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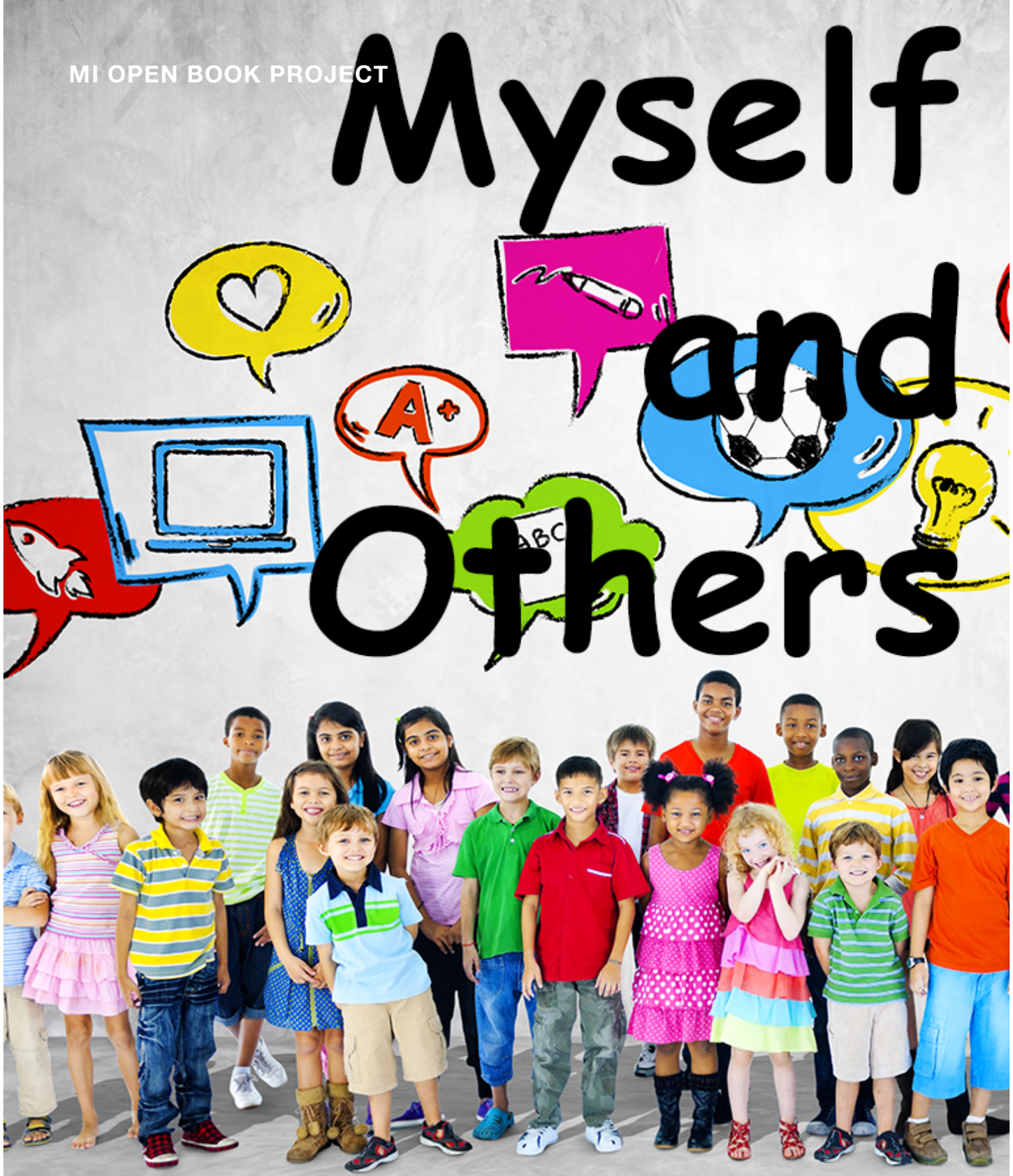
Myself and Others



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

Myself and Others

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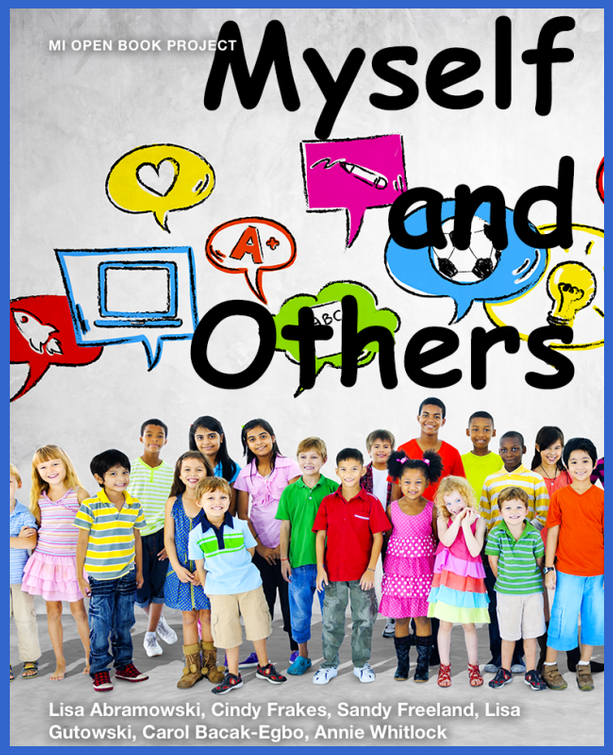

This is Version 1.0 of this resource, released August 2017.

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

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The Michigan Open Book Project

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Cyndi Frakes - Vicksburg Community Schools

Sandy Freeland - McBain Rural Agricultural 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 promot-ing 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 Onekama. 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
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Special Thanks to:

Jim Cameron - Michigan Department of Education

Dr. Phil Gersmehl - Michigan Geographic Alliance

Carol Gersmehl - Michigan Geographic Alliance

The Cadillac Footliters (readers for Widgets)

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Widget Readers - Myself and Others

Joseph Baumann -
Joe joined the Cadillac Footliters 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 1

How Do We Get Along With Each Other?

Why do I have rules at home and school?

Why can’t I do everything I want?

What are some fair ways to make decisions in a group?

For Teachers

The Kindergarten text is meant to be explored visually by students like a traditional “big book”. Some teachers may also want their students to have a copy of the book as a digital text on an iPad, Chromebook, or other digital device. Either way, the way students interact with this book is different from other MI Open Book materials.

Each short reading is meant to have some teacher interaction go along with it. We tell you what those are in each section.

Each section includes words to introduce and define with your students. This is an excellent opportunity to practice word recognition.

We also lead each section with information just for you, the teacher. We identify what content expectations are being addressed in each section and give you some background on things to do while reading each section with your students.

Interactive widgets appear in each section. Some of these are things for students to manipulate either individually if you have iPads or Chrome Books in the classroom, or as a group while you project things on the screen for them. Either way, these interactives have been carefully designed to help you put the “social” back in Social Studies.

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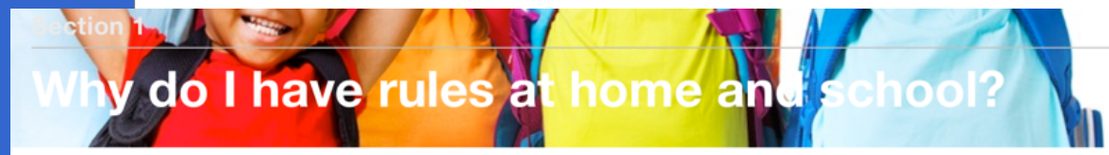


QUESTIONS TO GUIDE INQUIRY

1. **Why do I have rules at home and school?**
2. **Why can't I do everything I want?**
3. **What are some fair ways that we can make decisions in a group?**

WORDS TO INTRODUCE:

Rule

Fair

For the Teacher:

K-C1.0.1 - Identify and explain reasons for rules at home and in school (e.g. provide order, maintain safety)

K-C2.0.2 - Describe fair ways for groups to make decisions.

Teacher Directions
A Stop and Think indicator is your chance to put the “social” back in Social Studies. Discuss the question being asked with your students.

Teacher Directions
This section includes a video about misbehaving in the classroom. Show this and discuss with your students.

Sometimes the interactive widgets link out to a video. Many of these videos come from YouTube and you may want to discuss with your tech department the ability to “white list” them so that they can be pulled up through a school’s web filter.

Always check that you can access a video prior to teaching your lesson for the day.

We highly recommend using the Open Book materials in conjunction with curriculum like the Michigan Citizenship Collaborative Curriculum which is available on the Oakland Schools website.

Finally, should you ever run into any issues with one of our interactives, or with a video, return here and use the “Bug Report” widget to let us know. When these creep up we are usually able to deal with them within a few hours.

Interactive 1.1 Bug Report

If you’re on an Apple device and come across a problem, have your teacher return here and report it! We’ll get it fixed as quickly as possible!

Section 1

Why do I have rules at home and school?

QUESTIONS TO GUIDE INQUIRY

1. **Why do I have rules at home and school?**
2. **Why can't I do everything I want?**
3. **What are some fair ways to make decisions in a group?**

WORDS TO INTRODUCE:

rule

fair

For the Teacher:

K-C1.0.1 - Identify and explain reasons for rules at home and in school (e.g. provide order, maintain safety)

K-C2.0.2 - Describe fair ways for groups to make decisions.

Teacher Directions

A Stop and Think indicator is your chance to put the "social" back in Social Studies. Discuss the question being asked with your students.

Teacher Directions

This section includes a video about misbehaving in the classroom. Show this and discuss with your students.

Teacher Directions

This section also has an interactive where students click to guess where rules keep us safe. Click on the interactive to launch it, then have students take turns guessing.

A classroom is an exciting place to be. Here you will make new friends, play together, and learn new things!

Just like at home, we have important rules at school that help us stay safe and do our best.

What rule are these Kindergartners following?

Interactive 1.2 The Ant Show

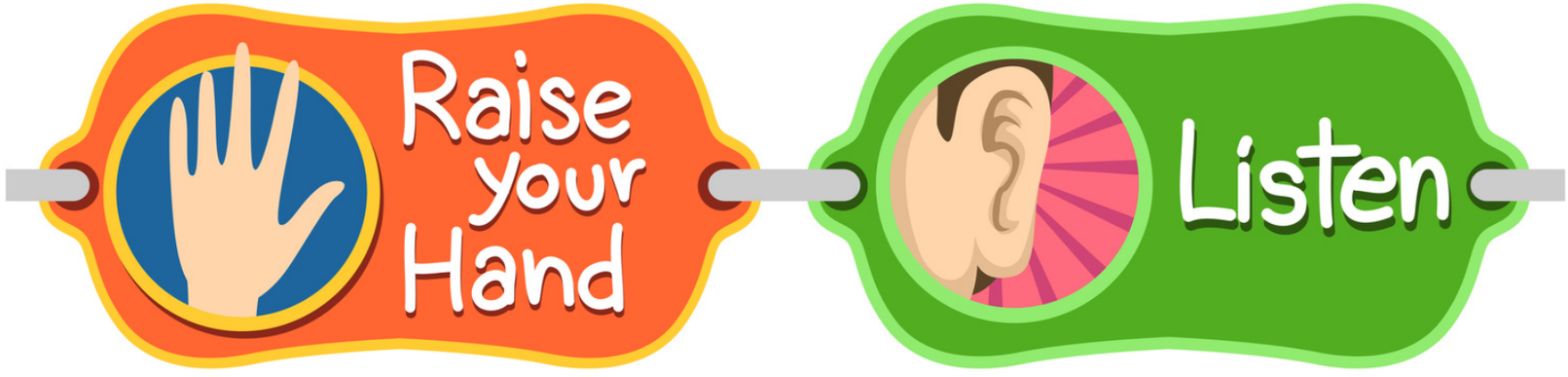
Why do we need rules at school?

Click on the video above to find out.

How would you feel if you were a student in this classroom?

It would be hard to learn in this classroom. It could even be dangerous. This is why we need rules at school!

Classroom Rules



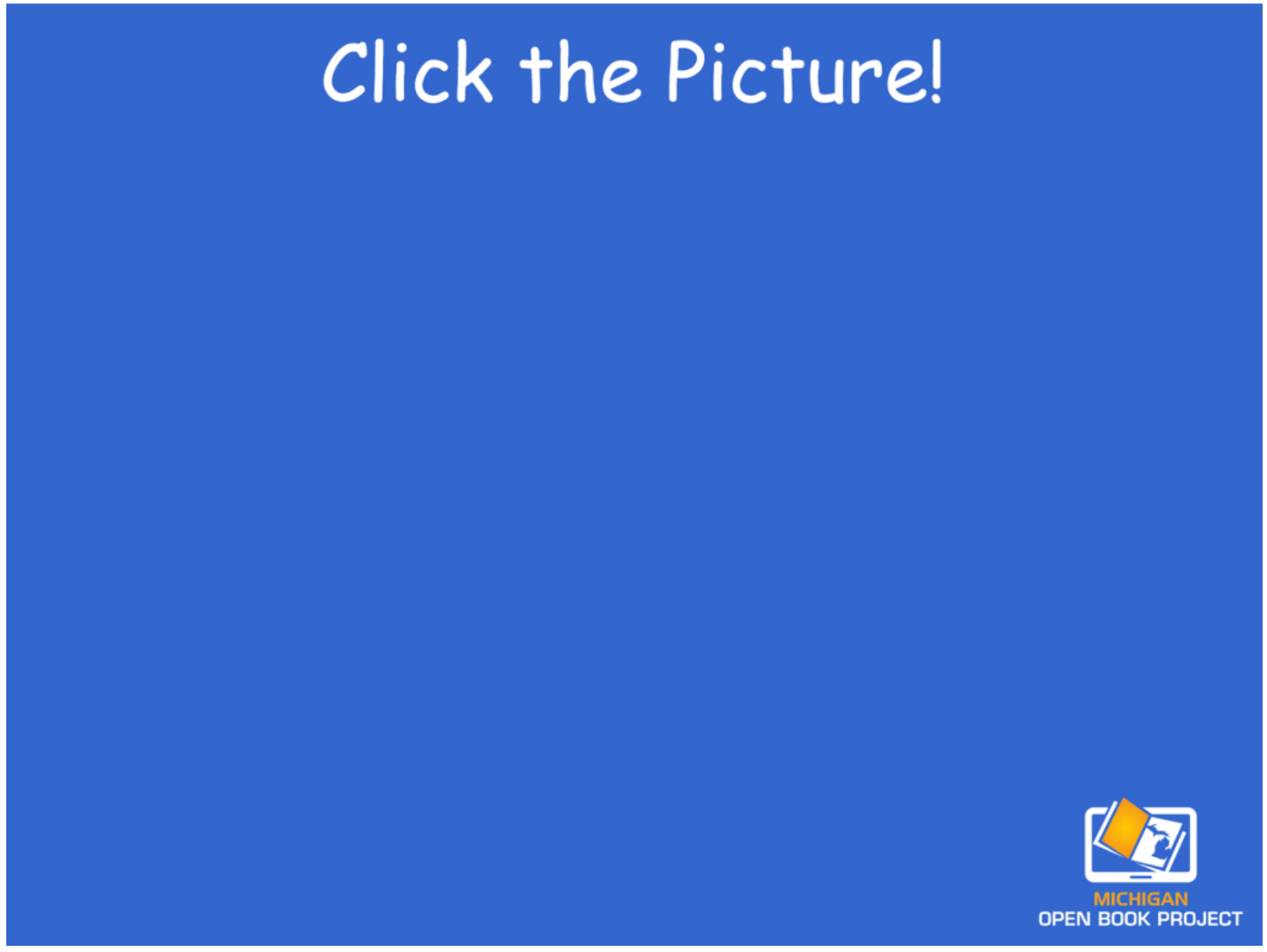
A **rule** is something that tells us what we can and cannot do.

We have rules at recess. One rule is that we take turns on our playground equipment.

What might happen if these boys go down the slide at the same time?

We also have rules in the hallway. One of our hallway rules is to always use walking feet.

Both of these boys want to be first to the drinking fountain. What could happen if they ran in the hallway to get there faster?



Rules keep us safe in many places. Click on each picture to hear the name of some of these places.

Rules also help to keep things fair.
Our rules help us share when we play at home and at school.

Which picture shows the girls playing fairly?

This boy cannot drink milk at lunch! He is allergic.

He needs a different drink instead.

Fair does not always mean that everyone will get the same thing. **Fair** means everyone gets what they need.

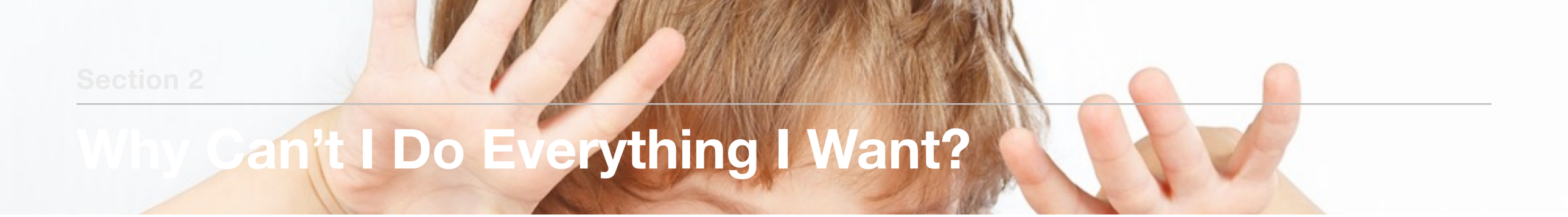
We even have rules when we play games at school! To be fair, we take turns. We share. We all help to clean up when we are finished.

Why is it fair to wait our turn? Why is it fair to clean up after ourselves? Can you think of a time you followed these rules when playing a game? How did it make you and your friends feel?

Rules help us get along with others.

Our friends feel happy when we follow the rules.

Rules are important everywhere! What is one classroom rule that you have? What is one rule that you have at home? Why are these rules important?



Section 2

Why Can’t I Do Everything I Want?

QUESTIONS TO GUIDE INQUIRY

1. **Why do I have rules at home and school?**
2. **Why can’t I do everything I want?**
3. **What are some fair ways to make decisions in a group?**

For the Teacher:

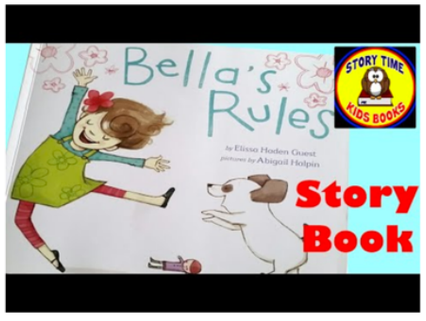
K-C1.0.1 - Identify and explain reasons for rules at home and in school (e.g. provide order, maintain safety)

K-C2.0.2 - Describe fair ways for groups to make decisions.

Teacher Directions

Bella’s Rules is a great video for learning about why we have rules to begin with. Show this to students and discuss why we can’t do everything we want.

Interactive 1.4 Bella’s Rules



Teacher Directions

This interactive is great to revisit on a second day to help assess student comprehension of Bella’s Rules.

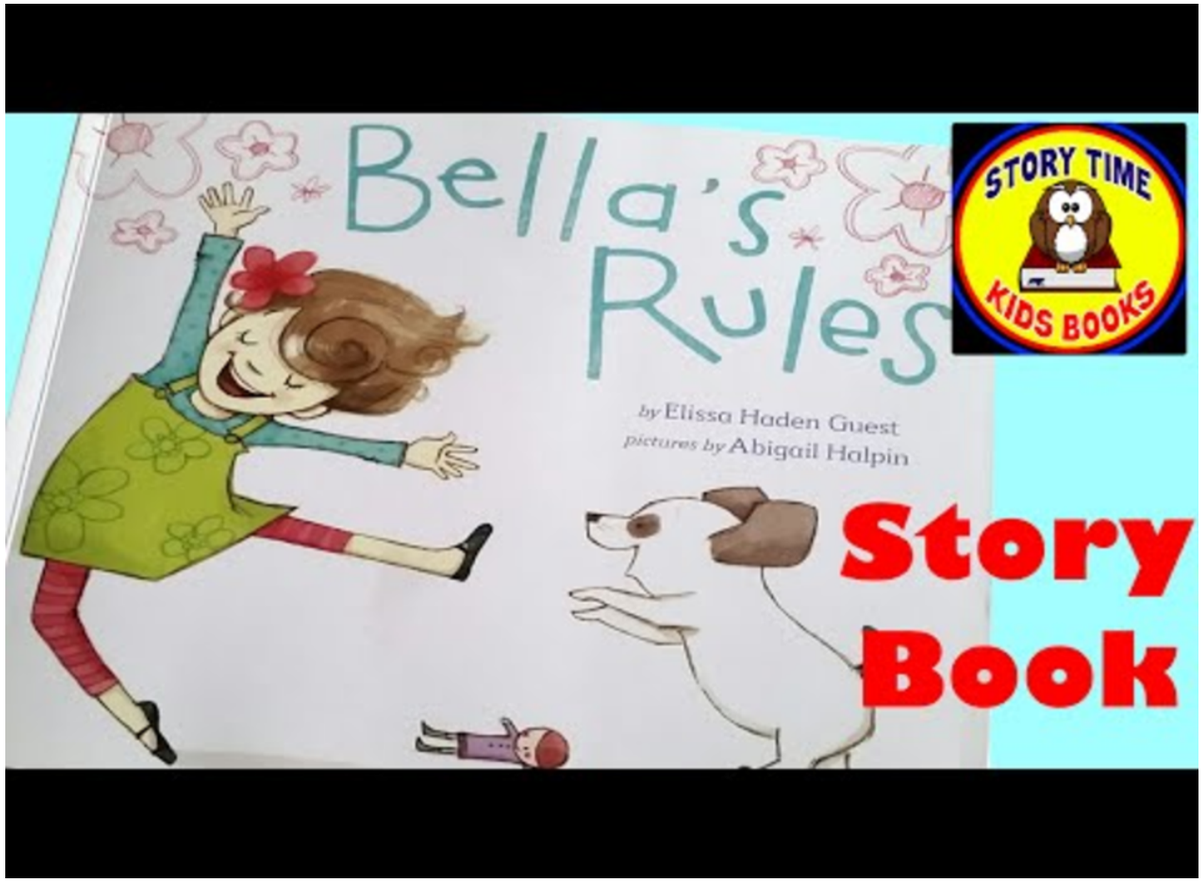
Interactive 1.5 Bella’s Rules - Review

Teacher Directions

Al the Alligator is a great closing video for students to discuss why we have rules at home and in school.

Interactive 1.6 Al the Alligator

Interactive 1.4 Bella's Rules



Interactive 1.5 Bella's Rules - Review

Listen to the story in the video above. What are Bella's rules?

Why didn’t Bella’s parents think her rules were a good idea?

You are right! Bella’s rules are not safe!

Sledding down the stairs could hurt Bella. She could fall out, crash, or bump into someone!

Even though it sounds like fun not to have a bedtime, it would not be healthy for Bella to stay up every night. Our bodies need rest.

Bella’s family rules might not sound like much fun, but they will keep Bella’s whole family safe and healthy!

This is why we have rules at school, too! Just imagine what it would be like if we did everything we wanted to and didn’t have school rules.

The boy on the left wants to have all of the alphabet letters to make his words. How would you feel if you were the boy on the right with only two letters? Why would you feel this way?

Just like Bella’s rules, our school rules help to make sure that school is a fair and safe place for everyone!

You might want to keep the tablet all to yourself, but that wouldn’t be fair to the other students.

We need to share or take turns.

You might want to push someone in line, but that is not kind.

We need to keep our hands to ourselves so no one gets hurt.

You might want to run in the hallway, but that wouldn’t be safe.

We need to walk so we don’t bump into someone or fall down.

You might want to shout out the answer when you know it, but that wouldn’t be fair.

We need to raise our hands so everyone can hear.

You choose to be a good friend when you follow the rules.

Interactive 1.6 Al the Alligator

Oh no! Al the Alligator doesn’t know how to follow the school rules! Now that you are an expert on our rules, click on the video below to help Al.

Section 3

What are Some Fair Ways to Make Decisions in a Group?

QUESTIONS TO GUIDE INQUIRY

1. **Why do I have rules at home and school?**
2. **Why can't I do everything I want?**
3. **What are some fair ways to make decisions in a group?**

WORDS TO INTRODUCE:

cooperation

compromise

vote/voting

For the Teacher:

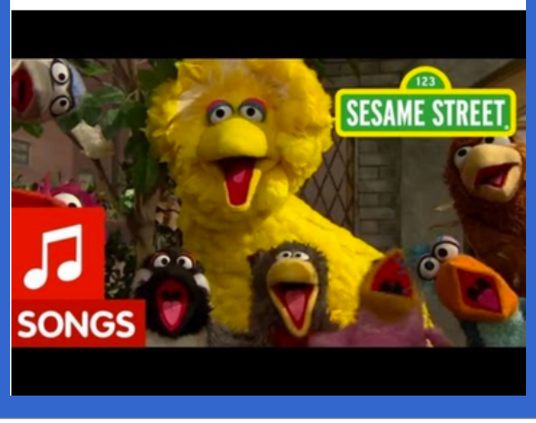
K-C1.0.1 - Identify and explain reasons for rules at home and in school (e.g. provide order, maintain safety)

K-C2.0.2 - Describe fair ways for groups to make decisions.

Teacher Directions

Big Bird sings the cooperation song in this section. Play this song for kids and discuss what happened in it.

Interactive 1.7 Big Bird Sings the Cooperation Song



Teacher Directions

Practice asking kids to make decisions and roll dice to demonstrate one way to make decisions.

Teacher Directions

Be a rule following rock star! Practice in this interactive drag-and-drop activity to end the chapter!

Interactive 1.8 Be a Rule Following Rock Star!

Working together is so much fun! These kids can build a bigger tower because they are working together!

Interactive 1.7 Big Bird Sings the Cooperation Song

When we work together nicely to do something, this is called **cooperation!**

It can be easy to cooperate with our friends when we want to do the same thing.

It can be hard to cooperate when we have different ideas.

There are many fair ways that we can choose!

When we have different ideas, how can we decide whose idea to use?

We can roll dice.

The person with the biggest number can choose.

We can take a **vote**.

Each person raises a hand to show which choice he or she wants.

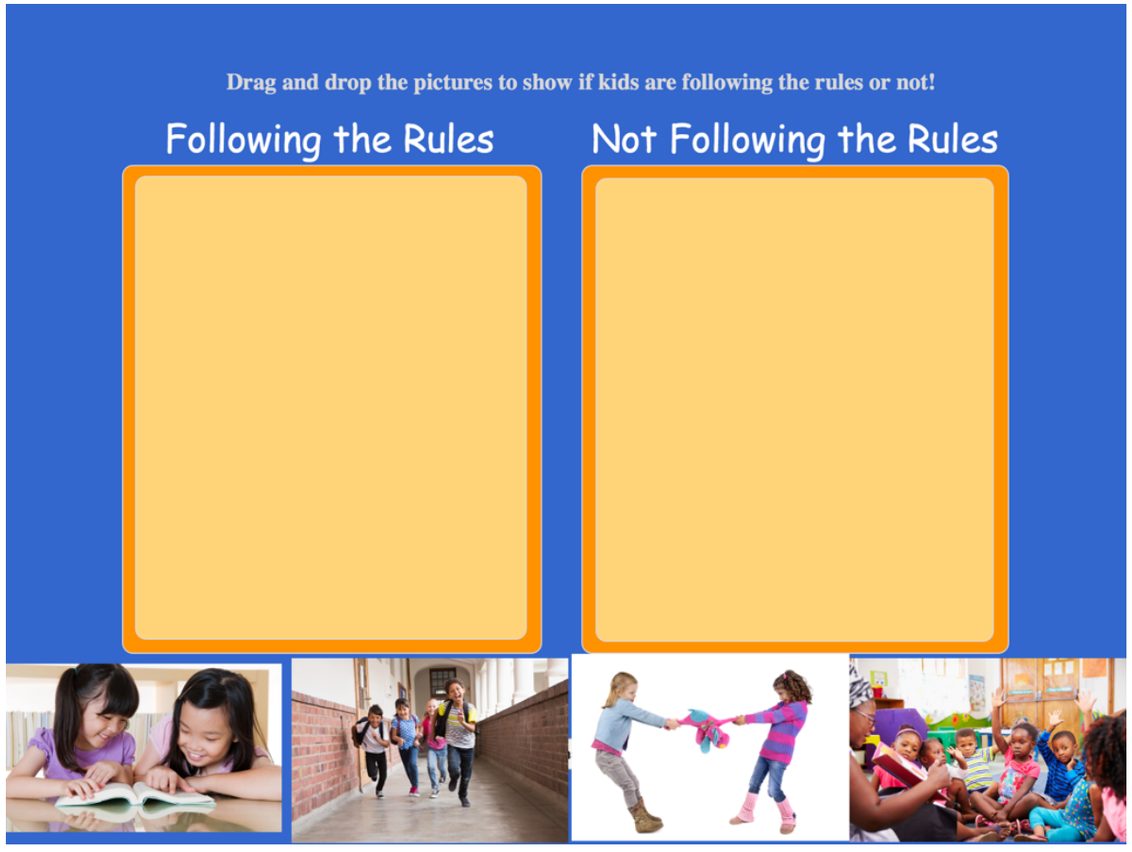
Then we count the number of people who want each choice. As a group, we will use the idea that gets the most votes.

We can **compromise**. We can use part of your idea and part of my idea. I can't have things totally my way, but that's OK! When you compromise you have to give up something for the good of your group.

You want to play on the swings at recess, but your friends want to go on the slide. What are some fair ways your group can decide what to do?

After we decide, it’s ok if we don’t get our way this time.
We still enjoy being with our friends!

Interactive 1.8 Be a Rule Following Rock Star!



Practice what you have learned by dragging the pictures in this interactive to the right column!

Chapter 2

What does it look like to be responsible?

1. How can we be responsible at school?
2. How can we be responsible at home?
3. What does it mean to be independent?

This chapter is all about responsibility. It is a great extension of the first chapter on the need for rules. We recommend keeping these chapters together as you move through your social studies units.

As with every chapter in this book, we recommend making the compelling question a transparent part of your daily instruction by writing it on the board and referring back to it as part of your daily instruction. Students begin their exploration of the term responsibility by discussing ways that they can be responsible at both home and school. A simple drag and drop activity called classroom cleanup may be simplistic - but having students practice cleaning up this animated classroom helps reinforce this same idea in their physical classroom.

We conclude this chapter with a discussion on what it means to be independent. Children gain different levels of independence as they age. It is important to talk about how independence and responsibility go hand in hand.

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Interactive 2.1 Classroom Cleanup

Section 1

How can we be responsible at school?

QUESTIONS TO GUIDE INQUIRY

1. **How can we be responsible at school?**
2. **How can we be responsible at home?**
3. **What does it mean to be independent?**

For the Teacher:

K-C5.0.1 - Describe situations in which they demonstrated self-discipline and individual responsibility.

WORDS TO INTRODUCE:

responsible

Teacher Directions

After explaining and defining the word Responsibility, have students work together to come up with a list of responsibilities at school. Make a classroom chart of these responsibilities.

Teacher Directions

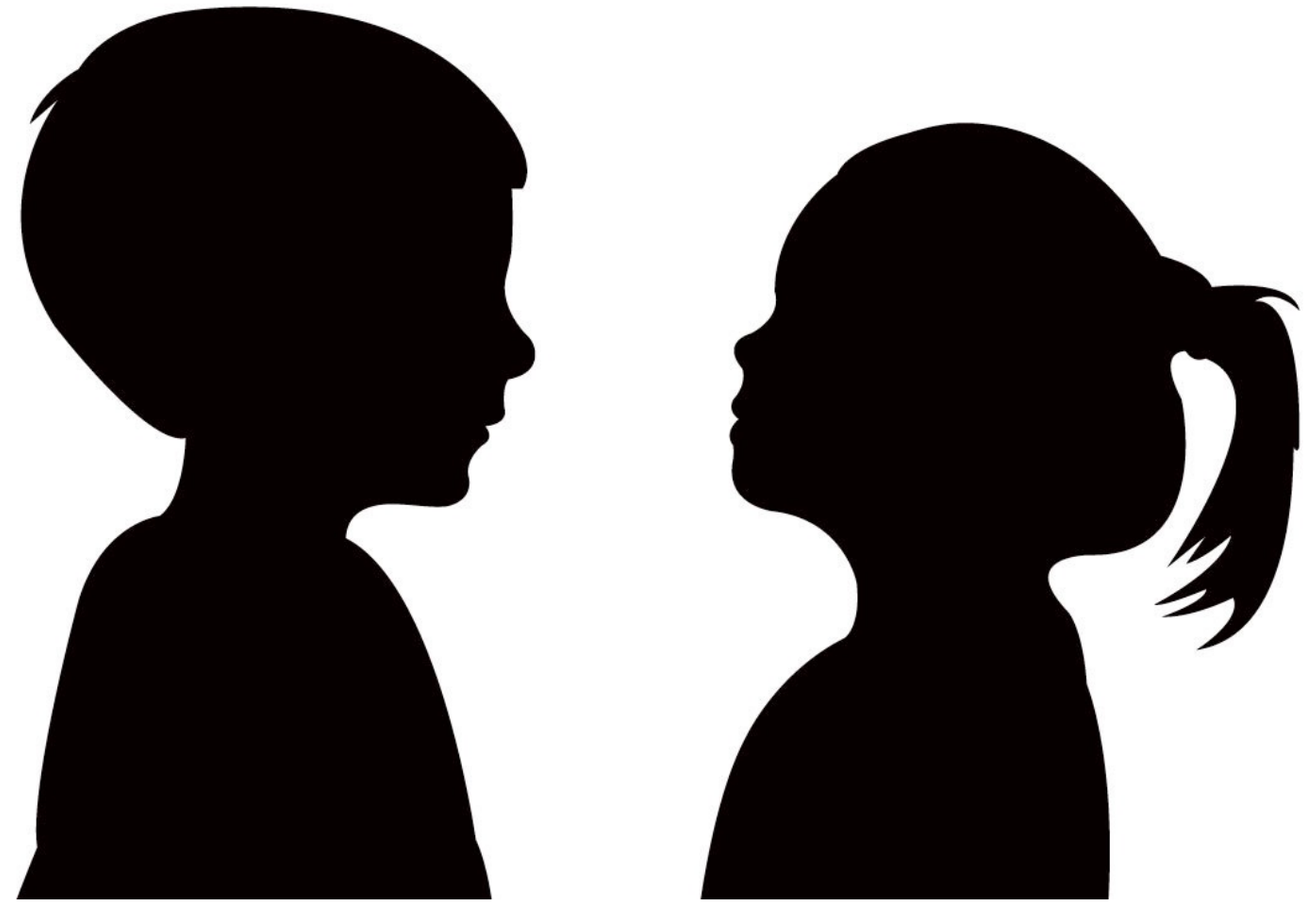
This interactive involves a messy art desk! All the objects on the table are draggable. Have kids work together to identify what goes where.

Teacher Directions

At the end of this section we give kids several different scenarios. This is a great opportunity to stop and talk to kids about how to act responsibly.

Sometimes you are at home. Sometimes you are at school. No matter where you are, you need to be responsible. What do you think the word responsible means?

Being **responsible** means to make good choices that help yourself and others.



At school, we have responsibilities. What are some responsibilities we have at school?

Let's make a list of our responsibilities at school.

In the classroom, following the rules is a way to be responsible. When you follow the rules, you can learn and so can the other children. Another way to be responsible is to do your best work.

When you put away the things that you use, you are showing responsibility. What are some things that you use and take care of in your classroom?

Interactive 2.1 Classroom Cleanup

It’s time to clean up the classroom. Put the paint supplies and pencils back where they belong.

In the cafeteria, you take your lunch to a table and eat with your friends. When you are done eating, what should you do to be responsible?

When you are on the playground, it is time to have fun with your friends. What is a way you can be responsible on the playground?

Following the rules on the playground helps keep everyone safe. It also helps us get along with each other.

Many children ride a bus to school. The bus driver's responsibility is to drive the bus safely. How can you be responsible on the bus?

How can we be responsible at home?

QUESTIONS TO GUIDE INQUIRY

1. **How can we be responsible at school?**
2. **How can we be responsible at home?**
3. **What does it mean to be independent?**

WORDS TO INTRODUCE:

respect

chores

For the Teacher:

K-C5.0.1 - Describe situations in which they demonstrated self-discipline and individual responsibility.

Teacher Directions

Little Mandy Manners - Being Responsible - play this video for students and discuss what it means to be responsible

Teacher Directions

The series of pages in the middle of this section ask students to think about ways to be responsible. Use this to introduce the words respect and chores and discuss with students.

Teacher Directions

These optional videos at the end emphasize what respect at home and school mean.

When you are at home, you have responsibilities. What are some responsibilities you have at home?

Turn and talk with a friend.

Interactive 2.2 Being Responsible

Let's make a list of our responsibilities at home.

At home, following the rules is a way to be responsible. When you follow the rules, you show **respect** for your family.

Just like at school, a way to be responsible at home is to put away things that you use. What are some things that you use and take care of at home?

At home, you may have jobs or **chores** to do. Some kids make their bed. Some kids help wash dishes. Some kids help with laundry. What is a job or chore you have at home?

Before you come to school in the morning, you have some responsibilities. You need to get dressed and put your shoes on.

You need to brush your teeth. You need to get your backpack ready. What else do you need to do before you come to school?

Interactive 2.3 Respect at Home

Interactive 2.4 Respect at School

Let’s learn more about respect at home and school!

Section 3

What does it mean to be independent?

QUESTIONS TO GUIDE INQUIRY

1. How can we be responsible at school?
2. How can we be responsible at home?
3. What does it mean to be independent?

WORDS TO INTRODUCE:

independent

For the Teacher:

K-C5.0.1 - Describe situations in which they demonstrated self-discipline and individual responsibility.

Teacher Directions

This section introduces the word “Independent” - talk with students about what it means to be independent.

Teacher Directions

The section (and chapter) ends with students talking about what it means to be independent and coming up with a list. Write this list on chart paper and hang it in the room.

Teacher Directions

What does it mean to be responsible? Revisit the compelling question for this chapter once you have finished all three sections and have students answer the question by writing simple sentences and illustrating examples responsibility.

When you are being responsible, you are also being independent. **Independent** means doing things by yourself without needing someone to help you.

When you put on your coat and zip it, you are being independent.

When you pick up your toys and put them away, you are being independent and responsible.

When you clean up your area after snack time, you are also being independent and responsible.

What are some other ways you are independent at school? What are some other ways you are independent at home?

Turn and talk with a friend. Let’s make a list of ways we are independent

Chapter 3

Where Are We?

1. How can we tell people where we are?

2. What are the most important places in our school?

3. How can we show people where we are?

For Teachers

This chapter on Geography is meant to introduce students to the world around them and begin building foundational geographic skills which will serve them well in later social studies courses.

This chapter may look different than many geography units you've seen. This chapter was designed with close help from Dr. Phil Gersmehl and his wife Carol, both of whom have extensive geographic pedagogical knowledge and experience. In this chapter we invite students to the world of spatial thinking rather than simply nailing down and exploring the five themes of geography.

This chapter also requires construction of a small box. You may use the lid of a ream of paper for creation of this box, or have a sturdier one built for you. This same box will be used across all K-2 books. You may want to have one sturdy one built and shared between teachers.

A brief PowerPoint presentation detailing the reasons for building this box is available in the orange box on this page.

Printable PDFs with many of the images you may choose to use in your classroom model are available here:

Doors and Cubbies
Greenboards and Clocks
Posters and Map
Rug and Flowers
Window Book Cases
North,South, East, West Greenboards

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Interactive 3.1 Making a Classroom Map

This presentation by Dr. Phil Gersmehl provides a brief overview of the model as well as the science reasoning behind it.

Reading is a Geographical Act

Letters are spatial shapes - Round or square, simple or complex, symmetrical or not, with or without “panhandles”.

Direction is important - The only difference between some pairs of letters - b and d, p and q, n and u - is the direction they face.

Words are spatial sequences - Meaning depends not just on the letters but the order in which they are arranged. (Tar and rat mean different things, both as nouns and as verbs!)

Phrases are spatial associations - They are grammatical elements that occur together in the same part of a sentence. Of course, we don’t say “grammatical elements” in first grade, but we do say “white and cat together help us describe Fluffy better than either word alone.”

Words have spatial auras - Nearby words have more influence than distant ones - “I’m walking in an oak forest” means I’m walking and the forest is oak, not “I’m an oak and the forest is walking”

Texts can be diagrammed as spatial hierarchies - Smaller clauses are nested inside larger sections. We can do things in the early grades that make the idea easier to teach later.

Page layout is a set of non-random spatial patterns - Many layout devices, such as paragraph spacing, indents, callouts, and bulleted lists depend on pattern recognition to convey part of the meaning.

Spatial positions can imply logical relationships. - Many rhetorical devices such as alliteration, alternation, or phrase repetition use analogical positioning to carry some of their meaning.

Interactive 3.2 Reading is a Geographical Act

A series of activities to be completed in conjunction with this chapter.

The Michigan Content Expectations for Kindergarten

K-G1.0.1 Recognize that maps and globes represent places.

K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom.

K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Section 1

How can we tell people where we are?

QUESTIONS TO GUIDE INQUIRY

1. **How can we tell people where we are?**
2. **What are the most important places in our school?**
3. **How can we show people where we are?**

WORDS TO INTRODUCE

on

beside

above

between

in

front

behind

under

near

For the Teacher:

K-G1.0.1 Recognize that maps and globes represent places.

K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom.

K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Have students practice directional words: On, beside, above, between, in, front, behind, under, near. They can use the game “Where is the Dog” for practice reading either together or independently.

The song (from YouTube) “Here We Go” is a fun opportunity for students to get up and dance, and practice these words further.

Our classroom is one place where we go a lot!

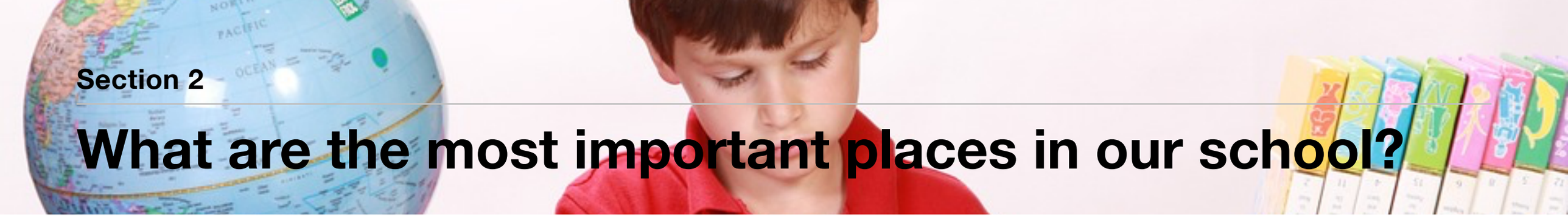
Interactive 3.3 Where is the Dog? Practice reading each word in a sentence.

No matter where we go in our classroom, we can use special words to tell where we are!

Interactive 3.4 Describing and Positional Words

Let’s get up and groove! Listen and dance along to this song to learn about some of these special describing words.

Practice explaining to a partner where you are. Are you in front of your desk? Are you next to a book case?



Section 2

What are the most important places in our school?

QUESTIONS TO GUIDE INQUIRY

1. **How can we tell people where we are?**
2. **What are the most important places in our school?**
3. **How can we show people where we are?**

WORDS TO INTRODUCE

field trip

For the Teacher:

K-G1.0.1 Recognize that maps and globes represent places.

K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom.

K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Teacher Directions

On the last page of this section encourage students to come up with a list of “field trip” locations within the school. This is a great opportunity to then take kids out around the school to investigate these places. Think back to the direction words piece in the previous section. Ask questions like “Where is the principal’s office?” (next to the drinking fountain?)

We visit many important places in our school every day. We come to our classroom every day. What other important places might we go in our school?

We go to our gymnasium.

We go to our cafeteria.

We go to our library.

We go to our playground.

We go to the bathrooms.

We go to where the buses are parked.

Let’s go on a **field trip**! A field trip is when we leave our classroom to visit a special place.

Section 3

How can we show people where we are?

QUESTIONS TO GUIDE INQUIRY

1. **How can we tell people where we are?**
2. **What are the most important places in our school?**
3. **How can we show people where we are?**

WORDS TO INTRODUCE

model

map

For the Teacher:

K-G1.0.1 Recognize that maps and globes represent places.

K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom.

K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Teacher Directions

Make sure students understand what a model is! It is essential for this longer series of lessons!

Teacher Directions

This is the section in which you'll build your model classroom. Do this over several class periods and have students add to the model over time.

Teacher Directions

At the end of this section (also end of chapter) you have an opportunity to draw a classroom map. In addition to this activity review the compelling question with students: Where are we? There are many other activities to do with the classroom in a box to reinforce good geography that don't take a lot of time to do in the For the Teacher section at the start of this chapter.

Using and making a **map** are ways that we can show people where we are!

Interactive 3.5 George Shrinks

George Shrinks! Let’s learn about shrinking!

Both of the pictures above are of a bus. Which one is full size? Which one did we shrink?

What is this? This is a **model** of a bus.

A model is a small thing that is like a larger object.

This bus is a small model of a big bus like the one you ride to school!

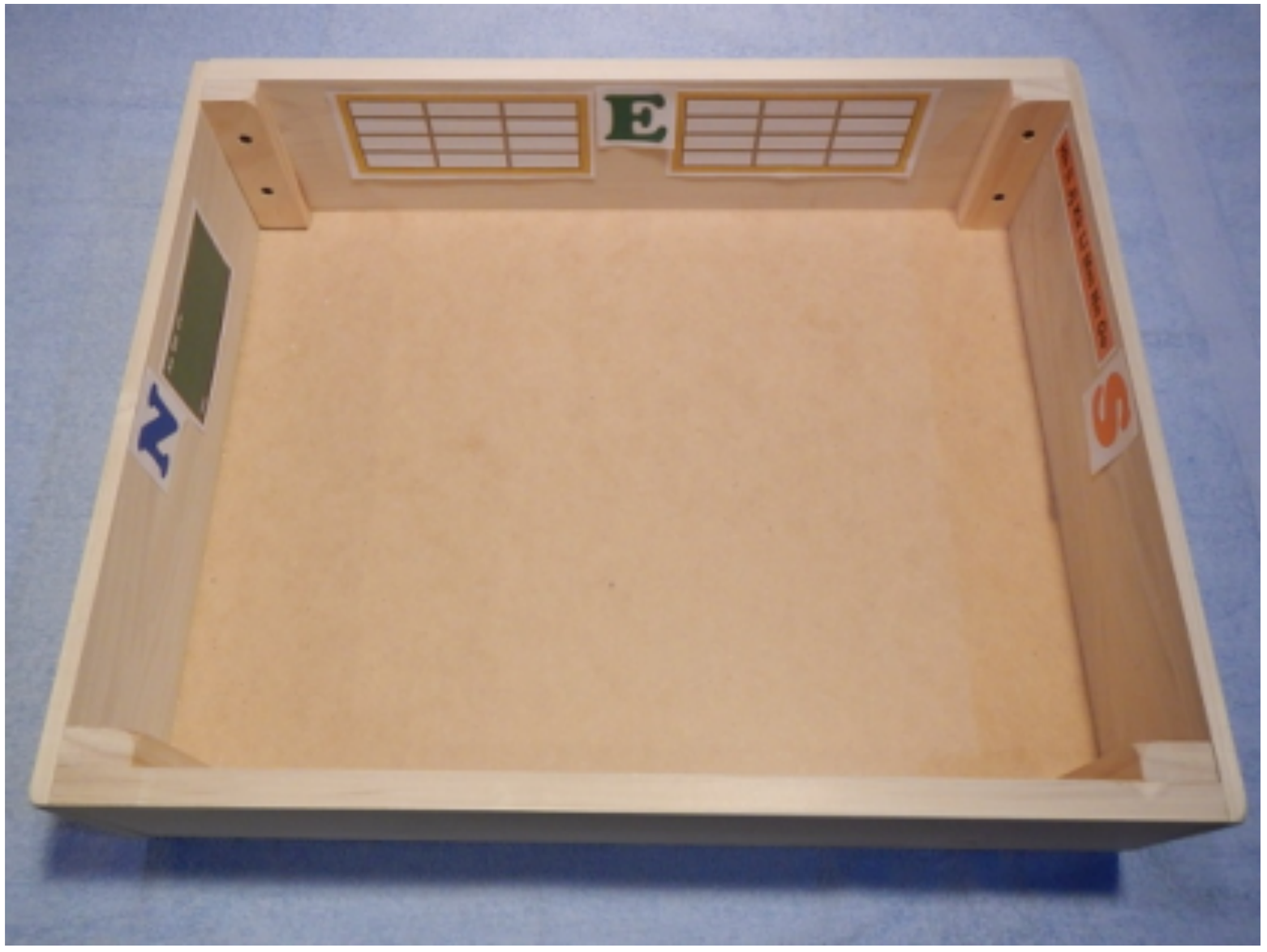
Can we fit inside someone's fingers right now? No, we cannot fit inside someone's fingers.

We could only fit inside someone's fingers if we were models.

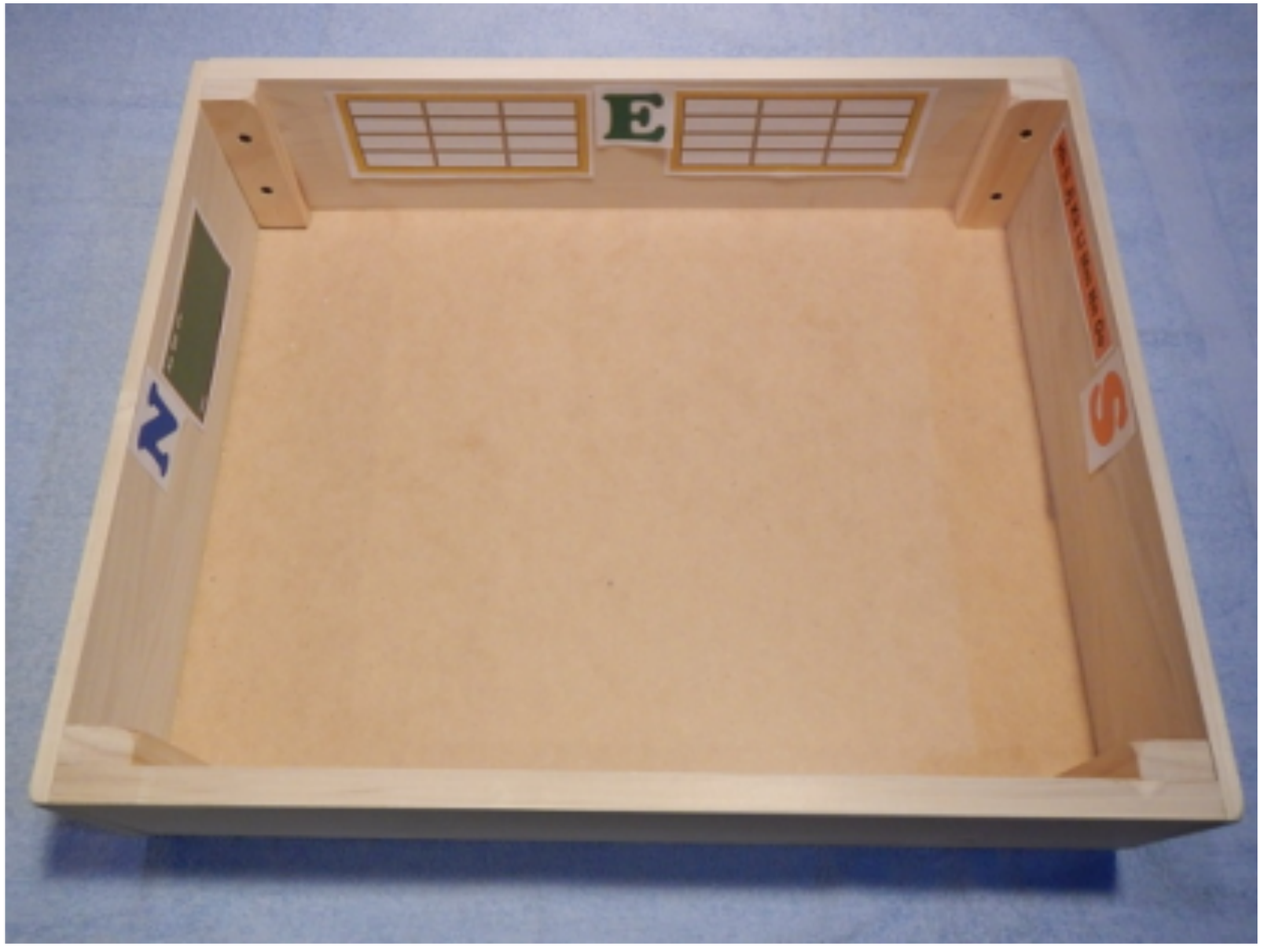
What if we made a model of you? What would we need to do?

Is it possible to make a model of our classroom?

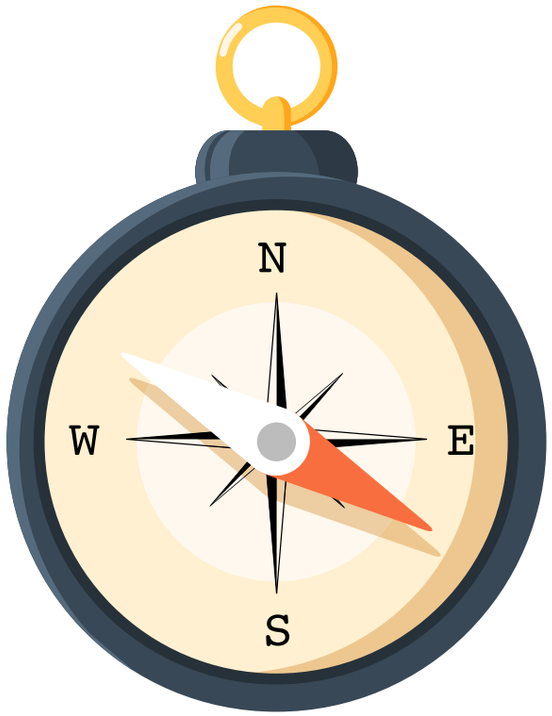
Let’s shrink our classroom!



How can we make a model of our classroom? Let's start with something you know. Where are the windows?



Now let’s name our classroom walls.



These letters are the first letters in our walls' names. N is for north. S is for south. E is for east and W is for west.

Let's stop and name our walls in our classroom AND in our model.

Next, we add in our white board. Place the whiteboard where it goes in the classroom.

What other objects would we need to include in a model of our classroom?

What else do we have in our classroom? Do we have cubbies? What about a rug?

Let’s add in our cubbies, our rug, our clock, our tables or desks, and anything else that we have in our room.

To build our model, we need to be able to describe where things are. We can tell if things are in front of or behind something. We can tell if objects are near or far apart. We can tell when an item is next to something.

In the picture the rug is next to the easel. Let's review the words we use.

Interactive 3.6 Where is the dog?

Where is the rug in this classroom?

Where is the clock?

Use our describing words!

Our shrunken classroom is a model of our real classroom.

Now, we can make a map. A **map** is a flat picture or a drawing of a model. A map can show a large area, like the whole Earth, or a small area, like our classroom.

When we create a map, we use a bird’s eye view. A bird’s eye view is looking down on a place from above.

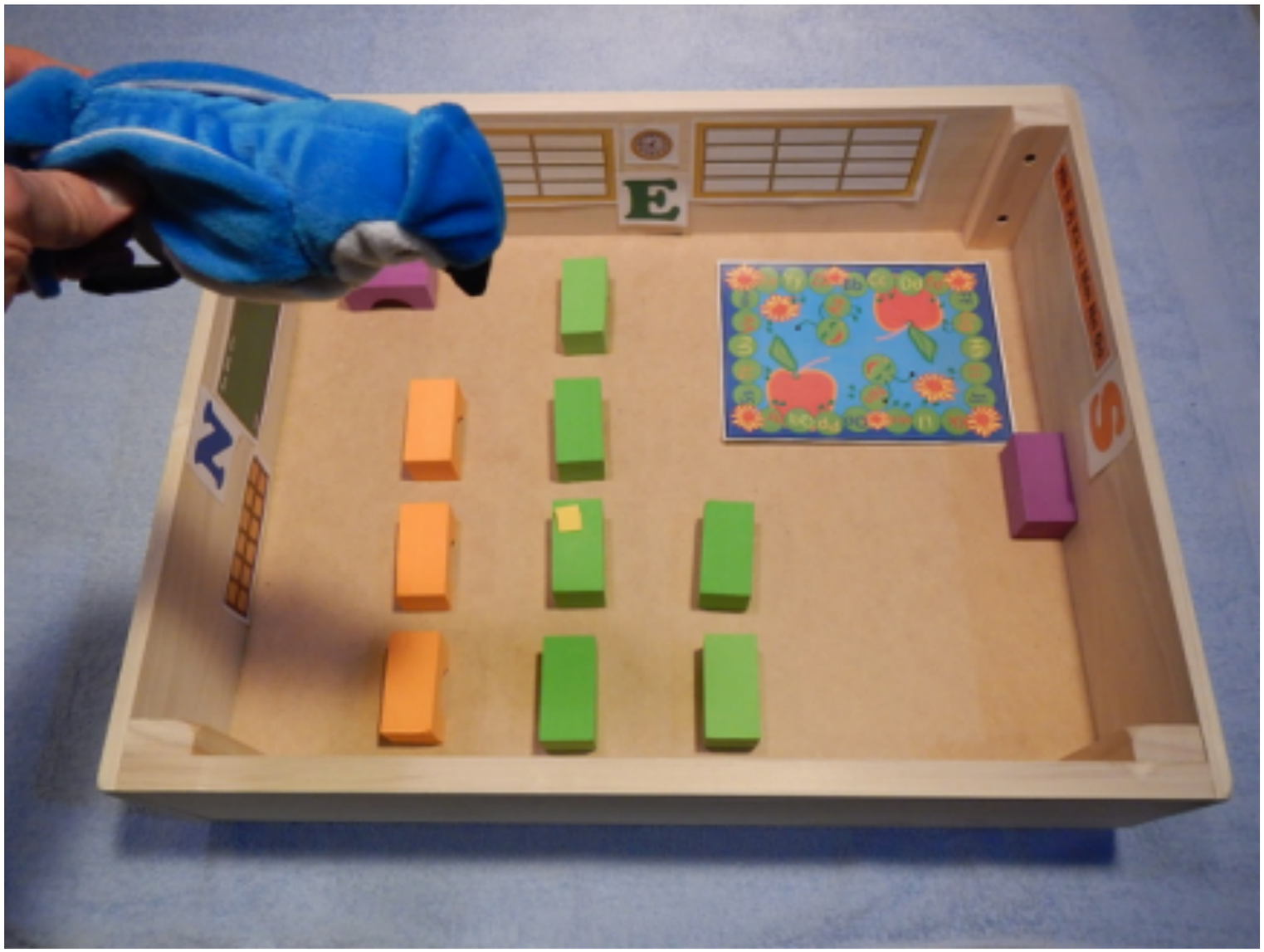
Does the puppy have a bird’s eye view? How do you know?

The puppy cannot see what is in the bowl. He is next to the plate. The bowl is on top of the plate.

The bird can see what is in the bowl. He is above the bowl.

Let’s put a yellow book on one of the tables.

What would the book look like from the bird’s eye view in our classroom model?



What does the bird see? Where is the yellow book in this room?

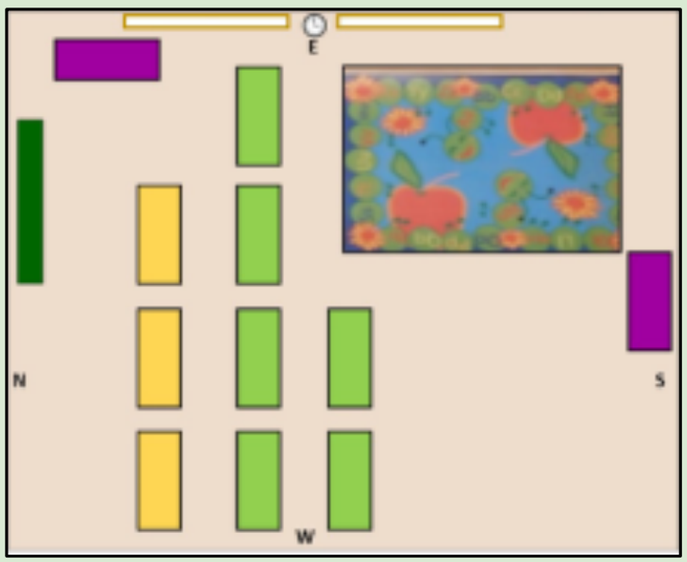
Our box model is one way that we can show where things are located in our classroom.

It would be hard to carry our classroom box every time we wanted to show others our classroom.

That is why a map is helpful.

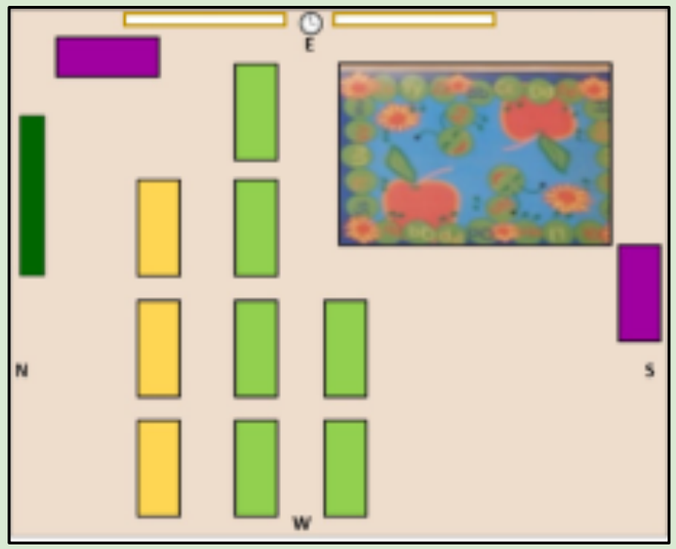
MODEL

MAP



MODEL

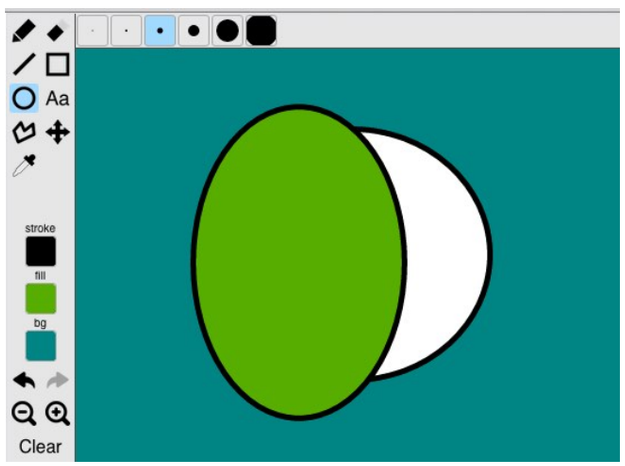
MAP



What is the same about our classroom model and our classroom map?

What is different about our classroom model and classroom map?

Interactive 3.7 Draw your own classroom map!



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

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!

Section 1

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?

MICHIGAN
OPEN BOOK PROJECT

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!

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?

WORDS TO INTRODUCE:

photograph

stories

artifacts

present

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

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.

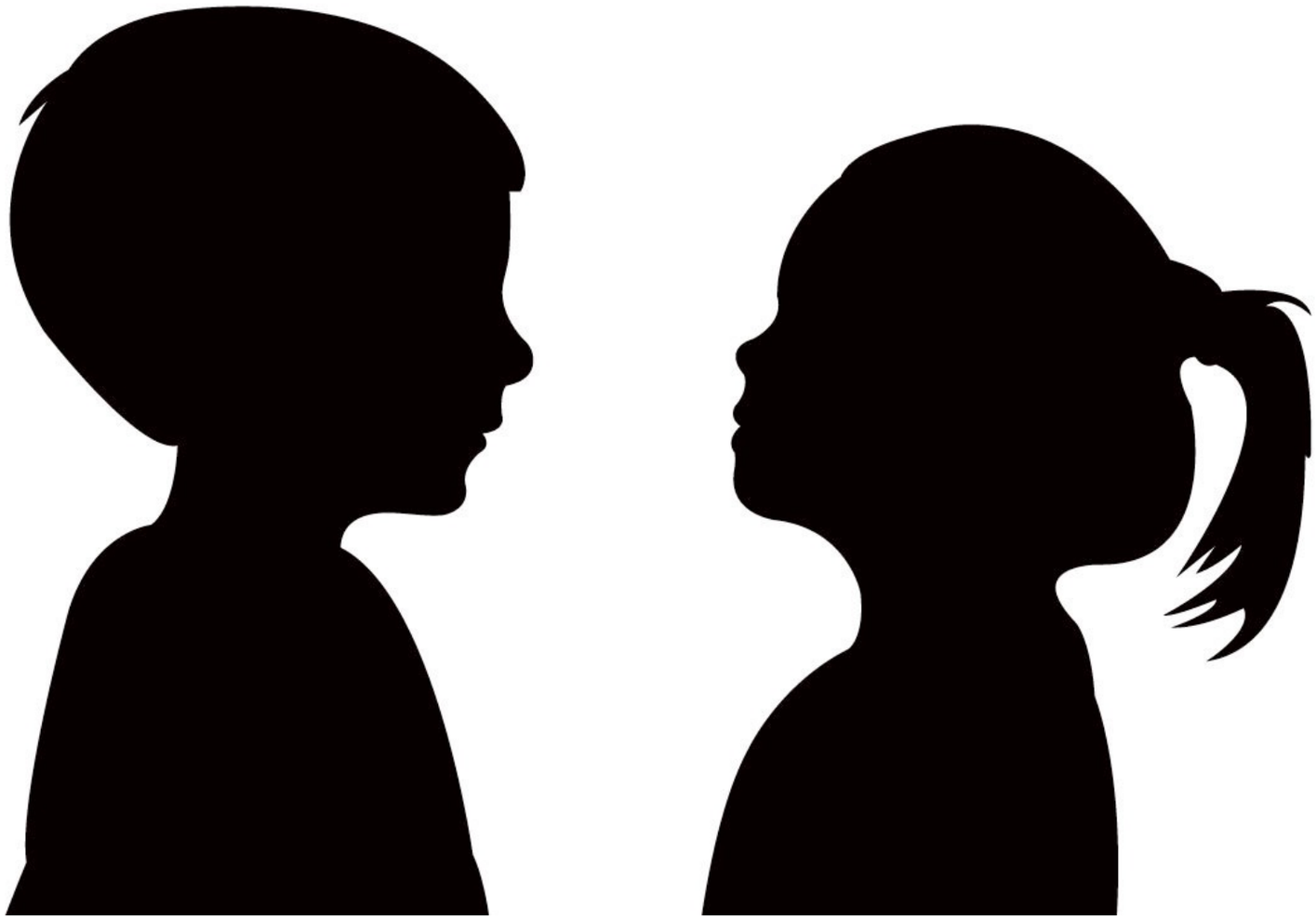
Do you remember when you were born? Do you remember when you got your first tooth? Do you remember when you started to walk?

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.

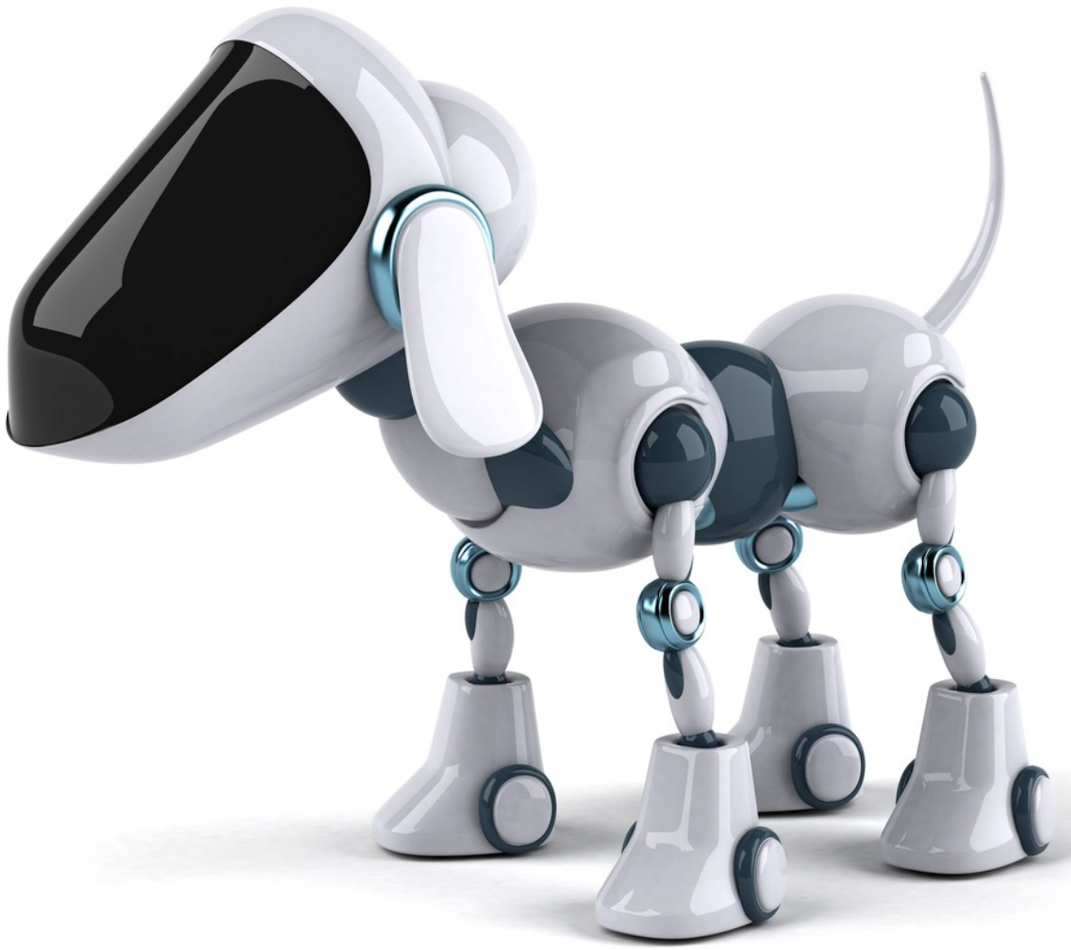
Sometimes we don’t have pictures to help us learn about the past. Can you think of another way?

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.



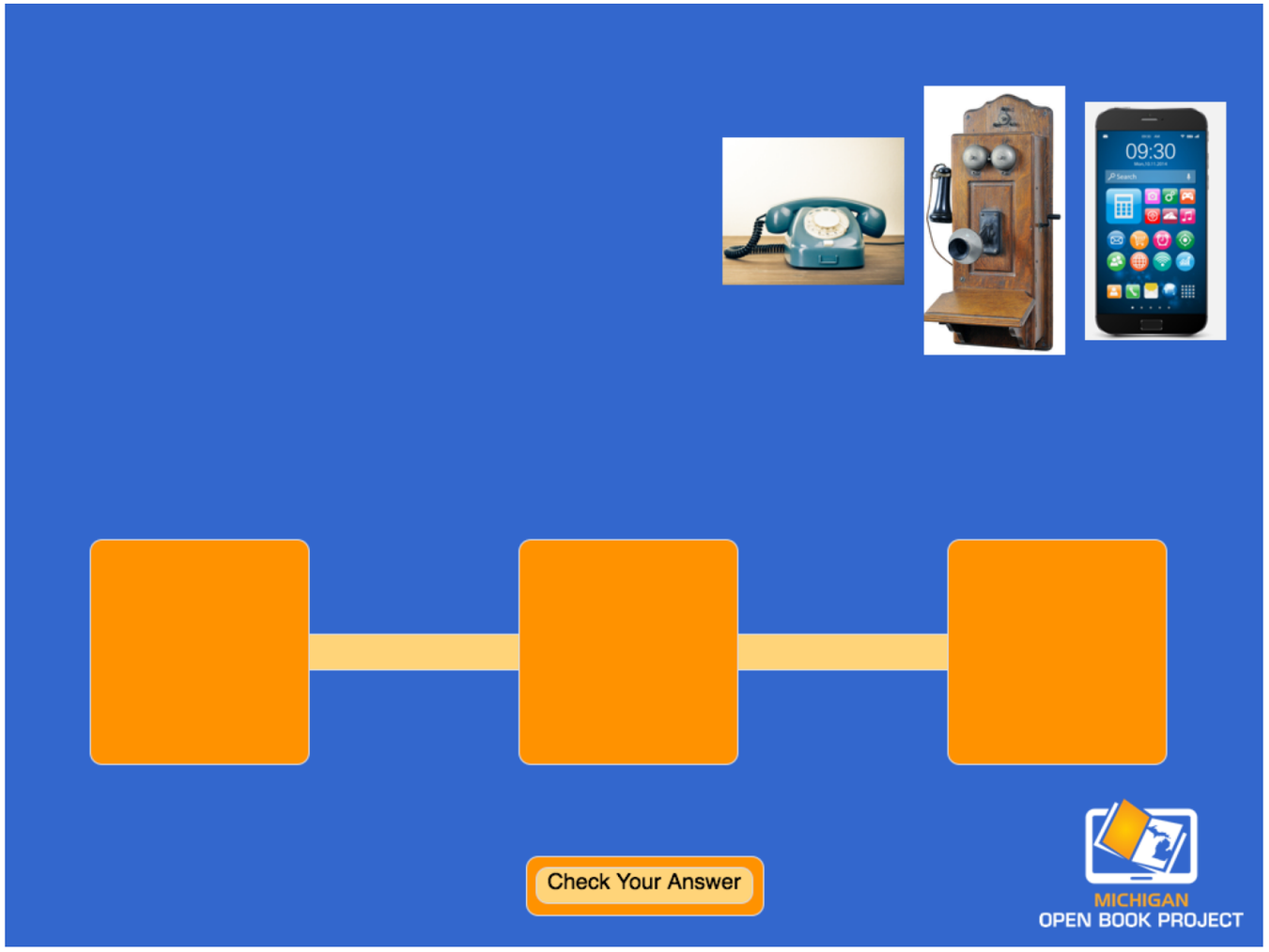
Turn to a partner and tell them a story about something you did in the past. Remember the past is something that happened a long time ago or even yesterday.

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



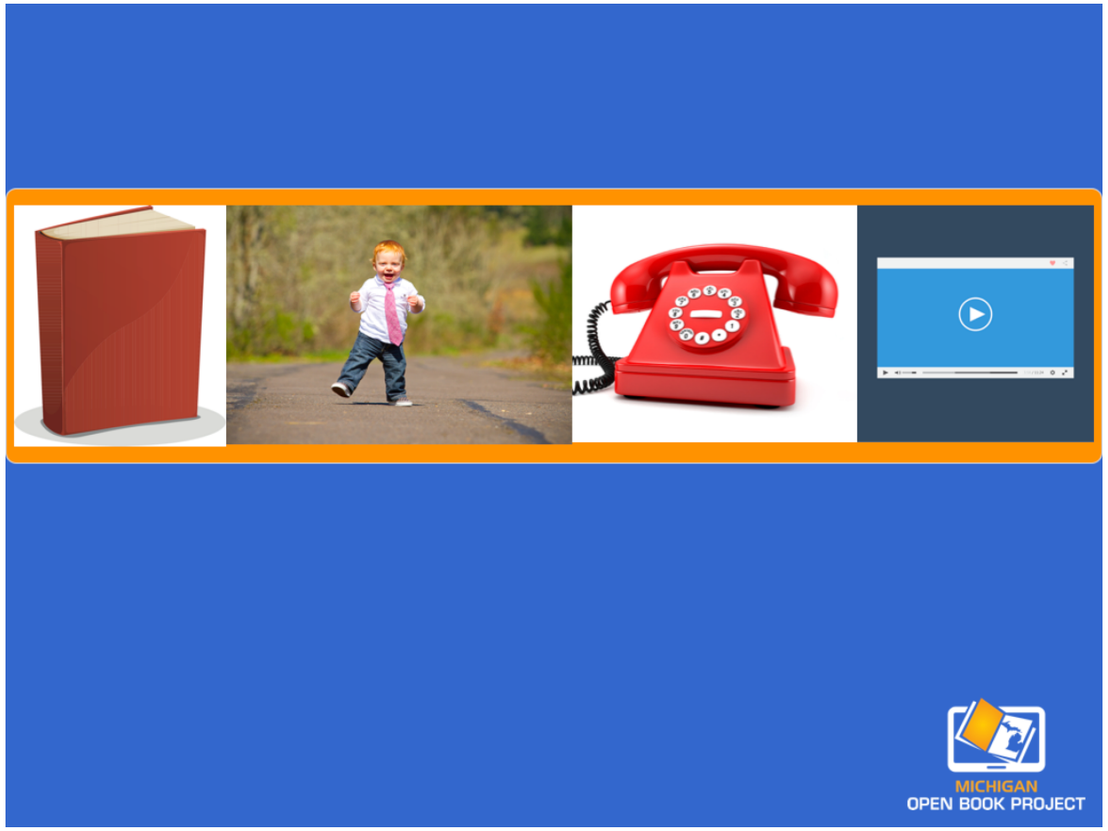
Look at these phones. Can you put them in order from oldest to newest?

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?

Chapter 5

How do we get what we need and want?

1. What is the difference between a need and want?
2. What is the difference between a good and a service?
3. How does the Earth help us get what we need and want?
4. Why do people trade?

For Teachers

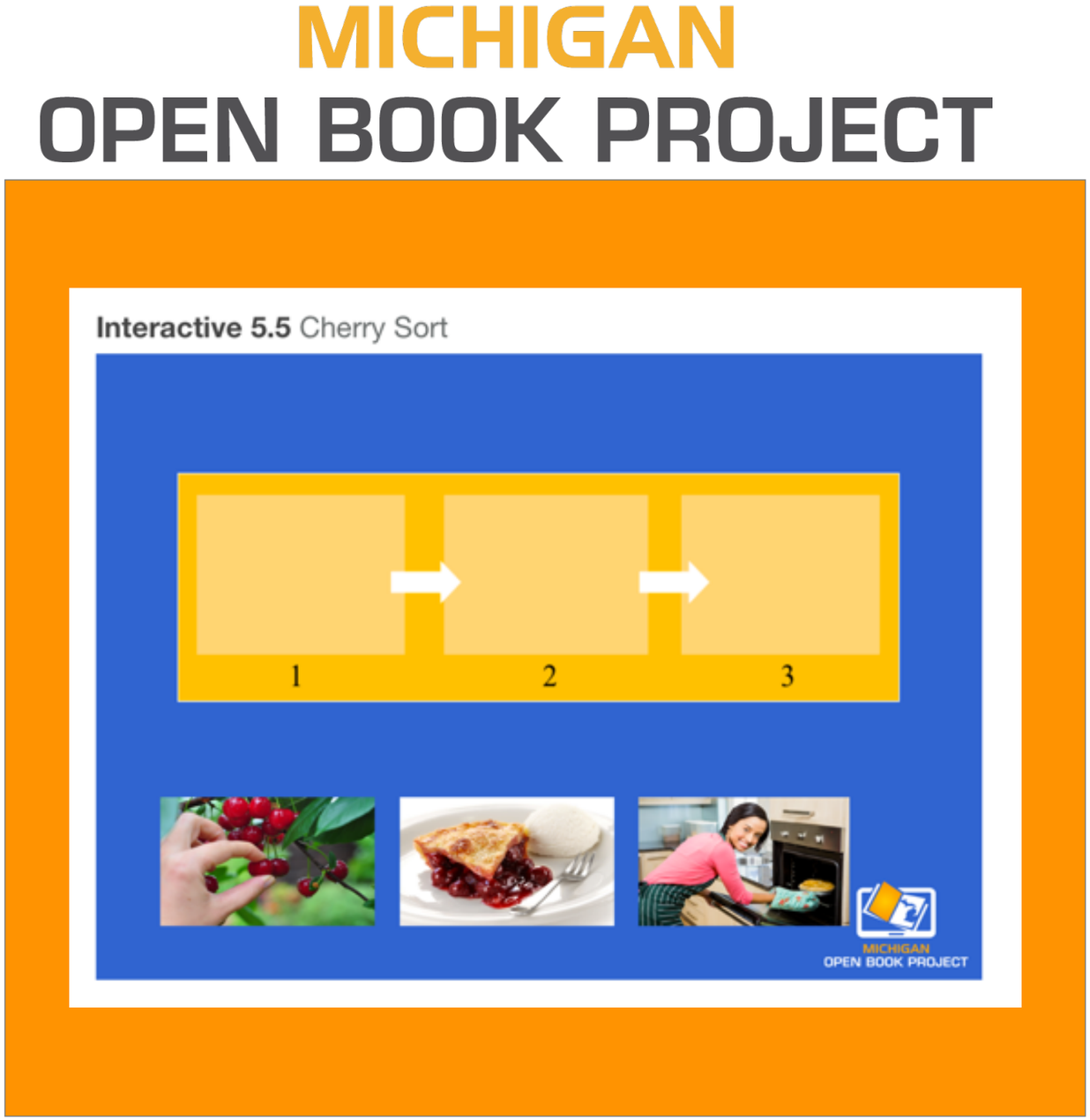
In Kindergarten, students are introduced to the basic concepts of economics. People of all ages experience two important economic terms introduced here: needs and wants. The differences between a need and a want is where we spend our first chunk of time in this chapter.

Once students have solid footing on these terms, we introduce the idea of goods and services and give students ample opportunities to discuss and identify the differences between the two.

Once those important foundational pieces have been completed, students begin the process of weaving together both economics and geography by discussing how we get some of the things we need and want from the Earth.

Finally, we discuss the concept of trade, discussing why people choose to trade, and what makes a trade fair for students. This will be revisited and built upon further in first and second grade.

MICHIGAN
OPEN BOOK PROJECT



Section 1

What is the difference between a need and a want?

QUESTIONS TO GUIDE INQUIRY

1. What is the difference between a need and want?
2. What is the difference between a good and a service?
3. How does the Earth help us get what we need and want?
4. Why do people trade?

For the Teacher:

K-E1.0.1 - Describe economic wants they have experienced

K-E1.0.2 - Distinguish between goods and services

K-E1.0.3 - Recognize situations in which people trade

K-G5.0.1 - Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing)

WORDS TO INTRODUCE:

need

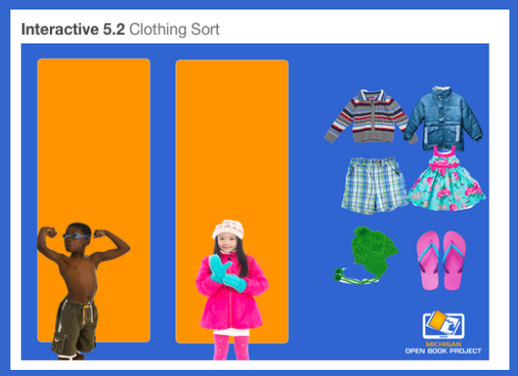
want

Teacher Directions

Here we begin our conversation on needs and wants and the differences between the two. Use Puppy Needs to introduce this concept before moving on.

Teacher Directions

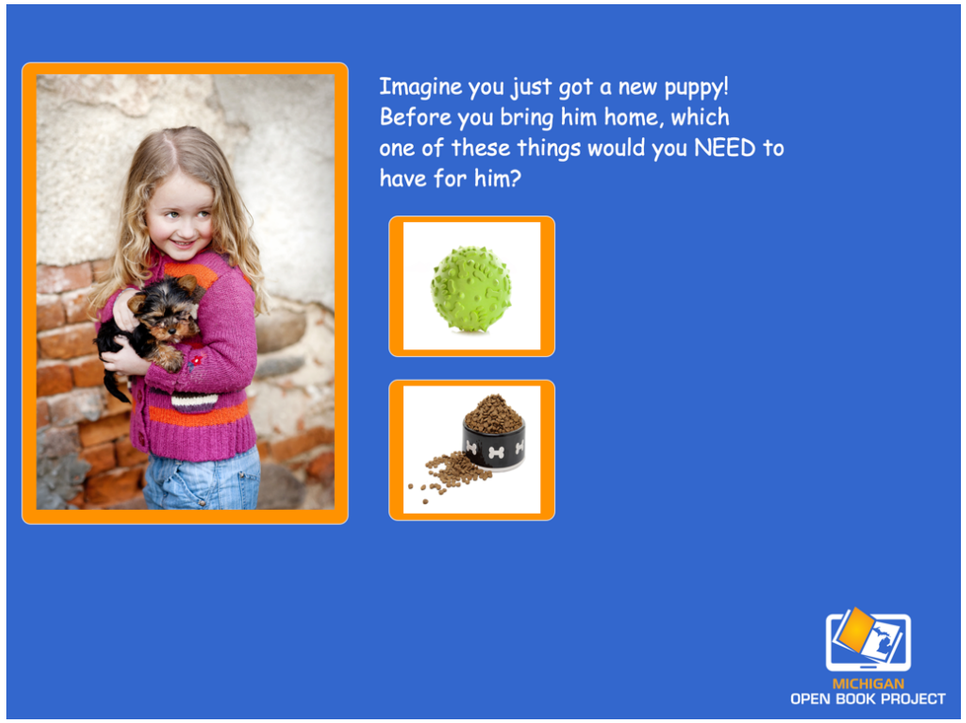
This check lets you see if kids can determine the needs in terms of clothing for different seasons.



Teacher Directions

This check allows you to see if students are understanding the differences between “needs” and “wants”

Interactive 5.1 Puppy Needs



Imagine you just got a new puppy!

Before you bring him home, which one of these things would you need to have for him?

Your dog needs food.

He needs food to live. So do we.

A **need** is something that people must have to live.

We need a place to live. This is called shelter.

There are many different types of shelters!

We need clothes to wear.
We wear different clothes depending on the season or where we live.

Interactive 5.2 Clothing Sort

Sort the clothing.

What would you need to wear in the summer?

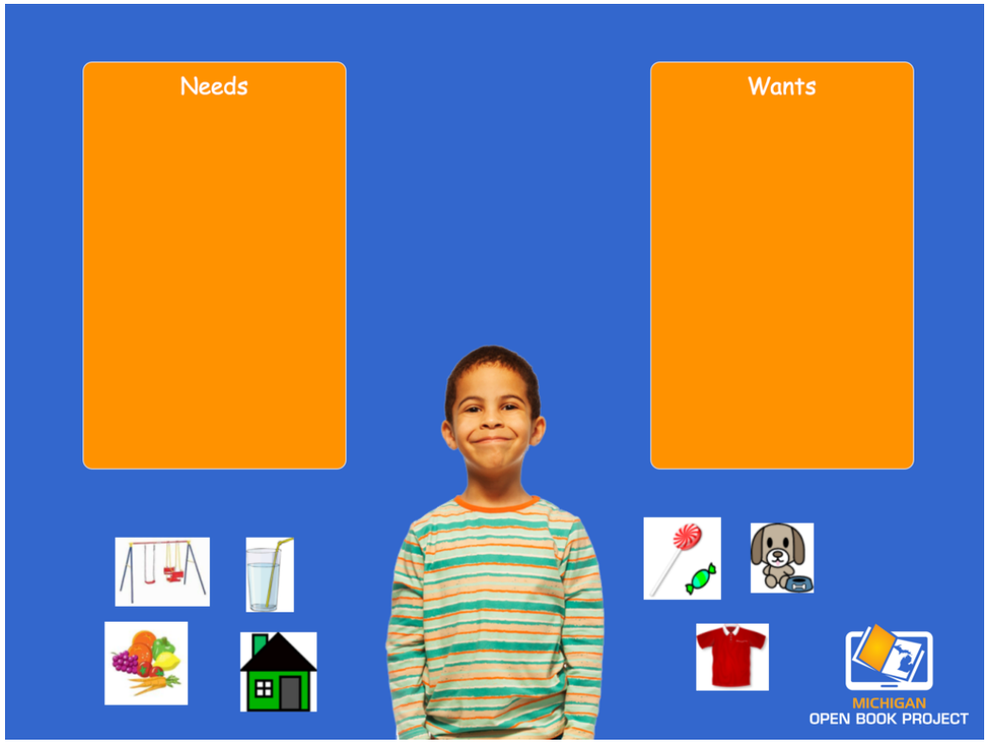
What would you need to wear in the winter?

Let’s look at the puppy again. He needed the food.
He might want to play with the toy. The toy is a want.

A **want** is something people would like to have.
What is something you want? Turn and talk with a friend.

Toys are something you may want. So is a bike.
Even the puppy is a want. They are things that are nice to have but you don’t need them to live.

Interactive 5.3 Needs and Wants



Look at each picture. Which of them are needs? Which of them are wants? Drag each item into the right spot.

Section 2

What is the difference between a good and a service?

QUESTIONS TO GUIDE INQUIRY

1. What is the difference between a need and want?
2. What is the difference between a good and a service?
3. How does the Earth help us get what we need and want?
4. Why do people trade?

WORDS TO INTRODUCE:

good

service

For the Teacher:

K-E1.0.1 - Describe economic wants they have experienced

K-E1.0.2 - Distinguish between goods and services

K-E1.0.3 - Recognize situations in which people trade

K-G5.0.1 - Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing)

Teacher Directions

This section begins the discussion on the differences between goods and services. Start this conversation off by discussing how food is both a need AND a good.

Teacher Directions

Stop and ask kids about other services they can think of.

Teacher Directions

Finish this section with a sorting activity - which are goods, which are services?

Many kids want a bike.

A bike is a want.

A bike is also a **good**.

Kids need food. Food is a need!

Food is also a good.

A good is something you can hold or touch.

How do people get goods?

It is time for Dave to get a haircut. What can he do?

Dave could go the barber.
A barber is someone who cuts people’s hair.
The barber provides a **service**.

A service is something people do for other people.

Firefighters provide a service.
They help people when there is a fire.

Mail carriers provide a service.

They deliver mail to people’s homes.

Police officers provide a service. They help keep people safe.

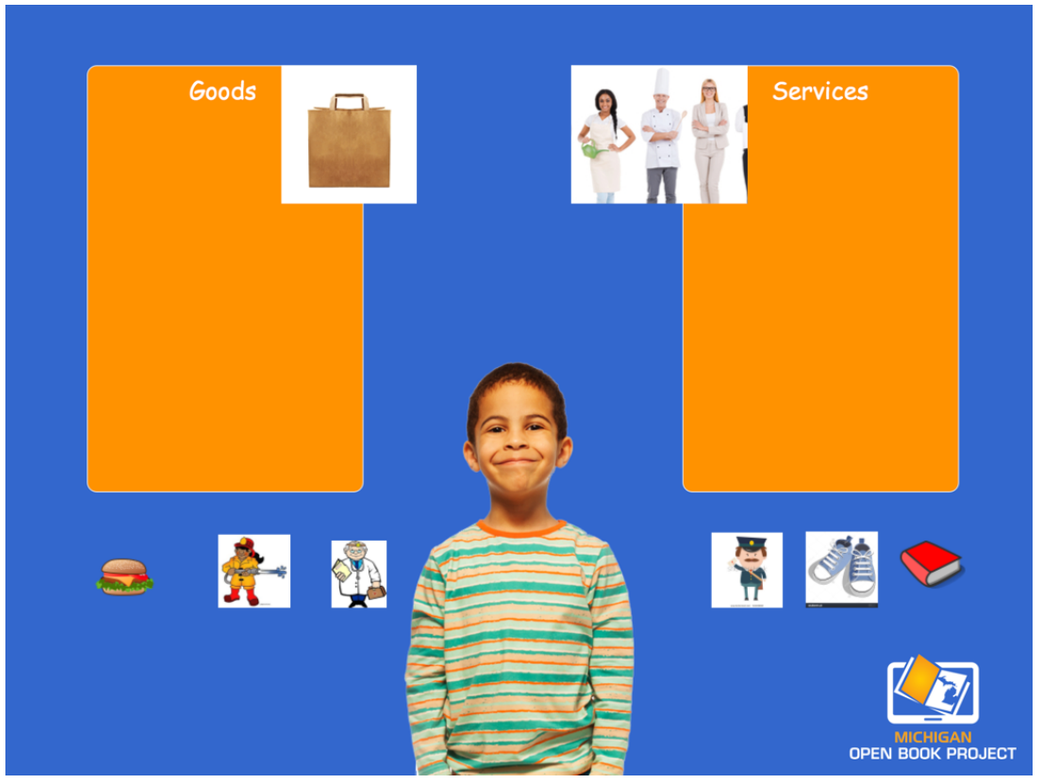
Teachers provide a service. They help children learn.

Doctors provide a service. They take care of people.

Sales clerks provide a service. They sell people goods.

Who are some other people that provide services?

Interactive 5.4 Goods and Services



Be a smart shopper!

Drag the goods to the shopping bag and the services to

Section 3

How does the Earth help us get what we need and want?

QUESTIONS TO GUIDE INQUIRY

1. What is the difference between a need and want?
2. What is the difference between a good and a service?
3. How does the Earth help us get what we need and want?
4. Why do people trade?

For the Teacher:

K-E1.0.1 - Describe economic wants they have experienced

K-E1.0.2 - Distinguish between goods and services

K-E1.0.3 - Recognize situations in which people trade

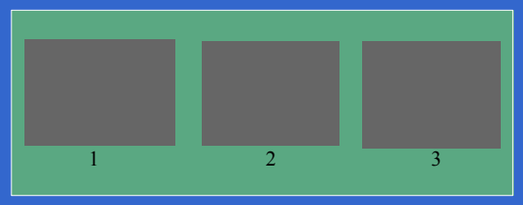
K-G5.0.1 - Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing)

WORDS TO INTRODUCE:

Earth

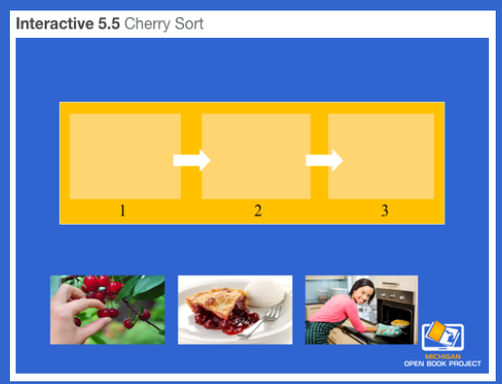
Teacher Directions

Much like the timeline activities in Chapter 4, this brings geography, economics, and history together by showcasing how needs and wants are taken care of by the world around us.



Teacher Directions

This check can be done full group or independently. Have students place each stage of how cherries get from the Earth to our plate in the proper order by dropping each tile to the right place.



Teacher Directions

Ask students if they can come up with any other ideas of needs and wants provided by the Earth.

We know what people need to live.

What does this plant need to grow?

Plants, like people, need food, water, and air.
All of these things are found on the planet where we live--
Earth.

Plants are gifts from the Earth. Another gift from the Earth is a tree.

1

2

3

Trees are cut down. They are turned into lumber.
People use the lumber to build houses.

1

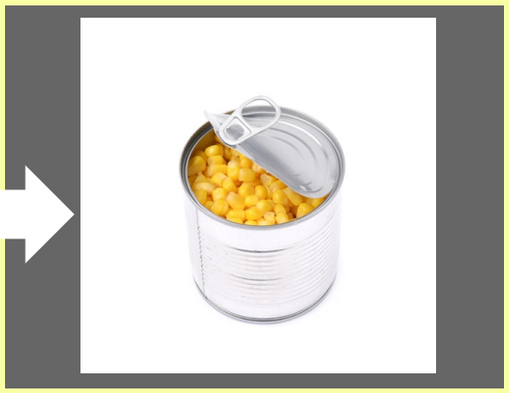
2

3

Apples come from trees. People pick them.
The apples are taken to a factory and made into different foods.

1

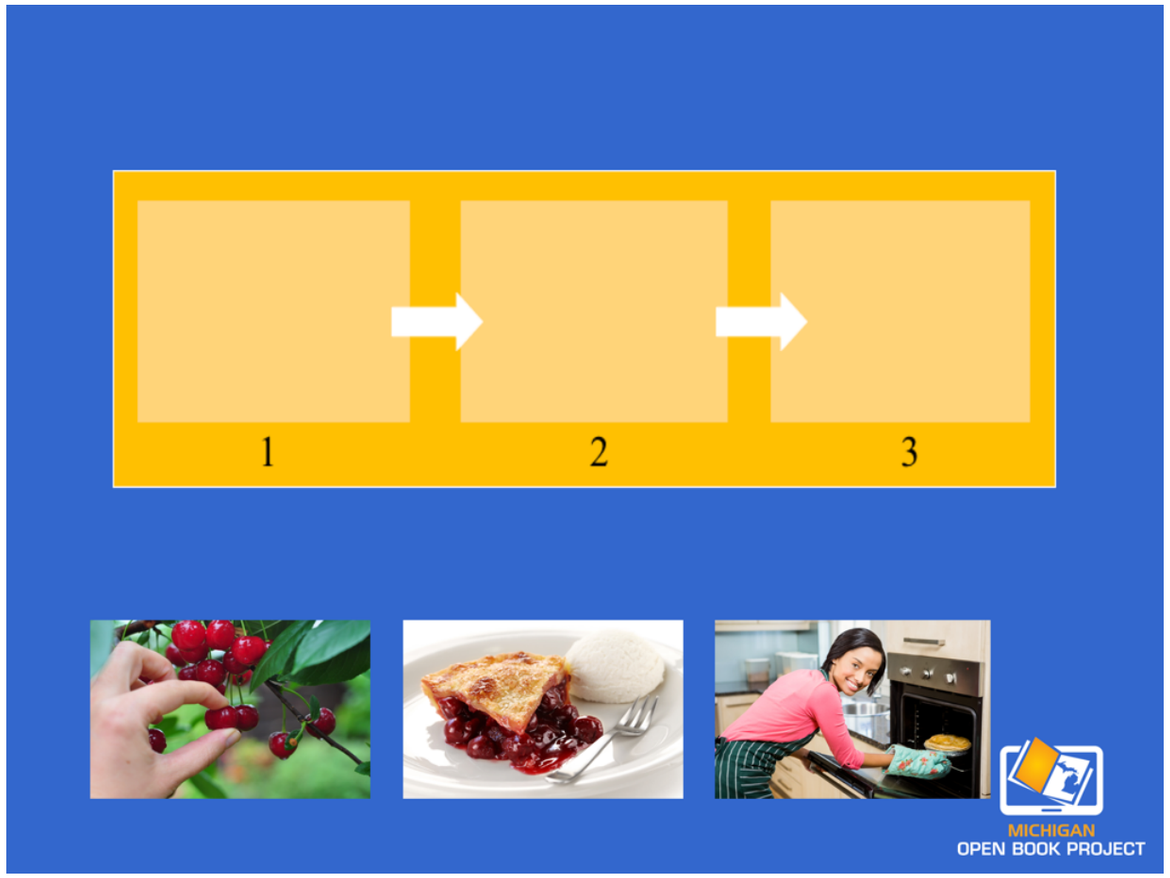
2



3

Corn is a plant. People pick the corn.
They take it to the factory and put it into cans.

Interactive 5.5 Cherry Sort



Cherries are another food that grows on trees.

Put the pictures in order to show how the cherries go from the tree to the pie.

Water is another very important gift from the Earth.
Why do people need water? How do people use water?

These are some ways the Earth helps give us what we need and want.

Section 4

Why do people trade?

QUESTIONS TO GUIDE INQUIRY

1. What is the difference between a need and want?
2. What is the difference between a good and a service?
3. How does the Earth help us get what we need and want?
4. Why do people trade?

WORDS TO INTRODUCE:

trade

For the Teacher:

K-E1.0.1 - Describe economic wants they have experienced

K-E1.0.2 - Distinguish between goods and services

K-E1.0.3 - Recognize situations in which people trade

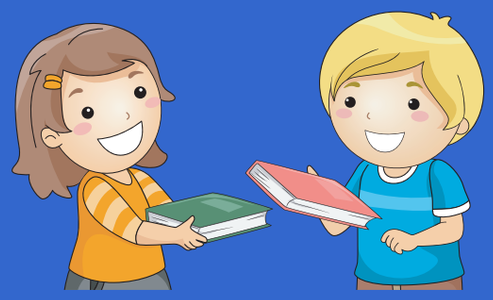
K-G5.0.1 - Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing)

Teacher Directions

The first page of this section begins to introduce the concept of trade. Spend a little time here talking about all the ways Becky could get that book she wants.

Teacher Directions

You might consider this optional activity of having a book trade! Kids can bring in a book from home and trade it with someone else!



Teacher Directions

Finish this section and chapter by having kids respond to the Compelling Question: How do we get what we need and want? by writing about it and illustrating their work.

Becky wants a book. What are some ways she can get it?

She can go the library.
She can borrow a book and bring it back when she is finished reading it.

Becky can also **trade** to get a book! A trade is when people give something away and get something else in return.

Becky can give her friend a puzzle,
and her friend can give her a book.

Becky can also buy a book at the store.

Becky gives her money to the store and gets a book in return. Becky can trade money for things she needs or wants.

Trading is another way to get the goods you want.

Chapter 6

How do people solve problems to make things better?

A final performance task

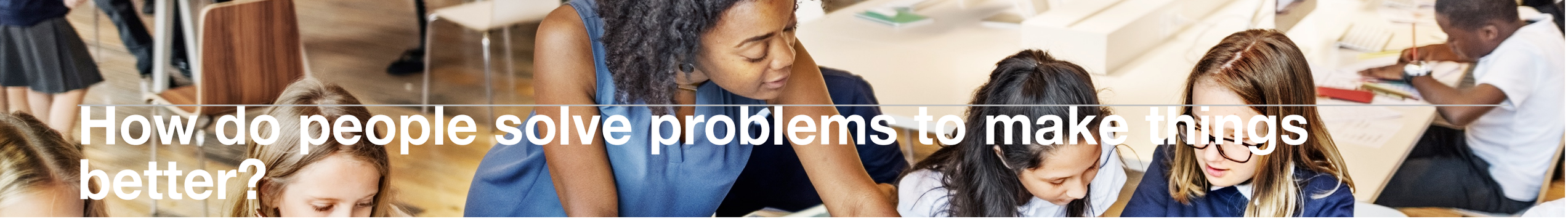
For Teachers

You may be tempted to skip this short section. It is brief in comparison to previous chapters but it is ultimately one of the most important. Students have spent their entire class period up to this point exploring and learning more about foundational social studies concepts. This is the chapter that puts it all together.

If the purpose of social studies is to create an engaged and knowledgeable citizen, this chapter is the blueprint for assessing what they've learned. Students are walked through a problem faced by a fictional elementary school classroom. The next natural step from here is for students to identify a problem their own school faces and walk through the same steps. In the end they will have identified a problem, looked at data, and ultimately create a plan of action for solving the problem.

Like the students in your class, this chapter is small but mighty.

MICHIGAN
OPEN BOOK PROJECT



How do people solve problems to make things better?

WORDS TO INTRODUCE:

problem

issue

For the Teacher:

K-P3.1.1 Identify classroom issues.

K-P3.1.2 Use simple graphs to explain information about a classroom issue.

K-P3.3.1 Express a position on a classroom issue.

K-P4.2.1 Develop and implement an action plan to address or inform others about a public issue.

K-P4.2.2 Participate in projects to help or inform others.

Teacher Directions

This section is both a story and an opportunity - a story about problems in a school, and an opportunity for students to tackle one of their own, demonstrating everything they've learned as part of their social studies experiences this year.

The action your students will take may be small, but it's an important foundation to reinforcing that as they grow older, the opportunities to identify issues, expressing a position, and developing a plan to address it are skills every citizen need.

When people live and work together, problems can occur. A problem is something difficult that needs to be solved.

Have you ever had a **problem** with a friend? What did you do to make it better?

Classrooms and schools can have problems too.

Sometimes kids work together to solve the problem.

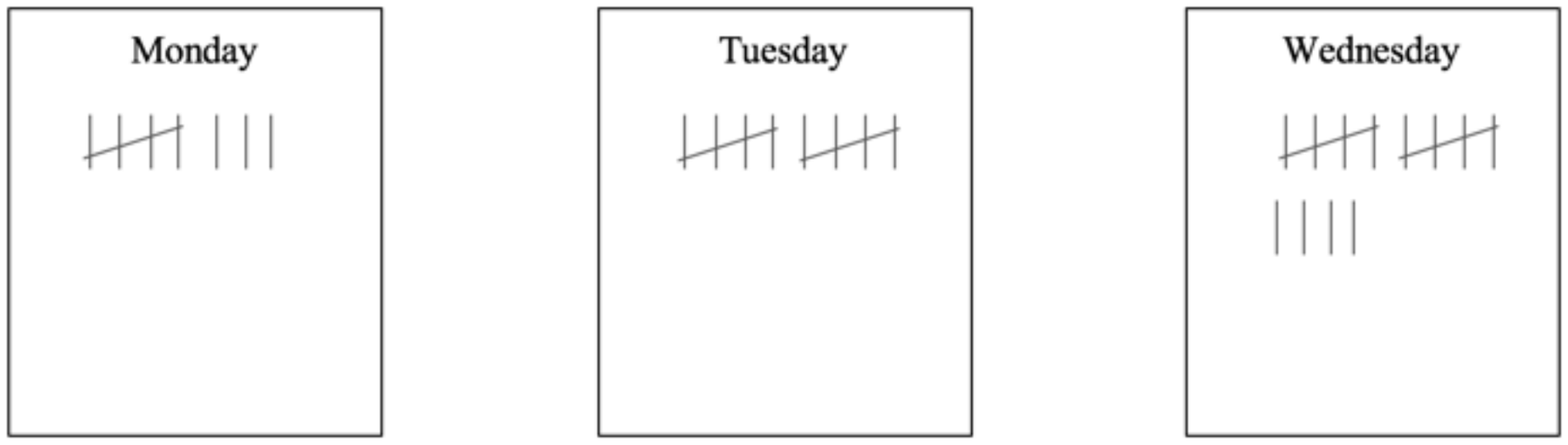
Sometimes the principal or teacher can help solve the problem.

After the problem is solved, sometimes you might agree with the solution. Sometimes you might disagree. When some people agree with the solution but other people disagree, this is called an **issue**.

Let’s take a look at a problem at Storybook Elementary School.

There is a big problem on the playground at Storybook Elementary. Some of the students keep climbing up the slide instead of sliding down.

Principal Wolfe decided to solve the problem by closing the slide for all of the kids at Storybook Elementary.



Mrs. Goose's class decided to learn more about the slide problem. They decided to tally how many students were climbing up the slide during recess time each day. Here are their results.

What do you notice about their results? Is the problem getting better or worse? How do you know?

From their data, Mrs. Goose’s students learned that the slide problem needed to be solved.

Some of the students in Mrs. Goose’s class thought it was a good idea to close the slide for everyone. Other students thought this was not fair. This became an issue for Mrs. Goose’s class.

What do you think? Is it a fair solution to close the slide for everyone?

Close the Slide	Keep the Slide Open
Students going down the slide could get hurt	It's not fair to the students that are not climbing up the slide
Students going up the slide could fall off	The slide is fun
It's hard to know whose turn it is	

Mrs. Goose's class decided to discuss the issue. The students who agreed that the slide should be closed shared their thinking. The students who thought the slide should stay open shared their thinking. Mrs. Goose recorded their ideas on this T-chart.

To solve the problem, the students decided to ask Principal Wolfe to open the slide but to make a rule that helps keep everyone safe on the slide.

The students needed a plan to tell others about their solution. What could Mrs. Goose’s class do?

Mrs. Goose’s class made posters to help other students learn about the new rule.

What is one problem that you see in your own classroom? How can you use the steps that Mrs. Goose's class used to help solve the problem?

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