



ROCHESTER CITY SCHOOL DISTRICT

Social Studies Instructional Strategies and Curriculum Supplement

Kindergarten

January 2004

This section is part of the new Social Studies Instructional Strategies & Resources document written by the New York State Education Department. To view the whole document please visit <http://www.emsc.nysed.gov/ciai/pub/pubss.html> or <http://socialstudietimes.tripod.com> .

Introduction

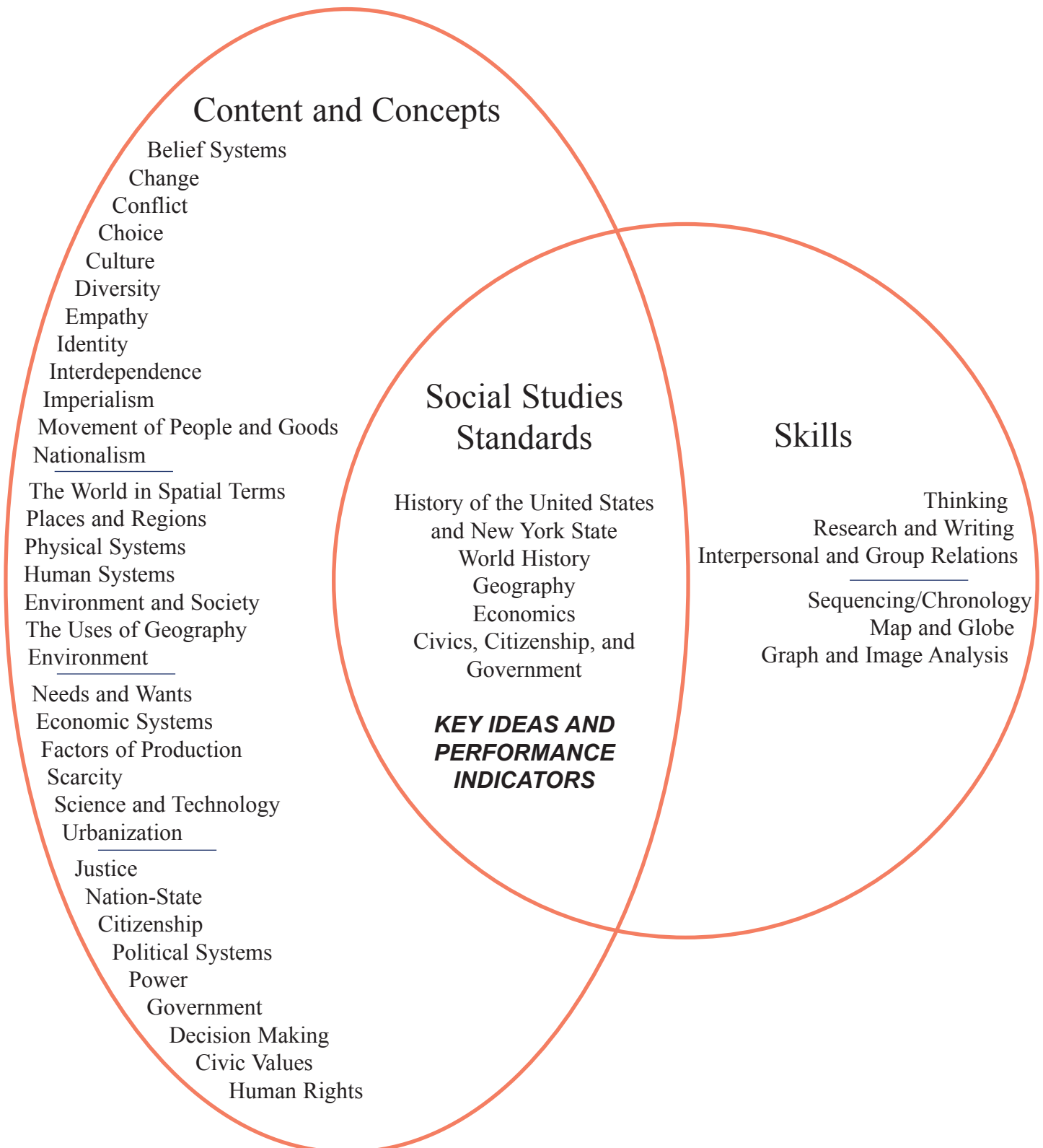
This **Social Studies Instructional Strategies and Resources: Prekindergarten through Grade 6** publication has been designed to support the **Social Studies Resource Guide with Core Curriculum** (New York State Education Department, 1999) by providing additional student activities, resources, Internet sites, and teacher notes, all linked to the elementary content understandings. This supplement provides additional examples of the content and skills students should study and practice as part of their social studies program.

The publication provides a framework of content, concepts, and skills that serve as the foundation for the middle-level and high school courses of study. Students learn, apply, extend, and refine their understanding of the elementary content and concepts throughout their school experiences. Through their understanding of this content and their ability to apply the thinking skills and strategies identified in the curriculum, students will become informed, active citizens. At the same time, they will better understand the interdisciplinary nature of the social, political, economic, and environmental issues and problems that challenge our nation and world. The core and each local curriculum also provide students with opportunities to learn the chronology of historic events. Students become familiar with the histories of their families, schools, neighborhoods, and communities. They learn how individuals, families, groups, and communities change over time. Through their study of local history and key historic events, students apply concepts such as *identity*, *conflict*, *interdependence*, *diversity*, and *culture*. The social studies program also emphasizes the importance of geography as students learn about their neighborhoods, communities, regions, State, and world.

The prekindergarten through grade 6 social studies program integrates the five New York State social studies learning standards at each grade level. It also highlights particular standards that help define the content for each grade. For example, each grade level features content understandings pertaining to the rights and responsibilities of citizenship, making and changing rules and laws, and the symbols of citizenship. These understandings are derived from Standard 5, *Civics, Citizenship, and Government*. Each grade level also incorporates concepts and themes taken from Standards 3 (geography) and 4 (economics). Content understandings in every grade level address concepts such as *places*, *location*, *scarcity*, *needs*, and *wants*. The elementary core curriculum also provides many opportunities for students to apply, extend, and refine their understanding of these concepts.

This supplement was designed for use as a curriculum development model for prekindergarten through grade 6 social studies. It includes grade-by-grade content understandings, concepts/themes, focus questions, classroom activities, evaluation strategies, interdisciplinary connections, and suggested resources. The classroom activities are keyed to the standards, units and understandings of the grade-level social studies program, but they are not exhaustive. These components provide an organizational framework for an elementary social studies program. Teachers, administrators, and curriculum writers can use this framework to develop a program that fits local needs and, at the same time, addresses the New York State social studies learning standards and core curriculum.

NEW YORK STATE SOCIAL STUDIES CORE CURRICULUM



Concepts and Themes for Social Studies

Concepts and themes serve as content organizers for the vast amounts of information people encounter every day. Concepts represent mental images, constructs, or word pictures that help people to arrange and classify fragmented and isolated facts and information.

A concept is:

- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to change and expansion of meaning and delineation of detail, as different experiences provide settings and relationships in new contexts.

Students construct concepts and themes as they interact with their environments. This process of concept formation is ongoing, and developmental in nature. Students incorporate new experiences into their existing conceptual frameworks and at the same time modify that mental framework, constantly changing, expanding, and refining it.

The key concepts of the prekindergarten through grade 12 social studies program are:

HISTORY

Belief Systems means an established, orderly way in which groups or individuals look at religious faith or philosophical tenets.

Change involves the basic alterations in things, events, and ideas.

Conflict is a clash of ideas, interests, or wills resulting from incompatible opposing forces.

Choice means the right or power to select from a range of alternatives.

Culture means the patterns of human behavior that any society transmits to succeeding generations to meet its fundamental needs. These patterns of behavior include ideas, beliefs, values, artifacts, and ways to make a living.

Diversity means understanding and respecting others and one's self, including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.

Empathy means the ability to understand others by identifying in one's self responses similar to the experiences, behaviors, and responses of others.

Identity means awareness of one's own values, attitudes, and capabilities as an individual and as a member of different groups.

Interdependence means reliance upon others in mutually beneficial interactions and exchanges.

Imperialism means the domination by one country of the political and/or economic life of another country or region.

Movement of People and Goods refers to the constant exchange of people, ideas, products, technologies, and institutions between one region or civilization and another.

Nationalism means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.

GEOGRAPHY

The six essential elements of geography:

The World in Spatial Terms—Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.

Places and Regions—The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.

Physical Systems—Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

Human Systems—People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

Environment and Society—The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources. Human activities are also influenced by Earth's physical features and processes.

The Uses of Geography—Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be.

Environment means surroundings, including natural elements and elements created by humans.

Urbanization means movement of people from rural to urban areas.

ECONOMICS

Needs and Wants refers to those goods and services that are essential, such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, such as education, security, health care, and entertainment.

Economic Systems includes traditional, command, market, and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

Factors of Production are human, natural, and capital resources which when combined become various goods and services (e.g., the use of land, labor, and capital inputs to produce food).

Scarcity means the conflict between unlimited needs and wants and limited natural and human resources.

Science and Technology means the tools and methods used by people to get what they need and want.

CIVICS, CITIZENSHIP, AND GOVERNMENT

Justice means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.

Nation-state means a geographic/political organization uniting people by a common government.

Citizenship means membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions.

Political Systems refers to monarchies, dictatorships, and democracies that address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides ways for its parts to interrelate and combine to perform specific functions of government.

Power refers to the ability of people to compel or influence the actions of others. “Legitimate power is called authority.”

Government means the

“formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations.”

(Taken from: *Civics Framework for the 1998 National Assessment of Educational Progress*, NAEP Civics Consensus Project, The National Assessment Governing Board, United States Department of Education, pp. 19.)

Decision Making means the processes used to

“monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.”

(Taken from: *Civics Framework*, pp. 18.)

Civic Values refers to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.

Human Rights refers to those basic political, economic, and social rights that all human beings are entitled to, such as *the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of one’s self and one’s family*. Human rights are inalienable and expressed by various United Nations documents including the *United Nations Charter* and the *Universal Declaration of Human Rights*.

Social Studies Skills

Content, concepts, and skills form the basis of the learning standards and goals of the New York State social studies curriculum. Social studies skills are not learned in isolation but rather in context as students gather, organize, use, and present information. These skills are introduced, applied, reinforced, and remediated within the framework of the prekindergarten through grade 12 social studies program. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Students aim for mastery of skill objectives at the same time that they pursue the other cognitive and affective objectives of the social studies program.

Learning, practicing, applying, extending, and remediating social studies skills is a developmental process. Just as students who lack social studies facts and generalizations have difficulty in applying information to new situations and analyzing new issues and historical problems, students with limited understanding of social studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of social studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information.

Social studies skills can be classified into thinking skills and thinking strategies. (See: Barry K. Beyer, **Developing a Thinking Skills Program**, Boston: Allyn and Bacon, 1988.) Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information. Thinking strategies involve processing information as students engage in problem solving, decision making, inquiry, and conceptualizing. The following skills charts provide examples of how thinking skills and strategies can be organized throughout the social studies curriculum, prekindergarten through grade 12. The social studies standards, performance indicators, and core curriculum provide additional examples of skill development strategies.

SOCIAL STUDIES SKILLS

PREKINDERGARTEN THROUGH GRADE 6

Thinking Skills

- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- evaluating
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling diversity of interpretations

Research and Writing Skills

- getting information
- organizing information
- looking for patterns
- interpreting information
- applying information
- analyzing information
- synthesizing information
- supporting a position

Interpersonal and Group Relation Skills

- defining terms
- identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing that others may have a different point of view
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline
- creating timelines
- researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks
- setting priorities

Map and Globe Skills

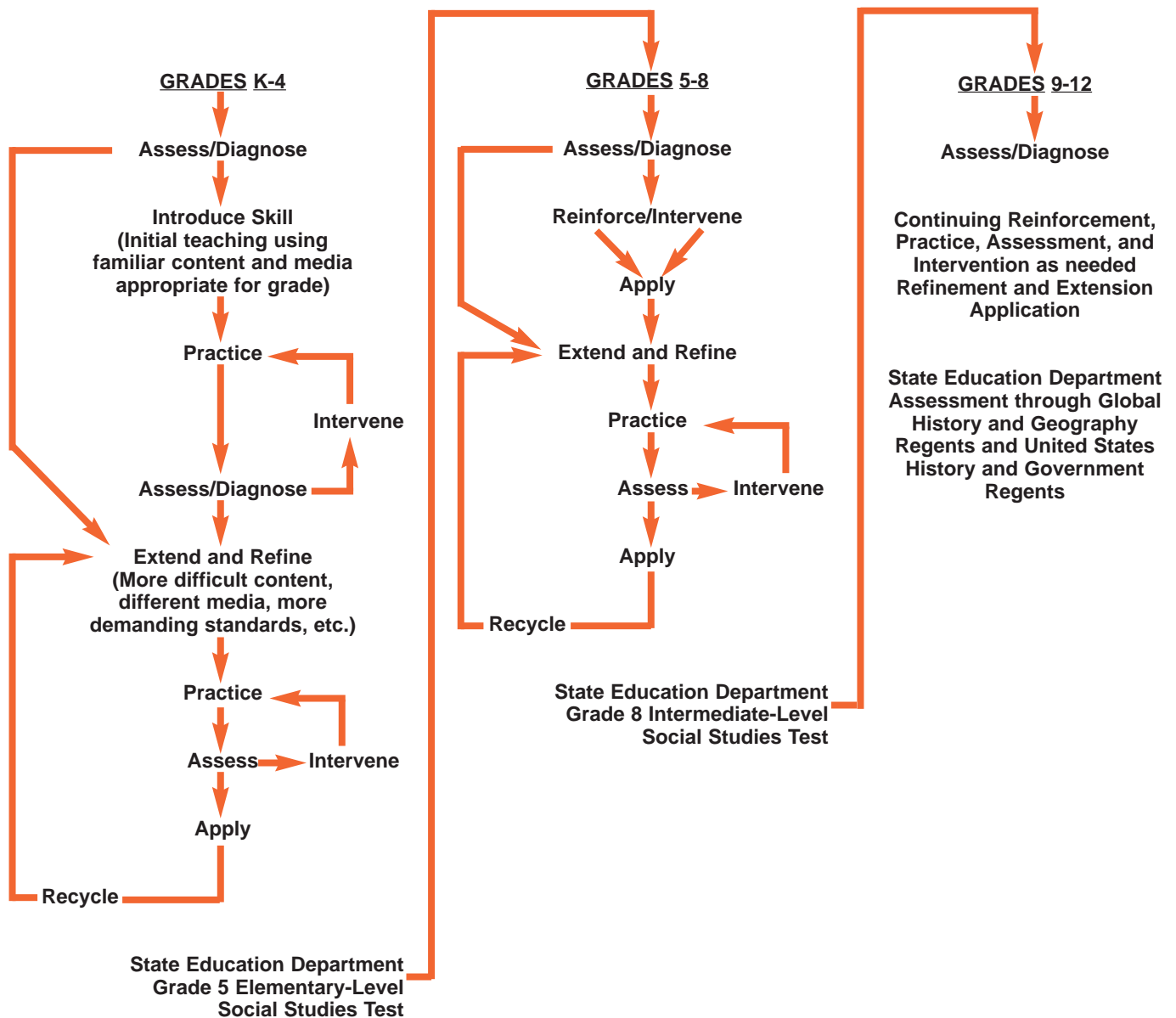
- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones
- comparing maps and making inferences
- interpreting and analyzing different kinds of maps
- using cartographic tools
- creating maps

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting graphs and other images
- drawing conclusions
- making predictions

Procedures for Skill Development

The following diagrams suggest systematic procedures for skill development in social studies. Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas.



Linking Cultural Resources to Social Studies

New York State is rich in cultural resources. New York's cultural resources are managed and made available to educators and students by museums, historical societies, libraries, archives, local governments, businesses, community organizations, municipal historians, and others. Many of these organizations and individuals offer educational programs and materials that support the New York State learning standards. They work directly with prekindergarten through grade 12 teachers and students, often through on-site programs, publications, websites, classroom visits, or other cooperative projects. The cultural resources they manage—artifacts, documents, historic sites, and more—are vital educational tools that can help students meet the New York State learning standards in social studies education.

There are many ways to integrate cultural resources into classroom learning:

- The following websites can be used to identify institutions in New York State that have cultural resources:
 - <http://www.artcom.com/museums>
 - <http://www.nyhistory.com/>
 - Primary Sources: <http://www.uidaho.edu/special-collections/EAST2.html>
 - Historic Document Inventory (New York State organizations that have documents)
<http://www.nysl.nysed.gov/uhtbin/cgisirsi/pAw2j4ytMP10/49>
- Contact town, village, and county governments to determine the name and telephone number of municipal historians, or check the following website: <http://www.nysm.nysed.gov/srvlocal.html>
- The telephone book can provide contact information for community organizations like libraries, historical societies, veterans groups, and businesses.
- Many organizations have placed documents and photographs of artifacts and historic sites on websites. Use an Internet search engine such as <http://www.google.com> to find organizations and materials useful for social studies education.
- Helpful tips when contacting organizations and individuals:
 - Identify your goal. What resources are you looking for?
 - Using the Internet or local library, conduct background research about organizations and topics.
 - Call ahead to make an appointment.
 - Develop a list of questions to ask.
 - Be prepared to talk about the New York State learning standards and assessments and their relevance to cultural resources such as documents and artifacts.
 - Ask about educational programs, publications, and/or research fees.
- Identify the social studies concepts and themes that can be linked to the cultural institution's educational program:
 - Ask about photocopying, scanning, and digital photography of resources. What do these services cost?
 - Inquire about opportunities to work with staff members of cultural organizations to develop educational materials for classroom use.

Linking Literature to Social Studies

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as *empathy* and *tolerance for diversity*
- reinforcing skill goals
- interdisciplinary planning.

There are many ways to set the stage for the use of trade books in social studies:

- Oral Synopsis—Present a short review, describing the book in such a way that students will be motivated to read it.
- Independent or Small Group Contract—Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic.
- Integration with an English Language Arts Literature Unit—Plan an interdisciplinary unit linking English language arts and social studies. Books that can be read by the student are those associated with the content and/or concepts being taught in social studies. Provision can be made for activities before, during, and after reading the required books.
- Independent and Sharing Activities—Once a student has selected a book, it is important that follow-up time is allotted for reading and sharing it with classmates. There are many follow-up activities that a child may engage in as a culminating activity. It is highly beneficial to have children talk about their book and read from it to others.
- Reading Book Aloud to Class (or Group)—Teacher may select a literary piece that ties in with a particular social studies unit. Book suggestions appear in the Resources section of this supplement. Discussions, as well as activities from role playing to story writing, can follow the story.
- Library Center in the Classroom—Display selected books, articles, and brochures that complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom—Invite a children's author to the classroom to talk with students about the research, writing, and publishing process.
- Incorporate Literature into the Reading Program—Use social studies-related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources section of this supplement suggests trade book selections that complement the program. Teachers are encouraged to work with their library media personnel to expand local collections and add to the lists of suggested books.

Student Evaluation

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature and can be used to:

- determine a student's readiness for learning;
- provide the student and teacher with guidance in assessing progress;
- aid in student self-evaluation;
- indicate individual or group instructional needs;
- demonstrate student achievement in knowledge and skill acquisition;
- indicate the effectiveness of classroom procedures, strategies, and materials; and
- provide qualitative and quantitative feedback on performance for parents, teachers, and students.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- How successful are they?
- How can we know?

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about students' progress and assist the teacher in planning instruction.

The following list of different methods of evaluation may serve as a teacher checklist:

- ☐ observations
- ☐ rating scales and checklists
- ☐ conferences with individuals or groups
- ☐ group discussions
- ☐ anecdotal records
- ☐ teacher-made objective tests
- ☐ problem solving and values clarification
- ☐ higher level analytical questioning
- ☐ standardized tests
- ☐ student criteria setting and self-evaluation
- ☐ student peer evaluation
- ☐ role play and simulations
- ☐ culminating projects.

Explanation of Format

Indicates the grade level with a content heading

GRADE 3

Communities Around the World—Learning About People and Places

The grade 3 social studies core curriculum:

- is based on the five social studies standards.
- is linked with the content and skills of grades 6, 9, and 10

Provides an overview for the grade in terms of content and skills plus curriculum connections to other grade levels.

FOCUS QUESTIONS

- Why do people settle and live in a particular place?
- Why do people in world communities have different rules, rights, and responsibilities?

Poses key questions that are addressed throughout the grade level.

Content Understandings

Cultures and civilizations

What is a culture? What is a civilization?
How and why do cultures change?
Where do people settle and live? Why?

Communities around the world

People of similar and different cultural groups often live together in world communities.
World communities have social, political, economic, and cultural similarities and differences.
World communities change over time.
Important events and eras of the near and distant past can be displayed on timelines.
Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.

The location of world communities

World communities can be located on maps and globes (by latitude and longitude).
The spatial relationships of world communities can be described by direction, location, distance, and scale.
Regions represent areas of Earth's surface with unifying geographic characteristics.
World communities can be located in relation to each other and to principal parallels and meridians.

Provides a brief statement of grade-level understandings that:

- forms the knowledge goals for the grade-level program.
- provides a guide for selecting specific factual content from available resources and texts.
- encourages teachers to select relevant content that strengthens students' content understandings.

Identifies the unit and asks questions that will be addressed.

Cultures and Civilizations

- What is a culture? What is a civilization?
- How and why do cultures change?
- Where do people settle and live? Why?

Standard	Concepts/Themes	CONNECTIONS
World History	Change Culture Empathy Identity	<p>Classroom Activities</p> <p>Invite speakers to share customs and traditions. Students can prepare interview questions for the speaker. Students or community members can share personal religious traditions, family customs, or family celebrations.</p> <p>Read folktales from many countries. See how they transmit values and beliefs.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • The grade 3 program focuses on a study of world communities. Schools and districts may choose to select specific world communities for in-depth study to illustrate concepts and content understandings. Inclusion of communities that are culturally and geographically diverse is recommended.

Provides curriculum and instructional advice to teachers and curriculum developers.

Provides activities that teachers might incorporate into their instructional programs. These activities can enhance and complement a variety of student learning rates and styles. Teachers are encouraged to modify and add activities that meet their students' specific needs.

Interdisciplinary Connections



MATHEMATICS

Calendar study including *B.C.*, *A.D.*, *decade*, and *century*.

Provides appropriate grade-level learning activities that are designed to encourage interdisciplinary planning.

Suggested Documents and Other Resources Selected by New York State Teachers

Maps
Postcards
Holiday artifacts

Trade Books:

Everybody Cooks Rice by Norah Dooley

Teacher Resources:

Possible Field Trips:

Throughout the year, many communities hold ethnic festivals that include arts, crafts, and foods. Various cultural institutions also conduct similar activities related to exhibits. (When planning social studies field trips, keep in mind the social studies standards and the *Linking Cultural Resources to Social Studies* section of the introduction.)

Documents, trade books, and teacher references suggested by New York State teachers to assist in developing concepts, content, and skills.

Using the Internet

<http://www.jinjan.org>

<http://www.ipl.org>

Kidspace—Culture quest

Websites recommended by classroom teachers provide teachers with content information and lessons. These sites were online at the time that this supplement was posted. Teachers may find commercial sites helpful, but the New York State Education Department does not list them in State publications.

Key Terms

GRADE 3

artifacts

beliefs

century

change

civilization

climate

compass rose

continent

culture

customs

decade

democracy

dictatorship

empathy

environment

exports

geography

grid

The key terms listed here have been recommended by grade-level teacher teams. They are not all-inclusive. Teachers should amend and edit the list as they develop their grade-level curricula.

Bibliography

Cooper, Floyd. **Mandela: From the Life of the South African Statesman**. Putnam Publishing Group. 1996. ISBN: 0399229426.

Cushman, Karen. **Catherine Called Birdy**. HarperTrophy. 1995. ISBN: 0064405842.

The books listed in this section have been recommended by New York State Teachers. A complete citation, including the International Standard Book Number (ISBN), has been provided.

Social Studies

Prekindergarten - Grade 6

The prekindergarten through grade 6 social studies program:

- is standards-based.
- uses an “expanding horizons” curriculum development model.
- establishes the content, skills, and concept foundation for a student’s entire prekindergarten through grade 12 social studies learning experience.
- builds on and enhances previous social studies learning at each grade level.
- directly impacts social studies learning at the intermediate and commencement levels.

FOCUS QUESTIONS

- What is special about me?
- What is a family?
- How are families alike and different today, and how were they alike and different long ago?
- How are local and national communities alike and different?
- How are world communities alike and different?
- What are the fundamental values of American democracy?
- What are the roots of American culture?
- How has geography affected the history, economies, and cultures of Western Hemisphere nations?
- What comparisons can be made between Eastern and Western Hemisphere nations in terms of their history, geography, economies, and governments?

PREKINDERGARTEN
Self

KINDERGARTEN
Self and Others

GRADE 1
My Family and Other Families, Now and Long Ago

GRADE 2
My Community and Other United States Communities

GRADE 3
Communities Around the World—Learning About People and Places

GRADE 4
Local History and Local Government

GRADE 5
The United States, Canada, and Latin America

GRADE 6
The Eastern Hemisphere

KINDERGARTEN

Self and Others

The kindergarten social studies program bridges the prekindergarten and grade 1 curricula by:

- developing awareness of similarities and differences that make each individual and group unique.
- recognizing how people, places, and events change over time.
- identifying characteristics of the physical environment and understanding how they affect what people do.
- recognizing that people use a variety of tools to do different kinds of work in different settings.
- understanding what rules, rights, and responsibilities are and how they affect people in different circumstances.

FOCUS QUESTIONS

- What is special about me?
- How are my family and other families alike and different?
- Who lives and works in my neighborhood?
- How are people and goods moved from one place to another?
- What are some things people need and want?
- What are some tools people use to do work?
- What are some examples of goods and services?
- What symbols do we see in our school and neighborhood?
- How do different families celebrate special times?
- What are some rules we follow every day?
- What are some roles and responsibilities we have at home, at school, and in the neighborhood?

Content Understandings

Myself and others

My identity includes gender, ethnicity, and languages.
Each person has needs, wants, talents, and abilities.
Each person has likes and dislikes.
Each person is unique and important.
People are alike and different in many ways.
All people need others.
All people need to learn, and they learn in different ways.
People change over time.
People use folktales, legends, music, and oral histories to teach values, ideas, and traditions.

My family and other families

My family and other families are alike and different.

My school and school community

What is a school?

My neighborhood

My neighborhood can be located on a map.
Different people live in my neighborhood.

Location of home, school, neighborhood, and community on maps and globes

Land and water masses can be located on maps and globes.
The United States can be located on maps and globes.

Basic human needs and wants

People define basic human needs and wants.
Families have needs and wants.

People helping one another to meet needs and wants (e.g., recycling and conservation projects)

People rely on each other for goods and services in families, schools, and neighborhoods.
People make economic decisions and choices.

Symbols of citizenship

Citizenship includes an awareness of the symbols of our nation.
Citizenship includes an understanding of the holidays and celebrations of our nation.
Citizenship includes knowledge about and a respect for the flag of the United States of America.

Rights, responsibilities, and roles of citizenship

All children and adults have responsibilities at home, at school, in the classroom, and in the community.
People have responsibilities as members of different groups at different times in their lives.

People making and changing rules and laws

Rules affect children and adults.
People make and change rules for many reasons.

People making rules that involve consideration of others and provide for the health and safety of all

Families develop rules to govern and protect family members.
People in school groups develop rules to govern and protect themselves.

Myself and Others

- My identity includes gender, ethnicity, and languages.
- Each person has needs, wants, talents, and abilities.
- Each person has likes and dislikes.
- Each person is unique and important.
- People are alike and different in many ways.
- All people need others.
- All people need to learn, and they learn in different ways.
- People change over time.
- People use folktales, legends, music, and oral histories to teach values, ideas, and traditions.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity Change	<p>Classroom Activities</p> <p>Set up full-length mirrors to allow children to identify visible body parts.</p> <p>Have students work in pairs to trace and compare outlines of their bodies on large sheets of paper.</p> <ul style="list-style-type: none"> • How are people alike and different? • How am I special? • What happens when I grow? <p>Record students' heights and/or weights at least quarterly, and discuss these measurements with them.</p> <p>Write each student's first and last names on a shape or symbol. Display these shapes on a table and have children find the shape with their name on it and place it in an attendance basket.</p> <p>Help students make a class quilt featuring a student drawing or photo in each square.</p> <p>Help students make a class memory book to share regularly at group time.</p> <p>Have each student compile A BOOK ABOUT ME.</p> <p>Ask families to send in pictures of the students as infants and toddlers. Compare and discuss the photos, and see if the class can guess who is pictured.</p> <p>Make picture timelines of events in children's lives.</p> <p>Have a tasting party to compare fresh fruits and/or vegetables to the baby food variety of the same foods. Students could sort labels from baby food jars by fruit or vegetable and paste them on a graph.</p> <p>Install a clothesline across one wall of the classroom. Arrange baby clothes on the line by size, color, or purpose.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Teacher Notes</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • identify/describe their own needs, abilities, likes, and dislikes. • recognize similarities and differences in physical features among family members and classmates. • recognize items and attributes that can be used to identify individuals in their immediate environment. • identify human features that change or do not change over time. • distinguish among activities that occur during the day, night, morning, afternoon, or evening. <p>Teachers should:</p> <ul style="list-style-type: none"> • Encourage adults to participate in some of these activities (e.g., bringing in pictures of themselves as an infant, young child, teenager). • Emphasize the importance of respect for differences among people. • Add new vocabulary to a WORD WALL.

Interdisciplinary Connections



ARTS

Help students make tracings, drawings, paintings, or moldings of handprints and footprints.

Help students draw self-portraits that include facial and other features.

Help students make and use sock or paper plate puppets.

Photograph and record interview with student(s) of the week. Share with class during group time.

Make and play tape or CD recordings of students sharing experiences or describing what they see in books.

MATHEMATICS

Record and compare heights and weights of students several times a year. Discuss these with class.

Compare the number of boys to the number of girls in the class, and make a graph of this finding on the chalkboard. Discuss with class.

Use a bathroom scale to weigh bags of dry sand that equal each student's birth weight. Estimate with students how much sand would be needed to equal their current weight.



SCIENCE

Compare changes in human and animal growth. Discuss with class.

Help students sequence pictures of the life cycle of different animals (e.g., frog, butterfly).

Use masking tape on student's clothing to indicate their length at birth. Compare that length to their current height.

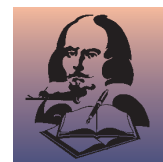
ENGLISH LANGUAGE ARTS

Have students make matching cards for key vocabulary words, and play concentration.

Have students look at documents such as their birth certificates and discuss them. Do not ask students to bring in actual birth certificates; photocopies should be used instead.

Ask students to identify the beginning, middle, and end of stories.

Identify and discuss with students cause-effect patterns in stories. Predict how a story would change if one or more characters or events changed (ask "What do you think would happen if?" questions).



LANGUAGES OTHER THAN ENGLISH

Read aloud and discuss **Jambo Means Hello** by Muriel Feelings.

Suggested Documents and Other Resources Selected by New York State Teachers

Photographs
Baby foods
Baby clothes

Trade Books:

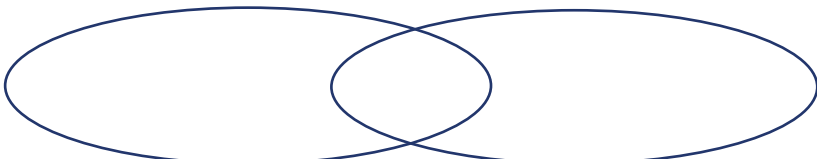
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
All About You by Catherine and Laurence Anholt
Carrot Seed by Ruth Krauss
Clifford's Loose Tooth by Norman Bridwell
Frog and Toad Are Friends by Arnold Lobel
How a Seed Grows by Helen J. Jordan
I Am Adopted by Susan Lapsley
I Can Do It by Myself by Eloise Greenfield and Jessie Jones Little
I Like Me by Nancy L. Carlson
I'm Growing by Alike
It's Mine by Leo Lionni
Jambo Means Hello: Swahili Alphabet Book by Muriel Feelings
Tillie and the Wall by Leo Lionni
The Very Lonely Firefly by Eric Carle
When Sophie Get Angry, Really, Really Angry by Molly Bang
William's Doll by Charlotte Zolotow
You'll Soon Grow into Them, Titch by Pat Hutchins
You're Adorable by Buddy Kaye, Fred Wise, and Sidney Lippman; Martha Alexander (illustrator)

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department
Early Literacy Profile: An Assessment Instrument by the New York State Education Department
Early Literacy Profile: Facilitator's Guide by the New York State Education Department
Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department
Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

My Family and Other Families

- My family and other families are alike and different.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity Change Diversity Culture	<p>Classroom Activities</p> <p>Have students draw, label, and display pictures of family members.</p> <ul style="list-style-type: none"> • What is a family? • How are families alike and different? <p>Have students compare the way they care for a pet with the way a family cares for a child.</p> <div style="text-align: center;"> <p>CARING FOR A PET CARING FOR A CHILD</p>  </div> <p>Add adult-sized clothing and accessories to the dramatic play area. Include props representative of the past (e.g., cowboy hats, sunbonnets, etc.).</p> <p>Ask students to select and take home books about families. Encourage parents to ask focused questions about the books and record children's responses.</p> <p>Involve students in a discussion of how home rules compare to school rules. Discuss health and safety features of each rule.</p> <p>Invite family members to share talents and experiences with the class.</p> <p>Discuss with students how birthdays and other special days are celebrated in different families.</p> <p>Add replicas of household furniture and appliances to the block area.</p> <p>Invite parents to bring in their infants at a designated time, and allow children to make observations and ask questions about infant growth and development.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Include old cooking utensils such as manual eggbeaters, cheese graters, and can openers in the dramatic play area. Discuss utensils' functions and differences.</p> <p>Invite senior citizens to speak to the class about what life was like as a child. What games did they play? How did they dress? Ask them to share photos and artifacts from the past.</p> <p>Add photos and artifacts to a PAST, PRESENT, AND FUTURE poster.</p> <p>Compare human and animal homes and habitats.</p> <p>Teacher Notes</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • explain how families are similar to, as well as different from, other families. • describe their own role in the family. • classify household utensils according to the room in which they are used. • compare their own clothing to infant clothing. • discriminate between human and animal habitats. <p>Teachers should:</p> <ul style="list-style-type: none"> • Be aware of cultural issues and the need to respect differences among families. • Expand awareness of cultural differences by studying the lifestyles of families/ethnic groups represented within the class. • Introduce the term <i>Native American Indian</i>. • Add new vocabulary to a WORD WALL. • Invite parents to bring in and share family photograph albums or other artifacts.

Interdisciplinary Connections



MATHEMATICS

Help students graph the number of people in teacher's and students' families. Which family has the most members? Which has the least?

Figure out how many squares will be needed for a class quilt. Have each student select three or four squares (each should be a different color), and have the group practice designing a quilt on the floor or other large surface.

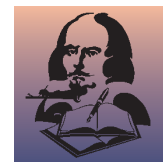
SCIENCE

Have students identify types of houses found in different climates and environments.

ENGLISH LANGUAGE ARTS

Introduce books, including folktales, about children and families around the world.

Record and discuss student descriptions of family members. Involve the class in a comparison of similarities and differences among their family members.



ARTS

Discuss with students colors, shapes, and designs in family quilts. Help students make a classroom quilt out of fabric or wallpaper samples.

Have students use magazine pictures to make a poster of families.

Have students make family stick puppets with tongue depressors and other materials.

Suggested Documents and Other Resources Selected by New York State Teachers

Photographs of family members
Adult clothing, children's clothing
Replicas of furniture, appliances, and utensils
Photographs from the past
Photographs or charts of human and animal houses

Trade Books:



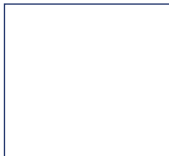
A Chair for My Mother by Vera B. Williams
Amazing Grace by Mary Hoffman
Amigo by Bryd Baylor Schweitzer
Are You My Mother? by P.D. Eastman
Bedtime for Frances by Russell Hoban
Black Is Brown Is Tan by Arnold Adoff
Chicken Sunday by Patricia Polacco
Come by Chance by M. Winch
Everybody Bakes Bread by Norah Dooley
Everybody Cooks Rice by Norah Dooley
Everybody Serves Soup by Norah Dooley
Family Pictures by Carmen Garza
Good Night Baby Bear by Frank Asch
How a House Is Built by Gail Gibbons
If You Give a Mouse a Cookie by Laura Numeroff
Jamaica Tag Along by J. Havill
The Keeping Quilt by Patricia Polacco
Louise Builds a House by L. Pfanner
My Daddy Don't Go to Work by Madeen Spray Nolan
New Baby, The by Mercer Mayer
Pumpkin, Pumpkin by Jeanne Titherington
The Selfish Crocodile by Charles Faushn
Under the Moon by J. Ryder
What Mary Jo Shared by Janice May Udry
What Mommies Do Best/What Daddies Do Best by Laura Numeroff
Willie's Not the Hugging Kind by J.D. Barrett

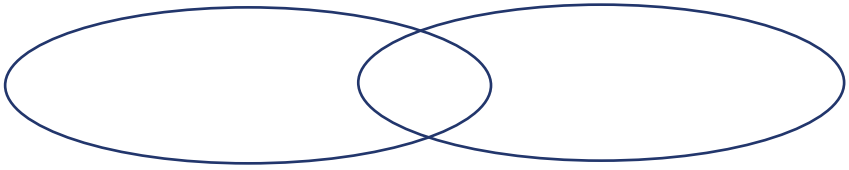
Teacher Resources:

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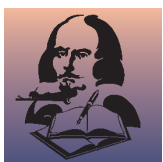
My School and School Community

- What is a school?

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Culture Diversity Identity Empathy	<p>Classroom Activities</p> <p>Display pictures, posters, and books about various cultures, and discuss the display with students.</p> <p>Have students share art, music, stories, food, and costumes from various cultures.</p> <p>Invite members of the school and the community to share information and tools from their jobs. Use a KWL chart to document their input.</p> <ul style="list-style-type: none"> • What is a school? • What is a community? <div> <div> K (What I Know)  </div> <div> W (What I Want to Know)  </div> <div> L (What I Have Learned)  </div> </div> <p>Take pictures of various places in the school (e.g., gym, library, cafeteria, auditorium, nurse's office, playground). Discuss function of these places with students.</p> <p>Add to the dramatic play area uniforms and related accessories used by school and community workers.</p> <p>Have students play a guessing game in which adults give brief job descriptions of school and community workers, and students guess which worker is being described.</p> <p>Help students develop MONTHLY MEMORY poster of life in the classroom and/or school; include photos, drawings, writings, songs, poems, trips, projects, etc. Display posters in classroom.</p> <p>Allow students to use blocks to build structures found in the school community.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Ask students to name similarities between what people do at home and what they do at school. Record these on a Venn diagram.</p> <p style="text-align: center;"> AT HOME AT SCHOOL </p>  <p>Involve parents in organizing and implementing a cultural festival based on family customs.</p> <ul style="list-style-type: none"> What is a custom/tradition? <p>Teacher Notes</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> demonstrate awareness of differences and similarities within the classroom and school communities. role-play community workers. correctly describe tools used by school and community workers. compare work done at home with work done at school. compare rules at home with rules at school. compare playground rules with classroom rules. <p>Teachers should:</p> <ul style="list-style-type: none"> Provide a variety of opportunities for students to actively participate in cooperative learning projects and games with easy-to-understand rules. Add new vocabulary to a WORD WALL.

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Establish a Buddy Reading program with students in grades 3–6.
 Help students categorize words that relate to the classroom and school communities.
 Create a BIG BOOK OF SCHOOL HELPERS.

ARTS

Help students make a cumulative collage of samples of materials used for different projects over time.



Suggested Documents and Other Resources Selected by New York State Teachers

Pictures and posters of different cultures
 Tools from different jobs
 Photographs of different places in the school

Trade Books:

All the Colors We Are by K. Kissinger
Arthur's Teacher Moves In by Marc Brown
Gingerbread Boy, The by Richard Egielski
Goggles by Ezra Jack Keats
The House on Maple Street by B. Pryor
I Like the Library by Anne Rockwell
If You Take a Mouse to School by Laura Numeroff

Playgrounds by Gail Gibbons

Rosie's Walk by Pat Hutchins

School Bus; For the Buses, the Riders, and the Watchers by Donald Crews

Will I Have a Friend? by L. Hoban and M. Cohen

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

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Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

My Neighborhood

- My neighborhood can be located on a map.
- Different people live in my neighborhood.

Standard	Concepts/ Themes	CONNECTIONS						
Geography	Places and Regions Environment Spatial Relationships	<p>Classroom Activities</p> <p>Take photos of people, buildings, and landmarks in the neighborhood. Label and display photos, and discuss them with the students.</p> <ul style="list-style-type: none"> • What is a neighborhood? • What is a landmark? • Who lives and works in my neighborhood? <p>Involve students in identifying and discussing different types of workers in the neighborhood.</p> <p>Include a large neighborhood floor map, toy vehicles, and other related props in the block area. Vary props over time to provide exposure to rural, urban, and suburban settings.</p> <p>Provide clothing and other props representing a variety of cultures in the dramatic play area.</p> <p>Place tools, uniforms, and other clothing worn by community workers (e.g., supermarket employee's uniform) in baskets for students to play with and try on.</p> <p>Take students on field trips over a period of time to visit a home or other building under construction; observe changes and take photos as construction progresses.</p> <p>Take students on a walk in the neighborhood and have them draw pictures of their observations. Back in the classroom, ask students to use blocks to build structures they saw on their walk.</p> <p>Talk with students about what they know, what they want to know, and what they have learned about their neighborhood. Record their comments on a KWL chart.</p> <table> <tr> <td>(What I Know) K</td><td>(What I Want to Know) W</td><td>(What I Have Learned) L</td></tr> <tr> <td><div></div></td><td><div></div></td><td><div></div></td></tr> </table>	(What I Know) K	(What I Want to Know) W	(What I Have Learned) L	<div></div>	<div></div>	<div></div>
(What I Know) K	(What I Want to Know) W	(What I Have Learned) L						
<div></div>	<div></div>	<div></div>						

Standard	Concepts/ Themes	CONNECTIONS
		<p>Teacher Notes</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • recognize that maps are pictures of places. • know that their neighborhood can be located on a map. • name some landmarks in the local community. • describe what is happening in drawings, photos, and pictures. • role-play different people who live or work in the neighborhood. <p>Teachers should do:</p> <ul style="list-style-type: none"> • When discussing differences among people, make sure that students understand that it is OK to be different. • Add new vocabulary to a WORD WALL. • Have students sort pictures of people and animals according to the place where they can be found in the neighborhood (e.g., restaurant, store, park, zoo).

Interdisciplinary Connections



LANGUAGES OTHER THAN ENGLISH

Display and revisit words of different languages that describe common objects in the classroom, school, and neighborhood.

MATHEMATICS

Help students compare the sizes of buildings in the neighborhood (big, bigger, biggest; tall, taller, tallest).
 Help students count and list the number of places where water is found in the community.
 Provide accessories in the block area for students to use in creating structures.



SCIENCE

Allow students to take turns charting the local weather.

ARTS

Provide materials students need to draw, paint, write, or make a tape about people in their environment.
 Use digital cameras to take photographs of neighborhood landmarks. Discuss photographs with the students.
 Then label and display the photographs.



ENGLISH LANGUAGE ARTS

Help students make a BIG BOOK about community workers and their jobs.
 Displays large photos of different animals or people and ask students to dictate words to describe them. Record the words on a large sheet of paper and post it in the classroom.
 Display and discuss with students signs, circulars, and ads from various sources.



Suggested Documents and Other Resources Selected by New York State Teachers

Photographs of people, buildings, community landmarks
Community maps
Floor map
Clothing and uniforms

Trade Books:

Community Helpers by Niki Walker and Bobbie D. Kalman
My Doctor by Harlow Rockwell
The Doorbell Rang by Pat Hutchins
Eating Fractions by B. McMillan
Fire Fighters by Norma Simon
Going to the Dentist by Fred Rogers
Grandpa's Corner Store by Dyanne DiSalvo-Ryan
If You Made a Million by D.M. Schwartz
Jobs People Do by Chris Maynard
The Little Train by Lois Lenski
The Little Fire Engine by Lois Lenski
My Back Yard by Ann Rockwell
My Map Book by Sara Fanelli
Neighbors by M.B. Goffstein
One Way: A Trip With Traffic Signs by Leonard Shortall
Our Neighborhood series—Children's Press
Pig Pig Gets a Job by D. McPhail
Pots and Pans by Anne Rockwell

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department
Early Literacy Profile: An Assessment Instrument by the New York State Education Department
Early Literacy Profile: Facilitator's Guide by the New York State Education Department
Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department
Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Possible Field Trips:

Develop local lists based on classroom activities. (When planning social studies field trips, keep in mind the social studies standards and the [“Linking Cultural Resources to Social Studies”](#) section of the introduction.)

Using the Internet

Check with the chamber of commerce for Internet sites in your local community.

Location of Home, School, Neighborhood, and Community on Maps and Globes

- Land and water masses can be located on maps and globes.
- The United States can be located on maps and globes.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Places and Regions Environment	Classroom Activities Involve students in identifying and discussing key landmarks in the neighborhood and community (e.g., statues, buildings, bridges, parks, bodies of water, etc.). Have students compare city and country, using their five senses. Record on a chart the similarities and differences they point out. Have students make a BIG BOOK of the school, neighborhood, or community. Leave the book on display in the school library for two weeks, and then bring it back to the classroom. Have students compare and contrast physical features of various places, using maps and photos. <ul style="list-style-type: none"> • What is a map? • Where is my home located? Have students identify safety devices and signs (e.g., traffic lights, emergency vehicle lights, traffic signs, handicap parking signs, bus stop signs, hospital signs). Discuss with students, and then chart, familiar sounds heard in the home, school, neighborhood, or community. Have students identify New York State on a map or puzzle of the United States. Have students identify types of houses built for different climates. Put a model house near the dramatic play area and add appropriate props. Show students videos of different environments (e.g., lakes, forests, deserts, parks, zoos, bird sanctuaries) and discuss the similarities and differences of each. Have students color a map, using blue for water and brown for land. Use symbols of various community landmarks to develop a poster of things students should look for on a map. Take photographs of various structures and landmarks in the neighborhood and compile them into a guidebook. Take students on a field trip to search for the featured attractions.

Standard	Concepts/ Themes	CONNECTIONS
		<p>Use sections of a map to help students understand concepts such as <i>next to</i>, <i>in between</i>, <i>above</i>, <i>below</i>, <i>top</i>, <i>bottom</i>, and <i>middle</i>.</p> <p>Help students create make-believe maps from fairy tales and folktales.</p> <p>Help students draw a map of the classroom and/or playground. Display the map(s).</p> <p>Have students use one or more art media (e.g., clay, paint, colored pencils) to represent something they observed on a field trip.</p> <p>Provide flour, water, salt, and food coloring for children to make models of mountains and volcanoes.</p> <p>Teacher Notes</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • identify water and land masses on a map or globe. • identify rules that match different situations in the home, school, or community. • use their five senses to describe what happens in different parts of the school or community. • describe the impact of weather on people's activities. <p>Teachers should:</p> <ul style="list-style-type: none"> • Introduce and reinforce understanding of terms denoting opposites: <i>in, out</i> <i>back, front</i> <i>over, under</i> <i>above, below</i> <i>up, down</i> <i>near, far</i> <i>top, bottom</i> <i>right, left</i> • Add new vocabulary to a WORD WALL. • Discuss with students kinds of transportation used on land, in water, and in the air. What is transportation? Can you locate land and water masses on a map or globe?

Interdisciplinary Connections



MATHEMATICS

Help students chart daily weather on a bar graph.

Demonstrate the concept of time by using a stopwatch, an hourglass, a cooking timer, or an alarm clock.

Work with students to create a chart or graph of favorite foods from the school lunch menu.

SCIENCE

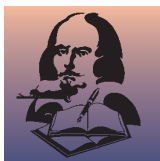
Have students identify foods that grow on land and foods that grow in water.

Help students identify and graph animals associated with land, sea, and air.

Help students identify and compare animal habitats in the local community.

Discuss with students the impact of climate on people's lives.

Have students compare leaves from home to leaves near the school.



ENGLISH LANGUAGE ARTS

Help students sort a collection of fiction and nonfiction books according to urban, rural, and suburban settings.

Help students create A TO Z BOOKS about familiar things in the environment (e.g., A = airplane, Z = zoo).

ARTS

Have students draw or paint pictures of things they do in each season of the year.

Take photos of things in the classroom that change over time (pets, plants, hairstyles, teeth, materials in learning centers). Discuss with students and display.



Suggested Documents and Other Resources Selected by New York State Teachers

Collect, and discuss with students, pictorial maps from the chamber of commerce, hotels, and other places like museums and businesses.

Photographs of community statues, buildings, bridges, parks, bodies of water, and overlooks

Charts of landforms and waterforms

Safety devices and signs

Videotapes

Trade Books:

Andy: That's My Name by Tomie dePaola

City Mouse and Country Mouse: A Classic Fairy Tale by I. Chantellard

Cities and Towns (Discovering Geography Series) by Fran Sammis

Curious George by H.A. and Margaret Rey

A House Is a House for Me by Mary Ann Hoberman

How a House is Built by Gail Gibbons

Inch by Inch by Leo Lionni

Maps (Discovering Geography Series) by David L. Stienecker

Me on the Map by Joan Sweeney

Over the Meadows by Ezra Jack Keats

Penguin Pete and Little Tim by Marcus Pfister

Push, Pull, Empty, Full by Tana Hoban

Rooster's Off to See the World by Eric Carle

What's in a Map? by Sally Cartwright

The World Around Us by Rosemary Wells

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

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Possible Community Field Trips:

Take students on a walk to search for community structures and landmarks. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

Basic Human Needs and Wants

- People define basic human needs and wants.
- Families have needs and wants.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Choice Needs and Wants Science and Technology	<p>Classroom Activities</p> <p>Display, and discuss with students, pictures of items humans need (e.g., food) or don't need (e.g., toys) to stay alive.</p> <p>Introduce students to the concept of <i>division of labor</i> by having them work in teams to set a table for lunch or snack.</p> <p>Label one large box NEEDS and another WANTS. Ask families to send in examples of each category for a group discussion.</p> <ul style="list-style-type: none"> • What are some things people/families need? • What are some things people/families want? <p>Case Study: Jobs, workers, and tools</p> <p>Brainstorm with students, and chart, ways people earn and spend money.</p> <ul style="list-style-type: none"> • What is a job? What is a tool? <p>Have students identify workers who provide basic human needs (e.g., farmers, health care workers) and wants (e.g., toymakers). List these workers on a chart.</p> <p>Have students role-play the jobs people do in banks and other places of business.</p> <p>Arrange for students to visit a store to observe how items are categorized.</p> <p>Take students on field trips to work sites in the neighborhood. Take photographs for an album or photo journal for the classroom.</p> <p>Have students identify tools in each learning center of the classroom and tell how they are used.</p> <p>Add boats and barges to the water table after reading about transporting goods and people by water.</p> <p>Invite school and community workers to talk to the class about their jobs and show the tools they use.</p> <p>Have teams of students use large boxes to make houses or other buildings. Provide wallpaper, fabric, and carpet samples for decorating.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Teacher Notes</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • identify what needs humans and animals have in common. • describe how humans and animals are different. <p>Teachers should:</p> <ul style="list-style-type: none"> • Add new vocabulary to a WORD WALL. • Have students match types of work to the tools used to do that work. Include related props in the dramatic play and block areas. • Have students identify the types of vehicles used to transport people and goods.

Interdisciplinary Connections

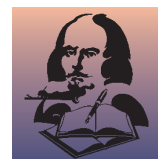


MATHEMATICS

Include play money (both coins and bills) in a cash register in the dramatic play area.

ENGLISH LANGUAGE ARTS

Include literacy props related to money (e.g., pretend checks, deposit and withdrawal slips, receipt books) in the dramatic play area or banking center.
Display books related to money, goods, and services.



Suggested Documents and Other Resources Selected by New York State Teachers

Pictures of human needs
Tools
Photographs of vehicles used to transport people and goods
Photographs of work sites in the community
Charts and maps of New York State waterways, goods, and produce

Trade Books:

Feast for Ten by Cathryn Falwell
If You Made a Million by D.M. Schwartz
How My Parents Learned to Eat by Ina R. Friedman
More, Fewer, Less by Tana Hoban
Not So Fast Songololo by Niki Daly
Pig Pig Gets a Job by D. McPhail

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Possible Community Field Trips:

Work sites in the community. (When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

People Helping One Another to Meet Needs and Wants (e.g., recycling and conservation projects)

- People rely on each other for goods and services in families, schools, and neighborhoods.
- People make economic decisions and choices.

Standard	Concepts/ Themes	CONNECTIONS
Economics	<p>Economic Systems</p> <p>Needs and Wants</p> <p>Goods and Services</p>	<p>Classroom Activities</p> <p>Make a chart of goods and services, and engage students in discussion of jobs that relate to each.</p> <ul style="list-style-type: none"> • What are some examples of goods? • What are some examples of services? <p>Have students glue pictures of transportation vehicles to cardboard, and then cut each one into 6–10 pieces to make puzzles.</p> <p>Have students identify work that family members do at home. Compare this to work performed at school.</p> <p>Have students use pictures, photographs, and drawings to make a chart of tools used at home. Ask students to decide which tools are used most often and to explain why.</p> <p>Help students to categorize different stores/businesses in the community on the basis of type of product sold.</p> <p>Discuss with students the work people do to keep homes, schools, neighborhoods, and communities clean, healthy, and safe. Make a list of these services.</p> <ul style="list-style-type: none"> • How do people help each other? <p>Have students categorize the tools used in each classroom learning center.</p> <ul style="list-style-type: none"> • What tools do people use to get work done? <p>Take students on field trips to places where people produce goods and perform services (e.g., bakery, post office, farm, hospital).</p> <p>Have students identify pictures of common household inventions such as microwaves, toasters, vacuum cleaners, etc. Ask students what they think people did before these appliances were invented.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Teacher Notes</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • identify services others provide for us. • identify different sources of goods humans and animals use. • describe tools that workers use to meet needs and wants. • classify forms of air, water, and land transportation. <p>Teachers should:</p> <ul style="list-style-type: none"> • Include in classroom learning centers literacy props such as menus from restaurants, sale signs from stores, posters from libraries or museums, and book jackets from bookstores. (see pp. 22–23 of Preschool Planning Guide). • Add new vocabulary to a WORD WALL. • Have students match workers’ uniforms to their jobs. • Have students identify and categorize vehicles that are used to transport people and goods.

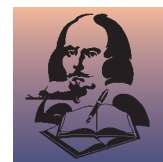
Interdisciplinary Connections



MATHEMATICS

Help students categorize types of foods seen on a trip to a local bakery. Categories may include foods of a certain size, shape, sweetness, or design.

Have students sort various denominations of paper money and coins found in the dramatic play area.



ENGLISH LANGUAGE ARTS

Have students take turns delivering mail to their classmates. (The students must be able to recognize classmates’ first names.)

Suggested Documents and Other Resources Selected by New York State Teachers

Restaurant menus
Sale advertisements
Posters from libraries and/or museums
Photographs and charts of goods and services
Uniforms

Trade Books:

Alexander Who Used to Be Rich Last Sunday by Judith Viorst
A Chair for My Mother by Vera Williams
Charlie Needs a Cloak by Tomie dePaola
A Doctor’s Tools by Kenny DeSantis
A New Coat for Anna by Harriet Ziefert
The Patchwork Quilt by Valerie Flourroy
The Relatives Came by Cynthia Rylant

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department
Early Literacy Profile: An Assessment Instrument by the New York State Education Department
Early Literacy Profile: Facilitator’s Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Possible Community Field Trips:

Places where people produce goods and perform services:

Bakery

Post office

Farm

Hospital

(When planning social studies field trips, keep in mind the social studies standards and the [“Linking Cultural Resources to Social Studies”](#) section of the introduction.)

Symbols of Citizenship

- Citizenship includes an awareness of the symbols of our nation.
- Citizenship includes an understanding of the holidays and celebrations of our nation.
- Citizenship includes knowledge about and a respect for the flag of the United States of America.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Citizenship Civic Values	<p>Classroom Activities</p> <p>Have students match symbols to holidays and other celebrations in the United States.</p> <p>Read aloud, and then discuss with students, stories, poems, rhymes, and finger plays about various cultures.</p> <p>Display the flag of the United States and have students draw it. Explain the history and meaning of the stars and stripes.</p> <p>Have students describe other places where they might see stars and stripes (e.g., on clothing, hats, shoes).</p> <p>Using a map of the school as a guide, take students on a tour of the school building and playground. Have students point to the American flag wherever they see it.</p> <p>Invite parents and community members to a Flag Day celebration. Take photographs of the occasion and display them in the classroom.</p> <p>Provide an outline of the American flag for students to color.</p> <p>Engage students in a discussion of other symbols of our nation (e.g., bald eagle, bluebird, Liberty Bell, and Statue of Liberty).</p> <p>Lead students in singing patriotic songs and other songs associated with United States holidays and celebrations.</p> <p>Make a poster of symbols of the United States, using magazine pictures cut out by students.</p> <p>Introduce symbols found on flags of other nations. Discuss these symbols with the students.</p> <p>Teacher Notes</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • draw a symbol of our country (flag, bell). • compare ways our country and other countries celebrate special people or events. • explain how citizens show respect for their country.

Standard	Concepts/ Themes	CONNECTIONS
		<p>Teachers should:</p> <ul style="list-style-type: none"> Emphasize that every holiday or celebration is special to someone but not necessarily to everyone. State law requires instruction about the correct use of the flag of the United States (see Appendix A). Contact the American Legion for information on the proper display of the United States flag. In addition, you may wish to have someone visit the classroom and show how to fold the flag correctly. Symbols are everywhere—point them out to students daily. Display miniature flags of various countries as the countries are discussed. If possible, leave the flags on display. Add new vocabulary to a WORD WALL.

Interdisciplinary Connections



MATHEMATICS

Have students count out loud and record the number of stars and stripes on the United States flag.

SCIENCE

Help students find out what happens when different combinations of red, white, and blue paint are mixed.

ARTS

Provide materials in a variety of colors and textures for students to use in making their own flag.



Suggested Documents and Other Resources Selected by New York State Teachers

Posters of New York State symbols: State seal, flag, animal, tree, bird, flower

Symbols of holidays and celebrations

United States flag

School flag or banner

Trade Books:

I Read Symbols by Tana Hoban

A Flag for Our Country by Eve Spencer

The Pledge of Allegiance by Francis Bellamy

Red, White, and Blue: The Story of the American Flag by J. Hermit and R. Roraback

This Land Is Your Land by Woody Guthrie

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

<http://www.usflag.org>

http://www.legion.org/our_flag/of_flag_code.htm

The American Legion

Rights, Responsibilities, and Roles of Citizenship

- All children and adults have responsibilities at home, at school, in the classroom, and in the community.
- People have responsibilities as members of different groups at different times in their lives.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Choice Decision Making	<p>Classroom Activities</p> <p>Discuss with students rights, roles, and responsibilities of members of a family and members of a classroom during daily routines such as eating meals at home or working in groups at school.</p> <ul style="list-style-type: none"> • What is a right? • What is a responsibility? <p>Have students role-play situations that require good school citizenship: sharing books and toys, putting away materials in one learning center before moving on to another, taking turns on playground equipment, or turning pages slowly in books so they will not rip.</p> <ul style="list-style-type: none"> • What is a role? <p>Discuss reasons for these behaviors with students.</p> <p>Discuss with students appropriate and inappropriate interactions between adults and children.</p> <p>Set up a voting booth in the dramatic play area. Allow students to practice making decisions by voting on an upcoming activity.</p> <p>Help students compare the written rules for, and rights and responsibilities of, students in their grade with those of students in another grade.</p> <p>Invite community or school decision makers to speak to the class about a specific topic. Allow students to ask questions.</p> <p>Discuss with students various behaviors that demonstrate consideration for classmates (e.g., putting materials away, cleaning up after eating, covering mouth and nose when sneezing, washing hands and flushing after using the toilet).</p> <p>Engage students in a discussion of recycling. Have them give reasons for recycling and describe required procedures such as rinsing, sorting, and placing items at the curb.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Design and post a CLASSROOM JOBS chart for students.</p> <p>Have students make a poster or map of jobs done at home, in school, or in the community.</p> <p>Have students make a picture dictionary of different community workers and the work they do.</p> <p>Teacher Notes</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> describe purpose of each part of the daily routine. demonstrate awareness of good health and safety practices. demonstrate ability to interact appropriately with peers and adults. ask relevant questions of guest speakers. <p>Teachers should:</p> <ul style="list-style-type: none"> Incorporate accomplishments of American citizens from diverse backgrounds and cultures (e.g., Garrett Morgan, who invented the prototype of the traffic light) into your curriculum. Provide a variety of opportunities for students to be actively engaged in associative and cooperative play. Add new vocabulary to a WORD WALL.

Interdisciplinary Connections



MATHEMATICS

Have students cut out red, yellow, and green circles and glue them in the correct order on the outline of a traffic light.

On KIDS VOTE day, allow students to vote on and graph their favorite food, field trip, color, toy, book, etc. Discuss the results afterward.

Suggested Documents and Other Resources Selected by New York State Teachers

Voting booth

Comparison chart of rights and responsibilities at different grade levels

Classroom job chart

JOBS IN THE COMMUNITY poster or bulletin board

Recycling charts

Trade Books:

It's Mine by Leo Lionni

Officer Buckle and Gloria by Peggy Rathmann

On the Town: A Community Adventure by Judith Caseley

The Quarreling Book, by Charlotte Zolotow

So You Want to Be President by Judith St. George

Something's Happening on Calabash Street by Judith Ross Enderle and Stephanie Jacob Gordon

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

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Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

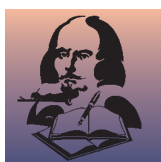
People Making and Changing Rules and Laws

- Rules affect children and adults.
- People make and change rules for many reasons.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Civic Values	Classroom Activities
	Citizenship	<p>Have students make a set of safety signs for the classroom and another for the outdoor environment. Post the first set in the classroom. Take the students on a walk and have them match the second set of signs with signs displayed outdoors.</p> <ul style="list-style-type: none"> • What is a rule?
	Justice	<p>Have students match sets of rules to classroom learning centers (e.g., “do not stack wooden blocks higher than the shortest person” applies to the block area) and to outdoor play areas (e.g., “do not remove shoes outside” applies to the playground).</p>
	Human Rights	<p>Provide opportunities for students to use words to express their feelings about everyday experiences involving rules (e.g., guide students in using TALK IT OVER chairs in a low-traffic area of the classroom).</p> <p>Make and display a DAILY ROUTINE chart. Discuss rules associated with each routine (e.g., “raise hand to ask or answer a question” applies to group time; “remove all personal belongings from cubbies” applies to dismissal time; “always stay with assigned adult” applies to field trips).</p> <ul style="list-style-type: none"> • What is a routine? <p>Discuss with students rules for fire, water, traffic, school, and home safety. List rules on chart.</p> <ul style="list-style-type: none"> • What happens when rules and routines are not followed? <p>Read aloud stories in which characters experienced fairness and unfairness. Discuss with students.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Teacher Notes</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • identify rules for different classroom learning centers. • describe consequences of not following rules. • compare similarities and differences between indoor and outdoor rules. • identify emotions that people display in different situations. <p>Teachers should:</p> <ul style="list-style-type: none"> • Add new vocabulary to a WORD WALL. • Student participation is a key element in presenting this content understanding. • Students should be provided with opportunities to problem solve, make decisions, and engage in conflict resolution activities. • Allow students to vote on activities that will affect the school day (e.g., field trip, classroom pet, guest speaker) and graph the results.

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students write a classroom constitution.

HEALTH, PHYSICAL EDUCATION, AND FAMILY AND CONSUMER SERVICES

Have students describe the sequence of events between arrival and lunch or between lunch and the end of the school day.



Suggested Documents and Other Resources Selected by New York State Teachers

Safety signs
Daily routine chart
Fire, water, and traffic rules
Home and school safety rules

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Possible Community Field Trips:

Have students go on a walking field trip in the neighborhood and sketch signs. Discuss with students the importance of these signs, and ask what the consequences are of not following the signs? (When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

People Making Rules That Involve Consideration of Others and Provide for the Health and Safety of All

- Families develop rules to govern and protect family members.
- People in school groups develop rules to govern and protect themselves.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Choice Decision Making Civic Values	Classroom Activities <p>Involve students in comparing rules designed for children and adults. Chart on a Venn diagram.</p> <p>Have students identify health and safety workers in the neighborhood or community.</p> <p>Introduce rules for a group game with the students; allow students to practice using the rules.</p> <p>Involve students in developing and comparing a few rules for the classroom, playground, or field trip.</p> <p>Have students participate in a role play of what would happen in specific situations if there were no rules.</p> <p>With students' help, create a BIG BOOK OF RULES to display in the classroom and share with parents.</p> <p>Discuss with students sharing, taking turns, following directions, and asking permission.</p> <p>Discuss with students fire, seat belt, bicycle, and pedestrian safety. Also talk about how to stay safe in public places such as parks and malls.</p> <ul style="list-style-type: none"> • What does it mean to be healthy and safe? <p>Involve students in discussions of health and safety rules associated with water (e.g., wash hands before eating, never swim alone).</p> <p>Play taped sounds related to health and safety rules (e.g., ambulance siren, school bell, lifeguard whistle). Have students identify sounds.</p> <p>Add health and safety equipment to the dramatic play area (e.g., bike helmet, life jacket, stethoscope).</p> <p>Organize classroom chairs as seats on a pretend bus, plane, or train. Have students sing "The Wheels on the Bus" and allow them to take turns being the driver and to practice getting on and off safely. Have a class discussion on rules for drivers and passengers, and list rules on the chalkboard.</p>

Standard	Concepts/ Themes	CONNECTIONS
		Teacher Notes Students should be able to: <ul style="list-style-type: none"> • demonstrate awareness of rules for simple games. • use safety equipment consistently. • identify jobs performed by different health and safety workers. Teachers should: <ul style="list-style-type: none"> • Add new vocabulary to a WORD WALL. • What rules do we need to be safe at home, in school, in the neighborhood?

Interdisciplinary Connections



ARTS

Sing songs about health and safety and then discuss the messages.

Suggested Documents and Other Resources Selected by New York State Teachers

Trade Books:

Dinosaurs, Beware!: A Safety Guide by Marc Brown and Stephen Krensky

I Am Fire (Sol El Fuego) by Jean Marzollo

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

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Key Terms

KINDERGARTEN

adult	family	needs	taxi
airplane	firefighter	neighborhood	teacher
ambulance	five senses	nurse	temperature
animal	flag		today
apartment	flower	parent	tomorrow
	food	pet	tools
baby	friend	plant	traffic light
bank	furniture	principal	train
birthday		police officer	tree
boat	game	playground	trips
body part	girls		truck
boys	globe	responsibilities	
bridge	good	rights	uniform
brother	grow	river	
building	gymnasium	road	van
bus		routine	vote
	helicopter	rule	
cafeteria	hospital		wants
car	house/habitat	same/different	water
change	human	school	weather
child		season	week
citizenship	land	secretary	work(er)
city	leaf	seed	
classroom	library	service	year
clothing	like/dislike	shape	yesterday
community		sister	
country	mail carrier	sky (air)	
	map	store	
day	money	street	
dentist	month	stem	
doctor	moon	Sun	
	mother		
	mountain		

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.

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