



Kindergarten Social Studies(Master)

Teacher: Master Map




Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
August	<p><u>August</u></p> <p>Why do people belong to different groups?</p> <p>Who am I?</p> <p>What do I look like? What do I care about? How do I feel? What can I do?</p> <p>What is history? Why is it important to ask questions about the past?</p>	<p>Historical thinkers ask questions about people, places and events in the past. Each person is special. There are many things that make us who we are, including what we look like, what we care about, what we feel, and what we can do.</p> <p>Students will</p> <ul style="list-style-type: none"> • Use and understand the terms same, different, feelings • Identify similarities and differences among class members • Create a self-portrait that reflects physical attributes • Identify different feelings and interpret facial expressions • Identify the flag symbol of our country • Compare and contrast how people live in different settings around the world • Ask questions about the past • Identify info from narrative stories that answer questions about the past 	<p>Observational Checklist for Chapter 1 (p. 9 in Lesson Masters) </p> <p>Students will create a "Who am I?" book which will give clues to the author for classmates to determine who is being described</p>	<p>Background/Prior Knowledge Ask students, "Who are you?" After they respond with their names, ask how they could respond without using their name...there are many things about us that make us who we are.</p> <p>Use Big Book ch 1 and have students tell you what they see in the pictures</p> <p>Use transp 1 & Placard 1 to read the poem, I am Special, incorporating body motions as you read it aloud</p> <p>Trace a child's body on butcher paper. Ask what body parts we use to find out about the world around us</p> <p>Human bar graph of similarities and differences (directions on p. 4 of lesson guide)</p> <p>Use handout 1A for students to write descriptions of how they look</p> <p>Have students draw complete self-portraits (utilize mirrors if possible so students can see their features)</p>	<p>SS Alive! Ch 1 Big Book Transparency 1 Poster Placard 1 Handouts 1A & 1B Info masters 1A-C yarn butcher paper mirrors construction paper pocket chart index cards Observation Checklist for Ch. 1 (p. 9 in lesson guide) </p>


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				<p>Have students make "pictures of the heart" to show things they care about. Think-pair-share with a partner to discuss what they will include in their picture</p> <p>Use students' heart pictures to point out that we have different feelings</p> <p>Use Big Book, p. 3 to interpret facial expressions</p> <p>Help students see that their feelings are connected to their likes and dislikes</p> <p>Teach "If you're happy and you know it..." to show different feelings (see directions on p. 6 of lesson guide)</p> <p>Use Big Book p. 4 and create posters to show student talents</p> <p>Use handout 1B to create student "Who am I?" riddle books (you may want to prepare the stapled "books" for each student ahead of time)</p> <p>Reading Further 1 and info masters 1A-C: Betsy Ross</p> <p>Teach and explain the Pledge of Allegiance</p>	
<p>September</p>	<p><u>September</u> A. What is a family? What makes a family special? What do families do together? What "gifts" do family members offer one another? What can you do to be an active member</p>	<p>Families are alike and different. Each family is special and unique with their own traditions. Historical thinkers use chronology to order information sequentially. Students will</p> <ul style="list-style-type: none"> Use and understand the terms family, tradition 	<p>Assessment check list for ch 2 (p. 18 of lesson guide), a rubric to record progress on objectives listed in Skills/Performance Objectives column to the left</p> 	<p>Prior Knowledge--help students define the word family</p> <p>Use Big Book ch 2 to examine pictures of a family: how can you tell it's a family? how can you tell they care for one another? what are ways we show our family members that we care for each other?</p>	<p>SS Alive! Me and My World Ch 1 Big Book Info master 2 Handouts 2A & B Interactive handouts 2A & B CD track 1 & 2 yarn construction paper card stock</p>


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	<p>of your class, school, family?</p> <p>B. How do historians think?</p> <p>Why is it important to know order of events?</p> <p>Why do we use calendars and clocks?</p> <p>What happened/s yesterday, today, tomorrow?</p> <p>How have you grown and changed since you were very little?</p>	<ul style="list-style-type: none"> Define what makes a family Show that families are alike and different Place family events in sequence over time Use terms to distinguish past, present, and future Use words in the context of personal experience or stories of the past, including <i>past, present, future, change, first, next, last</i> Answer questions from narrative stories that ask about the past Order information sequentially Explore differences and similarities in the lives of children and families of long ago and today Explain why knowing the order of events is important. Identify a personal family tradition 		<p>Play CD track 1 "Every Family is Special"</p> <p>Use handout 2A to make family heart collages that represent the people in my family</p> <p>Human bar graph to show similarities and differences among families (directions on p. 14 of lesson guide)</p> <p>Use Big Book p. 9 to discuss favorite family activities and family roles in the home</p> <p>Use Big Book p.10 and interactive handout 2A to create family books that feature special gifts that family members offer one another</p> <p>Use Reading Further 2: What is my family's story? to introduce the concept of family heritage and traditions</p> <p>Use handout 2B to introduce sequence of events over time</p> <p>Use interactive handout 2B to help students plan their next birthday celebration</p>	<p>gift wrap</p>
<p>October</p>	<p><u>October</u></p> <p>How do I get along with others?</p> <p>What behaviors help me get along with others?</p> <p>What rules help us get along?</p> <p>Why is taking turns important?</p>	<p>Rules ensure a safe society.</p> <p>Through experiential exercise, children learn and can articulate why taking turns is important for getting along.</p> <p>The student will</p> <ul style="list-style-type: none"> Use and understand the terms get 	<p>Assessment check list for ch 3 (p. 27 of lesson guide), a rubric to record progress on objectives listed in Skills/Performance Objectives column to the left</p> 	<p>Connect prior knowledge and build background: have students identify from personal experience examples of students getting along and not getting along</p>	<p>SS Alive! Me and My World Ch 3 Big Book Transp 3A-3D Placards 3A-3D handout 3 info master 3A-C Interactive handout 3A-C construction paper butcher paper</p>

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	<p>What would it be like to have no rules?</p> <p>Why do we consider voting fair?</p>	<p>along, rules</p> <ul style="list-style-type: none"> Define what it means to get along Identify helpful, courteous, fair, compassionate and responsible behaviors / explain how a class rule promotes fairness and resolves conflict Identify reasons for rules at home and at school/explain why rules are needed. Create and follow classroom rules Give examples of the difference between voting and decisions made by authorities (parents, teachers, principals, etc.) 		<p>Discuss what it means to get along--what does it look like? What does it feel like? What does it sound like?</p> <p>Use Big Book Ch 3 to point out similarities of students' responses to the ideas in the text. Acknowledge that they identified important aspects of getting along</p> <p>Use Big Book Ch 3 to help students identify appropriate times to talk in class, and what is an appropriate, polite, friendly voice</p> <p>Use handout 3 "Mouth Cards" to identify when it is appropriate to talk</p> <p>Help students practice different speaking voices (whispering, talking quietly, speaking up)</p> <p>Listening Game: prepare a list of mini speech topics to help students practice being good listeners (face the speaker, sit still, listen carefully, don't interrupt)</p> <p>Use finger puppets (info master 3A) to practice rules of courteous speaking and listening</p> <p>Use stuffed animal to demonstrate taking turns--students help come up with a plan and set rules that allow everyone who wants to, to be able to play with or hold the stuffed animal. (if first plan doesn't work, let them try making a new plan)</p> <p>Create a T chart for students to separate good choices and poor choices (examples such as <i>shouting in the media center, waiting quietly in the lunch line, etc.</i>). Let</p>	<p>stuffed animal</p>


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				<p>students give more examples of good choices to add to the chart</p> <p>Use transp 3A-D and placards 3A-D and info master 3B to help students practice making good choices that demonstrate their understanding of helpful, fair, and compassionate behavior</p> <p>Reading Further 3 helps students identify the purposes of familiar rules at home</p> <p>Info master 3 C and Big Book p. 18 help children see the purposes of rules at school</p> <p>Use interactive handouts 3A and 3B to compare and contrast rules at home with rules at school</p> <p>We Get Along Quilt Square (interactive handout 3C) provides opportunity for students to write/illustrate how they get along with others</p>	
<p>November</p>	<p><u>November</u></p> <p>How do I make friends?</p> <p>What is a friend?</p> <p>How can we act respectfully with one another?</p> <p>Why is making new friends important?</p> <p>Why would people want to have friends from different groups?</p>	<p>Civic participation takes place in multiple groups</p> <p>Children learn four skills for making a friend: introduce yourself, ask a friend to play, learn to share, and learn kind words and actions. Students learn why making new friends was so important to the Pilgrims.</p> <p>Students will</p> <ul style="list-style-type: none"> Use and understand the terms friend, introduce, and share, and good citizen. 	<p>Assessment check list for ch 4 (p. 37 of lesson guide), a rubric to record progress on objectives listed in Skills/Performance Objectives column to the left</p> 	<p>Connect to prior knowledge with placard 4A (Buddy Butterfly) and info master 4A, which help students define what a friend is</p> <p>Read ch 4 of Big Book to help students recognize what it means to be a friend and how to make a new friend</p> <p>Play CD track 3 "I Can Make New Friends". Display the lyrics by sentence</p> <p>Placard 4B and transp 4A help students practice introducing themselves</p>	<p>SS Alive! Me and My World ch 4 Big Book</p> <p>Transp 4A-F</p> <p>Placards 4A-G</p> <p>Info masters 4A-B</p> <p>Handout 4</p> <p>Interactive student handout 4A-B</p> <p>CD track 3</p> <p>pocket chart</p> <p>craft stick or dowel</p> <p>blocks</p> <p>picture books</p> <p>butcher paper</p>


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		<ul style="list-style-type: none"> Describe what it means to be a friend Distinguish between friendly (kind) and unfriendly (selfish) behavior Identify the role that friendship played in the Pilgrims' encounters with the Wampanoags Practice citizenship skills including courtesy, honesty, fairness, working with others 		<p>Let students select a puppet or stuffed animal to introduce to Buddy Butterfly</p> <p>Play "Circle Introduction" game with CD track 3 (direction on p. 36 of lesson guide)</p> <p>Use handout 4 and placard 4C & transp 4B to help students practice inviting a friend to play</p> <p>Play "Asking a Friend to Play" game (directions on p. 37 of lesson guide)</p> <p>Use p. 21 of Big Book, placards 4D-g and transp 4C-F, and title of chapter to help students distinguish between friendly and unfriendly behavior</p> <p>Bulletin board, Kindness Garden to introduce words and actions that signify friendly behavior and respect for others (students make flowers of kindness using interactive handout 4A)</p> <p>Reading Further 4 and info master 4B: Identify the role that friendship played in the Pilgrims' encounters with the Wampanoags</p> <p>Create sentence strips from italicized sentences on p. 40 of lesson guide. Students use the strips to sequence the story.</p> <p>Use interactive handout 4B to help the students connect the Pilgrims/Wampanoags story to making friends in their own lives</p> <p>Make a class "We are friends!" banner (directions on p. 41 of lesson guide)</p>	
December	<u>December</u>				


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	<p>How do I solve problems with others?</p> <p>How can I avoid hurting others' feelings?</p> <p>Who can help us solve problems?</p> <p>How can we solve conflict in a fair manner?</p> <p>What steps can I take when there is a problem to be solved?</p>	<p>Children learn four steps to problem solving with others: stop and calm down, talk and listen, think of solutions, agree on a plan to try. They learn that individual actions can make the community better.</p> <p>Students will</p> <ul style="list-style-type: none"> • Use and understand the terms solve, problem, calm down, adult • Identify situations in which conflict resolution is needed • Practice and recite 4 steps to solving a problem or conflict with others • Name adults in the community who can help children with their problems • explain how a class rule promotes fairness and resolves conflict • categorize examples of people and events that relate to qualities of good citizens (acting to make the community better) 	<p>Assessment check list for ch 5 (p. 49 of lesson guide), a rubric to record progress on objectives listed in Skills/Performance Objectives column to the left</p> 	<p>Connect to prior knowledge and build background through a discussion of their personal experiences with hurt feelings. Ask what are common reactions to hurt feelings? (ignoring, pushing, hitting, telling teacher)</p> <p>Explain that when we have a problem with another person, it is important to try to solve it, or make it better</p> <p>Puppet show with Buddy Butterfly and Lucky Ladybug (script on info master 5A) which demonstrates an ineffective way of solving a problem</p> <p>After presenting the play, suggest a better way to solve the problem, and show the picture in Big Book, ch 5</p> <p>Use CD track 4 and info master 5B "Four Steps" to teach the 4 steps of solving a problem. Break it down to the steps and teach a corresponding body motion (see lesson guide p. 48)</p> <p>Use info master 5C to create 5 "Ways to Calm Down" stations</p> <p>Use interactive handout 5:Help Buddy Calm Down so that students can apply step 1 to the situation in the puppet show</p> <p>Use Think-Pair-Share for students to practice step 2: talking and listening</p> <p>Use placard 5D or transp 5C to practice thinking up possible solutions</p> <p>Use placard 5E or transp 5D to agree on a plan</p>	<p>SS Alive! Me and My World, ch. 5 Big Book Transp 5A-D placards 5A-E Interactive handout 5 CD track 4 Buddy Butterfly puppet large craft stick or dowel blocks</p>


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				<p>Use Reading Further 5 to help students understand that adults can help them solve problems</p> <p>Role play asking various adults to help (doctor, coach, police officer, bus driver, etc)</p> <p>Second puppet show: Buddy and Lucky solve their problem in a better way (info master 5D)</p>	
<p>January</p>	<p><u>January</u></p> <p>How can I be a good helper at school?/What can you do to be an active and helpful member of your class and school?</p> <p>How am I helpful at home?</p> <p>What can I do to help others?</p> <p>Which adults at school help us?</p>	<p>Students learn to be good helpers at school. They share ways they help at home and brainstorm ways they can help at school. They learn which adults help us at school, and where they typically can be found. Responsible community members take an active role in their communities.</p> <p>Students will</p> <ul style="list-style-type: none"> • Use and understand the terms follow directions and job • Identify behaviors that are helpful to others • Identify and describe four classroom responsibilities • Name adults who have helping jobs at school • Know the terms to describe various locations in a school • Give examples of qualities of good citizens • practice citizenship skills (courtesy, honesty, fairness, working with others, ect.) 	<p>Assessment check list for ch 6 (p. 66 of lesson guide), a rubric to record progress on objectives listed in Skills/Performance Objectives column to the left</p> 	<p>Connect to prior knowledge by introducing the term "handy helper" and ask students how they use their hands to help out at home</p> <p>Build background by helping them think of ways they help at school</p> <p>Handy Helper Game (prepare game cube ahead of time) Use info master 6B to record answers to the questions <i>How are you a handy helper in the classroom and outside the classroom?</i> Then students take turns rolling the cube and responding to the prompt (you can have Buddy Butterfly model this first).</p> <p>Regularly hand out Handy Helper certificates (handout 6A) over a period of a week until every child has been honored</p> <p>Play CD track 5 "I Can Be A Good Helper" and/or put the lyrics on sentence strips in a pocket chart</p> <p>Handy Helper drawing: students use interactive handout 6A or drawing paper to illustrate one way they have been</p>	<p>SS Alive! Me and My World ch 6 Big Book Transp 6A-D Placards 6A-D info masters 6A-G Handouts 6A-B Interactive Handouts 6A-D CD track 5 Buddy Butterfly puppet personal memento (book, figurine, etc.) blocks</p>

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				<p>helpful</p> <p>Teacher shares how he/she takes care of a very special object (a book or figurine, etc) to introduce the concept of taking care of things. Have students bring something from home that is special to them. Use handout 6B, Letter to Families, to encourage students to bring their object the next day</p> <p>Highlight other objects in the classroom that need special care</p> <p>Use Buddy Butterfly and Big Book p. 32 to help students identify their responsibility for cleaning up in the classroom</p> <p>Play the Mystery Item game (direction on p. 62 of lesson guide) during clean-up times for several days</p> <p>Use p. 33 of Big Book to help students recognize that good listening skills are necessary for following directions</p> <p>Use interactive handouts 6B & C to help students practice following directions (if they follow directions carefully, they will draw Buddy Butterfly)</p> <p>Use p. 34 of the Big Book and placards or transp 6A-D to help students identify and describe their responsibility to do their school work</p> <p>Reading Further 6 helps students identify the adults who work at school and how they help us, as well as understand terms that describe various locations in a school</p>	

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				<p>On handout 6D students choose and draw a picture of one adult workers at our school</p> <p>Handy Helper cube 2 can be used to play an extension of the Handy Helper game</p>	
<p>February</p>	<p><u>February</u></p> <p>What is in my neighborhood?</p> <p>Which people live in my neighborhood?</p> <p>What buildings are in my neighborhood?</p> <p>What do people do in my neighborhood?</p> <p>What makes a place special to the people who live there?</p> <p>What would it be like to live in another city, state or country</p> <p>What happens when someone wants to use something that belongs to you?/If you want to use wome one else's item what must you do?</p>	<p>Children examine places and regions and the connections among them</p> <p>Children learn that a neighborhood has buildings, outdoor places, and people. Children learn to describe the neighborhood in which they live. They learn that Dr. Martin Luther King Jr. helped people share their neighborhoods.</p> <p>Students will</p> <ul style="list-style-type: none"> • Use and understand the term neighborhood. • Identify characteristics of a neighborhood • Plan and create a model neighborhood • Compare and contrast how people live in different settings • Give examples of how food, clothing and shelter change in different envrionments • Identify the role Martin Luther King Jr. played in helping people share their neighborhoods • Give examples of ownership of different items • Recognize and give examples one person may want to use another's object and that this requires asking permission and 	<p>Assessment check list for ch 7 (p. 71 of lesson guide), a rubric to record progress on objectives listed in Skills/Performance Objectives column to the left.</p> 	<p>Connect to prior knowledge by helping students describe the area in which they live</p> <p>Build background knowledge by introducing the concept of what can be found in neighborhoods</p> <p>Play CD track 6 "My Neighborhood" (lyrics on info master 7A)</p> <p>Use Big Book to help students identify buildings in a neighborhood</p> <p>Tape off a 6 ft. square for a classroom neighborhood</p> <p>Make "homes" for classrom neighborhood by drawing a home on a small rectangle of construction paper, tape that to a wood block, and put that in the "neighborhood" space.</p> <p>Make other buildings (schools, fire station, stores, etc.) for the neighborhood</p> <p>Neighborhood planning: remove all the homes and buildings from the square. Use tape to divide it into 6 equal sections. Assign small groups to each section to plan where to place the homes and buildings in their section</p>	<p>SS Alive! Me and My World ch 7 Big Book transp 7A-7D Placards 7A-7D info masters 7A & B Handout 7 Interactive handout 7 CD track 6 wood blocks construction paper toilet paper tubes</p>

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		<p>sharing</p>		<p>Use transp 7A-D or placards 7A-D to help students add outdoor places for the neighborhood</p> <p>Use student handout 7 & toilet paper tubes to create people for the neighborhood</p> <p>Reading Further 7: How can we share our neighborhood? (Dr. King worked to change laws which brought historic changes to many neighborhoods)</p> <p>Play "Neighborhood" game (directions on p. 76 of lesson guide)</p> <p>Students draw what they like best about their neighborhood on interactive handout 7</p>	
<p>March</p>	<p><u>March</u></p> <p>Where am I in the world?</p> <p>How are lives of people from the past similar and different from our lives today?</p> <p>Where is my community in relation to the rest of the world?</p> <p>What other communities do I belong to?</p> <p>Why would people want to have friends from different groups?</p>	<p>Children learn that civic participation takes place in multiple groups</p> <p>Children explore the idea that they are part of several concentrically larger communities through the use of address, maps, and globes. They also learn about some national symbols of the United States.</p> <p>Students will</p> <ul style="list-style-type: none"> • Use and understand the terms city, state, country, world, symbol • Identify one's own city and state, and locate them on a map • Name the country where we live • Distinguish between a map and a 	<p>Assessment check list for ch 8 (p. 84 of lesson guide), a rubric to record progress on objectives listed in Skills/Performance Objectives column to the left.</p> 	<p>Connect to prior knowledge: have students describe in different ways where they live: street name, town, city, county, state, etc</p> <p>Ask how they can live in more than one place at a time?</p> <p>Build background with CD track 7 : "I Know Where I Live". Teach the actions to accompany the lyrics (on p. 81 of lesson guide)</p> <p>Use interactive handouts A - E to create "I am Part of the World" books: p. 1 is city, p. 2 is state, p. 3 is counrty, p. 4 is world.</p> <p>Use transp 8A-E and Reading Further 8: What are some symbols of my country? to</p>	<p>SS Alive! Me and My World ch 8 Big Book</p> <p>transp 8A-E</p> <p>info master 8A-C</p> <p>Interactive handouts 8A-F</p> <p>Handout 8</p> <p>CD track 7</p> <p>U.S. Wall map</p> <p>spinnable globe</p> <p>adhesive dots or stars</p> <p>construction paper</p>

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		<p>globe as ways to show places people live</p> <ul style="list-style-type: none"> Distinguish between land and water on a globe or map Act out and illustrate symbols of the U.S. Compare and contrast how people live in different settings around the world Give examples of food, clothing, and shelter and how they change in different environments Ask questions about the past 		<p>introduce the concept that a symbol is a picture or object that stands for a bigger idea or feeling. (Info master 8C provides background information on various symbols for teacher reference)</p> <p>Use Big Book p. 49 & 50 to review symbols of our country</p> <p>Use interactive handout 8F for students to draw one of the symbols of the U.S.</p>	
<p>April</p>	<p><u>April</u></p> <p>How do people live around the world?</p> <p>How are people around the world alike?</p> <p>How are people around the world different?</p> <p>What are wants and needs? How do people balance between wants and needs? What is the difference between a want and a need? What needs do all people share?</p> <p>How can money help people to meet their wants and needs?</p>	<p>Financially responsible individuals differentiate between wants and needs. Children learn that although people around the world are different, they are also alike in important ways. All people communicate and have basic needs.</p> <p>Students will</p> <ul style="list-style-type: none"> Use and understand the terms talk, learn, eat, play, need, want Describe similarities and differences among people and their daily activities Compare written words, family meals, and games in different cultures Identify three basic needs all people have Match different ways of meeting needs to different geographic settings Identify the difference between personal wants and needs Differentiate between spending 	<p>Assessment check list for ch 9 (p. 101 of lesson guide), a rubric to record progress on objectives listed in Skills/Performance Objectives column to the left.</p> 	<p>Connect to prior knowledge by asking students to think about what they do during a day.</p> <p>Build background with ch 9 of Big Book-- they will see that children around the world do many of the same things in their day</p> <p>Teach song <i>Here, There, and Everywhere</i> (info master 9A) about how people live around the world.</p> <p>Give several oral directions to students in a different language (examples of Spanish on p. 93 of lesson guide) to introduce the concept of communication--people speak different languages around the world</p> <p>Use p. 51 in Big Book to help students understand that communication is how we tell someone what we are feeling or thinking.</p> <p>Teach HELLO in three different languages</p>	<p>SS Alive! Me and My World ch 9 Big Book Transp 9A-E Placards 9A-I Info masters 9A-D Interactive handouts 9A-C Handouts 9A & B CD tracks 8 & 9 chopsticks small cubes or beads globe or world map</p>

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		<p>on a want vs. spending on a need</p>		<p>(use transp 9A-9D or placards 9A-9D, and CD track 8)</p> <p>Have students use the greeting as they introduce themselves to each other</p> <p>Use Big Book p. 52 to talk about how children around the world learn--how their classrooms are similar to ours and how they are different</p> <p>Use interactive handouts to teach students to write the greetings they learned</p> <p>Use Big Book p 53, transp 9E, Placard 9e to show different ways people eat</p> <p>Use info master 9D to introduce the concept that all around the world, children play. How is pucks similar to hopscotch, and how is it different?</p> <p>Use Reading Further, 9 to identify 3 basic needs that all people have, and that the geography/climate of a place determines how we meet those needs (use placards 9F-I, and handouts 9A & B)</p> <p>Use interactive handouts 9B & C to illustrate the important concepts that, around the world, people talk, people learn, people eat, people play.</p>	
<p>May</p>	<p><u>May</u></p> <p>How can I help take care of the world?</p> <p>How can I reduce, reuse, and recycle?</p> <p>What happens to trash when it is taken</p>	<p>Children understand the allocation of scarce resources</p> <p>Children explore the 3 R's (reducing, reusing, and recycling) and learn how they can help take care of the world.</p> <p>Students will</p>	<p>Assessment check list for ch 10 (p. 115 of lesson guide), a rubric to record progress on objectives listed in Skills/Performance Objectives column to the left.</p> 	<p>Connect to prior knowledge by discussing reasons for taking care of things.</p> <p>Build background knowledge by helping students recognize their responsibility for taking care of the places where they live</p> <p>Use Ch 10 in the Big Book to introduce 3</p>	<p>SS Alive! Me and My World Ch 10 Big Book Transp 10A-E Placards 10A-E Info masters 10A-G Handouts 10A-C</p>

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	<p>away?</p> <p>What do we do if there is not enough of something we all want (scarcity)?</p>	<ul style="list-style-type: none"> • Use and understand the terms reduce, reuse, recycle • Name three ways to help save natural resources and take care of the world • Identify and sort recyclable items in four categories • Demonstrate how things can be reused • Identify shopping choices that will help reduce waste • Make an economic choice to spend or save • Understand that some items are more desired than others, and are in more demand • Explain ownership • Discuss how purchases can meet wants and needs 		<p>ways we can help take care of the world (reducing, reusing, and recycling creates less garbage, which is one good way to help the earth)</p> <p>Set up wall display (see directions on p. 105 in lesson guide)</p> <p>Use info masters 10 A & B to demonstrate what garbage/trash does to our natural resources</p> <p>Use Transp 10A-D or placards 10A-D to introduce the concept that all of our garbage/trash has to end up somewhere</p> <p>Conduct garbage collection activity (directions on p. 106-7) so students can collect, analyze, and sort types of classroom garbage.</p> <p>Use info masters 10C-F to introduce the concept of recycling.</p> <p>Use Big Book p. 60 to explain the concept of reusing as another way to reduce garbage and help save natural resources</p> <p>Have students make a list of things that are reusable.</p> <p>Use handout 10A to introduce reusable art project activity</p> <p>Play the "Reduce It," a cooperative game, to practice making good shopping choices</p> <p>Reading Further 10: How can reusing help save me money? Students learn that by working and saving money, people can make choices of what to do with the money</p>	<p>Handouts 10A-B</p> <p>trash/paper scraps</p> <p>plastic grocery bags</p> <p>newspapers</p> <p>mural paper</p>

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				Use interactive handout 10B to write a promise about a specific way students will help take care of the world.	