



Social Studies

Unit 1 Title: Citizenship

Essential Question
Are Families Alike?

New York State Standards and Content Understandings:

Students will understand that:

Standard 5: Civics, Citizenship, and Government

- Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.
- People form governments in order to develop rules and laws to govern and protect themselves.
- Key terms related to the study of government include: democracy, power, citizenship, nation-state, and justice
- People plan, organize, and make decisions for the common good.
- Students can participate in problem solving, decision making, and conflict resolution.
- Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.
- Citizenship includes a pledge of allegiance or loyalty to the United States of America.

Overview

Gr
1



Social Studies

Citizenship

• Essential Questions:

1. What should a good citizen do? What should a good citizen never do? What should a good citizen know? Why are rules and consequences important?
2. Why do we have rules and laws?
3. What is fair?
4. What is the "common good?" Who decides?
5. Should all people have the same rights?
6. Should all people have the same responsibilities?

New York State Performance Indicators

Students will know:

- the probable consequences of the absence of government and rules
- the basic purposes of government and the importance of civic life
- that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation
- what it means to be a good citizen in the classroom, school, home and community
- the rules and responsibilities that they have at home, in the classroom and at school
- the basic rights that they have and those that they will acquire as they age
- that they should consider other points of view before drawing conclusions or making judgments
- that they can develop alternative solutions or courses of action to hypothetical or historic problems
- how to evaluate the consequences for each alternative solution or course of action



Social Studies

Citizenship

Vocabulary:

citizen
citizenship
community
culture
custom
decision
decision making
democracy
family
government
govern/rule
holidays
justice
laws/rules
neighborhood
problem
problem solving
protect
responsibility
rights and responsibilities
role
society
stars and stripes
symbol
tradition
voting



Social Studies

Citizenship

Skills

- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and drawing conclusions
- evaluating
- decision making
- handling adversity of interpretations
- looking for patterns
- interpreting information
- applying information
- analyzing information
- supporting a position
- defining terms
- identifying values/conflicts
- recognizing that others may have a different point of view
- participating in group planning and discussion
- cooperating to accomplish goals
- decoding images
- drawing conclusions
- making predictions

Task Title: What would a good citizen do?

Performance Task Overview:

Goal: Your goal is to show understanding of citizenship, fairness, responsibilities and rules for the common good.

Role: You are to listen to a story that has a problem. Your job is to end this story in a way that is fair and for the common good.

Audience: The target audience is your classmates and teacher.

Situation: The challenge involves listening to this story: Betsy was chasing Tisha down the hall. This was not the first time Betsy had done this. Tisha tried to get away from Betsy. She ran fast. Tisha did not see Joe around the corner. He was carrying the milk for Mrs. Dill's class. Tisha ran right into Joe. The milk cartons flew off the tray and onto the floor. Some broke open and the milk spilled everywhere "I'm sorry", Tisha said to Joe. Betsy ran the other way.

Product, Performance, and Purpose: You will create an appropriate ending for this story that will show you are a world class citizen who understands fairness, justice and responsibility.

Performance Outcomes/Products:

- The teacher will create three groups based on student interest.
- Group One will write and illustrate their story ending.
- Group Two will defend their story ending verbally.
- Group Three will perform their story ending.

Other Evidence:

- Work Samples
- Teacher Questioning and Observation

Learning Experiences and Instruction

1. Begin with a K-W-L chart, discuss what the children know about citizenship, rules, justice and responsibility. What do they want to know and what do they want to learn?
2. Create a class constitution and create class rules.
3. Play a game that has no rules.
4. Read aloud *I Read Symbols*, by Tana Hoban to the class. Discuss what a symbol is and show examples of symbols in the school or community. Talk about how the American flag is a symbol of our country. Have the children color a flag or draw their own replica of the flag with the appropriate number of stars and stripes.
5. On chart paper have students brainstorm a list of places where the flag is displayed. Think about why the flag is displayed at those places.
6. Interview the person responsible for raising and lowering the flag at the school. Be prepared to ask questions regarding how the flag is cared for and the rules for display.
7. Learn and recite the "Pledge of Allegiance". Focus on one line at a time, explaining the meaning of each word.
8. Make a classroom chart with four columns labeled "Jobs, Roles, Responsibilities, and Rights". Discuss or interview school personnel who perform various functions and record their responses in appropriate columns on the chart. Ask students to compare and contrast different responses on the chart.

9. Elaborate on the concept of rules. Have students make a book entitled "The Roles I Play". Students will write and illustrate the roles they play as students, friends, family members, members of the school, and the community.
10. Talk with students about rights. On a class chart have the students list what their rights are. Have students compare their rights with the rights articulated in the *Bill of Rights*.
11. Read aloud *The Story of Ruby Bridges*, by Robert Coles or *Through My Eyes*, by Ruby Bridges. Have students draw pictures illustrating what happened to her.
12. Read aloud *Miss Rumphius*, by Barbara Coney and/or *The Lorax*, by Dr. Suess and discuss with students how to take responsibility to improve the community. Help students explore and identify ways to make their classroom, school or community a better place. If possible, help students design a community service project to implement their ideas.
13. Read *Swimmy*, by Leo Lionni, a story about fish working together to solve a problem and do something for the common good. Use classroom problems/conflicts as opportunities to teach how people can come together to solve problems and make decisions for the common good.
14. Tell the class the story of the growth of our country, and make a classroom timeline showing the most important events: the Pilgrims arrival, the American Revolution, the Constitution Convention, the Civil War. Mention how rules have always played a role in history.

15. Play a version of "Telephone" called "Pass the Rule". Have students sit in a circle, whisper a rule into a student's ear and have him/her turn and whisper it into the next person's ear. Continue until the rule goes around the circle. Have the last person say the rule. It will probably be very different from the rule you originally whispered. Use the game as an opportunity to talk about the importance of writing down rules/laws.
16. Read chapter 1 in *The Zoo Keeper Learns About Responsibility*. In this exercise the students will examine several hypothetical situations to identify responsibilities and the source of responsibilities, as well as to assess what might happen when the person fulfills or does not fulfill the responsibilities. Have the students work with a partner to respond to the problems described in situations on page R1
17. Read chapter 2 in *The Zoo Keeper Learns About Responsibility*. In this exercise students apply the idea of benefits and costs. Student identify the benefits and costs of fulfilling a responsibility in four situations. Have students work with a partner to respond to the four problems on page R2
18. Read chapter 3 in *The Zoo Keeper Learns About Responsibility*. In this exercise students will analyze a hypothetical, but not unrealistic, situation involving competing responsibilities. Read the story, *Rosa's Problem* on page R3. Complete the "Choosing a Responsibility" chart.
19. Read chapter 4 in *The Zoo Keeper Learns About Responsibility*. Distribute the story " *The Lost Soccer Ball*" page R4. Complete chart "Deciding Who is Responsible".

20. Read chapter 1 in *Fair Bears Learn About Justice*. In this exercise students are given hypothetical problems/situations involving fairness. Have students work with a partner in order to solve problems on page J1.
21. Read chapter 2 in *Fair Bears Learn Justice*. In this exercise students are given problems that deal with fair ways to share things in a group. Have the students respond to problems described on page J2. Have students compare similarities and differences of people in each situation.
22. Read chapter 3 in *Fair Bears Learn about Justice*. Read the story "The Chase" on page J3 and complete "Fair Ways to Respond" chart.
23. Read chapter 4 in *Fair Bears Learn About Justice*. In this activity, students apply what they have learned about fair ways to find out something and fair ways to make decisions to two hypothetical situations. The stories are "The Broken Window" and "The Class President" page J4. Complete "Fair Ways to Find Out Things and Fair Ways to Make Decisions" chart. Complete a chart for each story. You may choose to model one story with class and have students complete the next story with a partner.
24. Hold a mock trial focusing on situations that embody such concepts as fairness, justice, or equality.
25. The students will complete their K-W-L chart by sharing what they have learned and adding a Q to represent any questions they would like to explore
26. ***Use interactive CD ROM for *The Zoo Keeper Learns About Responsibility* and *The Fair Bears Learn About Justice* to reinforce Big Book. You can use the interactive CDRom's in your technology center. Have students listen to a chapter and respond to prompts.

Interdisciplinary Connections:

Science

www.ncpublicschools.org/nccep/lp/

Physical Education

- Game with no rules (activity # 3)

Arts

- Create a collage of people following rules
- Make a 3-D frog after reading It's Mine see worksheet

English Arts

- Read aloud The Little Red Hen, discuss responsibility and fairness as it relates to the story
- After reading Swimmy by Leo Lionni, create a "What Would You Do?" bulletin board with an under the sea background. Students will create and decorate fish. On the other side, the children will write a problem for others to solve. Invite students during free time / center time to read the problems and write solutions which can be put in an envelope under each fish. At the end of the week review the solutions and commend creative problem solvers.

Mathematics

- Create an American Flag. Use mathematical flag facts to help students create. ie. There are 13 red and white stripes on the flag. The top stripe is red, and it alternates re/white/red/white. How many white stripes are there? or There are 6 white stripes, how many red are there?

Trade Books:

- *America : A Patriotic Primer*, by Lynn Cheney
- *Fireworks and Picnics and Flags: The Story of the Fourth of July Symbols*, by James Giblin and Ursula Arndt
- *I Read Symbols*, by Tana Hoban
- *Honor Our Flag: How to Care For, and Fly*, by David Singleton
- *Living Together Under the Law: An Elementary Education Law Guide*, by Arlene F. Gallagher
- *The Story of the Statue of Liberty*, by Betsey and Giulio Maestro
- *Arnie and the Stolen Markers*, by Nancy Carlson
- *It's Mine*, by Leo Lionni
- *Martin's Big Words: The Life of Dr. Martin Luther King Jr.*, by Doreen Rappaport
- *Miss Rumphius*, by Barbara Cooney
- *Officer Buckle and Gloria*, by Peggy Rathman
- *The Story of Ruby Bridges*, by Robert Coles
- *Swimmy*, by Leo Lionni
- *Through my Eyes*, by Ruby Bridges
- *Strega Nona*, by Tommie DePaola
- *The Lorax*, by Dr. Suess
- *It's Not My Fault*, by Nancy Carlson
- *The American Flag (Symbols of Freedom)*, by Tristain Boyer Binns
- *Rules Help* (National Geographic)
- *Who Works at the Zoo?* (National Geographic)
- *I am Busy* (National Geographic)
- *The American Flag*
- *The Statue of Liberty*
- *Pledge of Allegiance*

Internet Sites:

- <http://bennguide.gpo.gov/k-2/symbols/index.html>
- www.ushistory.org/betsy/flagpics.html
- www.ellisland.org



Social Studies

*My Family
and Other Families*

Overview

1

Essential Question

Are Families Alike?

New York State Standards and Content Understandings:

Students will understand that:

SS *History of the United States and New York*

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- Families have beliefs, customs, and traditions.
- Families have roles and responsibilities.
- Different kinds of families exist in all communities and societies.
- Families are interdependent.

SS *Economics*

4

- Through work, people in communities earn income to help meet their needs and wants.

Essential Questions:

- What is a family?
- Why do people live in families?
- What are the roles of the members in a family?
- What kinds of shelters do families live in?
- Why do families have beliefs, customs, and traditions?
- How do families meet their needs and wants?

New York State Performance Indicators:***Students will know:***

- Traditions are transmitted by various groups living in their neighborhood and community.
- Traditions and practices were passed from one generation to the next.
- There are different experiences beliefs, motives, and traditions of people living in their neighborhoods, communities, and State.
- Some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

New Vocabulary:

- **Identity**
awareness of ones own values, attributes, and capabilities as an individual and as a member of different groups
- **Culture**
the patterns of human behavior that any society transmits to succeeding generations to meet its fundamental needs. These patterns of behavior include ideas, beliefs, values, artifacts, and ways to make a living
- **Interdependent**
reliance upon others in mutually beneficial interactions and exchanges
- **Places and Regions**
the identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions
- **Scarcity**
the conflict between unlimited needs and wants and limited natural and human resources
- **Needs and Wants**
refers to those goods and services that are essential such as food , shelter, and clothing(needs), and those goods and services that people would like to have to improve the quality of their lives, such as education, security, health care, and entertainment

Vocabulary for Review:

alike/different, basic needs, beliefs, celebrations, customs, family, holidays, places, now and long ago, responsibilities

Skills:***Students will be able to:***

Map and Globe Skills

- Connect to a world map by marking the country of their family's origin.

Research and Writing Skills

- Gather information through listening, speaking, and observing.
- Locate information in print and nonprint sources.
- Create a book that describes the roles, beliefs and traditions of their family.

Thinking Skills

- Compare how families are alike and different.
- Compare and contrast different family traditions.
- Compare and contrast pictures of different types of homes.
- Assume the different roles and responsibilities of family members.
- Role-play:
 - families helping each other or solving a problem together; and
 - interdependence between family members.

Graph and Image Analysis Skills

- Classify and/or categorize information by:
 - sorting pictures of needs and wants; and
 - developing graphs to clarify ideas.

Interpersonal and Group Relation Skills

- Participate in group planning and discussion by:
 - making decisions;
 - resolving differences; and
 - anticipating consequences.
- Speak in an effective way by:
 - talking in complete sentences;
 - keeping on topic; and
 - learning and developing the skills of participating in a discussion.

Task Title: Family Book

Performance Task Overview:

Your goal is to write a book about your family. Your book should describe the members of your family and their roles and responsibilities. You should tell about the customs and traditions of your family and describe your home. You are the author and illustrator of your book and on Author's Day will present your book to your teacher and classmates.

Performance Outcomes/Products:

- Complete a graphic organizer (see attached).
- Write about each family member, describing the person and his/her role and responsibilities in the family.
- Write about a custom or tradition of your family.
- Write about the shelter you live in.
- Create and present a book about your family.
- Develop ideas so that the audience can identify similarities and differences in families.
- You are an audience member as well, be sure to listen carefully and consider what it would be like to be a part of a family other than your own. Record any questions or reactions to your classmates presentation.

Standards and Criteria for Success:

- Successful completion of the family book (see rubric)
- Exit card

Other Evidence:

- Work samples (poetry, journal entries, graphic organizers)
- Teacher questioning for understanding
- Discussions/Observations
- Exit cards

Learning Experiences and Instruction:

- Begin with a KWL chart, completing the K and W portion in relation to families. Finish with L at the end of the Unit 3 (My Family History Unit).
- Create and maintain a FAMILY word wall throughout unit.
- Create a Family Journal where children will be asked to record events involving their family or family members that are special or memorable to them on a daily basis.
- Refer to Chapter 9, page 50 "*How Are Families Special?*" in ***Social Studies Alive! Big Book***. After reading, have children illustrate and label a picture of their family and home. Have them write why their family is special.
- After reading the books ***I'm a Big Brother*** and/or ***I'm a Big Sister***, by Joanna Cole, children will draw a picture of themselves and tell why they are an important member of their family. Example question: Why are we special in our family?
- Read Chapter 13, page 75 in ***Social Studies Alive! Big Book***. Discuss various family celebrations. Ask students to bring in a picture of a family celebration and to be ready to tell about their picture. After sharing pictures as pairs, groups or whole class, create an *Our Family Celebrations* bulletin board. Be sure to discuss similarities and differences.
- After reviewing the idea of family celebrations and traditions, read the book ***The Keeping Quilt***, by Patricia Polacco. Explain to students that they will participate in a *Family Artifact Share* (students will be asked to bring in a family artifact that represents a tradition and be ready to share its importance in their family).

- After reading *How My Parents Learned to Eat* by Ina R. Friedman and referring to *The Global Gourmet*, by Kathleen Bart implement a *Family Food Fair* (ask students to invite their families to share recipes and dishes reflective of their culture).
- Compare and contrast pictures of different types of homes. Have students choose two of the homes and complete a Venn Diagram (see attached Shelter Pictures and Venn Diagram).
- After reading Chapter 10 in *Social Studies Alive!* have the children sort pictures of needs and wants.
- Needs and Wants Bingo: See page 101, Activity 10.3 in *Social Studies Alive! Lesson Guide*, and page 37, in *The Interactive Student Notebook Social Studies Alive! My School and Family*.
- Read the book *Tight Times* by Barbara Shook Hazen. Facilitate book discussion and have students respond to story in writing.
- After reading Chapter 11, page 63 in *Social Studies Alive! Big Book* create a chart with students naming their roles and responsibilities in their families. Students can complete a *Fabulous Family Member Award* by choosing a family member and describing what they do to help in the family. Talk about who helps them and who they help (roles and responsibilities).
- Create a *Jobs At Home Tree* by having students determine the responsibility of each of their family members and complete an index card with the member's name and job/responsibility (see attached *Jobs at Home* for example).
- Take a walk and have the children collect several rocks to make a family. Paint them. Let the children play with their families. Encourage them to make up stories about their rock families. For example, have them name their rocks and tell what each one likes to do. Have their rock families helping each other or solving a problem together. Help them expand their stories by asking questions.
- Create a book *The Important Thing About Our Families* after listening to the story *The Important Book* by Margaret Wise Brown. Each child will create a page in a class book using the same format as the read aloud (see attached sheet).

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- After listening to the rhyming story *Clean Your Room, Harvey Moon*, by Pat Cummings, the children will listen to other various poems. Try the books *Poems About Family*, by *America's Children Kid's Express* by Jacqueline Sweeney or *I Want Another Little Brother: Poems about Families* by Anna Currey and create their own poem about their family.
 - Students will cut out images of different families and describe their differences and similarities.
 - Create a glyph of the family (see attached directions for glyph).
 - Discuss situations that could cause a problem in a family. In small groups, create a story about a family that had a problem and how they solved it. The story should demonstrate the interdependence between family members. Act your story out.
 - Design a family crest: in each section children will be asked to draw pictures that represent one idea about their family traditions and /or their lives (see attached).

Interdisciplinary Connections:

Science

- Animal Families
- Animal Dwellings

Arts

- Family collage
- Diorama of family event/celebration
- Create a rock family
- Create a song that represents your family using a favorite tune

English Arts

- Create a book about families
- Write poetry about families
- Create a family word wall
- Interactive writing
- Family word sort
- Word families

Mathematics

Make a chart titled *How many people are in your Family?* On a large poster board list children's names. Glue small people cutouts next to each child corresponding with the number of people in their family. Line them up neatly so the children can compare family sizes.

Number families

Trade Books:

- Families Are Funny* by Nan Hunt
- I Love My Family* by Wade Hudson
- One Hundred is a Family* by Pan Munoz Ryan
- The Relatives Came* by Cynthia Rylant
- Song and Dance Man* by Karen Ackerman
- What Families Do* (Newbridge Discovery Links - Early Set A)
- The Keeping Quilt* by Patricia Polacco
- Grandfather's Journey* by Allen Say
- How My Parents Learned to Eat* by ???
- A Chair For My Mother* by Vera B Williams
- The Patchwork Quilt* by Valerie Flourney and Jerry Pinkey
- Come Home With Us* (Discovery Flaps) by Micheal Twin
- Families* by Meredith Tax, and Marilyn Hafner
- Do Mommies Have Mommies?* Time Life
- Why Are All Families Different?* Mary Atkinson
- Haven't You Grown!* Poems About Families by Belinda Hollyer
- The Important Book* by Margaret Wise Brown
- Noisy Nora* by Rosemary Wells
- Just Me and My Dad* by Mercer Mayer
- Tight Times* by Barbara Shook Hazen
- I'm a Big Brother* by Joanna Cole
- I'm a Big Sister* by Joanna Cole,
- Families Are Different* by Nina Pelligrini
- We are All Alike...We are All Different* by Laura Dwight
- Poems About Family, by America's Children (Kid's Express)*
by Jacqueline Sweeney
- I Want Another Little Brother: Poems about Families*
by Anna Currey
- The Family of Man* (pages 54, 56-59) Time Life

Internet Sites:

www.grandparents-day.com/activities.htm

www.socialstudiesalive.net

www.yahooligansyahoo.com

www.lessonplanspage.com/ssfamilies1.htm

www.lessonplanspage.com/ssohousesvshomes-culture1.htm

[www.crayola.com/activity book](http://www.crayola.com/activity-book)

www.edhelper.com/teachers/graphic-organizers.htm

www.ABCteach.com

www.canteach.ca



Social Studies

Unit 3 Title: History of My Family

Essential Question
Are Families Alike?

New York State Standards and Content Understandings:

Students will understand that:

S.S. 1 AND S.S. 2 History of US and the World

- families have a past and they change over time; my family timeline illustrates my family history
- some family beliefs, customs and traditions are based on family histories
- people of diverse racial, religious, national and ethnic groups transmit their beliefs customs and traditions
- folk tales, biographies, oral histories and legends relate family histories

S.S. 4 Economics

- people use tools technologies and other resources to meet their needs and wants

Essential Questions:

- Why should we study the history of many families?
- How can we learn from our family history?
- How do we know what really happened in our family history?
- How have the needs and wants of families changed over time?
- Where do families live and how has this changed over time?

Overview

Gr.
1



Social Studies

Unit 3 Title: History of My Family

New York State Performance Indicators

Students will know:

Standard 1: History of US or NY

- values, practices, and traditions unite all Americans
- traditions and practices were passed from one generation to the next
- simple timelines can help distinguish between near and distant past
- people living in their neighborhoods, communities and state have different experiences, beliefs, motives and traditions.
- historic events can be viewed through the eyes of those who were there as shown in their art, writing, music and artifacts

Standard 2: World History

- different world cultures and civilizations focus on their accomplishments, contributions, values, beliefs and traditions
- there are differences between past, present and future time periods
- lifestyles, beliefs, traditions, needs and wants of people during different periods in history and in different parts of the world can vary

Standard 3: Geography

- maps provide information about people, places and environments

Standard 5: Civics Citizenship, and Government

- citizenship includes awareness of holidays, celebrations. and symbols of our nation



Social Studies

Unit 3: The History of My Family

New vocabulary

artifact

change

tradition

Vocabulary for Review

culture

community

custom

decision making

holidays

problem

role

symbol

wants

customs

culture

decision

family

neighborhood

problem solving

society

needs



Social Studies

Unit 3: The History of My Family

Skills

Students will be able to:

Thinking Skills

- identify cause and effect pertaining to why a family's experiences change
- compare and contrast different family histories
- draw inferences and conclusions during read alouds
- make decisions about what the contents of their time capsules will be, as well as the artifact that they choose to share

Research and Writing Skills

- interpret information gathered during interviews with family members
- apply information to reenact/retell an ancestor's story
- analyze information for relevance in creating presentation

Interpersonal and Group Relation Skills

- define terms that pertain to family history
- identify values/conflicts while creating a class quilt
- recognize that others may have a different point of view

Graph and Image Analysis Skills

- decode images of families now and long ago
- draw conclusions about images of families now and long ago
- make predictions as pre-reading activities

Sequencing and Chronology Skills

- place events in chronological order to show family history
- create timelines

Map and Globe Skills

- read maps, legends and symbols to identify family origins



Social Studies

Unit 3: The History of My Family

Task Title: Artifact Museum

Performance Task Overview:

Goal: Each student is responsible to select one family artifact that reflects his/her family's history. The artifact will be supported by a museum card which will be brought to school. The museum card will serve to aid the students during their presentations. Artifacts and cards will be displayed to create a classroom museum

Performance Outcomes/Products:

- Information cards that reflect the significance of each student's artifact and can be used to aid his/her during the presentation.
- Students will reflect and record responses to each artifact presentation in a small journal. They will create an illustration and write a fact (or facts) that they learned about the artifact. Teachers can construct the journal using the attached booklet covers. ("The Family History Artifact Booklet" or "The Awesome Alphabet Artifact Booklet"). These journals should contain enough pages to allow for all students' presentations to be included. This will be used as an assessment piece.
- Students will be able to verbally explain the significance of their artifact, and its importance to them.
- Students will use the attached rubric to self assess their presentations.

Other Evidence:

- Work samples
- Teacher Questioning and Observation
- Student questions and responses
- Student time lines
- Student time capsule and letter



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Unit 3: The History of My Family

Learning Experiences and Instruction

1. Make literary connections by reading aloud from varied genres of literature. For example, *How My Parents Learned to Eat*, by Ina R. Friedman, *Rachenka's Eggs*, *Babushka's Doll*, both by Patricia Polacco, *The Chalk Doll*, by Charlotte Pomerantz, *Lots of Latkas*, by Sandy Lanton. Biographies are also appropriate for highlighting the contributions of famous people and their family history.
2. Generate, define and add words pertaining to family history to the existing family word wall.
3. Refer to Lesson 12 in the *Social Studies Alive!*, page 126 in the lesson guide. This series of lessons addresses how families change.
4. Write an autobiography that shows students' personal history after listening to the story, *When I was Five*, by Jamie Lee Curtis.
5. Refer to pages 76 - 79 in the *Social Studies Alive!* text book, Activity 13.4. This is an introductory lesson about Family Traditions. Utilize student handout 13.1.
6. Create a timeline that shows family history.
7. Read aloud *Where do I Live?*, by Neil Chesnow Locate family origins on a map.
8. Locate family origins on a map via Internet (Google maps).
9. Read a book relating to immigration, such as *Immigrant Girl*, by Brett Harvey or *Coming to America*, by Betsey Maestro.



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Unit 3: The History of My Family

10. Interview relatives to gain different perspectives about family history. Sample questions:
 - What did it look like?
 - How has it changed?
 - What activities did you enjoy?
 - Are needs/wants the same or different than long ago?Teacher can invite guest speakers to share.
11. Illustrate a picture of a relative on an index card. Plot the country of origin on a large world map.
12. Research your family history, select a person. Imagine that you are that person. Think about an experience that person had. Tell a story from their perspective and dress as they would have. Make a brief presentation to the class.
13. Time Capsule/Box- Think about your future relatives. Find or draw three items that are significant to your family. Imagine if we buried these under your house. Your relatives will find the capsule years from now. What will they think? Will they use or improve your items?
14. Read Aloud the story *How My Family Lives in America*, refer to Activity 13.5 in the *Social Studies Alive! Lesson Guide*. The outcome of this lesson will be for each student to design a piece of a class quilt.
15. Artifact Museum- Teacher will model the Artifact Find activity and create his/her own museum card.



Social Studies

Unit 3: The History of My Family

Interdisciplinary Connections:

Science

Explore where our family is in the universe using the book *Where Do I Live?*

Art

Create a family collage

English Language Arts

Create journal entries

Explore family history through poetry

Mathematics

Calculate elapsed time through historical events

Collect data pertaining to family history (i.e. number of children)
create a graph to show findings

Physical Education

Compare games from the past to those today

Other Resources:

Social Studies Alive Transparencies 12.2a, 12.2b, 12.3

Internet Sites:

<http://edsitement.neh.gov/>

<http://googlemap.com>

<http://atozteacherstuff.com/themes/family>

<http://teacherlink.ed.usu.edu>

<http://pbskids.org/wayback/family/tp.html>

<http://teachers.net>



Social Studies

Unit 3: The History of My Family

Resources

Trade Books:

Little Nino's Pizzeria, by Karen Barbour

Through My Eyes, by Ruby Bridges

The Best Town in the World, by Baylor Byrd

Miss Rumphius, by Barbara Cooney

Strega Nona, by Tomie dePaola

My Map Book, by Sara Fanelli

Coming to America, by Betsy Maestro

The Immigrant Girl Becky of Eldridge Street, by Brett Harvey

Journey to Ellis Island, by Carol Bierman

The Chalk Doll, by Charolotte Pomerantz

The Ticky-Tacky Doll, by Cynthia Rylant

If Your Name Was Changed at Ellis Island, by Ellen Levine

Dreaming of America, by Eve Bunting

We Came Through Ellis Island, by Jama Rattigan

Dumpling Soup, by Jama Rattigan

The Quilt Maker's Gift, by Jeff Brumbeau

The Rag Coat, by Lauren Mills

Babushka's Doll, by Patricia Polacco

The Keeping Quilt, by Patricia Polacco

Something From Nothing, by Phoebe Gilman

Immigrant Kids, by Russell Freedman

Something to Remember Me By, by Susan V. Bosak

The Patchwork Quilt, by Valerie Flourney

Relatively Speaking: Poems about the Family, by Ralph Fletcher

Rookie Biography Series, by Scholastic



Social Studies

*My Community
and Local Region*

Overview

1

Essential Question
Are communities alike?

New York State Standards and Content Understandings:

Students will understand that:

SS

History of the United States and New York State

1

- Different events, people, problems, and ideas make up my community's history.
- Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.

SS

Geography

3

- Monuments and important places are located in my neighborhood.
- Communities are connected economically and geographically.

SS

Economics

4

- Communities provide facilities and services to help satisfy the needs and wants of people who live there.

Essential Questions:

- What is a community?
- How has my community changed over time?
- How is my community different from others?
- What makes my community unique?
- How does my community help my family survive?

New York State Performance Indicators:*Students will know:*

- Their neighborhood is made up of people with different experiences, beliefs, motives, and traditions.
- Historic events can be viewed through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- The location of places in their community.
- People depend on and modify their physical environments to meet basic needs.
- Communities consider the needs and wants of its citizens when determining the goods and services that it will provide.

Vocabulary: (new vocabulary in bold)

alike/different

belief

change

community

culture

family

geography

history

land**map****monument**

needs

neighborhood**past****present**

problem

protect**region**

responsibility

role

society

then/now

wants

water

work

Skills:

Students will be able to:

Research and Writing Skills

- Interpret and apply information to create a poster about how their community has changed over time.
- Create a book describing how a community helper contributes to the community.
- Analyze information for relevance in creating a presentation.

Thinking Skills

- Compare and contrast different types of communities.
- Identify cause and effect pertaining to why communities change over time.
- Identify community helpers with a problem they solve.

Sequencing and Chronology Skills

- Create timelines to place events in chronological order to show the history of their community.
- Predict how school and classroom objects were used in the past with their modern day equivalent.

Graph and Image Analysis Skills

- Interpret graphs, cartoons, paintings, and charts about our community and local region now and long ago.
- Make predictions and draw conclusions about our community and local region now and long ago.

Map and Globe Skills

- Read maps, legends, scales and symbols to identify places in the community.
- Compare maps and references about our community.

Interpersonal and Group Relation Skills

- Define vocabulary terms that pertain to our community and local region.
- Identify values/conflicts while creating a class community quilt.
- Recognize that others may have a different point of view.
- Speak in an effective way when interviewing people and during presentations.

Task Title: Times Have Changed

Performance Task Overview:

You are a Kindergarten teacher and it is your job to teach your students how the community has changed over time. You and your group will create a *show what you know* poster using pictures, drawings, and/or words.

Brainstorm with your group the changes that have occurred in the community. Work together to decide how you will present your ideas on the poster. Once your poster is complete plan your lesson for the Kindergarten class. Be sure that all of the members of the group know which part of the lesson they are responsible for.

Performance Outcomes/Products:

- The poster should include:
 - At least five different ways the community has changed.
 - Evidence that you are able to explain.
 - Information that is clear and easy for your audience to read.
- As a teacher you should:
 - Describe in detail all of the ideas shown on your poster.
 - Encourage your students to ask questions.
 - Include all members of your group.
 - Present in a clear, easy to hear manner using complete sentences.
- As an audience member you should:
 - Be a good listener.
 - Only ask questions about the topic being discussed.
 - Complete the *Times Have Changed* assessment sheet. Assignment should be differentiated. See forms attached.

Other Evidence:

- Work samples
- Teacher questioning and observation
- Class generated charts
- Graphic organizers

Learning Experiences and Instruction:

- Brainstorm and record ideas about what a community is. Elicit words that include such things as school, entertainment, shopping, social activities, jobs, food, homes, people, etc. Once the chart is complete have the students categorize the ideas using the above subheadings.
- Initiate a discussion on different types of community: "Do all people live in the same type of community?" Read aloud the story ***Amy Elizabeth Explores Bloomingdales*** by E.L. Konigsburg. Compare the differences in the two communities in the story. This can be done using a Venn diagram, or a T-Chart, or through discussion.
- Continue previous discussion about different types of communities. Read aloud the story, ***City Mouse, Country Mouse*** by Aesop and discuss other ways communities can be different.
- Watch one or more of the clips on ***United Streaming Software*** under the subject of *Community or My Neighborhood*. This can be used for reviewing what makes up a community, as well as to introduce community helpers (<http://www.unitedstreaming.org>).
- Brainstorm a list of places in their community. Provide groups of students with a large sheet of poster paper and have them plan a community. Have students share their communities and explain their thinking. Compare the communities that were created.
- Read aloud one or more books about community helpers. Discuss their roles, and have students identify the community helpers in their neighborhood.

- To reinforce knowledge of community helpers, students will be involved in a matching activity where they are given a slip of paper that has either a problem or the name of a community helper on it. Students will be required to match their problem with the appropriate community helper.
- Provide students with the opportunity to interview community helpers by inviting them into your classroom to explain to students how they help the community. Send a letter home to parents asking them if they know anyone who might be interested. See attached sample letter.
- Plan a field trip to a place in your school community, for example the Fire Station, Post Office, etc. The students will create a class book about their experience and include how that helper contributes to the community.
- The children will view Chapter Opener Transparency 2 and 7 from ***Social Studies Alive!*** and discuss the differences that exist between the two pictures. Introduce the terms past and present. The students will be asked to focus on the details of each picture. After the discussion the children will view transparency 7.1, 7.2A, 7.2B, 7.2C, 7.4A, 7.4B, and 7.4C. Have the children predict how those school and classroom objects were used in the past and what their modern day equivalent is.
- Review concepts from the previous lesson. Read aloud chapter 7, *What Was School Like Long Ago* in ***Social Studies Alive!***. Have students complete the attached Venn diagram independently, in small groups, or as a whole class. As an extension activity you may consider visiting Old Bethpage Village Restoration to experience a one room school house.
- Review concepts about how schools have changed through time. Initiate a conversation about the way students long ago might have traveled to school and compare with present times. Discuss other differences in children's way of life long ago. Examples include entertainment, communication, clothing, housing, food, cooking, etc.
- Read aloud ***This Little House*** by Virginia Burton. Discuss the changes in the area that the house observed over time.

- To extend the idea that the local community has changed, go the Half Hollow Hills Community Library website (<http://hhhl.suffolk.lib.ny.us>). Click on Historic Melville. You will be directed to a collection of photos depicting our community long ago. Select the photos you feel are most appropriate for your class. Display images and discuss the differences between then and now.
- Create a class community quilt. Have each student create a square of the quilt that reflects one aspect of this unit. Have each student share and discuss their square. Then assemble squares into a quilt and display.

Interdisciplinary Connections:

Science

Explore and discuss the progression of technology and how it has impacted the community in areas such as transportation, tools, etc.

Physical Education

Learn about games that were played long ago. Visit website:
<http://www.noahwebsterhouse.org/games.html>

Arts

Photograph different places in their community using a digital camera
Classroom museum of important people, places, memorabilia, and artifacts

English Language Arts

Assorted community related read alouds and poetry
Write thank you letters to community helpers
Research places and local monuments in the community
Travel brochure, pamphlet, or book that advertises their community

Mathematics

Identify shapes in their community
Graph how many houses are on their street and interpret the graph
Collect menus to do simple math problems with the prices on the menus

Trade Books:

City Green by DyAnne Disalvo-Ryan
Uncle Willie and the Soup Kitchen by DyAnne Disalvo-Ryan
Grandpa's Corner Store by DyAnne Disalvo-Ryan
On The Town: A Community Adventure by Judith Caseley
A Day's Work by Eve Bunting
A Castle On Viola Street by DyAnne Disalvo-Ryan
Amy Elizabeth Explores Bloomingdales by E.L. Konigsburg
Town Mouse, Country Mouse by Aesop
Sarah Morton's Day by Kate Waters
Samuel Eaton's Day by Kate Waters
The Little House by Virginia Lee Morton
A Street Through Time by Ann Millard
My Neighborhood by Lisa Bullard
What is a Community from A to Z by Bobbie Kalman
Community Helpers from A to Z by Bobbie Kalman and Niki Walker
Historic Communities Series by Bobbie Kalman
Officer Buckle & Gloria by Peggy Rathmann

Other Resources:

Social Studies Alive!
Transparencies 7.1, 7.2A, 7.2B, 7.2C, 7.4A, 7.4B, 7.4C
Chapter 7: "What Was School Like Long Ago"

Internet Sites:

<http://hhhl.suffolk.lib.ny.us>
<http://www.unitedstreaming.org>
<http://www.newsday.com/community/guide/lihistory/>

My Community and Local Region



Half Hollow Hills
First Grade
Unit 4

Essential Question
Are Families Alike?

New York State Standards and Content Understandings:

Students will understand that

Standard 3: Geography

- Maps and diagrams serve as representations of places, physical features and objects.
- Places within the community and local region can be located on maps and globes.
- People depend on and modify their physical environment to meet their needs
- Places are located where they are for specific reasons.

Essential Questions:

1. How do maps help us understand the world?
2. How does geography affect the way people live?
3. Why does "where" matter?

New York State Performance Indicators

Students will know:

- Places can be located on maps and on a globe.
- Maps and diagrams serve as representations of places, physical features, and objects.
- Cardinal directions can be used to locate places and physical features.
- Symbols represent places and can be used to locate geographic features and physical characteristics.
- People depend on and modify their physical environments to meet basic needs.

Unit 5 Title: Places in My Community and Local Region

Vocabulary:

alike/different

cardinal directions

change

city planner

community

compass rose

continent

diagram

East

family

geography

globe

key

land

legend

map

mayor

needs

neighborhood

North

ocean

physical features

region

South

symbol

Town Council

United States of America

water

West

Skills

Students will be able to:

Thinking Skills

- compare and contrast ideas
- identify cause and effect
- draw inferences and making conclusions
- evaluate
- find and solve multistep problems
- make decisions

Research and Writing Skills

- look for patterns
- get information
- interpret information
- apply, analyze, and organize information

Interpersonal and Group Relation Skills

- recognize that others may have a different point of view
- participate in group planning and discussion
- cooperate to accomplish goals
- assume responsibility and carry out tasks

Map and Globe Skills

- read maps, legends and symbols
- use a compass rose
- compare maps and make inferences
- interpret and analyze different kinds of maps
- make maps

Graph and Image Analysis Skills

- decode images (graphs, cartoons, paintings, and charts)
- interpret graphs and other images
- draw conclusions
- make predictions

Unit 5 Title: Places In My Community and Local Region

Task Title: My Community

Note to Teacher: *The following Performance Task can be differentiated by varying the amount of locations and symbols students need to add to their maps*

Performance Task Overview

You are a city planner. The mayor has called and asked you to make a map of a new town in your community. You will create a map using symbols, drawings, and/or words.

Using the information provided, and what you know about geography, decide where you think each of the places listed belong in the town. Create an aerial view map that includes a legend/key and compass rose. Once your map is complete you will present and explain it to your Town Council for approval.

Performance Outcomes/Products:

Your map should include:

- symbols
- a legend or key
- a compass rose
- all locations listed
- information that is clear and easy to read

As a member of the Town Council you should:

- be a good listener
- record responses on *Town Council Question Sheet*
- complete the *Town Council Checklist* for each map presented

Other Evidence:

- Work Samples
- Teacher Questioning and Observation
- Class Generated Charts and maps

Unit 5 Title: Places In My Community and Local Region

Learning Experiences and Instruction

1. Introduce the concept of bird's eye/aerial view by setting up a model bedroom using plastic/miniature dollhouse furniture. Seat students around the bedroom layout and discuss and sketch what they see on clipboards. Then have students stand and repeat the activity with a focus on bird's eye view. Compare and discuss both drawings
2. Introduce the concept of maps by reading the first seven pages of *Me on the Map*, by Joan Sweeney. Compare and contrast the maps with the illustrations. Some ideas might be the use of symbols, aerial view, relative position of objects, etc. Refer to previous lesson. Have students discuss what they did then and how it relates to what we have learned about maps in this lesson.
3. Review the idea that maps contain symbols and that these symbols represent real life objects. Use *Social Studies Alive*, Placards 6.1A -6.1H. Tell students that you are going to show them symbols of objects that can be found in a classroom. Display the symbol only. Have students discuss their ideas about what the symbol represents. Reveal full card. Focus on the relationship between the symbol and the actual object. Play a guessing game. Have students work in pairs. Each student will select an object in the classroom, create a symbol for it, and have their partner guess what the symbol represents.
4. Develop the concept of map keys/legends. Display "Chapter Opener Transparency 6" from *Social Studies Alive*. Generate a chart of objects that students see. Focus on the area of the transparency that has the Classroom Map. Point to each symbol and have students identify the object in the room that it represents. Add the symbol to the chart. Show students Transparency 6.3. and compare the map key created by the class to the map key located on the transparency. Discuss how a map key/legend helps us read a map.

Unit 5 Title: Places In My Community and Local Region

Learning Activities

1

5. To check for understanding of concepts taught thus far, have students complete pages 22 and 23 of the *Social Studies Alive* Interactive Notebook independently. If necessary read directions on page 22 aloud. This serves as a midpoint assessment. Reteach if necessary
6. Present students with an illustration of a compass rose. Use the compass rose to help students understand cardinal directions. To reinforce this skill, have students make a new map of Ms. Hutchinson's class on page 25 of the *Social Studies Alive* Interactive Notebook. Read directions provided on Activity Supplement 1.
7. Use a compass to identify North, South, East, and West in your classroom. Label the four walls accordingly. Discuss this process with the class. Play a quick game of "Simon Says" that incorporates directions (i.e. "jump three steps North.") Gather students around a large blank map of the classroom (butcher paper is recommended). Label the map with the classroom door and a compass rose. Brainstorm a list of objects in your classroom. Decide which objects are the most important and should be included on a map. Create a class legend/map key by agreeing on symbols for each object. Break the students into 4 different groups. Each group will map out an assigned section of the classroom. They will do so by writing the symbols of the various objects on Post-its and then placing the symbols on the map accurately.
8. Setup a laptop and projector in order to explore www.Maps.Google.com with your class. Type Dix Hills to get to the general location of your school, then use the arrows to find your school on the map. Tell children that they are going to visit each other's houses and other community locations by helicopter. Select HYBRID button in order to see the satellite view as well as a map. In your discussion focus on these teaching points: land/water, cardinal directions, land forms, places in the community.

Unit 5 Title: Places In My Community and Local Region

9. Introduce an atlas to students. Using a children's atlas, explore various maps and map features
10. Show the children a world map and a globe. Compare and contrast. In your discussion, focus on these teaching points: Land/Water (80%), Cardinal Directions, Continents, Hemispheres, borders, etc.

Interdisciplinary Connections

Science

Bird Migration (north, south)

Global Warming (Compare land vs water past and present)

Water Cycle (Using symbols to represent the stages of the water cycle)

Physical Education

Cardinal Direction "Simon Says"

Make a Floor Map and do version of "Twister" using continents and oceans

Arts

Have students sketch various objects from different perspectives

English Language Arts

Assorted map-related read alouds

Write directions to find a hidden treasure (use cardinal directions)

Mathematics

Scale

Grids, coordinates

Show weather or activities on calendar using symbols

Resources

Trade Books

City Green, by DyAnne Disalvo-Ryan

Me on the Map, by Joan Sweeney

Mapping Penny's World, Loreen Leedy

How to Make an Apple Pie and See the World, by Marjorie Priceman

The Map on My Lap, by Tish Rabe and Aristides Ruiz

Where Do I Live?, Neil Chesnow

A First Atlas, by Sue Hook

My Street, by Rebecca Treays

My Town, by Rebecca Treays

As the Crow Flies: A First Book of Maps, by Gail Hartman

Internet Sites

- <http://www.map.google.com>



Social Studies

*Economic
Decision Making*

Overview

1

Essential Question
Are Families Alike?

New York State Standards and Content Understandings:
Students will understand that:

SS

Economics

- Families make decisions about how to spend the money they earn.
- People work to earn money to purchase the goods and services they need and/or want.
- People in communities must make choices due to unlimited needs and wants and scarce resources; these choices involve costs.
- Scarcity means that people's wants exceed their limited resources.

4

Essential Questions:

- What is a decision?
- Why do people work?
- How do families decide what to do with the money they earn?
- Are everyone's wants and needs the same?
- How do families make sure that they will always have enough money for the things they need?

New York State Performance Indicators:*Students will know:*

- The different ways families satisfy their basic needs and wants.
- People's wants can exceed their limited resources and this condition defines scarcity.
- Not all families needs and wants are the same.
- The difference between a need and a want.
- Scarcity requires individuals to make choices and these choices involve cost.

Vocabulary: (new vocabulary in bold)

alike/different

cost**choice**

decision

decision making

earnings

expenses

family

income

needs

priority

problem

problem solving

responsibility

role

salary

save

scarcity

society

wants

work

Skills:

Students will be able to:

Research and Writing Skills

- Interpret information and make decisions about how to spend money they earn.
- Apply information to write a friendly letter.
- Analyze information to support their choices.
- Support a position.

Thinking Skills

- Identify cause and effect pertaining to economic decision making.
- Identify different jobs and the goods and services these jobs provide.
- Compare and contrast different ways families spend money.
- Make decisions as to what determines scarcity.
- Identify the pros and cons of economic decision making.
- Handle adversity of interpretations.

Sequencing and Chronology Skills

- Use sequence and order to plan and accomplish tasks.
- Understand the concepts of time, continuity and change.
- Set priorities.

Graph and Image Analysis Skills

- Draw conclusions about images of different jobs and the goods and services these jobs provide.
- Discuss outcomes of alternative decisions.

Interpersonal and Group Relation Skills

- Define vocabulary terms that pertain to economic decision making.
- Participate in group planning and discussion.
- Identify the pros and cons of ideas to make a decision on saving for a class goal to benefit everyone.
- Recognize that others may have a different point of view.
- Cooperate to establish a classroom store.
- Assume responsibility.

Task Title: Save or Spend?

Performance Task Overview:

You have a \$100 to pay for your needs and another \$100 to pay for your wants. Your job is to make the following decisions:

- Will you spend all of your money now, or save part of it for later?
- How will you spend your money?
- What will you save your money for?

Performance Outcomes/Products:

Think about your *needs*. Use the **NEEDS** planning sheet to show what you would spend your money on now, and what you would save for.

Think about your *wants*. Use the **WANTS** planning sheet to show what you would spend your money on now, and what you would want to save for.

Be sure each planning sheet includes:

- The item or items you are thinking about (you can draw, write, or both).
- The price of each item (the amount you save and spend cannot be more than \$100).
- The reasons for each choice.

Write a friendly letter to your family explaining why and how you made your choices (see attached letter template, use as many sheets as necessary).

Use the ***Self-Assessment Checklist*** and ***Self-Assessment Writing Checklist*** to complete the Performance Task.

Other Evidence:

- Work samples
- Exit card
- Teacher questioning and observation
- Class generated charts
- Graphic organizers

Learning Experiences and Instruction:

- Use *Social Studies Alive!* Chapter opener Transparency 10 to brainstorm in a large group the ways this family chose to spend their money. Then add other ways families spend money. Assign approximate grade level appropriate prices for each item. After a brief review of needs and wants students will work in small groups to create a T-Chart where they categorize each item as a **Need** or **Want**. The children will gather in a large group setting to share their work. Children will use exit card #1 to conclude this activity.
- Read aloud the story, *Curious George Takes a Job* by H. A. Rey. Help students identify different jobs and tell what goods and services people who do these jobs provide. Record the suggestions.
- Children will create a list of jobs that can be performed in the classroom. The teacher will explain the responsibilities and salaries of each job and inform students that they will be able to either save or spend the money earned. Each child must be assigned a job.
- Establish a classroom store where children can use their earnings to purchase items such as pencils, erasers, stickers, etc.
- Read aloud, *Alexander Who Used to Rich Last Sunday* by Judith Viorst. Discuss the definition of scarcity and how it is evident in this story. Children will be given a list of 20 goods and services, and only ten slips of paper representing paper dollars, students will select the goods and services that they want most, explain their choices to a partner, and cite scarcity as the reason why they had to make choices.

- To reinforce the meaning of decision making ask the children to recall decisions that they made today. Read aloud the story, ***Uncle Jed's Barber Shop*** by Marjorie King Mitchell. Lead the children in a discussion about the decisions that Uncle Jed made in the story and why he made them. Focus on the things he considered before deciding. Students can discuss outcomes of alternative decisions.

- Present the following scenario to the children to develop the concept of economic decision making. and think aloud to model the pros and cons for your decision:

On my way to work today I realized I was very low on gas. I knew that I would want to buy lunch but I realized I only had \$10.00. What should I do, buy gas, so that I would not run out, or buy lunch, and hope that I could make it with the little amount of gas that I had?

- Use the scenarios provided at the end of this unit to develop the concept of economic decision making. Divide the class into six groups. Using the scenarios provided, have students discuss the pros and cons of each choice. Have groups share their ideas.
- Reinforce decision making by introducing the students to a *Let's Go Shopping* activity. Show students ***Social Studies Alive!*** placard 11.3. Have students tell the story of the picture. Students should be encouraged to notice and discuss as many details as possible. Review choices and considerations students made in the previous activity. Explain that today they are going shopping for their family with \$10.00. They will need to make decisions about what to buy, but they are required to purchase every item on their list. Students will complete the *Let's Go Shopping* activity independently, and share the reasons for their decisions with a partner or small group.
- Read aloud, ***A Chair for My Mother*** by Vera B. Williams. Introduce the idea of saving. Explain to students that the class will be saving for something that will benefit everyone. Help students create a goal by brainstorming and recording their ideas. Have students discuss the pros and cons of each item on the list until a decision is reached. Tell them that they can use the class bank to contribute any amount of money they would like (i.e. change from snack money, a penny found on the sidewalk, etc.) so that the class can reach the goal.

- Read aloud, *Arthur's Funny Money* by Lillian Hoban. Reinforce the idea of saving. Explain to students that the class will be saving for something that will benefit everyone. Help students create a goal by brainstorming and recording their ideas. Have students discuss the pros and cons of each item on the list until a decision is reached. Tell them that they can use the class can and bottle deposit box to contribute recyclable cans and bottles. Once a sizable amount of cans and bottles have been collected, either the teacher or a parent volunteer should return them to the store for their deposit value. Determine if the goal has been reached, and if not, how many more bottles and cans need to be collected. (This activity can be used separately or in conjunction with the previous activity).

Interdisciplinary Connections:

Science

Nutritious Choices: Students bring in a supermarket flyer and select items to fill their shopping cart (see attached). Their choices must show understanding of healthy eating. This activity can be used as an opportunity to reinforce needs and wants.

Read *The Lorax* by Dr. Seuss and discuss scarcity and conservation of our environment.

Physical Education

Create a large tic tac toe board on a shower curtain. Each box will have an assigned price. After a certain amount of tosses the children will add up their money. The children will add until their sums equal one hundred dollars.

Arts

Create a needs and wants collage.

English Arts

Brainstorm a list of jobs. The children will be asked to:

- put the jobs in ABC order.
- identify those that are compound words.

Write or role play a conversation a family would have while creating a shopping list for a trip to the beach.

Mathematics

The children will add the prices of items and decide how much money they need to purchase them. They will explain how the amount can be made using coins and dollars.

Trade Books:

Arthur's Funny Money by Lillian Hoban
Moosey Saves Money by Michael Pellowski
Tight Times by Barbara Shook Hazen
If You Give a Mouse a Cookie by Laura Numeroff
A Chair for My Mother by Vera Williams
What People Do All Day? by Richard Scarry
Just Shopping With Mom by Mercer Mayer
Curious George Takes A Job by H.A. Rey
The Purse by Kathy Caple
The Berenstain Bears and Mama's New Job by
Uncle Jed's Barber Shop by Marjorie King Mitchell and James E.
Ransome
Alexander Who Used To Be Rich Last Sunday by Andrea Fife
Honey I Love and Other Poems by Eloise Greenfield
Keepsake by Eloise Greenfield
The Lorax by Dr. Seuss

Other Resources:

Social Studies Alive!
Transparency 10

Internet Sites:

<http://ecedweb.unomaha.edu>
<http://www.yorkville.k12il.us/webquest/webquests.htm>
<http://www.edhelper.comlk>

Economic Decision Making



Half Hollow Hills
First Grade
Unit 6