

Social Studies/Literacy Integration Lesson 1	
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary	Activities/Materials/Resources
<p>Unit: My School and School Community Week 1 and 2:</p> <p>Essential Question(s): What would it be like if we didn't have rules? (home, class, school)</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> A. Why do we have rules at home and school and who enforces them? B. What are some rules we need to follow every day? C. How are the characteristics of a responsible citizen demonstrated? 	
Social Studies Focus :	Literacy Focus:
Establish classroom procedures, rules and routines. People in the family and school who hold positions of authority. Rights and Responsibilities	Skill: Listen to Rhymes Strategy: Listening Genre: Rhymes
Writing:	Vocabulary :
Draw or write about how you show you are a good citizen at school. Create a classroom rule book or poster. Harcourt SS TE pp 22-23	rules citizens authority routines rituals choices consequences Pledge Teacher Principal counselor Custodian respect rights/responsibility Cooperate share
Assessment	
Choose one of the rules from the class book or chart and draw a picture of yourself following one of the rules. Harcourt SS TE pp 22-23 (Poster Assessment) OR Make mini books with the students. Have them copy one rule per page and create a related illustration. Students can take books home to share with parents. ID people of authority in school. Have sentence strips with names of people in authority (i.e. custodian) and pictures the teacher has of those people in the building. Have students match the title to the picture and tell what they do.	
<p>Weekly Correlated Lesson Plan: Listen to Rhymes Poems Rules and Responsibilities Back to School Poems Use poems to teach/reinforce listen to rhymes skill and to discuss social studies content.</p> <p>Use trade books to read about good citizens. Discuss characteristics of good citizens that are demonstrated in books read. Create a class chart that you list those characteristics as you discuss them. Harcourt Social Studies</p> <p>Unit 1 p.27, 31-43 TE 31-33—The Sharing Song TE p. 45 Safety Sign (Poem) TE Critical Thinking Skills—Solve a Problem (Little Miss Muffet)</p> <ul style="list-style-type: none"> • Homework and Practice Book—Nursery Rhymes Solve a Problem—Booklet <p>Harcourt Social Studies Leveled Readers I Follow the Rules</p> <p>People Who Hold Positions of Authority (Click on each below to use for a discussion. Take pictures of these people in your building and make sentence strips with their names to display. Talk about other responsibilities they have in their position of authority.)</p> <ul style="list-style-type: none"> • Custodian/Teacher/Principal/Secretary 	

Students turn and talk with a partner to discuss situations at home and in school in which they are told "No".

STANDARDS

Social Studies SLE's:

- C.1.K.2 Describe the role of a school and its leaders
- C.2.K.3 Discuss responsibilities of being a good citizen
- C.3.K.1 Recognize the need for rules and consequences

Common Core Standards

- CC.K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases a. Identify new meaning for familiar words and apply them accurately
- CC.K.L.5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. sort common objects into categories to gain a sense of the concepts the categories represent

Social Studies/Literacy Integration Lesson 1		
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary	Activities/Materials/Resources	
<p>My School and School Community Week 3:</p> <p>Essential Question(s): Where Am I ? What makes me a member of a community? What makes a family special?</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> A. Where do I live and attend school? B. To what communities do I belong? C. How does your family work together, play together, eat together, celebrate together, etc? 	<p>Weekly Correlated Lesson Plan: CCLG MINILESSON Main Idea p. 40 Journeys Lesson 1 flip chart p. 12,18 (Refer to literacy map Unit 1 <i>What Makes a Family</i> and Poems About Family Big Book—Week 2) Use this story to teach about families.</p> <p>Marvelous Maps Lesson: Use this lesson to learn about maps and draw a classroom map.</p> <ul style="list-style-type: none"> • Follow That Map: A First Map of Mapping Skills by Scot Ritchie (Another book from library can be used) • Follow That Map: A First Map of Mapping Skills—You Tube <p>Citizenship Lesson---Use the first half of the lesson to teach home address, school attended and city of school, locations of city, state, and country on maps and globe. The second half of lesson will be used in lesson 3.</p> <p>Discuss the name of your school—Harcourt TE Arkansas Connections “Your School” (Back of book). Draw a picture of your school and write its name. Use a map and Google Earth to find the state/city/neighborhood in which your school is located.</p> <p>Class discussion of where students live. Arkansas---Little Rock---Address.</p> <p>TE p. 29---Reading Social Studies—Main Idea and Details----Mary</p>	
Social Studies Focus :		Literacy Focus:
<p>Draw a picture of the classroom and label the drawing. Draw a picture of your school and identify the location of your classroom. Use directional words to explain your drawing. Journeys TE53 Writing Labels---People in a Family.</p>		<p>Skill: Main Ideas Strategy: Summarize Genre: Informational Text, Realistic Fiction, Poetry Writing: Nouns of people. Describe people, places, things and events.</p>
Writing:		Vocabulary :
<p>Draw a picture of the classroom and talk about its parts. Use words related to location to discuss. i.e. up/down, here/there Discuss what map symbols to include.</p>	<p>Address Little Rock Family Arkansas Community Directional Words</p>	

<p>Demonstrate where to put the compass rose.</p>	<p>i.e. right, left, up, down, across</p>	<p>Had a Little Lamb---Rules</p> <p>Share maps with students and point out the map symbols, legends, and compass rose.</p>
<p>ASSESSMENT:</p>		
<p>Students draw a picture of where they live. State address. Find state of Arkansas on U.S. map. Label Little Rock on the map. Describe one of the following: how your family works together; how they play together; or how they celebrate together. Journeys TE 35--Retell the story "What Makes a Family". Step Up to Writing p. 56</p>		
<p>STANDARDS</p>		
<p>Social Studies SLE's G.8.K.1 Describe familiar places using words related to location, direction, and distance G.8.K.2 Use maps, globes, and photographs to identify and describe physical characteristics of familiar places</p> <p>Common Core Standards CC.K.L1 With prompting and support, ask and answer questions about key details in a text. CC.K.I.4 With prompting and support, ask and answer questions about unknown words in a text. CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases. CC.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.</p>		

Social Studies/Literacy Integration Lesson 2			
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources	
<p>Unit 1: My School and School Community Essential Question: What makes me a good citizen? Guiding Questions: A. What is a responsible citizen? B. Why is getting along important when being a good citizen? C. What is my responsibility to me, my family, and others in my community? D. What is the procedure for the recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flag?</p>		<p>Weekly Correlated Lesson Plan: CLLG MINILESSON Understanding Characters p.42 Friendship/Citizenship Journeys Big Book "How Do Dinosaurs Go to School? TE pp108-114. After each page discuss what would be appropriate behavior in the classroom.</p> <p>Bookflix Lessons (Use Smartboard to show books for lesson) http://www.cals.lib.ar.us/ (Click on Bookflix; Enter Library Card Number; Click Family and Community). Choose Crazy Hair Day/Let's Be Friends (Book Pair) Lesson Plan</p> <p>HMH: Vocabulary Readers: <i>At School--My School,--Let's Have Fun--I Can!-- Playing Ball</i></p> <p><i>Pledge of Allegiance/Flag</i> (This may continue into next week) Pledge of Allegiance Lessons (Use books from lesson to teach or substitute other books on the Pledge of Allegiance and the Flag)</p> <ul style="list-style-type: none"> • <i>The Pledge of Allegiance</i> by Francis Bellamy • <i>The Flag We Love</i> by Pam Munoz Ryan • <i>The Flag</i> by M. Hubbard • <i>Pocket Chart and sentence strips needed</i> <p>The Pledge of Allegiance (Click on Media Link)</p> <p>Pledge of Allegiance Song:</p>	
Social Studies Focus :	Literacy Focus:		
School Friends Getting Along Good Citizenship Pledge of Allegiance/Flag	<p>Skill: Understanding Characters, Model Fluency, Pause for Punctuation Strategy: Infer/Predict Genre: Fantasy, Informational Text Writing: Narrative—Writing About Us; Describe familiar people, places, things, events.</p>		
Writing:	Vocabulary :		
Draw and write about a way to get along at school. Draw or write about activities you did with a new friend.	<table border="1"> <tr> <td>school rule respect cooperate law freedom</td> <td>participate decision community class Pledge of Allegiance flag</td> </tr> </table>		school rule respect cooperate law freedom
school rule respect cooperate law freedom	participate decision community class Pledge of Allegiance flag		
ASSESSMENT:			
In the story <i>How Do Dinosaurs Go To School</i> tell or draw a picture to answer the			

<p>question: How can you tell that Dinosaur is a good friend/citizen? Give examples from the story of how Dinosaur would not be a good citizen and examples of how Dinosaur would be a good citizen at school and in the classroom.</p> <p>Read <i>The Important Book</i> by Margaret Wise. Create a class book called "A Friend" A friend likes to, A friend will, A friend can, But the important thing about a friend is that he/she likes me.</p>	<p>Pledge of Allegiance Poster (Use as an anchor chart or create your own for students to see) Pledge of Allegiance Activity Additional Resources: Google Images- Children Getting Along http://www.sos.arkansas.gov/educational/teachers/Pages/ABC'sCitizenship.aspx Citizenship Lessons</p> <p>(Refer to literacy map Unit 1 <i>Friends at School Read Aloud</i>) HMH: Vocabulary Readers: <i>At School--My School,--Let's Have Fun--I Can!-- Playing Ball</i> Notes: Bookflix pairs fiction and nonfiction books. A lesson plan is provided for each pair. A library card is needed to access these books.</p>
<p>STANDARDS</p>	
<p>Social Studies SLE's: C.2.K.2 Identify the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American flags. C.2.K.3 Discuss responsibilities of being a good citizen C.2.K.4 Follow agreed upon rules for listening, consensus-building, and voting procedures in the classroom C.3.K.1 Recognize the need for rules and consequences</p> <p>Common Core Standards CC.K.L1 With prompting and support, ask and answer questions about key details in a text. CC.K.I.4 With prompting and support, ask and answer questions about unknown words in a text. CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases. CC.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.</p>	

Social Studies/Literacy Integration Lesson 3	
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary	Activities/Materials/Resources
<p>Unit: My School and School Community</p> <p>Essential Question: How do national and state symbols/songs help foster effective citizenship? How is voting both a right and responsibility for a good citizen?</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> What symbols do we see in our school, neighborhood, country and our family? What are some important symbols of the United States? Why do we have them? 	
<p>Weekly Correlated Lesson Plan: CLLG MINILESSON Setting p 44 Use one of the stories to reinforce or teach lesson. Bookflix Lessons (Use Smartboard to show books for lesson) http://www.cals.lib.ar.us/ (Click on Bookflix; Enter Library Card Number)</p> <ol style="list-style-type: none"> Otto Runs for President/Let's Vote On It Lesson Plan Duck for President/Election Day Lesson Plan 	
Social Studies Focus :	Literacy Focus:
National Symbols (Constitution Day September 17) Citizenship/Voting	Skill: Setting Strategy: Monitoring/Clarifying Genre: Realistic Fiction, Informational Text Fluency: Reading Rate
Writing:	Vocabulary :
Draw and write about one of the symbols of the United States. (Put together in a class book)	American Flag Bald Eagle Statue of Liberty White House United States Constitution Freedom Voting
ASSESSMENT:	
<p>Choose a class decision to vote on, like the class did in <i>Let's Vote on It!</i> Re-create the process they used in the book. Review the steps of the process with the class before starting. Make a sequence chart together that shows what students will be doing at each step. i.e. Class Vote on Which Book They Will Read Next Rights and Responsibilities Lesson</p> <p>U.S. Symbol Book---See Writing</p>	
<p>Voting Rights and Responsibilities Lesson— Use to teach about the rights and responsibilities you have as a citizen of the classroom and voting procedures for participating in a classroom voting process.</p> <p>National/State Symbols Find pictures of everyday symbols to discuss importance of symbols and introduce state and national symbols.</p> <ul style="list-style-type: none"> Citizenship Lesson (2nd part of lesson) <p>Harcourt S.S. Unit 2 Lesson 1 and 2 (The Flag That We Wave and Symbols of the United States. "My Country" Harcourt SS Unit 2 p. 114-115 Make a Choice by Voting</p> <p>Resource U.S. Symbol Book:</p>	

<p>Additional Constitution Day Activity Harcourt SS text pp 122-123 Living with Freedom. Performance Activity p. 123 Freedom Posters</p>	<p>Harcourt SS TE p. A7 - Symbols of the US (Can be used to make a booklet using high frequency words. E.g. "I see the American Flag)</p> <p>American Symbols Interactive Pocket Chart</p> <p>Additional Resources: Smart Exchange:</p> <ul style="list-style-type: none"> • Be a Good Citizen by Cindy Walker • Friendship • U.S. Symbol Resource for Teachers • Classifying National Symbols <p>Teacher Website---Great Resource with songs and activities American Symbols Interactive Pocket Chart Game—Free Download (This pictures could be used to create U.S. Symbol Book)</p> <p>Notes: Bookflix pairs fiction and nonfiction books. A lesson plan is provided for each pair. A library card is needed to access these books.</p>
<p>STANDARDS</p>	
<p>Social Studies SLE's: C.2.K.1 Recognize state and national symbols and patriotic songs C.2.K.4 Follow agreed upon rules for listening, consensus-building, and voting procedures in the classroom C.3.K.3 Discuss the importance of problem solving related to classroom issues</p> <p>Common Core Standards CC.K.L1 With prompting and support, ask and answer questions about key details in a text. CC.K.I.4 With prompting and support, ask and answer questions about unknown words in a text. C.C.K.RI.3 With prompting and support, describe the connection between two individuals, events ideas, or pieces of information. CC.K.W.3 Use a combination of drawing, dictating, and writing to compose informative text in which they name what they are writing about and supply information about the topic.</p>	

Social Studies/Literacy Integration Lesson 4	
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary	Activities/Materials/Resources
<p>Unit: My School and School Community Essential Question: Who lives and works in my community? Guiding Questions: A. Who lives and works in my neighborhood? B. How do people pay for goods and services? C. What is the role of producers and consumers?(buyer and seller)</p>	
Social Studies Focus :	Literacy Focus:
Community Workers	Skill: Text and Graphic Features
Use of Money to Satisfy Economic Wants	Strategy: Analyze/Evaluating
Use of human, natural, and capital resources in the production of goods and services.	Genre: Informational Text, Realistic Fiction, Traditional Tales
	Writing: Personal Narrative—Action Sentence
Writing:	Vocabulary :
Draw a community helper providing a service to the community.	Money Wants/Needs
What job did you choose and why?	Earn Resources
Write an action sentence that tells what he/she does.	Tools Goods
	Services Human resources
	Producers Consumers
	Capital resources Community Workers
ASSESSMENT:	
Write a verse to the song “We Are Workers” in the Community Workers Lesson	
Harcourt SS TE 158 Performance Activity—Act Out a Poem about Workers	
Pizza at Sally's Lesson Plan —Use activity page 3 to sequence process for making pizza. List natural resources in the story “Pizza at Sally’s”.	
Community Workers Lesson —T-Chart Workers and What They Do	
<p>Weekly Correlated Lesson Plan: CLLG MINILESSON Text and Graphic Features p. 47 Journeys Unit 1 Lesson 4---Use the following stories in Journeys to teach economic concepts.</p> <ul style="list-style-type: none"> • Everybody Works—Read Aloud (Consumers, producers, human resources, goods, services) • The Elves and the Shoemaker—Big Book pp 31-38 (Capital resources, human resources, services, goods, natural resources, tools, producer) • Pizza at Sally’s—Read Aloud Book (capital resources, natural resources, goods, services, consumer, producer) <p>Pizza at Sally's Economic Lesson</p> <p>Community Workers Brainstorm people who work in the school and their job. Make a class chart. You will add to this as you read about people who work in the community and what they do. (Teacher Resource Sheet # 2 from lesson below.) Community Workers Lesson (Taken from Maryland Council of Economic Education)</p> <p>Harcourt SS Unit 3 p.155-158 Lesson 1 Workers Harcourt SS TE Unit 3 pp168-170 Money/Goods/Services</p> <p>Literacy Extension:</p> <ul style="list-style-type: none"> • Explore the roles of various community workers through fiction and nonfiction text. 	

- Compare and contrast how information on community workers is presented in two different texts.

Resources:

Video—How People Make Things

<http://pbskids.org/rogers/videos/index.html> (Sneakers)

Econ Lesson—Shoemakers Tools--

<http://www.econedlink.org/lessons/index.php?lid=295&type=educator>

How People Make Things Video (Sneakers)

<http://pbskids.org/rogers/videos/index.html>

Kids Econ Posters

<http://www.kidseconposters.com/keb/Literature%20Connection.htm>

[Econ Song Book](#)

[Community Helpers at Your Service-Econedlink Lesson](#)

HMH Journeys Leveled Readers:

[My Mom the Mayor](#)

[Animal Helpers](#)

[Hospital Workers](#)

Vocabulary Reader:

[Trip to the Fire Station](#) Lesson 30

Leveled Readers:

The Fire Fighter	Let's sell things
Jobs on the Farm	Vet on a job
Selling Things	Roz the Vet

Trade Books:

Curious George Takes a Job by HA Ray (Discuss knowledge and skills

George needs to accomplish each of his jobs.

Harcourt WB p.23, 25, 26

Smart Exchange

SMART Exchange: [Community Helpers](#) (by Amy Hite)

SMART Exchange: (All by Jennifer LarsonT

1. [Goods](#)

	<ol style="list-style-type: none"> 2. Introduction to Services 3. Comparing Goods and Services 1 4. Comparing Goods and Services 2 5. Buyers and Sellers <p>Bookflix Lessons (Use Smartboard to show books for lesson) http://www.cals.lib.ar.us/ (Click on Bookflix; Enter Library Card Number)</p> <ul style="list-style-type: none"> • Pets at the Vet • Goodnight Gorilla/Who Works at the Zoo
STANDARDS	
<p>Social Studies SLE's: E.5.K.1 Identify human, natural, and capital resources E.5.K.2 Discuss ways producers use human, natural, and capital resources in the production of goods and services E.6.K.1 Recognize consumers use money as a medium of exchange to satisfy economic wants E.7.K.1 Discuss why people trade goods and services E.7.K.2 Identify where products used in daily life are produced</p> <p>Common Core Standards CC.K.L1 With prompting and support, ask and answer questions about key details in a text. CC.K.I.4 With prompting and support, ask and answer questions about unknown words in a text. C.C.K.RI.3 With prompting and support, describe the connection between two individuals, events ideas, or pieces of information. CC.K.W.3 Use a combination of drawing, dictating, and writing to compose informative text in which they name what they are writing about and supply information about the topic.</p>	

Social Studies/Literacy Integrated Lesson 5 and 6		
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<p>Unit: My School and School Community Essential Question: How do products go from the farm to the table? Guiding Questions: A. What are good and services? B. How do people in the community depend on each other to satisfy their economic needs? C. What is a producer or consumer?</p>		<p>Weekly Correlated Lesson Plan: CLLG Sequence of Events/Compare and Contrast pp 49 and 51 Journeys The Little Red Hen—Lesson 5 Read Aloud Capital and natural resources used to make cake; ID steps to make cake. Use to teach economic terms.</p> <p>Bookflix Lessons (Use Smartboard to show books for lesson) http://www.cals.lib.ar.us/ (Click on Bookflix; Enter Library Card Number; Click Family and Community) Click Clack Moo: Cows That Type/Dairy Farm Lesson Plan Use story to discuss how products go from the farm to the table.</p> <p>Tortilla Factory by Gary Paulsen---Productive Resources—Natural/Human/Capital—Goods/Services Tortilla Factory Lesson Plan (Federal Reserve) Modify lesson for age appropriate activities. Introduce capital, natural and human resources. Discuss what products from the story come from a farm.</p> <p>Harcourt SS Text Harcourt TE Unit 3 pp190-191 From Farm to Table Harcourt TE Unit 3 pp180-183 Using Resources Harcourt S.S. Unit 4 pp 255-256 "City and Farm Life" Harcourt WB p. 28, 29, 39 Harcourt Unit 3 pp193-195 Goods Around the World</p>
<p>Social Studies Focus : From Farm to Table Goods/Services Producers/Consumers</p>	<p>Literacy Focus: Skill: Sequence of Events/Compare and Contrast Strategy: Questioning/ID Supporting Reasons Genre: Folk Tale, Realistic Fiction, Informational Text Writing: Opinion Piece</p>	
<p>Writing: Draw pictures of different kinds of crops and animals on a farm. Label pictures. The Little Red Hen should/should not have let the dog, cat, and mouse eat the cake. Give a reason for what you think I would or would not like to live on a farm. Why or why not?</p>	<p>Vocabulary : human resources natural resources community workers productive resources goods capital resources (tools of the trade) markets services economy rural economic urban</p>	

ASSESSMENT:	
<p>Use pictures p. 190 Harcourt text. Have students retell steps in tortilla making process. Use the book <i>Tortilla Factory</i> by Gary Paulsen and the St. Louis Federal Reserve Lesson (Resource to support)</p> <p>Bookflix Story—"A Dairy Farm"—Draw pictures of the process that farmers use to milk cows. Discuss how dairy products go from the farm to the table of the student at home and school.</p>	<p>www.arkansasstories.com</p>
STANDARDS	
<p>Social Studies SLE's: E.5.K.1 Identify human, natural, and capital resources E.5.K.2 Discuss ways producers use human, natural, and capital resources in the production of goods and services E.7.K.2 Identify where products used in daily life are produced</p> <p>Common Core Standards CC.K.L1 With prompting and support, ask and answer questions about key details in a text. CC.K.I.4 With prompting and support, ask and answer questions about unknown words in a text. C.C.K.RI.3 With prompting and support, describe the connection between two individuals, events ideas, or pieces of information. CC.K.W.3 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p>	

Social Studies/Literacy Integrated Lesson 7		
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<p>Unit: Now and Long Ago Essential Question: How should we remember Columbus? Guiding Questions: What can we learn from history? Who are people in history? How did families live long ago? How was life different from then to now? How have you changed since you were a baby till now?</p>		<p>Weekly Correlated Lesson Plan: CLLG MINILESSON Understanding Characters p. 53 Use a book on Columbus to reinforce/teach this lesson.</p> <p>Harcourt S.S. Textbook Unit 4 Lesson 1 pp228-229—Land and Water on Earth</p> <p>Columbian Exchange—Whose Lunch Is It Anyway http://ageofex.marinersmuseum.org/games/lunch/</p>
Social Studies Focus :		<p>Bookflix: Central Arkansas Library Website (need library card) Where do you think you're going, Christopher Columbus? Jean Fritz Christopher Columbus by Lisa Wade McCormick</p> <p>Resources: Columbus Sailed the Ocean Blue Unit Lesson 1-5 Relate to Columbus</p> <p>Columbus Video</p> <p>Google search: The Columbian Exchange by Alfred W. Crosby- access Smithsonian.com - ecological impact of Columbus' landing in 1492 "How the Potato Changed the World"</p> <p>Harcourt Arkansas Student Resource Book Lesson 4 p. 16 Exploring the Past (Columbus)</p>
<p>Personal History Timeline</p>		
Literacy Focus:		
<p>Skill: Understanding Characters Strategy: Analyze/Evaluate Genre: Informational Text, Realistic Fiction Fluency: Pause for Punctuation Writing: Sensory Words/Opinion Piece</p>		
Writing:		
<p>Harcourt TE p 231 Performance Activity Student draws picture of themselves doing something on land and water. Write a sentence about what they are doing. The most important thing we got in the New World after Columbus was _____. Why?</p>		
Vocabulary :		
<p>Ancestors First Next Then Last Now Before After</p>	<p>Past Present Future Families Oral traditions Timeline</p>	
ASSESSMENT:		
<p>What did Columbus see? Have students draw a picture of what Columbus might have seen when he landed.</p> <p>Compare/contrast land and water. Venn diagram of things you can do on the water and things you can do on land. Identify things you can do on both. Harcourt SS text p. 227</p>		

STANDARDS
<p>Social Studies SLE's: H.6.K.10 Discuss Christopher Columbus and his discovery of America. (The impact of Columbus coming to the Americas: trade, Columbian Exchange, and interactions between Europeans and the Native Americans.) H.6.K.1 Recognize celebrations and holidays as a way of remembering and honoring events and people of the past. H.6.K.6 Discuss how historical events relate to present day.</p> <p>Common Core Standards CC.K.L1 With prompting and support, ask and answer questions about key details in a text. CC.K.I.4 With prompting and support, ask and answer questions about unknown words in a text. C.C.K.RI.3 With prompting and support, describe the connection between two individuals, events ideas, or pieces of information. CC.K.W.3 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p>

Social Studies/Literacy Integration Lesson 8																		
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources																
<p>Unit: Long Ago and Today- Transportation Essential Question: How has transportation changed from long ago? Guiding Questions:</p> <ol style="list-style-type: none"> 1. What are some ways we can travel today? 2. What were some ways people travelled long ago? 		<p>Weekly Correlated Lesson Plan: CCLG p. 54 MINILESSON 8--Details Journeys Big Book <u>Wheels Long ago and Today</u> Lesson 9 TE pp290-291 Big Book pp 32-39 Share books on different modes of transportation. Choose a book to read and have students to listen to find out what this type of transportation is like and what word clues tell them this.</p> <p>SMART Exchange- Transportation (by P. Sands) My Blue Suitcase Activity</p> <p>Harcourt Arkansas Student Resource Book pp18-19 Lesson 5: Here and There Conversation Starter: "Transportation is a word we use to describe the way people move from one place to another. What are some ways that we can move from one place to another?" As students describe various modes of transportation, write their responses in list form to keep in the classroom. Conversation Starter: "We know that transportation has changed over time. Today we'll be comparing and contrasting transportation now and long ago. Compare means to tell what is the same. Contrast means to tell what is different. How are wagons and cars the same? How are they different? How are streetcars and subways similar? How are they different?" How do cars look today? How did cars look long ago?</p> <p>Columbus Sailed the Ocean Blue Unit Lesson One and Appendix A-E support transportation. Resources Harcourt Leveled Readers: In the city The Hay ride Going Fast Going for a Hay Ride SMART Exchange- Transportation (by P. Sands)</p>																
<p>Social Studies Focus : Long Ago and Today- Transportation</p>	<p>Literacy Focus: Skill: Details Strategy: Visualize Genre: Informational Text/Folk Tale and Table Writing: Opinion</p>																	
<p>Writing: T Chart—Draw pictures of transportation Now and Long---Label pictures The best mode of transportation that has been invented is Car/Plane/Bus/Train Give two reasons why you think so.</p>	<p>Vocabulary :</p> <table border="0"> <tr> <td>Past</td> <td>Train</td> </tr> <tr> <td>Present</td> <td>Car</td> </tr> <tr> <td>Vehicle</td> <td>Bus</td> </tr> <tr> <td>Wagon</td> <td>Carriage</td> </tr> <tr> <td>Horseback</td> <td>Bike</td> </tr> <tr> <td>Boat/Ship</td> <td>Airplane/plane/jet</td> </tr> <tr> <td>Transportation</td> <td>travel</td> </tr> <tr> <td>Streetcars</td> <td>subway</td> </tr> </table>		Past	Train	Present	Car	Vehicle	Bus	Wagon	Carriage	Horseback	Bike	Boat/Ship	Airplane/plane/jet	Transportation	travel	Streetcars	subway
Past	Train																	
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Wagon	Carriage																	
Horseback	Bike																	
Boat/Ship	Airplane/plane/jet																	
Transportation	travel																	
Streetcars	subway																	
<p>ASSESSMENT: Sort pictures of different types of transportation (Land, Water, Air) and create a class mural. If I were traveling, I would take..... Assessment Resources (This are needed to complete the assessments above. They are taken from the Columbus Sailed the Ocean Blue Unit .)</p>																		

	<p>My Blue Suitcase Activity Notes: Arkansas Tab of Teachers Edition has additional lessons and the pages are numbered AR 1-16.</p>
<p>STANDARDS</p>	
<p>Social Studies SLE's: H.6.K.9 Recognize examples of current and early transportation G.3.K.1 Identify different types of transportation Common Core Standards: Reading: CC.K.L1 With prompting and support, ask and answer questions about key details in a text. CC.K.I.4 With prompting and support, ask and answer questions about unknown words in a text. C.C.K.RI.3 With prompting and support, describe the connection between two individuals, events ideas, or pieces of information. Writing CC.K.W.3 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. Speaking and Listening CC.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults and larger groups. CC.SI.4 Describe familiar people, places, and events and, with prompting and support, provide additional details. CC.SI.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	

Social Studies/Literacy Integration Lesson 9											
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources									
<p>Unit: Long Ago and Today- Families Essential Question: How have families and communities changed over time? Guiding Questions: 1. Identify who was involved, what happened and where it happened in stories about the past. 2. What can we learn about people and events of long ago?</p>		<p>Weekly Correlated Lesson Plan: Journeys CLLG MINILESSON 9 Text and Graphic Features p. 56 MINILESSON Compare and Contrast p.57 Use photographs in The Little House lesson and pictures in the book to teach about how pictures help us understand what we read. The Little House Past and Present Lesson— Complete Background Knowledge/Purpose and Before Reading Section Under Lesson Procedure. For the Guided Reading Section of lesson you can use one of the books in the lesson to show life past and present or another book from the library. (The Little House by Virginia Burton or Homespun Sarah by Verla Kay). Harcourt SS Unit 6 Preview- Stories of the Past TE pp 335-336 (Use this lesson to introduce how we learn about the past and why it is important.) Harcourt SS TE pp 368-370—Clues From the Past (Use to introduce next lesson) Resources: The Little House by Virginia Burton, Homespun Sarah by Verla Kay Harcourt Leveled Readers: From Here to There Learning from the Past Let's visit a museum Additional Resources/Lessons Harcourt AR Student Resource Book pp 14-15 Lesson 3 People of the Past Neighborhoods Past and Present Lesson Long Ago Lesson Children Long Ago Lesson Classroom Long Ago Photo Analysis Ways of Life Then and Now Activity Schools Long Ago Photo Activity</p>									
Social Studies Focus :	Literacy Focus:										
<p>Families: Long Ago and Today Clues from the Past Primary Sources</p>	<p>Skill: Text and Graphic Features; Story Structure Strategy: Question, Informational Text; Summarize Genre: Informational Text, Realistic Fiction; Realistic Fiction, Concept Book, Informational Text Fluency: Reading Rate; Read with Expression Writing: Piece with Opinion</p>										
Writing:	Vocabulary :										
<p>Choose one of the photographs on the Then and Now Chart in the Little House Lesson.. Write about it. Tell if it was then or now and tell what how you think it was used. What was its purpose?</p> <p>Opinion---What do you think is the most important invention that we have today? Give two reasons why?</p>	<table border="0"> <tr> <td>Historical Events</td> <td>Ancestors</td> </tr> <tr> <td>Present</td> <td>Past</td> </tr> <tr> <td>Future</td> <td>Primary Sources</td> </tr> <tr> <td>Then</td> <td>Now</td> </tr> <tr> <td>Time Line</td> <td>History</td> </tr> </table>	Historical Events	Ancestors	Present	Past	Future	Primary Sources	Then	Now	Time Line	History
Historical Events	Ancestors										
Present	Past										
Future	Primary Sources										
Then	Now										
Time Line	History										
ASSESSMENT:											
<p>Picture Sort Assessment- T-Chart Pictures Then and Now---The Little House Past and Present Lesson—(Use Handout #19 Pictures and Handout #20 Chart) Families Long ago and Today Assessment- T-Chart Pictures Then and Now</p>											

STANDARDS**Social Studies SLE's:**

- H.6.K.4 Discuss how things change over time using chronological terms: before/after; first/next/last; now/long ago; yesterday/today/tomorrow
- H.6.K.5 Identify events that take place in sequential order.
- H.6.K.6 Discuss how historical events relate to present day.
- H.6.K.7 Recognize that family activities have changed over time.

Common Core Standards**Reading:**

- CC.K.L1 With prompting and support, ask and answer questions about key details in a text.
- CC.K.I.4 With prompting and support, ask and answer questions about unknown words in a text.
- C.C.K.RI.3 With prompting and support, describe the connection between two individuals, events ideas, or pieces of information.

Writing

- CC.K.W.3 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

Speaking and Listening

- CC.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults and larger groups.
- CC.SI.4 Describe familiar people, places, and events and, with prompting and support, provide additional details.
- CC.SI.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Social Studies/Literacy Integration Lesson 10											
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary	Activities/Materials/Resources										
<p>Unit: Long Ago and Today Essential Question: What can we learn about people and events of long ago? Guiding Questions:</p> <ol style="list-style-type: none"> How do families around the world past and present, work, play, eat and celebrate together? How can we record and discuss the past? How do families in the past and present meet their basic needs of food, clothing, and shelter? 											
Social Studies Focus :	Literacy Focus:										
Ways of life in the past. Past/Present/Future	<p>Skill: Story Structure Strategy: Summarize Genre: Informational Text Writing: Personal Narrative with Descriptive Words</p>										
Writing:	Vocabulary :										
Write several words to describe life in the past for the Pilgrims, Wampanoag or other colonial settlements you may have read about.	<table border="0"> <tr> <td>Historical Events</td> <td>Pilgrims</td> </tr> <tr> <td>Native American</td> <td>Thanksgiving</td> </tr> <tr> <td>Ancestors</td> <td>Present</td> </tr> <tr> <td>Past</td> <td>Future</td> </tr> <tr> <td>Wampanoag</td> <td>Timeline</td> </tr> </table>	Historical Events	Pilgrims	Native American	Thanksgiving	Ancestors	Present	Past	Future	Wampanoag	Timeline
Historical Events	Pilgrims										
Native American	Thanksgiving										
Ancestors	Present										
Past	Future										
Wampanoag	Timeline										
ASSESSMENT:											
<p>Read a book to the students about the Pilgrims and/or Wampanoag. Give them a handout divided into three parts (beginning/middle/end). Have them draw pictures that reflect what happened in each part of the book. They can add sentences to label the pictures.</p>											
<p>Weekly Correlated Lesson Plan: CLLG MINLESSON Story Structure p. 58— Have students identify ways that life was different in the past, such as how they traveled, dressed, played, and so on. Use different books throughout the week that are about events in the past to examine their story structure and compare life past and present.</p> <p>Use a book from the library to introduce the Pilgrims and Wampanoag.</p> <p>Harcourt—Unit 6 Lesson 2 Colonial Life TE pp 359-362—Use this lesson to review the terms Present/Past/Future.</p> <ul style="list-style-type: none"> Ask students to look closely at the pictures and pose a question about one of them. Choose one pair of photographs and tell something that is the same and something that is different. <p>Thanksgiving Then and Now Activity</p> <p>Resources: Trade books on historical events of the past. Include books on Pilgrims and Wampanoag.</p> <p>Harcourt Leveled Readers: The Pilgrims</p>											

STANDARDS**Social Studies SLE's:**

H.6.K.4 Discuss how things change over time using chronological terms: before/after; first/next/last; now/long ago; yesterday/today/tomorrow

H.6.K.5 Identify events that take place in sequential order.

H.6.K.6 Discuss how historical events relate to present day.

H.6.K.7 Recognize that family activities have changed over time.

H.6.K.8 Understand that Pilgrims came to America from another part of the world.

H.6.K.11 Recognize the relationship between the Native Americans and the Pilgrims(e.g. story, song)

H.6.K.5 Identify events that take place in sequential order

E.7.K.1 Recognize that all people have economic wants and needs

Common Core Standards

CC.K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.

Speaking and Listening

CC.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults and larger groups.

CC.SI.4 Describe familiar people, places, and events and, with prompting and support, provide additional details.

CC.SI.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Writing:

CC.K.W.3 Use a combination of drawings, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Social Studies/Literacy Integration Lesson 11															
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary	Activities/Materials/Resources														
<p>Unit: Long Ago and Today Pilgrims and Native Americans Essential Question: What can we learn about people and events of long ago? Guiding Questions:</p> <ol style="list-style-type: none"> How do families around the world past and present, work, play, eat and celebrate together? How can we record and discuss the past? How do families in the past and present meet their basic needs of food, clothing, and shelter? 															
Social Studies Focus :	<p>Weekly Correlated Lesson Plan: CLLG MINILESSON Compare and Contrast p. 60 Jump Into January T 28-33 Every Season (Read Aloud) T14-15 Holidays All Year T 50-51 Use Journey’s readings to discuss seasons and introduce Thanksgiving as a holiday.</p> <p>Basic Needs Activity In groups or as a class, have students think about things they need to live today. Distinguish between the things they need and the things that make life easier, more interesting and enjoyable. Brainstorm a list of daily needs. Discuss how the Wampanoag met their daily needs. Discuss how the Pilgrims met their daily needs. Did the Pilgrims and the Wampanoag have the same needs? Did they fulfill these needs in the same way? What did each culture do for pleasure?</p> <p>Harcourt Unit 6 Lesson 1—American Holidays TE pp 345-349 Harcourt Leveled Readers: <u>The Pilgrims</u></p> <p>Use the resources below to learn about the Pilgrims and Wampanoag. SMART Exchange- Thanksgiving (by Mrs. Jarrad)</p> <p>www.scholastic.com/teachers http://www.scholastic.com/scholastic_thanksgiving/feast/slideshow.htm (Slide Show) http://www.scholastic.com/scholastic_thanksgiving/daily_life/ (Daily Life)</p>														
Literacy Focus:															
First Thanksgiving Seasons Wants and Needs															
Skill: Compare and Contrast Strategy: Question Genre: Concept Book, Informational Text Writing: Narrative Personal															
Writing:															
Write about family custom/tradition for Thanksgiving.															
Vocabulary :															
<table border="0"> <tr> <td>Historical Events</td> <td>Pilgrims</td> <td>Celebrations</td> </tr> <tr> <td>Native American Ancestors</td> <td>Thanksgiving Present</td> <td>Traditions Customs</td> </tr> <tr> <td>Past</td> <td>Future</td> <td>Holiday</td> </tr> <tr> <td>Wampanoag</td> <td>Timeline</td> <td>Needs</td> </tr> <tr> <td>Now/long ago</td> <td></td> <td></td> </tr> </table>	Historical Events	Pilgrims	Celebrations	Native American Ancestors	Thanksgiving Present	Traditions Customs	Past	Future	Holiday	Wampanoag	Timeline	Needs	Now/long ago		
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Native American Ancestors	Thanksgiving Present	Traditions Customs													
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Now/long ago															
ASSESSMENT:															
Each student or pairs of students should have large piece of paper folded in half. Have them write “First Foods” on the left side of paper. Have them draw and label food served at first Thanksgiving in this section. On the right side, ask them to write “Foods Today” and then draw and label foods served during a present day Thanksgiving celebration.															
Use books, videos and visuals to make a list of clues that you get from these to															

<p>help you determine the season of the First Thanksgiving.</p>	<p>http://bcove.me/m5b5ehss (Video Wampanoag Video--16 minutes) http://bcove.me/9s53p65m (Pilgrim Video--16 minutes)</p> <p>http://kids.nationalgeographic.com/kids/stories/peopleplaces/thanksgiving-traditions/ (Thanksgiving Traditions) http://kids.nationalgeographic.com/kids/stories/history/first-thanksgiving/ (The First Thanksgiving National Geographic Kids) www.plimoth.org http://kids.nationalgeographic.com/kids/activities/cartoons/cartoonthanksgiving/ (Do together with the students)</p>
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STANDARDS

Social Studies SLE's:
 H.6.K.6 Discuss how historical events relate to present day.
 H.6.K.8 Understand that Pilgrims came to America from another part of the world.
 H.6.K.11 Recognize the relationship between the Native Americans and the Pilgrims(e.g. story, song
 H.6.K.5 Identify events that take place in sequential order
 E.7.K.1 Recognize that all people have economic wants and needs

Common Core Standards
 CC.K.RI.1. With prompting and support, ask and answer questions about key details in a text.
 CC.K.RI.3. With prompting & support, describe the connection between 2 individuals, events, ideas, or pieces of information in a text.
 CC.K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Speaking and Listening
 CC.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults and larger groups.
 CC.SI.4 Describe familiar people, places, and events and, with prompting and support, provide additional details.
 CC.SI.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Writing:
 CC.K.W.3. Use a combination of drawing, dictating, & writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
 CCKSL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

