Title: Welcome to Kindergarten!

Grade: Kindergarten

Description: This is a supplemental lesson to integrate into the Social Studies Alive! Me and My World curriculum for kindergarten. The lesson is about classroom organization, rules, respect and fairness.

Duration: 9 days

Instructional Strategy:

Session 1

Preview
1. Connecting to Prior Knowledge: Help students understand that there are rules that we follow to keep ourselves safe, healthy and happy.
   - Begin by asking students about what makes it fun to play a game. Then ask them what makes a game no longer fun.
   - Ask students how they could make the games that are not fun into games that are fun.

Problem Solving Groupwork
1. Read aloud Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate.
   - Read the story to introduce the idea of classroom organization. Focus students’ attention on the learning areas in the classroom (e.g. reading center, art center, math center, writing center, etc.).
   - After reading, ask higher-level thinking questions, such as What did you do to get ready for Kindergarten? (create)
   - As a formative assessment during the lesson, ask: Can you name three things Miss Bindergarten did to get ready for Kindergarten?

Session 2

2. Review Miss Bindergarten Gets Ready for Kindergarten.
   - Brainstorm a list of the learning areas in your classroom. Share photographs of those areas in your classroom. There are placards of generic learning areas included as a resource attachment if you do not create photos of your own.
   - Tour the room, looking at the learning areas. Focus on the rules for working in each area.
   - During the activity, ask higher-level thinking questions, such as Compare our classroom to Miss Bindergarten’s classroom. (evaluate) (Students’ answers can be written on a T-chart.)
   - As a formative assessment during the lesson, ask: Can you name a learning area in our classroom that is the same as Miss Bindergarten’s?
Welcome to Kindergarten!

Session 3
3. Create labels with pictures/words to label each of the learning areas.
   - Working in pairs, have each group match their picture to the learning area. Come back together as a class.
   - Go to each area of the room. The students who labeled that area will review the rules for good behavior in that area. The teacher can give a scenario and those students will role play their response (e.g. Writing paper is all over the floor. What will you do?)
   - During the activity, ask higher-level thinking questions, such as Why do we have different areas in our classroom? (analyze), Are there different rules for each area? (evaluate) and What can you do to remember the rules for each area? (create)
   - As a formative assessment during the lesson, ask: Can you tell what good behavior is like in ___? (area of the classroom)

Session 4
4. As a class, write a list of 5-7 classroom/learning area rules.
   - Encourage students to state the rules in positive terms (i.e. “No hitting” should be stated as “Keep your hands to yourself.”)
   - Introduce the word contract as being an agreement or promise. Have students sign the rules, which allows for ownership. (Can also be used in conjunction with Constitution Day.)
   - During the activity, ask higher-level thinking questions, such as Can you tell why this is a good rule? (evaluate)
   - As a formative assessment during the lesson, ask: Can you tell me a rule we have written so far?

Session 5
5. Introduce the Interactive Student Notebooks* (ISNs). *Use spiral or composition notebooks.
   - Explain to the students that the purpose of the ISN is to collect their work so that they, their parents and their teacher can see how much they learn and grow during the school year. Work they do in social studies will be collected in the ISN.
   - Have students each choose one of the classroom rules and illustrate it for inclusion in their ISN.
   - During the activity, ask higher-level thinking questions, such as What should happen if you don’t follow a rule? (create)
   - As a formative assessment during the lesson, ask: Can you tell why the rule you chose to illustrate is an important rule?

Session 6
6. Role-play scenarios where students can experience the concept of fairness.
   - Scenario #1: The boys have extra recess while the girls stand in line and watch.
   - Scenario #2: The class gets extra recess as a reward for their hard work and good behavior.
   - Scenario #3: Only the girls are invited to lunch with the teacher.
Welcome to Kindergarten!

- After the role-playing, discuss with the class which situation shows fairness and the reasons why.
- During the activity, ask higher-level thinking questions, such as What does it mean to be fair? (evaluate)
- As a formative assessment during the lesson, ask: Can you tell something unfair that has happened to you? Can you tell how to make it more fair?

Session 7
7. Role-play scenarios where students can experience the concept of respect.
- Scenario #1: Someone cuts in line in front of someone else.
- Scenario #2: Someone interrupts and speaks out of turn.
- Scenario #3: Someone is listening and following directions given by the teacher.
- After the role-playing, discuss with the class which situation shows respect and the reasons why.
- During the activity, ask higher-level thinking questions, such as How are fairness and respect alike? How are they different? (analyze)
- As a formative assessment during the lesson, ask: Can you tell how to be respectful to your classmates? Your teacher? Yourself?

Session 8
8. As a class, make a 3-section chart of the activities students participate in at home, at school and in the community. Discuss fairness and respect in the activities on the chart.
- During the activity, ask higher-level thinking questions, such as Are your activities at home the same as at school? (analyze)
- As a formative assessment during the lesson, ask: Can you tell how to be fair and respectful in one of the activities on the chart?

Session 9
9. Play “Simon Says” to reinforce following directions (i.e. “Put your hands on your hips”), being fair (i.e. “Raise your hand to speak”) and being respectful (i.e. “Shake your neighbor’s hand”).
- During the activity, ask higher-level thinking questions, such as Why is it important to have rules for our activities? (evaluate)
- As a formative assessment during the lesson, ask: Can you tell the rules of the game?

Materials:
Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate, or another book on a similar theme (Welcome to Kindergarten by Anne Rockwell or Look Out Kindergarten, Here I Come by Nancy Carlson); photos of the learning areas in your classroom (or sample photographs found in the resource attachments of this lesson); chart paper; Interactive Student Notebooks (spiral or composition notebooks); blank copy paper

Vocabulary:
respect, fairness, rules
Welcome to Kindergarten!
Math Center
Drama Center

Grade K Social Studies
Welcome to Kindergarten!
Welcome to Kindergarten!

Reading Center
Title: How Do We Choose Leaders?

Grade: Kindergarten

Description: This is a supplemental lesson to integrate into the Social Studies Alive! Me and My World curriculum for kindergarten. The lesson is about elections.

Duration: 3 days

Instructional Strategy:

Session 1

Preview
1. Connecting to Prior Knowledge: Talk with the class about how we make decisions (for example, what to eat or what television show to watch).
2. Building Background Knowledge: Show two different picture books. Students pick one book the teacher will read. Talk about how to make decisions. Make a paper chain graph (paper strips of a different color for each book choice). Ask questions to have students analyze the paper chains. Read the winning book.
3. Developing Vocabulary: Introduce the key social studies terms—choose, vote, democracy, candidate and election—refer to Vocabulary Development Strategies in Solutions for Effective Instruction.
   • Ask higher-level thinking questions, such as: How would the chain look different if you had not voted? What could happen if one person didn’t vote? (synthesis)
   • As a formative assessment during the lesson, ask: How is voting a fair way to make decisions?

Session 2

Experiential Exercise
1. Review the voting activity from yesterday.
2. Tell students they are going to vote for a class helper/class pet/class mascot.
   • For example, either Mickey Mouse or Clifford (or two other well-known characters).
3. Gain information about the candidates.
   • Read books about the characters, show campaign posters (made by the teacher ahead of the lesson) or discuss the characters.
4. Make a class T-chart showing the reasons the class would vote for each of the two characters.
   • Ask higher-level thinking questions, such as: Who is the best candidate? Why?
   • As a formative assessment during the lesson, ask: Why did you choose your candidate?
Session 3

Process

1. Review the campaign information from yesterday.
2. Hold an election for class helper by using secret ballots.
   - Teachers create a ballot that works best for their students.
   - Make a bar graph showing the results of the election.
   - Connect this activity to what adults do when they participate in an election and vote.

Materials:
Strips of paper (2 different colors, to make a paper chain); two fictional storybook characters (dolls or stuffed animals); books about the two characters; books about elections (ex. Duck for President, My Teacher for President, Gracie for President, VOTE!, Election Day); campaign posters about the two characters (teacher-created); t-chart; chart paper; ballots

Vocabulary:
vote, democracy, decision, candidate, election
Title: Who Are Our Heroes?

Grade: Kindergarten

Description: This is a supplemental lesson to integrate into the Social Studies Alive! Me and My World curriculum for Kindergarten. The lesson is about Veteran’s Day and Martin Luther King, Jr.

Duration: 6 days

Instructional Strategy:

Session 1

Preview:
1. Connecting to Prior Knowledge: Ask students to name someone they consider a hero and tell why.
2. Building Background Knowledge: Students identify a rule that they think is unfair at school or at home.
3. Developing Vocabulary: Introduce the key social studies terms—hero, veteran, military, separate, peace—using Vocabulary Development Strategies in Solutions for Effective Instruction.

Session 2

1. Display the word VETERAN for the class and elicit responses about the pronunciation of the word. Ask students: What is a veteran? What do you know about veterans? Display a large K-W-L Chart for students and write responses under I KNOW and WHAT I WANT TO KNOW columns of KWL chart -Solutions for Effective Instruction.
2. Read the take home book about Veteran’s Day (included and may be printed, cut and collated for students). Discuss the book with students and ask: Do any of you know anyone who is a veteran? Explain to students that one definition of the word veteran is a person who has served in the armed forces.
3. Ask students if anyone in their family or neighborhood (grandparents, parents, cousins, siblings, aunts or uncles, whomever they wish to include) served in any branch of the armed forces. As a homework assignment, they are to collect the names of these individuals, the branch of the service, their rank, and the war(s) in which they may have served. (Example: Capt. Sue Smith, US Navy, Vietnam War)
4. When students return with their information, they are to write the names and other information on the stars -one name per star. Cut the ribbon into lengths that you can easily display in a hallway or on a class wall. Staple the stars to the ribbon about 2 inches apart. Hang the ribbons in the hallway or classroom to create a display of veterans for the school to examine and appreciate. Complete WHAT WE LEARNED on the KWL chart.
Session 3

**Experiential Exercise:**

1. Without sharing his name, show students a picture of Dr. Martin Luther King, Jr. on a poster or in a book. Ask students to identify him and share what they already know about him.

2. Read the book *Happy Birthday, Martin Luther King* by Jean Marzollo. Follow the story with a discussion about the new information learned. (Option: You can use any book about the life of Dr. Martin Luther King, Jr.).

3. Explain that Dr. King was famous because he helped our country change some unfair laws. Discuss the word law. Discuss fair rules and unfair rules. Ask the children if the rules are the same for everyone in class. Are they fair to everyone? Next, give some examples of rules that would be unfair to some people in class. Role-play an unfair rule. (For example, all children wearing orange can play anywhere they want, but children wearing purple would only be allowed to play with the certain toys.)

4. Share some of the unfair laws King fought against: Only white people could sit at the front of the bus; African American's could use only certain restaurants and drinking fountains; African-American children and white children could not go to the same school.

5. Discuss the fact that white children and African-American children could not even play together. How do you think African-American people felt about these unfair rules? How would you have felt if you were not allowed to play with a friend because of the way he/she looks (color of their skin, his or her weight, country they came from, etc.)?

Session 4

1. Discuss with the children the fact that Martin Luther King Jr. believed that people should not fight with each other and that there were peaceful ways of solving problems. He believed that the unfair laws needed to be changed, but not by fighting or other violent acts. He tried to help others change these laws in peaceful ways. Ask the children, what is meant by solving problems peacefully?

2. Lead children through appropriate problem solving in the classroom. For example, using appropriate words when you are upset and angry, rather than hitting someone, or telling an adult when someone is hurting you or your feelings.

3. Introduce the idea that King liked to help people and was a good leader. He taught people how to change laws peacefully. Discuss how the bus boycott helped to change the unfair bus law. Explain that if no one rode the bus then, the bus company could not make money. Ask the children what they would do if they were the owners of a bus company.

4. Make a large outline drawing of a bus on a large sheet of butcher paper. Draw big windows on the bus. Have the children look through magazines and cut out pictures of people, who are different from each other, sitting together. Put the title "We All Sit Together" on the poster.
Session 5

Processing:
1. (Optional extension lesson.) To help understand prejudice, read the book *Arnie and the New Kid*, by Nancy Carlson. In this story the main character, Arnie, begins to understand how unfair he and his friends have been to a new classmate, who has a wheelchair. Discuss the story and experiences children have had when they have met someone who was different (disabled, speaking a different language, different physical features, etc.).

Session 6

Reading Further:
1. Discuss with the children that Martin Luther King, Jr. was a fine speaker. If possible, play a part of his famous "I Have a Dream" speech ([http://www.mlkonline.net/dream.html](http://www.mlkonline.net/dream.html)). If a recording of the speech is unavailable, read the following part of the speech: "I have a dream today," he said, "I have a dream that one day . . . little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers."
2. Discuss with the children what Martin Luther King Jr. meant by his "dream." Help children understand the difference between a dream while sleeping and King's dream which was more of a wish or a hope for something to happen. Explain that Martin Luther King Jr.'s dream or wish was to have all people live together in peace, regardless of our differences. Ask the children to draw pictures of some wish or dream for making our world a better place. Have each child verbally finish the sentence "I have a dream that . . ." Write each child's finished sentence on the picture. Compile the pictures into a class book entitled "I Have A Dream . . ." Share this book during a story time.

Materials:
KWL Chart; Books about veterans; Veteran’s Day take home book (attached); *Happy Birthday Martin Luther King* by Jean Marzollo; butcher paper; old magazines; *Arnie and the New Kid* by Nancy Carlson; Recording/Copy of “I Have a Dream” by Dr. Martin Luther King, Jr.

Vocabulary:
veteran, military, hero, separate, peace
Veterans Day

Name__________________________________

Veterans Day

Name__________________________________
Veterans Day is a day to honor people who protect us.
People in the Army protect us on land.

People in the Army protect us on land.
People in the Navy protect us at sea.
People in the Air Force protect us in the air.
People in the Marine Corps protect us on the land and at sea.

People in the Marine Corps protect us on the land and at sea.
People in the Coast Guard protect us on the shores.

People in the Coast Guard protect us on the shores.
On Veterans Day we say “Thank You!”

On Veterans Day we say “Thank You!”
Title: How Do We Celebrate With Our Families?

Grade: Kindergarten

Description: This is a supplemental lesson to integrate into the Social Studies Alive! Me and My World curriculum for Kindergarten. The lesson is about Thanksgiving.

Duration: 5 days

Instructional Strategy:

Session 1

Preview:
1. Connecting to Prior Knowledge: Using a world map, discuss countries from where students’ families have come.
2. Building Background Knowledge: Establish the meaning of “immigrant” (a person who leaves his or her homeland to settle in a new land, not returning to the homeland).
   - Create a web showing why immigrants came to America (food, religious reasons, jobs, freedom, forced to leave their country).
   - Use the suitcase outline for students to show what they would take with them if they were to move to a new land.
   - Ask a formative assessment question, such as: Can you tell what you would pack when you move?
   - Ask higher-level thinking questions, such as: Suppose you were moving to a land where it was hot (or cold) - what different things would you pack?
3. Developing Vocabulary: Introduce the key social studies terms—immigration, tradition and custom—using Vocabulary Development Strategies in Solutions for Effective Instruction.

Session 2

Writing for Understanding:
1. Teach students that the Pilgrims were immigrants to America. Read a story of your choice about the Pilgrims or the first Thanksgiving. Discuss why the Pilgrims came to America, what they found when they arrived and what their lives were like (home, food, living conditions, etc.).
   - Ask a formative assessment question, such as: Can you tell why the Pilgrims came to America?
   - Ask higher-level thinking questions, such as: Why was it better that the Pilgrims left England and came to America?
How Do We Celebrate with Our Families?

Session 3
2. Teach students that the American Indians were already in America when the Pilgrims arrived. Discuss the American Indians and how they shared their knowledge with the Pilgrims (focusing especially on corn and hunting). As a class, create a jot list of the things the Pilgrims learned.
   - Optional Activity: Read aloud The Popcorn Book by Tomie dePaola. Make and share popcorn, simulating how the American Indians shared their food with the Pilgrims.
   - Ask a formative assessment question, such as: Can you tell something the Pilgrims learned from the American Indians?
   - Ask higher-level thinking questions, such as: What would you choose to ask an American Indian?

Session 4
3. Focus on how we celebrate Thanksgiving.
   - Discuss how the Pilgrims and American Indians celebrated Thanksgiving.
   - Have students tell how they celebrate in their homes with their families. Who participates? What foods are included in the meal? What are some family traditions and customs?
   - Each student will draw on a paper plate the food they eat on Thanksgiving Day. They glue the plate to a 9x12 piece of construction paper and glue cut-outs of silverware on the construction paper as well.
   - Ask a formative assessment question, such as: Can you tell something you like to eat on Thanksgiving Day?
   - Ask higher-level thinking questions, such as: Why does your family choose these foods?

Session 5
Processing:
4. Discuss why we are thankful on Thanksgiving Day. Make a “Chain of Thanks.”
   - Using strips of paper 1x6, students write or draw things for which they are thankful. Glue or tape the strips together to make a chain. Students wear their creations as they explain them to the class.
   - Ask a formative assessment question, such as: Can you tell something you are thankful for?
   - Ask higher-level thinking questions such as: How do you plan to tell your family what you are thankful for?

Materials:
Student Handout B2 A (“Suitcase”); a story of your choice about Pilgrims or the first Thanksgiving; The Popcorn Book by Tomie dePaola (optional); popcorn (optional); 9x12 construction paper; paper plates; Student Handout B2 B (“silverware”); 1x6 strips of paper (several per student)

Vocabulary:
immigration, tradition, custom
Title: How Do We Families Celebrate Around the World

Grade: Kindergarten

Description: This is a supplemental lesson to integrate into the Social Studies Alive! Me and My World curriculum for Kindergarten. The lesson is about winter celebrations, customs and traditions.

Duration: 12 days

Instructional Strategy:

Session 1

Preview:
1. Connecting to Prior Knowledge: Ask students what celebrations they have in their families.
2. Building Background Knowledge: Ask students to share how they celebrate their birthdays. What other times of the year do students have family gatherings? (Optional: Have a birthday celebration with the whole class.)
3. Developing Vocabulary: Introduce the key social studies terms—celebration, holiday, customs, traditions, culture—using Vocabulary Development Strategies in Solutions for Effective Instruction.

Session 2

Response Groups:
1. The focus of this lesson is customs and traditions.
2. Ask students if they celebrate Christmas in their families. If so, what customs and traditions do they practice each year? Make a list. Share Teacher Information with students. Explain that people who celebrate Christmas around the world have different customs and traditions that may differ from their own. Brainstorm with students to see what they may know about customs that are different. Compare and contrast the customs from around the world with customs those of students in the class. (A Venn Diagram or T-chart may be used).
3. Ask a formative assessment question, such as: Can you describe a custom you know from another culture?
4. As higher-level thinking questions, such as: What would happen to your own traditions if you moved to another country? (Synthesize)

Session 3

1. The focus of this lesson is customs and traditions.
2. Find two versions of ‘Twas the Night Before Christmas. Read them to the class and have the students compare and contrast the two versions.
3. Ask a formative question, such as: Can you tell which version of the poem you like the best? Why?
4. Ask higher-level thinking questions, such as: Why was the main character so surprised by what he observed? (Evaluate)
Session 4

Experiential Exercise:
1. The focus of this lesson is traditions and customs through music.
2. Look at a map to find where Appalachia is located. What states are apart of Appalachia? Survey the class to see who has been to Appalachia and who has family from Appalachia.
3. Discuss musical instruments from Appalachia. These might include spoons, washboards, jugs, a wash tub, pie plates, etc. Discuss why these instruments were used. (They already had all of those objects and they could also be used to make music and rhythms.) Locate some materials that can be used as instruments (jugs or bottles filled with different amounts of water, pie pans, spoons, buckets, etc.). Show students how to play those “instruments”. Choose a carol to sing and accompany on the instruments. (Songs like “Jingle Bells”, “Up On the House Top” (written by Ohio native Benjamin Hanby) and “Let It Snow” are easy to sing and accompany are traditional or customary songs.)
4. An optional book to read is Emmitt Otter’s Jug Band Christmas.
5. Ask a formative question, such as: Can you identify an Appalachian musical instrument?
6. Ask higher-level thinking questions, such as: Why is music so important to a celebration? (Evaluate)

Session 5

1. The focus of this lesson is traditions and customs through family games.
2. Discuss the Jewish holiday of Hanukkah. There are many good children’s books that can be used to introduce the holiday.
3. Divide class into groups of four. Give each group a dreidel (pattern included as a resource attachment, Student Handout). Explain how to play the game and demonstrate with a small group. Give each student tokens (gold coins, paper coins, etc.). Play the game until there is a winner.
4. Ask a formative question, such as: What is a game you play during a celebration?
5. Ask higher-level thinking questions, such as: What would happen if there were no games to play during a celebration? (Synthesize)

Session 6

1. The focus of this lesson is traditions and customs through the act of gift-giving.
2. Discuss the holiday of Kwanzaa and how gift-giving is a part of it (see attachment, Teacher Information C2 C).
3. Students will make bracelets and exchange them with their classmates. Introduce the Swahili word “zawadi”, which means “gift.” Bracelets can be made of beads on a string, or you can use other objects such as construction paper.
4. Ask a formative question, such as: Can you decide who you will give your gift to?
5. Ask higher-level thinking questions, such as: What is your opinion of gift giving? (Evaluate)

Session 7

1. The focus of this lesson is traditions and customs to celebrate the New Year.
2. Using the calendar, discuss what we mean by the New Year. Also, discuss the meaning of “Eve” as in New Year’s Eve.
3. Create a K-W-L chart of how families celebrate the New Year.
4. Create a party hat (construction paper, or newspaper, made into a cone and decorated) for the New Year’s celebration on the last session.
5. Ask a formative question, such as: *What is the first month of each new calendar year?*
6. Ask higher-level thinking questions, such as: *Why do we need a calendar?* (Evaluate)

**Sessions 8-11**

1. Teacher Information contains additional information and crafts about several different celebrations. Divide students into groups (or pairings) of 6. Assign each one celebration, sharing the information and craft. Have each group, or pair, present their information and craft with the whole class.

**Session 12**

**Writing for Understanding:**

1. Discuss what a New Year’s resolution is (a goal for improvement in the new year). Give examples of New Year’s resolutions and why people make them.
2. Ask students what their New Year’s resolutions could be. Give each student the sentence starter, “My New Year’s resolution is ______.”
3. Students can wear their hats from session 7 as they share their resolutions with the class. They then can have a countdown to the New Year before they leave school for winter break. You can also have a party as a culminating activity where students play the games, sing the songs, and give the gifts from the earlier lessons in this unit.
4. Ask a formative question, such as: *Can you tell a way to celebrate a holiday?*
5. Ask higher-level thinking questions, such as: *What would happen if everyone kept their resolutions?* (Analyze)

**Materials:**

2 different versions of the poem *‘Twas the Night Before Christmas; Emmit Otter’s Jug Band Christmas* (optional book); objects to be musical instruments (pie pans, buckets, washboard, spoons, bottles/jugs, etc.); tokens (paper coins, gold coins, etc. for dreidel game); Celebrations-Teacher Information and Craft Sheets C2C; materials for crafts.

**Vocabulary:**

celebration, culture, custom, tradition, holiday
Celebrations

Christmas (USA)
Christmas is celebrated on December 25th. It marks the birth of Jesus. Families decorate houses, share food, sing and give gifts. Many families also decorate an evergreen tree.

Hanukkah (USA)
Hanukkah is a Jewish holiday lasting eight days. It begins at sundown and is often referred to as “The Festival of Lights.” Families play games, give gifts, light a candle each night, recalling the miracle of the oil and share food.

Kwanzaa (USA)
Kwanzaa is celebrated December 26th – January 1st. It honors African-American culture. Families light a candle each night, representing seven principles, share food and give gifts.

Diwali (India)
Diwali means “row of lamps” and is known as “The Festival of Lights.” It is an important five-day festival celebrated for different reasons. It occurs between mid-October and mid-November each year. Families share sweets and snacks, wearing new clothes and lighting clay boat candles that signify the triumph of good over evil.

Children’s Day (Japan)
Children’s Day or Kodomo no Hi is celebrated each year on May 5th in Japan. Families fly banners/kites in the shape of fish (carp) for each child in the family. In Japanese culture the carp symbolizes determination and vigor. Families share sweets and sticky rice cakes, there are many events for families and children, and schools have the day off. Children also give thanks and show respect to teachers, parents and care-givers on this day.
Harvest Moon Festival (Korea)
The Harvest Moon Festival or Chuesok is celebrated in Korea occurs during the harvest season (the 14th or 15th of the 8th Lunar month). It is known as the Korean Thanksgiving; a day when families take time to thank ancestors for providing them with fruits and rice. The celebration begins the night before and ends the day after the holiday. Families share rice cakes, children dance under the moonlight in a large circle and celebrate good fortune.

Cinco de Mayo (Mexico)
Cinco de Mayo translates to “5th of May.” Cinco de Mayo remembers the victory over the French. It is a day celebrating unity and honoring bravery. Families celebrate Mexican heritage with food, games and dance.

Ramadan (Muslim)
Ramadan is a Muslim tradition when families fast for 30 days. Muslims from about age twelve fast from sun-up to sun-down (they do not eat or drink while the sun is up). Each day before the sun rises, families have a meal, then eat again after sunset. Muslims also take this time to practice self-control and remember those less fortunate than themselves. At the end of Ramadan, Muslims celebrate Eid (The Festival of Breaking the Fast). Families dress in their best clothes, decorate homes, give treats to children and visit with family and friends.

Chinese New Year (China)
Chinese New Year celebrates the beginning of the New Year according to the lunar calendar. It is one of the most important holidays for Chinese families. It is celebrated each year between January 21st and February 20th. Families decorate homes, share food, give gifts and gather together. New Year Celebrations can last up to a month and focus on good luck for the New Year.
Nun: player gets nothing
Gimel: player takes all of the tokens from the pot
Hay: player takes half of the tokens from the pot
Shin: player puts one token into the pot
Kwanzaa
An African-American Celebration

Kujichagulia - Self-Determination
Ujamaa - Collective Work & Responsibility
Ujamaa - Cooperative Economics
Nia - Purpose
Kuumba - Creativity
Imani - Faith
Rangoli

Families in India often use colorful Rangoli patterns to decorate their homes during festivals such as Diwali. The Rangoli are placed by the entrance to the house and act as a welcome to guests.

Some Rangoli patterns are geometric in design (often symmetrical), while others may show a picture. Customarily, Rangoli patterns are made using colored sand or rice paper. Children may color with chalk, markers, crayons or colored pencils. In addition, students might glue tissue paper or petals to achieve a different effect.

What you will need:

- Paper/Construction Paper
- Crayons/Markers/Colored Pencils/Chalk
- Pattern Blocks/Shape Stencils
- Rangoli Pattern Sheets
- Colored Sand/Colored Salt/Glitter/Tissue Paper (optional)

How to make it:

1. Determine the design (decide whether you are going to have students create their own or color the patterns).
2. Show examples to students. (If students are coloring the designs, have them choose a favorite from those you have copied). (If students are creating their own design, provide blank paper and pattern blocks or shape stencils to trace around). Remind students the designs are usually symmetrical and geometric.
3. Have students use pattern blocks or shape stencils to create own Rangoli designs with a pencil.
4. Color ready-made Rangoli/student-made Rangoli or fill design with colored sand, salt, glitter or tissue paper.
5. Finished Rangoli designs can then be mounted on a coordinating colored piece of construction paper or punch a hole and add string/yarn to hang in a window or on a door.
Japanese Koinobori (Fish Kite)

What you will need:

- Fish Template
- Scissors
- Crayons/Markers/Colored Pencils/Watercolors
- Glue
- Pencil
- Streamers/Ribbon
- Hole Punch

How to make it:

1. Copy fish template for each student.
2. Have students color/decorate (could add glitter/googlie eyes) the template.
3. Cut along the dotted line.
4. Roll kite into a tube.
5. Glue short edges together.
6. Attach streamers/ribbon to end.
7. Can punch a hole, add yarn/string and tie to a dowel/pencil.
What you will need:

- Paper plate or Circle Stencil
- Paper
- Scissors
- Tempera or poster paint (2 or 3 different colors (blue, black, white)
- Hole Punch
- String
- Sponge

How to make it:

1. Put a little of each color paint on a paper plate.
2. Have children use a sponge to blot paint onto paper plate/moon template to make a textured look. Students will blend colors and create varying shades as they blot them together with the sponge.
3. Add paint and blot until entire surface is covered.
4. Let dry. (Can punch a hole in the top and add string to hang).
Mexican Flag

What you will need:

- Sheet of white construction paper, cut in half lengthways
- Mexican Coat of Arms symbol (1 per student)
- 12" dowel or a pencil
- Tissue paper or crepe paper in green, white and red
- White craft glue
- Pencil and ruler
- Red and green crayons (optional)

How to make it:

1. Fold construction paper in half as if you were making a card, short side to short side. The open end should be facing to the right and the folded side should be facing the left. Use the pencil and ruler to divide the front part of the card into thirds. Then use the pencil and ruler to divide the back part of the card into thirds.
2. This step is optional, but can be quite helpful for the younger child. Place the paper lengthwise in front of your child, and color the first section on each side green and the third section red. This will help younger children to glue the tissue paper in the correct sections.
3. Tear or cut tissue paper into 1 ½ - 2" squares.
4. Apply glue to the first section of the flag. Crumple up pieces of green tissue paper and stick to the glue on the first section. Continue until entire first section is filled with green paper.
5. Repeat Step 4 for the center section with white paper and the last section with red paper. If you want your flag to have color on both the front and the back, flip it over and repeat.
6. Lay your flag on the table. Open the card and apply glue to the inside of the card, along the spine. Place dowel or pencil inside the left edge (under the green section) and press to seal. Allow to dry completely.
7. Cut out and glue the Mexican coat of arms to the center of the white band.
Sound Shakers

What you will need:

- One cardboard paper towel/toilet paper roll
- Clear packing tape, or colorful craft tape
- 9” x 12” sheet of construction paper
- Glue
- Decorating materials like:
  - Paper cutouts, crayons, markers, puffy paint, glitter glue, pompons
- Uncooked rice or beans, pebbles, etc.

How to make it:

1. Decorate a sheet of construction paper with your own creative design. Wrap around the paper towel tube and secure with tape or glue.
2. On another piece of construction paper or thin cardboard, trace a circle around the open end of the paper towel tube, twice. Ask an adult to cut around these circles to make the end caps of your Sound Shaker.
3. Securely tape a circle onto one end of the paper towel roll.
4. Fill tube about halfway with small stones, beads or uncooked beans. Securely tape the second paper circle into place to cover the open end of the Sound Shaker.
5. Shake it up! Kids can shake along to the rhythm of their favorite music, or make up their own songs to shake to, with their new Sound Shaker!
Ramadan Door Decoration

What you will need:

- 9" x 12" Construction Paper
- Glue
- Tape
- String
- Colored pencils
- Scissors
- 7-8 pieces of curling ribbon (various sizes)
- Ramadan Templates
- Glitter (optional)

How to make it:

1. Copy Templates
2. Cut 7-8 pieces of curling ribbon and set aside.
3. Have students write “Happy Ramadan!” in the left-hand corner of the paper.
4. Have students color moon and stars.
5. Have students cut out and glue the pieces on the construction paper.
6. Glue the pieces of curling ribbon underneath the stars.
7. Allow to dry.
8. While drying, have students write down good deeds he/she can do on the squares.
9. When the glue on the construction paper is dry, tape the good deed cards onto the end of the curling ribbons that are hanging from each star.
10. Turn the door decoration over and tape the piece of string to the back.
11. Hang it up in classroom or at home.
Chinese Paper Lantern

What you will need:

- 9" x 12" Construction paper
- Scissors
- Tape
- Stapler
- Ruler
- Pencil
- Glue, glitter, sequins, if desired to decorate your lantern

How to make it:

1. Use your ruler to measure and cut one inch off the short end of your paper. Set aside to use as the handle.
2. Fold your paper in half lengthwise.
3. Draw a line one inch from the end of the long edge of the paper opposite the folded edge. This will be the line where you stop cutting.
4. Measure and mark lines one inch apart starting at the folded edge and moving towards the "stop cutting" line. (see photo)
5. Cut on the marked lines up to the "stop cutting" line.
6. Unfold the paper.
7. Re-crease the paper in the opposite direction. This will hide any pencil marks.
8. Match the long edges together on the lantern and use tape to hold it in place.
9. Staple the handle to the top of the lantern. (see photo)
10. Make as many lanterns as you wish and display them around your school.
11. If you wish, add glue, glitter, sequins or other things to decorate your lanterns.
Title: What Are American Symbols?

Grade: Kindergarten

Description: This is a supplemental lesson to integrate into the Social Studies Alive! Me and My World curriculum for kindergarten. The lesson is about the symbols that stand for America.

Duration: 4 days

Instructional Strategy:

Session 1

Preview:
1. Connecting to Prior Knowledge: Discuss the Pledge of Allegiance.
   - What do students do when they say the Pledge? (Stand, put hand over heart, and face the flag.)
   - Why do we do this when we say the Pledge?
2. Building Background Knowledge: Discuss the colors of the flag and what they represent:
   - Red stands for hardiness and valor.
   - White stands for purity and innocence.
   - Blue stands for perseverance and justice. (Source: Secretary of Continental Congress)

Session 2

Experiential Exercise
1. Look at and analyze an American Flag.
   - What does it look like? What shapes do you see? How many of each shape do you see?
2. Make a human flag.
   - Students can lay in 13 stripes and squat down as stars. (There will not be enough stars, so remind students that there are fifty stars.)
   - As the stars and stripes are added, talk about what they mean. (Fifty stars represent the fifty states. Thirteen stripes represent the original 13 thirteen colonies.)
   - During the activity, ask higher-order thinking questions, such as What would happen to the flag if another state became part of our country? (create) (You could show pictures of flags from a time when there were not fifty states).
   - As a formative assessment during the lesson, ask: What do the stars and stripes stand for?
3. Give students the parts of a paper flag (red and white strips of paper, a blue rectangle and star stickers or white crayons to make stars).
   - Students assemble their own flag.
   - After making flags, have a parade and listen to patriotic music.
   - Discuss with students how to respect the flag.
   - During the activity, ask higher-order thinking questions, such as *What pattern do you see in the flag stripes?* (Analyze)
   - As a formative assessment during the lesson, ask: *What should you do when you see the flag at a parade or sporting event?*

**Processing:**
1. Tell students that the flag is an important symbol of our country. We look at it when we recite a pledge to our country.
   - Introduce the term *Pledge of Allegiance*. Read it to or with the class. (Information Master 7aA, “Pledge of Allegiance”; included as a resource attachment to this lesson).
   - See what students already know about the Pledge of Allegiance.
   - Read the student book, “What Does Pledge Allegiance Mean, Teacher?” and discuss each phrase. (Student Handout B1B; included as a resource attachment to this lesson).

**Materials:**
supplies for making flags (per student; red and white strips of paper, white construction paper, blue rectangles, star stickers or white crayons); glue; Information Master B1A (“Pledge of Allegiance”; included as a resource attachment); Student Handout B1B (“What Does Pledge Allegiance Mean, Teacher?”; included as a resource attachment)

**Vocabulary:**
flag, symbol, Pledge of Allegiance
The Pledge of Allegiance

I pledge allegiance to the flag of the United States of America, and to the republic for which it stands. One nation, under God, indivisible, with liberty and justice for all.
The Take-Home Book entitled “What Does ‘Pledge Allegiance’ Mean, Teacher?” is included on the next five pages in this guide.

To assemble the book, copy it two-sided, cut horizontally across the pages (so you have cut it into thirds) and staple the pages together on the left side.
What does “PLEDGE ALLEGIANCE” mean, teacher?

ALLEGIANCE means
my support
my love
my devotion
my loyalty
my pride

OF THE UNITED STATES OF AMERICA
means
our nation
of 50 states
I PLEDGE

I promise

TO THE FLAG

a red, white, and blue star-spangled banner whose broad stripes and bright stars are a symbol of our country

AND TO THE REPUBLIC

a government who has power given by the people
FOR WHICH IT STANDS

means

our flag represents our country and history

UNDER GOD

means

one’s belief in a higher power or creator

WITH LIBERTY

means

freedom
ONE NATION
means
our whole, united country

INDIVISIBLE
means
unbreakable

AND JUSTICE means
equal and exact
FOR ALL means each and every one!
Title: What Are Other Symbols of the United States?

Grade: Kindergarten

Description: This is a supplemental lesson to integrate into the Social Studies Alive! Me and My World curriculum for kindergarten. The lesson is about symbols that represent the United States.

Duration: 7 days

Instructional Strategy:

Session 1
1. What is a symbol? Discuss various symbols that students can identify. Show the brief introduction in video U.S. Symbols (1:11 min.)- Discovery Education (www.discoveryeducation.com).
2. Put the transparency of the Statue of Liberty on the overhead. Do a Visual Discovery. Ask students to pretend to be a detective and answer following questions:
   - Who do you think she is?
   - Where do you think she is?
   - What is she made of?
   - What is she holding?
   - Why is she important? (Continue to question in this way.)
3. Discuss how to read a diagram and identify the parts of the Statue of Liberty. Using a U.S. map and globe, show students the location of the Statue of Liberty. Explain the location and approximate distance from Columbus, OH to the Statue of Liberty (Liberty Island in New York Harbor): East/Approximately 550 miles.
4. Have students use the Statue of Liberty diagram (included in this lesson) and label: torch, lamp, crown, tablet and pedestal.

Session 2
5. Review details about the Statue of Liberty and introduce the Bald Eagle by viewing the video, US Symbols (only the sections called Statue of Liberty (2:31 min.), Bald Eagle (2:51 min.) and Review (:30 sec.).
6. Show the transparency of The Great Seal of the United States. Do a Visual Discovery by asking students to pretend to be detectives again, since they did so well yesterday:
   - What clues you see in this picture?
   - What do you think this picture might be?
   - What clues helped you decide?
   - What does this picture have to do with the United States?
7. Tell students that this is The Great Seal of the United States. Share some facts about the seal: E pluribus unum is Latin for “of many, one,” the olive branch and arrows represent powers of peace and war, the pyramid signifies strength, the eye is the eye of Providence.
8. Give students an individual copy of The Great Seal. Ask students if they see a pattern of 13 in The Great Seal.
   - 13 stars in the crest above the eagle
   - 13 stripes in the shield upon the eagle’s breast
   - 13 arrows in the eagle’s left claw
   - 13 olives and leaves in the eagle’s right claw
   - 13 letters in the motto carried by the eagle, *E Pluribus Unum*
Students can circle or color these patterns on their copy of the seal as they find them.

**Session 3**

10. Ask students to recall and describe details about the symbols of the United States that have been discovered so far.
11. Show the transparency of the White House and ask students to give the name of this building. State that this is another national symbol. Using a U.S. map and globe, show students where the White House is located (Washington, D.C.), including the direction and approximate distance from Columbus, OH: East/Approximately 415 miles.
12. Read *The White House* take-home book to ask questions to check for understanding while reading. Ask students why the White House is a national symbol? (Students may be interested in White House Tour given at [www.whitehouse.gov](http://www.whitehouse.gov).)

**Session 4**

13. Review the American symbols from days 1-3. Be sure to include locations and distances.
14. Play the national anthem for students. Ask students if they recognize the song. Where have they heard the song before?
15. Show the Harcourt Brace Write-On Chart page 40, to read *The Star-Spangled Banner* lyrics or make a transparency of the included sheet. Discuss the meaning of the song and share some facts about the creation of the song. Discuss ways, or practices, that Americans show respect for the song (taking off hat, standing, hand over heart, etc.).
16. Give students a copy of the *Star-Spangled Banner* to illustrate part of the meaning of the song.
17. Using their copy of the words, have students practice singing the *Star-Spangled Banner*.

**Session 5**

18. Choose two of the five vocabulary words (Statue of Liberty, White House, bald eagle, national anthem, symbols) that go with this lesson. Model how to complete the vocabulary boxes. Divide a page into four sections. In the top-left box, students write the word. In the top-right box, they draw a picture illustrating the meaning of the word. In the bottom-left box, they write the meaning of the word in “kid speak” (their own words), and in the bottom-right box, they write clues to help remember the word. For example, they can use the word in a sentence, determine synonyms and antonyms of the vocabulary word, or write additional information that they learned from the text. Repeat the process on the back of the page for the second word you chose.
What Are Other Symbols of the United States?

Sessions 6-7
19. Review the four American symbols. Be sure to include the locations (map/globe).
20. Arrange your students into groups of four or five. Assign each group an American symbol (1 to 2 groups for each symbol).
21. Give each group a poster or paper, markers, crayons, etc. Have the groups create a poster illustrating their American symbol. Groups need to include a written description of their symbol.
22. Have groups share their posters with the class and display the posters.

Materials:
Discovery Education video entitled US Symbols (www.discoveryeducation.com; Search for “US symbols” to find the video); Statue of Liberty Diagram (included in this lesson plan); Optional additional website: www.statueofliberty.org; Discovery Education video entitled US Symbols (sections called Statue of Liberty, Bald Eagle and Review); Transparency of The Great Seal of the United States and individual copies for students (included with this lesson plan); Teacher Reference Page (included with this lesson plan); White House transparency (included with this lesson); The White House take-home book (included with this lesson; 1 copy per student); “Star-Spangled Banner” words (included in this lesson plan; 1 copy per student); “Star-Spangled Banner” song (a good version is called “Singing the Star-Spangled Banner with Corresponding Animation” (2:12) found at www.discoveryeducation.com, search for “Star-Spangled Banner Aretha Franklin”); U.S. map and globe; Blank paper or vocabulary template (included in this lesson plan; 1 copy per student); Poster board or paper, crayons, markers, colored pencils

Vocabulary:
Statue of Liberty, White House, bald eagle, national anthem, symbols
Grade K Social Studies
What Are Other Symbols of the United States?
The Great Seal
What Are Other Symbols of the United States?
Directions for assembling *The White House* take-home book:

The book blank-line master is located at the end of this lesson plan.

1. Copy the two sheets, double-sided.
2. Lay the papers in a pile in the portrait position with the cover facing up.
3. Cut each paper in half with a horizontal cut.
4. Lay the top half (with the cover illustration) on the bottom half (with the title page).
5. Fold in half and staple to make one book.
Oh, say, can you see by the dawn’s early light,
What so proudly we hailed at the twilight’s last gleaming?
Whose broad stripes and bright star, thro’ the perilous fight;
O’er the ramparts we watched, were so gallantly streaming.
And the rocket’s red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say, does that Star-Spangled Banner yet wave
O’er the land of the free and the home of the brave?
### Vocabulary

<table>
<thead>
<tr>
<th>1. Word</th>
<th>2. Picture</th>
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The White House is the home of the President of the United States.

The White House address is 1600 Pennsylvania Avenue in Washington, D.C.

Many Americans visit the White House.
The President’s office is called the Oval Office. Here the President does the work of the country.
Title: Where Am I in the World?

Grade: Kindergarten

Description: This is a supplemental lesson to integrate into the Social Studies Alive! Me and My World curriculum for kindergarten. The lesson is about maps, directions and location.

Duration: 8 days

Instructional Strategy:

Session 1

Preview:
1. Connecting to Prior Knowledge: Say each of the following directional phrases and have students recall a time when they have used the phrase.
   - behind (e.g. “I hide my fingers behind my back.”)
   - under (e.g. “I hold my breath when I go under water.”)
   - in front of (e.g. “She cut in front of me in line.”)
   - over (e.g. “I jumped over the mud puddle.”)
   - up/down (e.g. “We ran up and down the stairs.”)
   - here/there (e.g. “I moved my desk from here to there.”)

2. Building Background Knowledge: Have students complete Student Handout A4A (“Recognizing Direction Words”; included as a resource attachment).

3. Developing Vocabulary: Introduce the key social studies terms—map, continent, country and state—using Vocabulary Development Strategies in Solutions for Effective Instruction (included in the Social Studies Alive! teacher kit).

Session 2

Social Studies Skill Builder:
1. Explore the community and state maps.
   - Make a poster or transparency of the “Community Map” (Information Master A4B).
   - Have students practice with you how to get from place to place on the map. (Example: How do you get from the house to the park?)
   - Repeat the process for the Ohio map (on the same transparency or poster).
   - During the activity, ask higher-level thinking questions, such as: How would you tell a new student where to find the lunchroom? (Analyze), Using the evacuation route map, can you show me how you would escape in case of an emergency? (Evaluate), and What would happen if we didn’t follow the evacuation map? (Create)
   - As a formative assessment during the lesson, ask: Can you find Columbus, Ohio?
Session 3

2. Explore the world map.
   • Look at the world map. Discuss the difference between the land and water.
   • Point out the continents as you name them.
   • Explain to students how certain animals live only on certain continents. Let students take turns putting the animals (Information Master A4C) on the world map.
   • During the activity, ask higher-level thinking questions, such as: Can you find the largest continent? (Analyze), Using direction words, how would you go from Australia to Asia? Is there another way? Which way is better? (Evaluate), and If Europe had a major earthquake and people decided to leave, which continent would they go to? How? Why? (Create)
   • As a formative assessment during the lesson, ask: Can you point to a continent on the map? What is that continent called?

Sessions 4 and 5

3. Create a world map.
   • Do this activity as a whole class.
   • Give each student a piece of blue construction paper and each continent (Student Handout A4D), one at a time.
   • Glue the continents where they should go on the construction paper.
   • Label the water and the land.
   • During the activity, ask higher-level thinking questions, such as: How would you use your map? (Analyze), How did you determine where to put ____ (continent name)? (Evaluate), and Which continent would you like to visit? Why? (Create)
   • As a formative assessment during the lesson, ask: Can you name the continents?

Session 6

4. Make a classroom map.
   • Divide the classroom into four quadrants with masking tape on the floor.
   • Divide the students into four small groups, assigning each group to map one quadrant of the room.
   • Give each group a sheet of butcher paper to map their quadrant. It is important that all of the papers are the same size and that they work on the whole piece of paper, all the way to the edges. Also, students should not label anything with words (only colors and symbols).
   • Back together as a whole class, work to fit the four maps together (like a puzzle) to create a map of the whole room. Ask students to give thumbs up or thumbs down if they think the map is correctly assembled. Have them justify their thinking.
   • Give the map a title and make a key to identify the important things in the room.
Reading Further:
1. Read the take-home book titled *Five Fantastic Dream Vacations Around the World* (Student Handout A4E).
   - Locate the vacation destinations on the world map.

Processing:
1. Locate North America, the United States and Ohio on maps.
   - With the students, make an outline of each place on a separate piece of transparency film or laminating film.
   - Project each image onto a blank screen, one at a time.
   - Ask students to tell what the shapes look like to them. For example, Ohio may look like a heart. (Similar to finding images in clouds). Students can come to the overhead and draw in or point as they explain what they see.
   - Work with students to come up with ways to remember the shapes of the land.
   - Have each student copy one of the three shapes onto blank paper and write what they think it looks like (their mnemonic device for remembering it).

Materials:
Student Handout A4A (one copy per student); Information Master A4B (as a transparency or poster); world map; Information Master A4C (cut apart); Student Handout A4D (one set per student, cut out ahead of time if necessary); large sheets of blue construction paper; glue; Student Handout A4E (one book per student); blank transparency film or laminating film (3 sheets); blank copy paper

Vocabulary:
map, continent, country, state
Recognizing Direction Words

Name________________________________________

Color the bug over the man.
Color the sun under the man.
Color the frog in front of the man.
Color the cat behind the man.
Information Master B

Columbus City Schools, 2012-2013

Grade K Social Studies
Where Am I in the World?

Ohio
COLUMBUS

Michigan
Lake Erie
N.Y.

Indiana
West Virginia
Kentucky
Va.

up
left
right
down
Panda (Asia)
Kangaroo (Australia)
Sparrow (Europe)
Lion (Africa)
Buffalo (North America)
Sloth (South America)
Penguin (Antarctica)
Five Fantastic Dream Vacations Around the World

By Ruth Musgrave
Fish flutter and dart away as you snorkel in Australia’s Great Barrier Reef. You look at—but don’t touch—the frilly, odd-shaped corals. Spotting a striped zebra shark, you’re glad to know it’s not an aggressive fish that might nibble on you.

Next you’re off to explore the rain forest, where you take a dip in a creek and climb a tower into the canopy. On your visit to a wildlife park, you’re allowed to hand-feed kangaroos and wallabies. You top off your visit by cuddling a koala at a nature park.

*Read on to discover four more places around the world for that dream summer vacation!*
At the top of the Expedition Everest roller coaster, at Walt Disney World's Animal Kingdom in Orlando, Florida, there is a moment of silence ... before you plummet over the top. You scream at the thrill as you spiral and spin, over and over again.

One theme park down, seven more to go! You head over to SeaWorld to take in the orca show, where your front-row seat means you get soaked when Shamu makes a spectacular leap! You'll go to Universal Orlando tomorrow, where you take in the Shrek 4-D film experience, make a virtual 400-foot free fall with Spider-Man, and end up walking through Jurassic Park with dinosaurs.
It's another beautiful day of surfing in the Caribbean Sea. You curve left, then right, ripping the waves as the fans go wild in the stands. Wipeout!

The cruise ship is a floating resort. More fun awaits you as you practice figure eights on the ice-skating rink. Then you play a round of miniature golf with new friends you've made on the trip. Later you all join a scavenger hunt.

Next you join a table of friends for a burger and malt at the 1950s-style diner. You stop by a pool party on your way to take in a Broadway-style show.
Last night you watched the glow of lava from Arenal, an active volcano in Costa Rica. Now you're hiking through a rain forest. You release the low branch blocking your path and it whooshes back into place, startling a parrot from its perch nearby. Monkeys chatter in the trees. Looking for lizards and sloths, you also hope to spot a jaguar.

Later on your trip, a toucan's-eye view of the trees greets you as you glide on a zip line through the canopy of a cloud forest (above). Afterward you visit a frog farm to see poison dart frogs, huge marine toads, and red-eyed tree frogs.
The 900-year-old Tower of London, in England, has been a fortress, a palace, and a prison. The moat kept people out, and now it provides entertainment: You can ice-skate on it!

Popping inside the Tower, you’re dazzled by the gems in the Crown Jewels. The display includes the royal collection of crowns, robes, swords, and other priceless items.

Visiting London is like stepping into TV’s history, travel, music video, and food channels all at once. You take a city tour riding on the top of a double-decker bus.
Title: What Do I Need and Want?

Grade: Kindergarten

Description: This is a supplemental lesson to integrate into the Social Studies Alive! Me and My World curriculum for kindergarten. The lesson is about economics.

Duration: 7 days

Instructional Strategy:

Session 1
1. Explain that all people want a large variety of things. Ask students to identify things they want or would like to have. Write the student wishes in a “wishing well” that you draw on the board.
2. Discuss the students’ wishes. Discuss other, more mundane and obvious things people want (food, a house, clothing, etc.). Explain that the tangible things that people produce, to meet people’s needs, are called goods. Give examples from the list.
3. Explain that services are also things people want. Teach the difference by showing pictures of people performing services (placards included in this guide) or by role-playing services and letting classmates guess the service.
4. Have students complete the Student Handout (Goods & Services).

Session 2
5. Pass out enough Play Dough for each student to make a good. Allow 5-8 minutes to make goods and then discuss them. The teacher should make one, too.

Session 3
6. Repeat the process from Day 2 however, this time make sculptures of people doing services.
7. Review the difference between goods and services.
   • Optional activity: You can also give each child a plastic bottle of water and then have them take the bottles to the trashcan (or recycling bin). The water is a good and the bottle collection is a service.

Session 4
8. Discuss careers that students want to have when they grow up. Discuss the goods and services that some of the careers provide.
9. Students will make a statue out of play dough to show a good or a service that they will provide when they grow up and work in that career.
10. Save the statues for the next day.

Session 5
11. Share the statues from Day 4 with classmates and push them to ask questions and share
more goods and services for the careers.
12. Complete the Student Handout (Careers).

**Session 6**
13. Every student will make a statue of a good that they think other students in the class might want.
14. Put all of the statues on display together and label them with letters. If the statues are hard to decipher, you might want to put the word on each statue to make it easier to figure out what it is. Let students look at all of the statues and decide on five that they want. They should record the letters on a piece of paper. You can let them have until the Day 7 lesson to make the decisions.

**Session 7**
15. This activity will likely take two 30-minute periods of time. Give each student one fake dollar and they can come to the front and pick the one statue they want.
16. Ask each student to share why they chose the one statue instead of the other four on their list. Introduce the word *decision*. Discuss how difficult it is to get the things you want when you only have enough money to get one thing.
17. Allow all of the students to choose which statues they want. You will want to reiterate to the class how beautiful all of the statues are so that there are no hurt feelings because someone’s statue is not chosen. Remember that the teacher gets to choose one, too. If a student gets to the front and all five of their choices are already taken, you can have everyone put the statues back and start choosing again. Or you can have each student put the statue back as you go through the activity, after they have explained why they chose it.

**Materials:**
- chart paper or chalkboard; services placards (included in this guide); Student Handout (Goods & Services; one per student; included in this guide); play dough (one can or one kindergarten fist-sized ball per student and teacher); plastic bottles of water for each student (optional activity); statues from Day 4; Student handout (Careers; one per student; included in this guide); statues from Day 6; fake dollars (one per student; included in this guide); writing paper

**Vocabulary:**
- wants, goods, services, decisions
Grade K Social Studies
What Do I Need and Want?
**Goods and Services: The Things We Want**

Draw a picture of a **good** and a picture of someone doing a **service**.

<table>
<thead>
<tr>
<th>good</th>
<th>service</th>
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<tbody>
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<td></td>
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</tr>
</tbody>
</table>

In the box, put a **G** if the item is a **good**. Put an **S** if the item is a **service**. Put an **N** if the item is **neither** a good nor a service.

<table>
<thead>
<tr>
<th>giving a haircut</th>
<th>apple</th>
<th>teaching</th>
<th>garbage</th>
<th>gold</th>
<th>wood boards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>truck</th>
<th>collecting trash</th>
<th>fixing electric wires</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>paper cup</th>
<th>clouds</th>
<th>bubble gum</th>
<th>sunshine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Play Dollars

Federal Reserve Note
The United States of America
ONE DOLLAR

Federal Reserve Note
The United States of America
ONE DOLLAR

Federal Reserve Note
The United States of America
ONE DOLLAR
Decisions, Decisions by Kyle Miller

(Possible Answers)

I went to the market,
To buy some ham.
But it was all gone,
So I bought some jam.

I went to the ice cream shop,
For something cherry.
But I changed my mind,
And instead chose blueberry.

I went to the bakery,
To buy donuts for Jake,
But they cost too much money,
so I ordered a cupcake.

I went to a restaurant,
To get vegetables to eat.
But they tasted quite bad,
So I ordered some meat.
Decisions, Decisions by Kyle Miller

I went to the market,
To buy some ham.
But _____________,
So I bought some ____.

I went to the ice cream shop,
For something cherry.
But ________________,
And instead chose ____.

I went to the bakery,
To buy donuts for Jake,
But ____________________,
so I ordered a ____.

I went to a restaurant,
To get vegetables to eat.
They ________________,
So I ordered some ____.
Name________________________________________

Draw and name 2 things you **want** for each place in this house.

- bedroom
- bathroom
- kitchen
- living room
- yard
Name ______________________________

Look at all of the items you want in the house. Pretend you can only buy 1 of the items. Which item will you buy? Tell why.