

MI OPEN BOOK PROJECT

# Myself



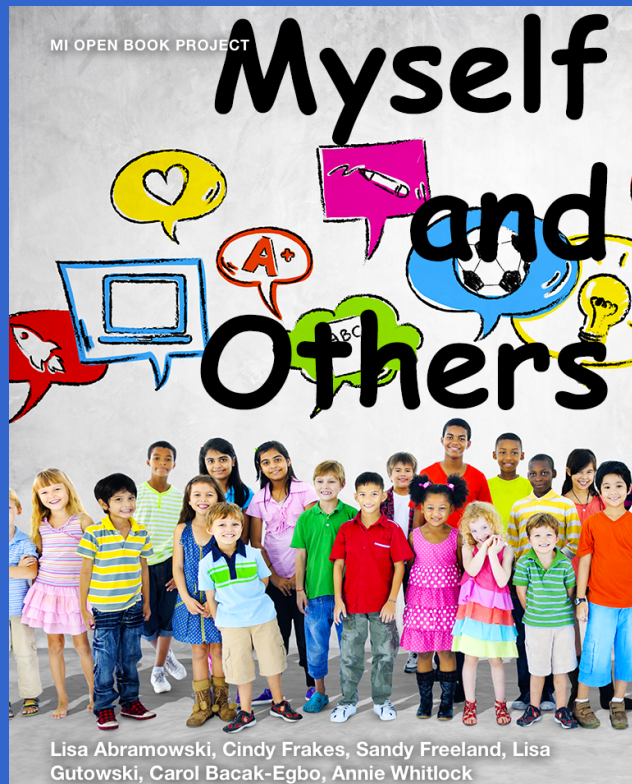
Lisa Abramowski, Cindy Frakes, Sandy Freeland, Lisa Gutowski, Carol Bacak-Egbo, Annie McMahon Whitlock

**Myself and  
Others**



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This is Version 1.0 of this resource, released August 2017.

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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## **MICHIGAN** **OPEN BOOK PROJECT**

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## The Michigan Open Book Project

Project Manager: Dave Johnson,  
Wexford-Missaukee Intermediate School  
District

Kindergarten Editor: Annie McMahon  
Whitlock - University of Michigan Flint

### Authors

Lisa Abramowski - Rockford Public  
Schools

Cyndi Frakes - Vicksburg Community  
Schools

Sandy Freeland - McBain Rural Agricul-  
tural Schools

Lisa Gutowski - Kaleva Normon Dixon

### Kindergarten Readers:

Joseph Baumann

Melissa Kendell

Kelli Simons



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## About the Authors - Myself And Others



### **Lisa Abramowski**

#### **Belmont Elementary**

*Rockford Public Schools*

Lisa Abramowski teaches kindergarten at Belmont Elementary School in the Rockford Public School District. She is currently in her seventh year of teaching and loves helping the littlest learners fall in love with school for the first time. Lisa is also a technology coach who especially enjoys teaching coding to her building's K-2 students. When Lisa is not coding with kinders or facilitating guided reading groups, she can often be spotted training for marathons, baking in her kitchen, or drinking far too much coffee.

### **Cyndi Frakes**

#### **Indian Lake Elementary**

*Vicksburg Community Schools*

Cyndi, a graduate of Vicksburg Community Schools, has spent much of her life in Vicksburg, MI. She pursued a career in Education obtaining her Undergraduate and Master's degrees from Western Michigan University. For the past 23 years, she has been blessed to teach Kindergarten at Vicksburg's Indian Lake Elementary, while continuously serving on the district's Social Studies Curriculum Committee. It is her passion to teach Social Studies to young children. Cyndi brings history and geography to life for her students by sharing memories of growing up and living in the farming community. She received the Educator of the Year Award from Kalamazoo County Farm Bureau for her work in promoting the understanding, appreciation, and support of agriculture.



### **Sandy Freeland**

#### **McBain Elementary School**

*McBain Rural Agricultural School*

Sandy is a full time teacher at McBain Elementary School in McBain Michigan. She has taught Kindergarten and Third Grade during her time there. In addition to classroom teaching she's also provided technology professional development for the district. Outside of the school day she can be found learning from others in Twitter chats, participating in groups on Facebook, and working on developing a coding club for her school.





**Lisa Gutowski**

**KND Elementary**

*Kaleva Normon Dickson*

I have taught kindergarten for the past 21 years and I still enjoy working with little kids everyday. My husband and I live in Onkama. We have two wonderful children named Jackson and Madison. I love coming home to them each day. I also enjoy reading, walking, gardening, spending time with my family and friends, and going to Disney World.

**Annie McMahon Whitlock**

**Assistant Professor**

*University of Michigan-Flint*

Annie McMahon Whitlock is an Assistant Professor of Elementary Education at University of Michigan-Flint. In addition to teaching the elementary social studies methods course, she is the Elementary Education Program Coordinator, focusing on the student teaching experience. Her research is centered on teaching social studies through civic engagement, place-based inquiry, and integrating language arts and literature.



**David A. Johnson**

**Project Manager**

*Michigan Open Book Project*

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.

The Michigan Open Book Project

Special Thanks to:

Jannan Cotto

Dorothy Perry

Amanda Weinert

from Little Traverse Bay Bands of Odawa Indians for their assistance ensuring some of the cultural inclusiveness of our work!



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## The Michigan Open Book Project

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Carol Gersmehl - Michigan  
Geographic Alliance

The Cadillac Footlites (readers  
for Widgets)



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# Widget Readers - Myself and Others



Joseph Baumann -

Joe joined the Cadillac Footlites in 2016, coming from having performed many times on the stage with Riverwalk Theater in Lansing, Michigan. Some of his favorite roles have been Lancelot in Camelot, Captain Scott in Terra Nova, and Nathan Rothschild in the Rothschilds.

Melissa Kendell -

Melissa has enjoyed performing in productions like Into the Woods and a Christmas Story. She's been a part of various charity performances including the annual United Way Murder Mystery and Dancing with the Y Stars.



Kelli Simons -

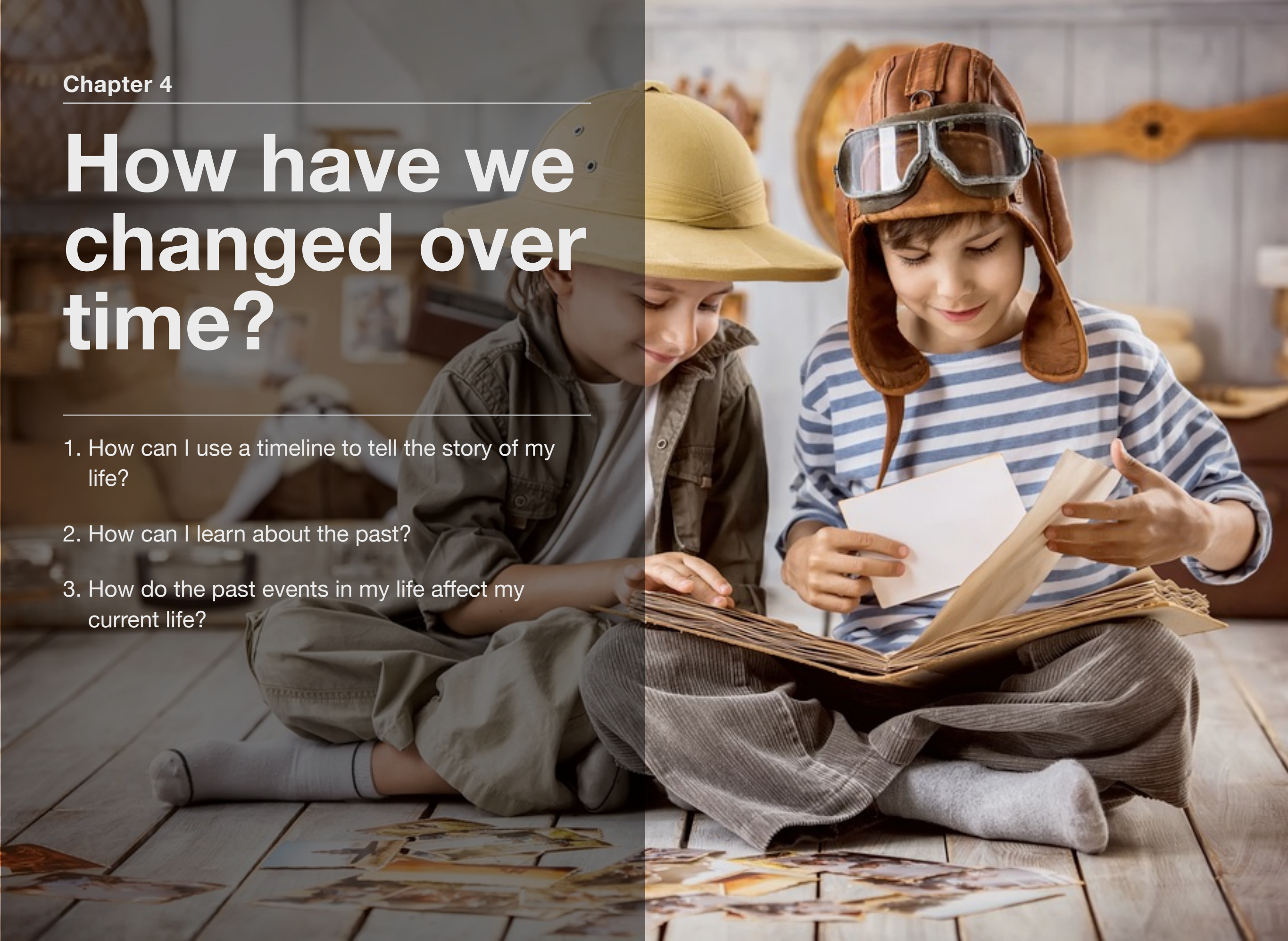
Kelli has been in many local theater productions including the Mother in a Christmas Story, the Baker's Wife in Into the Woods, Tansy McGinnis in the Nerd. She comes from a talented theatrical family.



## Chapter 4

# How have we changed over time?

1. How can I use a timeline to tell the story of my life?
2. How can I learn about the past?
3. How do the past events in my life affect my current life?





# For Teachers

This chapter introduces students to history by exploring the ideas of past, present, and future. Students learn about timelines and eventually construct their own timeline of important events in their lives. Through it all they learn about how people learn about the past.

In future grades students begin to learn about the history of our state, our country, and our world. In the early grades however, students learn about history through a much smaller lens. In kindergarten it's all about "me" - the kindergarten individual.

As with every chapter, we recommend you introduce the compelling question for the chapter with your students before beginning this unit. This grounds students in the focus of what they will be learning about as you move together through each section.

We provide several opportunities for your students to learn about, practice with, and ultimately create timelines of their lives. These are great experiences for students to share about themselves and learn from one another.



## MICHIGAN OPEN BOOK PROJECT

Interactive 4.2 Sofias Timeline



This is Sofia. She is in Kindergarten just like you! Drag and drop the events from Sofia's life to put them in order and create a timeline!



# How can I use a timeline to tell the story of my life?

## QUESTIONS TO GUIDE INQUIRY

- 1. How can I use a timeline to tell the story of my life?
- 2. How can I learn about the past?
- 3. How do the past events in my life affect my current life?

## WORDS TO INTRODUCE

past

timeline

future

## For the Teacher:

- K-H2.0.1** - Distinguish among the past, present, and future.
- K-H2.0.2** - Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
- K-H2.0.3** - Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

### Teacher Directions

This chapter includes a lot on the idea of past, present, and future. This simple interactive is a quick formative check for teachers. Have students raise their hands for each picture then click to hear the reader give the answer.



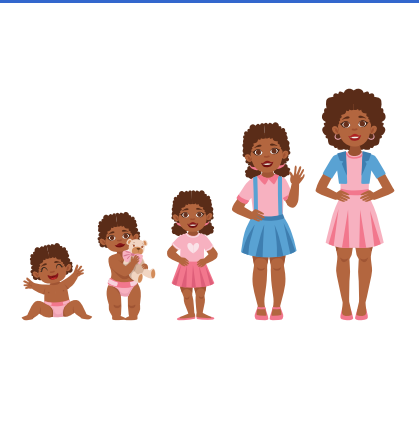
### Teacher Directions

This check can be done full group or independently. Have students place each stage of Sofia's life in the proper order by dragging and dropping each tile to the right place.



### Teacher Directions

Complete this section by having kids put together a simple timeline of four important moments in their lives.





Look at your shoes. Do they have laces? If they do, do you know how to tie them?





If you do know how to tie your shoes, it's because you learned how in the past. The **past** is time that has already happened. It can mean a long time ago or yesterday.





A long time ago, you were a baby. You looked a lot different than you do now. Other things were different too.





When you were a baby, you couldn't dress yourself. Your family had to help you.





Now you can dress yourself!





When you were a baby, you couldn't eat regular food. You had to eat baby food and soft food because you didn't have teeth.





Now you can eat lots of healthy food.





When you were a baby, you probably slept in a crib to keep you safe.





Now you can sleep in a bed.





When you were a baby, you didn't know how to walk or to talk. You had to learn how. Now you can do these things and many others! What are some other things you have learned how to do since you were a baby?

### Interactive 4.1 Which Happened First?



The things you have learned how to do happened in a certain order or sequence. Look at the pictures above. What do you think this boy learned first, how to put his shoes on or how to tie them?





Before the boy could learn how to tie his shoes, he had to learn how to put them on!

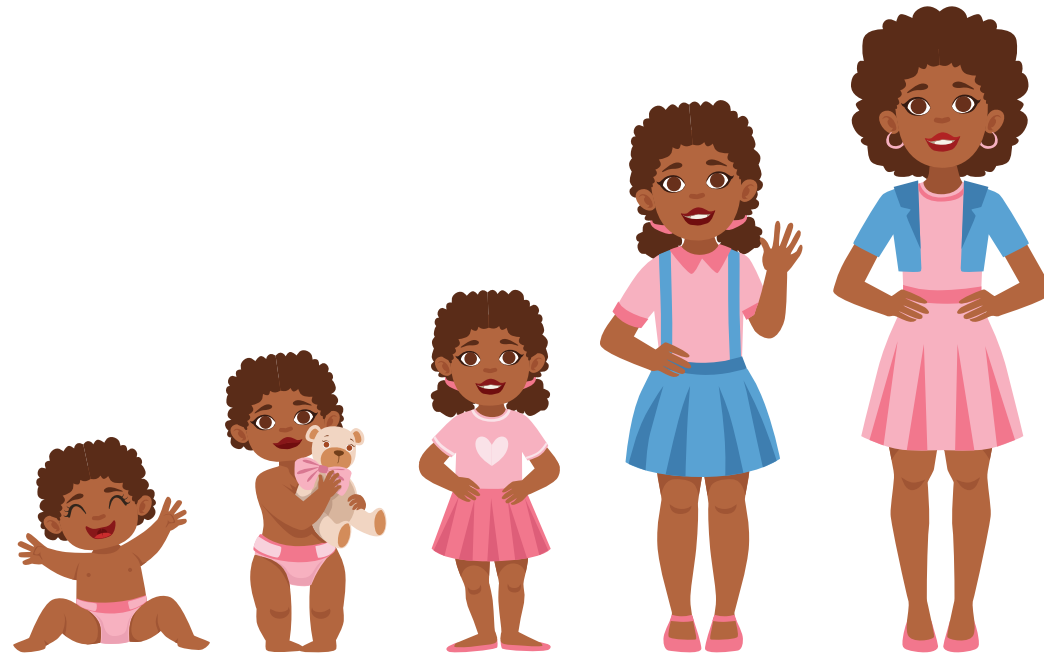


Before you could write your name, you had to learn how to hold a pencil correctly.





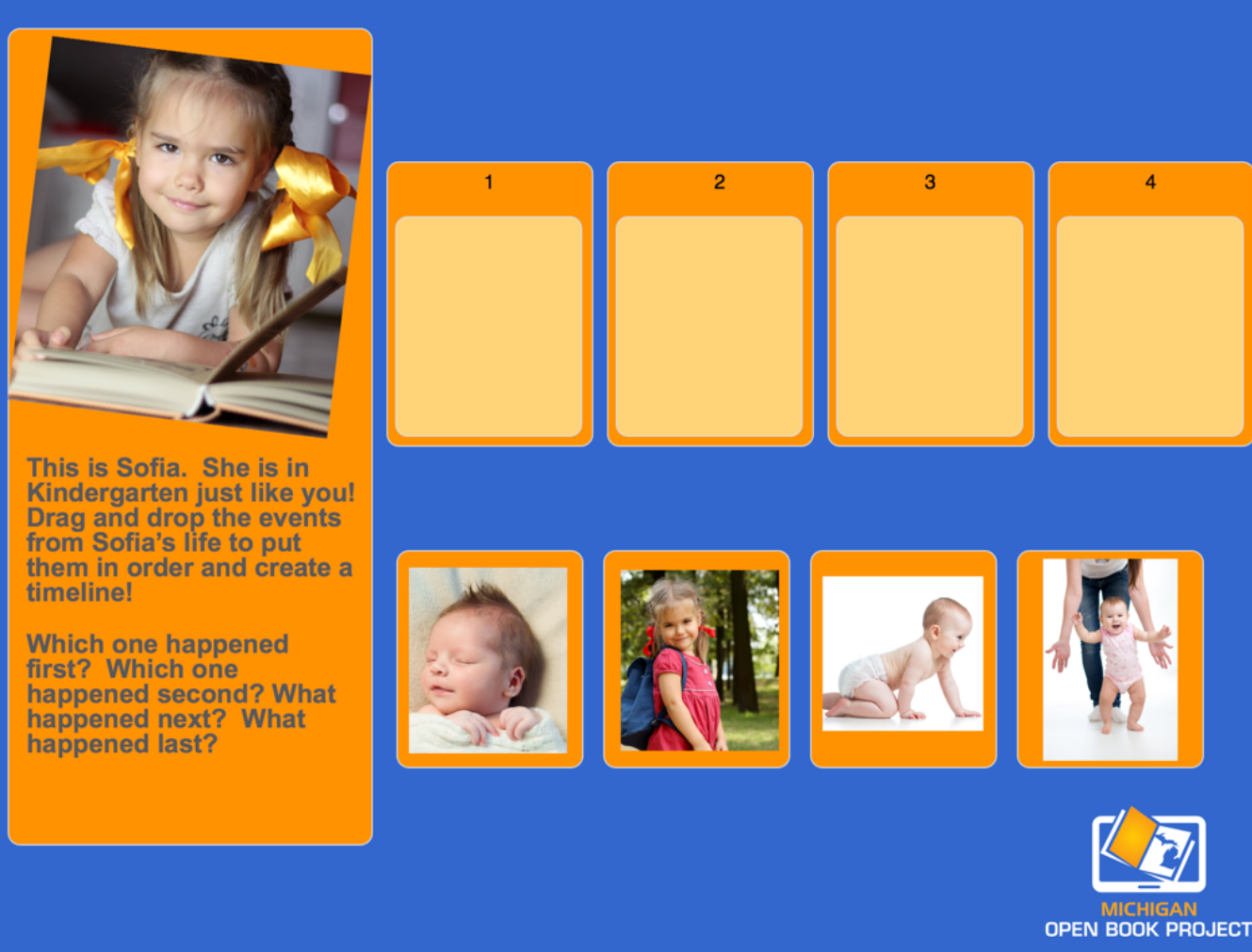
Before you could run, you  
had to learn how to walk.



You can share the important parts of your life with a timeline. A **timeline** is a special set of words or pictures that shows events in the order they happened.



## Interactive 4.2 Sofias Timeline



This is Sofia. She is in Kindergarten just like you! Drag and drop the events from Sofia's life to put them in order and create a timeline!

Which one happened first? Which one happened second? What happened next? What happened last?

1 2 3 4

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The interface features a blue background. On the left, an orange-bordered box contains a photo of a young girl with yellow bows in her hair, reading a book. Below the photo is instructional text. To the right of this box are four empty orange boxes numbered 1 through 4, intended for placing event cards. Below these are four event cards, each with a photo of Sofia at different stages of her life: a newborn baby, a toddler in a red dress, a crawling baby, and a baby being held by an adult. In the bottom right corner, there is a logo for the Michigan Open Book Project, which includes a stylized book icon and the text 'MICHIGAN OPEN BOOK PROJECT'.

This is Sofia. She is in Kindergarten just like you! Drag and drop the events from Sofia's life to put them in order and create a timeline!



Now it is your turn to create a timeline of your own life. You will need to include four important events in sequence. You may use real photos or draw pictures. At home, ask your family to help you remember some of the important things you have done.





If you can't tie your shoes yet, don't worry. You will learn how to in the future. The **future** is time that hasn't happened yet.





You are growing and changing everyday. What are some things you will learn how to do in the future?



## Section 2

# How can I learn about the past?

### QUESTIONS TO GUIDE INQUIRY

1. How can I use a timeline to tell the story of my life?
2. How can I learn about the past?
3. How do the past events in my life affect my current life?

### For the Teacher:

**K-H2.0.1** - Distinguish among the past, present, and future.

**K-H2.0.2** - Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).

**K-H2.0.3** - Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

### WORDS TO INTRODUCE:

photograph

stories

artifacts

present

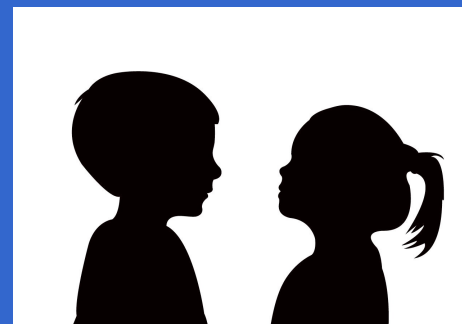
#### Teacher Directions

Many students know what pictures are but haven't made the connection about how they are a way to learn about the past. Stopping here to share some old pictures is a great extension activity.



#### Teacher Directions

It doesn't have to be a long discussion, but having each student verbalize something that happened in their past to a partner is a great way to reinforce this concept.



#### Teacher Directions

This phone sorting activity reinforces what they've learned about the past and timelines. A similar version appears in the first grade book.







Do you remember when you were born? Do you remember when you got your first tooth? Do you remember when you started to walk?



There are many things we can't remember because we were too small. But how do we find out what happened?





Does your family have a picture of you when you were a baby? This picture is called a photograph. A **photograph** shows you doing something in the past.



Sometimes we don't have pictures to help us learn about the past. Can you think of another way?





Does your family talk about the day you were born? Do you talk about the time you learned how to ride your bike? These are **stories** to help us remember when we did something in the past.

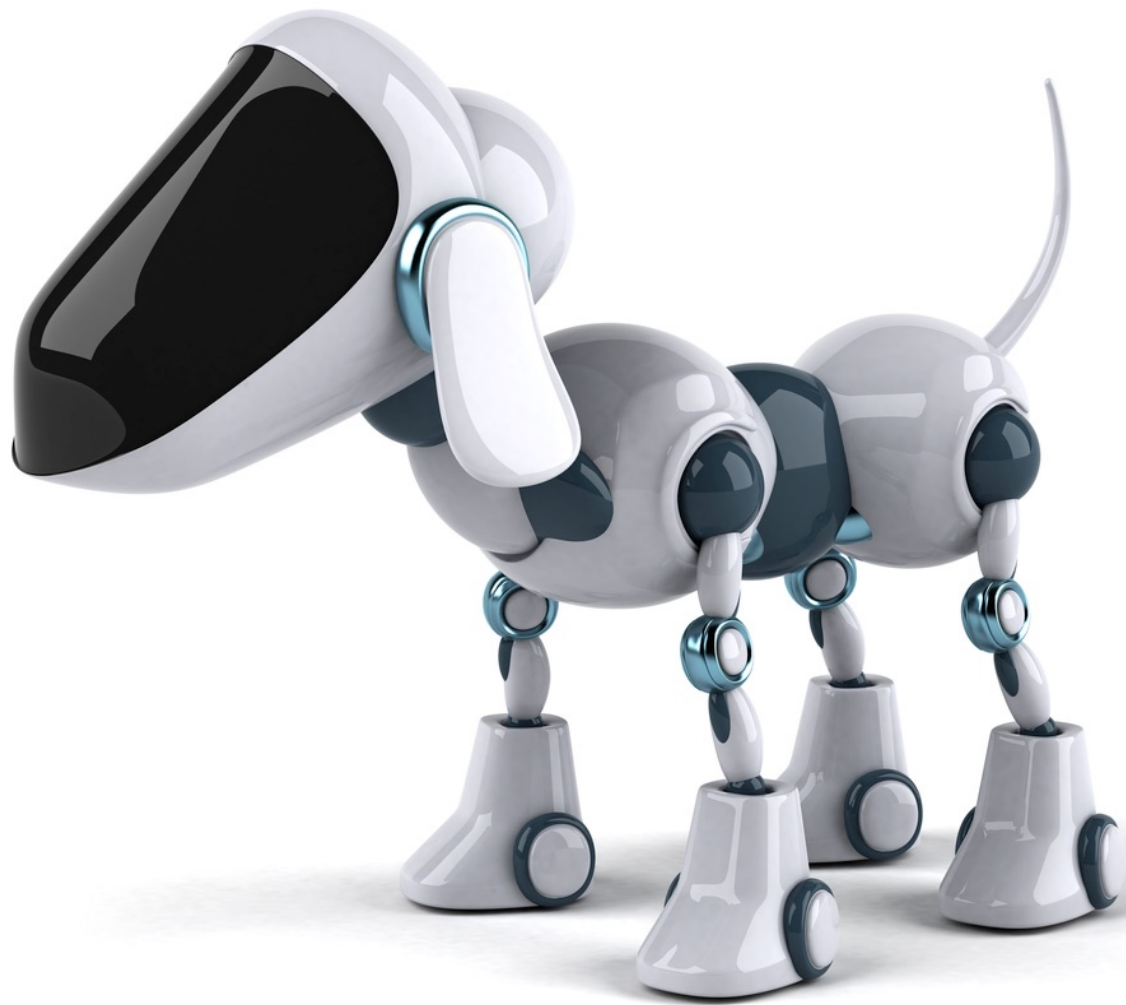


Turn to a partner and tell them a story about something you did in the past. Remember the past is something that happened a long time ago or even yesterday.





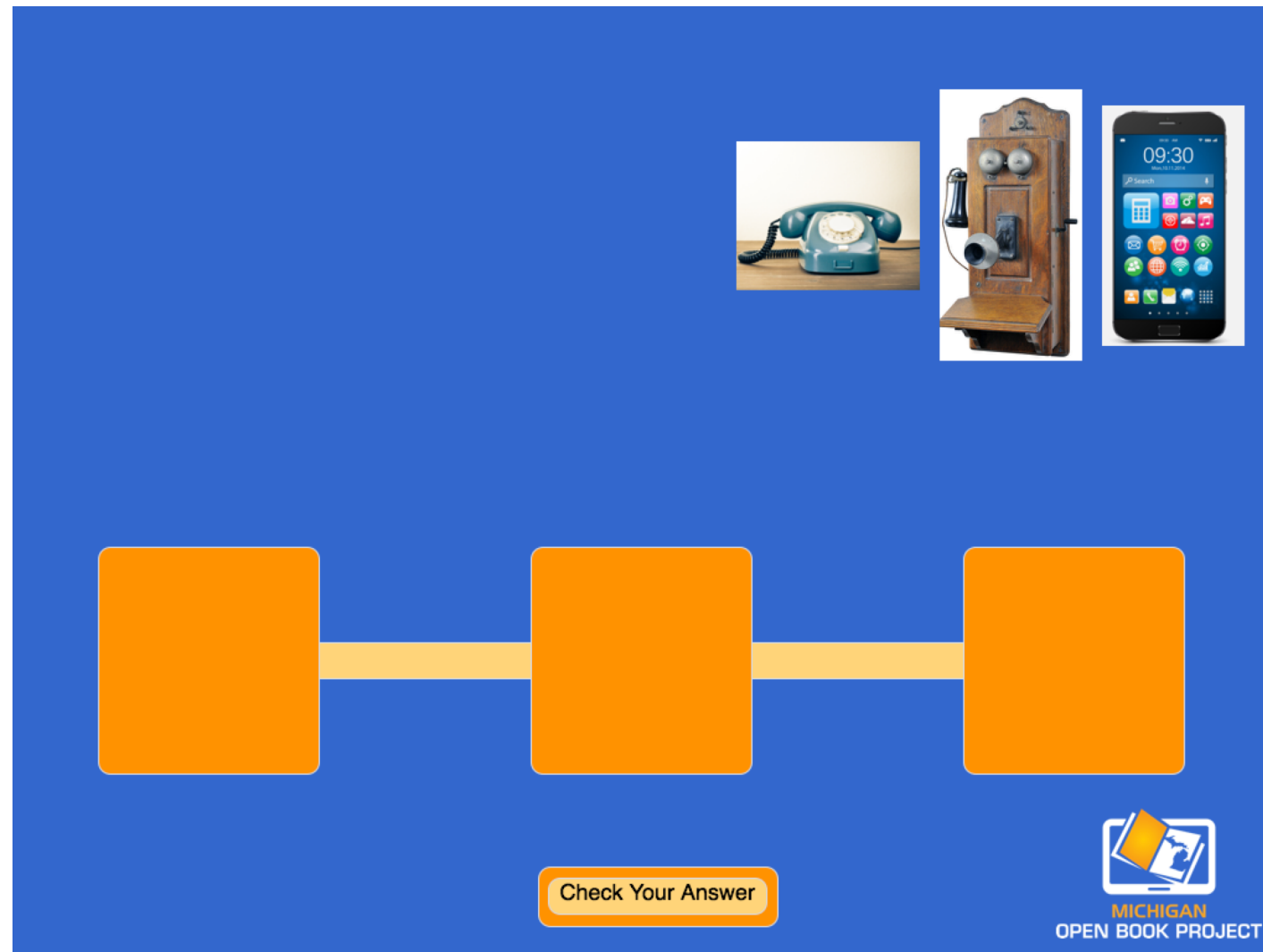
Do you have a toy or stuffed animal that you have had for a long time? This is called an **artifact**. An artifact is an object we keep to help us remember the past.



Artifacts look different over time. Look at these two toy dogs. They look different but they are still both toys. Which one do you think is from the past? How can you tell?



### Interactive 4.3 Phone Sort



The interface features a blue background. At the top, three phone images are displayed: a green rotary phone, a wooden wall-mounted phone, and a modern smartphone. Below these, three orange squares are arranged horizontally, connected by a yellow line, representing a sequence for sorting. At the bottom center is a yellow button labeled "Check Your Answer". In the bottom right corner is the Michigan Open Book Project logo, which includes a stylized book icon and the text "MICHIGAN OPEN BOOK PROJECT".

Look at these phones. Can you put them in order from oldest to newest?



The oldest phone is from the past or long ago. The newest phone is the kind we use today, which is called the present. The **present** is the time that is happening now.

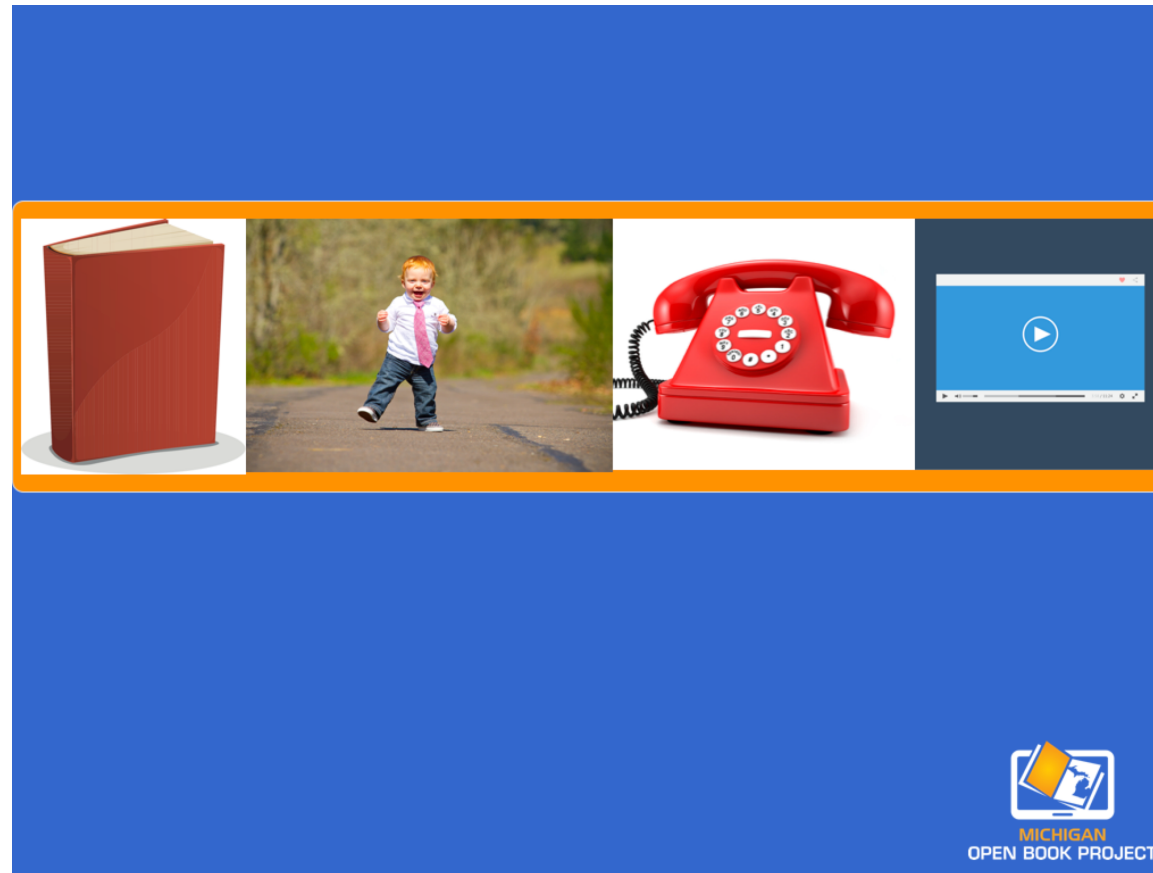


#### Interactive 4.4 Boy Gets His First Bike



Videos are another way we can learn about our past.  
Let's watch a video of a boy getting his first bicycle.

#### Interactive 4.5 How Do We Learn About the Past?



There are four things we use to help us learn about the past. We just talked about them. Can you remember what the four things are?



## Section 3

# How do the past events in my life affect my current life?

### QUESTIONS TO GUIDE INQUIRY

1. How can I use a timeline to tell the story of my life?
2. How can I learn about the past?
3. How do the past events in my life affect my current life?

### For the Teacher:

**K-H2.0.1** - Distinguish among the past, present, and future.

**K-H2.0.2** - Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).

**K-H2.0.3** - Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

#### Teacher Directions

This section brings things all together. Stop on the first page and ask kids to think about something that happened to them when they were younger as a connection back to the first two sections.



#### Teacher Directions

Ending this section is the first step - thinking about an important moment that affects them now.



#### Teacher Directions

At the end of this section and chapter, return to the compelling question: How have we changed over time? Students can complete a short paragraph with illustrations to show how much they've learned!



Look at this messy baby learning how to use a spoon!  
Can you believe that just a few years ago,  
YOU had to learn how to use a spoon too?





Learning how to use a spoon was something you learned in the past.

Now, you don't need help anymore! You can use a spoon all by yourself in the present.



Just like learning to use a spoon, the things that you learned or did in the past make a difference in the present.

Learning to ride a bike with training wheels in the past helped this girl be able to ride a bike all by herself in the present.





This little girl learned the alphabet in the past. Now, in the present, she can read!



This little boy's mom had a baby in the past.

Now, in the present, he has a little sister to play with!





This little boy moved to a different town in his past.  
Now, in the present, he has new friends!





This little girl's family got a tiny kitten in the past.  
Now, in the present, she has a cat to love!





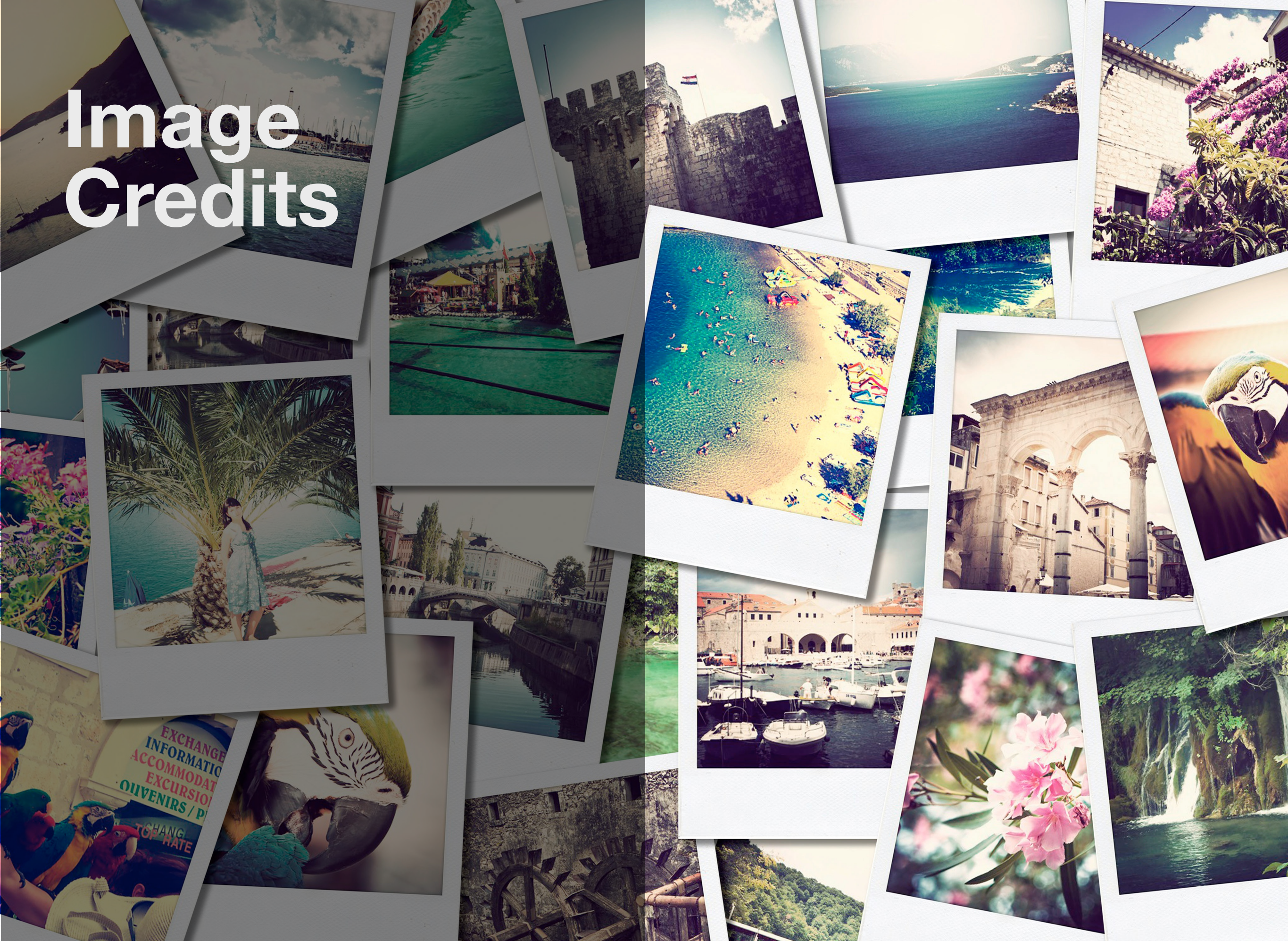
We are who we are today because of all of the things that happened in our past! Our past makes each of us unique.



What is something that happened in your past that has made a difference in your present life?



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