

Cory Puskala

Overview of Lessons and Assessments

Narrative Overview

Organizational Chart: Families, Communities, and Economics

Day	GLCE and Objectives	Activity	Materials	Assessment
1 All About Me	<p>K-H2.0.2 Create a timeline using events from their own lives.</p> <p>Objective: Students will begin to discuss how we are all alike and different and how people are special in their own ways.</p>	<p>Whole Group: - Discuss how we are alike and different at the same time. Discuss physical characteristics that make me different from someone else. Discuss characteristics that are the same; ex: I have two eyes and you have two eyes. I have a family and you have a family.</p> <p>Possible Questions: How are we all alike? How are we all different? Do we all have special qualities about us?</p> <p>- Have students turn to the person next to them and together pick out one thing that is alike and one thing that is different. Allow students to share with class.</p> <p>Individual Activity: - Fill out All About Me letter and put it in envelope. - Drop envelope in pretend mailbox. (Mail out later in unit).</p>	<p>- All About Me Letter (Jans binder)</p> <p>Homework: Send home family tree for students to fill out and bring back to class.</p>	<p>Discussion: Students will be observed through their participation in the group discussion.</p> <p>All About Me Letter: Students will show their ability to describe themselves.</p>
2	<p>K-H2.0.2 Create a timeline using events from their own lives.</p> <p>K- H2.0.4 Describe ways people learn about the past (e.g. photos, artifacts, diaries, stories, videos).</p>	<p>Whole Group: - Read: <i>All By Myself</i> - Show students a timeline of my life. Discuss what a time line is: it shows my growth over the years. It can show my old self and my new self. Discuss how I have pictures to show my growth over the years.</p> <p>Individual Activity: This activity will have to be</p>	<p>- My Timeline</p> <p>-Student timelines (create format)</p> <p>- <i>All By Myself</i></p> <p>- Student pictures of</p>	<p>Timelines: Students will be able to create their own timeline show important events from their own lives.</p>

	Objective: Students can see how they have grown through the first 5-6 years of their lives.	done at tables but in a whole group setting with students following instructor's steps. - Have students fill out their own timeline for each year of their life. (born, crawling, walking, talking, school) - Allow students to use the pictures they brought in to show their growth. -At the end of the time line students need to write something they can do now that they couldn't do before.	their growth from birth to now (note sent home in newsletter prior).	
3	K-H2.0.2 Create a timeline using events from their own lives. Objective: Students will be able to express themselves through creating their own book about themselves.	Whole Group/ Individual Activity: Have students fill out their own All About Me portfolio by following instructors steps: 1. Write name 2. Glue picture down (take prior) 3. My favorite color is 4. I know these letters 5. I know these numbers 6. My favorite foods are 7. This is my family\ 8. My favorite animals are * Set up a station and call students over in pairs to make their 'handprints' page. - Collect students books and explain they will next be made into each students very own book.	- All About Me portfolios. - Student pictures - Hand paint	All About Me Book: Students will demonstrate understanding of what makes them unique by completing their own book.
4 Family rules and chores	K-C5.0.1 Describe situation in which they demonstrated self-discipline and individual responsibility (caring for a pet, completing chores, following rules). K-C2.0.02 Explain why people do not have the right to do whatever they want.	Whole Group Sharing: - Briefly explain to students a family is people you live with and who love each other. - Have students share their family trees with a partner (which was sent home as homework). Whole Group Discussion: - Read: <i>The Berenstain Bears and the Trouble With Chores</i> -Ask students if they have chores at home. - Ask students if they have rules at home. Make a T-Chart: Write down students responses to rules and chores. - Ask students what happens if	- Students individual family trees (sent home as homework) - <i>The Berenstain Bears and the Trouble With Chores</i> - T Chart - My Family Rules worksheet	Family Trees: Students will demonstrate the concept of family. Discussion and Worksheet: Students will use their knowledge of fairness and responsibility to discuss chores in their own home.

	<p>Objective: Students will learn about families and how we each have different families.</p> <p>Students will understand the importance of completing chores and following rules at home.</p>	<p>they do not do their chores or if they break a rule. - Ask students if they think adults have to follow rules too. - Talk about what it means to be a responsible and caring person.</p> <p>Possible Questions: Are there chores you enjoy doing and ones you don't? Why are chores important? Why do we have rules at school and home? Are there different types of rules?</p> <p>Individual Activity: My Family Rules Worksheet: - Have students write their family rules by filling out the four different sections: A Safety Rule, A Cleanup Rule, A rule just for me, A rule I need but don't like.</p>		
5 Communities	<p>K-G2.0.1 Identify and describe places in the immediate environment.</p> <p>Objective: Students will identify what makes up a community.</p>	<p>Whole Group: -Ask students if they know what a community is. - Explain a community is where a group of people live. * Reference our own classroom community and show how a community is where people socialize and help each other out. -Ask students if they know what a neighborhood is. - Ask students if they think their neighborhood is part of a community. Explain how neighborhoods make up communities. Have students talk about things communities have: homes, people, stores, parks, etc. - Ask students things they can do in their community and write it down: go to school, play at the park, go the library, go to restaurants, etc.</p> <p>-Show students newspapers and brochures. Explain how these things can help us learn about what is going on in our</p>	<p>- Newspapers and brochures. - Worksheet</p>	<p>Discussion: Students will identify aspects of a community.</p> <p>Worksheet: Students will apply their understanding of communities to write about their own communities and neighborhoods.</p>

		<p>community and things we can do.</p> <p>Possible Questions: How would you describe your neighborhood? What are some places in your neighborhood? What are things you can do in your community? Are there houses, buildings? Are the stores close or far away from each other? Can you walk to them? Do any animals live in you community?</p> <p>Activity: Worksheet- Students will fill out “This is my neighborhood. My neighborhood is special because.....”</p>		
6 City vs. Country	<p>Objective: Students will be able to differentiate between city and country communities.</p>	<p>Whole Group: -Review what a community is. - Explain how communities are all different because some are in cities and some are in the country where farms are. - Show students a poster board with a picture of a country landscape on one side and a city on the other. - Allow students to pick a picture out of a bag and decide which type of community they think their picture belongs: cars, airplanes, cows, farm tools, etc. - Discuss why students placed their pictures where they did.</p> <p>Activity Model: - Explain to students what postcards are and show example. - Show students how they can make their own postcard by cutting out pictures they think they would find in the either the city or the country. - Model making my own postcard: Showing how to address it. (To and From)</p>	<ul style="list-style-type: none"> - Pre-made Poster - Bag with cut-out pictures (country and city) - Example Post card - Pre-made blank big postcards - Pictures for students to cut and glue 	<p>Discussion and Poster Pictures: Students will identify differences between city and country.</p> <p>Postcards: Students will create their own postcards about a city or country community to demonstrate their knowledge.</p>

		<p>- Tell students that when they are done I will collect and letter we will send them to the Post Office after we have a chance to write a letter on it Write a letter during literacy the next day. (Save for Postal Workers lesson).</p> <p>Activity: - Students will pick if they would rather visit the country or a city. - Students will cut out pictures and glue them on giant postcard. - Students will label to and from and write City or Country. - The other side will remain blank because students will write a letter to their parents during literacy to glue on.</p>		
7 Community Helpers	<p>K-E1.0.2 Distinguish between goods and services.</p> <p>Objective: Students will begin to recognize community helpers and how they provide services to our community.</p>	<p>Whole Group: - Read Book: Jobs People Do -Brainstorm different jobs in the community on poster (keep for services and needs). - Circle the jobs that help out our community. - Make sure specific jobs are introduced: firefighter, teacher, dentist, postal worker, police officer, nurse, and veterinarian.</p> <p>Possible Questions: Do we really need these community helpers? What would happen if we didn't have them?</p> <p>Group Activity: - Show students a box and explain in it are tools that each of these special community helpers use. Place cards with each job title on it in a row in front. Call students up to pick out an item and place it where he/she thinks it goes.</p> <p>Individual Activity: - Students complete Everyday</p>	<p>- Book: Jobs People Do by Christopher Maynard</p> <p>- Pre-made Jobs Poster</p> <p>- Job Cards</p> <p>- Box with job items/tools</p> <p>- Everyday Helpers worksheet.</p>	<p>Community Helpers Discussion and Poster: Students will demonstrate their understanding of community helper's jobs.</p> <p>Sorting Community Helper tools: Students will be observed on their understanding by placing job items with the correct job.</p>

		<p>Helpers on their own.</p> <ul style="list-style-type: none"> - Students cut out and glue picture item with the correct job. 		
8 Community Helpers	<p>K-E1.0.2 Distinguish between goods and services.</p> <p>Objective: Students will use their knowledge of community helpers to determine which job they would prefer in the future.</p>	<p>Individual:</p> <ul style="list-style-type: none"> - Pass Back Students Post-Cards - Explain to students that today I will be a mailman and will deliver a letter from another classmate. Students will also have to mail out their post cards today. In order to do that they must put a stamp on the top of their post card and they need to check to see they addressed it To and From. - (Collect post cards and send home to parents in homework folder) - Deliver a letter to each student. Allow students to read about a classmate and who they are. <p>Whole Group:</p> <ul style="list-style-type: none"> -Review the different community helpers discussed over the previous days. <p>Activity:</p> <ul style="list-style-type: none"> -Students will decide which community helper they would like to be when they grow up. --Students will decorate their own cut-out person, considering what their uniform would look like and what tools the community helper would use. - Students will fill out a sheet saying who they would like to be when they grow up and what their job does. (Make into a class book). 	<ul style="list-style-type: none"> - Student Letters - Post Cards and Pre-made Stamps. 	<p>Letter and Postcard Activity: Students will demonstrate understanding of the postal system receiving and sending mail.</p> <p>Community Helpers Class Book: Students will be assessed on their knowledge of community helpers.</p>
9 Goods versus Services	<p>K-E1.0.2 Distinguish between goods and services.</p> <p>K - E1.0.3 Recognize situations in which people trade.</p>	<p>Whole Group:</p> <ul style="list-style-type: none"> - Review Community Helpers and what they do. - Reference the previous chart with jobs. Explain that the other jobs on the list are jobs that might not help people but provide them with things they need. 	<ul style="list-style-type: none"> - Previous Job Chart 	

	Objective: Students will recognize the difference between jobs that provide services and jobs that provide goods.	Possible Questions: - What do you think goods are? - What are services? - Which jobs that we have discussed provide services?		
10 Needs vs. Wants	K - E1.0.1 Describe economic wants they have experienced. Objective: Students will understand the difference between things people want and things people need.	Whole Group: - Read: <i>The Berenstain Bears Get The Gimmies</i> - Two Column Chart: Things I Need/ Things I want From when I am at the store. Individual Activity: - Wants and needs activity sheet.	- <i>The Berenstain Bears Get The Gimmies</i>	
11 Past and Present	Objective: Students will become familiar with the differences between the past and present in terms of jobs and products.	Whole Group: (Big Book?) - Discuss things we have today that we didn't have in the past. - Discuss ways we get around today that our Grandparents did not have when they were little. Possible Questions: - What is something you have today that you think wasn't around a long time ago? - Do you think we have always had cars and airplanes? Activity:		
12 Transportation	Objective: Students will build an understanding of why transportation needed. Students will learn about the different forms of transportation.	Whole Group: - Read: - What does the word transportation mean? - Why is transportation important? - Discuss different ways of transportation. - Possibly graph student experiences? Activity: - As a class create a Transportation big book. - Have the pre-made big book	- Big book / cut-out pg 83 mailbox social studies. - Magazines	Class Big Book: Students will show their understanding of different forms of transportation and their importance.

		<ul style="list-style-type: none"> - Label as a group each page: train, truck, car, airplane, boat, and bike. - Students look through magazines and find pictures for the pages in the book. - As a class write an informational sentence about each type of transportation. 		
13 Transportation	Objective: Students will gain real world knowledge through visiting an airport.	Airport Visit Field Trip		

Family/Parent Letter:

Dear Parents,

Kindergarten will begin studying families, communities, and economics next week in school. To start off this exciting social studies unit students will focus on learning about themselves in order to see how we all contribute to the community we live in. There will be two homework assignments sent home to prepare students for the All About Me portion of the unit. For the first assignment we need students to bring in pictures of them as a baby up to present time for a timeline we will construct in class. The second homework assignment will be to fill out a family tree at home. More information will be sent home prior to these assignments.

After students become more familiar with what makes them special we will move onto discussing the importance of rules and being a responsible individual. The idea of community and job roles will encompass a large portion of the unit. As students become familiar with communities discussion of goods and services and needs and wants will begin. It is important students understand how these economic concepts make up a community. To wrap up our unit students will become familiar with different forms of transportation. A field trip is scheduled to the airport so students can have a real world understanding of the concepts learned.

We encourage you to talk to your students about the issues being taught. For example discussing your own job and the tools and skills you must have to perform your duties. If you have additional information or materials which would be beneficial to your child's learning or our classroom we would appreciate your support.

Thanks,

Attwood Kindergarten Teachers