

Comprehensive Curriculum

Prekindergarten Social Studies

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**Prekindergarten
Social Studies
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Unit 1: My World and the People in It1

Teacher Note: Unlike the other Social Studies courses, the PreKindergarten Social Studies Curriculum contains only one unit.

**Prekindergarten
Social Studies
My World and the People in It**

Time Frame: The content of this unit should be taught throughout the year with activities integrated across all developmental domains (ELA, Math, Science, Social Studies, and creative physical, and social emotional development).

Unit Description

The primary focus of the prekindergarten social studies curriculum is to introduce social studies concepts and skills to young children in a safe and exciting classroom setting. This unit is designed to increase the students' awareness of time, community workers and their jobs, patriotic activities, themselves as part of a larger social group, and the environment in which they live. An awareness of the world around them will be developed.

Student Understandings

Students develop the self-understanding that will serve as a foundation for learning about others and the world around them. Prekindergarten students learn the skills and attitudes necessary for participating in school activities, such as problem-solving, decision-making, and working independently and with others in a classroom to prepare children for school and community life.

Guiding Questions

1. Can students show that they know what their world looks like?
2. Can students show that they know important people in their community?
3. Can students show they know how to help each other?
4. Can students show they know who helps to keep their community a better place to live?
5. Can students show they can use words to describe how time has passed and how it will be after today?
6. Can students show they can use words to talk about money and use money in daily play activities?

Unit 1 Grade-Level Expectations

GLE #	GLE Text and Benchmarks
Geography	
1.	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
2.	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
Civics	
3.	Identify community workers and their jobs (PK-CSS-C1) (C-10-E3) (C-10-E4)
4.	Discuss ways people can help each other (e.g., sharing, paying attention, and taking turns) (PK-SE-C1) (C-1D-E4)
5.	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
Economics	
6.	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
History	
7.	Demonstrate an awareness of time by using and responding to such words as <i>yesterday</i> , <i>today</i> , and <i>tomorrow</i> (PK-CSS-H1) (H-1A-E1)

Sample Activities

Some activities provide suggestions for context; however, classroom themes and events will often provide the context in which the activities should be used and may affect the order of the activities.

Activity 1: On a School Tour (GLEs: 1, 2)

The students will take a tour of the school site to develop an awareness of their immediate world. The students will make note of landmarks such as the halls, gymnasium, cafeteria, library, flagpole, and other points of interest. The students will document landmarks by drawing pictures, using teacher-taken digital photographs, or using teacher-made drawings. Following the school tour, the students will discuss as a group their observations, organize the documentation, and gather information to plan a class book of their school tour. Using the pictures drawn and taken during the school tour, the student will dictate a simple narrative about their picture. The narratives will be bound together to create the class book.

Extend this activity by allowing the students to collect artifacts during the class tour. The artifacts can be collected from each significant area on the school tour (e.g., tray from the cafeteria, ball from the gymnasium, book from the library). Following the tour, the teacher will provide a floor size blue print of the school grounds. The students working in

a group will discuss where they saw the items on their tour and discuss the appropriate places they belong on the blue print.

Activity 2: Sorting Places (GLE: 2)

The teacher will provide pictures of various bodies of water, roadways, and buildings that have been cut from magazines and mounted on construction paper. The students will sort the pictures by category during a small group activity. The pictures can then be placed in a container to be used in a center to reinforce the activity.

Activity 3: Building Together (GLEs: 1, 4)

Have students work together to build a miniature community using blocks, cereal boxes, *Legos*[®], clay, or other available materials. Add roads, bodies of water, buildings (e.g., churches and schools), trees, and parks. Have the students describe the community.

Paste or tape digital pictures of familiar buildings, bodies of water, and roads to the sides of wooden blocks (already available in the block center) to enhance students' understanding of the community.

Have students use a road map rug and a variety of props such as signs, cars, and boats during play in the block center. Encourage the students to place items on the appropriate spots on the rug.

During block play provide store-bought or student-made signs for students to use to identify block structures as a particular type of building.

Activity 4: Taking a Trip (GLEs: 1, 2, 6, 7)

During large group time, discuss taking a trip with the students. Allow them to share stories from trips that they may have taken. Discuss simple adventures that involve taking a trip to a place that is very close to their house (e.g., the mall, the grocery store, a friend's house). Ask how they got there, and what they saw along the way. (Encourage the students to include any features that they might have observed, such as bodies of water, roads, vehicles, buildings, vegetation, trees, people, and animals.) Ask students to identify the purpose of the trip. Extend this activity by sending a note to the parents to send in artifacts and photographs from trips for the students to share.

Use a map of the United States or the State of Louisiana and discuss any trips students have taken. Make a list of the places visited. Choose a few places from the list and turn it into a simple graphing activity where the students can choose a place they would like to visit.

A real suitcase with items that might be taken on a trip can be placed in the drama center to encourage the students to role-play or reenact a trip. Some items that can be included are a camera, sunglasses, hat, and shoes. To extend this activity, have the students draw a picture of items they would bring on a trip on paper cut in the shape of a suitcase or bag.

Have students bring in a photograph or a store advertisement featuring the name or logo of a place they pass on their way to school from their home. These photos or symbols can be collated into a class book entitled, *Places to Visit in our Neighborhood*.

Have students participate in a take-home activity using a stuffed animal and a journal. The students will take turns taking the animal and journal to their homes. The parent can make a brief entry into the journal to describe the stuffed animal's trip to their homes. Discuss the terms *today*, *yesterday*, and *tomorrow* when discussing whose turn it is to take the items home.

Allow students to participate in a dramatic play center filled with props to encourage airport or service station play. Encourage the students to use language which will enhance their play and draw on their travel experiences. Provide play money in these centers to allow the students to demonstrate an awareness of the use of money.

Activity 5: Community Workers (GLEs: 3, 4)

During circle time, use books, poems, or songs to begin studying community workers. Read the Firefly series of community worker books *I Want to Be...* Discuss various community workers and their jobs. Using pictures, photographs, or props, encourage students to generate a list of community workers, their jobs, and the tools that they use. Display the list in the drama center and encourage the students to role-play the various workers discussed.

Ask students to match a variety of community workers to tools of their trade (baker/rolling pin, firefighter/fire truck) using a teacher made bingo game. The game can be used in small groups and centers.

As the study of community workers continues, create scenarios about the role of community workers. For example:

- **Role-Play.** Set the scene by asking “Whom would you call if your house was on fire?” (Fire Department; Dial 911) “How would they help you?” Also ask, “What are the rules if your clothes catch fire?” (Stop, drop, and roll) Role-play having a family meeting place that you and your family have established to get together in the case of a fire emergency. During small group have the children take turns dialing 911.
- Teach students the “911” song.

911
(Tune: Three Blind Mice)

911, 911
Helps on the way, to save the day
If you're in need of help from us,
Just dial the number and we'll come.
911, 911

- **Role-Play.** Set the scene by telling students to imagine that while at the mall or grocery store they accidentally are separated from a family member. Whom should they ask for help? (Police officer)

Police Officer
(Tune: I'm a Little Tea Pot)

I'm a police officer with a star.
I chase bad guys near or far.
If you have a problem,
Look for me.
I'll be there one, two, three.

- Bring in community workers to visit the class or take the class on a trip to visit a community worker to learn more about the jobs they do.

Activity 6: Community Worker Role-Play (GLEs: 3, 4, 6)

Equip the learning centers with real materials and realistic-looking props to provide opportunity for children to explore the roles of various community workers and how the work they do helps others in the community. Provide materials and props for appropriate open-ended activities in the learning centers that will encourage and reinforce students' knowledge of the jobs of community workers. Develop theme boxes that include tools, clothing, and props for students to use as they role-play various jobs. Be sure to incorporate the use of money in these play activities. Discuss how people work to earn money. Some sample suggestions are:

- Create a post office center with theme-related clothing, props (e.g., stamps, mailbox, envelopes, scales, cash register, play money, address book, posters of stamps, and maps).
- Create a doctor's office center with theme-related clothing, props (e.g., stethoscope, bandaids, ace bandages, dolls, magazines for waiting room, telephone, appointment book, and play computer).
- Other center ideas include: florist, fast food restaurant, and shoe store.

Activity 7: School Workers (GLEs: 3, 4)

Read the book people who work in schools (e.g., *Our School Workers* by Amy and Richard Hutchings, *School* by Samantha Berger and Pamela Chanko). The students will discuss ways people work together in a school community.

Ask students, “Who are our school workers and what are their jobs? How do they help us?” Talk about their jobs (e.g., the school nurse, cafeteria workers, custodians, principal, and bus drivers) and how the students can show their appreciation for all the workers do to make school a pleasant place to spend the day.

- Have students draw pictures or make a sign to thank the people in their school community who help them. Record the students’ words to thank the workers in their school. Have students deliver the mail to the workers.
- Take pictures of the workers at the school and place the pictures in a classroom book titled *Workers at Our School*.

Activity 8: Helping Others (GLE: 4)

Explain to the students that they will help you create the classroom rules. Guide the students in a discussion and have them make suggestions about what they think would make good rules for the classroom (e.g., sharing, listening to others as they speak, using quiet voices in class, being kind and considerate); write down their ideas. After all the students have had a chance to voice their opinions, compile a list of the rules you have decided to use on a separate sheet of paper. Share these rules with the children; ask them which ones they think are more important. Limit the rules to three or four which are simple and broad.

Take a poster board and write the rules you have decided to use in your classroom. Start with the rules the students think are most important. Reinforce classroom rules throughout the day and year.

Using the story *The Little Red Hen*, discuss how it can benefit everyone to work together for the common good. Have the students work together to retell and sequence the story using realistic props (e.g., apron, comb, mirror, pillow).

Using the story *The Little Engine That Could*, discuss the consequences of helping others and how good it can make you feel when you help others.

Role-Play: Create situations where the children can respond to each other by helping (e.g., helping someone tie shoes, helping someone clean up a spill, helping someone find an item in the classroom).

Play I spy using a spy glass or teacher made eye glass out of a toilet paper roll. Create scenarios using student’s names and helpful activities (e.g., I spy Jason helping John pick up the blocks.).

Activity 9: Classroom Helpers (GLE: 4)

Guide the children in a discussion on “helpers” needed in the classroom and create a chart with the names of classroom helpers. Explain to the children the role and responsibility of the classroom helper. Tell the students that they will take turns being a class helper (e.g., leader, trash collector, flag holder, caboose in line, door holder, messenger, and snack person). Have students check a “Helper Board” daily to see if they have a class job.

Activity 10: Patriotism (GLE: 5)

Begin a focus on participating in patriotic activities by reciting the *Pledge of Allegiance*, daily. Encourage students to listen, or sing, dance or march along when patriotic songs are sung or played. Samples of patriotic activities are given below.

- Have students construct a United States flag as a class project on a fence using red, white, and blue cups.
- Have the students wear red, white, and blue to school and parade around the halls with their flags as they march to patriotic songs.
- Read the book *America the Beautiful* and discuss the beauty of America, highlighting geographic features.

Activity 11: Money Awareness (GLE: 6)

After reading the story *A Chair for My Mother*, add a plastic jar to the housekeeping center with several play or real coins. The students will add the coins to the jar to reenact the story.

Add coins/stamps to the writing center. The students can draw a picture of the jar and the coins/stamps that are in the jar.

Have students use catalogs to look for items they might want to use their money to buy. Have students cut a picture of the items out of the catalog and glue them on paper. Ask students to dictate sentences to the teacher explaining their reasons for choosing an item.

Activity 12: Grocery Store or Fruit Stand (GLE: 6)

Set up a grocery store or fruit stand in your drama center. Introduce the students to the center by role-playing a sale. Discuss any similar stores the students may have visited and any experiences the students may have had buying goods. Provide a cash register, play money, paper receipts, and bags to put the items in after purchase. The students will use play or real money to buy the products available for sale.

Activity 13: Calendar Activities (GLE: 7)

Have students participate in daily calendar activities. Emphasize questions about yesterday, today, and tomorrow.

Have students participate in simple counting activities that highlight upcoming events. For example, make a paper chain to allow the students to count down how many days are left until a field trip or special event by removing a link from the chain each day. As the event begins to come closer, have the students count how many days are left.

Have students sing songs highlighting the day of the week.

Traditional Day of the Week Song

Today is _____.
Today is _____.
_____’s a school day.
_____’s a school day.
All you lucky children come on let’s play.

Add a twist

Yesterday was _____.
Yesterday was _____.
_____ was a school day.
_____ was a school day.
All you lucky children came and played.
(If the previous day was a weekend or a day off, sing... All you lucky children stayed home and played.)

Tomorrow is _____.
Tomorrow is _____.
_____ is a school day.
_____ is a school day.
All you lucky children will come and play.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through: observation, notes and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- The teacher will create data collection charts and checklist for recording student behaviors, understanding, and skills.
- The teacher will include photos, audio tapes, or video tapes to record students' behaviors in activities
- The teacher will collect student products such as drawings, data collection charts, and statements.
- The teacher will observe and record anecdotal records of students' progress.

Activity-Specific Assessments

- Activity 3: The teacher will observe the students identifying block structures, drawings, and creative representation during play experiences.
- Activity 3: The teacher will take pictures of block structures, drawing, and creative representations to be placed in the student's portfolio.
- Activity 4: The teacher will have the student's take home journal page available as documentation of the activity.
- Activity 7: The teacher will place the class-made *Workers at our School* book in the reading center.
- Activity 8: The teacher will have the students draw pictures of situations of people helping one another. The teacher will follow up with a student dictated anecdote of the drawing.
- Activity 11 and 12: The teacher will observe the student's use of play money in the dramatic play center.