



Comprehensive Curriculum

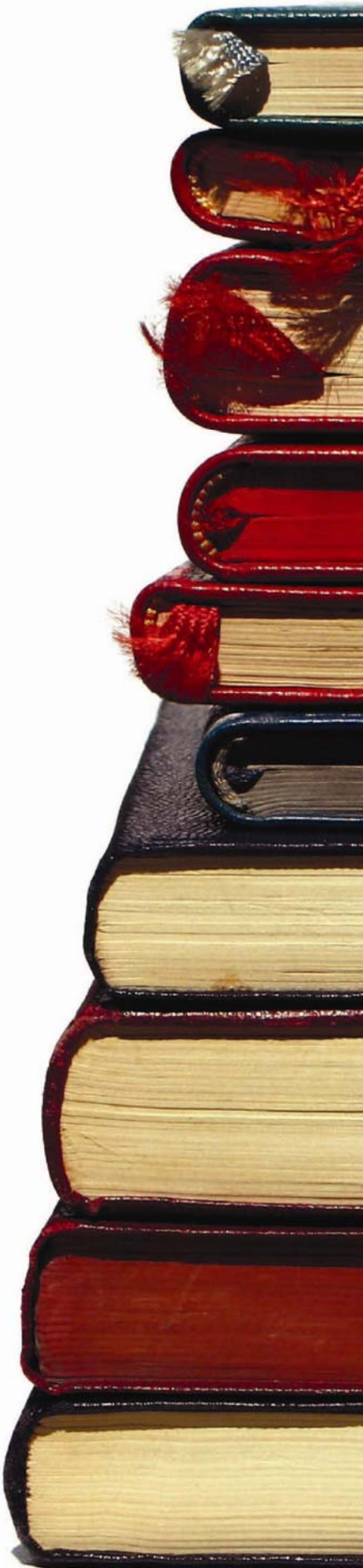
Revised 2008

Kindergarten Social Studies



Louisiana Department of
EDUCATION

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**Kindergarten
Social Studies**

Table of Contents

Unit 1: Rules and Responsibilities at Home, in School, and in the Community1

Unit 2: Learning About the World and the Seasons.....7

Unit 3: How People Get the Things They Need.....21

Unit 4: Children Just Like Me.....28

Louisiana Comprehensive Curriculum, Revised 2008 **Course Introduction**

The Louisiana Department of Education issued the *Comprehensive Curriculum* in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the *Louisiana Comprehensive Curriculum*, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of *iLEAP* assessments.

District Implementation Guidelines

Local districts are responsible for implementation and monitoring of the *Louisiana Comprehensive Curriculum* and have been delegated the responsibility to decide if

- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLEs can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

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 Grade-Level Expectations 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.

New 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>.

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 each 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. The *Access Guide* will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the *Access Guide* icon found on the first page of each unit or by going directly to the url <http://mconn.doe.state.la.us/accessguide/default.aspx>.



**Kindergarten
Social Studies**

Unit 1: Rules and Responsibilities at Home, in School, and in the 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 to increase students' awareness about why rules are needed at home, at school, and in the community. It describes students' rights and their responsibilities to follow rules and describes the person(s) responsible for enforcing the rules.

Student Understandings

The students understand the need for rules at home, at school, and in the community. The students describe their responsibilities in following the rules.

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 as members of their family and as members of the community?
4. Can students identify governmental employees and community workers and their jobs and responsibilities?

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Civics	
9.	Identify home and class rules, and the persons responsible for enforcement (C-1A-E1)
10.	Identify governmental employees and their roles (e.g., postal workers, police) (C-1A-E2)
11.	Identify reasons for home and classroom rules (C-1A-E7)
12.	Identify responsibilities the student has at home and at school (C-1B-E2)
13.	Describe the student's role as a member of the family, class, and school (C-1D-E4)

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: Rules (GLEs: 9, 11, 13)

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

The students will show agreement or disagreement with statements about various rules by holding their thumbs up or down in response to items on an *opinionnaire* ([view literacy strategy descriptions](#)). The 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 similar to the one shown below with teacher, principal, and others at school figures drawn in the "Rules at School" column and a parent figure in the "Rules at Home" column. 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 the students take turns to sort the cards and place them on the chart by whose role it is to enforce the rule (teacher, principal, others at school or parent), and where it is enforced. As each student takes a turn to place a card, the teacher will encourage discussion of why the rule is important.

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 the students in discussing the positive results of following the rules, the consequences for not following them, and 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 2: Responsibility (GLEs: 12, 13)

Materials List: *The Rainbow Fish*, 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 the 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. The guest then leaves. 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. The teacher might share individually wrapped candies with the students.
- After they finish the candy, read the story *The Rainbow Fish* by Marcus Pfister to the students. Discuss with the students how the rainbow fish found happiness and became part of a group by sharing with others. The teacher will cut a large fish shape out of paper. Each student will be given a paper scale to place on the fish. Before placing the scale on the fish, each student will illustrate a responsibility that the student has at home or school that makes them a member of a home or school group (e.g., sharing toys, picking up their own or the toys of others). The students will dictate or write a statement about their illustration on the scale.
- Assemble the class "responsibility" fish that may be displayed 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.
- Teachers can 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 3: Happiness (GLEs: 11, 12)

Materials List: *If You're Happy and You Know It* and *Full, Full, Full of Love*, or other books about happiness; a story about tension or feeling unhappy such as *Alexander and the Terrible, Horrible, No Good, Very Bad Day*; 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 “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 the 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 the 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 at school or at one another’s homes.

Activity 4: Work and Jobs (GLE: 10)

Materials List: *The Berenstain Bears on the Job*, *Maybe You Should Fly a Jet*, *Clifford Gets a Job*, or any book emphasizing the concepts of work and jobs; butcher paper; pictures of governmental and community workers; stamps; scales; paper; envelopes

Use the shared reading of books to emphasize the concepts of work and jobs. Ask students to share information they may have about people and their jobs. Create a collage showing the roles of government employees and community workers, including postal workers, firefighters, the police, etc. Some suggested books are *The Berenstain Bears on the Job* by Stan Berenstain; *Maybe You Should Fly a Jet* by Theo LeSeig; and *Clifford Gets a Job* by Norman Bridwell

- Read *The Jolly Postman Series* of books, written and illustrated by Janet and Allan Ahlberg. The students will identify postal workers’ various jobs and roles. Provide the students with paper and envelopes to write letters to fellow classmates. Set up a post office in the drama center by providing stamps, scales, paper, and envelopes. Help the students to role-play working at the post office.
- Invite a postal worker to visit the school to share information about his/her job. The teacher can make arrangements with the school’s postal worker to show his/ her equipment, mail truck, and mail during his/her daily delivery to the school.

Activity 5: Rules (GLE: 11)

Materials List: *Officer Buckle and Gloria*, pre-cut star-shaped pieces of paper (one per student)

Read the book *Officer Buckle and Gloria* by Peggy Rathmann. The What if? category of *SPAWN writing* ([view literacy strategy descriptions](#)) will be utilized to promote students’ thinking about failure to follow a rule. *SPAWN writing* is an acronym that stands for five

categories of writing prompts for content area learning. On a star-shaped piece of paper, the students will illustrate a picture to answer the question, "What if you did not follow a class or home rule?" For example, "What if you throw food on the floor?" The illustration would depict the consequences of the rule infraction and might include time out, losing privileges, etc.

Have students illustrate pictures of themselves following rules at home or in the classroom. Circulate among the students and write their dictations under their pictures. Create a class big book or display the pictures on a bulletin board.

Activity 6: Rule Safety Team (GLE: 11)

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

Begin a discussion on why rules are important at school. Tell the students that they are going to be part of a Rule Safety Team. The teacher, using orange bulletin board paper, will make safety vests. The teacher will 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 the 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 the students illustrate a safety rule. After returning to the classroom, have the 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: 12, 13)

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

Read the book *Five Little Monkeys with Nothing to Do* by Eileen Christelow. The students will list ways that they help around the home. Discuss with the 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 the students have at home (e.g., taking out the trash, making their beds, picking up their toys).

Afterwards, 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.

General Assessments

- Student participation in unit activities will be observed and the teacher will record anecdotal notes while circulating throughout the classroom.
- Student-generated work such as drawings, data collection charts, and photographs of models will be collected by the teacher.
- The teacher will use the rubric provided to quickly and efficiently observe and record the students' progress while circulating among the group and evaluating the Activity-Specific Assessments. See Unit 1, General Assessment Rubric BLM.

Activity-Specific Assessments

- Activity 1: As a large group, the 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. Discussion will occur as each student takes a turn.
- Activity 2: Include a copy of the students' "helping" scale from the class rainbow fish in the student portfolios.
- Activity 3: Include a copy of the students' illustrations that depict a rule that covers how to treat others with kindness at school.
- Activity 4: Include a statement in the student portfolios about the students' contributions to the collage on the role of governmental employees and community workers.
- Activity 5: Include a copy of the students' stars in the student portfolios.
- Activity 6: Include a copy of the students' illustrations from the safety notepad in the student portfolios.
- Activity 7: Generate an anecdotal note of the students' role-play participation.

**Kindergarten
Social Studies
Unit 2: Learning About the World and the Seasons**

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 the students' awareness of themselves as a part of their community, state, country, and the world. The unit creates an awareness of weather and seasonal changes and how they affect the students and their families.

Student Understandings

Students understand that maps help them locate where they are and the concepts of directionality, position, and size. Students talk about the weather and its impact on individuals and will understand how seasonal changes affect them every day. Students describe people and places in their school and community.

Guiding Questions

1. Can students identify maps and globes and use them to identify geographical places?
2. Can students understand words indicating directionality, position, and size?
3. Can students describe the daily weather and changes in seasons?
4. Can students describe people in the school and community?

Unit 2 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
1.	Identify a map and a globe as a representation of Earth (G-1A-E1)
2.	Recognize the shape of Louisiana and the United States on maps and globes (G-1A-E2)
3.	Demonstrate an understanding of directionality, position, and size by correctly using and responding to words such as <i>left</i> , <i>right</i> , <i>first</i> , <i>last</i> , <i>big</i> , <i>little</i> (G-1A-E2)
4.	Create simple maps to identify the location of places in the home or classroom (G-1A-E3)
5.	Identify the difference between land and water and locate both on a map or globe (G-1B-E1)

GLE #	GLE Text and Benchmarks
6.	Describe people and places in the school and community (G-1B-E3)
7.	Describe the daily weather (e.g., rainy, cold) (G-1C-E1)
8.	Describe how seasonal changes affect people (e.g., in different seasons, people wear different kinds of clothing) (G-1D-E2)

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: Interpreting Maps (GLEs: 3, 4)

Materials List: *Look Up, Look Down*, toy bird, doll house furniture or recycled items to represent furniture, blocks, teacher created map of the classroom (for small groups), digital camera, printer, house blueprints

The 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. The teacher will 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 the students a map of the classroom. Using a toy bird, the students will locate an area of the classroom on the map and place the bird in that area. Have the students describe what they see and describe the placement of the object using descriptions such as “in the middle, on the left, at the top.”

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 the students to use wooden blocks to build walls for a room. The teacher will take a bird’s eye view photo of the students’ structure with a digital camera. Using the model and the photograph, the students will work in a small group 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/>.

Activity 2: Mapping My Room (GLEs: 1, 3, 4)

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

Read the story *Me on the Map* by Joan Sweeny to the 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 into 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 the students to share their knowledge of maps with their families. Give the students the assignment of drawing a map of their bedrooms with their parents. Ask the parents to help the students to label their maps. As the students turn in the maps of their rooms, allow them to share maps with their classmates. Encourage them to use directionality, position, and size words to describe their maps.

- Display the maps in the block center to encourage the 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.

Activity 3: Fire Safety (GLEs: 1, 3, 4)

Materials List: *Fire! Fire!*, school fire drill procedures and map, chart paper, markers

- Before reading the story *Fire! Fire!* written by Gail Gibbons and reviewing the school fire drill procedures, students will 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, the teacher will contribute questions of his or her own.
- Read the story *Fire! Fire!* Ask the 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 the 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, the teacher should supply the answers using his/her own knowledge and 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 the 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.

Activity 4: Interpreting Maps (GLEs: 1, 5)

Materials List: fire and tornado drill maps, other maps (Louisiana, United States, world), globe, United States/Louisiana placemats, play dough, 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 the students name the objects that are labeled on the map and globe. Have the 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 them 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 5: Recognizing the Shape of Louisiana (GLEs: 2, 5)

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, 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 them outline Louisiana's shape in the air with their fingers. Emphasize where the land ends and the water begins. Tell the 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 child a large piece of the Louisiana puzzle and have the student assemble the map as a group.

Have students make a rubbing of the shape of Louisiana. The teacher can make a rubbing plate 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 the students color the Gulf of Mexico blue to indicate it is a body of water.

The teacher will provide a sheet of state symbols and an outline of Louisiana for each student and the students will glue symbols onto their maps.

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

Activity 6: Recognizing the Shape of the United States (GLE: 2)

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, 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 child 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. The teacher can 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 the students color Louisiana a different color and label it.

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

Activity 7: Maps and Stories (GLE: 3)

Materials List: *You Can't Scare Me*, *Little Red Riding Hood*, *The Thanksgiving Story*, *Over the River and Through the Woods*, *The Mitten*, *Rosie's Walk*, or other stories that support mapping activities, chart paper

The students will participate in stories that support mapping activities. After reading the stories, the students as a group will draw a large map to illustrate the paths described in the books. Moving around the map, the teacher will stress words that indicate directionality, position, and size, such as *left*, *right*, *top*, *bottom*, *first*, *last*, *big*, and *little*.

The student will illustrate parts of some stories and label their illustrations with a directional word (e.g., the 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)

Activity 8: Directional Terms (GLE: 3)

Materials List: *The Gingerbread Man*; 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*; brown pom-poms (one per student); *Going on a Bear Hunt*

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. The students will draw a map of those places. Using the map, the students will find those places as they look for the gingerbread man. Have the students use directional terms (*left*, *right*, *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 *know-it-alls* 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 *professor-know-it-alls* 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 *know-it-alls*. The teacher should also ask her own questions of each of the groups. Students asking the questions should hold the *know-it-alls* 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 the 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. The students will participate in the traditional chant and group game, “Going on a Bear Hunt.”

Activity 9: Distinguishing Between Land and Water (GLE: 5)

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

The students will observe a globe and discuss the colors they see and what each color indicates. Have the 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 marked “land” and “water.”

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 on it for this activity. Have students sit in a circle on the floor. Tell the 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 as each student checks to see where his or her thumb has landed. In most cases, water “wins” because the Earth is about seventy percent water. Compare the students’ predictions about land and water to the outcome of the game. Use the globe to re-emphasize the results. Have the 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 the 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. Have students sort the pictures and place them on a chart labeled land and water.

Activity 10: The Earth from the Air (GLE: 5)

Materials List: *Flying*, 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. The students will pretend they have special powers and can fly. Have the children 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. Students will draw pictures that demonstrate their understanding of what they saw below while flying over the Earth. Students should be instructed to include both water and land elements in their drawings. Allow time for students to share their illustrations and explain their maps.

Activity 11: People and Places (GLE: 6)

Materials List: *Things People Do*, pictures of people and places in the school and community, chart paper, markers

A reading of the book *Things People Do* by Ann Civardi will take place in conjunction with the *DR-TA- directed reading-thinking activity* ([view literacy strategy descriptions](#)) an instructional approach that invites students to make predictions and then check their predictions during and after reading. *DR-TA* provides a frame for self-monitoring because the reader(s) pause throughout the reading to ask questions.

- 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. Record the students' responses on the board. Discuss the title of the book *Things People Do*.
- Have the 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.
- 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 the students select a picture of a person in the school/community and match it to a place in the school/community. Have the children 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 12: Learning Centers for People and Places (GLE: 6)

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

Activity 13: Describing the Weather and the Seasons (GLEs: 7, 8)

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

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)
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 the students record the weather daily using the Weather Chart BLM. Students will describe the weather yesterday, today, and what they think it might be like tomorrow. They 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 the 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 the 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).

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 the 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: 7)

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, 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. They 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. The students' forecasts do not have to be correct for the area of the country on which they place the weather symbol, but the teacher should encourage the use of words that describe the weather. As the students develop an interest in specific areas, encourage this interest by visiting www.weather.com for the daily forecast for that area.

Activity 15: Seasonal Weather (GLE: 8)

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*

Introduce the four seasons by showing the 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 and update their understandings. The 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). The teacher can 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 being read the book *Seasons on the Farm* by Jane Miller, ask students to list the changes observed in each season.

Lead students in singing the following song by Shawn Brown available at <http://www.shawnbrownsow.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/shawnbrownsow/fourseasonsinayear.htm>

Other resources:

<http://www.songsforteaching.com/calendarseasons.htm>

<http://www.unitedstreaming.com/> search for seasons, weather, community helpers

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.

General Assessments

- Student participation in unit activities will be observed and the teacher will record anecdotal notes while circulating throughout the classroom.
- Student-generated work such as drawings, data collection charts, and photographs of models will be collected by the teacher.
- The teacher will use the Unit 2 General Assessment Rubric BLM provided to quickly and efficiently observe and record the students' progress while circulating among the group and evaluating the Activity-Specific Assessments.

Activity - Specific Assessments

- Activity 1: Include a copy of the students' group map of the created room in each student portfolio.
- Activity 5: Include a copy of the students' Louisiana rubbing or the students' collage of the Louisiana symbols in each student portfolio.
- Activity 6: Include a copy of the students' United States rubbing in each student portfolio.
- Activity 7: Include a copy of the students' directional word illustrations and dictations in each student portfolio.
- Activity 9: Develop a checklist to assess the students' ability to locate land and water on a globe.
- Activity 10: In each student portfolio, include a copy of the students' drawings that demonstrates their understanding of what they saw below while flying over the Earth.

- Activity 13: Generate an anecdotal note on students' use of seasonal clothing on the Mr. Bear activity.
- Activity 15: In each student portfolio, place the student *vocabulary self-awareness chart* along with the examples illustrated during the year.

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.

**Kindergarten
Social Studies
Unit 3: How People Get the Things They Need**

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 identify ways people earn a living in order to provide for the basic needs of the family. It addresses how people get what they need through voluntary exchange, with or without money.

Student Understandings

The 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 jobs at home and in school?
2. Can students identify the exchange of bills and coins as ways that people use money?
3. Can students identify ways people use money to purchase goods?
4. Can students understand and describe voluntary exchange?

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Economics	
14.	Identify ways people use money to purchase goods (E-1A-E3)
15.	Identify work people do and the name of related jobs at home and school (E-1A-E7)
16.	Describe a situation illustrating a voluntary exchange (e.g., trading seats, exchanging books) (E-1A-E11)

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: People and Their Work (GLE: 15)

Materials List: *Career Day* or *When I Grow Up*, 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 the 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 the students, using one picture from each student. Discuss the jobs represented in the collage. The students will identify familiar workers represented in the collage. The teacher will create labels for the jobs the students will identify. The students will attach the labels to the appropriate worker on the collage.

Create 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 included are:

- 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 the 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 the 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.

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 the students can role-play the various jobs discussed.

Activity 2: Voluntary Exchange (GLE: 16)

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)

Ask students to 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 the students as they use the objects and reinforce appropriate behaviors.

Place the 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 the students they must trade items with other groups until each group member has the same item with which to play. Give each group a turn to play with each of the items by swapping items to the next group. Have the 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 the children 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 the students play musical chairs the traditional way. Then have the students play without removing any chairs. Make the object of the game to find as many different seats as possible during play. Have the 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 the students determine if the chairs became more or less valuable as the number of chairs and players was reduced.

Activity 3: Career Day (GLE: 15)

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

Plan a *Career Fair Day* where students can select careers that interest them. Have the 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 the 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.
- Invite parents and other classes to watch students share what they have learned. Encourage the students to be a part of the preparation by having them help to design the invitations.
- The presentations can be videotaped so that all the students and parents may have the opportunity to see the performance.

Activity 4: Who Wears the Headband? (GLE: 15)

Materials List: pictures of workers, headband, template (one per child), teacher-created take-home activity instruction 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. (The template could be of a person or the teacher could make the assignment match the time of year: a pumpkin for fall, a turkey at Thanksgiving, a gingerbread baby for winter, a bunny during spring, etc.) Send an instruction letter home 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 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's the kind of writing that when crafted appropriately should be creative and informative.

The 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- decorated template, write-up, and oral report)

T- Topic (the subject focus of the writing- What I Do for a Living)

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

Activity 5: Stores and Money (GLE: 14)

Materials List: catalogs; magazines; Edmark computer programs such as *Millie's Math House*, *Thinkin Things*, or *Mighty Math Zoo Zillions* (if available)

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.

- Adapt this idea by discussing birthday celebrations by having the students cut out items they would like to add to their birthday wish list.
- Using Edmark computer programs such as *Millie's Math House*, *Thinkin Things*, or *Mighty Math Zoo Zillions*, the students can identify ways money is used to purchase goods or exchange items for goods.

Activity 6: The Corner Store (GLE: 14)

Materials List: *On Market Street*, cash register, store area in drama center, play money, items from the story, bags

Read the book *On Market Street* by Anita and Arnold Lobel. Discuss with the students how money is used to purchase items. Set up a store in a drama center. Provide a cash register, play money, items from the story, and bags to have the students role-play using bills and coins to make a purchase.

Activity 7: What Can I Buy? (GLE: 14)

Materials List: *Benny's Pennies*, chart paper, markers, learning logs (one per student)

Read the story *Benny's Pennies* by Pat Brisson. The students will:

- Make a list of something they could buy that is ...
 - beautiful
 - good to eat
 - nice to wear
 - what a dog would like
 - what a cat would like

- Dictate/write a story about what they would buy with five pennies?
- Predict what kinds of items they could buy if they had more money (e.g. five quarters, five dollars).
- Over the next week or so, have the 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 entries to record new understandings and reflect on what has been learned. Once a day, present the 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).

Activity 8: Caps for Sale (GLE: 14)

Materials List: *Caps for Sale*, fifty cents, caps from home (one per child), vouchers

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

Have a “Cap Day” at school. Each student can bring a cap to school for the day. The caps can be used in a variety of activities to reinforce interest in the story and bring about discussion of how money is used in exchange for goods. For example, change the drama center into a cap store—have the children sort the caps by type, price the caps, and sort them by price. Provide vouchers worth various amounts that the children can exchange for various hats at differing prices.

Activity 9: To Market (GLEs: 14, 16)

Materials List: *To Market, To Market*; models of characters from the book; grocery advertisements; ingredients to make class snack

Read the book *To Market, To Market* by Anne Miranda. Discuss with the 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 exchange to trade one item for another. Provide the students with models of each of the characters and role-play a purchase or exchange.

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. Discuss how the ingredients must 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 the 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 child 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.

Sample Activities

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 should be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

General Assessments

- Student participation in unit activities will be observed and the teacher will record anecdotal notes while circulating throughout the classroom.
- Student-generated work such as drawings, data collection charts, and photographs of models will be collected by the teacher.
- The teacher will use the rubric provided to quickly and efficiently observe and record the students' progress while circulating among the group and evaluating the Activity-Specific Assessments. See Unit 3 General Assessment Rubric BLM.

Activity-Specific Assessments

- Activity 1: Develop a checklist to assess each student's understanding of the various jobs people do.
- Activity 4: Include a copy of each student's RAFT writing assignment in each student portfolio.
- Activity 5: Include a copy of each student's book page of purchased items in each student portfolio.
- Activity 7: Include a copy of each student's dictation or story from the *Benny's Pennies* activity in his/her student portfolio. Also, include a copy of each student's learning log in his/her student portfolio.
- Activity 9: Generate an anecdotal record on the student's understanding of how money is used to purchase goods..

**Kindergarten
Social Studies
Unit 4: Children Just Like Me**

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 the role individuals play in the family, the home, and the larger national community. It demonstrates that people are alike as well as different and have personal likes and dislikes. An additional focus of the unit is to develop awareness that people in the United States share customs that are associated with national holidays.

Student Understandings

The students recognize ways that people can be alike and different from one another and have personal likes and dislikes. Students understand their roles in their immediate family, at school, and as part of the larger national family. Students identify customs associated with their school, as well as customs associated with national holidays.

Guiding Questions

1. Can students use words to describe chronology of the school day?
2. Can students identify similarities and differences in people?
3. Can students identify customs associated with national holidays?
4. Can students describe personal likes and dislikes?

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
History	
17.	Use words to describe the chronology of the school day (e.g., first, next, last) (H-1A-E1)
18.	Identify ways in which people are alike and different (H-1A-E2)
19.	Describe personal likes and dislikes (e.g., picture journals) (H-1A-E3)
20.	Identify customs associated with national holidays (H-1C-E1)

Note: Caution should be taken when discussing similarities and differences as well as likes and dislikes 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.

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: Chronology (GLE: 17)

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 the 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 the students complete a modified *story 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, 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. Story 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 same terms used during the daily chart discussion.

Activity 2: Alike and Different (GLE: 18)

Materials List: *We Are All Alike. . . We Are All Different*, photographs showing people 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. Collect photographs depicting people who are alike and who are different. These can be found in magazines, old workbooks, and other such resources. Show the pictures to the students. Allow them to select two pictures that can be glued onto a piece of paper. Have the 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 of the students from the class were used.

Activity 3: Likes and Dislikes (GLE: 19)

Materials List: *George and Martha: The Complete Stories of Two Best Friends*, chart paper

Read books or poems about likes and dislikes. One suggestion is *George and Martha: The Complete Stories of Two Best Friends*, by James Marshall. Have students discuss personal likes and dislikes. Do a guided writing activity on "My favorite things are . . ." and "Things that I dislike most are . . ." Collate the student's writings into individual books that can be added to throughout the year.

- Have the students share their dislikes and likes. Look for any foods, activities, etc. mentioned frequently by students in the class.
- Have the class develop a class *graphic organizer* ([view literacy strategy descriptions](#)) using a Likes and Dislikes T-Chart for "foods" or "activities" previously shared.

LIKES	DISLIKES
Playing outside with friends.	Sitting in time out.

Activity 4: Food Likes and Dislikes (GLE: 19)

Materials List: *Gregory the Terrible Eater*, chart paper, paper plates (one per student), *Fruit Salad*, fruit

Read the book *Gregory the Terrible Eater*, by Mitchell Sharmat. Discuss with the students foods which they like and dislike. List them on a chart. Then give students a paper plate and allow them to draw their favorite foods on the plate.

- Read the book *Fruit Salad* from the Rigby Reading series.

- Make a class fruit salad together. Serve the fruit salad as a class snack.
- Discuss which fruit the students liked the best or the least.
- Make a simple graph of the students' preferences.

Activity 5: Wish List (GLE: 19)

Materials List: *The Magic Fish*, chart paper

Read the book *The Magic Fish*, by Freya Littledale. 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. The teacher may wish to copy this verse on a chart:

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.

- Create a shopping list on which students must include things they like and dislike (e.g., spinach, beets, milk, cereal, bananas, chicken).
- Teach the 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 likes and dislikes. Ask the students to pretend that a wish for special powers has been granted. Have the students illustrate what things they would like to do with their special powers. Compare the illustrations while emphasizing the similar and differing desires of the students.

Activity 6: Holidays (GLE: 20)

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

Ask students the reason we celebrate holidays. 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- The students will 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. - The students will 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
We can live together
Happily
Happily

- President's Day- The students will sing the following song to 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.

George Bush is the president.
The president, the president
George Bush is the president

Who lives in the White House.

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

Activity 7: Alike, Alike, Different (GLEs: 18, 19)

Materials List: books such as *Hats, Hats, Hats* or *Shoes, Shoes, Shoes* or *Houses and Homes* or *Bread, Bread, Bread*; items from home- hats and shoes as indicated below; various types of bread; *Popsicle*® sticks, *Legos*®; pipe cleaners; small wooden blocks

Share Ann Morris books with the students like *Hats, Hats, Hats* or *Shoes, Shoes, Shoes* or *Houses and Homes* or *Bread, Bread, Bread*. Develop activities where the students can make comparisons between the items in the story to decide if they are alike or different and whether these items are alike or different from the students' own possessions, homes, and foods. The students can also express whether they like or dislike some of the items. Some suggestions are:

- Have a Hat Day. The students can vote for the best hat.
- Have a Bread Tasting Party. Graph the students' choice of favorite bread.
- Have a Bring a Shoe Day. Have the students sort the shoes by who would wear them, if they are for dress or play, by color, or by size. Graph which shoe they would like to wear.
- Provide the students with a variety of materials that could be used to build a house (e.g., *Popsicle*® sticks, *Legos*®, pipe cleaners, small wooden blocks). Have the students choose the materials that they would like to use to build. Have the students work cooperatively to build a house structure. Discuss how their houses are alike or different. Have them choose in which house they would most like to live. The students can then write or dictate a story about their choice.

Sample Assessment

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.

General Assessments

- The teacher will use the Unit 4 General Assessment Rubric BLM provided to quickly and efficiently observe and record the students' progress.
- Student products such as drawings, data collection charts, and statements will be

collected by the teacher.

- Student participation in unit activities will be observed and the teacher will record anecdotal notes while circulating the room.

Activity-Specific Assessments

- Activity 1: Include a copy of the student's contribution to the story chain reflecting chronology in each student portfolio.
- Activity 2: Include a copy of descriptions of similarities and differences in each student portfolio.
- Activity 3: Include a copy of the student's favorite food plate in each student portfolio.
- Activity 5: Include a copy of the student's *SPAWN writing* wish dictation or star illustration in each student portfolio.