

1987

The Integration of Social Studies Units and Language to Enrich the Kindergarten Curriculum

Catherine Hill Hicks
University of North Florida

Suggested Citation

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THE INTEGRATION OF SOCIAL STUDIES UNITS AND
LANGUAGE TO ENRICH THE KINDERGARTEN CURRICULUM

by

Catherine Hill Hicks

A project submitted to the Division of Curriculum
and Instruction in partial fulfillment of the
requirements for the degree of
Master of Education

UNIVERSITY OF NORTH FLORIDA
COLLEGE OF CURRICULUM AND INSTRUCTION

August, 1987

Signature Deleted

Dr. Janice Wood, Advisor

Signature Deleted

Dr. Paul Eggen, Committee

Signature Deleted

Dr. James Middlestadt, Committee

Abstract

The goals of this project have been to review the relevant literature and provide activities for integrating subject areas of social studies and language in the kindergarten classroom. Research has indicated that the primary school child has learned best when the curriculum is relevant to the child's everyday life. Included in the curriculum are the communication skills denoted by the Duval County's Instructional Management System. These skills are integrated with the social studies units from the Kindergarten Keys curriculum. The topics for each unit have been those topics that children have had frequent exposure to in their everyday life. Conclusions about the study were arrived at through a review of the literature and development of the curriculum. Included were recommendations for improvement and expansion.

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Chapter One: Introduction

The early childhood curriculum has been through many changes in its past. Today's curriculum used in many school systems has had strong influences of academics in it. However, many early childhood educators and theorists have questioned whether this trend has been in the student's best interest of development. This paper has attempted to review the research that supports the contention and design activities that would guide a teacher in the integration of two subject areas.

Problem Statement

How can social studies units and language be integrated to enrich the kindergarten curriculum?

Rationale

In the history of early childhood curricula, theories have swung back and forth from the extremes of the child-developmental oriented schools to those of the academically oriented schools. In order to understand today's early childhood curricula used in the classroom it has been necessary to look at its background.

Kindergarten in the United States began its child-development oriented curriculum or what has become known as the traditional curriculum around the early 1900's.

In the Second Report of the Committee of Nineteen of the International Kindergarten Union (1913), Patty Smith Hill stated her philosophy that the content of the kindergarten program should be related to the present life of the child (Spodek, 1985). This philosophy was to lead the kindergarten program away from its Froebelian foundation of specific activities of symbolization toward a program that was based on the natural activities of the child.

The traditional kindergarten program began to be challenged during the 1960's. It was at that time that the USSR launched the satellite, Sputnik and educators began to reevaluate their theories and practices of education. In 1959 at the Woodshole Conference scientists and educators gathered to determine what content ought to be taught to children and how it should be taught. Jerome Bruner presented the idea that the curriculum content should emphasize the structure of the discipline (Bruner, 1960). Thus, began the push for concept formations as the core of the curriculum. Each discipline would set key concepts that needed to be attained by students. In turn, this led to a more academic approach for the kindergarten program. The academically oriented curriculum became even more

popular when the concern for disadvantaged children arose and the attempt to improve their education abounded. The academically oriented programs tended to separate subjects and skills from one another. A drill and memorization type method of teaching the curriculum was also used as opposed to a discovery type approach to teaching.

Following the trend of the academically oriented program the kindergarten program of the Duval County School System has divided its curricula into separate subjects and skills. The language skills have been divided into five sections which consist of general readiness, vocabulary, word analysis, comprehension and writing. Specific skills in these areas have been denoted under the Duval County School Board's Instructional Management System (See Appendix I). The social studies concepts used have been presented in the Kindergarten Keys Program curriculum. They have included units on All About Me, Community Helpers, Early Times, Transportation and the Farm. The Kindergarten Keys curriculum has provided language arts activities, but they have not been specifically related to the language skills used by Duval County.

Many educators and theorists have held the view that

integration of subject matter could be more beneficial to the student than the separation of subjects in early childhood education. Spodek (1985) stated that the reader should continually be on the look out for ways of crossing these subject lines, of integrating content through activities and of seeking relationships in terms of children's interests and experiences.

Purpose

The goal of this research will be to provide activities which integrate the units of social studies from the Kindergarten Keys curriculum and the communication skills of the Instructional Management System in Duval County.

Summary

As research has improved, theories in education and child development have changed. These changes have usually been denoted in the classroom through trends in teaching. Although Duval County has emphasized the trend toward academic skills in its kindergarten classrooms recently, it has been possible to combine the child's everyday experiences with academic objectives. "Crossing the lines" between communication skills and the social studies has been a researched method that has completed that combination.

Definition of Terms

Academically oriented curriculum-emphasis placed upon acquisition of academic skills.

Cognitive development-how the child acquires knowledge through action in his or her environment.

Curriculum-used generally to refer to published programs for any subject matter; teacher created programs; or to what actually gets taught in the classroom.

Decoding-deciphering a word through the combination of sound associated with symbols.

Integrated curriculum-a combination of subjects and skills taught in the classroom.

Key concepts-the underlying principles of bodies of knowledge.

Skill development-well organized tasks appropriately sequenced from simple to difficult.

Spiral approach-key concepts sequenced with the cognitive stages of the learner so that the concepts become more complex as the knowledge base of the learner widens.

Traditionally oriented curriculum-emphasis of activities placed upon the child's social and emotional development perhaps more than intellectual.

Chapter Two: Review of the Literature

The integration of two subject areas has not been a new idea in education (White, 1986). However, with a more academic approach and the emphasis on separation of skills in education the past several years, many researchers and educators have felt that the pendulum has swung too far. Recently the National Association for the Education of Young Children denoted developmentally appropriate and inappropriate practice guidelines for 4- and 5- year old children. In the component for cognitive development, learnings in math, science, social studies, health and other content areas were more meaningful when integrated with other activities. Inappropriate cognitive development practices included instruction stressed with memorization and rote drill to learn skills. Worksheets, viewing demonstrations and designated times to concentrate on each area were the practice (NAEYC, 1986).

This study has researched the practices used in teaching social studies and language in kindergarten in the past and present. It will show how the elementary curriculum can benefit from teaching these two areas integratively.

Social Studies

Kindergartens first began in Germany under the guidance of Friedrich Froebel. The Mother's Plays he used were specifically designed songs and games derived from the play of peasant women with young children. They were activities of the social and natural world. Under Froebel the world around the child was translated into abstract symbolization. His activities were the first attempts to bring the social world of the child into the classroom. In the United States during the 1900's, movements were beginning that would change the purely academic nature of the schools. Influenced by the progressivist, John Dewey, Carolyn Pratt related group work and play as means of socializing children. Pratt was against the subject-centeredness of education which had existed in the schools (Hinitz, 1987). At the same time Lucy Sprague Mitchell was appalled by the idea that children in the classroom were memorizing facts about which they knew nothing and with which they had no experience (Seefeldt, 1984). Encouraged also by Dewey that children needed to experience things for themselves and be a part of democratic society, Mitchell advocated a curriculum based on children's everyday lives. The idea was termed "here and now" and has continued in

early childhood education today, although some schools have abused the theory with drill and memorization activities about the children's everyday lives. The topics of study (home, school and neighborhood) have remained, but the method of study (direct experience) has disappeared or been treated remotely (Spodek, 1985). During the 1930's and 1940's humanist theories were gaining acceptance. Educators looked to social studies as the "integrating center" of the curriculum. Comprehensive units were organized around social studies themes and were planned to include all the other curriculum areas (Charlesworth & Miller, 1985).

Then in the 1950's Russia launched the satellite, Sputnik, and educators began to question their goals. The idea of young humans as intellects was being conceived. Jerome Bruner established the idea of the structure-of-disciplines which was an attempt to understand the underlying principles in the disciplines rather than only factual information. Part of the structure-of-discipline led to the formation of key concepts which were big ideas that served to organize what was known in a discipline of knowledge. In Process of Education (1960), Bruner proposed that the foundations of any subject could be taught to anybody at

any age in some form. Hinitz (1987) has stated this inspired the idea of the spiral approach in order to coordinate content sequences with the cognitive stages of the learner so that at successive stages children dealt with concepts already understood but more complex and in greater depth. Schwartz and Robison (1982) stated the advantages to Bruner's theory were up-to-date ideas in the content areas, organization of ideas, reduction in the need for memorization and fact teaching, concepts that gave facts a purpose and the spiral approach offered a continuity of ideas through higher levels. Schwartz and Robison also noted that the disadvantages of this approach were that the structure-of-discipline material was sketchy, key concepts were difficult to find or construct usefully and the splintering of the curriculum made holistic learning difficult.

Jean Piaget began to influence education at this time. Social studies were influenced by the knowledge of stages (sensorimotor, preoperational, concrete and formal) of intellectual growth identified by Piaget. His work on describing young children's abilities and their conception of the world, time and space offered insights for the social studies curriculum planners and teachers

(Seefeldt, 1984). Piaget's theories also gave relevancy to play in the curriculum (Lavatelli, 1973). Play has been the child's way of making sense out of the world, according to Weber (1984). It has been the area which transforms reality by assimilation to the needs of the self (Piaget & Inhelder). Piaget contended that intelligence proceeded from action, in that it transformed objects and reality, and that knowledge, whose formation can be traced in the child, has been essentially an active and operatory assimilation. Hinitz (1987) restated it was the action of the child upon the objects or events in his or her environment that led to the assimilation of new ideas, accomodation of existing mental structures to the new ideas, and establishment of mental equilibrium on a higher level.

The past has had its influence on today's social studies curriculum. Mitchell's "here and now" curriculum has continued to exist largely due to Piaget's theories. Her ideas of a curriculum relating to the child's world and experiences have gone hand-in-hand with Piaget's theories for action of the child in his or her environment. Bruner also has continued to have influence today with his focus on key concepts. Many curricula have included key concepts as goals and

objectives.

The main focus in the social studies curriculum, though, has been on the whole child. Seefeldt (1984) noted the social studies have been divided artificially along subject matter areas to allow the teacher to focus on goals and objectives and to plan for children's integrated experiences. She also suggested that unlike secondary education where children's learning can be fragmented into periods of math, language, social studies or science, for the elementary child learning has been all of a piece. They have not been able to divide their lives into separate segments for learning social skills and for gaining information and knowledge. Any program or curriculum designed to increase children's knowledge must be an integrated program.

Language and Reading

There has been much research and discussion devoted to language and reading in education. Vast amounts have been written about these topics. However, this paper has limited its research to the areas that deal with approaches used to present language and reading in the kindergarten classroom.

The basic goal of language and reading has been communication. Communication has included speaking,

listening, writing and reading. Schwartz and Robison (1982) have stated that oral language has stood for something in one's experiences, while written language has been the use of graphic symbols that represented oral language. Written language has only had meaning if the user could relate it to his or her experiences. A strong oral language background should have been in place before introduction of the abstract form of written language.

Before entering kindergarten, language development has proceeded with the whole development of most children. The child has learned to communicate with others, to shape his or her own identity and social life and formulate ideas through oral and receptive language (Genishi, 1987). In the kindergarten classroom children have continued their language development. They have used language to promote social needs and to expand cognitive processes. Spodek (1985) has stated that the language programs in early years have had many goals. He has listed four general goals:

1. The development of verbal communication skills.
2. Development of rich language repertoire.
3. Development of an ability to use language to influence and be influenced.

4. Development of personal satisfactions and aesthetic appreciations of language.

How these goals have been approached and which ones have had more weight than others has often been left up to the individual teacher.

There have been classrooms where language was used in a very structured and noncomplex setting. The activities have been carefully planned by the teacher so that children have had little planning or structuring to do on their own. A predetermined correct answer for the activity usually has been set by the adult. The focus of the lessons were narrow such as in a lecture situation where the talk was controlled by the educator. Verbal interaction did not reflect "real life" situations (Genishi, 1987). Spodek (1985) has suggested alternate approaches to large group activities in language because they have been inefficient for teaching expressive skills.

In other classrooms teachers have been known to "bathe" students in language experiences. Children interacted with each other and the teacher through a variety of activities and conversation. Dramatic play, creative dramatics, puppetry, storytelling and conversing about their own experiences have all been

ways teachers have used to encourage verbal communication in the classroom (Genishi, 1987). Fromberg (1987) has noted it has been more important for young children to have used language naturally than to have focused on how they have been using it. As children have had more exposure to language and have found reasons to have used varied sentence forms, their language has become more efficient. According to Genishi (1987), the teacher has played a critical role to what extent the child's language has developed. No matter how it has been approached language has been at the center of school learning. Every academic area of the curriculum has entailed language in the learning/teaching process.

While oral and receptive language have been essential to the classroom, controversy has raged on throughout many years about reading in kindergarten. According to Fromberg (1987), theoretically, it should have felt no more difficult to learn to read than it was to learn to speak since reading has only been a symbolic representation of what has been said. The NAEYC (1986) stated children should have been provided many opportunities to see how reading and writing have been useful before they have been instructed in letter names,

sounds, and word identification. Basic skills have developed when they have been meaningful to children. Reading should become a meaningful and personally satisfying experience. However, this has happened only when the child has read because he or she wanted to read rather than he or she had to read (Spodek, 1985).

There have been three basic approaches to reading. The first approach has emphasized skill development with which the reader has attended to the printed letters and has developed expectations from the words spelled out by them. The reader has built on these expectations and enlarged units progressing from words to phrases to sentences (Spodek, 1985).

The skills approach has received much emphasis in the past several years as the back-to-basics movement gained popularity. Proponents of the approach have noted that the reader's ability entailed decoding new words and content not previously encountered. It has also been thought that this approach has led to earlier independence in reading (Schwartz & Robison, 1982). The flaw to this approach, according to Carver (1986), has been endless workbook pages and drills on grapheme-phoneme correspondence, rhyming words, sequencing, tracing, copying and matching that did not provide

prereaders with a foundation for understanding and enjoying the reading process. Rote decoding without understanding was meaningless exercise (Fromberg, 1987).

Fromberg (1987) has stated that the whole point of language experience activities has been to help children learn to use those tools that have communicated meaning. As children have involved themselves in classroom activities, they have needed to communicate what they have been doing. Early communication in the child has taken the form of speaking and listening, then with time a natural transition to reading and writing has taken place (Spodek, 1985). Rich literature encounters, dictation, invented spelling, writing, and personalized written vocabulary have all been ways to make reading and writing personal to the child. The language experience approach has seemed to be an unpressured situation for the child and connects what has been familiar to the child (the child's own language) to what has been unfamiliar (the language of books). Schwartz and Robison (1982) have noted that critics have cited the haphazard pattern of acquiring reading vocabulary as the drawback to this approach.

A third approach to reading has combined the former two approaches of skill development and language

experience. This approach has intended to have a balanced perspective interacting skills and problem solving until the meaning of the text was clear. It has been believed that a reader must simultaneously have extracted information about print as well as have made hypotheses regarding the meaning of the text (Barbour, 1987).

Despite any of these approaches and the enormous amount of research done on them, according to Barbour (1987) no research has proved any method clearly superior to another.

Integration

Busching and Lundsteen (1983) have stated that dividing classroom instruction into separate classes, textbooks, and lessons for individual language skills has been a violation of how language has been used. Charlesworth and Miller (1985) have noted that in the days of accountancy, social studies has often been left out whereas paper and pencil tasks have been used to teach basic skills which could have been taught through appropriate, concrete and real life activities. These researchers have denoted that instead of separate, unrelated subjects having been taught there has been a need for an integrated curriculum. In the kindergarten

classroom language arts and social studies have gone hand-in-hand. Language arts have provided an excellent resource for the social studies (Spodek, 1985).

Children have learned language the same way they used it. It has been the children's doing, their active social experience, their own thinking that have been the chief means of education. Optimally, children were able themselves to suggest, listen, comment, question, speculate, recapitulate, evaluate, construct relationships and teach one another in a language arts program (Busching & Lundsteen, 1983).

Social studies should have run as a thread through the entire school day for preschool and kindergarten children according to Charlesworth and Miller (1986). Schwartz and Robison (1983) have suggested that one way to break the boundaries of subjects to help create order and unity in children's school experiences has been the unit approach. The unit approach has featured children's activities related to broad topics or themes. The topics have been set by the educator as determined by the student's needs and interests. The teaching of units has been able to integrate many areas, such as music, art, language and reading experiences, math and science. In particular, language has been integrated

with social studies in a units approach through dramatic play, story telling, writing, gathering information and communicating it to others (Spodek, 1985).

The educator would have the need to view the curriculum and children's learning differently in an integrative curriculum than in a traditional one. Corwin, Hein and Levin (1976) have stated the teacher would need to believe that children learn best:

1. through their individuality.
2. through active, concrete experiences and materials.
3. by integrating subjects.
4. by experimentation.
5. through a range of horizontal and vertical experiences.

For the educator the integrative curriculum has also required the educator to make decisions about how to move from the child's experiences to knowledge in the subject areas and back again (White, 1986). Charlesworth and Miller (1986) have noted that basic skills through social studies content could easily have been acquired and incorporated through the learning center environment that has been so popular in the kindergarten classroom. They have also contended that social studies could

support the basic education program through motivating learning by supplying a vehicle for application of basic skill and concepts as it has permeated the entire curriculum.

Summary

The literature has indicated that when subject areas or skills have been taught in isolation it has been difficult to relate them to the child's everyday life. When social studies was taught separate from other areas, it was often neglected or assumed to have been accomplished within social interactions of the child. Research also indicated that when communication skills were taught in isolation, the activities involved rote and drill exercises, instead of having applied those skills to "real life" situations.

Researchers were not able to prove that one method of teaching social studies and communication skills was superior to another. However, the integrative approach was in agreement with the cognitive development theories of many educational researchers, such as Piaget. As shown by the research, the integrative approach has followed the idea stated by Piaget that the child assimilates, through play, the concepts of the world into his or her own world. The academic curriculum did

not have in its objectives the inclusion of the child's daily life. Whereas, through the integrative approach, there has been a combination of academics and the child's everyday life.

Chapter Three: Design of Study

The purpose of this paper has been to design a curriculum that has shown how the integration of social studies units and language activities can enhance the learning in a kindergarten classroom. This chapter will show how the curriculum has been designed and to what criteria the activities will have been limited.

Criteria for Activities

The activities for this paper have undergone basically two criteria for selection. The first criterion has been that the language objectives have been an objective denoted by the Duval County Instructional Management System for Communication (See Appendix I) or that it was a prerequisite skill for those listed. The second criterion has been that the activities contain a social studies objective which have been derived from the units of study in the Kindergarten Key program. These have included units on All About Me, Community Helpers, Early Times, Transportation and the Farm.

The depth and scope to which the units and their activities have been developed has been dependent upon the ability and interest of each child. The teacher had to recognize and be sensitive to individual interests,

experiences and rates of development. Within each unit there has been great flexibility to allow for individual teaching styles, strengths and resources, as well as learner interests and abilities. The educator can select activities that will challenge each child at his or her own level of achievement.

Format of the Curriculum

The curriculum has followed a specified format. The activities have been classified according to their similar social studies objectives under unit titles. Each unit has contained related activities, a vocabulary list and a bibliography of children's books related to the unit.

Included in each activity has been a social studies and language objective listed at its heading. Following that the materials needed for each activity have been listed and then the procedure for the activity. Some activities have contained examples or patterns as needed. The following is an example of the format:

Activity 1

Social studies objective.

The student will identify different types of transportation.

Language objective.

Classify pictured objects; IMS KC1.

Materials.

Picture cards of transportation vehicles.

Procedure.

The student will be given a set of cards with transportation vehicles. The student will be directed to put together those cards that are similar. Upon completion, the student will discuss how he or she paired the cards with the teacher.

Chapter Four: Implementation of the Procedure

All About Me Unit Activities

Activity 1

Social studies objective.

Identify that the body has many parts: eyes, ears, nose, mouth, feet, hands, hair, skin, fingers, toes.

Language objective.

Name body parts; IMS KV4.

Materials.

Butcher paper, crayons.

Procedure.

One child lies on the butcher paper while another child traces his or her body outline. Encourage the children to name body parts.

Activity 2

Social studies objective.

Recognize that family members need to work to earn money. Families can have good times together.

Language objective.

Classify pictured objects; IMS KC1.

Materials.

Laminated pictures of people working and people playing; clear laminated posterboard divided in half, one side labeled work and the other side labeled play.

Procedure.

Children will classify the pictures in the appropriate category. Discuss with them how they placed the pictures upon their completion (Baratta-Lorton, 1972).

Activity 3

Social studies objective.

Identify that the body has many parts: eyes, ears, nose, mouth, feet, hands, hair, skin, fingers, toes.

Language objective.

Name the body parts; IMS KV4.

Materials.

None.

Procedure.

Play the game "Simon Says" using a variety of the body parts. Example: "Simon says touch your fingernail. Tap your feet three times. Simon says clap your knees. Simon says hold up your elbow."

Activity 4

Social studies objective.

Identify that the body has many parts: eyes, ears, nose, mouth, cheek, hands, fingers, feet, toes, skin.

Language objective.

Name the body parts; IMS KV4. Recognize language

concepts; KV1.

Materials.

None.

Procedure.

In a small or large group the teacher will ask questions similar to the following:

Example: "Do you breathe with your nose?"

"Do you eat with your feet?"

"Can you walk with your head?"

The students will answer appropriately and may demonstrate the things they are able to do.

Activity 5

Social studies objective.

Identify that the body has many parts: eyes, ears, nose, cheek, nose, mouth, hands, fingers, feet, toes, skin.

Language objective.

Name the body parts; IMS KV4.

Materials.

None.

Procedure.

In a small group the students will complete the following types of sentences that the teacher says orally with the appropriate words:

Example: "You eat with your _____. "
"You wear a hat on your _____. "
"You write with your _____. "
"You wear a ring on your _____. "

(Adler, Farrar & King, 1983).

Activity 6

Social studies objective.

Identify that the body has many parts: hair, eyes, ears, nose, mouth, feet, toes, hands, fingers, skin.

Language objective.

Name the body parts; IMS KV4. Follow oral directions; IMS KC5. Recognize positional vocabulary concepts; IMS KV2.

Materials.

None.

Procedure.

In a small group the students will follow teacher given directives.

Example: "Put your arms between your knees. "
"Put your hands below your feet. "
"Raise your elbows next to your head. "
"Place your fingers over your shoulders. "

Activity 7

Social studies objective.

Identify that the body has many parts: hair, eyes, ears, nose, mouth, feet, hands, skin, fingers, toes.

Language objective.

Name the body parts; IMS KV4.

Materials.

Pictures of body parts; 8 x 12" posterboard with an outline of a body.

Procedure.

The student will match the body parts to the appropriate places they belong on the outline of the body.

Activity 8

Social studies objective.

Recognize that no one looks exactly like each other.

Language objective.

Prerequisite to discriminating words visually; IMS KWA 4. Prerequisite to identifying the front and back of a book; IMS KRR6.

Materials.

A front and back photo of each child mounted on oaktag. Each child's initials are written on the back of his or her picture (Davidson, 1976).

Procedure.

The student will match the front and back photo of each child. The initials on the back should match if the photos are matched correctly.

Activity 9

Social studies objective.

Identify that there are many members in their immediate and extended families.

Language objective.

Speak in a complete sentence of five or more words;
IMS KRR 5.

Materials.

Paper, markers.

Procedure.

In a large group the students will dictate a letter to the teacher. Students will ask parents about their childhood and ask to bring in items about their family to share. When the items are brought in the students will discuss what they have brought in and what it tells about their family.

Activity 10

Social studies objective.

Identify that a person can do many things with their body: touch, taste, smell, hear, talk, move.

Language objective.

Speak in a complete sentence of five or more words;

IMS KRR5.

Materials.

Paper, crayons, a "touchy" bag.

Procedure.

The students will be directed to examine their hands or trace their handprints on paper. Students will discuss things that they can do with their hands. Using a "touchy" bag, students will describe an object in the bag without telling what it is. Other students will have to guess the identity of the object.

Activity 11

Social studies objective.

Recognize that each family member makes contributions in the family.

Language objective.

Identify a sequence of pictures; IMS KC3.

Materials.

Five 4 x 12" pieces of posterboard with three pieces of velcro centered on each; five 3 x 3" sets of pictures depicting household chores ie., washing dishes, sweeping, making the bed, mopping the floor, straightening up. Each set of cards will contain a velcro strip on back and a similar shape (a triangle on

three, a square on three).

Procedure.

The student will sequence a set of three pictures of a household chore and attach them on the velcro board. If they are correct each card on the board will have the same shape on the back.

Activity 12

Social studies objective.

Recognize that a friend is someone who likes another person just the way they are.

Language objective.

Dictate oral sentences; IMS KW4.

Materials.

Photographs of class friends or familiar people, ruled paper.

Procedure.

Each child will select a picture to use in telling a story. As the child dictates, the teacher prints it on ruled paper. Upon completion, mount the photo and the story together. It can be displayed on the wall or all stories can be put together in book form.

Activity 13

Social studies objective.

Understand that it is necessary to learn how to use

things and care for them properly.

Language objective.

Name familiar objects; IMS KV3.

Materials.

Sets of familiar objects to children ie. nailfile, comb, toothbrush, hand mirror; things to wear on hands; things to wear on the head; brushes.

Procedure.

Display in front of the children a set of objects. Have the children examine and identify them. After they have looked have them close their eyes and hide one of the objects. The children guess which object is missing. After children are familiar with this activity they can direct it themselves (Flemming, Hamilton & Deal, 1977).

Activity 14

Social studies objective.

Recognize that a friend is a person who likes another just as they are.

Language objective.

Recognize language concepts; IMS KV1. Draw from left to right; IMS KRR1. Prerequisite to revisualizing words; KRR4.

Materials.

Photographs of children in the classroom.

Procedure.

Out of three photographs in a row a child identifies each from left to right. Scramble the photographs. Have the children name the objects in the new order. As a variation, let the children place the photos back in their original order (Flemming, Hamilton & Deal, 1977).

Activity 15

Social studies objective.

Recognize that people wear a variety of clothing to help protect themselves from the weather.

Language objective.

Name familiar objects; IMS KV3. Prerequisite to discriminating words visually; IMS KWA4.

Materials.

Pairs of objects ie., mittens, gloves, shoes, socks, flippers, earrings, boots, slippers, leg warmers.

Procedure.

The student will match the pairs of objects together.

Activity 16

Social studies objective.

Identify the child's role in the family and other

family member's roles.

Language objective.

Speak in a complete sentence of five or more words;

IMS KRR5.

Materials.

Household puppets.

Procedure.

Introduce the puppets during a group time. Discuss what their roles might be, what might they say or do.

After the introduction encourage the children to use the puppets, if possible in a puppet theater.

Vocabulary List

adoption	finger	mom
ankle	ingernail	mother
arm	foot	mouth
aunt	friend	myself
baby	granddaughter	neck
brother	grandfather	nose
boy	grandmother	old
cheek	grandson	play
children	hair	share
chin	hand	shoulder
city	head	sick
country	home	sister
cousin	house	son
dad	husband	stomach
daughter	I	toe
divorce	knee	toenail
ear	learn	well
elbow	leg	woman
eye	like	work
family	love	wrist
father	man	uncle
feelings	me	young
feet	mine	

Bibliography-All About Me

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Community Helpers Unit Activities

Activity 1

Social studies objective.

Identify the importance of traffic signals to drivers.

Language objective.

Follow oral directions; IMS KCS. Improve visual discrimination.

Materials.

Traffic signs made out of construction paper in the appropriate shapes and colors i.e., stop, yield, caution, slow.

Procedure.

In a large group introduce the traffic signs. Have the children identify them and discuss their purpose. Let the children pretend they are in a vehicle while other children hold up the signs around the room. Give the children directions of how to move about. Example: "Go straight to the stop sign. Turn left at it. Curve around the slow sign."

Activity 2

Social studies objective.

Identify people who keep us safe.

Language objective.

Dictate oral sentences; IMS KW4. Speak in a complete sentence of five words or more; IMS KRR5.

Materials.

Paper, crayons, markers.

Procedure.

After the class has taken a trip to a fire station or a police station, have the children discuss what they have seen. Draw a picture of something they saw and dictate a sentence to the teacher about it.

Activity 3

Social studies objective.

Recognize that some people use special tools to help them in their jobs.

Language objective.

Classify pictured objects; IMS KC1. Recognize language concepts; IMS KV1.

Materials.

Pictures on a 10 x 12" posterboard of community workers, labeled; small objects the workers would use or pictures of the tools, i.e., thermometer for a nurse, ruler for a teacher, fire hose for a firefighter.

Procedure.

The student will take an object or picture from a box and sort it to show the correct tool for each

community helper (Davidson, 1976).

Activity 4

Social studies objective.

Identify activities of community helpers.

Language objective.

Classify pictured objects; IMS KC1.

Materials.

Five sets of pictures mounted on oaktag of community helpers doing an activity.

Procedure.

The student will sequence the activities of each community helper in the appropriate order.

Activity 5

Social studies objective.

Identify different community helpers.

Language objective.

Prerequisite to assembling an inlaid puzzle; IMS
KW1. Prerequisite to discriminating words visually; IMS
KWA4.

Materials.

A set of pictures of community workers colored and cut along the outline, a silhouette of each picture.

Procedure.

Match each silhouette to the appropriate community

helper (Davidson, 1976).

Activity 6

Social studies objective.

Identify the actions of community helpers.

Language objective.

Classify pictured objects; IMS KCl. Improve visual discrimination.

Materials.

Police action pictures, other people action pictures.

Procedure.

Mix the all the pictures together. Have the child decide which pictures belong together. Discuss the child's selections with him or her (Adler, Farrar & King, 1983).

Activity 7

Social studies objective.

Identify workers that may wear special clothing in their work.

Language objective.

Name colors; IMS KVG.

Materials.

Outlines of three figures drawn out on a paper-one a community helper and two others that are not.

Community helper should have his or her uniform on.

Procedure.

The student should identify the outline of the community helper and color his or her uniform the appropriate color (Adler, Farrar & King, 1983).

Activity 8

Social studies objective.

Identify people who are community helpers.

Language objective.

Recall detail through oral sentences; IMS KC2.

Increase memory skills.

Materials.

Tape recording of people saying things related to their profession (Example: "How do you feel?", "Let's talk about Indians today"), tape recorder, pictures of community helpers.

Procedure.

Allow the children to listen to the tape individually. They should choose the picture of the worker that is talking. Upon completion, discuss with the child why the worker might have said what he or she did (Adler, Farrar, & King, 1983).

Activity 9

Social studies objective.

Identify the community helper by a task associated with him or her.

Language objective.

Recall details through an oral sentence; IMS KC2.

Materials.

Flannelboard cutouts of community helpers, tape with a riddle of the community helpers job (Example: "He helps sick people, he is a ____." "He helps children learn new things, he is a ____." "She puts out fire, she is a ____."), tape recorder.

Procedure.

Match the flannelboard cutout with the appropriate riddle on the tape.

Activity 10

Social studies objective.

Identify sounds a community worker or his or her tools might make.

Language objective.

Discriminate words auditorily; IMS KWA2. Improve listening skills.

Materials.

Ten pictures depicting sounds of a worker's tools (Example: police siren, fire engine, stethoscope-heartbeat, dog barking-veterinarian's office), tape of

sounds, tape recorder.

Procedure.

Match the sound on the tape with the appropriate picture.

Activity 11

Social studies objective.

Identify actions of a community helper.

Language objective.

Recall details; IMS KC2.

Materials.

Pictures of community helpers.

Procedure.

Children pick a picture of a community helper without showing the other children. That child must pantomime the action of the helper until the other children guess who it is.

Activity 12

Social studies objective.

Identify actions and speech a community helper would use.

Language objective.

Speak in a complete sentence of five or more words; IMS KRR5. Recall details through oral sentences: IMS KC2.

Materials.

Five masks of community helpers on posterboard (as large as a head) attached to a paint stick.

Procedure.

Have children take turns pretending to be a community helper and say the things the helper might say.

Activity 13

Social studies objective.

Recognize a mailperson's duties.

Language objective.

Left-to-right progression; IMS KRR1. Prerequisite to reciting numbers in a prescribed pattern; IMS KRR3.

Materials.

A set of pictures on which children have drawn their houses to which the teacher has added their house number, teacher-made envelope with each child's name and address is written, mailperson's hat, mailbag.

Procedure.

The child spreads out the set of houses in order to see each number. He or she matches the envelope with the house that has the same number to "deliver the mail" (Baratta-Lorton, 1972).

Vocabulary List-Community Helpers

accident	gun	safety
aiding	helping	school
address	holster	sickness
attendance	hose	siren
badge	hospital	smoking
bandage	jail	stamp
book	job	stealing
chalk	ladder	stethoscope
chalkboard	letter	stomachache
classroom	lick	teach
crayons	mail	teacher
desk	mailbag	uniform
doctor	mailing	whistle
drill	mailperson	wires
emergency	matches	work
engine	medicine	zip code
envelope	nurse	
fire	pencil	
firefighter	police officer	
fire station	police station	
flag	post office	
flames	protect	
globe	robbing	

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Early Times Unit Activities

Activity 1

Social studies objective.

Identify Indian costumes and traditions.

Language objective.

Dictate oral sentences; IMS KW4. Recognize language concepts; IMS KV1.

Materials.

Pictures depicting Indian life from art (sand painting, berry painting), paper, markers.

Procedure.

The child discusses his or her art with the teacher. The child is encouraged to tell a story about what he or she thinks Indian life might have been about. The teacher writes the child's story on the paper. The story and picture can be displayed.

Activity 2

Social studies objective.

Understand some of the reasons the Pilgrims were thankful to the Indians.

Language objective.

Speak in a complete sentence of five or more words; IMS KRR5. Recognize language concepts; IMS KV1.

Materials.

As the children have been studying about Indians and Pilgrims they should keep costumes and decorations that have been made for this activity (vests, hats, headbands, pottery).

Procedure.

After a discussion of the first Thanksgiving the children will reenact their own ideas of how it went using the appropriate costumes and settings. Upon completion the children will dictate a story of their first Thanksgiving.

Activity 3

Social studies objective.

Recognize that Indian homes differed from the Pilgrim's homes.

Language objective.

Copy geometric shapes; IMS KRR2. Prerequisite of discriminating words visually; IMS KWA4.

Materials.

Posterboard in the shape of a teepee with a variety of shapes outlined on it, duplicate shapes cutout.

Procedure.

The child will match the cutout shapes to those on the teepee. As a variation the child can trace the cutout shapes to make his or her own designs (Davidson,

1976).

Activity 4

Social studies objective.

Identify that Indians used their own methods of written communication.

Language objective.

Copy geometric shapes; IMS KRR2. Recognize language concepts IMS KV1.

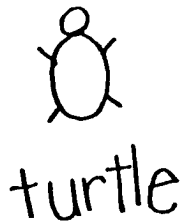
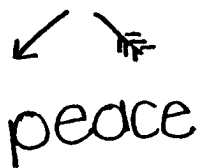
Materials.

Simple line drawings of Indian objects on 6 x 9" sheets of oaktag, labeled and laminated.

Procedure.

The children can trace over the Indian symbols to practice and use as a guide to preparing their own. The students can make picture books using the symbols and "read" them.

Indian Symbols



Activity 5

Social studies objective.

Identify that Indians used their own methods of written communication.

Language objective.

Copy geometric shapes; IMS KRR2. Left-to-right progression; IMS KRR1.

Materials.

Chart with Indian symbols, labeled.

Procedure.

The student will copy the Indian symbols desired. The writing can make up several pages and and student can make a story with the symbols and put them in book form.

Activity 6

Social studies objective.

Identify that Indians used their own methods of written communication.

Language objective.

Left-to-right progression; IMS KRR1. Copy geometric shapes; IMS KRR2.

Materials.

Paper, crayons.

Procedure.

Using paper and crayon allow the children to develop their own picture-symbols with an adult. Encourage the student to compose a short story and translate it into their picture-symbols. If the child desires, let the story be read to the class.

Activity 7

Social studies objective.

Identify that Indians used their own methods of written communication.

Language objective.

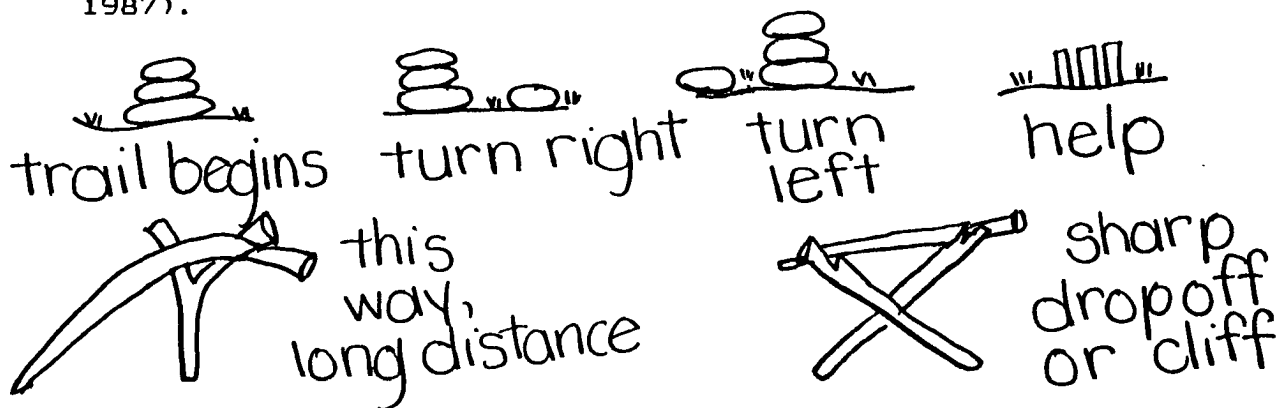
Follow oral direction; IMS KCS.

Materials.

Chart with trail symbols, sticks and rocks used for trail markings.

Procedure.

At a large group time show the children the Indian trail markings and explain what they are. Set up a trail in the room and allow the children to follow it. Once children know the markings allow them to set their own trails. When the children are proficient at reading the markings have them follow a trail outside (Rounds, 1987).



Activity 8Social studies objective.

Recognize the Indian's basic needs and ways they were satisfied.

Language objective.

Identify sequence with pictures; IMS KC3.




Materials.



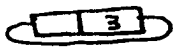
Chart with recipe directions, cornmeal, boiling water, salt, butter, small aluminum cookie trays, toaster oven.


Procedure.


With adult supervision, have the children (in small groups) follow the recipe chart directions.


Indian Hoe Cake

1. Pour 1 cup  of cornmeal  into a bowl. 

2. Add boiling water,  salt,  butter. 

3. Mix. 

4. Pour batter into cookie sheet. 

5. Bake at 300° for 30 minutes or until brown. 

Activity 9

Social studies objective.

Identify characteristics of Indian life.

Language objective.

Prerequisite to copying first name; IMS KW3.

Discriminate words visually; IMS KWA4.

Materials.

Sentence strip with the child's Indian name.

Procedure.

Allow the children to choose an Indian name. Some children may need suggestions (Moon Flower, Running Bull, Singing Water, Proud Pony). Write each child's name on a sentence strip. Have the children keep the strips in their cubby for practice in recognition and writing.

Activity 10

Social studies objective.

Identify contributions Indians have made.

Language objective.

Dictate oral sentences; IMS KW4.

Materials.

Photographs of children in class in Indian costumes and with Indian props (large teepee, Indian symbols).

Procedure.

Each child will choose a photograph and dictate a story about Indians. In the story suggest that the child use the other children's Indian names.

Activity 11

Social studies objective.

Identify characteristics of Indian life.

Language objective.

Prerequisite to discriminating words visually; IMS
KWA4.

Materials.

Four pieces of tagboard, 8 x 8", divided into six spaces of equal size- each square has a sticker depicting an Indian characteristic, thirty-six tagboard cards 2 and 1/2 x 4" with a sticker similar to that on lotto card.

Procedure.

Each child has a game board. Children take turns drawing one of the small cards and match it to a figure on their own or someone else's board.

Vocabulary List--Early Times

adobe	hides	squaw
arrow	hogan	sun
arrowhead	horse	teepee
beads	hunt	Thanksgiving
bear	Indians	tomahawk
bow	leather	tom-tom
buffalo	medicine man	totem pole
canoe	moccasins	turkey
cayote	moon	vegetable
chief	mountain	wampum
corn	papoose	warrior
cornucopia	Pilgrims	water
cradle board	popcorn	wigwam
deer	pottery	wolf
eagle	prairie	
feast	pumpkin	
feathers	rattle	
fish	river	
food	sign language	
fruit	skin	
game	sky	
harvest	snake	
hide	spirits	

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Transportation Unit Activities

Activity 1

Social studies objective.

Identify that people can travel by ground, on water, in the air.

Language objective.

Classify pictured objects; IMS KC1.

Materials.

Three 9 x 12" pieces of tagboard or three envelopes labeled land, water and air with a picture to identify each one, laminated pictures of vehicles used mostly in water, air or land.

Procedure.

The child looks at the vehicle pictures and sorts them according to the group in which they belong. Afterwards the child can discuss with the teacher how he or she classified the pictures (Baratta-Lorton, 1972).

Activity 2

Social studies objective.

Recognize that there are different ways to travel through water.

Language objective.

Recognize language concepts (same/different); IMS KV1. Prerequisite to discriminating words visually; IMS

KWA4.

Materials.

Folder with four to five rows of water vehicles-one differing from the others, laminated, wipeable crayon or marker.

Procedure.

In the folder have the child circle the water vehicle in each row that is different from the others. Discuss the differences (Adler, Farrar, & King, 1983).

Activity 3

Social studies objective.

Identify different types of transportation.

Language objective.

Recognize language concepts; IMS KV1. Increase visual perception and discrimination.

Materials.

Laminated bingo cards divided into six sections with each section containing a transportation picture that has been labeled, thirty-six individual squares with transportation pictures, game markers.

Procedure.

In a small group each child should have one bingo card and six markers. The leader should choose an individual card and call out the type of transportation,

such as train or car. Players mark their appropriate section.

Activity 4

Social studies objective.

Recognize that one purpose of transportation is to move things from one place to another.

Language objective.

Left-to-right progression; IMS KRR1. Prerequisite to copying first name; IMS KW3. Prerequisite to cutting a seven inch circle; IMS KW2.

Materials.

Three laminated folders with five vehicles on the left side and matching destinations on the right side- first folder has 3" paths from vehicles to destinations, second folder has 2" paths from vehicles to destinations and third folder has 1" paths from vehicles to destinations, wipeable crayons or markers.

Procedure.

Have the student trace a path from each vehicle to destination (school bus to school, ambulance to hospital) while staying between and not touching the lines of the paths. Begin with the wider paths and increase difficulty to the narrower paths as proficiency develops (Adler, Farrar & King, 1983).

Activity 5

Social studies objective.

Identify different modes of transportation.

Language objective.

Recognize language concept; IMS KV1. Increase memory skills.

Materials.

Memory wheel (two cardboard or wooden circles fastened together in the center so the wheel can rotate. Top circle has a square cut out near one edge. Bottom circle has pictures placed around the edge so that one picture at a time can be seen through the top hole).

Procedure.

Show the children one picture of one type of transportation on the wheel. Cover the picture and ask the children to recall what they saw. To increase difficulty show the children two or three pictures from the wheel. Have the children recall what they saw. Have them name the pictures in the order they were seen (Adler, Farrar & King, 1983).

Activity 6

Social studies objective.

Identify different modes of transportation.

Language objective.

Classify pictured objects; IMS KC1. Prerequisite to discriminating words visually; IMS KWA4.

Materials.

Pictures of vehicles divided into sets (three have wheels, one does not; three are in water, one is in air; three are mechanical, one is an animal).

Procedure.

Show the children four pictures of transportation vehicles. Ask them to tell which one does not belong. Discuss how it is different from the others.

Activity 7

Social studies objective.

Identify that one purpose of transportation is to move things from one place to another.

Language objective.

Recognize language concepts; IMS KV1.

Laminated folders divided into two sections-left side has pictures of vehicles, right side has pictures of destinations (train-train station, jet-airport, boat-dock), wipeable crayon or marker.

Procedure.

Have the student match the vehicle on the left to its destination on the right.

Activity 8

Social studies objective.

Identify different types of transportation.

Language objective.

Prerequisite to revisualizing words; IMS KRR4.

Materials.

Transportation toys or models, tray.

Procedure.

Show the children a tray of transportation toys.

Identify, if necessary. Cover the tray. Children should recall what was on the tray. Begin with a small amount of toys and increase number to increase difficulty (Adler, Farrar & King, 1983).

Activity 9

Social studies objective.

Identify different types of transportation.

Language objective.

Prerequisite to discriminating words visually; IMS KWA4.

Materials.

Scale models or sets of pictures of transportation vehicles.

Procedure.

Have children pair two models or pictures that are similar. To increase difficulty, add another vehicle so

that the children must choose one out of three that is different (two cars, one bus).

Activity 10

Social studies objective.

Recognize that transportation provides jobs for many people.

Language objective.

Identify sequence with pictures; IMS KC1.

Materials.

Sets of laminated pictures of people using vehicles mounted on oaktag with a flannel backing, flannelboard.

Procedure.

The student will sequence the pictures in the order they occur (ambulance driving down a road, placing a patient on board the ambulance, taking patient out at hospital) on flannelboard.

Activity 11

Social studies objective.

Identify different types of transportation vehicles.

Language objective.

Recognize positional vocabulary; IMS KV2. Follow oral directions; IMS KC5.

Materials.

Toy transportation vehicles.

Procedure.

In a small group three to four children are given a different vehicle to hold and are instructed to stand in a row at the front of the group. The rest of the children listen carefully and follow the directions (Example: "Sit under the airplane." "Stand between the bus and the train." "Hop next to the ship.").

Activity 12

Social studies objective.

Relate transportation of the child's everyday life.

Language objective.

Dictate oral sentences; IMS KW4.

Materials.

Paper, marker, pictures.

Procedure.

Child selects a picture or uses an art picture in telling a story. As child dictates, teacher prints it on ruled paper. Mount the picture and story together.

Activity 13

Social studies objective.

Recognize the reasons some vehicles float and others would sink.

Language objective.

Classify pictured objects; IMS KC1.

Materials.

A variety of materials that sink and float (rock, twig, leaf, burned match, nail, penny, button, piece of sponge, piece of cardboard, bottle cap, cork), bucket of water, two empty buckets labeled sink and float.

Procedure.

The student places each object in the bucket of water and checks the results to see if it sank or floated. Upon result, student sorts the object either into the sink or float bucket.

Activity 14

Social studies objective.

Identify characteristics of transportation.

Language objective.

Discriminate beginning sounds using pictured objects; IMS KWA 8.

Materials.

Pictures of things associated with transportation beginning with the letters f, s, b, r, c, t and p (ferry, fire engine, fuel, fly, freight float; seatbelt, subway, suitcase, sailboat, sails, sailor, spacesuit; bus, boat, baggage, box car, bridge; rowboat, rocket, runway, river, race car; conductor, canoe, camel, car,

caboose, cockpit, carriage; trucks, ticket, taxi, traffic light, train, track; pack, pilot, plane, police car, paddles), open boxes formed as a train with each box labeled with a letter.

Procedure.

Have the child sort through the pictures and place the appropriate picture in the box with whose sound it begins.

Vocabulary List-Transportation

airport	fare	pick-up truck
ambulance	ferry	pilot
astronaut	fire engine	plane
baggage	float	police car
boat	fuel	race car
bus	gasoline	ride
cabin	go	river
caboose	hangar	rocket
camel	helicopter	rowboat
canoe	horse	runway
captain	ignite	sailboat
car	jeep	sailor
cargo	kayak	sails
carriage	lake	seatbelt
carry	luggage	ship
cockpit	motorboat	shore
crew	move	sink
donkey	oars	spacesuit
driver	ocean	start
dump truck	oceanliner	stop
elephant	paddles	submarine
engine	passenger	subway
engineer	pedestrian	suitcase

Vocabulary List-continued

tanker

taxi

ticket

toll

traffic light

train

transport

transportation

travel

trip

trolley

trucks

tourist

tunnel

van

vehicle

wagon

water

windsock

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Farm Unit Activities

Activity 1

Social studies objective.

Recognize that some of our foods are grown on a farm.

Language objective.




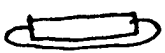

Follow oral directions; IMS KC5. Identify sequence with pictures; IMS KC3.

Materials.

Chart with recipe directions, burner, pot, corn in its husk, butter, salt.

Procedure.

With adult supervision, a small group will follow the recipe directions on the chart.

- Corn-on-the-Cob
1. Fill pot with water.
 2. Have adult turn on the burner. Let water boil.
 3. Shuck corn.   
 4. Place corn in water. Cook 10 minutes.
 5. Take corn out.
 6. Add butter  and salt .
 7. Eat!



Activity 2

Social studies objective.

Identify farm animals and their movements.

Language objective.

Recall details; IMS KC2. Recognize language concepts; IMS KV1.

Materials.

Pictures of farm animals laminated on 6 x 8" cards.

Procedure.

The student selects a card, performs the action of the farm animal pictured and states a sentence about his or her action ("I am pecking." "I am waddling."). The other children try to guess the animal. This can also be done as a teacher-directed activity.

Activity 3

Social studies objective.

Recognize that some farm animals provide people with foods.

Language objective

Recognize language concepts; IMS KV1.

Materials.

Pictures of food from animals, pictures of animals who provide food.

Procedure.

Allow the child to match the appropriate food pictures with the animal from which they originated (chicken-egg-meat, cow-milk-cheese-butter-hamburger-steak).

Activity 4

Social studies objective.

Identify farm animals and the sounds they make.

Language objective.

Prerequisite to discriminating words auditorily;

IMS KWA2.

Materials.

Farm animal pictures, farm animal sounds on tape, tape recorder.

Procedure.

Child listens to the animal sounds on the tape and identifies the animal by selecting the animal's picture. To increase difficulty, have several sounds recorded in sequence and have the child select the pictures heard and put them in order.

Activity 5

Social studies objective.

Identify farm animals and the special buildings that protect them.

Language objective.

Recognize language concepts; IMS KV1. Prerequisite to copying one's name; IMS KW3.

Materials.

Laminated folder divided into two sections-left side has farm animal pictures, right side has buildings (cow-barn, horse-stall, pig-pigpen, chicken-coop), lines (curved, zigzag, straight) from animals to barn, wipeable crayon or markers.

Procedure.

Have the child trace the lines from the animal to its special building with a wipeable crayon. Begin with simple to complicated lines.

Activity 6

Social studies objective.

Identify farm animals and the special buildings that protect them.

Language objective.

Classify pictured objects; IMS KC1.

Materials.

Shoebboxes with a picture of a cage, barn or some type of animal home on each one, laminated pictures of farm animals.

Procedure.

Each child will place the appropriate animal

picture in the shoebox which is labeled with a home.

Activity 7

Social studies objective.

Identify farm animals and their offspring.

Language objective.

Recognize language concepts; IMs KV1.

Materials.

Mother and baby farm animals made and cut out of flannel pieces, labeled, flannelboard.

Procedure.

Student will match the mother animal with its appropriate offspring on the flannelboard.

Activity 8

Social studies objective.

Relate farm experiences to the child's everyday life experiences.

Language objective.

Dictate oral sentences; IMS KW4.

Materials.

Paper, pictures, markers.

Procedure.

Children select or draw a picture to use in telling a story. As child dictates, teacher prints it on ruled paper. Mount the picture and story together.

Activity 9

Social studies objective.

Identify characteristics of farm animals.

Language objective.

Speak in a complete sentence of five or more words;

IMS KRR5.

Materials.

Sixteen 4 x 5" laminated cards with a simple picture on each one showing an obvious error (a pig with floppy ears, a cow with whiskers, a hen with a long tail).

Procedure.

The student looks at a card and describes to the teacher what is wrong with the picture.

Activity 10

Social studies objective.

Identify characteristics of farm life.

Language objective.

Discriminate beginning sounds using pictures; IMS

KWA 8.

Materials.

Pictures of things associated with the farm beginning with the sounds for p, b, c, h, f and s (pig, pigpen, pony, puppy, piglet, poultry; barn, bee, bull,

bacon, butter; cow, corn, cucumber, calf, cat, coop, crow, cob, colt; hay, horse, horn, house, hen, hog, hive; farm, fence, farmer, field, fish; silo, stable, straw, straw-hat, scarecrow), boxes labeled with each of the letters.

Procedure.

The student will place the picture in the box that begins with its appropriate sound.

Activity 11

Social studies objective.

Identify characteristics of farm animals.

Language objective.

Prerequisite to discriminating words visually; IMS KWA4. Prerequisite to assembling a puzzle; IMS KW1.

Materials.

Outline of farm animal shapes drawn on posterboard and laminated, cookie cutters of farm animals used to make outlines.

Procedure.

Have the student match the cookie cutter shape to its outline on the board. For motor skills allow the child to practice tracing the cookie cutter shapes on paper.

Vocabulary List-Farm

alive	dog	horse
animal	doghouse	husk
baby	ducks	incubate
barn	eggs	kid
birth	farm	kitten
brand	farmer	lamb
bull	feed	leaves
calf	fence	livestock
cat	field	milking
chicken	find	old
chicks	fluffy	overalls
clean	garden	pasture
coat	goat	path
cob	grow	peck
colt	harness	pig
coop	harvest	piglet
corn	hatch	pigpen
corncrib	hay	pony
cow	hayloft	poultry
crack	hen	protect
crop	herd	puppy
crow	hog	ranch
dairy	horn	rooster

Vocabulary List-continued

scare

scarecrow

scrape

select

sheep

shell

shuck

silo

snout

stable

stalk

stall

straw

straw-hat

tomato

trough

turkey

warm

worker

young

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Chapter Five: Conclusions and Recommendations

This program was planned and designed to integrate social studies objectives and communication objectives to enrich activities in a kindergarten classroom. The review of the literature indicated that subjects taught in isolation were either neglected or taught in a rote and drill fashion. Integrating the subjects, however, led to the ability to apply the subjects to a child's everyday life.

There were limitations to the research that were indicated in the review of the literature. Very little research was addressed directly to the topic of an integrative curriculum. The literature that was written about it focused mainly on a particular subject being integrated into a child's experience. There was also little current field testing that had been completed on the effectiveness of an integrative curriculum. There were not a variety of activities uniting subject areas and the activities or curriculums that were provided were often not recent.

Due to the limitations of the literature on an integrative curriculum, the following recommendations have been made to increase the awareness and effectiveness of uniting subject areas. In the area of

research there has been the need:

1. to field test the integrative curriculum for social studies and communication objectives in the kindergarten classroom.

2. to measure any indications of cognitive development gains of the subjects through the development and administration of pre- and post-evaluative tests.

There have also been recommendations to develop and expand the integrative curriculum since there was not a large variety of material and much of it was not current. It has been suggested:

1. to expand the curriculum to include science units from the Kindergarten Keys ie., Zoo Animals, Woodland Animals, Insects and Spiders, Birds, Sea Life.

2. to expand the curriculum to include the math skills denoted under Duval County's IMS system.

3. to develop a more extensive bibliography list of children's books.

4. to integrate other subjects within each unit ie., art, physical education, music.

It has been the belief of the author that many educators would be willing to use an integrative curriculum if given a beginning guide of activities.

Once in use or exposed to an integrative curriculum many educators would realize that activities already used in the classroom could be easily incorporated with other subjects and applied to more "real life" situations.

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