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Once Upon a Time: A Model Literature Based Approach to Teaching Social Studies in Early Childhood

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ONCE UPON A TIME: A MODEL LITERATURE BASED APPROACH TO
TEACHING SOCIAL STUDIES IN EARLY CHILDHOOD

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the degree
Master of Education
Master Teacher

by
Kristi Louisa Martone

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

The purpose of this project is to design a Social Studies curriculum integrating Children's Literature to be used in early childhood classrooms, specifically Kindergarten through third grade. In chapter two, the researcher will provide a detailed overview of literature connected with the integration of Robert Gagne's Nine Instructional Events, and Howard Gardner's Nine Multiple Intelligences. The review of related literature includes the following topics: (a) Social Studies education (b) A need for Social Studies curriculum for Character Development, (c) Constructivism, (d) Relevance of trade books (e) Gagne's Nine Instructional Events (f) Gardner's Multiple Intelligences.

Social Studies Education

Social Studies Education, as defined by the National Council for the Social Studies is "the integrated study of the social sciences and humanities to promote civic competence." Social studies education encourages the knowledge of civic matters. Understanding these issues and developing solutions to them are the main purposes of teaching social studies. The National Council for the Social Studies framework consists of ten areas of study. The organization believes that "effective social studies programs include experiences that provide for the study of: (a) Culture, (b) Time, Continuity and Change, (c) People, Places, and Environment, (d) Individual Development and Identity, (e) Individuals, Groups, and Institutions, (f) Power, Authority, and Governance, (g) Production, Distribution, and Consumption, (h) Science, Technology, and Society, (i) Global Connections, (j) Civic Ideals and Practices." (NCSS, 2006)

According to the Office of Superintendent of Public Instruction (OSPI), social studies education in Washington State “contributes to developing responsible citizens in a culturally diverse, democratic society within an interdependent world.” Having an education in social studies gives learners the skills to be able to make secure decisions and act appropriately as a member of human society. Social studies education encompasses the study of relationships between people and the environment, and the relationships connecting people. Social studies education acknowledges that students build skills and critical awareness of living in culturally diverse societies, knowledge of the human state and events that shape individual civilizations. OSPI comprises the study of social studies in the primary (K-3) grades to include the following areas of focus:

Individual Development and Identity

- A. Learning About Myself and My Classroom Community
- B. The Food We Eat

Families

- A. Families in Our Community
- B. Families in Other Places

Communities

- A. Our Community
- B. Communities Meet their Needs and Wants

Culture: People, Places and Environment

- A. Cultures in Our Community
- B. Our Native American Past
- C. Making Global Connections

Both the National Council for the Social Studies and the Office of the Superintendent of Public Instruction agree, that social studies education is an essential part of character building in the future leaders of our country. Both entities have set forth standards by which teachers are to create their lessons, thus ensuring that specific target topics are being covered at specific grade levels.

A Need for Social Studies Curriculum for Character Development

Social studies curriculum in early childhood provides the building of skills such as subject knowledge, inquiry, interpersonal and critical thinking skills, respect for the values of diverse societies, and the capability of self-governing. Each of these skills is central to the development of responsible citizenship and character within oneself. Social studies present significant opportunities for young children to participate in continual predicaments that are a part of society within the realms of community and family. In the elementary school student inquiry is focused mainly on the understanding of self, community, and the world around them. Picking apart the issues within these areas through various activities helps the subject of social studies come alive for students as they explore what it means to be a responsible citizen and do their part as a member of society. By participating in social studies lessons, students are able to practice respectful ways of communication, learn about historical events and cultivate an eagerness to contribute to being an important part of their community as well as others.

The education of social studies builds knowledge within different disciplines. These disciplines are: history, geography, civics and economics (NCSS, 1990). Students are able to construct ideas relating to these subjects that have an impact on their lives as well as the lives of others. The social studies education also develops skills such as

inquire, interpersonal and critical thinking. These skills are used on a consistent basis throughout the four above mentioned discipline areas of social studies curriculum.

Students are able to use these skills in order to be successful as they participate daily as a member of public life. Students gather, interpret and analyze information in order to act as informed citizens. Continual discussions of ideas and practices, aid in the cultivation of interpersonal skills within students. Sound and reliable decisions are formed through critical thinking as well as alternative outlooks on subjects.

Social studies education also encourages the respect for values within diverse societies. Students learn to comprehend the ideas of a democratic society and how to live harmoniously within these societies. The students learn to defend their rights and fulfill their responsibilities as citizens within a community as well as develop skills to hold the values of themselves and others in high esteem.

As a result, responsible citizenship is developed through these aptitudes due to the education of social studies. Social studies education is crucial to developing high moral characters among the future power holding citizens throughout the world (OSPI, n.d.). The education of “social studies for responsible citizenship must be a compelling priority if we expect to sustain our constitutional democracy. The health of our democracy depends on whether young people understand the complexities of human society and can govern themselves competently.” (NCSS, 1990)

What is a responsible citizen? OSPI (n.d.) defines a responsible citizen as someone who uses their knowledge of the four discipline areas when making sound decisions as a member of society. These disciplines include the: historical perspective, geographic perspective, civic perspective, and economic perspective. “Using knowledge

of the past to construct meaningful understanding of our history in order to enrich and enlighten our lives. Using knowledge of geographical concepts, such as spatial patterns and both human and natural systems, to understand processes that impact our world. Using knowledge of government, law, and politics to make decisions about and take action on local, national, and international issues to further the public good. And using knowledge to production, distribution and consumption within modern economics to make decisions.” (OSPI, n.d.)

Receiving a well-rounded social studies education including the above-mentioned four subject areas, lays a firm foundation for providing students with various perspectives and skills to be able to scrutinize the world around them. “When social studies are examined in an intentional manner, our children gain the essential understanding about themselves, others, and the world they live in. As these perspectives are connected through their K-12 educational careers in a meaningful and purposeful manner, the young adults leaving our K-12 system will have the knowledge and skills to deal effectively with social issues of the day and, therefore, actively participate in today’s world.” (OSPI, n.d.)

Relevance of Trade Books

The use of well-written children’s literature in the social studies curriculum has many advantages. Beautiful illustrations and descriptive writing that is easily understood allows students to identify with people of the past, the ability to expand the curriculum and individualize instruction more easily. The fact that the class is not bound to only the use of one text is another benefit of using literature in a social studies curriculum.

Children's books are the recipients of some of the best writing and illustrations created in the publishing world. Publishers have responded to the requests by educators for quality literature in content areas (Walley & Walley, 1995). There is a plethora of books in a wide variety of content areas written by educated authors, which books also incorporate the use of detailed illustrations and photographs. The advantages gained by using children's story books allows for greater retention of information as the students build a framework that connects the past with their own lives.

Stories are an appropriate vehicle for introducing social studies to young students because it is more easily understood than expository writing. For many children, the introduction to content-centered textbooks leads to their first experience with difficulties in reading (Brozo & Tomlinson, 1986). Children's comprehension is greater with high interest resources, which do a better job of keeping their attention and motivating them to read. Stories written in a narrative style contribute background information, which stimulates the reader to recall related ideas and more easily assimilate information from the text.

Stories present social studies in a subjective form that is closer to the manner in which children explain themselves and understand their own world (Freeman & Levstik, 1988). It gives students a sense that these history stories were about real people that were involved. As children empathize with people from different times and places, they are able to make a connection between the past and their present, increasing sensitivity and the understanding of others with different backgrounds (Lamme, 1994).

Textbooks cannot bring characters to life the way a storyteller can. "Children's literature possesses the power to make the reader a participant in history and a peer of

people in the past” (Walley & Walley, 1995, p.51). Children have a tendency to live in the present with often no thought to the past or future. A well-written history story can enable the reader to personally experience the past as a reality, giving it importance and relevance in their own life. For the past to come alive, the book needs to have a detailed and accurate description of the past, as well as a story of the characters being told in a way that respects the historical aspects of the narrative (Cianciolo, 1981).

As readers identify with the characters, react to historic reality as the characters do, their imagination is stimulated and the historical past in which the action of the novel occurs becomes a vivid picture, the historical content becomes significant and relevant . . . Once the imagination is engaged the reader gathers a wide range of knowledge and acquires a framework for remembering it. That knowledge may be facts, opinions, or relationships about events, people, and eras. (Cinanciole, 1981, p.454)

The use of children’s literature allows a broadening of the curriculum using interesting literature and the potential to center curriculum around a theme. Using both fiction and non-fiction, there is the ability to study a subject in depth in a more interesting and meaningful way (Walley & Walley, 1995). Using children’s literature to teach history is supported by research and results in many benefits. The increased historical understanding and greater retention of information by students with the use of the narrative, the ability to expand and broaden the curriculum with trade books, and the ability for topics to be explored in depth, all support the use of children’s literature of every variety.

Several scholars have suggested that in a society that sees little utility in learning history, children do not develop a sense of history or of their own place in time. Their vision is limited to the present by their inability to visualize the past and thus to project into the future. As an amnesia victim loses himself, so a historyless society can lose a sense of purpose and the ability to plan for its future. Literature alone will not give children a sense of history, but it can plant the seed of interest to be nurtured by a good teacher. (Freeman & Levstik, 1988, p.336)

Constructivism

In the past, constructivist ideas were not commonly accepted due to the views that play by children was seen as pointless and had no discernible meaning. Jean Piaget (1963) did not agree with these outlooks. He considered play not only as an important part but also a necessary part of the student's cognitive development and has presented much scientific evidence to endorse his beliefs. Today, constructivist principles are a significant part of the educational arena. The rudiments of the constructivist movement began in the 1700's with the work of Johann Pestalozzi (1894), Friedrich Froebel (1887), Kurt Lewin (1936), and Maria Montessori (1926). These authors gave Piaget's research credence in the mid 1900's.

Piaget proposed that through the processes of assimilation and accommodation, individuals construct new knowledge from their experiences. Assimilation takes place when an individual's experience is associated with their personal image of the world. They assimilate the new understanding into their pre-existing knowledge.

Accommodation is the process of altering ones mental depiction of the external world to fit the new knowledge by building a new schematic framework (Piaget, 1963).

The constructivist approach to learning is based on the idea that an individual learner must actively construct their own knowledge, rather than passively memorize information given to them from their external environment. Constructivism describes how learning should happen. The activity does not matter. A learner could be attempting to understand a lecture or design a skyscraper--in both instances constructivism suggests that the learner constructs knowledge by linking the new information with the old or pre-existing information. In short, constructivism endorses learning by doing.

Gagne's Nine Instructional Events

The goal of instructional design "is to activate and support the learning of the individual student . . . and to help each person develop as fully as possible, in his or her own individual direction" (Gagne et.al.,1988). To do this the instructional designer produces what Reigeluth calls "an architects blueprint" for what the instruction should be like. This blueprint prescribes what methods of instruction should be used and when they should be used for a particular instructional need (1983). The social studies literature integration project deals with the application of one method of creating the blueprints to the design of a social studies curriculum for early childhood.

Gagne has identified nine instructional events that need to be considered when creating an effective lesson. The first event is *gaining attention*. This step can be accomplished in numerous ways but should always relate to the lesson or skill to be learned. Sometimes the student is already focusing and the step is not needed.

Event number two is *informing the learner of the objective*. The student needs to know what act will be used as a sign that learning has been achieved. The student should not be left to wonder about what is to be learned. Informing the learner of the objective is an important part of direct instruction. (Gagne et al., 1988)

The third event is *stimulating the recall of prerequisite learning*. Since much of new learning is the combining of ideas it is important that at the moment of new learning the previously learned ideas are retrieved so they can be connected to the new ones or connected in new ways.

Presenting the stimulus material is the fourth event. The instruction needs to present the learner with the stimuli that are involved in the performance that will demonstrate the learning. The stimuli must reflect the nature of the objective.

The fifth event is *providing learning guidance*. This event refers to the interactions that suggest the line of thought that is supposed to lead to the desired combining of previously acquired knowledge, with new material in order to form new knowledge. Guidance can be modified to meet the needs of the individual learner. Guidance should continue until the learner is ready for independent practice.

The sixth event is *eliciting the performance*. This event is the independent practice stage. The learner is given the opportunity to demonstrate the desired skill. This practice should generally begin with a familiar example and move to an unfamiliar example.

Following the independent practice, the teacher should *provide feedback*, which is the seventh event. Minimum feedback will explain the accuracy or degree of it, in the

performance. More elaborate feedback will explain possible causes for the error and how to correct them or require more instruction.

Assessing the performance is the eighth event. This event tests for the desired behavior. The students have learned when their performance matches the proficiency required by the objective.

The final event is *enhancing retention and transfer*. For the student to retain what is learned, routine reviews are required. Reviews should include practice of the retrieval process. Transfer refers to the ability of the learner to use the learned skill in new situations. Additional tasks that vary the setting and instances are needed.

These events are not intended to be linear and inflexible. It may be necessary to repeat events four through six to ensure learning. However, the more events used in a lesson have been shown to increase the level of students' mastery (Gagne, 1982). They do, however, give the teacher a model to follow in the organized design of instruction.

Each of these event should be considered in lesson planning (R. Gagne et al., 1988).

Gardner's Multiple Intelligences

There are currently nine different intelligences identified by Gardner (1999b). They are verbal/linguistic, logical/mathematical, musical/rhythmic, bodily/kinesthetic, visual/spatial, interpersonal, intrapersonal, naturalistic and existential intelligences. Howard Gardner has passed each of these intelligences through eight criteria in order to become a defined and recognized intelligence.

Verbal/Linguistic Intelligence is defined as the ability to use language to communicate and understand information. Words have significant meaning beyond their

basic definitions. Poets, orators, writers and others who use language as their main form of expression are inclined verbally/linguistically. "Linguistic intelligence involves sensitivity to the spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals." (Gardner, 1999b, p.41).

The ability to think logically, analytically, and to solve problems scientifically indicates strength in logical/mathematical intelligence (Gardner, 1999b). People who are proficient in this area may become bookkeepers, scientists, tradespersons, or engineers (Silver, Strong & Perini, 1997). Logical/Mathematical and linguistic intelligences are the main focus of the current educational system. (Gardner, 1999b)

Musical/Rhythmic Intelligence can be noticed in composers, conductors, and music collectors (Silver, Strong & Perini, 1997). Recognizing musical patterns, pitch, and rhythms are among the capabilities of those who are musically inclined. This intelligence is usually associated with the arts, as are bodily/kinesthetic and spatial intelligences (Gardner, 1999b).

Bodily/Kinesthetic Intelligence involves using the body to solve problems or create things. Dancers and athletes are often associated with this intelligence, but this area is also essential to surgeons and mechanics whose main tools of their trade are working with their hands.

Visual/Spatial Intelligence is a strong suit for sculptors and graphic artists. Spatial intelligence involves the potential to manipulate patterns. Surgeons and architects also often use this skill (Gardner, 1999b).

There are two personal intelligences. The main focuses of these intelligences are how we understand ourselves and how we interact with others. The individuals who are

aware of their own strengths would, would rather be alone, and have a deep understanding of their feelings and weaknesses can be recognized as having a strong intrapersonal intelligence (Teele, 1994a). These people are able to regulate their own lives and understand the true nature of their thoughts (Gardner, 1999b). "Interpersonal intelligence denotes a person's capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others." (Gardner, 1999b, p.43) These people enjoy working in groups, attending social events, and frequently have many friends (Teele, 1994b).

A more recent addition to the list of intelligences is the naturalistic intelligence. This intelligence is often highly valued among many cultures. Where no formal scientist exists, it is often the person who is proficient in recognizing and categorizing the different species things found in nature such as plants and animals. In a scientific arena we see these people employed as biologists or botanists. Regardless of the culture, these people are respected and valued (Gardner, 1999b)

Suggested at the same time as the naturalistic intelligence, is the existential intelligence. This intelligence connects itself with the place of humans in the universe. Gardner (1999b) proposed a core ability of the existential intelligence:

The capacity to locate oneself with respect to the furthest reaches of the cosmos- the infinite and the infinitesimal- and the related capacity to locate oneself with respect to existential features of the human condition as the significance of life, the meaning of death, the ultimate fate of the physical and the psychological worlds, and such profound experiences as love of another person or total immersion in a work of art. (p.60)

Nowhere however, does Gardner imply the search for an ultimate truth (Gardner, 1999b). Individuals with this intelligence may investigate: Where we came from and what we are capable of as a species (Scherer, 1999)

Education is making a shift to a more hands-on, constructivist model. Individual student needs must be taken into consideration. By creating different teaching approaches that hit upon the different intelligences, ensures that those student needs are being met (Teele, 1994a). Since students have different strengths, they may draw upon each of them in order to learn a particular concept or skill. By providing different learning opportunities through each of the intelligences, a student is more likely to understand the material (Adams, 2001/2002; Green, 1999). A student is also more likely to develop a deeper understanding of the material and appreciation for the meaning behind it, if it is presented in a way that meets their needs (Scherer, 1999). Not only are cognitive needs met, but students also enjoy learning and participate more when the multiple intelligence theory is incorporated into the curriculum (Goodnough, 2001).

Chapter III

DESIGN OF THE PROJECT

The purpose of this project was to design a social studies curriculum that integrates the use of children's literature for early childhood classrooms.

PROCEDURES

The following is a description of how this project was created, how it was developed, and how it is intended to be put into practice.

CREATION OF THE PROJECT

The creation of this project came into view after teaching 1st and 2nd grades in Wapato, Washington for 2 years. Prior to teaching, the author always had a great interest in children's literature and how it sparks imagination and presents learning opportunities for the reader. Being able to integrate the two ideas of literature and Social Studies became the main focus of this project.

Students want to be successful at the assignments presented to them and teachers need to find relevant ways to reach the students that they teach. Connecting children's literature and Social Studies to bring the content into context has been used at the elementary level for years-and works to keep students' attention! Being an early childhood educator in the state of Washington, the author believes that this project will allow students to become more successful and have a more meaningful connection with the material offered to them when presented with the state requirements for Social Studies education.

DEVELOPMENT OF THE PROJECT

The development of this project began with the recognition of the purpose statement, followed by a review of the related literature. In the review of related literature, the integration of children's literature and Social Studies education was discussed, along with the idea of constructivism and how it also relates. The topics underneath are discussed in the review of related literature:

- I. What is Social Studies education?
- II. A need for Social Studies curriculum for Character Development
- III. Constructivism
- IV. Why Trade Books?
- V. Gagne's Nine Instructional Events
- VI. Gardner's Nine Multiple Intelligences

Second, the Social Studies tasks were produced for teachers to use in the classroom at the early childhood level. The multiple intelligences that can be found in the tasks include: (a) Verbal/Linguistic, (b) Bodily/Kinesthetic, (c) Visual/Spatial, (d) Logical/Mathematical, (e) Musical/Rhythmic, (f) Interpersonal, (g) Intrapersonal, and (h) Naturalistic. Along with each lesson, are corresponding worksheets to guide the teacher as to the idea of the assigned task.

The final part of the project is a letter to the teachers. In this letter, it explains the main ideas of the project, how it can be implemented into the classroom, and potential problems with the implementation.

IMPLEMENTATION OF THE PROJECT

UNDERSTANDING THE STANDARDS

This project was designed for early childhood elementary teachers to be used as a Social Studies curriculum. Most early childhood elementary teachers do not have a specific Social Studies curriculum that is being implemented in their classrooms. The created curriculum allows the classroom teacher to integrate children's literature with Social Studies in a context that the students can understand and relate to through their own experiences.

Elementary students in the state of Washington are required to learn certain topics in the subject of Social Studies, depending on the grade level they are in the public school system. According to OSPI, in early childhood education these goals and standards may include: (a) Individual Development and Identity, (b) Families, (c) Communities, and (d) Culture: People, Places and Environment. (OSPI) The National Council of Social Studies may require: (a) Culture, (b) Time, Continuity and Change, (c) People, Places, and Environment, (d) Individual Development and Identity, (e) Individuals, Groups, and Institutions, (f) Power, Authority, and Governance, (g) Production, Distribution, and Consumption, (h) Science, Technology, and Society, (i) Global Connections, (j) Civic Ideals and Practices. (NCSS) The goals and standards that are taught to students depend on the grade level that student has currently attained.

Each Social Studies task is graded using an observation checklist. The items to be observed are all based on a developmental continuum.

SELECTION OF TRADE BOOKS

For each of the nine lessons, different trade books were chosen. The trade books were chosen based on the potential amount of discussion and Social Studies material that could be found in each book. Also, the level of understanding for the chosen group of students was considered.

The first trade book chosen for use in this project is entitled *I Speak English for My Mom* by Muriel Stanek. This is a book about a little girl named Lupe and her mother Rosa who move to the United States after her father dies. It was the father's dying wish that his daughter thrive in the U.S. and learn English. Lupe becomes bilingual being fluent in both English and Spanish. Her mother can only speak Spanish and finds day to day life difficult living in the U.S. Everywhere she goes, her daughter has to translate for her. In order to get hired at a better paying job Rosa has to learn English. By the end of the book Rosa attends an adult school to learn English which in turn improves life for herself and her daughter in the United States.

The second trade book chosen is entitled *Dreamcatcher* by Audrey Osofsky. This book is about a little Ojibway Indian girl who baby's weaves a traditional weblike dreamcatcher to hang above her baby sister's crib to ward off bad dreams. During the baby's restless sleep, she dreams about scary things like an evil white owl and a raggedy man who glows like a ghost. The bad things in her dream are caught in the net of the dreamcatcher that her sister has made for her, and they die.

The third trade book chosen is entitled *Mapping Penny's World* by Loreen Leedy. This book is about a little girl named Lisa who is learning about map-making at school. She is given an assignment to create a map of her own. Lisa starts by deciding to make a map of her room-from there she gets inspired to make maps of all sorts of places such as

the things around town as well as her dog Penny's home. Lisa is taught about the important requirements each map has, such as: a title, key, symbols, scale, compass and labels.

The fourth trade book chosen is entitled *Amazing Grace* by Mary Hoffman. This book is about Grace, a little African American girl who has quite an imagination. She loves stories and often pretends to be the characters in them. When she decides she wants to play the part of Peter Pan in the school play, other students tell her that she can't because Peter Pan wasn't a girl or black. Grace is disappointed until her grandmother reinforces that she can do anything she puts her mind to. After watching a famous African American ballerina perform, Grace is inspired and wins the part of Peter Pan in the school play.

The fifth trade book is entitled *The Village Basket Weaver* by Jonathan London. This book is about a little boy named Tavio, who lives in a fishing village in Belize. Tavio's grandpa Carpio, teaches him to weave reeds together to make a cassava squeezer for the village breadmakers. Carpio relays his feelings of needing to keep their family tradition of basket weaving alive long after he is gone. He is afraid that the younger generations are going to all travel away from the fishing village when they grow up, thus the tradition will be lost. By the end of the book grandpa Carpio is too old and frail to work, but Tavio understands the importance of his grandfather's efforts to keep the tradition alive, begs him to explain how to finish the basket. The basket finally gets completed and is able to be used which fills Tavio with pride and he decides that he would like to be the new village basket weaver and make sure the traditions of his people are carried on to the next generation.

The sixth trade book is entitled *Fly Away Home* by Eve Bunting. In this book a child tells the story of how he and his dad are homeless and describes their life living in an airport. He talks about what it is like to wash up in the restroom, sleep in a chair and most of all trying to avoid being noticed by others by wearing the color blue. The boy describes his feelings about how it makes him angry that others have nice homes to live in but he and his dad do not. Dad is a janitor for an office building in the city, but does not make enough money to live off of.

The seventh trade book is entitled *Poinsettia and the Firefighters* by Felicia Bond. This book is about a little pig named Poinsettia who is transitioning into a “big girl” and is offered her own room by her dad. However, it isn’t as exciting as Poinsettia expected to be. Her new room is dark and scary. She hears strange noises all night, like the creaking stairs, and the clanking of the radiator, and then she hears a big thump, which scares her the most. All Poinsettia can think about is wishing for daylight to come. Then in the middle of the night she discovers light outside her window and calls for the aid of the towns firefighters for help. Poinsettia saves the day and decides that she is indeed big enough and brave enough to have her own room.

The eighth trade book is entitled *Mr. Griggs’ Work* by Cynthia Rylant. This is a story about a man who works as a postman. He is very busy everyday sorting and delivering mail to the members of the community where he works. Many people rely on him daily. One day he gets sick and can not go to work. The mail backs up at the post office and people cannot send or receive mail. While sick, the postman misses being at work and being in the service of others as he has been for many years. When he finally returns to work, the community members let him know how much he is missed. The postman and townspeople realize how important the job of a postman is.

The ninth trade book is entitled *Everybody Cooks Rice* by Norah Dooley. This book is about a young Italian American girl named Carrie, who runs around her neighborhood trying to find her brother to inform him that it is dinner time. As she goes from house to house, she visits with families of different backgrounds, and ethnicities. One thing she discovers is that even though the families and their traditions are very different, everyone ate rice. Rice was cooked/eaten differently at each residence but the thing that each home had in common was the consumption of rice as part of a meal.

TASK UNDERSTANDING

The teacher may need to adjust the level of difficulty with each center activity as necessary, depending on the level of the students in the class. The tasks allow both teachers and students to study the subject of Social Studies with children's literature serving as the catalyst behind each activity.

The overall model for this project is that each center job/task rotation meets the following criteria:

1. Activities are accomplished in a Task Rotation form
2. Tasks given use one or more of Howard Gardner's nine multiple intelligences
3. Tasks given are related to the given theme of the children's trade book that is used as the lesson introduction
4. Lesson plan follows Robert Gagne's format including:
 - a. Gaining Attention
 - b. Informing the Learner of the Objective
 - c. Recalling Prior Knowledge
 - d. Presenting the Material
 - e. Providing Guided Learning

- f. Eliciting Performance
- g. Providing Feedback
- h. Assessing the Performance
- i. Enhancing Retention and Transfer.

It is very important to recognize the origin of the trade books that are being selected. The instructor needs to be certain that the contents contained inside each book are accurate and non-offensive in nature. The National Council for the Social Studies has printed a reference text to use when selecting social studies trade books for the educational setting called *Children's Literature in Social Studies: Teaching to the Standards*. This book gives an annotated bibliography of hundreds of suitable social studies books that have been researched for their content accuracy and cultural sensitivity. The following is a list of references that should be used when selecting trade books for the classroom.

Seale, D., Slapin, B. (1991). *Through Indian eyes: The native experience in books for children*. University of California: American Indian Studies Center.

NCSS. (1996) *Teaching about Native Americans* by Karen D. Harvey, Lisa D. Harjo, & Jane K. Jackson, Bulletin No. 84, 82 pp.

NCSS. (1998). *Children's Literature in Social Studies: Teaching to the Standards* by DeAn M. Krey Bulletin No. 95, 189 pp.

CHAPTER IV

THE PROJECT

Once Upon a Time: A Model Literature Based Approach to Teaching

Social Studies in Early Childhood

ONCE UPON A *Time*: A
LITERATURE BASED APPROACH
TO TEACHING *Social Studies*
IN EARLY CHILDHOOD

KINDERGARTEN CURRICULUM

CULTURE, PEOPLE, PLACES & ENVIRONMENT

Cultures in our Community

Grade Level: Kindergarten

UNIT/SUBJECT: *Social Studies/ Different Cultures*

LESSON TITLE/FOCUS: *Introduction to the Hispanic culture*

FEATURED BOOK: I Speak English for My Mom by-Muriel Stanek

Learning Targets:

Students will be introduced to the idea of individuality and how different cultural beliefs and values can influence our own community in a positive way.

Instructional Materials Needed:

- Large paper grocery bags (1 per student)
- Bright markers
- Tempera paint
- Paint brushes
- Crayons
- Pencils
- “A Box of Crayons” poem
- Crayon cutout
- De Colores booklet (1 per student)
- Los Numeros booklet (1 per student)
- CD player
- CD “Yo Quiero Amigos” song
- CD “De Colores” song
- Tub of paper mache paste (water, flour and salt)
- Strips of newspaper
- Tissue paper
- Glue
- Balloon
- Fiesta Food (Nachos, tacos, rice, fruit juice)
- Book: I Speak English for My Mom by-Muriel Stanek
- Supplemental Books:
 - Black Like Kyra, White Like Me by Judith Vigna
 - Lil’ Sis and Uncle Willie by Gwen Everett
 - Chinese Eyes by Marjorie Ann Waybill
 - The Paper Crane by Molly Bang
 - Pancho’s Pinata by Stefan Czemecki

Learning Experiences:

•***Gain Attention***-Play the song “Yo Quiero Amigos” while the class sits and listens. Ask students if they have ever heard the song before. Set out objects such as maracas, ponchos, piñatas, etc. for the children to view. Ask the students if they have ever seen any of these items before. Explain the items and how they came from Mexico for clarification.

•***Inform Learner of Objective***- Inform the students that the song they just listened to was called “I want friends” and it was being sang in a different language. Who can guess what language it was? We are starting new social studies centers this week. Can anyone guess what our centers theme is for this week? We are going to learn about the Hispanic Culture!

•***Recall Prior Knowledge***- Raise your hand if you know someone who is Hispanic or is from Mexico! Who? What kinds of things do you like to do with this person? Does anyone know who Dora the Explorer is? What about Diego? These are popular cartoon characters and guess what! They are Hispanic! Does anyone know what I mean when I say Hispanic? Tell students that being Hispanic means you or your family is from Mexico. The Hispanic culture speaks a language called Spanish. Does anyone here know how to speak Spanish? If you know how to speak Spanish put your hand on top of your head! Today everyone is going to learn at least a few Spanish words. We are going to learn the words to the song we just heard called “Yo Quiero Amigos”. Let’s all say it together. YO- QUIERO-AMIGOS! Raise your hand if you remember what that means. Call on a student volunteer to give the answer-help as necessary with hints.

•***Present Material***- Teach the students the words to the song “Yo Quiero Amigos”. After going through the song once-translate the song into English to discuss with the students the meaning of the song and the words. Let the students know that they will get a chance to practice the song each day this week and they will get to perform it on Friday for their families! Hispanic people also brought with them to America, wonderful food recipes like Tacos, and Burritos, and Nachos. Put your hand on your head if you’ve ever had any of those things to eat before. Whisper to a neighbor what it tasted like.

•***Provide Guided Learning***- During this next week we are going to do all kinds of different activities to help us learn more about the Hispanic culture because we have lots of members of our community that are from Mexico. It is important that we learn about the special traditions we have in our community. People from Mexico bring new and exiting traditions with them when they came to America. We will make our own Poncho-which is Hispanic clothes, find out how it is great to be unique, learn to count in Spanish, learn our colors in Spanish and learn a special song in Spanish too! We will make a special piñata and at the end of the week we will have a Mexican Fiesta with our families. A fiesta is a party! Let’s gather around the tables and I will explain your center jobs for this week! Make sure when explaining center jobs to give examples as well as non-examples to make sure that the directions are clear to all students. After each center job is explained, ask students if they have any questions. Answer as appropriate.

Center 1-Paper Bag Poncho

(Students use everyday materials to create traditional Mexican attire)

M.I. Target(s): Bodily/Kinesthetic, Visual/Spatial, Naturalistic

Materials:

- Large paper grocery bags (1 per student)
- Bright markers
- Tempera paint
- Paint brushes
- Crayons

Method:

Ahead of time cut a hole in the top of each grocery bag so that a child's head can fit through. Let each student pick a bag. Have the student cut slits up both sides of the bag. Students can then decorate the paper bag poncho with brightly colored markers, paints or crayons. Students can look at books with pictures of real ponchos for inspiration before they begin if they choose.

Center2-Classroom Crayons

(Students draw self-portraits and add their artwork to a bulletin board serving as a class reminder about being unique)

M.I. Target(s): Interpersonal, Intrapersonal, Visual/Spatial, Bodily/Kinesthetic

Materials:

- Markers
- Pencils
- "A Box of Crayons" poem
- Crayon cutout

Method:

On the back of each cutout crayon have the following poem printed:

*Wouldn't it be terrible? Wouldn't it be sad?
If just one single color was the color that we had?
If everything was purple? Or red? Or blue? Or green?
If yellow, pink, or orange was all that could be seen?
Can you just imagine how dull world would be
If just one single color was all we got to see?*

Read the poem to the students. Students can then draw their portraits on the blank side of the cutout crayon. When the crayon has been colored, the student will cut it out along the black lines. The crayons will then be added to the classroom bulletin board that looks like a replica of a giant box of crayons.

Center 3-Los Numeros y De Colores booklets

(Students learn to count to 10 and the names of the basic colors in Spanish by singing a song and creating booklets to take home)

M.I. Target(s): Musical, Logical/Mathematical, Bodily/Kinesthetic, Visual/Spatial

Materials:

- De Colores booklet (1 per student)
- Los Numeros booklet (1 per student)
- Crayons
- CD player
- CD “De Colores” song

Method:

Each page in the Number booklet has on it: the numeral (1), the English word (one), and the Spanish word (uno) for that numeral, and a drawing that depicts that number of a given item. The Spanish-language numbers, in sequence from one to ten, are: *uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, and diez*. Students need to read the book through first, then go back and color each picture, reading the pages as they go along.

The Color Book is made of pages of different colored construction paper with the Spanish and English words for each color written on labels. Students need to cut out each label and glue it to the appropriate page. Include the colors: amarillo (yellow), anaranjado (orange), azul (blue), blanco (white), café (brown), gris (gray), morado (purple), negro (black), rosado (pink), rojo (red), and verde (green). As students work, let them listen to the song called “De Colores”. Have students listen and see if they can point out the new color word vocabulary from their booklets!

Center 4-Class Piñata

(Students recycle materials to make a homemade party piñata-cooperative learning is required in order for the project to turn out)

M.I. Target(s): Bodily/Kinesthetic, Naturalistic, Intrapersonal

Materials:

- Tub of paper mache paste (water, flour and salt)
- Strips of newspaper
- Tissue paper
- Glue
- Balloon

Method:

Have students help make a class piñata by using a balloon and paper mache. Use a simple mixture of flour and water. Mix one part flour with about 2 parts of water until you get a consistency like thick glue. Add more water or flour as necessary. Mix well to get out all the lumps. Add a few tablespoons of salt to help prevent mold! Inflate and tie off the balloon. Dip the newspaper strips, one at a time, in the paste mixture and make sure both sides are covered. Carefully place the strips on the balloon, leaving a hole at the top that's large enough to fit the candies and toys into. When the balloon is covered (except for the hole), set it aside for several hours to dry. Repeat this process two more times so that there are at least three layers of newspaper glued to the balloon. (If each group of students takes turns gluing on layers-it should be the perfect amount to make a hard shell for the piñata). Make sure that all of the layers are completely dry before starting a new

one. When the final layer is dry, pop the balloon at the top and remove it. The last group to attend this station will use the paint, glitter, crepe paper, and trim, to decorate the piñata. Attach crepe paper streamers to the piñata if desired. Fill the hole at the top of the paper mache oval with the small candies and toys. Thread a needle with strong thread or fishing line and punch through the paper mache to create a loop to hang the piñata with. Use the piñata as a game at the Fiesta on the last day of the week. To use your piñata, hang it from the ceiling away from any furniture or artwork. Blindfold one person and spin them around a couple of times, then give them a stick to try and break open the piñata with. Make sure the rest of the students stay away from the person with the blindfold and stick! Let each person take a turn trying to break the piñata open to release the candy inside. When the piñata finally breaks, there will be treats for everyone!

•**Elicit Performance**-Send students to their assigned center group. Make sure all materials that students need have been set out ahead of time. Let students start to their work.

•**Provide Feedback**- Walk around the room and probe students with questions of why the task they are completing is important.

•**Assess Performance**-Use your observation log book to write down comments on what you observe each student doing. Collect the assignments that you want to keep. Let students know ahead of time which assignments you want them to keep at school and which ones they are to put in their cubbies to take home.

•**Enhance Retention and Transfer**- On Day 5 invite the parents in for a Hispanic Culture Fiesta! Let the students enjoy samples of Mexican food such as tacos, nachos and rice. Fill the class piñata with candy and let the students take turns trying to break it. Students can wear their Paper Bag Ponchos to the Fiesta! As a wind down at the end of the fiesta, read the poem "A Box of Crayons" to the students. It is about the different colors getting along and liking each other. Afterwards, let the students perform the song "Yo Quiero Amigos". Have one student share with the group what the song means and why it is important.

A Box of Crayons

While walking in a toy store
 the day before today,
 I overheard a crayon box
 with many things to say.
 "I don't like red!" said yellow.
 And green said, "Nor do I!"
 "And no one here likes orange,
 but no one knows quite why.
 We are a box of crayons
 that really doesn't get along",
 said blue to all the others
 "Something here is wrong!"
 Well, I bought that box of crayons
 and took it home with me
 and laid out all the crayons
 so the crayons could all see.
 They watched me as I colored
 with red and blue and green
 and black and white and orange
 and every color in between.
 They watched as green
 became the grass
 and blue became the sky.
 The yellow sun was shining bright
 on white clouds drifting by.
 Colors changing as they touched,
 becoming something new.
 They watched me as I colored.
 They watched till I was through.
 And when I'd finally finished,
 I began to walk away.
 And as I did the crayon box
 had something more to say...
 "I do like red!" said the yellow
 and green said, "So do I!"
 "And blue you are terrific
 so high up in the sky."
 "We are a box of crayons
 each of us unique,
 but when we get together
 the picture is complete."
**NOW IF WE COULD JUST LEARN
 FROM THIS BOX OF CRAYONS
 THIS WORLD WOULD BE A BETTER PLACE.**

Shane DeRolf

CULTURE, PEOPLE, PLACES & ENVIRONMENT

Our Native American Past

Grade Level: Kindergarten

UNIT/SUBJECT: *Social Studies/ Cultures in our Community*

LESSON TITLE/FOCUS: *Native American traditions*

FEATURED BOOK: Dreamcatcher by-Audrey Osofsky

Learning Targets:

Students will be able to: create a replica of a Native American buffalo hide painting, create their own Native American blanket, understand the purpose of the Native American dream catcher and then create their own in which they attach handmade clay beads to, recycle objects to create home-made instruments, and create Native American traditional clothing using everyday materials.

Instructional Materials Needed:

- Brown Butcher paper or Paper Grocery Bag
- White Charcoal pencils
- Tempera Paint (Turquoise, red, sienna, white and orange and earth tones)
- Paintbrushes
- Black Markers
- Cloth material cut in various geometric shapes
- Felt Material cut in a 9x12 rectangle (1 per student)
- Craft Glue
- Play dough (multiple colors)
- Drinking straws
- Feathers
- Bendable twigs (about 1 foot long each)
- Thin wire
- Twine
- Pringles can w/lid (1 per student)
- Construction paper strips (1 per student)
- Bean & corn seeds
- Clean coffee cans (1 per student)
- Pre-cut construction paper strips
- Glue
- Sponges (cut in various shapes)
- Brown paper grocery bags
- Large black marker

- Feathers
- Long strips of brown construction paper
- CD- “We are Native American Tribes”
- CD- “Running Bear”
- Book: Dreamcatcher by-Audrey Osofsky
- Supplemental Books:
 - The Popcorn Book by Tomie DePaola
 - The Courage of Sarah Noble by Alice Dalgliesh
 - My Grandmothers Cookie Jar by Montzalee Miller
 - Ashkii & his Grandfather by Margaret Kahn Garaway
 - Ahyoka & the talking Leaves by Connie Roop and Yoshi Miyake
 - The Legend of the Indian Paintbrush by Tomie DePaola
 - Mama, Do You Love Me? by Barbara Joesse and Barbara Lavallee

Learning Experiences:

- Gain Attention-*** When students come into class have the song “We are Native American Tribes” playing on the CD player. Have a fake campfire set up with the lights dimmed. If possible wear a Native American headdress also. Let the students be curious and question the new surroundings. Read the book “Dreamcatcher” by Audrey Osofsky.
- Inform Learner of Objective-*** We are starting new social studies centers this week. The centers are all going to be about the same theme. Can anyone guess what our centers theme is for this week?
- Recall Prior Knowledge-*** Raise your hand if you have ever seen a Teepee before. What is a Teepee? What is a Teepee used for? Let students answer as appropriate.
- Present Material-*** Use an air popper to pop popcorn for the students. Pass out popcorn for each student. Ask students to guess who discovered popcorn. Let students “think, pair, share”. Tell them the story of how popcorn was discovered by the Native Americans. Read the book “The Popcorn Book” by Tomie DePaola.
- Provide Guided Learning-*** During this next week we are going to do all kinds of different activities. Let’s gather around the tables and I will explain your center jobs for this week! Make sure when explaining center jobs to give examples as well as non-examples to make sure that the directions are clear to all students. After each center job is explained, ask students if they have any questions. Answer as appropriate.

Center 1-Buffalo Hides

(Students will create a replica of a buffalo hide painting)

M.I. Target(s): Bodily/Kinesthetic, Naturalistic, Visual/Spatial

Materials:

- Brown Butcher paper or Paper Grocery Bag
- White Charcoal pencils
- Tempera Paint (Turquoise, red, sienna, white and orange)
- Paintbrushes
- Black Markers

Method:

Make sure each student has a piece of brown butcher paper or a paper grocery sack. Have student crumble and unfold numerous times to create an “aged”

animal hide look. Tear in an interesting shape around the edges of the hide; be careful to not tear off too much. Let students look through examples of Native American symbols. When students have an idea of what they'd like to create, let them draw a variety of symbols on the paper with the white charcoal pencil. Students can choose 3 paint colors. Have them paint shapes in each color. When the paint dries, go back into the designs and outline the painted designs with the black marker.

Center 2-Native American Blankets

(Students will create their own Native American blanket)

M.I. Target(s): Bodily/Kinesthetic, Logical/Mathematical, Visual/Spatial

Materials:

- Cloth material cut in various geometric shapes
- Felt Material cut in a 9x12 rectangle (1 per student)
- Craft Glue

Method:

Provide each student with a 9x12 rectangle of felt. Students arrange the geometric shapes and glue them on the large felt piece. Student projects will create geometric designed blankets like the Native Americans did. Student blankets can be used as decorations for the classroom or displayed on bulletin boards when completed.

Center 3-Dreamcatchers & Clay Beads

(Students will create a Native American dreamcatcher and attach clay beads that they have created individually.)

M.I. Target(s): Bodily/Kinesthetic, Logical/Mathematical, Visual/Spatial

Materials:

- Play dough (multiple colors)
- Straw
- Feathers
- Bendable twig (about 1 foot long each)
- Thin wire
- Twine

Methods:

Have each student make beads out of play dough. To do this, students roll the play dough into round balls and poke holes in the middle of each using a straw. Students can mix colors to create different designed beads if they choose. Allow beads to dry while students create the dream catcher form. Have an adult make a hoop from a twig. To do this, wrap a short length of thin wire around the overlapping ends. Cut a few feet of twine. Tie one end of the twine to the twig hoop. String a few beads onto the twine and push the beads toward the tied end. Wrap the twine around the other side of the hoop. String a few more beads on the twine and then wrap the twine around the far side of the hoop. Repeat until you have an interesting webbing design. Tie a short length of twine on the hoop. String a bead or two on it and then tie a feather onto the end. Repeat this a few

times (2 or 3 hanging feather strings look nice). Hang the dream catcher over student's desk!

Center 4-Rainsticks & Drums

(Students use empty food containers to create homemade instruments)

M.I. Target(s): Musical/Rhythmic, Naturalistic, Bodily/Kinesthetic

Materials:

- Pringles can w/lid (1 per student)
- construction paper strips (1 per student)
- Bean & corn seeds
- Clean coffee cans (1 per student)
- Pre-cut construction paper strips
- Glue
- Sponges (cut in various shapes)
- Tempura paint (earth tones)
- CD- "Running Bear"

Methods:

Collect an empty Pringles can and its lid for each student. Cut a strip of construction paper to fit around each can. Put a variety of bean and corn seeds into a container. Prepare dishes of earth-toned paints and several different sponge shapes. Use the sponges to paint designs on the strip of construction paper. Allow to dry. Glue the paper around the can. Place a few spoonfuls of seed mixture into the can; then glue the lid in place. When the glue dries, shake the can to make simple rhythmic sounds. To make drums, students take a clean coffee can and cover the can with construction paper (pre-cut strip). Paint on nature related shapes (clouds, thunderbolts, suns, etc.) Play the song "Running Bear" for the students. Let the students use their new instruments to play along to the beat of the song.

Center 5-Feather Painting on Native American Vests & Headbands

(Students create Native American traditional clothing using everyday materials)

M.I. Target(s): Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic, Naturalistic, Intrapersonal

Materials:

- Brown paper grocery bags
- Tempera paint
- Large black marker
- Feathers
- Long strips of brown construction paper

Methods:

Ahead of time, cut away the short sides of each paper sack. Next cut a v-neck into the bottom of the bag. This creates a "paper bag vest". Give each student a prepared brown paper sack vest. Ask students to create a Native American name for themselves such as "Running Bear". To do this, students need to pick an object in nature and a word that describes it. Use a large black marker to write the child's "Native American" name on the front of their vest. Let students use

feathers as paint brushes (much like Native Americans did) to paint a pattern on their vests. Students may wear their vest when it dries. Students use the same process to create matching headbands. Using long strips of brown construction paper, students use feathers to paint a pattern to match their vest.

•**Elicit Performance**-Send students to their assigned center group. Make sure all materials that students need have been set out ahead of time. Let students start to their work.

•**Provide Feedback**- Walk around the room and probe students with questions of why the task they are completing is important.

•**Assess Performance**-Use your observation log book to write down comments on what you observe each student doing. Collect the assignments that you want to keep. Let students know ahead of time which assignments you want them to keep at school and which ones they are to put in their cubbies to take home.

•**Enhance Retention and Transfer**- At the end of the center jobs each day, use pick sticks to ask various students what they learned today. Make comments about what each student says.

CULTURE: PEOPLE, PLACES & ENVIRONMENT**Making Global Connections****Grade Level:** Kindergarten**UNIT/SUBJECT:** *Social Studies/ Map Skills***LESSON TITLE/FOCUS:** *Introduction to Maps***FEATURED BOOK:** *Mapping Penny's World by-Loreen Leedy***Learning Targets:**

Students will be able to: create a map and examine the physical geography, buildings, rivers, trees, roads, etc., develop their mapping skills by creating an object map of their classroom, use Lego's to build a 3-D block city and then create a map of their city using illustrations on paper, use directional terms to describe the location of objects including: near, over, far, up, down, under, back, front, here, there, left and right, and students will use direction vocabulary to describe the location of various objects in their environment.

Instructional Materials Needed:

- Pre-Made Sugar Cookies (frosted blue-1 per student)
- Green Frosting in sandwich "piping" bags (1 per student)
- Plastic Knives
- Creamy Peanut Butter
- Powdered Milk
- Powdered Sugar
- Light Corn Syrup
- Blue Frosting
- Chocolate Chips
- M&M's
- Apple Jacks Cereal
- Gumdrops
- Butcher paper
- Markers or crayons
- Various magazines/catalogs (Lakeshore catalogs, etc.)
- Glue sticks
- Children's Map
- M&M Game Piece
- LEGO's
- LEGO mats
- Large white construction paper
- Pencils (regular and colored)
- "I Lost My Homework" booklet
- Book: Mapping Penny's World by-Loreen Leedy

•Supplemental Books:

What's In a Map? by Coward, McCann and Geoghegan
 How to make an Apple Pie and See the World by Marion Priceman
 As the Crow Flies: A First Book of Maps by-Gail Hartman
 My Place in Space by-Robin and Sally Hirst
 The Way to Captain Yankee's by-Anne Rockwell
 Three Days on a River in a Red Canoe by-Vera B. Williams

Learning Experiences:

- Gain Attention***-Come into class wearing a Pirate Hat and eye patch. Gather the students on the carpet. Tell the students that you have found a treasure map and need their help to find the treasure. Show students the pre-made treasure map. Ask them to observe the map and tell you different things they notice about it. Use pick sticks and ask a student if they know by looking at the map, where the treasure is hidden? (No) Tell the students that you have a story you'd like to read them that might help us learn to read the treasure map and eventually find the treasure! Read the book "Mapping Penny's World" by Loreen Leedy.
- Inform Learner of Objective***- We are starting new social studies centers this week. The centers are all going to be about a very important skill to have when you are lost. Can anyone guess what our centers theme is for this week? We are going to learn about maps!
- Recall Prior Knowledge***- Raise your hand if you have ever seen a map before! Where have you seen a map? What kinds of people use maps? (Pirates, Ship Captains, people who are in a new place, etc) Who knows how to read a map? What are the reasons we would need a map?
- Present Material***- Maps are important because they help show us the way to go when we are in a new place, or when we are lost. Maps give us directions when people are not there to help show us the way.
- Provide Guided Learning***- During this next week we are going to do all kinds of different activities with maps. We will make our own maps, read our friends maps, use a map for directions to somewhere, and build our own town with a map to go with it! Let's gather around the tables and I will explain your center jobs for this week! Make sure when explaining center jobs to give examples as well as non-examples to make sure that the directions are clear to all students. After each center job is explained, ask students if they have any questions. Answer as appropriate.

Center 1-Creating an Edible Map

(Students will create a map and examine the physical geography, buildings, rivers, trees, roads, etc.)

M.I. Target(s): Visual/Spatial, Bodily/Kinesthetic, Logical/Mathematical, Naturalistic, Interpersonal

Materials:

- 2 cups Creamy Peanut Butter
- 2 1/2 cups powdered milk
- 2 1/2 cups powdered sugar
- 2 cups Light Corn Syrup
- Blue Frosting

- Edible material for landmarks (Chocolate chips, M&M's, Gumdrops, Apple Jacks Cereal, etc.)
- Photocopied map of area chosen to have students re-create with edible items

Method:

Give each student a photocopied map. Mix the first 5 ingredients together. Distribute equal amounts of dough to each student. This will be the "base" of their map. Students may then decorate their map: Blue frosting=lakes, rivers and oceans, Chocolate Chips=mountains, M&M's/Gumdrops=Buildings, Apple Jacks=Trees. Students are then to compare and identify other's maps. Teacher takes a picture of the student with their map. Students may then eat their map if they wish. Be careful for food allergies. (Check out ahead of time)

Center2-Mapping the Classroom

(Students will develop their mapping skills by creating an object map of their classroom)

M.I. Target(s): Visual/Spatial, Bodily/Kinesthetic, Logical/Mathematical, Naturalistic, Intrapersonal

Materials:

- Butcher paper
- Markers or crayons
- Various magazines/catalogs (Lakeshore catalogs, etc.)
- Glue sticks

Method:

Have an outline of the classroom drawn on a large piece of butcher paper. Students are to work together to cut out objects from magazines that appear in their classroom. Students examine areas of the classroom and place the cut out pictures in the corresponding places on their large map.

Center 3-Create a City

(Students will use Lego's to build a 3-D block city and then create a map of their city using illustrations on paper)

M.I. Target(s): Verbal/Linguistic, Visual/Spatial, Bodily/Kinesthetic, Logical/Mathematical, Naturalistic, Intrapersonal

Materials:

- LEGO's
- LEGO mats
- Large white construction paper
- Pencils
- Crayons

Method:

Prior to teaching the lesson, create a sample 3-D city using LEGO's by placing LEGO's on the LEGO mat to represent buildings, streets, trees, etc. Students can create signs, and labels with paper and tape them to the LEGO's if they wish. After the city has been built draw a map of the 3-D city and tell students that they can then exchange maps with another classmate. Students can verbally describe

the location of buildings in order to offer another opportunity for working with spatial concepts.

Center 4-Mary, Mary Mapmaker

(Students uses the following terms to describe the location of objects including: near, over, far, up, down, under, back, front, here, there, left and right)

M.I. Target(s): Visual/Spatial, Bodily/Kinesthetic, Logical/Mathematical, Naturalistic, Verbal/Linguistic, Musical/Rhythmic, Interpersonal

Materials:

- Children's Map
- M&M Game Piece

Method:

Tell the students that they are going to get to play a game in which they practice moving a game piece to designated areas on the map. Distribute a copy of the full-page map to the students and tell them that they are going to play a game similar to "Simon Says," but the name of this game is called "Mary Map Maker Says." Explain the rules of the game by saying that each student will be given a game piece (M&M) and each student will take turns being Mary Map Maker. The "Map Maker" will call out a directional statement that begins with "Mary Map Maker says...and all the students will move their game piece according to the instruction. Explain that if you simply say, "Move your game piece to..." instead of beginning with Mary Map Maker then they are no to move their game piece. As an example begin playing by telling the students to move their game piece to different areas on the map and continue until all of the spatial terms (up, down, right, left, near, far, under, back, front, above, below) have been used. Example: Teacher says, "Mary Map Maker says put your game piece at the front door. Mary Map Maker says move your game piece up to the next room. Where should you be? Students will answer "Bathroom". Continue with these types of statements, being sure to begin some commands without the Mary Map Maker says introduction.

Center 5-I Lost My Homework

(Students will use the terms left, right, up and down to describe the location of various objects in their environment)

M.I. Target(s): Visual/Spatial, Bodily/Kinesthetic, Logical/Mathematical, Naturalistic, Interpersonal

Materials:

- "I Lost My Homework" booklet
- Crayons, markers or colored pencils

Method:

Introduce the lesson by asking the students if they know the song "The Wheels on the Bus". Have the students sing it with you being sure to point out the words that describe locations. Tell the students that they are going to read a book that describes a student who loses her homework at the bus stop. Show students the booklet and read it to the students as they follow along. Tell the students that they are going to have to illustrate the pages to correctly reflect the text by drawing the

homework paper in the designated area in relation to the bus. After the students have completed their booklet, allow them to share their work with their classmates. Collect the books as a means of formal assessment.

- Elicit Performance**-Send students to their assigned center group. Make sure all materials that students need have been set out ahead of time. Let students start to their work.
- Provide Feedback**- Walk around the room and probe students with questions of why the task they are completing is important.
- Assess Performance**-Use your observation log book to write down comments on what you observe each student doing. Collect the assignments that you want to keep. Let students know ahead of time which assignments you want them to keep at school and which ones they are to put in their cubbies to take home.
- Enhance Retention and Transfer**- At the end of the center jobs each day, use pick sticks to ask various students what they learned today. Make comments about what each student says. On Day 5 closing make "World Cookies". Hand each student a circle cookie that has been frosted blue. Give them their own sandwich piping bag of green frosting. Let them add the green frosting to their cookies to represent the landmasses on a globe. Make sure a globe is visible for students to refer to. When students are finished let them enjoy their snacks!

INDIVIDUAL DEVELOPMENT AND IDENTITY

Learning about Myself and my Classroom Community

Grade Level: Kindergarten

UNIT/SUBJECT: *Social Studies/ Learning About Myself*

LESSON TITLE/FOCUS: *All About Me*

FEATURED BOOK: *Amazing Grace by-Mary Hoffman*

Learning Targets:

Students will be able to: share special things about themselves, build their self-esteem and realize how they personally fit into their family and the classroom environment.

Instructional Materials Needed:

- Stuffed elephant puppet toy
- Paper plates
- Multicultural colored construction paper
- Various colored paper
- Yarn in various hair colors
- Glue (stick and liquid)
- Hand mirrors (1 per student)
- Long pieces of butcher paper
- Pencils
- Crayons
- Markers
- "I am Special because" booklet
- Silhouette book covers
- Various magazines
- Tempera paint
- Photocopied photographs of each student as a baby-labeled
- Photocopied picture of students school photo
- Index cards with a fun graphic on one side (same graphic on all cards)
- Clipboards (1 per student)
- Graph paper
- Tape measure
- CD-"I Am Special"
- Book: *Amazing Grace by-Mary Hoffman*
- Supplemental Books:
 - Annabel by-Janice Boland
 - Chrysanthemum by-Keven Henkes
 - Chester's Way by Keven Henkes

Leo the Late Bloomer by Robert Kraus
 Two Eyes, a nose, and a mouth by Roberta Intrater
 Children Just Like Me by Barnabas Kindersley

Learning Experiences:

•**Gain Attention-**Sing the song “Willabee Wallabee” with the students. Pass the elephant around to each student as their name is called in the song.

Willabee Wallabee

Willabee Wallabee WOO, an Elephant sat on YOU! Willabee Wallabee WE, an Elephant sat on ME! Replace the words with student names all starting with a W. Example for the students Nathan and Sara: Willabee Wallabee Wathan, an Elephant sat on Nathan, Willabee Wallabee Wara, an Elephant sat on Sara! The stuffed elephant gets passed along like a hot potato to the person whos name is being sung. The song continues until each student has had a turn to hear his or her name in the song.

When the song is over place special emphasis on how special each student is and how we are all different and that makes our class so great! Introduce the students to the “Mystery Can”. Play the game by picking 3 students to be used before centers each day and 2 students to be used after centers each day. To prepare-ahead of time send the following note home to parents:

Dear Parent/Guardian,

We are going to be playing a game next week called “Mystery Can”. I am sending a brown paper sack home with your student. Please help them find something to place inside the bag that is special to them and return it tomorrow with three clues written on a piece of paper. Each day I will put a different students item in our Mystery Can and the students will try to guess what it is and whom it belongs to! Your students item will be returned the day they have been guessed in the Mystery Can. Thanks in advance!

•**Recall Prior Knowledge-** Touch your nose if you are special. I better see everyone with their finger on their nose! You are all special and you are all different. Do you like the exact same things as the person sitting next to you? Do you look just like your best friend?

•**Present Material-** We are all special and unique, and that is a wonderful thing. I have a book I want to share with you about this very same topic. Read the book “Amazing Grace” by Mary Hoffan. After you read the book use pick sticks to ask students to recall events in the book for discussion purposes.

•**Provide Guided Learning-** During this next week we are going to do all kinds of different activities about ourselves! We will create self portraits, make an All About Me book, design a Life Size paper person of yourself, play a fun Friends Memory game and take some surveys about our friends here in Kindergarten! Let’s gather around the tables and I will explain your center jobs for this week! Make sure when explaining center jobs to give examples as well as non-examples to make sure that the directions are clear to all students. After each center job is explained, ask students if they have any questions. Answer as appropriate.

Center 1-Torn Paper Self Portrait w/paper plate

(Students use a collage effect to make self-portraits using only construction paper and their hands to tear it into pieces.)

M.I. Target(s): Bodily/Kinesthetic, Visual/Spatial, Naturalistic, Intrapersonal

Materials:

- Paper plates
- Multicultural colored construction paper
- Various colored paper
- Yarn in various hair colors
- Glue (stick and liquid)
- Hand mirrors (1 per student)

Method:

•Have the students look in the mirror at themselves and describe the things they see. For example: green eyes, peach skin, brown hair. Supply the students with a paper plate and various multicultural colors of construction paper. Have them tear the paper and glue the pieces onto a paper plate to cover the paper plate. Then have the students refer back to the mirror to know what else they need to add to the plate to make it represent themselves. Students then tear pieces of white for eyeballs, and pieces of brown, blue or green for eye color, and red or pink for mouth. Students can use a marker to draw their nose. Pieces of yarn can be glued with wet glue for hair. If students would like to draw accents such as eyelashes, and eyebrows, they can.

Center2-Life Size Me

(Students body outlines are traced onto a giant sheet of butcher paper and students use their imaginations to decorate the body to look like themselves)

M.I. Target(s): Bodily/Kinesthetic, Visual/Spatial, Intrapersonal

Materials:

- Long pieces of butcher paper
- Pencils
- Crayons
- Markers

Method:

Have the student lie on a piece of butcher paper and trace them. Students can color the body, add features like hair, a face, clothes, etc. The only requirement is that they make it look like themselves. If they don't look like Michael Jordan, then they can't decorate their person to look that way. The purpose is to make a life-size version of themselves in paper! When the paper body has been decorated students cut it out around the outline. Life Size Me's can be hung up around the classroom for students to enjoy.

Center 3- "I am Special because" booklets

(Students use personal information to complete a booklet all about themselves and the qualities that make them who they are)

M.I. Target(s): Musical, Logical/Mathematical, Intrapersonal, Visual/Spatial, Bodily/Kinesthetic

Materials:

- "I am Special because" booklet
- Silhouette book covers
- Various magazines
- Glue sticks
- Pencils
- Crayons
- Tempera paint
- Markers
- CD-"I Am Special"

Method:

Make the book covers ahead of time by using an overhead projector, or the sun to create a silhouette on the wall. Tape a piece of black construction paper on the wall and trace the outline. Cut out the silhouette and glue it to a piece of cardstock to serve as the cover to each students "I am Special because" booklet. Make sure each student's book is labeled with their name and hand them their booklets to complete the inside pages.

This is me....self-portrait illustration

I like...collage-Students can cut out various pictures from magazines of things they like and glue them to one of the pages to cover the page completely.

My favorite color is....illustration of color with label

My favorite food is...illustration of food with label

This is my family...illustration of family members and labels with names

I am good at...illustration and label of various items

I like me because...writing of reasons

Feet Butterflies- Have students take off their shoes and socks, paint the bottom of their feet with tempera paint. Have student step onto a piece of paper with their feet and heels together. When dry, students can cut it out and glue it in their booklets. They can then draw on antennae with markers. Let students listen to the song "I am Special" while they work-for inspiration!

Center 4-Friend Memory

(Students play a teacher-created game of memory that uses each student's pictures as the playing cards-using labels and photographs, students create matches and get to know their classmates better!)

M.I. Target(s): Interpersonal, Bodily/Kinesthetic, Logical/Mathematical, Visual/Spatial, Verbal/Linguistic

Materials:

- Photocopied photographs of each student as a baby-labeled
- Photocopied picture of students school photo
- Index cards with a fun graphic on one side (same graphic on all cards)

Method:

Ahead of time ask parents to supply you with a picture of each student as a baby. Make a black and white photocopy of each photo-clearly label it with the students first name. Make photocopies of each students school picture from this year. Clearly label the picture with the student's first name. Cut out each picture and

glue it to the side of the index card that does not have the graphic displayed. Laminate all the cards. There should be 2 of each student (1 baby picture and 1 current picture). Cut out the cards and set them in a bag for student use. Students use the cards to play the game "Friend Memory". The game is played just like the original game called "Memory". Students take the cards and place them all with photographs down. Each student takes a turn by overturning one card and then another to see if they have found the match. Students need to read the labels with names on them in order to figure out the match! If it is a match, the student keeps the cards and gets another turn. If the cards chosen don't match, it is another student's turn. Students will love seeing each other on the cards as well as all the baby pictures!

Center 5-Friend Surveys & Graphs (Height Chart, Eye Color Chart, Hair Color Chart, Favorite Things, How Do You Feel Today)

(Students survey each other asking questions about their classmates-learning more about each other and sharing their personal interests in the process)

M.I. Target(s): Interpersonal, Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic

Materials:

- Clipboards (1 per student)
- Pencils
- Graph paper
- Crayons
- Tape measure

Method:

Supply each student with a clipboard and papers with various titles at the tops such as:

How tall are my friends?

How do you feel today?

My Favoriteis

Also supply students with graph paper that have the following titles:

What Color eyes do you have?

What Color hair do you have?

Students use each paper to go around the room and survey each of their classmates about different topics. The surveyor needs to ask the student being questioned the question at the top of their paper. For example: Alex, how tall are you? Alex would then go stand by the measuring tape that is attached to the wall. The surveying student writes down the number of inches and asks Alex how to spell his name. The surveyor writes down the letters being dictated to them next to the number of inches. The survey continues in this manner until all students have been polled. The students use the graph paper to survey their classmates in much the same way except they are to color in a box on the graph according to the answer they receive from their classmates.

•**Elicit Performance**-Send students to their assigned center group. Make sure all materials that students need have been set out ahead of time. Let students start to their work.

•**Provide Feedback**- Walk around the room and probe students with questions of why the task they are completing is important.

•**Assess Performance**-Use your observation log book to write down comments on what you observe each student doing. Collect the assignments that you want to keep. Let students know ahead of time which assignments you want them to keep at school and which ones they are to put in their cubbies to take home.

•**Enhance Retention and Transfer**- At the end of the center jobs each day, use pick sticks to ask various students what they learned today. Make comments about what each student says.

FAMILIES

Families in Other Places

Grade Level: Kindergarten

UNIT/SUBJECT: *Social Studies/ Families*

LESSON TITLE/FOCUS: *Families in other Places*

FEATURED BOOK: *The Village Basket Weaver by Jonathan London*

Learning Targets:

Students will be able to: identify traditions in family life and society, identify differences between cultures and ideas of other students, learn to respect the differences of others, as well as understand the importance of history and tradition.

Instructional Materials Needed:

- Bingo Cards
- Bingo Letter Cards
- Picture & Description calling cards
- Responsibility sequencing chart
- Crayons or colored pencils
- Pencil
- Family Traditions Survey
- My Family Traditions book
- Family Album booklet
- Family song
- Paper doll patterns
- Scissors
- Glue sticks
- Sharing My Family posters
- Book: *The Village Basket Weaver by Jonathan London*
- Supplemental Books:
 - Christina Katerina and the Time She Quit the Family by Patricia Lee Gauch
 - 100 is a Family by Pam Munoz Ryan
 - Animal Dads by Sneed Collard

Learning Experiences:

- Gain Attention-*** Ask students if there is anything (traditions, games, concepts) they would not want to forget about or lose over time. Read the book “*The Village Basket Weaver*” by Jonathan London. Stop reading periodically and ask questions to check for understanding as well as predictions for what may happen next.
- Inform Learner of Objective-*** We are starting new social studies centers this week. The centers are all going to be about Families in other places.

•**Recall Prior Knowledge-** Raise your hand if you have ever gone over to a friend's house before. Does their family do exactly the same things as your family? Did their daddy go to work or stay home with the kids? Did the mommy make dinner or did the daddy or grandma maybe? Is it the same at your house? Are there things that you do at your house that are special? My mom taught my sisters and I how to make scrapbooks when we were little. That was something special that we did together. My friends didn't do that at their houses. It was unique to MY family.

•**Present Material-** Remind students of the story about the village basket weaver. Discuss why the village needed the tradition of basket weaving to continue. Ask the students what they think would happen to the people of the village if they forgot how to make the basket and other traditions. Show students the large butcher paper basket that was made ahead of time. Label the front of the basket with "Family Traditions from room ____". On an apple die-cut write down a family tradition that is special to you. Read it aloud to the students. Tape the apple to the basket. Let students know that they will each get a chance to put an idea/tradition on an apple they do not want to lose or forget about and then add it to the special basket too (as in the story)!

•**Provide Guided Learning-** During this next week we are going to do all kinds of different activities. Let's gather around the tables and I will explain your center jobs for this week! Make sure when explaining center jobs to give examples as well as non-examples to make sure that the directions are clear to all students. After each center job is explained, ask students if they have any questions. Answer as appropriate.

Center 1-Different as Night & Day

(Students use the game of BINGO to see similarities and differences between family structures)

M.I. Target(s): Interpersonal, Intrapersonal, Verbal/Linguistic, Bodily/Kinesthetic, Visual/Spatial, Logical/Mathematical

Materials:

- Bingo Cards
- Bingo Letter Cards
- Picture & Description calling cards

Methods:

Ask students if they have ever played bingo before. Inform the students that they are going to get to play Bingo, but with a traditions twist! Show the student the bingo cards and explaining that the object of the game is to have five pictures that are called out in a row on the game card. Show the students how to play by calling out a letter and a tradition picture that you have cut and placed into two separate bowls of calling cards. Show the students how to look on their cards to see if they have a match and place a chip or other manipulative on the card if a match is found.

Center2- The Working Family

(Students share the responsibilities of being part of a family. Students represent their responsibilities in a sequencing activity)

M.I. Target(s): Logical/Mathematical, Verbal/Linguistic, Intrapersonal, Bodily/Kinesthetic, Visual/Spatial, Naturalistic

Materials:

- Responsibility sequencing chart
- Crayons or colored pencils
- Pencil

Methods:

Begin by telling the students that being in a family is a wonderful thing, but in order for it to function properly, a lot of work has to be done. Families work the best when everyone helps with the everyday tasks to keep things running smoothly. Give some examples of responsibilities that need to be taken on such as: cleaning, cooking, etc. Ask the students what would happen in their home if no one helped with the chores. Give students an opportunity to share and explain that there would be no groceries to eat, and no one would cook, no one would change the baby's diapers, etc. This would be pretty chaotic and unorganized. It would not be a fun place to be! Every family member has responsibilities in order to make their family function-whether it's going to work to make money to provide things for the family, making the beds, taking out the garbage, etc. Ask students to name one responsibility that they have at home. Then tell the students that they will get to illustrate the steps to performing this task-like a comic strip! Show the students how to do this by selecting a chore you perform at home. Draw what you have to do first, next, then and last in the designated areas of the chart.

Center 3-Family Traditions

(Students use information given by family members to create a book about their family traditions.)

M.I. Target(s): Interpersonal, Verbal/Linguistic, Visual/Spatial, Bodily/Kinesthetic

Materials:

- Family Traditions Survey
- My Family Traditions book
- Pencil
- Crayons or colored pencils

Methods:

Ahead of time, send home a Family Traditions Survey. Ask parents to answer the questions on the paper and return it to school so you can talk about family traditions. Allow the students to share their responses with a partner or in small groups so there is opportunity for more students to contribute to the conversation. Next, tell the students they are going to make a book and record some of their favorite family traditions in it. Page one is the cover of the book and should have the name of the book and the author. For example, "My Family Traditions by Kristi Martone". Page two may describe a favorite family meal. Page three may describe a favorite family book or story. Page four may describe a favorite family vacation. Students may illustrate each page and label the picture, or write a sentence to match the picture for each page. The format is versatile, so students may choose to record different family traditions than those listed above. Remind the students to use the ideas they shared on the Family Traditions survey to help them give responses for each book page. This activity is designed to help students

understand the importance of tradition and culture. To help them better understand why we should not forget our past and culture but to embrace it instead.

Center 4-Family Albums

(Students make rhyming books about their family members favorite things)

M.I. Target(s): Visual/Spatial, Interpersonal, Intrapersonal, Musical, Bodily/Kinesthetic, Verbal/Linguistic

Materials:

- Family Album booklet
- Family song
- Crayons or colored pencils
- Paper doll patterns
- Scissors
- Glue sticks
- Pencil

Methods:

Make sure each student has a family album booklet. Students are to complete the sentence at the bottom of each page by asking other classmates what they like to do with their families. They fill in the other student's names and their favorite thing to do with their family. For example: "Kristi likes to play Candyland with the family". Students can then color and cut out paper dolls to represent the class members and glue them to the appropriate pages in their book, along with illustrating the activity dictated to them by other class members. When books have been completed, let student's read/share their books. Completed books become a song about similarities and differences between families! The song is sung to the familiar tune of "Do You Know The Muffin Man?" For example:

*Tell me what you like to do, like to do, like to do,
Tell me what you like to do, with your family.*

*Jeremy likes to rake the leaves, rake the leaves, rake the leaves,
Jeremy likes to rake the leaves, with his family.*

*Kristi likes to play Candyland, Candyland, Candyland,
Kristi likes to play Candyland, with her family.*

Students can share ways that their families are similar or different from one another. No student's books will be the same-thus promoting differences/uniqueness!

Center 5-Sharing My Family

(Students recall the roles that each family member plays in their given families- reviewing that all families are not the same!)

M.I. Target(s): Verbal/Linguistic, Interpersonal, Bodily/Kinesthetic, Visual/Spatial

Materials:

- Sharing My Family poster
- Crayons or colored pencils

Methods:

Review with the students some of the responsibilities of families. Ask the students to share what some jobs that families have and why these tasks need to be done. Review that each family is different, and a job that a mother may have in one family, may be completed by a father in someone else's family. Allow the students to share a job that one of their parents does and have the other students say who in their family does what job. Give each student a copy of the blank Sharing My Family poster. Instruct students to fill in family member names at the top of each square. Students may then illustrate the specific job that each member does in their family. Students posters will differ from one another-this makes for great discussion between students when projects are completed. Use posters as bulletin board additions or classroom decorations!

•**Elicit Performance**-Send students to their assigned center group. Make sure all materials that students need have been set out ahead of time. Let students start to their work.

•**Provide Feedback**- Walk around the room and probe students with questions of why the task they are completing is important.

•**Assess Performance**-Use your observation log book to write down comments on what you observe each student doing. Collect the assignments that you want to keep. Let students know ahead of time which assignments you want them to keep at school and which ones they are to put in their cubbies to take home.

•**Enhance Retention and Transfer**- At the end of the center jobs each day, use pick sticks to ask various students what they learned today. Make comments about what each student says.

FAMILIES

Families in our Community

Grade Level: Kindergarten

UNIT/SUBJECT: *Social Studies/ Different kinds of Families*

LESSON TITLE/FOCUS: *Families in our Community*

FEATURED BOOK: *Fly Away Home by-Eve Bunting*

Learning Targets:

Students will be able to: create a representation of each of the members in their family resulting in a “family tree”, learn more about their families through interviewing family members, make a replica of their household of family members to display the uniqueness of their individual families, communicate with one another while surveying the differences between family members of classmates, and use math skills to survey and graph information about family members of other students.

Instructional Materials Needed:

- Green construction paper (1 per family member of each student)
- Glue
- Brown construction paper tree trunks (pre-cut)
- Black crayons
- Bluebird die-cut
- Family Pictures or Illustrations
- Glue sticks
- Various country flags (see below)
- Index cards
- Copy of cardstock house pattern w/window flaps cut (1 per student)
- Construction paper (1 sheet per student)
- Crayons or colored pencils
- People colored crayons/pencils
- Squares for family member illustrations
- Survey Sheet with YES or NO columns
- Clipboard (1 per student)
- Pencil
- Survey Graph Paper
- CD- “Little Children”
- Book: Fly Away Home by-Eve Bunting
- Supplemental Books:
 - Ox-Cart Man by Donald Hall
 - Alfie Gets in First by Shirley Hughes
 - Feast for 10 by Cathryn Falwell
 - Shoes from Grandpa by Mem Fox

Learning Experiences:

- Gain Attention-*** As students enter make sure the song “Little Children” is playing. Have the words to the song on the board (with pictures in place of some of the words). Ask the students to sit and listen to the words. When the song has finished playing, ask students to recall some things they heard being talked about in the song.
- Inform Learner of Objective-*** We are starting new social studies centers this week. It is about a very special topic. Can anyone guess what our centers theme is for this week? Use pick sticks to call on students for guesses.
- Recall Prior Knowledge-*** Raise your hand if you know someone who looks different than you! I should see everyone’s hand up because everyone in this room is different. Even people who are TWINS are different. The song we listened to was about being different and being special. It’s a great thing to be unique!
- Present Material-*** Teach the students the words to the song “Little Children”. After going through the song once, put up sentence strips with pictures for the students. Let the students know that they will get a chance to practice the song each day this week and that each day a couple of the sentences will disappear and they will have to remember it those missing parts all on their own. If they can remember all the words without the sentences and pictures at the end of the week, they will get to perform it on Friday for their families!
- Provide Guided Learning-*** During this next week we are going to do all kinds of different activities. Let’s gather around the tables and I will explain your center jobs for this week! Make sure when explaining center jobs to give examples as well as non-examples to make sure that the directions are clear to all students. After each center job is explained, ask students if they have any questions. Answer as appropriate.

Center 1-Family Tree Mobiles

(Using hands traced by each family member, students create a representation of each of the members in their family resulting in a “family tree”)

M. I. Target(s): Bodily/Kinesthetic, Interpersonal, Intrapersonal, Visual/Spatial,
Materials:

- Green construction paper (1 per family member of each student)
- Glue
- Brown construction paper tree trunks (pre-cut)
- Black crayons
- Bluebird die-cut

Methods:

Ahead of time, send home a piece of green construction paper for all members of each students family. Also send instructions for each member to trace each of their hands on the paper and write their name in the corner and return the traced hands to school with their student. Hand out each students “family” of hands during their allotted center time. Students are to cut out each hand and write the name of that family member on the center of each hand. (Teacher may need to assist depending on the amount of hands traced). When all cutting has been completed, students glue the hands together in a circular pattern-creating the top of a tree. A brown trunk is then glued to the bottom and a bird glued wherever the student desires on their tree. Family trees can be used as classroom decorations or as a bulletin board!

Center 2-Family Flags/Banners

(Students have an opportunity to learn more about their families through this activity that includes parent involvement)

M.I. Target(s): Visual/Spatial, Interpersonal, Intrapersonal, Bodily/Kinesthetic, Verbal/Linguistic

Materials:

- Family Pictures or Illustrations
- Glue sticks
- Various country flags (see below)
- Index card

Method:

Ahead of time, send a letter home telling parents that you are learning about families. Ask families to send in pictures of each family member, what nationality they are, and to write down on the index card something that the family likes to do together. When the items come back, the teacher can color copy and enlarge flags from the country that represents that student's family. During center time- each students will be given their corresponding family flag and the student can glue on pictures of each family member and label their names. The student can also write the family name at the top of the flag and attach the index card to their flag. Flags can be displayed around the room as well as on bulletin boards.

Center 3-Peek a Boo Families

(Students create a replica of their household of family members to represent the differences between their families and that of their classmates)

M.I. Target(s): Visual/Spatial, Interpersonal, Intrapersonal, Bodily/Kinesthetic, Verbal/Linguistic

Materials:

- Copy of cardstock house pattern w/window flaps cut (1 per student)
- Construction paper (1 sheet per student)
- Crayons or colored pencils
- People colored crayons/pencils
- Glue sticks
- Squares for family member illustrations

Methods:

Students create peek-a-boo cards by illustrating family members on square pieces of paper. Cards are glued behind the window flaps on the back of the house pattern. If blank window spaces are left over, students can draw family pets also! Students are encouraged to use accurate people colored crayons or pencils when illustrating. A piece of construction paper is glued to the back of the house once pictures are in place. Students can guess who is behind each window and open windows to see who's hidden!

Center 4-Family Member Surveys

(Students communicate with one another while surveying the differences between family members of classmates)

M.I. Target(s): Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic, Logical/Mathematical, Visual/Spatial

Materials:

- Survey Sheet with YES or NO columns
- Clipboard (1 per student)
- Pencil

Method:

Student uses a prepared survey sheet and come up with a question that they want to ask other classmates regarding their families. The student then labels the top of the survey with the topic. The student then asks various class members their survey question and marks it on their sheet accordingly. For example: the student chosen topic is “Does you family like to go camping?” At this point the student attaches the survey to their clipboard and asks another class member “Does your family like to go camping?” If the classmate responds “YES” then the student asks them how to spell their name, and writes it down under the YES column on their survey sheet. The student continues in this manner until their sheet is full. If time permits, they may come up with another topic and go around surveying again. Teacher needs to stress ahead of time that we don’t use people as topics for the survey! For example: “Does your family like Sarah?” etc.

Center 5-Family Graphs

(Students use math skills to survey and graph information about family members of classmates)

M.I. Target(s): Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic, Logical/Mathematical, Visual/Spatial

Materials:

- Survey Graph Paper
- Pencil
- Clipboard (1 per student)

Method:

Student uses a prepared piece of survey graph paper and finishes the topic sentence at the top-“How many...” For example: “How many people are in your family?” or “How many pets do you have?”. Students then walk around the room and ask other students their question. The answer is marked by coloring in the corresponding number of boxes on the graph paper. Students may choose to make a pictograph if they want (draw representing pictures in the boxes provided) or use stickers to fill in the boxes. Student graphs can be shared with the class and displayed on a bulletin board. This is a great activity to point out the similarities and differences between families.

- Elicit Performance**-Send students to their assigned center group. Make sure all materials that students need have been set out ahead of time. Let students start to their work.

- Provide Feedback**- Walk around the room and probe students with questions of why the task they are completing is important.
- Assess Performance**-Use your observation log book to write down comments on what you observe each student doing. Collect the assignments that you want to keep. Let students know ahead of time which assignments you want them to keep at school and which ones they are to put in their cubbies to take home.
- Enhance Retention and Transfer**- At the end of the center jobs each day, use pick sticks to ask various students what they learned today. Make comments about what each student says. Invite the families of each student in at the end of the week for a performance of the new song the students learned called “Little Children”.

LITTLE CHILDREN

We are all little children in a great big world,
Some have straight hair and others have curls
There is black skin and white skins and in-between
But we're all very special, if you know what I mean.

Wouldn't it be boring
if we all looked the same?
We're all very different
Just like our different names.

But we've one thing in common
That we should be proud of
And that very special thing is...
Our hearts are full of love.

We are all little children in a great big world,
Some have straight hair and others have curls
There is black skin and white skins and in-between
But we're all very special, if you know what I mean.

So take your neighbor's hand and hold it for a while.
No words can say, more than a smile.
The outside differences, oh they don't mean a thing.
It's the love that is inside, that makes us smile and sing.

COMMUNITIES

Communities Meet Their Needs and Wants

Grade Level: Kindergarten

UNIT/SUBJECT: *Social Studies/ Communities*

LESSON TITLE/FOCUS: *Members of a community/Jobs*

FEATURED BOOK: *Poinsettia and the Firefighters by-Felicia Bond*

Learning Targets:

Students will be able to learn the importance of being part of a community and how when we work together we can help not only ourselves but others too.

Instructional Materials Needed:

- play dough
- pictures of various foods
- cookbooks
- cooking utensils
- markers
- glue
- newspaper ads
- magazines
- construction paper
- sponges
- paper towels
- washcloths
- tissues
- old shirts
- towels
- clear plastic tubs
- food coloring
- index card postcards
- 20 paper sacks with numbers on the front
- bag of numbered envelopes 1-20 (1 bag per student)
- colored envelopes
- scotch tape
- pencils
- crayons or colored pencils
- cold packs
- sling or large bandana
- bandages
- stethoscopes
- scrubs

- blood pressure cuffs
- children’s picture books about the human body
- skeleton research sheet
- DEM BONES (1 bag per student)
- DEM BONES graph
- black construction paper
- wet glue
- Q-tips (cut into various sizes)
- clear plastic pitchers of water
- CD-Kidsongs “Body Bones”
- Book: Poinsettia and the Firefighters by Felicia Bond
- Supplemental Books:
 - The Shawman’s Apprentice by Lynne Cherry and Mark Plotkin
 - Good Bye Curtis by Keven Henkes
 - Trashy Town by Andrea Zimmerman
 - Red Light, Green Light, Mama and Me by Cari Best

Learning Experiences:

- Gain Attention-*** Ask a Police Officer to come in and share a little about their job with the class. Make sure they place special emphasis on how they serve the community and what it would be like if there were no Police around. Let students ask questions. Read the book “Poinsettia and the Firefighters” by Felicia Bond. Use pick sticks to ask the students what they learned from the book and the guest speaker. Elaborate and clarify when necessary.
- Inform Learner of Objective-*** We are starting new social studies centers this week. The centers are all going to be about important jobs people have in our community. Can anyone name one? Allow for student responses.
- Recall Prior Knowledge-*** Raise your hand if you have ever been to the doctor before. Call on a student and ask them why they went to see the doctor. Put your finger on your ear if you have ever been to the Post Office! Why do people go to the Post Office? What happens there? How many of you have been to a restaurant before. How about McDonalds? Who makes the food that you eat?
- Present Material-*** All jobs in a community are important because they are there to help us serve each other. I want you to think about what it would be like if we didn’t have anyone working these jobs....what do you think it would be like? Allow for student think time. Tell a neighbor what you think. Use pick sticks for student response sharing.
- Provide Guided Learning-*** During this next week we are going to do all kinds of different activities to help us learn about some of the different jobs that people have in our community. We will pretend to be doctors and learn about bones, we will learn what it is like to be a Mail Carrier and to sort mail as well as write letters to our friends and family, we will get to do some scientific experiments while we pretend to be a custodian who has a spill that needs to be cleaned up, we will be a Chef and make some wonderful menus, and we will use our math skills while we pretend to be a Grocer at Safeway! Let’s gather around the tables and I will explain your center jobs for this week! Make sure when explaining center jobs to give examples as well as non-examples to make sure that

the directions are clear to all students. After each center job is explained, ask students if they have any questions. Answer as appropriate.

Center 1-Chefs Kitchen

(Students use various materials to make pretend that they have the occupation of a Chef, with all the responsibilities that go along with the job!)

M.I. Target(s): Bodily/Kinesthetic, Verbal/Linguistic, Visual/Spatial, Interpersonal, Naturalistic

Materials:

- play dough
- pictures of various foods
- cookbooks
- cooking utensils
- markers
- glue
- newspaper ads
- magazines
- construction paper

Method:

Put out play dough and other props. Let students look at cookbooks for ideas of things they'd like to create. After exploring the play dough and creating food items with the clay, have the students create Menu's. Students will cut out pictures of food from newspaper advertisements and magazines, then glue them onto construction paper to create menus. Students need to label the names of the food items and the prices underneath the pictures of the foods.

Center2-Silly Spills Custodian Science

(Students use cooperative as well as discovery based learning to find out which materials are best for cleaning up wet messes.)

M.I. Target(s): Visual/Spatial, Bodily/Kinesthetic, Logical/Mathematical, Interpersonal, Verbal/Linguistic, Naturalistic

Materials:

- sponges
- paper towels
- washcloths
- tissues
- old shirts
- towels
- clear plastic tubs
- food coloring
- clear plastic pitchers of water

Method:

Have the students investigate which materials are the best and worst at absorbing water. Give each student a clear plastic tub and pitcher of colored water. Let each student have a different color water to make it different for each child. Have the students pour a little water in the plastic tub and try using one of the materials to

soak up all the water. The students can record their results in their Custodians Log Book. The activity continues in this manner until all materials for clean up have been used. Have students share their results with one another. After the students share their results with one another, have them decide as a group which material works best for cleaning up spills.

Center 3-Letters at the Post Office

(Students use their reading and writing skills to compose letters to friends and family members, then sorts and delivers the "mail" to the appropriate "mailbox".)

M.I. Target(s): Verbal/Linguistic, Logical/Mathematical, Bodily/Kinesthetic, Visual/Spatial, Naturalistic, Interpersonal, Intrapersonal

Materials:

- index card postcards
- 20 paper sacks with numbers on the front
- bag of numbered envelopes 1-20 (1 bag per student)
- colored envelopes
- scotch tape
- pencils
- crayons, markers or colored pencils

Method:

Cut out different colored "envelope" shapes from construction paper and write a different number on each one. On the front of each brown paper sacks write a number. Tape the sacks around the room on the walls, doors, etc. Give each student a bag full of numbers and tell them they are mail carriers and the sacks hanging up are the mail boxes. Have them walk around the room and deliver their mail. You can also use shapes or students names to change it up. Once students have delivered all their mail, have them return to their center and use their writing skills to write a postcard to "send" to a friend or family member. The students need to complete the writing on the back as well as the illustration on the front of the card.

Center 4-Counting the Groceries

(Students act as Grocery store clerks by using their math skills to count grocery items for other students/shoppers)

M.I. Target(s): Bodily/Kinesthetic, Verbal/Linguistic, Logical/Mathematical, Interpersonal

Materials:

- donated and cleaned empty food containers
- teacher created newspaper ad
- calculator
- pencils
- paper for grocery list
- pretend scanner & cash register
- grocery basket and bags
- pretend money

- nametags and apron for grocery clerk

Method:

Send a note home the week before asking parents for empty boxes, etc. for the next weeks "Grocery Store". Stuff the boxes with newspaper & tape them shut. Also collect bottles, cans (edges duct taped) empty hair spray & Elmer's glue bottles, paper grocery sacks, play money, scanner (masking tape in the shape of an x) and name tags for the grocery store workers. Ask to borrow some hand held shopping baskets from a local grocery store to complete the experience. Place price labels on the boxes, etc. Make sure to use whole numbers at this point. For example a box of cereal would cost \$2.00. Have paper and pencil available for students to write a grocery list and research the price of the items in an "altered" food advertisement from the newspaper. (Create a newspaper ad by taking pictures of the donated boxes, etc. and placing prices next to them-print it out and laminate it for student use). After students have researched what they want to buy they can pretend to buy the items from the grocery store clerk. The clerk can use a calculator to add up the total and the customer can use their pretend money to pay for their items. Each student will get a turn to be the customer and the grocer.

Center 5-Mama call the Doctor

(Students use research to find new information about bodies and what it is like to be a doctor, then students put together a skeleton out of q-tip pieces)

M.I. Target(s): Bodily/Kinesthetic, Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Naturalistic, Musical

Materials:

- Milk Jug Skeleton
- cold packs
- sling or large bandana
- bandages
- stethoscopes
- scrubs
- blood pressure cuffs
- children's picture books about the human body
- skeleton research sheet
- DEM BONES (1 bag per student)
- DEM BONES graph
- black construction paper
- wet glue
- Q-tips (cut into various sizes)
- CD-Kidsongs "Body Bones"

Method:

Place various items in the center such as: milk jug skeleton, cold packs, bandages, stethoscopes, blood pressure cuffs, scrubs, etc. Let students explore for a while and make believe that they have ailments and "fix" one another. Next give the students books of "the body". Students can use the books to help them research what the different bones are called and label their skeleton picture. Once their skeleton research is done, students can complete their DEM BONES graphing and

q-tip skeleton art project. When students are ready for DEM BONES graphing, have them take a bag of the DEM BONES candy and open it. Students will sort their candies and graph them accordingly. Once their graph is complete let them eat their candy if they wish. Q-tip skeletons are done by taking bits and pieces of cut up q-tips and placing them in a way that represents a human body skeleton. Let students play the Kidsongs "Body Bones" song and sing along with the Milk Jug Skeleton.

•**Elicit Performance**-Send students to their assigned center group. Make sure all materials that students need have been set out ahead of time. Let students start to their work.

•**Provide Feedback**- Walk around the room and probe students with questions of why the task they are completing is important.

•**Assess Performance**-Use your observation log book to write down comments on what you observe each student doing. Collect the assignments that you want to keep. Let students know ahead of time which assignments you want them to keep at school and which ones they are to put in their cubbies to take home.

•**Enhance Retention and Transfer**- At the end of the center jobs each day, use pick sticks to ask various students what they learned today. Make comments about what each student says.

COMMUNITIES

Our Community

Grade Level: Kindergarten

UNIT/SUBJECT: *Social Studies/ Communities*

LESSON TITLE/FOCUS: *Different Jobs within our Community*

FEATURED BOOK: *Mr. Griggs' Work by-Cynthia Rylant*

Learning Targets:

Students will be able to: picture themselves in various outdoor oriented careers by creating a personalized booklet with their own photographs, learn to identify signs around town by practicing with a community alphabet book, expand awareness and understanding of the work done by their parents and other adults in their lives by creating a personal "job bag", use and give clues to classmates in order to guess different occupations/careers, and use their writing skills to create a project where they imagine themselves in a variety of different occupations.

Instructional Materials Needed:

- Copies of "I Can Work Outdoors" booklet for each student
- Photo of each student
- Construction paper or cardstock cover
- Glue sticks
- Crayons or colored pencils
- Various pictures of places/buildings around your town
- Pre-made booklets with 26 pages (1 per student)
- Copy of the poem about Mothers
- 12x18 construction paper (1 sheet per student)
- 9x12 construction paper (2 sheets per student)
- Thick yarn
- Art supplies (glitter, stickers, foam shapes, etc)
- Stapler
- Glue
- Job cards
- People Colored construction paper
- Paper Plates
- Hair colored yarn
- Various job oriented hat patterns
- 12x18 sheet of construction paper (1 per student)
- Photo of student in "costume"
- Pencils
- CD "Kidsongs- I Want to be a Fireman, Mr. Policeman & Body Bones"
- Book: Mr.Griggs' Work by-Cynthia Rylant

•Supplemental Books:

Kittitas Valley Pioneers: Indigenous People, Explorers, Settlers, Community builders, Contributors by Larry Nickel, Lois Nickel, Sarah Nickel, Tom Pickerel and Bill Sweeney

Kittitas County Memories Published by Pediment Publishing

Kittitas County Historic Photo Album Published by Pediment Publishing

Learning Experiences:

•**Gain Attention-** Ahead of time, turn the classroom into a mini-neighborhood. Hang a sign on the door welcoming visitors to the “neighborhood”. Add simple props and costumes to various areas in the classroom to transform the areas into different neighborhood locations. For example: turn the housekeeping area into a local restaurant that students are familiar with like The Palace Restaurant. Include menus for the guests, and notepads and pencils for the waiters. Turn the block area into the Ellensburg Fire Station with fire hats, hoses (made of wrapping-paper tubes with iridescent cellophane water), and red and orange tissue-paper fire to attach to buildings. Make the writing area the Ellensburg Post Office with a mailbox (made from a blue painted box with a slit cut in the top for letters), stamps, envelopes, paper, and mailbags. Convert the art area into Vinman’s Bakery with play dough, cookie cutters, rolling pins, birthday candles, trays, chef’s hats, and aprons. When students come into the room have the CD “I Want to be a Fireman” by Kidsongs playing.

•**Inform Learner of Objective-** We are starting new social studies centers this week. Can anyone guess what our centers theme is for this week?

•**Recall Prior Knowledge-** Raise your hand if you have ever been to the grocery store! Put your finger on your nose if you have ever gone to the post office! Touch your toes if you know what a police officer or a firefighter look like! Wow! Do you know what makes all these things the same? They are all very important parts of a community!

•**Present Material-** Read the book “Mr. Griggs’ Work” by Cynthia Rylant to the students. During the story, check for understanding or predictions from time to time. Afterwards, discuss what happened in the book. Relate the community in the book with the community the students live in. Have the students “think, pair, share” similarities and differences together. Use pick sticks and make lists on the board of similarities and differences between the book community and the student’s town.

•**Provide Guided Learning-** During this next week we are going to do all kinds of different activities. Let’s gather around the tables and I will explain your center jobs for this week! Make sure when explaining center jobs to give examples as well as non-examples to make sure that the directions are clear to all students. After each center job is explained, ask students if they have any questions. Answer as appropriate.

Center 1-I Can Work Outdoors Booklet

(Students picture themselves in various outdoor oriented careers by creating a personalized booklet with their own photograph!)

M.I. Target(s): Bodily/Kinesthetic, Naturalistic, Intrapersonal, Visual/Spatial, Logical/Mathematical

Materials:

- Copies of “I Can Work Outdoors” booklet for each student

- Photo of each student
- Construction paper or cardstock cover
- Glue stick
- Crayons or colored pencils

Methods:

Prepare booklets for students ahead of time by stapling pages between book covers and using an exacto knife to cut out the face of each book character. Draw an X on the back cover where students are to attach a picture of their own face. Discuss each occupation represented in the book and its environment before having students color the character and the background. When ready, students can color and attach the corresponding pattern pieces to complete each page. A variety of magazine pictures can also be used if students desire. When coloring and gluing matching pictures is complete, students can glue their picture on top of the X on the back cover of their books. Creating this book gives students an opportunity to picture themselves in several outdoor-oriented careers.

Center2-Neighborhood Alphabet Book

(Students learn to identify signs around town by practicing with a community alphabet book)

M.I. Target(s): Bodily/Kinesthetic, Naturalistic, Intrapersonal, Visual/Spatial, Verbal/Linguistic, Naturalistic

Materials:

- Various pictures of places/buildings around your town
- Pre-made booklets with 26 pages (1 per student)
- Crayons
- Glue sticks

Methods:

While out and about in your community, take pictures of businesses such as McDonalds, the library, and other places that are familiar to the students. Take pictures until you have at least one photo to represent each letter of the alphabet. Have students alphabetically label each page in their books and place the corresponding pictures on the appropriate pages. Students can use this book to help them identify signs around town and it is great practice for pre-reading skills.

Center 3-Mom Goes To Work Bag

(Students expand awareness and understanding of the work done by their parents and other adults in their lives by completing this project)

M.I. Target(s): Bodily/Kinesthetic, Interpersonal, Intrapersonal, Verbal/Linguistic, Visual/Spatial, Logical/Mathematical

Materials:

- Copy of the poem about Mothers
- 12x18 construction paper (1 sheet per student)
- 9x12 construction paper (2 sheets per student)
- Thick yarn
- Art supplies (glitter, stickers, foam shapes, etc)
- Stapler

- Glue

Methods:

Each student makes a job bag by folding a piece of 12x18 construction paper in half. The poem about Mothers is glued to one side of the bag. Staple along the sides of the bag, leaving the top open. Next, have each student glue yarn handles on the bag and decorate it to their liking. When the job bags are finished, each student can make two job cards by folding 2 sheets of 9x12 construction paper. Students can store one of the folded job cards in the job bag and then reopen the remaining one. On the open card, students are to illustrate and write about (dictate) a job that they are responsible for at home or at school. Next the student refolds the card and puts it in their job bag. Tell students that they can take their bag home and share their job card with a family member or friend. Encourage each student to ask a parent or family member at home to use the blank job card to illustrate and write about his or her own job. As the job bags come back to school, students can share both job cards with the class.

Center 4-Guess Who

(Students use and give clues to each other in order to guess different occupations/careers)

M.I. Target(s): Logical/Mathematical, Interpersonal, Verbal/Linguistic, Visual/Spatial, Bodily/Kinesthetic

Materials:

- Job cards

Methods:

Give each student a different job card. In turn, have each child prompt the other players to guess who (what occupation) is pictured on their card. Instruct students to use clues that begin with “who”. For example: “Who gives a dog a checkup?” or “Who serves food at a restaurant?” After all the workers have been guessed, students can grab new job cards, then play another round.

Center 5-A Job for Me

(Students use their writing skills to create a project where they imagine themselves in a variety of different occupations)

M.I. Target(s): Interpersonal, Intrapersonal, Musical, Bodily/Kinesthetic, Verbal/Linguistic, Visual/Spatial

Materials:

- People Colored construction paper
- Paper Plates
- Yarn
- Various job oriented hat patterns
- 12x18 sheet of construction paper (1 per student)
- Photo of student in “costume”
- Pencils
- Glue sticks
- Crayons or colored pencils
- CD-Kidsongs “I Want to be a Fireman” “Mr. Policeman” “Body Bones”

Methods:

Students use paper plates, construction paper, job oriented hat patterns, etc. to create a self-portrait. Students trace their hands on "people colored construction paper" and cut them out. Have each student glue his or her hand cutouts to the upper corners of the 12x18 sheet of construction paper. Staple the bottom of their paper plate person to the top of the construction paper. Ask the student what career they are considering when they grow up. On the paper students can complete the sentence "I can be a..." to reflect the student's response. Attach a photo of the student properly outfitted for the career they have chosen-students can wear dress up items for this! As students work, let them listen to the Kidsongs CD for inspiration!

- Elicit Performance**-Send students to their assigned center group. Make sure all materials that students need have been set out ahead of time. Let students start to their work.
- Provide Feedback**- Walk around the room and probe students with questions of why the task they are completing is important.
- Assess Performance**-Use your observation log book to write down comments on what you observe each student doing. Collect the assignments that you want to keep. Let students know ahead of time which assignments you want them to keep at school and which ones they are to put in their cubbies to take home.
- Enhance Retention and Transfer**- At the end of the center jobs each day, use pick sticks to ask various students what they learned today. Make comments about what each student says.

INDIVIDUAL DEVELOPMENT AND IDENTITY**The Food We Eat****Grade Level:** Kindergarten**UNIT/SUBJECT:** *Social Studies/Individual Development and Identity***LESSON TITLE/FOCUS:** *The Food We Eat***FEATURED BOOK:** *Everybody Cooks Rice by-Norah Dooley***Learning Targets:**

Students will be able to: learn how people in Japan use different utensils to eat their food, use chopsticks to sort objects, share family recipes with each other and then compile a recipe book, make passports that will be stamped each time they taste a new food at the International Food Bazaar, work cooperatively to create a special snack that will represent each classmate as an individual, give their families an opportunity to come and share cuisine relating to their own family heritage.

Instructional Materials Needed:

- Pre-made blank “family recipe booklet” (1 per student)
- Pictorial recipe cards (various words have been replaced with illustrations)
- Crayons or colored pencils
- Glue sticks
- Scissors
- Passport Cover
- 2 sheets of blank paper (per student)
- Real Passport
- Polaroid photo of each student
- Suitcases
- Food label cards
- White cake mix
- Food coloring
- Oven
- Large mixing bowl
- Mixing spoon
- Glass cake pan
- Bowls (1 per student)
- Spoons (1 per student)
- Plastic ramekins
- Plastic forks
- Flags of represented countries

- Stamps or stickers for passports
- Chopsticks (1 set per student)
- Pencils
- Rubber bands
- Popcorn
- Ice cube trays
- Small stones
- Feathers
- Small cube blocks
- Different colored small objects
- CD-“Tony Chestnut”
- CD-Kidsongs “I’d Like To Teach The World To Sing”
- Book: Everybody Cooks Rice by Norah Dooley
- Supplemental books:
 - Cleversticks by Bernard Ashley and Derek Brazell
 - How my parents learned to eat by Ina R. Friedman and Allen Say
 - Roses Sing in New Snow: A delicious tale by Paul Yee and Harvey Chan
 - The Paper Crane by Molly Bang

Learning Experiences:

- Gain Attention-*** When students come into class have a few suitcases at the front of the room as well as a real passport for travel. Let students be curious about the items and ask questions as to what their purpose is in class.
- Inform Learner of Objective-*** We are starting new social studies centers this week. Who can guess what our centers theme is for this week? Hmmm...think really hard....any guesses? Call on various student volunteers. Let me give you a few more clues.
- Recall Prior Knowledge-*** Raise your hand if you have ever traveled somewhere before. Does anyone know what a passport is? Call on volunteers. Explain what a passport is. Raise your hand if you have ever had to try new food in that place you traveled to. Touch your nose if you like to eat. Blink your eyes if you have ever tried new foods before.
- Present Material-*** Read the book “Cleversticks” by Norah Dooley. Explain that when people travel to other countries, they must have a passport. When we visit another country like Mexico, or Japan, our passport is stamped when we arrive and when we leave the country. Show students the stamps in the real passport. Tell students that there are many different kinds of foods in the world. Since they are going to be trying different foods this week they are going to need a “Tasting Passport”. Instruct students to think quietly about why they would need a “tasting passport”. Let students “think, pair, share” with each other. Call on student volunteers to explain the purpose of the passport. Elaborate or clarify if necessary.
- Provide Guided Learning-*** During this next week we are going to do all kinds of different activities one of them has to do with getting a passport of your very own! Let’s gather around the tables and I will explain your center jobs for this week! Make sure when explaining center jobs to give examples as well as non-examples to make sure that the directions are clear to all students. After each center job is explained, ask students if they have any questions. Answer as appropriate.

Center 1-Sorting with Chopsticks

(Students learn to how people in Japan use different utensils to eat their food. Students will use their new skills to sort objects.)

M.I. Target(s): Logical/Mathematical, Visual/Spatial, Naturalistic, Bodily/Kinesthetic, Intrapersonal

Materials:

- Chopsticks (1 set per student)
- Pencils
- Rubberbands
- Popcorn
- Ice cube trays
- Small stones
- Feathers
- Small cube blocks
- Different colored small objects

Methods:

Bring in chopsticks for the children to see and try. Inexpensive wooden chopsticks are usually available at oriental food stores. Explain and demonstrate how to use chopsticks. Pass out a set of chopsticks to each child. Ask them what they know about the chopsticks. Discuss some etiquette of using chopsticks: 1. Never point them at people. 2. Do not lick or spear your food with the points. Demonstrate how to use the chopsticks. You may want to draw a diagram on the board on how to hold them. Twist a small rubber band around the very top ends of the chopsticks to make them easier to use. Have the children practice using the chopsticks. Explain how Japanese people eat rice from a bowl. Demonstrate eating popcorn with chopsticks. Encourage the students to use the chopsticks to eat their own bowl of popcorn and to hold the bowl close to their mouth. Next let the students have the opportunity to work with the chopsticks to sort objects into the ice cube trays according to different characteristics.

Center2-Family Recipe Book

(Students will share family recipes with each other and compile a recipe book)

M.I. Target(s): Verbal/Linguistic, Visual/Spatial, Interpersonal, Bodily/Kinesthetic

Materials:

- Pre-made blank "family recipe booklet" (1 per student)
- Pictorial recipe cards (various words have been replaced with illustrations)
- Crayons or colored pencils
- Glue sticks
- Scissors

Methods:

Ahead of time send a letter home to parents asking them to send in a recipe that is important to their family heritage. As the recipes come in, re-write them using pictures/illustrations for some of the words (for student reading/recognition purposes). Make copies of each recipe to give to students during centers. Students

are to cut out the copied recipe cards and glue them into their “family recipe booklet”. Students can decorate the front of their recipe books.

Center 3- Tasting Passports

(Students make passports that will be stamped each time they taste a new food at the International Food Bazaar)

M.I. Target(s): Visual/Spatial, Bodily/Kinesthetic, Interpersonal, Intrapersonal

Materials:

- Passport Cover
- 2 sheets of blank paper (per student)
- Crayons or colored pencils
- Polaroid photo of each student
- Glue sticks
- Food label cards

Method:

Have students place the cover face down. Add 2 sheets of blank paper. Fold all 3 sheets in half & staple on the crease. On the blank pages, have students write the names of food that will be at the International Food Bazaar. Names of foods need to be written ahead of time on sentence strips for students to copy. Use a Polaroid camera to take a picture of each student for them to glue to the front of their passport. Students may decorate the cover of their passports in any way they wish. Let students know that they will get to get stamps or stickers from each station that they try food at during the bazaar at the end of the week!

Center 4-Friendship Cake

(Students work cooperatively to create a special snack that will represent each person in their group as an individual)

M.I. Target(s): Visual/Spatial, Bodily/Kinesthetic, Interpersonal, Musical, Verbal/Linguistic

Materials:

- White cake mix
- Food coloring
- Oven
- Large mixing bowl
- Mixing spoon
- Glass cake pan
- Bowls (1 per student)
- Spoons (1 per student)
- CD-“Tony Chestnut”

Methods:

Gather students together and explain to them that they are going to work together to make a special sweet treat. Stress that the activity will not work if anyone is left out-working together is VERY important. Ask each student to help with various parts of creating a cake batter. Once the cake batter has been made. Divide the batter evenly into separate bowls (1 for each student). Let each student pick a color of food coloring. Drop the dye into the student’s bowl of batter. Make sure

students do not choose the same colors. Students are to mix the coloring into their bowl of batter. Once the batter has been turned colors, ask students to predict what will happen if each person dumped their batter 1 by 1 into the large cake pan. After students share responses, have them pour their batter into the large cake pan. **DO NOT MIX OR SPREAD CAKE BATTER AFTER THIS POINT!** Cook the cake according to box directions. While the cake is baking, teach students the song "Tony Chestnut". It is a silly song about friendship. When the cake is done baking, let students observe the cake. Ask students to share their observations. **The cake is now rainbow colored! Ask students who added each color. For example: "Who added the blue cake mix? Would this cake look different without the blue? Yes!"** Continue on in this manner-stress the importance of friendship and how special it is to be unique. Let students enjoy their snack.

Center 5-International Food Bazaar

(Families of students are given an opportunity to come and share cuisine relating to their family heritage)

M.I. Target(s): Interpersonal, Intrapersonal, Naturalistic, Verbal/Linguistic, Visual/Spatial, Musical

Materials:

- Tasting Passports
- Plastic ramekins
- Plastic forks
- Food Labels
- Flags of represented countries
- Stamps or stickers for passports
- CD-Kidsongs "Around the World"

Methods:

Ahead of time, arrange for family members to come in and share a prepared cuisine from the country of their family heritage. Explain to students that the United States has been called a "melting pot" because people from so many countries have come here and become accepted as Americans. Earlier this week we made recipe books about foods that were important to our families and we shared why. For example: I am from England so I brought in a recipe for Fish & Chips. Does anyone remember why? Ask for student volunteers to recall past lessons. Fish and Chips are a food that is very popular in that country. Today we have our families here with us and they have brought different foods to share with us. They are the same foods that we wrote in our recipe books! Each student has also made a "tasting passport". Review the purpose of the passport and show an example of how it will work. Each student will get a stamp or sticker on the corresponding page for trying different foods at the various stations. Make sure each station is equipped with plastic ramekins to hold food samples and that there is a flag representing each country at the stations. Each student also needs a fork to take with him or her from station to station. Review the importance of manners when students dislike or enjoy the foods. Allow students to attend stations. As

students are exploring stations, have the CD Kidsongs "Around the World" playing.

- Elicit Performance**-Send students to their assigned center group. Make sure all materials that students need have been set out ahead of time. Let students start to their work.
- Provide Feedback**- Walk around the room and probe students with questions of why the task they are completing is important.
- Assess Performance**-Use your observation log book to write down comments on what you observe each student doing. Collect the assignments that you want to keep. Let students know ahead of time which assignments you want them to keep at school and which ones they are to put in their cubbies to take home.
- Enhance Retention and Transfer**- At the end of the center jobs each day, use pick sticks to ask various students what they learned today. Make comments about what each student says.

	CIVICS				ECONOMICS			GEOGRAPHY			HISTORY	
	C1.1.1	C2.2.1	C3.3.1	C4.4.1	E1.1.1	E2.2.1	E3.3.1	G1.1.1	G2.2.1	G3.3.1	H1.1.1	H2.2.1
Learning About Myself and My Classroom				X			X				X	X
The Food We Eat	X		X	X	X	X				X		X
Families in Our Community	X			X	X		X					X
Families in Other Places				X	X	X	X		X	X		X
Our Community				X				X	X	X	X	X
Communities Meet their Needs and Wants	X	X		X	X	X	X	X				X
Cultures in Our Community			X	X	X			X				X
Our Native American Past				X	X	X				X	X	X
Making Global Connections			X					X	X	X		X

CIVICS

- 1.1.1 Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents
- 2.2.1 Understand and explain the organization of government at the federal, state, and local level including the executive, legislative, and judicial branches.
- 3.3.1 Understand how the world is organized politically and how nations interact
- 4.4.1 Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level

ECONOMICS

- 1.1.1 Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.
- 2.2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.
- 3.3.1 Analyze the role of government as participant in an economy through taxation, spending, and policy setting.

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- 2.2.1 Describe the natural characteristics of places and regions and explain the causes of their characteristics
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HISTORY

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- 2.2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict

Most **five-year olds** can begin to combine simple ideas into more complex relations. They have an interest in their community and the world outside their own. The social studies should provide a rich environment of printed materials to stimulate the development of literacy skills in meaningful contexts and include a variety of experiences to develop students' cognitive, physical, emotional, and social capacities.

Six-year olds have considerable verbal abilities to understand social studies concepts. They are active learners interested in games and rules that can lead to the development of conceptual understandings and problem solving. Opportunities to be involved in "hands-on" and "minds-on" activities that allow for experimentation are important for this age.

Chapter V

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this project was to design an early childhood social studies curriculum that integrated the use of children's literature, to be used in early childhood classrooms. Listening to and reading stories about social studies topics helps students to see the importance of various social studies issues and will allow them to connect personally with the theme by completing a wide range of related activities. National and state standards require students to understand many social studies concepts and using children's literature as a vehicle for learning the required standards can help students see the idea that social studies relates to everyone, everywhere.

Recommendations:

1. The author recommends that the teacher subscribe to one or more of the following journals to help better implement the use of this social studies curriculum and to help if other ideas may be needed.
 - a. The Social Studies
 - b. Social Studies for the Young Learner (NCSS)
 - c. Social Education (NCSS)
2. The teacher may want to purchase or look online for the national and/or state standards that are required for each grade level.
 - a. <http://www.socialstudies.org/standards/>(National Council for the Social Studies)
 - b. Krey, D. (1998). *Children's Literature in Social Studies: Teaching to*

the Standards. Waldorf, MD: NCSS Publications.

- c. National Council for the Social Studies. (2002). National Standards for Social Studies Teachers. Waldorf, MD: Author
 - d. <http://www.ncss.org/standards/teachers> (NCSS-NCATE Social Studies Program Review)
 - e. <http://www.k12.wa.us/CurriculumInstruct/SocStudies/> (Washington State Department of Education)
3. The activities created are intended to be completed by Kindergarten aged students. Since the trade books chosen are loved by all ages, the tasks can be adapted to fit older early childhood students also.
 4. Integration does not end with the two subjects used in this project. Teachers can integrate the use of mathematics, reading, writing, science, etc. with any of the social studies lessons depending on the grade level of their given students.

Now that this project has been completed, there are a few changes the author would make if I were to use this curriculum in my classroom. First, make sure that a new trade book was chosen each day as an introduction, before the task rotations are started. It is important that the topics being discussed are re-iterated each day that the subject is being learned, Trade books are a wonderful vehicle by which to do this. Second, would like to make sure that that students' families are involved in as many ways as possible-not just at festivities. Social studies is a wonderful subject in which to bring families together in the classroom setting. Teachers should take advantage of these opportunities while they present themselves. Lastly, the author would make sure that my classroom

was set up in a way that made each topic exciting to the students. For example, if the topic being studied is Native Americans, the classroom would be turned into a Native American village with a Teepee and fire-pit, and longhouses, student made Native American artwork covering the walls, etc. The more students can be engrossed in the subject, the more their retention of the topic will be.

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APPENDIXES

Please note: Text and images from the appendix have been redacted due to copyright concerns.

The
ABC's
of my
Neighborhood

By: _____

Z is for _____

A is for _____

B is for _____

C is for _____

D is for _____

G is for _____

H is for _____

F is for _____

F is for _____

C is for _____

H is for _____

I is for _____

J is for _____

K is for _____

L is for _____

De Colores (The Colors)

The Spanish word for colors is colores (co-LORE-ez). Fruit comes in many colors. Color the fruit below in the correct color. Say the names of the colors in English and Spanish. Fill in the blanks with the correct English word!

RED=ROJO (ROW-HOE)

THIS apple is _____
Esta manzana (MAN-zan-ah) es rojo.

ORANGE=ANARANHADO (AN-ran-HA-dOUGH)

AN orange is _____
Una naranja (nar-AN-ha) es anaranjada.

YELLOW=AMARILLO (A-Mar-EE-O)

A banana is _____
UN platano (PLAH-tan-oh) es AMARILLO.

GREEN=VERDE (VER-day)

THIS grape is _____
Ests uva (OOH-va) es verde.

BLUE=AZUL (A-ZOO-L)

A blueberry is _____
UN arandana (r-AN-dan-oh) es azul.

PURPLE=MORADO (More-AH-dOUGH)

THIS grape is _____
Esea uva (OOH-va) es Morado.

RED

ROJO (Row-hoe)

An apple is red.

ORANGE

ANRANJADO (An-ran-ha-dough)

An orange is orange.

YELLOW

AMARILLO (Ah-mar-EE-o)

A banana is yellow.

GREEN

VERDE (Ver-day)

This grape is green.

BLUE

AZUL (Ah-zoo-L)

A blueberry is blue.

PURPLE

MORADO (More-ah-dough)

This grape is purple.

Dem Bones

Name of Graph Maker _____ Date: _____

What kinds of bones are in your bag? How many do you have of each bone? Color the graph to show how many you have of each kind of bone.

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
0					

Pass your graph to a friend. Have your friend use your graph to answer the following questions.

Name of Graph Reader _____

How many heads? _____

How many hands? _____

How many bones? _____

How many feet? _____

How many rib cages? _____

How many bones
altogether? _____





C

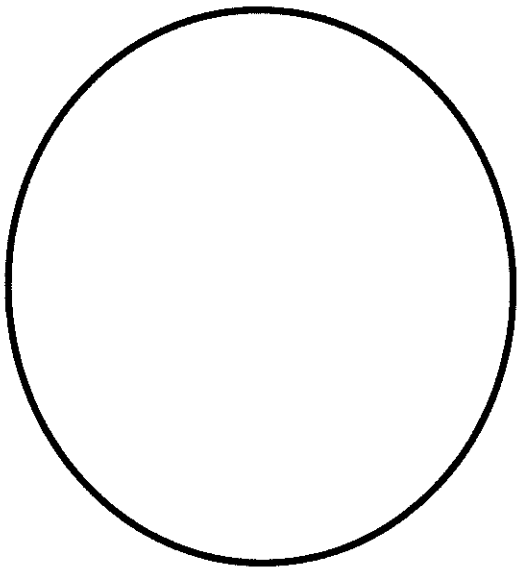
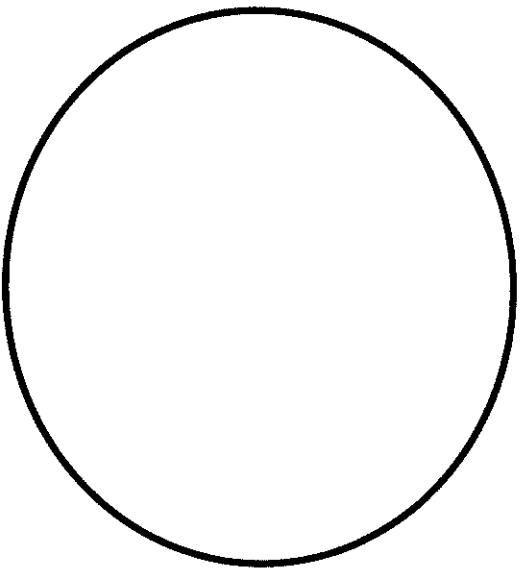
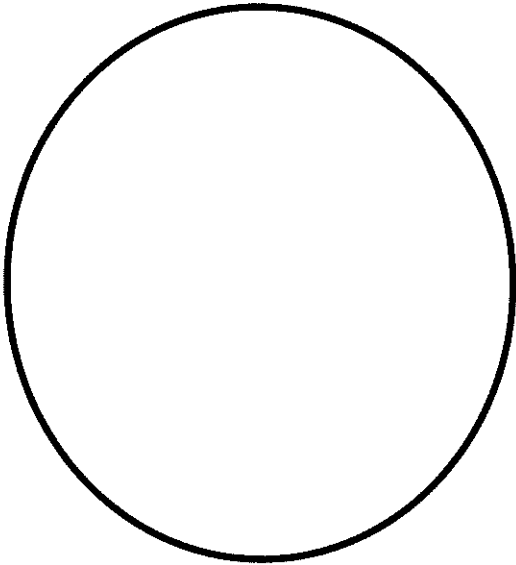
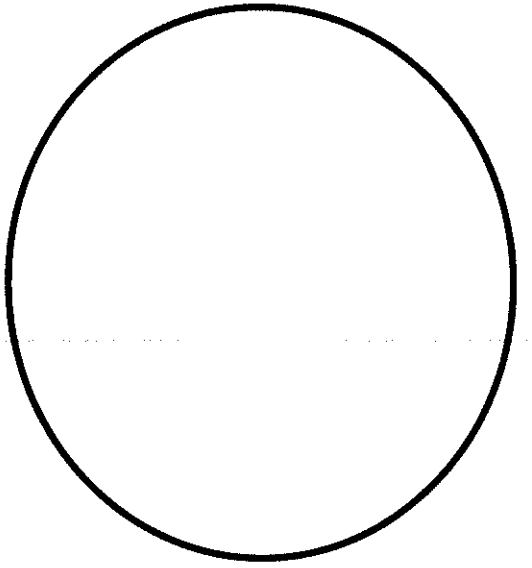
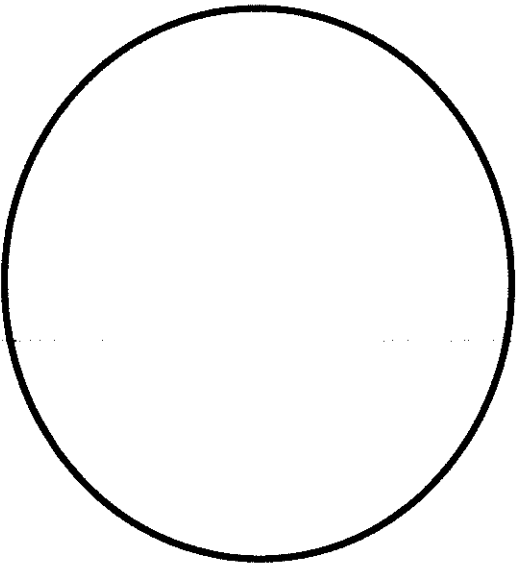
C

C



DEM BONES

Sorting Sheet



Our Class *Family Album*

By: _____

_____ Likes to _____

_____ WITH THEIR FAMILY.

Likes to _____

with their family.

Likes to _____

with their family.

Likes TO _____

WITH THEIR FAMILY.

Likes TO _____

WITH THEIR FAMILY.

FAMILY TRADITIONS SURVEY

Dear Family:

During the next few weeks we will be discussing how each of us grow and change through our relationships with our families. We will talk about how family activities and traditions strengthen our relationships with each other. Please help your student fill out the following family survey and return it to school by _____. In completing this short survey we can have actual examples for each child to share with the class. This will make our class discussions much more meaningful.

1. Please describe your favorite place to go as a family. For example: "We go for a drive up the canyon to go hiking." or "We go on vacation to the lake."

2. What is your family's favorite meal? The meal may be traditional for holidays, birthdays, or other special occasions. For example, "We make clam chowder on Christmas Eve." or "On my birthday I get to choose Mexican food."

3. What is a favorite book your family likes to read together? Why is it a book your family enjoys?

4. Please describe two family traditions. They may include holidays, vacations, birthdays, or other celebrations. For example, "On Sunday nights we always pop popcorn." or "We visit my grandma on Saturdays."

Thank you for taking the time and effort to help your child complete this survey.

Sincerely,

My Family TRADITIONS

By: _____

OUR FAVORITE FAMILY TREAT IS...

ONE OF OUR FAVORITE STORIES IS...

ON VACATION WE LIKE TO...

I AM SPECIAL

This is me!

I like...

**My favorite color
is...**

My favorite food is...

This is my family...

I am good at...

I like me because...

Feet Butterflies

***It blew here, there, and
everywhere!***

Finally, I got my homework back!

It blew in front of the bus.

It blew in back of the bus.

It blew under the bus.

It blew over the bus.

It blew near the bus.

It blew far from the bus.

I Lost my Homework!

By: _____

***I was standing by the bus stop
and my homework blew away!***

KinderKid Graph

Question:

Yes 😊																				
No ☹️																				
Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		

Name: _____

KinderKid Surveys

Question:











Yes 😊	No ☹️
Total:	Total:

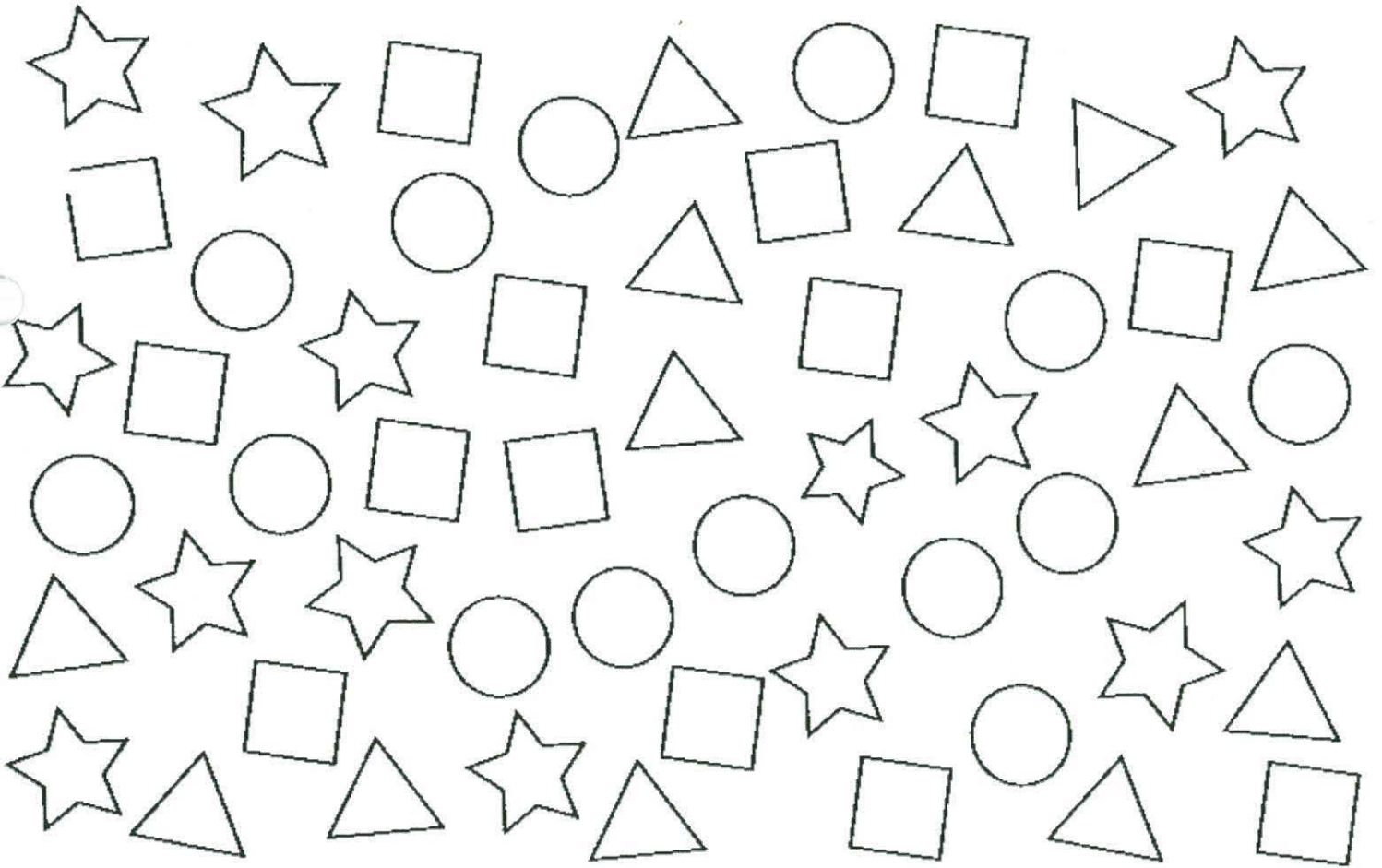
Name: _____

LOS NUMEROS (NUMBERS)

Do you know the numbers 1-10? In Spanish, they're called numeros (NU-mer-ohz).
Cut along the lines to make a flip book!

<p>1</p> <p>one UNO (OO-no)</p> <p>♥</p>	<p>2</p> <p>two DOS (dOze)</p> <p>♥♥</p>	<p>3</p> <p>three TRES (trAce)</p> <p>♥♥♥</p>	<p>4</p> <p>four QUATRO (kwat-tro)</p> <p>♥♥♥♥</p>	<p>5</p> <p>five CINCO (sink-ko)</p> <p>♥♥♥♥♥</p>
<p>6</p> <p>six SEIS (sAze)</p> <p>♥♥♥ ♥♥♥</p>	<p>7</p> <p>seven SIETE (see-yet-ay)</p> <p>♥♥♥♥ ♥♥♥</p>	<p>8</p> <p>eight OCHO (O-ch-O)</p> <p>♥♥♥♥ ♥♥♥♥</p>	<p>9</p> <p>nine NUEVE (new-eh-vay)</p> <p>♥♥♥♥♥ ♥♥♥♥</p>	<p>10</p> <p>ten DIEZ (dee-EZ)</p> <p>♥♥♥♥♥ ♥♥♥♥♥</p>

<p>Color UNO  square yellow.</p>	<p>Color CUATRO  squares blue.</p>	<p>Color DIEZ  triangles orange.</p>	<p>Color CINCO  circles green.</p>	<p>Color SEIS  stars purple.</p>
<p>Color NUEVE  squares green.</p>	<p>Color TRES  triangles red.</p>	<p>Color DOS  circles red.</p>	<p>Color SIETE  circles orange.</p>	<p>Color OCHO  stars yellow.</p>



**Mommies and daddies
And grandparents too,
Are people with jobs-
With jobs that they do.**

**Aunts and uncles
And neighbors it's true,
Are people with jobs-
With jobs that they do.**

**Boys and girls
Have jobs that they do,
I have a job-
How about YOU?**

MY JOB CHART

I can _____

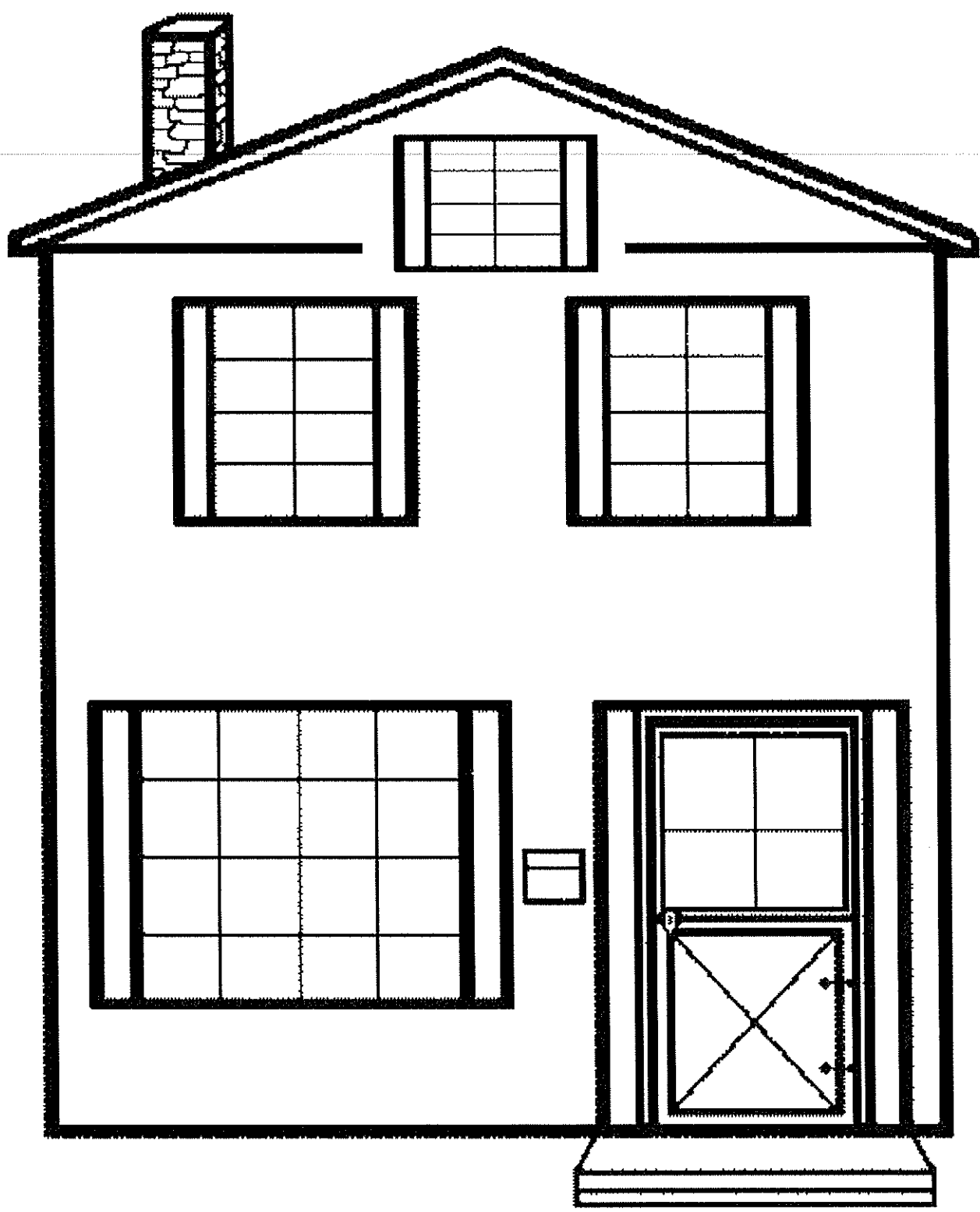
FIRST

THEN

NEXT

LAST

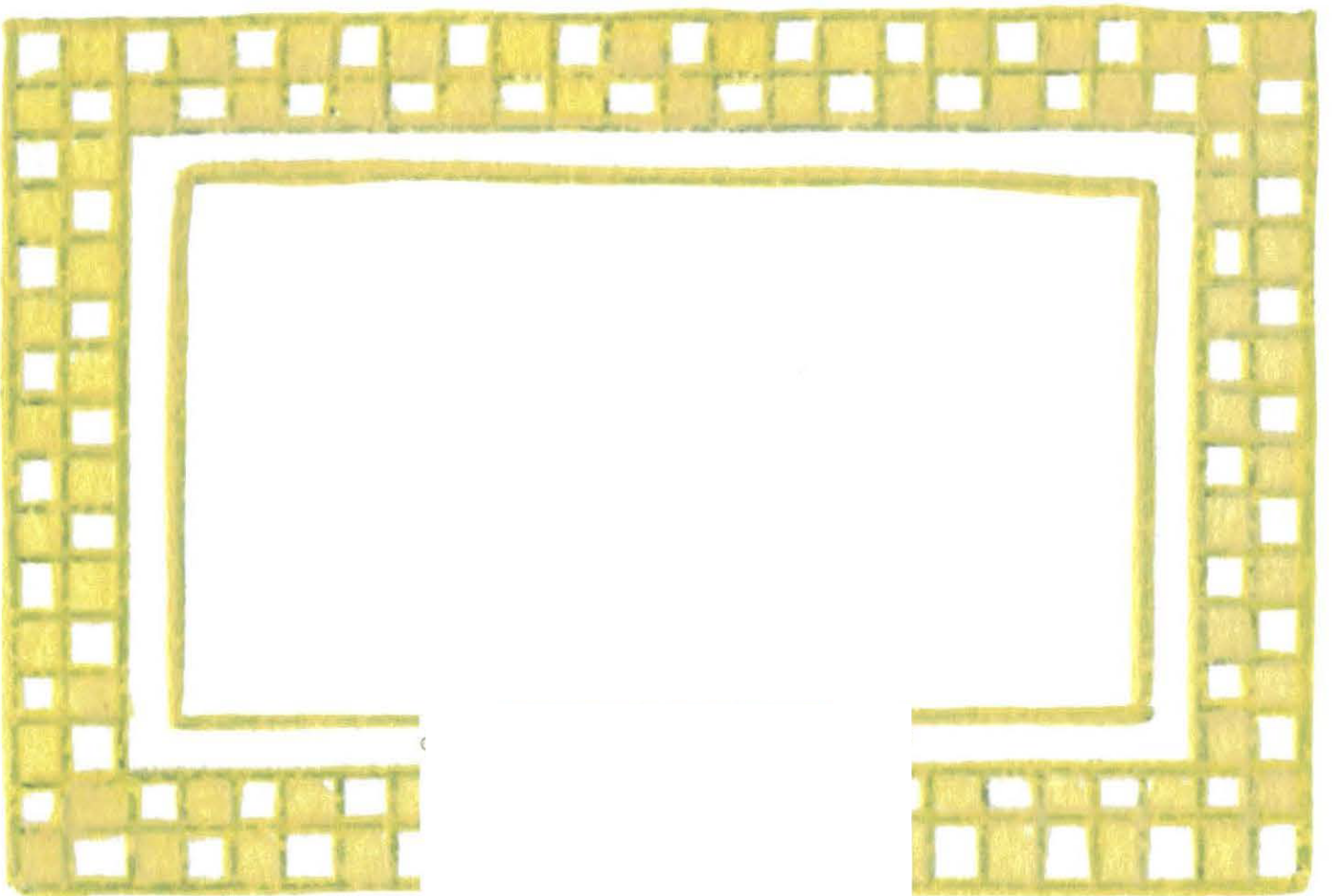
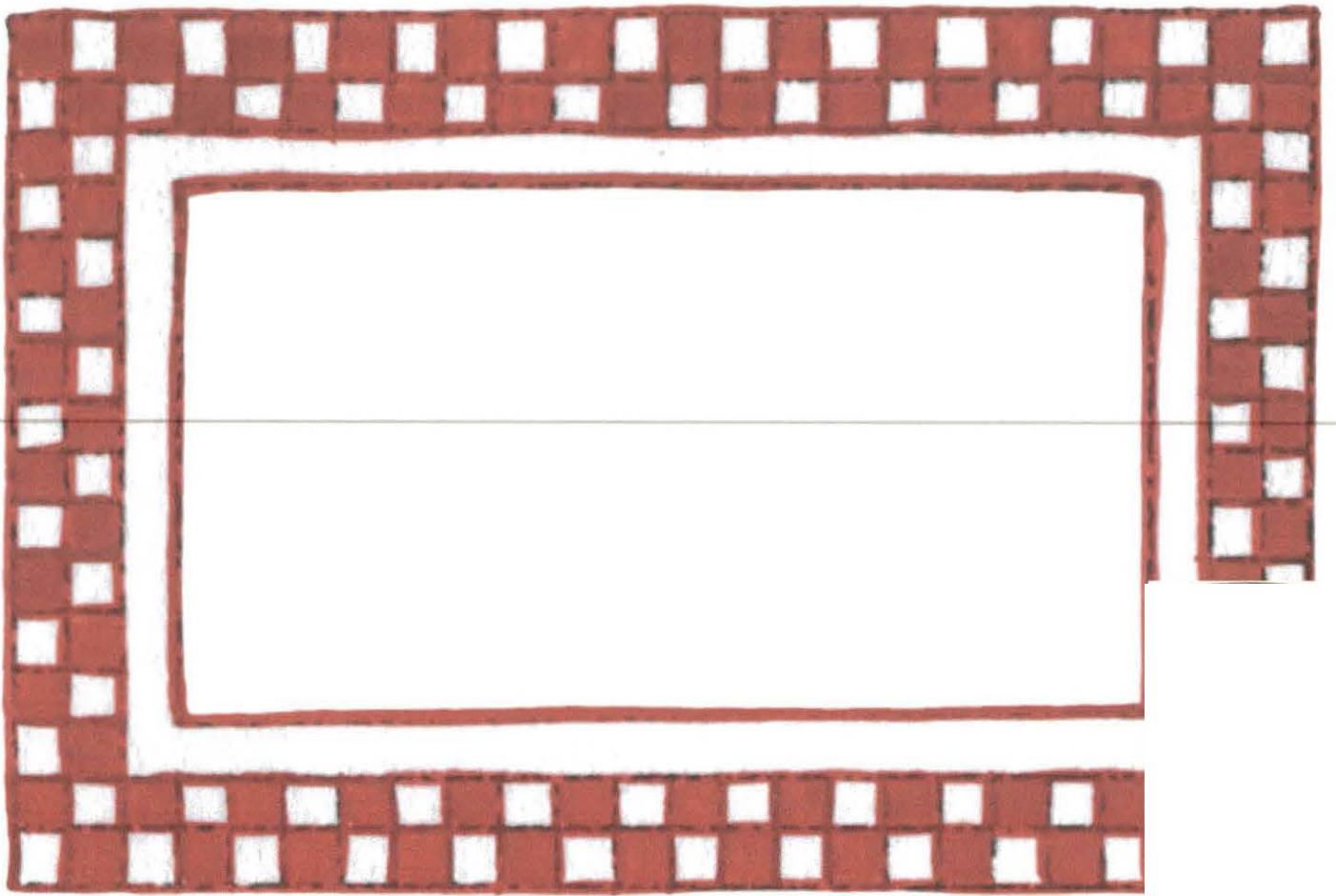
Peek-a- Boo Family

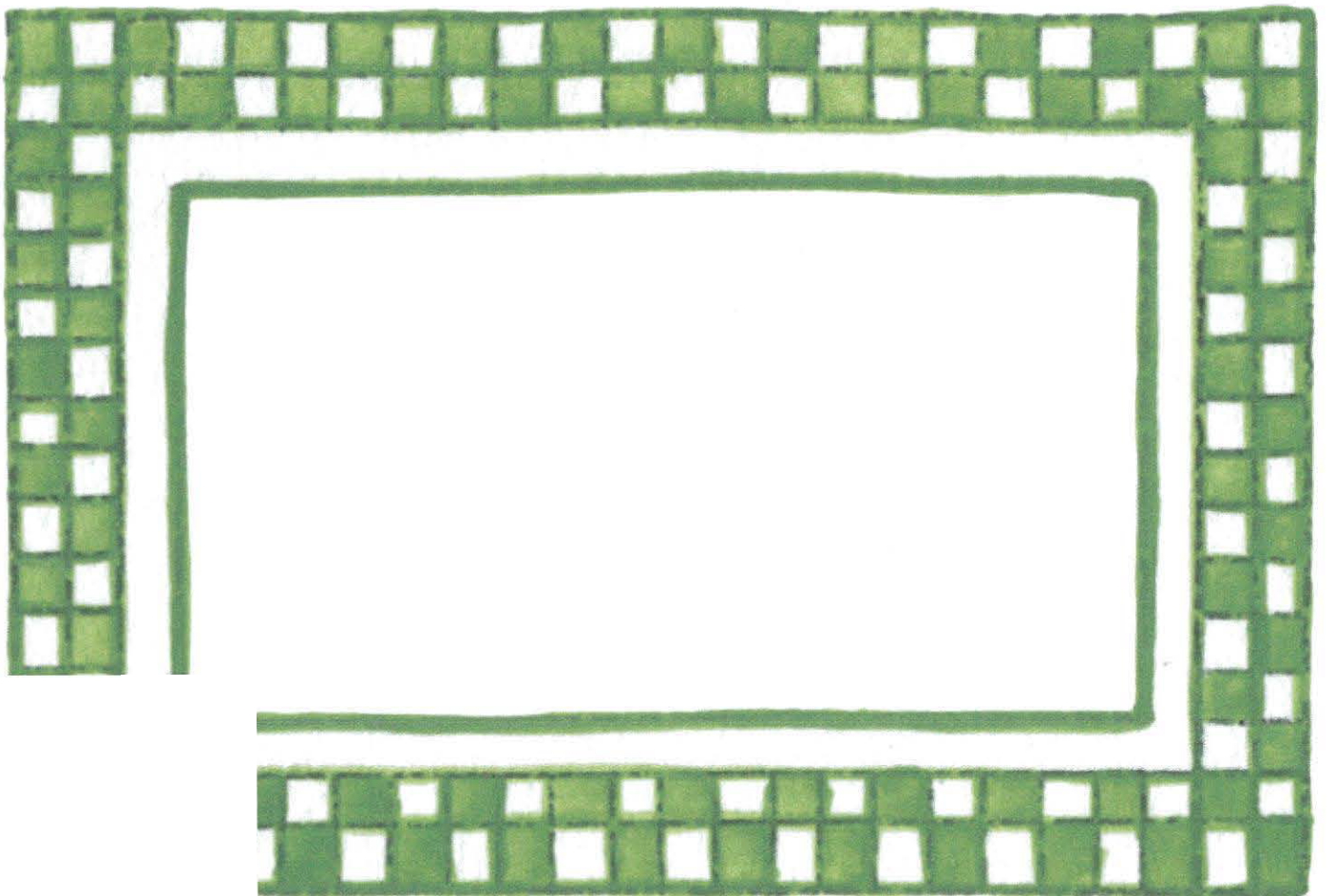
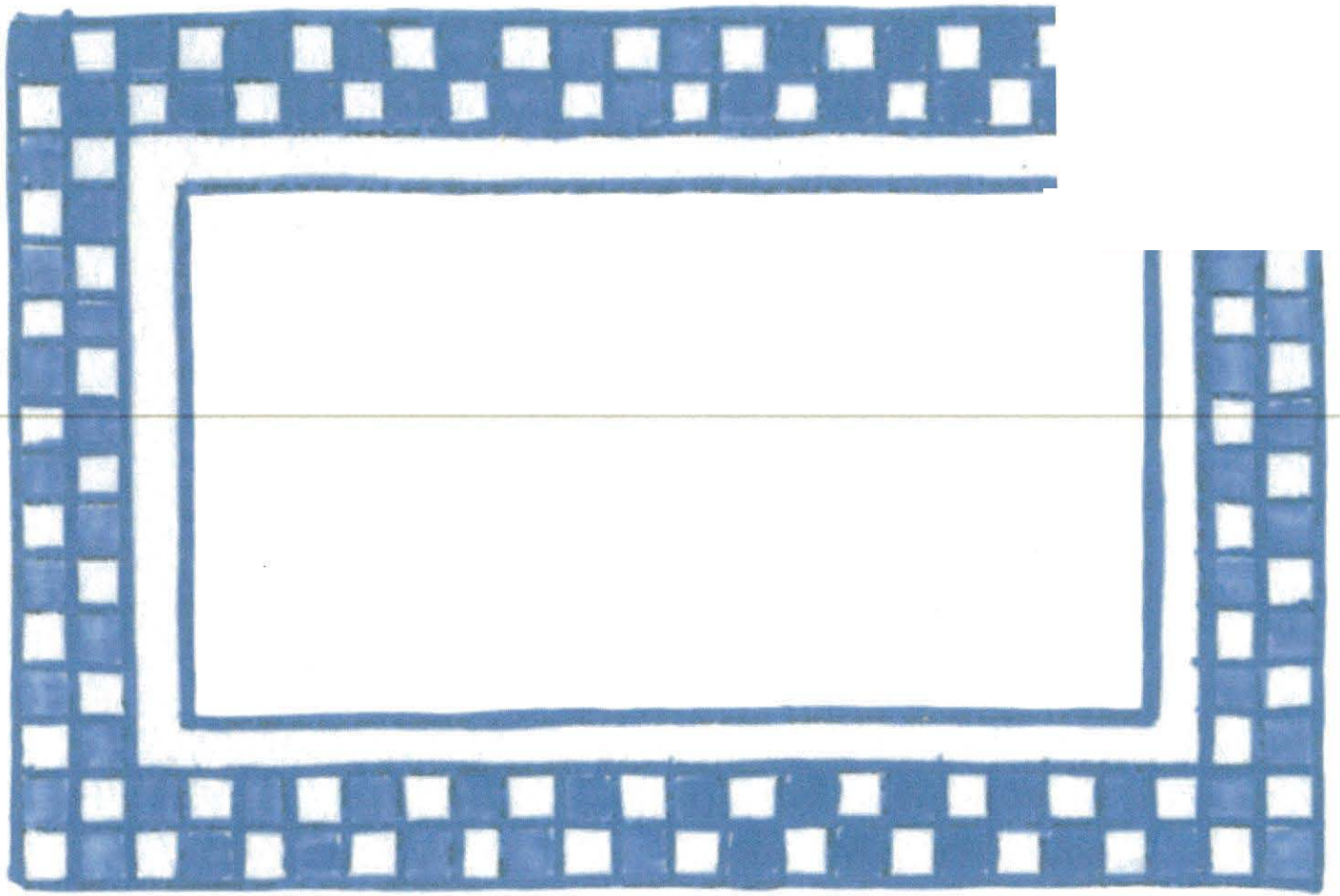




*Our
Family
Recipes*

By: _____





CIVICS**ECONOMICS****GEOGRAPHY****HISTORY****C1.1.1****C2.2.1****C3.3.1****C4.4.1****E1.1.1****E2.2.1****E3.3.1****G1.1.1****G2.2.1****G3.3.1****H1.1.1****H2.2.1****Learning About Myself and My Classroom****The Food We Eat****Families in Our Community****Families in Other Places****Our Community****Communities Meet their Needs and Wants****Cultures in Our Community****Our Native American Past****Making Global Connections****CIVICS**

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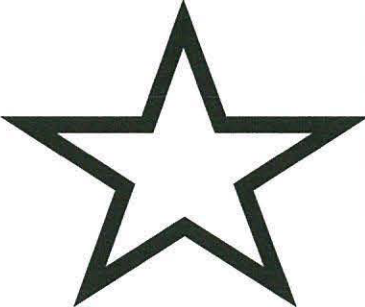
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MY TESTING PASSPORT

Name: _____

Age: _____

TRADITIONS BINGO!

F	U	N
Cooking	Vacations	Disneyland
Birthdays		Holidays
Picnics	Games	Stories



C

C

C

C

C

C

