorporating geography and connecting cultural environments to physical environments.

Use the link <http://player.discoveryeducation.com/index.cfm?guidAssetId=5813F9DC-EFF0-4045-A628-3E5DF506FDB6&blnFromSearch=1&productcode=US> to show students the *Our Country, States, and Different Cultures* segments from the video *This is Our: Country*. The video shows various map views of the world, the continent of North America, and the United States of America and discusses each. When the video ends, tell students that where you live and where you come from often determines what events you celebrate and how. Have students list holidays. Differentiate between holidays, celebrations, and events celebrated locally and in Louisiana and those celebrated nationally. A list of federal holidays and national observances with information and links for each can be found at <http://www.usa.gov/citizens/holidays.shtml>.

Use the link <http://player.discoveryeducation.com/?guidAssetId=bf0f46b5-ba8b-4a5b-98ae-0ba6dedc5394> to show the Discovery Education video: *U. S. Celebrations*. This video investigates the history and celebration of holidays in the United States, including Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veteran's Day, and Thanksgiving Day. Divide the class into eight groups. Assign a holiday from the video to each group. Have students create posters or depicting the celebrations including figures, symbols, clip art, etc. associated with each holiday. Have students present their posters to the class. Hang posters in chronological order in the hallway after presentations.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio and rubric assessment (see BLM). Teacher observation and records as well as student-generated products are included in the portfolio. All items are dated and clearly labeled to effectively show student growth over time.

Activity - Specific Assessments

- Activity 1: Include a copy of student’s group map of the created room in each student portfolio.

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- Activity 2: Include a copy of student’s directional word illustrations and dictations in each student portfolio.
- Activity 7: In each student portfolio, include a copy of student’s drawings that demonstrates his/her understanding of what he/she saw below while flying over the Earth.
- Activity 8: Develop a checklist to assess the student’s ability to locate land and water on a globe.
- Activity 11: Include a copy of the student’s Louisiana rubbing or the students’ collage of the Louisiana symbols in each student portfolio.
- Activity 12: Include a copy of the student’s United States rubbing in each student portfolio.
- Activity 15: In each student portfolio, place student *vocabulary self-awareness chart* along with the examples illustrated during the year.
- Activity 16: In each student portfolio, place the *learning logs*.

Teacher Note: Geographical concepts can be difficult for young students to grasp. Students need to be directed and encouraged to develop and build concepts such as left, right, top, bottom, first, last, big, and little. Teachers should carefully observe students to assess concept development.

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Kindergarten Social Studies

Unit 4: Learning How to Use Money

Time Frame: The content of this unit should be taught throughout the year with activities integrated into all content areas.



Unit Description

The primary focus of this unit is to develop an understanding of basic economic concepts and to develop decision-making skills.

Student Understandings

Students understand there are different ways for people to earn a living. Students identify different kinds of voluntary exchange: with money and without money.

Guiding Questions

1. Can students identify the difference between wants and needs?
2. Can students explain what is meant by scarcity?
3. Can students identify goods and services within the community?
4. Can students identify jobs that people do to earn money?
5. Can students identify ways goods get from their point of origin to the consumer?
6. Can students understand and describe voluntary exchange?

Unit 4 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade Level Expectations	
GLE #	GLE Text and Benchmarks
Economics	
K.5.1	Identify wants and basic needs
K.5.2	Explore the concept of saving
K.5.3	Discuss the concept of scarcity within classroom situations
K.5.4	Explore concepts of goods/services
K.5.5	Describe jobs that people do to earn money
K.5.6	Explain how products get from a point of origin to consumers
K.5.7	Describe a voluntary exchange/trade
ELA CCSS	
CCSS#	CCSS Text
Reading Standards for Informational Text	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.

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RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text does the illustration depicts).
RI.K.9	With prompting and support, identify basic similarities in and differences between two text on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
Writing Standards	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.K.1 a,b	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
SL.K.4	Describe familiar people, places, things, and events with prompting and support, provide additional detail.
Language Standards	
L.K.4 a,b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

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Writing Standards	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.K.1 a,b	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
SL.K.4	Describe familiar people, places, things, and events with prompting and support, provide additional detail.
Language Standards	
L.K.4 a,b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . <ul style="list-style-type: none"> c. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). d. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Suggested Activities

Some activities provide suggestions for context; however, classroom themes and events will often provide the context in which the activities should be used and may affect the order of the activities.

Activity 1: How Our Economy Works (GLEs: K.5.1, K.5.2; K.5.4, K.5.5, K.5.6; CCSS: RI.K.2, RI.K.4, W.K.1, W.K.2, SL.K.1a,b, L.K.4a)

Introduce economic concepts by creating a *lesson impression* ([view literacy strategy descriptions](#)). *Lesson impressions* create situational interest in the content to be covered by capitalizing on students’ curiosity and heightening anticipation, and, by providing a

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meaningful purpose for learning. This strategy is especially useful for struggling and reluctant readers and learners as it increases motivation and helps students focus on important information. This strategy will be modified as student impressions will be drawn and presented orally rather than written.

Begin by reviewing the video *How Our Economy Works: All about Earning and Spending Money* at <http://player.discoveryeducation.com/index.cfm?guidAssetID=5C2991FB-4232-45D1-99A4-94AAECD294F8&blnFromSearch=1&productcode=US>. The video has eight segments that will be utilized to address grade-level expectations throughout this unit: producers, income, goods and services, consumers, smart choices, needs and wants, saving money, and wasting money.

Select several key terms students will encounter when watching the video. From the initial long list, identify a smaller number of terms that will leave students with a pretty good yet incomplete picture of the lesson. Present the smaller list of words to students. Examples of key words are job, goods, services, income, basic needs, producer, consumer, and bank. Tell students they are to use the words to draw a picture of what they think will be covered in class that day. When students finish their impression pictures, invite volunteers to share their impressions, leaving students to wonder whose is the closest to the actual content.

Show the video to students. Explain that people work to earn money to satisfy their basic needs and wants. The video is designed to help students understand the two, as well as the difference between goods and services. The content also explores a variety of jobs, including production and service workers, and introduces students to banks and the concept of saving money. Students will watch and listen closely to compare their illustrated impressions with the actual information presented. Keep track of the similarities and differences using a Venn Diagram *graphic organizer* ([view literacy strategy descriptions](#)). Draw two overlapping circles. Label one circle Impressions and the other circle Information. List shared characteristics in the overlapping section allowing for easy identification of which characteristics are shared and which are not shared.

Activity 2: Wish List (GLE: K.5.1; CCSS: RI.K.2, RI.K.9, W.K.2, W.K.7, SL.K.1a,b, SL.K.4)

Materials List: *The Magic Fish* by Freya Littledale, chart paper, drawing paper

Elaborate on the concept of wants and needs using a T-chart *graphic organizer* ([view literacy strategy descriptions](#)). Students will provide answers under both categories. For example, the Wants list can include games, electronic devices, candy and toys while the Needs list can include food, shelter, and clothing.

Read the book *The Magic Fish*, by Freya Littledale aloud. Discuss how people wish for things that they like or want. Create a class big book with each student dictating one page and using the repetitive phrase taken from the book. Copy this verse on a chart:

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Oh, fish in the sea
Come listen to me
My wife begs a wish
From the magic fish

Replace the words “my wife” with the student’s name. Students can dictate their wishes to be written on their page of the book.

- Show the segments on wants and needs and smart choices of the video *How Our Economy Works: All about Earning and Spending Money* at <http://player.discoveryeducation.com/index.cfm?guidAssetID=5C2991FB-4232-45D1-99A4-94AAECD294F8&blnFromSearch=1&productcode=US>.
- Create a shopping list on which students must include things they need (e.g., food, clothing, etc.).
- Teach students the rhyme...

I wish I may,
I wish I might,
Have the wish,
I wish tonight.

- The Special Powers category of *SPAWN writing* ([view literacy strategy descriptions](#)) will be utilized to promote student thinking about wants and needs. Ask students to pretend that a wish for special powers has been granted. Have students illustrate what things they would like to do with their special powers. Compare the illustrations while emphasizing the similar and differing desires of students. Also, emphasize that basic needs must be met before wants can be pursued.

Activity 3: Saving (GLE: **K.5.2**; CCSS: **RI.K.1**, **RI.K.2**, **RI.K.3**, **SL.K.1a,b**)

Materials List: Internet access, *Penny Pot* by Stuart J. Murphy

Show the segments on saving money and smart choices of the video *How Our Economy Works: All about Earning and Spending Money* at <http://player.discoveryeducation.com/index.cfm?guidAssetID=5C2991FB-4232-45D1-99A4-94AAECD294F8&blnFromSearch=1&productcode=US>.

Read the *Penny Pot* by Stuart J. Murphy to provide an example of saving that students can relate to. In this book, at the school fair, the art teacher is painting faces for 50 cents each. Jessie would like to participate, but only has 39 cents. Fortunately, there is a penny pot where children put their extra change, so Jessie sits down to wait. As the youngsters approach the booth, their money is counted out and their extra pennies are added to the pot.

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When Jessie adds up the change and finds that there is 51 cents, she can finally get her face painted to look like a cat.

Use Inside-Outside Circles *discussion* ([view literacy strategy descriptions](#)) and ask students to brainstorm how their families and they personally save to get the things they want and need. Students will stand and face each other in two concentric circles: the inside circle faces out and the outside circle faces in. Ask students to discuss ideas and answers with the person standing most directly in front of them. The interesting aspect of this technique is that at any time the inner or outer circle can be asked to rotate until told to stop. Then the discussion can begin anew. After a few rotations, randomly ask individual students to share their own ideas or those of the person(s) with whom they have been discussing. The advantage of this strategy is the variety of inputs possible through simply rotating the circles of students. Be sure to make enough space in the room for this *discussion* activity, and move about the circle to listen in on students' brainstorming.

End this *discussion* by aligning students' ideas to the classroom reward system. Point out how in the classroom and the school, students earn rewards that are collected and counted with a target number needed to reach a goal activity or incentive. Relate this to saving for desired items and events in their personal lives.

Activity 4: The Economic Concept of Scarcity (GLE: K.5.3 CCSS: RI.K.2, RI.K.4, SL.K.1a,b)

Materials List: *The Berenstain Bears Get the Gimmies* by Stan and Jan Barenstain

Read the *The Berenstain Bears Get the Gimmies* by Stan and Jan Barenstain. In this book, Brother and Sister Bear want everything in sight, and they throw tantrums when they do not get what they want. Wisely, Mama and Papa deal with this childhood malady by teaching the cubs about the family budget and the importance of appreciating all that they have already.

To demonstrate the concept of scarcity, have students play a game of musical chairs. Have students share feelings afterward about not having a chair. Relate this to situations below when desired items or activities are limited at school and in the classroom. Explain that scarcity (caused by unlimited needs and wants and limited resources) leads to having to make decisions about choices. Ask for examples of times students did not get to do something they wanted to do at school and why. Help the students become aware that enough materials may not be available for everyone at all times. Understanding scarcity (limited resources) requires decision-making about needs and wants and is an important basic economic concept at all levels. For example, often not enough hooks are available for individual assignment of hooks for backpacks/coats. Kindergarteners need to be taught that you get what you get sometimes and sometimes you don't have a choice or get to state a preference. For example, gratefully accept a popsicle rather than complaining about the color received when popsicles are dispensed.

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Taking turns on the slide, swings, seesaw, and limits on the number of people in various free center areas are all viable ways to teach students about scarcity. Help students develop problem-solving skills for dealing with routine areas of scarcity throughout the day- students counting to 20 or singing the ABC song and turn ends and the teacher establishes rotations of which table of students gets first pick for free choice are examples.

Activity 5: Goods and Services (GLE: K.5.4) CCSS: RI.K.1, RI.K.2, W.K.1, W.K.2, W.K.7, SL.K.1a,b)

Materials List: *Caps for Sale* by Esphyr Slobodkina, fifty cents, caps from home (one per child), vouchers, catalogs; magazines; Edmark computer programs such as *Millie's Math House*, *Thinkin Things*, or *Mighty Math Zoo Zillions* (if available), chart paper, markers

Read the book *Caps for Sale* by Esphyr Slobodkina. Encourage students to role-play the peddler selling his caps for fifty cents.

Use the book as a springboard to discuss common goods and services like the production, buying and selling of food and clothing and basic services like (garbage collection and mail delivery. Also, include in the discussion services provided by the private sector, i.e. haircuts from beauty and barber shops, manicures from nail salons, lessons from driving schools, oil changes and servicing from automobile repair shops, etc.

Provide catalogs or magazines for students to choose a few items that they would like their families to buy. Have students make a small book of these items. Discuss what items their family most likely would buy and why. Explain that students may use money to purchase items, or they can trade one object for another.

Using Edmark computer programs such as *Millie's Math House*, *Thinkin Things*, or *Mighty Math Zoo Zillions*, students can identify ways money is used to purchase goods or exchange items for goods.

Over the next week or so, have students maintain *learning logs* ([view literacy strategy descriptions](#)). Explain that explorers, scientists, mathematicians, and scholars have always kept logs of their observations, thoughts, new understandings, hypotheses, and reflections. In this way, they record progress, test new ideas, and document what they learned. Similarly, with this activity, students complete entries to record new understandings and reflect on what has been learned. Once a day, present students with one of the previously created topic lists above: something you could buy that is ...beautiful; good to eat; etc. Students should spend about ten minutes illustrating and writing (as their ability allows).

Student opportunities to earn rewards for services should also be demonstrated. For example, on days the teacher has recess duty, students pick up trash on the playground after snack recess. Trade that service for five minutes of extra recess time. Describe chores students complete at home as a service and use Think-Pair-Share *discussion* ([view literacy strategy descriptions](#)) to discuss rewards/incentives given for completion--extra television or

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computer time, money or desired item. Children will think alone for a short time about the rewards and incentives earned for completing services at home and then pair up with someone to share their thoughts. Pairs of students will share with other pairs, forming small groups of four students. Record oral responses from students on chart paper.

Activity 6: People and Their Work (GLE: K.5.4 CCSS: RI.K.2, RI.K.7, W.K.2, W.K.7, W.K.8, SL.K.1a&b, SL.K.4)

Materials List: *Career Day* by Anne Rockwell or *When I Grow Up* by Rosemary Wells, magazines, uniform catalogs, other print material depicting people at work, People and Their Work BLM, teacher-created labels of job titles

Read a book about jobs, such as *Career Day* by Anne Rockwell or *When I Grow Up* by Rosemary Wells. Point out and discuss the jobs people do, focusing on the skills needed to perform the job and the services provided. Have students go through magazines, uniform catalogs, and other print material looking for illustrations of people at work. Create a collage from the illustrations that have been found and cut out by students, using one picture from each student. Discuss the jobs represented in the collage. Have students identify familiar workers represented in the collage. Create labels for the jobs students will identify. Have students attach the labels to the appropriate worker on the collage.

Complete a *word grid* ([view literacy strategy descriptions](#)) using the People and Their Work BLM to help students learn important concepts about how jobs can be placed into categories based upon the services provided. Categories include:

- people who keep us healthy
- people who sell us things
- people who help us move from one place to another
- people who build things
- people who prepare meals
- people who produce food
- people who keep us safe

Provide the job titles listed and encourage students to name jobs that might fit into each category. As job titles are given, fill in the word grid by placing “+” in the space corresponding to the job category and the job titles.

Once the grid is complete, ask students to use the categories to describe the job titles. Quiz students orally by asking questions that require them to use the categories to compare and contrast jobs. For example, ask students to describe the differences between a doctor and a chef or the things that are the same for a firefighter and a police officer.

Have students work in pairs or groups to draw an illustration for a category. Attach their illustrations to the lists and display them in the drama center where students can role-play the various jobs discussed.

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Activity 7: Career Day (GLE: K.5.5 CCSS: RI.K.2, SL.K.1a,b)

Materials List: career props and costumes, video camera (optional)

Plan a *Career Fair Day* where students can select careers that interest them. Have students prepare a presentation for a school performance called, “Someday I may be a _____.” This activity can also be done as a classroom presentation where students can present their careers to each other.

- Costumes and props appropriate to each career should be part of the preparation and presentation (e.g., play food, serving tray, cash register, play money, whistle, and ticket pad).
- Skills required to perform the job should be included.
- Parents and other classes could be invited to watch students share what they have learned. Encourage students to be a part of the preparation by having them help to design the invitations.
- The presentations can be videotaped so that all students and parents may have the opportunity to see the performance.

Activity 8: Who’s Who in the Community? (GLE: K.5.5; CCSS: RI.K.2, RI.K.10, W.K.1, W.K.2, W.K.8, SL.K.1a,b)

Materials List: pictures of workers, headband, template (one per child--this could be of a person or make the assignment match the time of year: a pumpkin for fall, a turkey at Thanksgiving, a gingerbread baby or snowman for winter, a bunny during spring, etc.), teacher-created take-home activity instruction letter (refer to Who’s Who in the Community Instruction Letter BLM document for sample letter)

Using a variety of pictures of workers, discuss the jobs they do. Following the discussion, place one of the pictures on a headband. Choose one student to wear a headband without prior knowledge of which career is represented. Have that student stand in front of the class. The rest of the students will give clues about the career using the following phrase, I spy a person who _____ (e.g., wears a badge, brings food to hungry people). The game will continue until the student wearing the headband is able to guess what career is represented on his/her headband. Continue the game by providing an additional headband with a picture depicting another career and choosing another student to wear the headband. Repeat the procedure providing a new headband for each child selected in order to cover a variety of careers.

Assign each student a type of worker and provide each student with a template to take home and decorate to match the assigned job title. Send an instruction letter home. (See BLM document--this document is written to match a winter theme.) A snowman template can be created by attaching two dinner size and one dessert size paper plates together using brads with the students outlining a modified *RAFT* writing ([view literacy strategy descriptions](#)) to demonstrate their understanding of community workers. This form of writing gives students the freedom to project themselves into unique roles and look at content from unique

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perspectives. From these roles and perspectives, *RAFT writing* has been used to explain process, describe a point of view, envision a potential job or assignment, or solve a problem. It is the kind of writing that when crafted appropriately should be creative and informative.

Students, with parental help, will decorate their template, complete a short write-up, and give an oral report on the following *RAFT*:

- R- Role (role of the writer- assigned worker)
- A- Audience (to whom or what the *RAFT* is being written- other members of the community)
- F- Form (the form the writing will take a decorated template, write-up, and oral report)
- T- Topic (the subject focus of the writing--What I Do for a Living)

For example, a student write-up for a firefighter might look like this:

Dear Citizens of Fort Frost, USA,

As the town firefighter, I want you to know how important my job is to the community. Not only do I put out fires with my hose. I also use other tools like my ax to help rescue people from buildings. I have to wear a special heat resistant suit and a hard helmet with a protective face mask. My body is completely covered to protect me from the flames and heat. I also have a tank with air so I can breathe. When you hear the siren and see my red fire truck coming, I need to get through fast.

Thank you for your time,

Captain Snow, Fire District 1

Students will present their oral reports and display their decorated worker and write-ups on a whole class thematic bulletin board.

Activity 9: To Market (GLEs: K.5.6, K.5.7; CCSS: RI.K.2, SL.K.1a,b)

Materials List: Internet access, computer, *To Market, To Market*; by Anne Miranda models of characters from the book; grocery advertisements; ingredients to make class snack

Begin by showing the producers segment of the video *How Our Economy Works: All about Earning and Spending Money* at

<http://player.discoveryeducation.com/index.cfm?guidAssetID=5C2991FB-4232-45D1-99A4-94AAECD294F8&blnFromSearch=1&productcode=US>

Read the book *To Market, To Market* by Anne Miranda. Discuss with students what it might cost to buy a cow, duck, or one of the other items in the story. Discuss if it would be a fair

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exchange to trade one item for another. Provide students with models of each of the characters and role-play a purchase or exchange.

Next, show the folk tale *The Little Red Hen* on the *Between the Lions* section of the PBS Kids website at <http://pbskids.org/lions/stories/>. Sequence the steps involved with getting bread from grain to table.

Introduce the concept that most families make weekly purchases for their home. Discuss how the grocery store is a common weekly trip for most families. Continue the discussion by suggesting that the class prepare something to eat during the school day. Go through the process of choosing ingredients for a class snack; include items like milk and bread. Discuss how the ingredients must be produced and processed in order to be purchased. Save grocery advertisements from the local grocery stores. The advertisements can be used to help the students locate items that might be needed for the class snack. Make a grocery list of ingredients needed and add items that might not be found in the advertisements. If feasible, take a class trip to the grocery store to purchase the items and help students gain an understanding of the ways that money is used to purchase goods. If the trip is not feasible, create a take-home activity where each student is responsible for an item on the grocery list. Encourage parents to allow their student to participate in the purchasing process by handing the bills and coins to the cashier.

Activity 10: Voluntary Exchange (GLE: K.5.7; CCSS: RI.K.2, SL.K.1a,b)

Materials List: familiar items such as books, games, crayons, etc.; four paper bags, bubbles, sidewalk chalk, small rubber balls, jump ropes (enough of each so that when class is divided into four each group can play with the same item), snack exchange basket, extra snacks, book swap basket, books, music, chairs (one per child)

Introduce the topic of voluntary exchange by discussing how students willingly trade and share during the school day. Examples are trading seats at tables during learning centers and sharing school supplies that everyone contributed like play dough and construction paper which have become class supplies.

Next, have students choose a familiar object, such as a book, a game, or a box of crayons. Have students talk about ways they can share the item with others. Lead the discussion to trading objects. Create scenarios that students can respond to: “What if your friend is playing with something that you need or want? What can you do? What if you and your friend are reading books and you want to read your friend’s book?” Help students to understand voluntary exchanges and how both parties may benefit. Observe students as they use the objects and reinforce appropriate behaviors.

Place students into four groups. Give each group a paper bag filled with bubbles, sidewalk chalk, small rubber balls, and jump ropes. Each group will be given amounts of the various items that differ from the other groups. Tell students they must trade items with other groups until each group member has the same item with which to play. Give each group a

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turn to play with each of the items by swapping items to the next group. Have students reflect on the advantages and disadvantages of their bartering experience.

Create opportunities for other exchanges:

- Create a snack exchange basket. Place leftovers from daily snacks in a basket. If there is a child in the room who does not like what the class snack is for the day, he/she may take a snack from the basket in exchange for the current day's snack.
- As a transition activity, allow students to have a book swap. As their work is completed, they may go to the carpet or designated area where they may choose a book. When they finish the book of their choice, they may trade with another student for a new book.
- During music and movement time, have students play musical chairs the traditional way. Then have students play without removing any chairs. Make the object of the game to find as many different seats as possible during play. Have students discuss what they liked and disliked about the games, focusing on the exchange aspect of each version. Emphasize the scarcity aspect in the traditional game. Have students determine if the chairs became more or less valuable as the number of chairs and players was reduced.

Sample Activities

General Guidelines

Documentation of student understanding is recommended to be in the form of a portfolio. Teacher observation and records as well as student-generated products, should be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

Activity-Specific Assessments

- Activity 1: Include a copy of lesson impression drawing in each student portfolio.
- Activity 2: Include a copy of each student's SPAWN writing in his/her student portfolio.
- Activity 6: Use the word grid (see black line master) to assess each student's understanding of the various jobs people do.
- Activity 8: Include a copy of each student's RAFT writing assignment in each student portfolio.