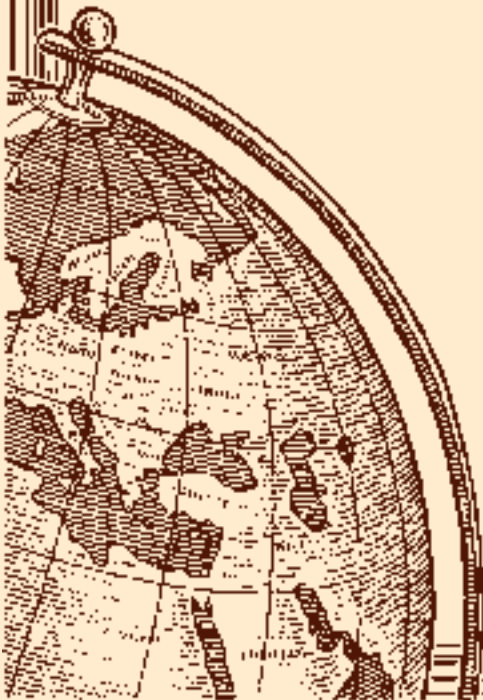


*Sample  
Instructional Activities  
for History and  
Social Science*

**Kindergarten**

*Commonwealth of Virginia  
Department of Education  
2002*





# *Sample Instructional Activities for History and Social Science*

## **Kindergarten**

**Developed by**

Newport News City Public Schools

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This document was edited in 2002 following the adoption of the 2001 History and Social Science Standards of Learning. The activities contained in this document are presented as samples only. While some activities offer a broader scope than that required by the Standards of Learning, all of the standards for this grade level or course have not necessarily been addressed. Teachers should rely on the *2001 History and Social Science Curriculum Framework* when developing lessons that align with the History and Social Science Standards of Learning to ensure that all critical content has been taught.



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# CONTENT OVERVIEW

## THEMES

History and social science lessons to be considered during the kindergarten year consist of four **Themes** or units of study called **Work Plans**:

**Demonstrating Citizenship as a Way of Life**

**Discovering Geography in Our World**

**Living in Community with Others**

**Experiencing History with People, Places, and Events**

Each work plan is presented through a series of **Essential Questions** that guide instruction and learning.

Work plans for the teacher and students serve as instructional guides. The work plans suggest ways of organizing instructional plans for the year. The kindergarten teacher should select, modify, and expand upon these suggestions.

The formats for the work plans at each grade level may vary, but essentially the work plans have the following components:

- an **Initial Activity**
- a variety of **Tasks**
- a **Concluding Activity**
- one or more means of **Assessment** (not given for every kindergarten theme).

The plans are intended to be a helpful framework upon which the teacher can design the work the students will do. If teachers find during the implementation of the plans that students are lacking a particular skill or a strand of knowledge, they can address the students' need at the appropriate time and then proceed with the plans.

The themes, essential questions, and instructional plans are drawn directly from the Virginia History and Social Science Standards of Learning (2001). English skills are an integral part of history and social science instruction. Hence, focus English Standards of Learning are referenced throughout the themes. At times, work plans incorporate Standards of Learning from art, music, mathematics, and science. Because some of the curriculum content for kindergarten is newly specified, this thematic organization is a good place for teachers to start their planning. Teachers should keep in mind that not *all* essential knowledge from the *2001 History and Social Science Curriculum Framework* is included in the tasks contained in this document. To ensure that all essential knowledge is covered in classroom instruction, teachers should be guided by the *2001 History and Social Science Curriculum Framework* when using this instructional resource document.

## STRANDS/CONNECTIONS

The thematic organization of this document provides plentiful opportunities for the blending of Standards of Learning for several subjects and the linkage of **strands of concepts** from several subjects. At times, therefore, the themes incorporate Standards of Learning from art, music, mathematics, and science. The concepts from each area of study addressed within the themes are printed in bold type in context. The most important strands of concepts for kindergarten are:

**Time.** Though it is difficult for kindergarten students to place people and events into a time perspective, by using concrete, meaningful examples, one can help them begin to form a concept of time. Before exposure to historical events and people can be meaningful, children must have a basic understanding of the time concept in their daily lives. The learning of the time concept might begin in the earliest grades with a calendar corner where days of the week, months of the year, and birthdays are shown on graphs. It continues as students experience the study of historical events and people. Humans need to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop. Students in early grades gain experience with sequencing to establish a sense of order and time. They enjoy hearing stories of the recent past as well as of long ago. In addition, they begin to recognize that individuals may hold different views about the past and to understand the connection between human decisions and their consequences. Thus, the foundation is laid for the development of historical knowledge, skills, and values.

**Space/Place.** Where things are located on a globe and how location is described are abstract concepts to young children. The focus of mapping experiences for young children must be on locating and symbolically representing objects and places in their daily lives. Students need practice in locating and describing places and relating one place to another, using maps and a globe. The study of these concepts begins in kindergarten as students learn to locate things as being in front of, behind, above, or below something else. Kindergartners can then begin to grasp the concepts of shape and boundaries by manipulating puzzle pieces. They can also begin to understand the more abstract concept of symbols by interacting with such common symbols as traffic signs and simple map features. The learning of geography begins early and builds through practice in conjunction with cognitive maturity.

**Economics.** Money, trading, markets, and choice are concepts that students need to learn in the elementary grades. These concepts provide us with ways to examine how people produce goods and services and how people consume those goods and services. These concepts become building blocks for understanding how the American economy works. Kindergartners can begin by examining the difference between the concepts of needs and wants. This idea can be set in historical context in November when examining the basic needs of the Pilgrims. Additionally, when the class is discussing nutrition, food as a need and as a want can be examined. Later, the identification of people and the jobs they do

within the community can introduce kindergartners to the place of work in our society. They can practice the securing of needs/wants by money exchange and saving.

**Civics.** Societies generally value the teaching of civic virtues. In school, this begins with socializing activities in kindergarten where students learn to observe rules, follow rules, and take turns as leaders and followers. They can practice patriotism and patriotic ritual by learning creeds and songs such as the Pledge of Allegiance and the National Anthem. They can be exposed to the symbols of our country and state such as the flag, eagle, cardinal, and common monuments. Virtues that are valued by our society, such as honesty and courage, should be recognized and encouraged within the classroom community and can be reinforced through stories of exemplary citizens such as Johnny Appleseed.

## ASSESSMENT

Statewide assessment of the Virginia Standards of Learning begins in the spring of the third grade. These Standards of Learning assessments are designed to test the extent to which students have learned the content and skills specified in the Standards of Learning. The third-grade assessment will consist of multiple-choice items and will cover the mathematics, science, English, and history and social science skills and content identified for kindergarten and grades 1, 2, and 3.

Most third-grade students will have had only limited experience with a multiple-choice test format. Therefore, it is recommended that teachers use classroom assessments consistent with the multiple-choice format whenever feasible to give students practice with that type of test.

The content assessed on each Standards of Learning test can be grouped into categories that address related content or skills. These categories are called *Reporting Categories*. For example, the reporting categories for the third-grade History and Social Science Standards of Learning test are:

- *History*
- *Geography*
- *Economics*
- *Civics*.

Two sample questions for each reporting category in the test are shown below. Choice options on the tests are labeled A, B, C, and D for odd-numbered items; even-numbered items have choice options labeled F, G, H, and J. The correct answer to each sample question is marked with an asterisk.

**Sample Test Questions — Third Grade History and Social Science  
Standards of Learning Test**

Category	Question	Question
History	Robert E. Lee is to Lee-Jackson Day as Pilgrims are to A. Presidents' Day B. Independence Day C. Veterans Day D. Thanksgiving Day.*	The ancient Chinese civilization built the Great Wall mainly to F. provide water for their crops G. honor their emperors H. protect against invaders* J. teach building methods to other people.
Geography	In which direction did the English people sail to reach the Jamestown colony in Virginia? A. North B. South C. East D. West* (Note: Items such as this <i>might</i> be accompanied by a map.)	Which mountain range is located between Virginia and West Virginia? F. Appalachian Mountains* G. Rocky Mountains H. Catskill Mountains J. Adirondack Mountains
Economics	Which of these do people <i>most</i> need to survive? A. Milk B. Water* C. Beef D. Apples	Which of these people's salaries is usually paid from tax money? F. A dairy farmer G. A long-haul trucker H. A teacher* J. A television actor
Civics	A mayor is the elected leader of a A. school B. city* C. country D. state.	Students who stand facing the flag with their hands placed over their hearts are most likely F. performing a play G. learning how to read H. showing respect for their country* J. sharing stories about their families.

The reporting categories for the third-grade English test are:

- *Plan, compose, and revise paragraphs, stories, letters, and reports.*
- *Edit for grammar, capitalization, punctuation, and spelling.*

**Sample Test Questions — Third Grade English Standards of Learning Test**

Category	Item	Question
Plan, compose, and revise paragraphs, stories, letters, and reports.	<p>Mario made a list of questions about his Aunt Isabel’s farm. Use it to answer question 1.</p> <p>Where is the farm located? How big is the farm? What buildings can be found on Aunt Isabel’s farm? What crops does Aunt Isabel grow on her farm? What chores must Aunt Isabel do on her farm?</p>	<p>1. Which of these questions could Mario add to his list?</p> <p>A. What animals can be found on Aunt Isabel’s farm?*</p> <p>B. How many farmers are there in the state?</p> <p>C. Did my cousin Roberto visit the farm?</p> <p>D. Why do farms have so much dirt?</p>
	<p>Here is the first part of Mario’s rough draft. Use it to answer question 2.</p> <p><i>(1) This report is about my Aunt Isabel’s farm. (2) My Aunt Isabel has always lived on a farm. (3) She says the farm is her home. (4) The farm is where she likes to be the most. (5) She likes it when I come to visit her. (6) I like to visit because I get to see what happens on a farm every day. (7) I visited New York once.</i></p>	<p>2. Which of these does not belong in Mario’s report?</p> <p>F. 3 G. 4 H. 5 J. 7*</p>
Edit for grammar, capitalization, punctuation, and spelling.	<p>Read this next section of Mario’s rough draft and answer questions 3 and 4. This section has groups of underlined words. The questions ask about these groups of words.</p> <p><i>(8) Aunt Isabel wakes up early each morning to do the chores. (9) She has to feed the chickens and milk the cows. (10) I helped her once and it was fun. (11) I spent a weak there last summer. (12) I won’t ever forget that trip. (13) It was the best time of my life.</i></p>	<p>3. In sentence 10, <u>I helped her</u> should be</p> <p>A. changed to “I help her” B. changed to “I have helped her” C. changed to “I will help her” D. left as it is.*</p> <p>4. In sentence 11, <u>spent a weak there</u> should be</p> <p>F. changed to “spent a week their” G. changed to “spent a weak their” H. changed to “spent a week there”* J. left as it is.</p>

This information about the state assessment in third grade is provided so that kindergarten teachers may know what kind of information students will be held accountable for in the future.

The **Assessment Section** for some themes includes suggestions for student-produced materials that could be used for assessment and become part of a student’s portfolio. Language arts skills can be assessed by tracking individual progress on oral and written work. Map skills and knowledge can also be easily assessed through project work included in the portfolio.

Finally, the **Assessment Section** may include suggestions for classroom activities that require assessment by teacher observation. Classroom and school civic behaviors are best assessed through observations by the teacher or another objective observer. Art work, plays, oral presentations, and other performances are also best assessed in this manner.

## SUGGESTED RESOURCES

The list of suggested resources at the end of this kindergarten document includes print, visual, and electronic resources for each theme, providing information for the teacher and students. The resource list is not exhaustive, and teachers are encouraged to make additions to the list. Commercial resources are vital to each theme. The resource list includes books that are considered challenging for students in kindergarten, materials that are generally introduced to kindergarten students, and below-level materials for kindergartners. All students should experience all ranges of the resources: advanced students benefit from the content of below-level materials, while less experienced students can benefit from challenging materials.

## SKILLS

The History and Social Science Standards of Learning are designed to develop the knowledge and skills of history, geography, civics, and economics that:

- enable students to place in perspective the people, ideas, and events that have shaped our state and our nation
- enable students to understand the basic values, principles, and operation of American constitutional democracy
- prepare students for informed and responsible citizenship
- develop students’ skills in debate, discussion, and writing
- provide students with a framework for continuing education in history and the social sciences.

The charts below provide guides for introducing and reinforcing important skills in history and social science and in English.

**History and Social Science Skills**

Key: I = Initiate; R = Reinforce; M = Master

<b>SKILL CATEGORIES</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>MAP &amp; GLOBE SKILLS</b>						
<b>A. Making and Interpreting Maps and Globes</b>						
• Draw maps of familiar, given objects or areas.	I	R	R	R	M	
• Interpret maps and globes.		I	R	R	M	
• Compare maps and globes and make inferences.		I	R	R	R	R
<b>B. Interpreting Direction</b>						
• Use compass rose to identify and use cardinal directions.		I	R	R	M	
• Identify and apply intermediate directions.				I	R	R
• Locate places, using a grid system.		I	R	R	M	
• Locate places, using longitude/latitude on maps and globes.						I
• Apply longitude/latitude (meridians and parallels) to identify direction on maps and globes.						I
<b>C. Interpreting Location</b>						
• Locate areas (regions) on maps and globes.		I	R	R	M	
• Identify and locate continents, oceans, and other major features on maps and globes.		I	R	R	M	
• Identify and explain distortions in map projections.						I
• Identify regional patterns on maps and globes.						I
• Interpret regional patterns on maps and globes.						I
<b>D. Interpreting Distance</b>						
• Measure distance, using a simple scale.		I	R	R	M	
• Estimate distance, using a scale.		I	R	R	M	
<b>E. Interpreting Symbols</b>						
• Make/Use simple map symbols.		I	R	R	M	
• Differentiate color symbols on maps and globes.		I	R	R	M	
• Use map key and legend.			I	R	M	
• Interpret abstract map symbols.					I	R
<b>CHART/GRAPH and PICTURE/CARTOON SKILLS</b>						
• Make and explain pictorial, bar, and circle graphs.		I	R	R	M	
• Make and explain bivariate line graphs.						I
• Construct and explain simple charts.	I	R	R	R	M	
• Explain charts comparing two or more concepts.			I	R	R	R
• Identify primary ideas expressed in graphic data.	I	R	R	R	M	
• Identify and explain symbols expressed in cartoons and pictures.	I	R	R	R	M	

<b>SKILL CATEGORIES</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
• Interpret the idea/concept or event expressed by a cartoon or picture.		I	R	R	R	R
• Construct and explain a spreadsheet.						
<b>TIME/DATE SKILLS</b>						
• Sequence events in chronological order.	<b>I</b>	R	R	R	M	
• Make and use time lines.		I	R	R	M	
• Make and use calendars.		I	R	R	M	
• Use time zones.					I	R
• Use B.C./A.D. time measures.					I	R
<b>INFORMATION PROCESSING SKILLS</b>						
<b>A. Locating Information</b>						
• Follow oral and written directions.	<b>I</b>	R	R	R	M	
• Locate and use information from print and nonprint sources.	<b>I</b>	R	R	R	M	
• Use resource materials.	<b>I</b>	R	R	R	M	
• Use library and technology references.	<b>I</b>	R	R	R	M	
• Define and use social science terms.	<b>I</b>	R	R	R	M	
<b>B. Gathering Information</b>						
• Collect, organize, and record information.	<b>I</b>	R	R	R	M	
• Write a coherent paragraph on a social studies topic.		I	R	R	M	
• Write a letter expressing an opinion.				I	R	R
• Identify and use reliable sources.				I	R	R
<b>C. Evaluating Information</b>						
• Gather, classify, and interpret information.	<b>I</b>	R	R	R	M	
• Distinguish between relevant and irrelevant information.			I	R	R	R
• Evaluate information for accuracy and separate fact from opinion.	<b>I</b>	R	R	R	M	
• Distinguish between primary and secondary sources.					I	R
<b>D. Using Technology</b>						
• Develop and design multimedia presentations.					I	R
• Use a computer to write reports.		I	R	R	R	R
• Use a computer to research information.					I	R
• Participate in interactive videos.						I
• Communicate with others through on-line programs (Internet).		I	R	R	M	
• Evaluate information from various forms of multimedia materials.		I	R	R	M	
<b>REASONING SKILLS</b>						
<b>A. Interacting in Groups</b>						
• Participate in groups, using democratic processes.	<b>I</b>	R	R	R	M	

SKILL CATEGORIES	K	1	2	3	4	5
• Make decisions.		I	R	R	M	
• Select and defend positions.					I	R
• Differentiate among various points of view, including one’s own and those of others.	I	R	R	R	R	R
<b>B. Using Problem-Solving Skills</b>						
• Identify and state the problem.		I	R	R	R	R
• Draw conclusions and make generalizations about data.		I	R	R	R	R
• Explain cause and effect relationships.				I	R	R
• Recommend resolutions to issues involving conflicting points of view.				I	R	R
• Make decisions based upon information.	I	R	R	R	R	R
<b>HISTORICAL ANALYSIS SKILLS</b>						
• Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.					I	R
• Differentiate between historical facts and historical interpretations.					I	R
• Distinguish fact from fiction.					I	R

The goals of English education are to teach students to read and to prepare students to participate in society as literate citizens, equipped with the ability to communicate effectively in their postsecondary education, their communities, and their work places. As they progress through the school years, they will become active and involved listeners and will develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies. Proficient use of the English language will enable students to explore and articulate the complex issues and ideas encountered in public and personal life.

English Standards of Learning for each grade level are organized in four related strands: Oral Language, Reading/Literature, Writing, and Research. The Standards of Learning for each grade level are preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The standards reflect a balanced instructional program and document a progression of expected achievement in each of the four strands. This organization of standards also reflects the gradual progression in the development of skills.

Oral Language includes speaking and listening. In the early grades, students learn to participate in classroom discussions. Over the course of several grade levels, students learn to prepare and deliver presentations and to critique them in order to improve delivery. Students’ home and cultural languages are the starting points for all language learning; however, competency in the use of standard English is the goal for all students. Therefore, daily speaking opportunities, both formal and informal, should be a part of every English program.

Reading begins with an awareness of the concepts of print and the sounds and structure of language. Students acquire a strong foundation in phonetic principles in the primary grades. They use independent reading strategies to read fluently and with comprehension. They study the structure of words and language throughout all grades. Frequent interaction with a broad array of first-quality literature will engage the reading skills of students and invite them to develop an appreciation for the power and beauty of the written word.

Writing begins with letter formation. Students become increasingly aware of the structure of language and improve their written communication through frequent opportunities to apply narrative, persuasive, and expository skills. Daily reading, writing, and oral language experiences are essential. A combination of teacher-guided reading experiences and independent reading is necessary in helping students develop a lifelong reading habit and an appreciation for literature. Developing this appreciation is a process that should be emphasized at every grade level.

Research standards also are developed across grade levels. Through these standards, students learn to acquire information from a variety of sources. This information may be used in planning and delivering presentations and reports.

Although the strands are developed separately, they are integrated in the classroom. Students use speaking and listening as they read and write. Students use reading, writing, speaking, and listening as they work on research projects. The English strands are critical also if students are to be successful in learning other subjects. Students research topics in history and social science, write summaries of science experiments, and explain mathematical problem-solving strategies.

Proficiency in reading, writing, listening, speaking, and research skills allows students to learn and use knowledge to make meaningful connections between their lives and academic disciplines. There should be a concerted effort to relate required reading selections in English to studies in other core subjects, including mathematics, science, and especially history and social science. Standards of Learning that incorporate rigor in English will help students develop the expected performance competencies.

**English Skills**

<b>SKILL CATEGORIES</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>ORAL LANGUAGE</b>						
Listening	<b>K.1</b>	1.1	2.2	3.1	4.2	5.1
Vocabulary	<b>K.2</b>	1.2	2.2			
Phonemic Awareness	<b>K.4</b>	1.4				
Conversation	<b>K.3</b>	1.2,1.3				
Creative Drama	<b>K.1</b>		2.1			
Small Group Interaction			2.3	3.1	4.1	5.1
Presentations				3.2	4.2	5.2, 5.3
<b>READING/LITERATURE</b>						
Print Awareness	<b>K.5, K.6</b>	1.5				
Alphabet	<b>K.9</b>					
Decoding	<b>K.7</b>	1.9	2.4			
Phonics		1.6	2.5	3.4		
Context		1.7	2.6	3.3		
Syntax		1.8				
Word Study					4.3	5.6
Comprehension	<b>K.8</b>	1.10	2.7	3.5	4.5	5.6
Literature		1.11	2.8	3.6	4.4, 4.6	5.5
<b>WRITING</b>						
Handwriting	<b>K.10</b>	1.13		3.9		
Composing		1.12	2.9	3.7, 3.8	4.7	5.7
Style		1.12	2.10	3.8	4.7	5.7
Sentence Formation		1.12	2.10			
Usage			2.10		4.7	5.7
Mechanics		1.12	2.10		4.7, 4.8	5.7
Prewriting		1.12	2.9	3.7, 3.8	4.7	5.7
Writing, Revising, Editing, Publishing	<b>K.11</b> <b>K.12</b>	1.12	2.9 2.10	3.7 3.8	4.7, 4.8	5.7
<b>RESEARCH</b>						
Asking Questions	<b>K.13</b>				4.9	
Locating Information and Reference Materials		1.14	2.11	3.10	4.9	
Organizing, Evaluating, and Synthesizing Information					4.9	5.8
Crediting Sources						5.8
Using Technology	<b>K.12</b>					5.8



# THEME I

## DEMONSTRATING CITIZENSHIP AS A WAY OF LIFE: BEHAVIOR IN SCHOOL

The activities contained in this document are presented as samples only. While some activities offer a broader scope than that required by the Standards of Learning, all of the standards for this grade level or course have not necessarily been addressed. Teachers should rely on the *2001 History and Social Science Curriculum Framework* when developing lessons that align with the History and Social Science Standards of Learning to ensure that all critical content has been taught.

This work plan is centered on the Civics strand in the History and Social Science Standards of Learning (K.8). Primarily, students learn concepts underlying our democratic system of government — **individual rights, civic responsibilities, the rule of law, and a system of government**. In addition, students examine famous heroes and heroines who have defended individual and civil rights and who have demonstrated the highest ideals of **civic virtue**.

The lessons begin by considering the kindergarten classroom as a **community of citizens** (students) who have rights in the community and responsibilities to their peers and the group. The students focus on the ways friends treat each other, the necessity of rules at school and at home, and the individual responsibilities of students necessary for operating within a classroom community (such as caring for personal things and cleaning up).

This theme is developed through literacy framework strategies in the English Standards of Learning such as shared reading, reading aloud, shared writing, and independent writing. Additional strategies of role-playing and center work enhance student understanding of acceptable behavior within a classroom and school community.

### Essential Questions

1. In what ways are good citizens involved in their homes, schools, and communities?
2. What actions show examples of being a good citizen at school?
3. What are examples of rules? What are the consequences of breaking rules?

### Suggested Time

This work plan could be taught at the beginning of the school year. The History and Social Science Standards of Learning fit nicely with the establishment of classroom rules and routines. The questions examined in this work plan can be used with the class many times throughout the year as needed to reinforce acceptable behavior within the classroom and school.

### FOCUS STANDARDS OF LEARNING

#### History and Social Science

- K.8 The student will demonstrate that being a good citizen involves
- a) taking turns and sharing;
  - b) taking responsibility for certain classroom chores;
  - c) taking care of personal belongings and respecting what belongs to others;
  - d) following rules and understanding the consequence of breaking rules;
  - e) practicing honesty, self-control, and kindness to others.

#### English

- K.1 The student will demonstrate growth in the use of oral language.
- a. Listen to a variety of literary forms, including stories and poems.
  - b. Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
  - c. Participate in creative dramatics.
  - d. Begin to discriminate between spoken words and sentences.
  - e. Substitute words in a rhyming pattern.

## INITIAL ACTIVITY

### Essential Questions

- 1: In what ways are good citizens involved in their homes, schools, and communities?
- 3: What are examples of rules? What are the consequences of breaking rules?

This activity helps kindergartners answer the first essential question. A kindergartner brings to the classroom an understanding of **community** primarily based on the context of his or her family. Interactions with family members, siblings, and friends have shaped the kindergartner's view of personal rights and responsibilities and of cooperation and interdependence. The kindergarten teacher builds on this prior knowledge by teaching what sharing and friendship mean within the classroom environment.

The teacher begins by gathering the students. The teacher has invited a guest who comes into the room and visits with the students while unwrapping a piece of candy and eating it. The guest then excuses himself/herself and leaves. Following this unexplained example of not sharing, the teacher might read *The Rainbow Fish* by Marcus Pfister. After the reading, the teacher guides the students in understanding that sharing is a positive characteristic of **friendship** by questioning the students about the story and about how they felt when they were not offered any candy. The teacher might share individually-wrapped candies with the students. [Note: The teacher should keep in mind that some students may not respond well to certain foods; caution and good judgment should be used.] After eating the candy, the students glue the candy wrappers to a large paper friendship fish for display in the classroom.

Each student is then given a fish-shaped piece of paper on which to draw examples of how they will be a “friendship fish” in the class this year. The teacher may circulate among the students and write their dictation under their pictures. The fish are finally assembled into a class “friendship” big book. From this activity, the students can be led to understand that certain behaviors might be desirable within a class community. A study of classroom rules may follow.

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## TASKS

**Task 1 (Civics Strand):** Continue the focus on the way **friends** treat each other. One good approach is to read the big book *The More We Get Together* by Nellie Edge, referring to each illustration and asking questions such as, “Are the students in the story happy? Why do you think they are happy? What could we do in our classroom to be happy?” Ask students about ways friends treat each other. List ways friends can help each other at school. Write the story verse from a book such as *The More We Get Together* by Nellie Edge on a chart. Use a different color for the words: get, work, share. As students look at the chart, highlight the oral differences between words and sentences. [E K.1; H/SS K.8]

**Task 2 (Civics Strand):** Have the class sing the song “Look All the World Over, There’s No One Like \_\_\_\_\_,” thereby reinforcing the preceding work on establishing behavior suitable for **friendship** within a classroom. Have sentence strips ready and have students place the name of their friend at the end of the verse [E K.1]. Other suitable books that could be read and role-played are *Duck and Hen* by Joy Cowley and *First Day of School* by Claudia Mitchell et al. [E 1.1; H/SS K.8].

**Task 3 (Civics Strand):** Begin moving the students from a general understanding of acceptable “friend” behavior to a more specific understanding of how **rules** are made based on the need to get along together. Do this by making a T-chart. On one side, list the rules students have at home. On the other side, copy rules from home that would be helpful for the classroom. The teacher should help students adapt some of the home rules for classroom use. (See example below.) Lastly, the teacher and the students can add additional classroom rules as appropriate. [H/SS K.8]

Rules we follow at home	Rules we will follow at school
Put my toys away.	Line up to go to the playground.

**Task 3 (Civics Strand):** To further illustrate the need for **rules** at school, read *Jullian Jiggs* by Phoebe Gilman. Discuss how rules help us work throughout the day. To the class rules developed in the above T-chart, add another column for **consequences** for not following the rules. You might also add a section for community rules. This focus on rules can be expanded to cover rules on the bus (*School Bus* by Donald Crews), rules on the playground (*Morris and Boris at the Playground* by Bernard Wiseman), and rules in special places like the library (*Quiet in the Library* by Evan). [H/SS K.8]

**Task 4 (Civics Strand):** Aid students in exploring classroom **responsibilities** by following the “Guided Discovery” process as outlined by Ruth S. Charney in *A Newsletter for Teachers*, Vol. 3 (1), Spring 1991. In this article, she advocates setting up classroom centers for exploration activities. Suggested centers may include Literacy, Writing, Listening, Mathematics, Science, Blocks, Puzzles and Games, Technology, Sand/Water, Art, and Dramatic Play. Provide access to the centers gradually. Choose a familiar, important object in each center, such as a paper tablet in the Writing Center, a popular game in the Puzzles and Games Center, or a box of crayons in the Art Center. Examine and discuss with the students each of these objects, asking them questions about its nature, use, importance, proper storage place, and ways for sharing. Then, watch the students actually use these objects, and reinforce appropriate behaviors.

This process structures the students' first introduction to materials, routines, and centers of the classroom. It also helps in the development of necessary socialization skills the students need to participate in a center-based curriculum. The goals of this process are to excite the students to explore and play, to teach the students to communicate effectively with their peers and teachers, and to help the students learn to cooperate with each other. [H/SS K.8]

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## CONCLUDING ACTIVITY

Prepare a lesson centered around one or more of the stories in *Little Monster at School* by Mercer Mayer (interactive CD-ROM available from the library or from the Internet book supplier [amazon.com](http://amazon.com)).

- Print out (or draw) pictures of the major story events, enlarge them, and paste them on large story cards.
  - Read the story to the students.
  - Lead the students through a retelling of the story by showing the students the story cards one by one.
  - Let each student choose a story card and tell or dictate how the monster could have behaved differently to be a **friend** or **helper** in its school.
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## ASSESSMENT

Teachers will continually observe each student operating within the classroom to assess his/her understanding of **friendship** and **citizenship**.

**Portfolio Assessment:** Possible portfolio artifacts are:

- the student's "friendship" fish page
- written dictation taken when the student chose a monster picture and described "better behavior"
- a record of "friendship" behaviors displayed by the student and possibly recorded on the *More We Get Together* chart.

# THEME I

## DEMONSTRATING CITIZENSHIP AS A WAY OF LIFE: GOOD CITIZENSHIP

The activities contained in this document are presented as samples only. While some activities offer a broader scope than that required by the Standards of Learning, all of the standards for this grade level or course have not necessarily been addressed. Teachers should rely on the *2001 History and Social Science Curriculum Framework* when developing lessons that align with the History and Social Science Standards of Learning to ensure that all critical content has been taught.

### Essential Questions

1. What actions show examples of being a good citizen at school?
2. What can we learn about people and events from long ago?
3. Who are the people that we remember on holidays such as Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July)?
4. Why do we celebrate these holidays?

The second work plan in this theme extends the students' concept of **good citizenship**, focusing again on the Civics strand in the History and Social Science Standard K.8. The History and Social Science Standards of Learning suggest the use of fairy tales and folktales to reinforce desirable **virtues** in students. Virtues appropriate for kindergartners include: **self-control, courage, heroism, kindness, leadership, honesty, respect, and justice**. Teachers should note that good citizenship is not always clearly defined in folktales. Sometimes negative examples of virtues are found in stories such as in *Jack and the Beanstalk* by Matt Faulkner, where dishonesty is rewarded. Teachers can help the students acquire appropriate understandings of positive virtue by using comparison strategies between good and bad examples found in stories.

It is also suggested in the History and Social Science Standard K.1 that specific American holidays be used to celebrate people who have practiced such virtues. Holidays that lend themselves to such lessons include Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).

This theme encourages language development through literacy framework strategies in the English Standards of Learning such as shared reading and reading aloud. Additional dramatic strategies such as role-play and puppetry can encourage story telling to enhance students' understanding of desirable personal virtues.

### FOCUS STANDARDS OF LEARNING

#### History and Social Science

- K.1 The student will recognize that history describes events and people of other times and places by
- a) identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
  - b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).
- K.8 The student will demonstrate that being a good citizen involves
- a) taking turns and sharing;
  - b) taking responsibility for certain classroom chores;
  - c) taking care of personal belongings and respecting what belongs to others;
  - d) following rules and understanding the consequence of breaking rules;
  - e) practicing honesty, self-control, and kindness to others.

#### English

- K.8 The student will demonstrate comprehension of stories.
- a. Use pictures to make predictions about story context.
  - b. Retell familiar stories using beginning, middle, and end.
  - c. Talk about characters, setting, and events.
  - d. Use story language in discussions and retellings.
  - e. Identify what an author does and what an illustrator does.

### Suggested Time

Two to four weeks. After routines and classroom rules are in place, follow up with a focus on folktales to reinforce the characteristics of a good citizen. Each of the questions in this theme are critical to classroom management for the entire school year. They also lend themselves to repetition as needed throughout the year.

## INITIAL ACTIVITY

Explore with the students terms such as *long ago*, *past*, *present*, *real*, and *make believe*. Explain that history is made up of events that have already happened. Display a fairy tale book or books in the classroom (e.g., *The Little Red Hen* by Lucinda McQueen, *The Three Little Pigs* by David McPhail, *The Ugly Duckling* by Hans Christian Andersen, *The Boy Who Cried Wolf* by Freya Littledale). Ask the students to name a character from one of the books. Have them tell and describe what this character did in the story. Encourage the students to discuss other characters in the stories and the behaviors and actions of the characters.

From this exercise the teacher should be able to assess prior knowledge and determine how much time will be needed to familiarize students with the stories. After the students are familiar with the stories, the lesson of identifying characteristics of **good citizenship** can be undertaken.

These fairy tales will be used in “shared book” experiences to focus on the English Standard K.8 as well as the History and Social Science Standards K.1 and K.8.

## TASKS

**Task 1:** Select fairy tales based on the information gathered from the initial activity. Select a character(s) from the tales that will be used to teach the concepts of **self-control**, **justice**, **courage**, **heroism**, and **leadership**. Prepare a chart for each of the tales as in the example below:

Book Title	Character(s)	Citizenship Characteristics
<i>The Little Red Hen</i> by Lucinda McQueen	Red Hen (Also use a picture of the hen here.)  Cow (Use a picture of a cow as well.)	

After reading each story with the students, guide them through a discussion to fill in the last column of citizenship characteristics (behaviors), as indicated in the completed chart below:

Book Title	Character(s)	Citizenship Characteristics
<i>The Little Red Hen</i> by Lucinda McQueen	Red Hen (Also use a picture of the hen here.)	<ul style="list-style-type: none"> <li>worked hard, so was able to make and eat bread</li> <li>shared with and fed her children</li> </ul>
	Cow (Use a picture of a cow as well.)	<ul style="list-style-type: none"> <li>didn't help, so didn't get bread</li> </ul>

Continue building the charts as you and the students read the fairy tales. Display the charts together and review, compare, and contrast the characters and what they did.

Encourage the students to observe positive characteristics within themselves and their peers. The teacher can then verbalize the positive characteristic and model acceptance and approval of the behavior. [E K.8 and H/SS K.8]

**Task 2:** Move from fairy tales to selected folktales such as those about Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln. Explain to the students that although these stories are about real people, the details of the stories may be exaggerated or fictitious. (For more information about these and other historical figures, see the *2001 History and Social Science Curriculum Framework*.)

After the initial reading of a story, retell the story using selected props such as flannelboard characters, puppets, magnetic characters, dramatic-play costumes, sentence strips, and puzzle pieces. During this retelling, model for the students how they will be able to retell the story during center time, using the props. (Refer to the Guided Discovery process used in Task 4 of the previous work plan.) These lessons can be continued until the students are comfortable with the process they will be using in the centers. [E K.8]

**Learning Centers:** Supplement the classroom learning centers with materials that may reinforce the citizenship and other concepts discussed in the fairy tales and folktales. Some suggestions follow:

**Literacy**

- Provide flannelboard pieces to retell the tales. Use sentence strips with pictures to retell stories. [E K.8] Provide pictures to sequence the retelling of stories.
- Make up new endings for some of the tales. [E K.8].

**Listening**

- Listen to tapes of the shared books or poems that were read aloud. Listen to tapes of the students' retelling of the stories. [E K.1]

**Mathematics**

- Sort and classify different size objects discussed in the tales (e.g., beans, eggs, wheat grains). Make patterns with beans. Match objects to pictures of characters.

**Science**

- Provide materials that are used in some of the tales (e.g., straw, beans, pieces of brick, feathers). Have students investigate these materials and share their observations. These observations can be recorded in a class science journal.

**Dramatic Play**

- Provide props, puppets, and costumes for students to use when dramatizing tales. [E K.1]

**Blocks**

- Provide props for the students to build many different settings from the tales (e.g., bridges for *The Three Billy Goats Gruff* by Ellen Appleby). Duplos® or Legos® can also be used for building “brick” houses.

**Art**

- Supply a variety of art materials, and demonstrate how to make paper bag or stick puppets, paper plate masks, or gingerbread men relating to the tales.

**Puzzles and Games**

- Put out puzzles that relate to the tales.

**Technology**

- Provide any appropriate software relating to the tales.

**Sand/Water**

- Add props that will encourage the students to explore and investigate the properties of sand (e.g., encourage the students to build an island for the ugly duckling to share with his family).
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## CONCLUDING ACTIVITY

Collect pictures of students engaged in good citizen behaviors. Also collect pictures of students engaged in inappropriate behaviors. These can be found in magazines, old workbooks, health resource blackline masters, and other such resources.

Show the pictures to the students. Have each student select a picture and dictate a sentence about **good citizen behavior**. Write the students’ sentences on a chart, using a different color for the key characteristic word (e.g., write “honest” characteristics in blue, “hard work” characteristics in red, and so on).

Make a mural or bulletin board display from the products. [H/SS K.1, K.8]

## ASSESSMENT

The teacher will continually observe each student operating within the classroom to assess understanding of **friendship** and **citizenship**. In addition, the teacher will observe positive citizenship characteristics in the students.

**Portfolio Assessment:** Written or taped anecdotes of the students' behaviors can be included in a journal portion of the students' portfolios. The student's recognition of positive behaviors can be described after the fairy tale chart development. Any student's behavior that is included on the fairy tale charts can be referenced in the portfolios. The student's sentence dictation accompanying a chosen photo can be included.



## THEME II

### DISCOVERING GEOGRAPHY IN OUR WORLD: MAPS AND MODELS

The activities contained in this document are presented as samples only. While some activities offer a broader scope than that required by the Standards of Learning, all of the standards for this grade level or course have not necessarily been addressed. Teachers should rely on the *2001 History and Social Science Curriculum Framework* when developing lessons that align with the History and Social Science Standards of Learning to ensure that all critical content has been taught.

This work plan focuses on geography. Students will engage in activities that foster understanding of **maps**, **globes**, and other three dimensional **models** of the physical world. Students will learn and use the language and **symbols** associated with these models. The creation of a classroom model and map of their classroom will be included.

Students will also be introduced to terms signifying **direction**. Map and globe skills will be reinforced throughout the school year. Opportunities to include the Civics strand exist in this work plan, particularly with the introduction of state and national symbols.

Geographic concepts will be reinforced with literature selections, writing activities, and learning center activities. Learning about location within the context of a story enables students to acquire the knowledge that geography affects human behavior (e.g., some students in Alaska travel by snowmobile rather than by car). Students will focus on the concepts of **location** and **place** as they experience shared readings and find story locales on maps and globes. They will experience interactive writing as they create maps from the retellings of stories.

#### FOCUS STANDARDS OF LEARNING

##### History and Social Science

- K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on *near/far, above/below, left/right, and behind/in front*.
- K.4 The student will use simple maps and globes to
  - a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
  - b) describe places referenced in stories and real-life situations;
  - c) locate land and water features.
- K.5 The student will develop an awareness that maps and globes
  - a) show a view from above;
  - b) show things in smaller size;
  - c) show the position of objects.
- K.9 The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.

##### English

- K.2 The student will use listening and speaking vocabularies.
  - b. Use words to describe/name people, places and things.
  - c. Use words to describe location, size, color, and shape.
- K.6 The student will demonstrate an understanding that print makes sense.
  - a. Explain that printed materials provide information.
  - b. Identify common signs and logos.

#### Essential Questions

1. What words are used to describe the location of people, places, and things?
2. What can be used to show a model of the earth?
3. How can maps be used to locate areas referenced in stories and experienced in real life?
4. How are land and water features shown on maps and globes?

#### Suggested Time

Skill objectives of each work plan can be presented to the students during a two-week unit. However, geography concepts should be reinforced throughout the year. Concepts such

as **location** and **place** can easily be tied to historical events and people within the framework of the History and Social Science Standards of Learning.

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## INITIAL ACTIVITY

Display various types of **maps** and **globes**. Use the guided discovery method outlined in Task 4 of the first work plan of Theme I. Ask the students if they can name the objects and describe how they are used. Discuss the uses of the maps and globes. Ask them to describe occasions on which they have seen adults using maps or globes. Ask where maps and globes might be found in the school. This discussion should provide the teacher with information regarding the students' prior knowledge about maps and globes. [H/SS K.4]

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## TASKS

**Task 1:** To introduce map representations, talk about a **map** being a picture taken from above. Have a step stool available. Have a student stand on the stool and look down on a table. Ask the student to describe what he/she sees. Place a large piece of paper on the floor and draw the top of the table as the student describes it. Tape the drawing to the wall, and explain to the students how the drawing on the paper is a **map** of the tabletop. Repeat this activity with several other large items in the classroom. [H/SS K.4, K.5]

**Task 2:** Help the students create a **model** of the classroom. This will be an ongoing activity, with new components added daily. Help the students draw a map of the floor of the classroom on a large piece of sturdy cardboard. Help them determine what shapes should be drawn on other pieces of cardboard to “make” the walls. Help them to cut out the “walls” from the cardboard and glue them in place on the map of the floor. Next, have the students identify the doors of the classroom. Help them cut model doors in the cardboard. Continue this process with other features of the classroom, continually reminding the students to pretend that they are hanging from the ceiling and looking down on their classroom. Let the students choose what to include in the model of their room. Use paper, blocks, fabric, and other suitable materials to represent the room, rugs, furniture, toys, and other features of the classroom. [H/SS K.4]

**Task 3:** Extend the students' understanding of a **model** back to that of a **map**. Have the students stand over the model of the classroom. Next to the model, draw another rectangle on a large piece of paper. Ask the students what features from their model they want to include on the map of their classroom. When they suggest a feature that cannot be drawn without reducing it to a symbol (e.g., doors, windows), work with them to develop a **symbol** that makes sense to them.

Continue this process, adding new features daily. When completed, ask the students to help you develop a **legend** that defines the symbols. As an extension of the map activity, students could make and use paper dolls of themselves to take their parents on a “tour” of the classroom map. [H/SS K.4]

**Task 4:** Introduce a map of Virginia to the students. Hold up different Virginia maps and ask them if they can identify the **shape** of Virginia by looking at the maps/drawings. Have them outline the shape of Virginia in the air with their finger. Give each child a large puzzle piece of Virginia cut out of cardboard. Let them color their puzzle piece and draw on it as they wish. Ask them to draw around the shape, using it as a stencil. Then ask if they can draw the shape of Virginia on a piece of paper by themselves. [H/SS K.4] This study could be expanded at this point to familiarize the students with the symbols of Virginia (e.g., cardinal, dogwood, flag).

**Task 5:** Introduce a map of the United States to the students. Repeat the process described in Task 4 with the shape of the United States. Help the students trace Virginia from their puzzle piece onto their U.S. map, and then let them color the tracing. [H/SS K.4] Introduce national symbols to the students (e.g., the American flag, the bald eagle, monuments). [H/SS K.9]

**Task 6:** The students can add to their model-making skills by developing a model of the state of Virginia with a legend depicting land, mountains, water, cities, and roads. [H/SS K.2, K.3, K.4]

**Task 7:** Read a story about George Washington, Abraham Lincoln, or Dr. Martin Luther King, Jr. Depict their travels by using appropriate black line maps. [H/SS K.1; E K. 2]. Other stories that support mapping activities include:

- *You Can't Scare Me* by Annette Tison (the mouse's path throughout the story)
- *Little Red Riding Hood* by David McPhail (the path to Grandma's House)
- *A Beautiful Feast for a Big King Cat* by John Archambault and Bill Martin (represent house and cat, going back and forth, over and through)
- *The Thanksgiving Story* by Alice Dalgliesh (show water and land on globe, sail the ship across the oceans)
- *Picture Book of Paul Revere* by D. Adler (trace his ride on a map).

**Task 8:** Read the story *The Gingerbread Man* by Jim Aylesworth. Brainstorm with students possible places where the gingerbread man might hide in the school. On a large piece of paper, have students draw a map of those places. Using the map, ask students to find those places throughout the school as they look for the gingerbread man. Surprise the students with gingerbread cookies at the last stop on the mapped journey.

**Learning Centers:** Supplement the classroom learning centers with materials that support geographic exploration. Such strategies might include:

**Literacy**

- Create a classroom library using books and interactive print dealing with maps, globes, and different parts of the world.
- Provide flannelboard pieces to create maps and to reinforce the retelling of stories.

- Provide flannel pieces for creating a map of the room.
- Create sentence strips for pocket charts of any print related to geography.
- Use an overhead projector to project the shape of Virginia and/or the United States on a wall for the students to trace.

### **Writing**

- Create environmental print and traffic signs for students' use.
- Provide paper in the shape of Virginia on which students can write. Topics could include "Things I Like to Do in Virginia" and "Places I Like to Go in Virginia."

### **Listening**

- Make audiotapes of shared books, poems, and other geography-related printed materials that are read to students.
- Create a "following directions" activity using *near/far*, *above/below*, *left/right*, and *behind/in front*, and explain that these words are used daily to describe where people, places, and things are located.

### **Mathematics**

- Create a mathematics game with two dice — one with the words *north*, *south*, *east*, and *west* written on four of the six sides, and the other with numbers or dots on it. Make a block grid labeled N,S,E,W. Students start at a corner of the grid and roll the dice to determine the number and direction of the spaces they should move. The object of the game is to land on the treasure spot located in the middle of the grid. This could be used with a large grid for up to four students, or each student can have his/her own grid.

Use individual grids and the two dice described above. After the child rolls the dice, he/she places a bean on the correct block on the grid. After four turns, each child uses string to connect the beans that represent the route traveled.

Make small laminated maps with an A-B-C grid across the top and a 1-2-3 grid down the side. Laminate location cards with A2, B3, C1, and so on. After all of the cards are distributed and the students have placed a bean at each appropriate place on the grid as indicated by their location cards, use a string to show the route indicated by the beans.

This same type of game could be created using geoboards.

### **Science**

- Provide different kinds of maps, globes, and compasses for students to investigate. Using pictures, have students sort and classify types of weather, animals, and houses found in different parts of the world.

### **Blocks**

- Have the students build a town and then draw a map of it. Add appropriate props for role-playing.
- Add signs created in the Writing and/or Drawing Centers.
- Provide large vinyl floor maps for use in creating block structures.

*Dramatic Play*

- Label a suitcase for locations such as Virginia Beach, New York City, Idaho, Iceland, and Yellowstone National Park. Provide appropriate clothing (e.g., mittens, swimsuit, hiking boots) for sorting and classifying. Contact a travel agency to request pictures, posters, or maps of those locations.
- Provide a map for each child's use in finding a hidden treasure in the room.
- Play "Mother May I," using directional words.

*Art*

- Create a large mural of the earth, using pieces of paper and other art materials.
- Make and decorate suitcases for use in a dramatic play.
- Make a salt map of Virginia by outlining the state with glued yarn and filling the outline with a salt mixture. The same can be done with an outline of the United States.
- Make travel stickers reflecting different locations on a map.
- Create a "globe," using a nine-inch round inflated balloon. Cover this with papier-mâché. After the papier-mâché dries, paint the land and the water.

*Puzzles and Games*

- Provide puzzles of the United States and the world.
- Create file folder suitcases for going on a trip to Virginia Beach, Iceland, New York City, and Yellowstone National Park. Provide pictures of activities that might take place in the different areas for students to sort and place in the correct folder.
- Make board games with a literary theme. Using dots or squares, trace a path from a home base to a new location. Students may roll one or two dice and move that many spaces along the path. The goal is to reach a designated location.
- Use mazes for tracking paths.

*Technology*

- Provide appropriate software that your school may have. One example is the Fischer Price "Firehouse Rescue."

*Sand*

- Bury "treasure" that students can find by using a map. Allow students to set up an area and then use a map to take characters on a treasure hunt.

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## CONCLUDING ACTIVITY

The final activity will be built around the classroom model and/or map the students have created. After the map/model is complete, a variety of games can be played dealing with direction and position in space. [H/SS K.4]

**Game 1:** The teacher asks the students to close their eyes. The teacher or a student hides a marble, small object, or wrapped candy in the classroom. The teacher shows the other students on the model or map where the object is hidden. The students try to find the object.

If food is hidden, the winner may eat the food. [Note: Pay close attention to possible food allergies in order to avoid potential dangers to students' health.]

**Game 2:** The teacher moves a small toy person on the model (e.g., from the chalkboard to the art table). The teacher asks a student to watch this movement of the toy and duplicate this motion in the real room, using no words.

**Game 3:** The teacher asks the students to place small toy people, representing themselves and their friends, on the model as they are in the real classroom. For example, "See Linda in the corner. Let this toy girl be Linda. Where would she stand on our model of the classroom?"

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## ASSESSMENT

Geographical concepts can be difficult for young students to grasp. Students need to be directed and encouraged to develop and build concepts such as above/below and left/right. Caution must be used so that students do not develop misconceptions such as equating North/South with up/down. Teachers should carefully observe students to assess concept development.

**Portfolio Assessment:** Possible portfolio artifacts include:

- the student's individual Virginia map and United States map pieces
- anecdotal records of the student's free play in the various learning centers
- a description of the student taking a toy person through the classroom model.

## THEME II

### DISCOVERING GEOGRAPHY IN OUR WORLD: LOCATION WORDS

The activities contained in this document are presented as samples only. While some activities offer a broader scope than that required by the Standards of Learning, all of the standards for this grade level or course have not necessarily been addressed. Teachers should rely on the *2001 History and Social Science Curriculum Framework* when developing lessons that align with the History and Social Science Standards of Learning to ensure that all critical content has been taught.

#### Essential Question

1. What words are used to describe the location of people, places, and things?

This work plan continues and complements the previous work plan and should be introduced concurrently. It also focuses on the Geography strand of the History and Social Science Standards of Learning, particularly K.3, which emphasizes **relative location** of people, places, and things. Such abstract concepts are best introduced to young children by using concrete objects that can be moved or manipulated to help students understand terminology used to describe **position**. Literacy framework strategies such as shared reading, read-alouds, and independent reading are used to support the acquisition of location concepts.

#### FOCUS STANDARDS OF LEARNING

##### History and Social Sciences

- K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on *near/far, above/below, left/right, and behind/in front*.

##### English

- K.2 The student will use listening and speaking vocabularies.
- b. Use words to describe/name people, places and things.
  - c. Use words to describe location, size, color, and shape.
- K.6 The student will demonstrate an understanding that print makes sense.
- a. Explain that printed materials provide information.
  - b. Identify common signs and logos.

#### Suggested Time

The objectives in this work plan can be presented to students in two to three weeks. However, these geographical concepts should be reinforced throughout the year.

### INITIAL ACTIVITY

Teachers can use music and movement to assess the students' prior knowledge of positional terminology. The teacher leads the students in singing the song *I've Got My Dog Bone Over My Head* (sung to the tune of *He's Got the Whole World in His Hands*). While singing, the students move paper or other pretend "bones" according to the position named in the song. Students should be encouraged to name other positions and thereby create additional verses as the song continues. Include the words *near/far, above/below, left/right, and behind/in front* in the songs. [H/SS K.3]

## TASKS

**Task 1:** Shared reading with “big books” is the key instructional strategy used to support **positional** word objectives [H/SS K.3; E K.2c]. Read *Terrible Tiger* by Jack Prelutsky. Follow the tiger, focusing on **location** words. Research where big cats live. Paste pictures of big cats on a world map showing where they are found. *Going on a Bear Hunt* by Michael Rosen is a good follow up story. *Rosie's Walk* by Pat Hutchins is also good for positional/location words. (It can be revisited for a **mapping** activity, and it also provides strong support for descriptive words focusing on **colors** and **shapes**.)

**Task 2:** Read *Wheel Away* by Dale Dodds. Be creative, altering this story to a wall story of *Ball Away*. (A wall story is a verbal and visual retelling of a shared book or read-aloud.) As the new story is told, students illustrate it on large pieces of paper, one picture for each phrase in the new text. The teacher records the new text in big bold print underneath the pictures (see below). Upon completion of the work plan, the wall story can be compiled into a big book and used in the Reading Center. Future wall stories may reflect the development of literacy as more students move from emergent literacy to fluent reading.

A possible text for *Ball Away* might be

Oh no! See it go (A ball is shown bouncing away.)  
**Down** to the floor, (The path of the ball is shown going **down**.)  
**In front** of the door,  
**Far** from the chair,  
**Behind** the stuffed bear,  
**Left** and **right**, (The path of the ball is shown going **left** and **right**.)  
**Near** the light,  
**Back**. (The ball is shown bouncing **back** to its starting point.)

**Task 3:** Create charts with familiar environmental signs (**symbols**) such as McDonalds, Pizza Hut, Food Lion, the school logo, etc. Have students bring to class pictures from advertisements and add these pictures to the chart. Create environmental signs to use in the Block Center and in the Sand/Water Center. [H/SS K.4]

**Learning Centers:** The activities described above for Essential Question 1 — “What words are used to describe the location of people, places, and things?” — are also useful activities for this work plan. Teachers are encouraged to individualize instruction around this essential question by creating additional center activities. Geography concepts should be taught throughout the school year.

## CONCLUDING ACTIVITY AND ASSESSMENT

After the **models** or **maps** are completed, the students can compare and contrast the location of objects or places on them. Additionally, the legends created should help the students to use **positional words**. The assessment should involve student participation and performance as they describe **symbols** and objects found on the models, using the descriptors found in History and Social Science Standard K.3.



## THEME III

### LIVING IN A COMMUNITY WITH OTHERS: NEEDS/WANTS

The activities contained in this document are presented as samples only. While some activities offer a broader scope than that required by the Standards of Learning, all of the standards for this grade level or course have not necessarily been addressed. Teachers should rely on the *2001 History and Social Science Curriculum Framework* when developing lessons that align with the History and Social Science Standards of Learning to ensure that all critical content has been taught.

The Economics strand of the History and Social Science Standards of Learning emphasizes that American **citizens** must understand basic economic principles to know how to make wise economic decisions about their lives. Young students can be introduced to abstract economic concepts, but these concepts must be translated into meaningful examples to which students can relate. This standard can best be taught through literature, class discussions, and simulations rather than through center activities. For this reason, center activities are not included in this work plan.

#### FOCUS STANDARDS OF LEARNING

##### History and Social Science

- K.7 The student will
- identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have);
  - recognize that people use money to purchase goods.

##### English

- K.8 The student will demonstrate comprehension of stories.
- Use pictures to make predictions about story content.
  - Retell familiar stories using beginning, middle, and end.
  - Talk about characters, setting, and events.
  - Use story language in discussions and retellings.
  - Identify what an author does and what an illustrator does.

#### Essential Questions

- What are basic needs and wants?
- How do people get goods?
- What jobs do people do?

#### Essential Question 1: What are basic needs and wants?

The language of History and Social Science Standard K.6 is very specific in its terminology. Students must identify the difference between **basic needs** (things people need to live, such as food, clothing, and shelter) and **wants** (things people would like to have). Opportunities exist throughout the school year to develop this concept. The teacher should use every “teachable moment” to introduce economic awareness to students. For this theme, literacy framework components such as read-alouds, shared reading, independent writing, guided writing, and guided reading will be used.

#### Suggested Time

Teachers should use the other two work plans from this History and Social Science Theme III together with this work plan. This work plan makes an excellent transition from home to community and will probably require one to two weeks to implement as an introduction to the other work plans.

## INITIAL ACTIVITY

The teacher surveys the students by asking the class to answer the following questions and then graphing the answers:

1. How many of you have a place to live?
2. How many of you eat food?
3. How many of you have clothes?
4. How many of you have a new outfit for every day?
5. How many of you have a yacht or other kind of boat?
6. How many of you buy everything you see at the grocery store?
7. How many of you have a castle?

A class discussion follows as the teacher helps the students identify the difference between **needs** and **wants**. Graphs should be as simple or complex as the teacher desires.

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## TASKS

**Task 1:** Create a wall story, such as one from an innovation of *Shopping/Big Book* by Jillian Cutting.

**Task 2:** Guide the students in writing a letter relating to needs, such as a letter to Peter from the book *Peter's Chair* by Ezra Jack Keats, telling him why he no longer needs his chair.

**Task 3:** List and discuss reasons why the main character in a story might have had a terrible day. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst might be used for this activity.

**Task 4:** Create a class big book with each student writing one page and using the repetitive phrase taken from *The Magic Fish* by Freya Littledale. The teacher may wish to copy this verse on a chart:

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

Replace the words “my wife” with the student’s name. Then the students can write their wishes on their pages of the book. Create a shopping list on which each child must include a specified number of needs and wants.

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## CONCLUDING ACTIVITY AND ASSESSMENT

In order to help students understand that **wants** as well as **needs** can be met through an appropriate process, teachers should discover a meaningful activity that is defined as a want. This want can be obtained through a specific plan of action. For example, choices might include an ice cream sundae social, a video and popcorn party, or a pizza party. The teacher and students must then decide on the guidelines for acquiring this **luxury**. An example could be good cafeteria behavior or completing a task board for a designated period of time. Teachers will need to individualize this final activity to meet the needs of the class.



## THEME III

### LIVING IN A COMMUNITY WITH OTHERS: THE IMPORTANCE OF MONEY

The activities contained in this document are presented as samples only. While some activities offer a broader scope than that required by the Standards of Learning, all of the standards for this grade level or course have not necessarily been addressed. Teachers should rely on the *2001 History and Social Science Curriculum Framework* when developing lessons that align with the History and Social Science Standards of Learning to ensure that all critical content has been taught.

#### Essential Question 2: How do people get goods?

Like the first essential question, this one centers upon the Economics strand of the History and Social Science Standards of Learning [K.7]. Students need to know that **money** is used to purchase **goods** (things that people make or grow and that can be purchased) and **services**. And that these goods and services can be purchased now or in the future (the concept of saving).

#### FOCUS STANDARDS OF LEARNING

##### History and Social Science

- K.7 The student will
- identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have);
  - recognize that people use money to purchase goods.

##### English

- K.13 The students will begin to ask how and why questions.

#### Suggested Time

The objectives in this work plan can be presented to the students in conjunction with the lessons in the next work plan on jobs people have. The recommended time frame is three to five weeks.

## INITIAL ACTIVITY

Read a book such as *A Chair for My Mother* by Vera Williams. Conduct a guided discovery lesson (see Theme I) by introducing a piggy bank or jar with pennies as the object. Questions about the bank or jar should include:

1. What is this?
2. Have you ever seen one?
3. How is it used?
4. Do you have one at your house?
5. How is this like a bank that grown-ups might use?
6. What is *saving*?

## TASKS

**Task 1:** Read a book about **wants** and **needs**, such as *Chicken Sunday* by Patricia Polacco. Discuss wants and needs and the importance of saving for things that we want. Do a guided writing on “What you could do to earn money.”

**Task 2:** Read a book about money, such as *26 Letters and 99 Cents* by Tana Hoban. Focus on coin identification and counting money. Have students use coins to replicate collections found in the book. If coins are not available, students might draw replicas of those found in the book.

**Task 3:** Create a wall mural around the statement, “I am saving for...”

**Learning Centers:** Supplement the classroom learning centers with materials that support exploration of economic concepts. Such strategies might include:

### *Literacy*

- Create a classroom library of books and other printed materials dealing with economics.
- Provide flannelboard pieces of money for the students to manipulate.
- Make up and lead the students in saying a short rap or other poem that uses and defines the words *pennies*, *nickels*, *dimes*, and *quarters*.

### *Writing*

- Label this activity *The Mint*. Give stamps or stickers to students to use in creating class money. “Money” can be used to purchase Fruit Loops® in the Dramatic Play Center.

### *Listening*

- Tape readings of shared books, poems, read-alouds, or any other printed materials related to this essential question and have the students listen to them.

### *Mathematics*

- Sort, classify, and graph the number and type of coins in a jar.
- Estimate how many pennies, nickels, dimes, and quarters would fill a jar.

### *Science*

- Use balance scales to determine how many pennies would be needed to balance a block and how many would be needed to balance a pencil.
- Using a magnifying glass, examine old coins, and compare certain of their characteristics to those on a new coin.
- Drop water on a penny with an eyedropper to see how many drops are required to break the dome of water. Students record their estimations and results.
- Conduct experiments with salt, vinegar, and dull pennies. Have student put salt or vinegar on a penny and then observe and record what happens. Mix six tablespoons of vinegar and two tablespoons of salt in a jar. Drop the dull pennies in the jar and wait a few minutes. Rinse the pennies with water. Ask students to observe the pennies and describe what happened.
- Completely fill a bowl with gently sloping sides with water, and ask the students to estimate the number of pennies one must put into the bowl to cause the water to spill

over the edge. Allow the students to slip pennies down the sides of the bowl, confirming their guesses with the experiment. Try another experiment using dimes, nickels, or quarters to see if the same number of different-size coins will change the outcome.

- Drop a penny into a small glass that has been placed in a jar of water. Teachers will need to set up this refraction activity by putting a small clear glass inside a large glass jar, filling both with water. Have students drop pennies into the small glass and record their observations.

#### ***Dramatic Play***

- Provide props such as blocks to create a bank or store.
- Include writing materials for creating receipts, price lists, coupons, and labels.
- Have students fill small containers with Fruit Loops® and price them for sale. They can then purchase loops and string them to create their own necklaces.

#### ***Art***

- Create bookmarks with coin rubbings.
- Make patterned necklaces by placing Fruit Loops® on a string. (Necessary items may be “purchased” in Dramatic Play).
- Make piggy banks out of available materials.

#### ***Puzzles and Games***

- Play a “heads-or-tails” probability activity. Students play by flipping a coin and recording the number of heads and the number of tails.
- Play the “Piggy Bank Game,” a good game for identifying sets and adding, as found in *Young Children Reinvent Arithmetic: Implications of Piaget’s Theory* by C. Kamii (New York: Teachers College Press, 1985).
- Play “Cover the Piggy Game,” a good game for teaching five- to seven-year-olds to count, recognize coins, and identify the value of coins, as found in the source listed above.

#### ***Technology***

- Provide any appropriate software as available.

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## **CONCLUDING ACTIVITY AND ASSESSMENT**

Read a book about saving money. List ways to earn and save money for purchasing a gift. Create a class big book entitled *A Gift for Our Mothers*. Each child should contribute a page describing what he/she would buy for his/her mother and how the money was obtained.

The teacher should observe and assess the students’ understanding of the concepts of money and saving.



## THEME III

### LIVING IN A COMMUNITY WITH OTHERS: JOBS

The activities contained in this document are presented as samples only. While some activities offer a broader scope than that required by the Standards of Learning, all of the standards for this grade level or course have not necessarily been addressed. Teachers should rely on the *2001 History and Social Science Curriculum Framework* when developing lessons that align with the History and Social Science Standards of Learning to ensure that all critical content has been taught.

#### Essential Question 3: What jobs do people do?

This question builds naturally on the earlier essential question that focused on **needs** and **wants**. Now that the students can distinguish between needs and wants and understand that **money** must be used to buy goods or services to satisfy these needs and wants, they are ready to examine how money is earned through **work**.

[H/SS K.6]

Traditionally, the kindergarten curriculum has focused on a theme of “community helpers.” The History and Social Sciences Standards of Learning expand this theme, helping students become familiar with the jobs people do by examining examples from both the present community and historical accounts of earlier communities. This contrast between present and past provides an opportunity for teachers to support the concepts that history relates to **people of other times** and that **things change** over time.

[H/SS K.1]

Following the natural sequence of a curriculum that moves from home to school and then to community, connections can be made to other History and Social Science Standards of Learning for Kindergarten. For example, students can look at jobs that were present both in the past and today, such as doctor (hospital), house cleaner (home), teacher (school), and mayor (community). Students can begin to grasp the concept that common work needs are met in different ways over time. By introducing famous people from American history, students can see that everyone, even the famous, must work: Abraham Lincoln was a lawyer; Betsy Ross a seamstress/upholsterer, and so on. [H/SS K.1]. A study of commemorative holidays, such as Presidents’ Day, Lee-Jackson Day, and Martin Luther King, Jr. Day can serve to introduce jobs such as president or soldier and to acquaint students with community leaders. [H/SS K.1]

#### FOCUS STANDARDS OF LEARNING

##### History and Social Science

- K.1 The student will recognize that history describes events and people of other times and places by
- identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
  - identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents’ Day, and Independence Day (Fourth of July).
- K.6 The student will match simple descriptions of work that people do with the names of those jobs.

##### English

- K.1 The student will demonstrate growth in the use of oral language.
- Participate in creative dramatics.
- K.2 The student will use listening and speaking vocabularies.
- Use number words.
  - Use words to describe/name people, places, things.
  - Use words to describe location, size, color, and shape.
  - Use words to describe actions.
  - Ask about words not understood.
  - Follow one-step and two-step directions.
- K.3 The student will build oral communication skills.
- Listen and speak in informal conversations with peers and adults.
  - Participate in discussions about learning.
- K.13 The student will begin to ask how and why questions.

**Suggested Time**

Teachers should use the other two work plans from the theme “Living in a Community with Others” together with this work plan. Approximately three to five weeks may be needed.

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**INITIAL ACTIVITY**

Read a book about jobs. Point out and discuss the **jobs** people do. Have the students go through magazines and other print material looking for illustrations of people at work. Create a collage from the illustrations that have been found and cut out by the students, using one picture from each student. Ask each student to identify and discuss before the whole class his/her picture in the collage. Save the collage for a future writing activity.

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**TASKS**

**Task 1:** Using the collage from the initial engagement, the students can create labels for the jobs seen in the pictures. Make two sets of labels, attaching one set to the collage. Use the other set of labels to help the students categorize the identified jobs by webbing the categories on the board or a large piece of paper. Categories might include:

- people who help us when we are sick
- people who sell us things
- people who help us move from one place to another
- people who build things
- people who prepare meals
- people who produce food
- people who fight fires.

Have the students work in pairs or groups to draw an illustration for a category on the web. Attach their illustrations and the other set of labels to the web. [H/SS K.6]

**Task 2:** Use the shared reading of books to emphasize the concepts of **work** and **jobs**. Refer to the collage and web to see if these jobs were included. Some books that work especially well for this purpose are *The Berenstain Bears on the Job* by Stan and Jan Berenstain, *Maybe You Should Fly a Jet*, *Maybe You Should Be a Vet* by Theodore Le Sieg, and *Clifford Gets a Job* by Norman Bridwell.

**Task 3:** Create a class big book in which each student illustrates and describes/dictates a job he/she would like to try. In addition, illustrations and captions could be mounted on paper in the shapes of tools and hats associated with specific jobs the students have chosen for a wall display.

**Learning Centers:** These center activities will focus on **work**. The teacher should prepare the room by renaming the existing centers to correspond to various jobs people do. The centers become the work sites for the people doing the specified jobs. For example, the Writing Center could become a post office where a postal worker would work. The Blocks Center could become a construction site where a builder would work. The Literacy Center could become a mini-classroom where a teacher would work. The Listening Center could become a library where a librarian would work. The Puzzles and Games Center could become a laboratory where a detective might work. The Computer Center could become an office where an office worker might work. The Dramatic Play Center could become a store where a storekeeper would work.

As new jobs are introduced, new job sites can be added or existing sites replaced. Hats and props can be provided for the students to foster creativity and to keep the “workers” at the right “job.” Pocket charts are useful as an organizational tool much like a task board with names of jobs and their location. Students will gain access to a site by naming the job they wish to have for the day.

***Literacy Center/Mini-classroom***

- Provide books, charts, and other print materials for students to read aloud to one another.

***Writing Center/ Post Office***

- Provide stamps, envelopes, paper, pencils, markers, stickers, and a mailbox or mailbag for the postal worker to use in sorting and delivering the mail.

***Listening Center/ Library***

- Tape readings of shared books, poems, and read-alouds, or any other printed materials related to this topic. The task of a librarian is to screen the materials and choose new books/tapes for the class library. The librarian will also organize and shelve materials during clean-up.

***Mathematics Center/ Bank***

- Provide play money and receipt forms for the students to sort, classify, and graph money.
- Provide coin wrappers for the students to count coins and roll them in the wrappers.

***Science Center/ Laboratory***

- Provide many different instruments that a scientist might use. Have a task prepared that each child can do and record the result in a class science journal. For example, let the students weigh different items on a scale and then draw pictures in the journal of the objects they weighed, label the pictures, and record/dictate how much the objects weighed.

***Blocks Center/Construction Site***

- Provide large pieces of paper for the students to pre-plan their buildings like a builder or an architect might do. They can draw their “building plans” and then build the buildings.

***Art Center/ Studio***

- Collect reproductions of still-life paintings, and hang them around the painting area. Provide fruit or other objects that the students can arrange and then use to paint their own still-life picture.
- Provide materials for the students to create props and costumes for a “Career Fair.”

***Puzzles and Games Center/ Laboratory for Detective***

- Provide pictures of jobs and props. The task is to match the jobs with props associated with that job.
- Have students play the *No Luck Card Game*.  
This fast paced card game for 2-4 players will have your students thinking about careers while grouping objects used by different professions.

Make 36 3" x 5" playing cards from tag paper. Using catalogs, magazines, or newspapers, find pictures of three objects associated with each of the following occupations: store keeper, fire fighter, secretary, carpenter, maintenance worker, mail carrier, hairdresser, nurse, telephone repair person, homemaker, dentist, and printer. For example, you might find pictures of a thermometer, a hat, and a needle for a nurse. Paste these pictures on the cards.

**Directions:** All cards are combined, shuffled, and dealt equally to the players. The object is for each player to use all his/her cards by making career groups. To begin, players make “packs” by putting together any three cards that would be used in a profession. Each completed pack is reviewed by the group and placed face down in front of the player. Taking turns, each player looks at her/his remaining cards and decides to which profession they belong. He/she then asks any player for a card that would complete his/her pack. For example, “Do you have something used by a fireman?” If the player has such a card, he/she must hand it over. The player receiving it adds it to his/her hand. If it completes a pack of three, the pack is reviewed by the group and placed face down in front of the player. If the player asked does not have a card, he/she says, “no luck,” and play moves on to the next player. The first player to get rid of all his/her cards is the winner.

***Technology Center/ Office***

- Provide a word processing program for students, such as *Kids Pix*, to create “office documents.” Provide props such as staplers, paper clips, pens and pencils, and files.

***Sand and Water Center/ Archeological Dig Site***

- Provide props, such as small spades, brushes, and string, for students to dig and discover “rocks” or “fossils.” Have students guess what jobs were performed with the tools.

**CONCLUDING ACTIVITY**

Plan a “Career Fair” day as a culminating activity for this work plan. Each child will select a career that interests him or her. Have the students prepare a presentation for public performance called “Someday I May Be a...” Costumes and props should be part of the research and preparation. Invite parents and/or other classes to watch the students share what they have learned. The presentations can be videotaped so that all the students and parents may have the opportunity to see the performance.

**ASSESSMENT**

The student, speaking in a group setting, will demonstrate his/her understanding of jobs people do. The teacher will document students' progress.

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**POEMS, FINGERPLAYS, AND SONGS**

Find songs and/or poems about an interesting and familiar job or jobs people do (e.g., bus driver, pilot, farmer, teacher, fire fighter, dentist, barber, cook). Read them to the class and teach the class to sing/say them. Make up finger/hand/arm motions to portray and accompany them.



## THEME IV

### EXPERIENCING HISTORY WITH PEOPLE, PLACES, AND EVENTS

The activities contained in this document are presented as samples only. While some activities offer a broader scope than that required by the Standards of Learning, all of the standards for this grade level or course have not necessarily been addressed. Teachers should rely on the *2001 History and Social Science Curriculum Framework* when developing lessons that align with the History and Social Science Standards of Learning to ensure that all critical content has been taught.

This theme focuses on the History and Civics strands of the History and Social Science Standards of Learning. Students will be introduced to the traditional patriotic **symbols** associated with the United States. They will learn how these symbols are related to commemorative **holidays** such as Thanksgiving Day or Independence Day (Fourth of July). Students will also identify important people of the **past** and how these people relate to traditional holidays and symbols.

#### Essential Question

How is life today different from life of long ago?

#### Suggested Time

This work plan can be completed in two to three weeks. It should be taught toward the end of the school year because students will be older and better able to understand the concepts of **past, present, long ago, and far away**.

#### INITIAL ACTIVITY

Descriptions of life in the past and present can be shared by families through pictures and stories. Have the students bring photographs of themselves to school, depicting the following times in their lives: birth, first tooth, first steps, first day of school, any other celebrated events. If photographs are not available or if the students would prefer, have each student illustrate these events of his/her life. Using the photographs and/or illustrations, help each student create a personal time line and calendar depicting growth and change in his/her life and the celebrations surrounding such events. Help the students label the events under the pictures on their time lines.

#### FOCUS STANDARDS OF LEARNING

##### History and Social Science

- K.1 The student will recognize that history describes events and people of other times and places by
- identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
  - identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).
- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.
- K.8 The student will demonstrate that being a good citizen involves
- taking turns and sharing;
  - taking responsibility for certain classroom chores;
  - taking care of personal belongings and respecting what belongs to others;
  - following rules and understanding the consequence of breaking rules;
  - practicing honesty, self-control, and kindness to others.
- K.9 The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.

##### English

- K.5 The student will understand how print is organized and read.
- Hold print materials in the correct position.
  - Identify the front cover, back cover, and title page of a book.
  - Follow words from left to right and top to bottom on a printed page.
  - Match voice with print, associating oral phonemes, syllables, words, and phrases with their written forms.
- K.11 The student will draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

## TASKS

**Task 1:** Remind students that families celebrate certain days together with special plans and events. Survey the students, asking them to describe **celebrations** they have attended with their families. Examples might include birthdays, family reunions, anniversaries, holidays, and weddings. Graph the different answers. [H/SS K.2]

**Task 2:** Tell students that just as we have family and personal celebrations, our country also has celebrations called **holidays**. One celebration is the birthday of our country. There are important Americans who helped make this celebration possible. George Washington and Betsy Ross are two important Americans who helped with our Independence Day celebration. As you discuss these holidays, create a T-chart with family celebrations on one side and our nation’s celebrations to the other side. [H/SS K.2]

**Task 3:** Together with the students, choose one of the national celebrations from the chart made in Task 2. Create an interactive writing “shopping list” for the celebration. Also create an “invitation” to attend the celebration. These writings will provide an excellent text for the students to read independently. [H/SS K.1]

**Task 4:** Read *The Cake That Mack Ate* by Robart Rose and write a description of what type of cake Mack ate. Create a recipe for a cake that the students might eat.

**Task 5:** Even though **allegiance** is a difficult concept for kindergartners to understand fully, they can understand that they are agreeing to do certain things to take care of their school. Help the students list things they could do to show that they care about and for their school. Guide the students in writing a “pledge of allegiance” to their school. [H/SS K.9]

**Task 6:** Teach the students to recognize the Pledge of Allegiance to the United States. [H/SS K.9]

**Learning Centers:** The center activities that follow move from a personal view of celebrations to a broader national and historic view of celebrations.

### *Literacy*

- Supply books and interactive print dealing with celebrations, historic events, and people such as: *Picture Book of Paul Revere* by David Adler, *The Flag We Love* by Pam Munoz Ryan, *The Berenstain Bears and Too Much Birthday Cake* by Stan and Jan Berenstain, *Jake Baked a Cake* by B.G. Hennessy, and *A Letter to Amy* by Ezra Jack Keats.
- Provide flannel board pieces to create flags and to retell historic events.

### *Writing*

- Help each child write/draw his/her own “pledge of allegiance” to his/her family.

### *Listening*

- Make tapes of appropriate books that describe celebrations and/or holidays.

**Mathematics**

- Estimate how many party favors are in a jar.
- Add and subtract different colored stars.
- Cut a supply of 1½” by 9” strips from red, white, and blue construction paper. Have the students create patterns with the strips.

**Science**

- Select items to place in five different gift boxes, and wrap the boxes as presents. Number the presents from 1 to 5. Have students gently shake each box, listen to the sounds, and guess what is inside. Then have them write the number of each box on a piece of paper and draw a picture of what they think is in each box. Have scales and rulers available for students to measure and weigh the packages. Open the boxes and show the contents of each box to the students.

**Blocks**

- Provide Tinker Toys®, Lincoln Logs®, and Legos®, if available, to build replicas of historic statues and famous landmarks. Provide pictures for reference.

**Dramatic Play**

- Supply props (aprons, hats, etc.) and puppets of life **long ago** when the country was founded.
- Have the students create a museum of things from long ago by making and labeling various items; then let them take turns being tour guides. [H/SS K.8]

**Art**

- Design wrapping paper.
- Recreate the American flag.
- Design a personal flag.
- Sew stars and stripes on burlap with yarn.
- Make “sparklers,” using cellophane taped to straws.

**Puzzles and Games**

- Ask students to bring from home and/or teach a game that is played at family celebrations.
- Provide puzzles of the American flag and historical characters.

**Technology**

- Provide opportunities for students to use a word processing program to write stories and/or do searches on the Internet about celebrations.
- Use *Kids Pix U.S. History Stamp Set*.
- Use *Golden Book Encyclopedia* CD-ROM.

**Sand/Water**

- Provide cake pans, candles, measuring spoons, cups, and other utensils for students to create their own birthday cakes.
- Add plastic houses, buildings, trees, horses, wagons, fences, and soldiers to create towns and landscapes for historic reenactments.

**CONCLUDING ACTIVITY**

Plan an Independence Day celebration. The students can create invitations, make a shopping list, and invite their parents. Activities could include an outdoor picnic, a parade of students dressed in red, white, or blue, and a presentation of choral readings or skits. Students' personal time lines can be displayed and shared with the group.

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**ASSESSMENT**

The teacher can observe each student's ability to retell important events in his/her life and how these events were a part of his/her history.

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**SONGS, POEMS, AND FINGERPLAYS**

Find songs and/or poems about Independence Day and/or the U.S. flag. Read them to the class and teach the class to sing/say them. Make up finger/hand/arm motions to portray and accompany them.

## SUGGESTED MATERIALS/RESOURCES

### Theme I — Demonstrating Citizenship As a Way of Life: Behavior in School

#### Printed Student Resources

- Aliki. *Manners*. Morrow, 1997.  
Aliki. *Feelings*. Morrow, 1984.  
Allard, Harry. *Miss Nelson Is Missing*. Houghton Mifflin, 1985.  
Bridwell, Norman. *Clifford's Manners*. Scholastic, 1994.  
Crowley, Joy. *Duck and Hen*. Wright Group, 1992.  
Crews, Donald. *School Bus*. Morrow, 1993.  
Edge, Nellie. *The More We Get Together*. Nellie Edge Resources, Inc., 1994.  
Evan. *Quiet in the Library*. Wright Group, 1996.  
Gibbons, Gail. *Learn the Value of Cooperation*. Rourke, 1986.  
Gilman, Phoebe. *Jillian Jiggs*. Scholastic, 1988.  
Johnson, Crockett. *Harold and the Purple Crayon*. Harper Collins, 1981.  
Mitchell, Claudia, Gracie Porter, and Patricia Teff-Cousin. *First Day of School*. Wright Group, 1996.  
Munsch, Robert. *Purple, Green and Yellow*. Firefly Books, 1992.  
Pfister, Marcus. *The Rainbow Fish*. North-South, 1995.  
Wells, Rosemary. *Timothy Goes to School*. NAL/Dutton, 1992.  
Wiseman, Bernard. *Morris and Boris at the Playground*. Harper Collins, 1981.  
Zolotow, Charlotte. *Someone New*. Harper Collins, 1978.

#### Nonprinted Student Resources

- Arthur's Teacher Trouble*. Marc Brown Living Books. CD-ROM.  
*Build a Book with Robert*. Theatrix Interactive, 1996. Software.  
Couric, Katie, and Sesame Street. *Learning to Share*. 45 min. CTW: Sony Works, 1996. Video.  
*Gregory and the Hot Air Balloon*. Grades K-2. Brøderbund, 1996. Software.  
Mayer, Mercer. *Little Monster at School*. Living Books Series. Brøderbund. CD-ROM.  
Mayer, Mercer. *Little Monster at School*. Living Books Series. Random House New Media. 1995. CD-ROM.  
*Morris Goes to School*. 15 min. Churchill Media Video. Video.

#### Printed Teacher Resources

- Charney, Ruth S. "Guided Discovery: Teaching the Freedom to Explore." *A Newsletter for Teachers*, Vol. 3 (1) (Spring 1991).

### Theme I — Demonstrating Citizenship As a Way of Life: Good Citizenship

#### Printed Student Resources

- Andersen, Hans Christian. *The Ugly Duckling*. Picture Books, 1990.  
Andersen, Hans Christian. *The Emperor's New Clothes*. North-South, 1986.  
Appleby, Ellen. *The Three Billy Goats Gruff*. Scholastic, 1985.  
Aylesworth, Jim. *The Gingerbread Man*. Scholastic, 1998.  
Baumgarner, Barbara. *Crocodile! Crocodile! Stories Told around the World*. DK Publishing, 1995. [NCSS 1995 Notable book. Collection of 6 international stories to teach young listeners the simple truths of folktales.]  
Carle, E. *Eric Carle's Treasury of Classic Stories for Children by Aesop, Hans Christian Andersen, and the Brothers Grimm*. Orchard, 1988.  
*Chicken Little*. Putnam, 1986.  
Ehrlich, Amy. *The Random House Book of Fairy Tales*. Random House, 1985.  
Faulkner, Matt. *Jack and the Beanstalk*. Scholastic, 1986.  
*Goldilocks and the Three Bears*. Scholastic, 1995.  
*Henny Penny*. Scholastic, 1996.  
Kellogg, Steven. *Johnny Appleseed*. Landoll, 1996.  
Lindbergh, R. *Johnny Appleseed*. Little, Brown, 1990.  
Littledale, Freya. *The Boy Who Cried Wolf*. Scholastic, 1987.  
McPhail, David. *Little Red Riding Hood*. Scholastic, 1995.  
McPhail, David. *The Three Little Pigs*. Scholastic, 1998.

McQueen, Lucinda. *The Little Red Hen*. Scholastic, 1985.  
 Novak, David. *Johnny Appleseed and the Bears*. Willowisp Press, 1995.

### Nonprinted Student Resources

*Aesop's Fables*. Grades K-4, 13 min. each. United Learning, 1996. Video. [Four tales including "The Boy Who Cried Wolf" and "Grasshopper and the Ants"]  
*Happily Ever After: Fairy Tales for Every Child*. Ten cassettes. Grades K-5, 25 min. each. Ambrose Video, 1995. Video.  
*The Glowbird Collection*. Little Planet Literature Series. Little Planet Publisher. Software. [Fable-styled stories which a user rewrites with own imagination - friendship, honesty]  
*Tortoise and the Hare*. Living Books. Software.  
 [Check your resource center for videos of fables and fairy tales.]

### Printed Teacher Resources

*Kid's Care Book: 50 Class Projects That Help Kids Help Others*. Scholastic. [Fifty class projects to involve students in community activities and to build citizenship participation skills.]  
 Lance, J. *First Literature Experiences*. Book Lures, 1991. [Designed for very young children who are beginning to match the written word with their oral language. The book is based on five classic tales in a readers' theater format. Each tale has material to make transparencies, blackline masters, and sensory activities. Presented using all five senses, and included are: "Henny Penny," "Three Little Pigs," "Gingerbread Boy," "Little Red Hen," and "The House That Jack Built."]  
 Moore, J. *Stories from Hans Christian Andersen*. Evan Moore, 1988. [Activities inspired by three timeless tales provide a springboard for reading, writing, and art. Book contains two posters, resource pages for the teacher, story sequencing and art activities. Stories include: "The Ugly Duckling," "The Princess and the Pea," and "The Emperor's New Clothes."]  
 Moore, J. *Fun with Fairy Tales*. Evan Moore, 1987. [Literature mini-packs that contain posters and reproducible pages for six fairy tales. Tales include "The Gingerbread Boy," "The Three Bears," "Henny Penny," "The Little Red Hen," and "Jack and the Beanstalk."]  
 Stull, E. *Children's Book Activities Kit*. Center for Applied Research in Education, 1988. [Contains over 200 activities designed to expose children to quality literature, to increase their vocabulary, and to help them think critically. The kit is organized into 10 sections that cover different genres of children's books on heroes and heroines such as Johnny Appleseed, Harriet Tubman, Abraham Lincoln, Paul Bunyan, and others.]

## Theme II — Discovering Geography in Our World: Maps and Models

### Printed Student Resources

Adler, D. *Picture Book of Paul Revere*. Holiday House, 1997.  
 Archambault, John, and Bill Martin. *A Beautiful Feast for a Big King Cat*. HarperTrophy, 1996.  
 Aylesworth, Jim. *The Gingerbread Man*. Scholastic, 1998.  
 Baer, Edith. *This Is the Way We Go to School*. Scholastic, 1992.  
 Berger, Melvin. *The Whole World in Your Hands: Looking at Maps*. Ideals, 1993.  
 Broekel, R. *Maps and Globes*. Children's Press, 1983.  
 Clouse, Nancy. *Puzzle Maps. U.S.A.* Holt, 1990.  
 Crews, Donald. *School Bus*. Morrow, 1993.  
 Dalglish, Alice. *The Thanksgiving Story*. Simon & Schuster, 1985.  
 Hartman, Gail. *As the Crow Flies: A First Book of Maps*. Macmillan Publishing, 1991.  
*How Many Days to America: A Thanksgiving Story*. Houghton Mifflin, 1990.  
 Kellogg, Steven. *Johnny Appleseed*. Landoll, 1996.  
 Knowlton, Jack. *Maps and Globes*. Harper Collins, 1985.  
 Lindbergh, R. *Johnny Appleseed*. Little, Brown, 1990.  
 Marzollo, Jean. *In 1492*. Scholastic, 1992.  
 McPhail, David. *Little Red Riding Hood*. Scholastic Inc., 1995.  
 Ryan, Peter. *Explorers and Mapmakers*. Dutton, 1990.  
 Sharmant, Marjorie. *Gila Monster Meet You at the Airport*. Morrow, 1990.  
 Tison, Annette. *You Can't Scare Me*. Reader's Digest Association, 1992.  
 Williams, Vera. *Three Days on a River in a Red Canoe*. Morrow, 1984.

**Nonprinted Student Resources**

*Community Helpers*. Imager, Inc. Stamp set.  
*Gila Monster Meet You at the Airport*. Reading Rainbow. Video.  
*Kids Pix*. Brøderbund. Software.  
*Maps Show the Earth*. Nystrom. Kit.  
*My First Amazing World Explorer*. Grades K-3. DK Multimedia. Software. Maps, Flags, Facts.  
*Small Blue Planet, Cities Below*. Now What Software. CD-ROM.  
*Sunken Treasure*. Reading Rainbow. Video.  
*The Golden Book Encyclopedia*. Hartley/Josten Learning Corp. 1-888-843-6674. CD-ROM.  
*Three Days on the River in a Red Canoe*. Reading Rainbow. Video.  
*Trudy's Time and Place House*. Grades K-2. EdMark. Software.  
*U.S. Maps*. Imager, Inc. Stamp set.  
*Where in the World Is Carmen San Diego, Junior Detective Edition*. Grades K-2. Brøderbund. Software.

**Printed Teacher Resources**

Buckley, Susan. *Hands-On Geography: Activities to Develop Early Geography Skills*. Scholastic. [Comes with interactive poster, projects, and creative reproducibles to teach young children skills and concepts including direction, scale, location, map-reading, and symbols.]  
*From Soup to Nuts: Multicultural Cooking Activities to Develop Early Geography Skills*. Scholastic. [Explore the rich cultures of the world with these simple cooking activities created especially for young children.]  
 McCarthy, Tara. *Literature-Based Geography Activities: An Integrated Approach*. Scholastic. [Twenty-five children's books become springboards for exciting adventures with geography. Use *Ox-Cart Man*, *The Legend of the Blue Bonnet*, and *The Little House* to teach concepts such as mapping, using a compass rose, understanding symbols, and others.]

**Theme II — Discovering Geography in Our World: Location Words****Printed Student Resources**

Dodds, Dale. *Wheel Away*. Harper Collins, 1991.  
 Hoban, Tana. *All about Where*. Greenwillow, 1991.  
 Hoban, Tana. *Exactly the Opposite*. Morrow, 1999.  
 Hoban, Tana. *Look Up, Look Down*. Greenwillow, 1992.  
 Hutchins, Pat. *Rosie's Walk*. Macmillan Publishing, 1971.  
 Matthias, C. *Over-Under*. Children's Press, 1984.  
 Prelutsky, Jack. *Terrible Tiger*. Simon and Schuster, 1989.  
 Rosen, Michael. *Going on a Bear Hunt*. Simon & Schuster, 1997.  
 Seuss, Dr. *Green Eggs and Ham*. Random House, 1994.  
 Seuss, Dr. *Hop on Pop*. Random House, 1987.

**Nonprinted Student Resources**

*Community Helpers*. Imager, Inc. Stamp set.  
*Kids Pix*. Brøderbund. Software.  
*The Golden Book Encyclopedia*. Hartley/Josten Learning Corp. (1-888-843-6674) CD-ROM.  
*U.S. Maps*. Imager, Inc. Stamp set.

**Printed Teacher Resources**

*Maps Show the Earth*. Nystrom. Kit.  
*People and Neighborhoods*. First grade. Macmillan Publishing-McGraw Hill. Kit.

**Theme III — Living in a Community with Others: Needs/Wants****Printed Student Resources**

Berenstain, Stan, and Jan Berenstain. *The Berenstain Bears Get the Gimmies*. Random House, 1988.  
 Cutting, Jillian. *Shopping/Big Book*. Wright Group, 1989.  
 Hazen, Barbara. *Tight Times*. Puffin, 1983.  
 Keats, Ezra Jack. *Peter's Chair*. Harper Collins, 1983.  
 Khalsa, Dayal. *I Want a Dog*. Crown Books, 1994.  
 Littledale, Freya. *The Magic Fish*. Scholastic, 1986.  
 Metaxas, Eric. *King Midas and the Golden Touch*. Simon & Schuster, 1992.

Polacco, Patricia. *Chicken Sunday*. Putnam, 1992.

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Simon & Schuster, 1987.

#### Nonprinted Teacher Resources

The following resources are available on the CD-ROM *Virtual Economics: An Interactive Center for Economic Education*. EconomicsAmerica: Nebraska, 1995.

*Children in the Marketplace*. Lesson 3 — “People Want More: Observing Businesses.”

*Econ Song Book, The*. Song 10 — “Wanting Song.”

*Kids Town Club, The*. Supplementary Activity — “Sweetheart Wheels.” Supplementary Activity — “Picking Apples.”

*Master Curriculum Guide in Economics — Teaching Strategies: K-2*. Lesson 1 — “Wants from A-Z!,”

Lesson 4 — “Learning Center: Winning Wants.”

*Play Dough Economics*. Indiana Department of Education, 1988. Lesson 1 — “Everybody Wants Everything.”

### Theme III — Living in a Community with Others: The Importance of Money

#### Printed Student Resources

Bentley, Joan, and Linda Hobbs. *How To Do Experiments with Children*. Evan Moor, 1994.

Berenstain, Stan and Jan Berenstain. *Berenstain Bears’ Trouble with Money*. Random House, 1983.

Berger, Melvin, and Gilda Berger. *Round and Round the Money Goes: What Money Is and How We Use It*. Hambelton-Hill, 1993.

Cutting, Jillian. *Shopping/Big Book*. Wright Group, 1989.

DePaola, Tomie. *Charlie Needs a Cloak*. Simon & Schuster, 1982.

Hoban, Lillian. *Arthur’s Funny Money*.

Hoban, Tana. *26 Letters and 99 Cents*. Morrow, 1995.

Maestro, Betsy, and Guiulio Maestro. *Dollars and Cents for Harriet*. Crown Books for Young Readers, 1988.

Mitchell, Margaret. *Uncle Jed’s Barbershop*. Houghton Mifflin, 1995.

Polacco, Patricia. *Chicken Sunday*. Putnam, 1992.

Schwartz, David M. *If You Made a Million*. Morrow, 1994.

Viorst, Judith. *Alexander Who Used To Be Rich Last Sunday*. Simon & Schuster, 1987.

Williams, Vera. *A Chair for My Mother*. Morrow, 1984.

Ziefert, Harriet. *A New Coat for Anna*. Knopf, 1988.

#### Nonprinted Student Resources

*A Chair for My Mother*. Reading Rainbow. Video.

*A Day in the Life of a Dollar Bill*. Film.

*Alexander Who Used To Be Rich Last Sunday*. 14 min. AIMS Media. Video.

*Uncle Jed’s Barbershop*. 30 min. GPN, 1995. Video.

#### Printed Teacher Resources

Kamii, C. *Young Children Reinvent Arithmetic: Implications of Piaget’s Theory*. New York: Teachers College Press, 1985.

#### Nonprinted Teacher Resources

All of the resources listed in this category are available on the CD-ROM *Virtual Economics: An Interactive Center for Economic Education*. EconomicsAmerica: Nebraska, 1995.

*Dragon’s Decide*. [A short instructional unit covering economic concepts.]

*Economics and Children’s Literature*.

*Kids Town Club, The*. [An instructional unit covering economic concepts.] Supplementary Activity — “The Money Goes ‘Round.” Supplementary Activity — “Clip-a-Card Game.” [Adapts to concept of saving.]

*KinderEconomy*. [An instructional unit covering economic concepts such as money exchange.]

*Personal Finance Economics, K-2: Pocketwise*. Lesson 8 — “Why We Save.”

### Theme III — Living in a Community with Others: Jobs

#### Printed Student Resources

Berenstain, Stan, and Jan Berenstain. *The Berenstain Bears on the Job*. Random House, 1987.

Berenstain, Stan, and Jan Berenstain. *He Bear, She Bear*. Random House, 1974.

- Bridwell, Norman. *Clifford's Family*. Scholastic, 1984.  
Bridwell, Norman. *Clifford Gets a Job*. Scholastic Trade, 1985.  
Brown, Marc. *Arthur Meets the President*. Little, Brown, 1992.  
Burton, Virginia. *Mike Mulligan and His Steam Shovel*. Houghton Mifflin, 1993.  
Gibbons, Gail. *Check It Out: The Book about Libraries*. Harcourt Brace, 1985.  
Gibbons, Gail. *The Post Office Book: Mail and How It Moves*. HarperCollins, 1982.  
Gray, Nigel. *A Country Far Away*. Orchard, 1988.  
Hohman. *Everybody Has a Job To Do*. Harcourt Brace, 1991.  
Le Sieg, Theodore. *Maybe You Should Fly a Jet, Maybe You Should Be a Vet*. Beginner Books, 1980.  
Lenski, Lois. *Sing a Song of People*. Little Brown, 1996.  
Leonard, Marcia. *Gregory and Mr. Grump*. Silver Burdett, 1990.  
Miller, Margaret. *Whose Hat?* Greenwillow, 1988.  
Rey, H.A. *Curious George*. Houghton Mifflin, 1994.  
Steig, William. *Dr. DeSoto*. Farrar, Straus & Giroux, 1990.

### Nonprinted Student Resources

- Big Job*. Discovery Channel, 1995. Software. [Twelve different activities about occupations are included in this interactive work.]  
*Fox on the Job*. Reading Rainbow. Video.  
*Hail to the Mail*. Reading Rainbow. Video.  
*Infinity City*. Headbone Interactive, 1996. Software.  
*Kids Pix*. Brøderbund. Software.  
*Mike Mulligan and His Steam Shovel*. Houghton Mifflin Interactive. Software.

### Nonprinted Teacher Resources

All of the resources listed in this category are available on the CD-ROM *Virtual Economics: An Interactive Center for Economic Education*. EconomicsAmerica: Nebraska, 1995.

- Economics and Children's Literature*.  
*Economics for Kids: Ideas for Teaching in the Elementary Grades*. Lesson 4 — “Families Make the Economy Grow.”  
*Kids Town Club, The*. Supplementary Activity — “Wearing Workers.”  
*Master Curriculum Guide in Economics: Teaching Strategies K-2*. Lesson 6 — “Mystery Workers.” Lesson 18 — “The Baker Wants a Pair of Shoes.” Lesson 20 — “Bulletin Board: Showcasing Specialists.”  
*Puppet Economics*. [An instructional unit covering economic concepts.] Lesson 25 — “A Working World.”  
*The Econ Song Book*. Song 2 — “We Are Workers.”  
*Econ and Me: Teacher's Guide*. Activity 26 — “Econ Says.”

## Theme IV — Experiencing History with People, Places, and Events

### Printed Student Resources

- Adler, David. *Picture Book of Paul Revere*. Holiday House, 1997.  
Adler, D. *A Picture Book of Christopher Columbus*. Holiday House, 1991.  
Berenstain, Stan, and Jan Berenstain. *The Berenstain Bears and Too Much Birthday Cake*. Random House, 1986.  
Child, Lydia, and Iris Rynbach. *Over the River and through the Wood*. Mulberry, 1994. [A Reading Rainbow book and study guide.]  
Fischetto, L. *All Pigs on Deck: Christopher Columbus's Second Marvelous Voyage*. Delacorte, 1991.  
Fradin, D. *Lincoln's Birthday*. Enslow, 1990. [This book covers background and customs of Lincoln and Presidents' Day. It is targeted at grades 3-5 but could be adapted as a read-aloud.]  
Greene, Carol. *Holidays around the World*. Children's Press, 1992.  
Hennessy, B. G., et al. *Jake Baked a Cake*. Puffin, 1992.  
Keats, Ezra Jack. *A Letter to Amy*. Puffin, 1998.  
Kindersley, Barnabas, and Anabel Kindersley. *Celebrations!* DK Publishing, 1997.  
Krensky. *Christopher Columbus*. Random House, 1991.  
Lincoln, Abraham. *The Gettysburg Address*. Houghton Mifflin, 1995.  
Livingston, Myra. *Festival*. Holiday, 1997.

Llewelyn, Claire. *My First Book of Time*. Dorling, 1992.  
 Longfellow, H. *Paul Revere's Ride*. Dutton, 1990.  
 Marzollo, J. *In 1776*. Scholastic, 1994.  
 McMillan, Bruce. *Time To . . .* Lothrop, 1989.  
 Ringgold, Faith. *My Dream of Martin Luther King*. Crown, 1995.  
 Rose, Robart. *The Cake That Mack Ate*. Little Brown, 1991.  
 Ryan, Pam Munoz. *The Flag We Love*. Charlesbridge, 1997.  
 Schroeder, A. Minty. *A Story of Young Harriet Tubman*. Dial, 1996.  
 Spencer, Eve. *A Flag for Our Country*. Steck-Vaughan, 1993.  
 Turner, G. *Once upon a Time*. Viking, 1991.  
 Wallner, A. *Betsy Ross*. Holiday House, 1994.  
 Winter, J. *Follow the Drinking Gourd*. Macmillan Publishing, 1988.

### Nonprinted Student Resources

*American Independence*. Grades K-4, 25 min. American History for Children Series. Schlessinger Video Production, 1996. Video.  
*American History for Children Series: US Songs and Poems*. Grades K-4, 25 min. Schlessinger Video Productions, 1996. Video.  
*America's First Thanksgiving*. Grades K-2. Virginia Department of Education. Video.  
 Betsy Ross Home Page. <http://www.ushistory.org/betsy>  
*Follow the Drinking Gourd*. Grades K-2, 11 min. SRA Group. Video. [Artistic camera work animates the bold folk images of the original book of this tale of the Underground Railroad.]  
*George Washington*. Grades K-4, 25 min. American History for Children Series. Schlessinger Video Production, 1996. Video.  
*Golden Book Encyclopedia*. Hartley/Josten Learning Corporation. (1-888-843-6674) CD-ROM.  
*History Backgrounds*. Imager, Inc. Stamp set.  
*Kids Pix U.S. History Stamp Set*. Brøderbund. Software.  
*Leaders of Early America*. Grades K-2, 17 min. Discovery Channel, 1997. Video. [Study the three leaders of the American Revolution profiled in this video: Paul Revere and the Minutemen, George Washington and the Continental Army, Thomas Jefferson and the Declaration of Independence.]  
*People behind the Holidays/MAC*. National Geographic. Software.  
*Putt Putt Travels through Time*. 3-8 years. Humongous Entertainment. Software.  
*Trudy's Time and Playhouse*. Grades K-2. EdMark. Software.

### Printed Teacher Resources

*Big Holiday Book*. Scholastic. [Hundreds of hands-on activities to celebrate big and small holidays throughout the year.]  
 Dooley, Virginia. *Famous Americans*. Scholastic. [Mini-biographics, projects, cross-curricular activities, and book links about famous Americans including George Washington, Abraham Lincoln, Harriet Tubman, and Martin Luther King, Jr.]  
 Fleming, Maria. *Famous Americans: George Washington and Abraham Lincoln*. Scholastic. [A lively theme unit with biographical information, posters, songs, poems, stories, cross-curricular activities, and hands-on reproducibles.]  
 Forte, I. *Celebrate with Books*. Incentive Publications, 1991. [Popular children's holiday titles enable teachers to integrate literature into the holiday traditions. 11 units around holidays. Activities include teacher-directed projects, group learning, art projects, independent practice activities.]

### Nonprinted Teacher Resources

Abe Lincoln for Primary Children. <http://www.siec.k12.in.us/~west/lincoln/class.html>  
 Stull, E. *Children's Book Activities Kit*. Center for Applied Research in Education, Green. 1988. [Contains more than 200 activities designed to expose children to quality literature, increase their vocabulary, and think critically. The kit is organized into 10 sections that cover different genres of children's books such as heroes and heroines. Included are Johnny Appleseed, Harriet Tubman, Abraham Lincoln, Paul Bunyan, Ben Franklin, and others.]