

Kindergarten Social Studies

UNIT: ONE Rules



KinderSocialStudies™

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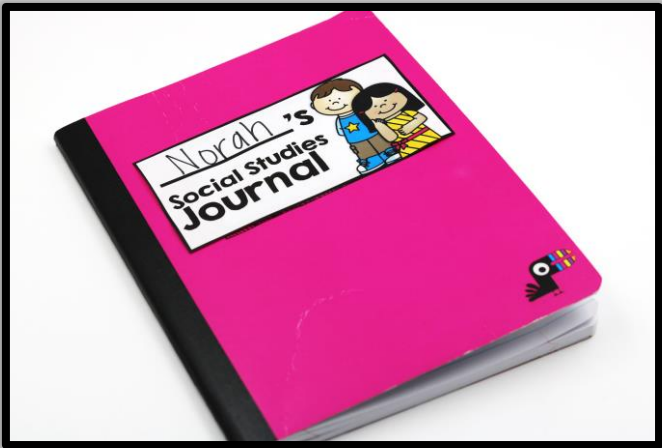
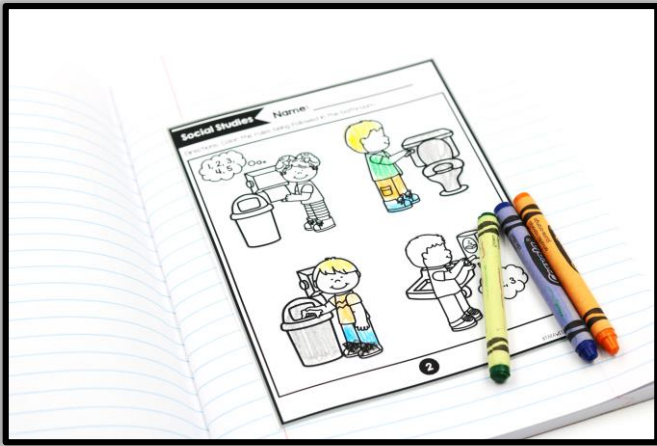
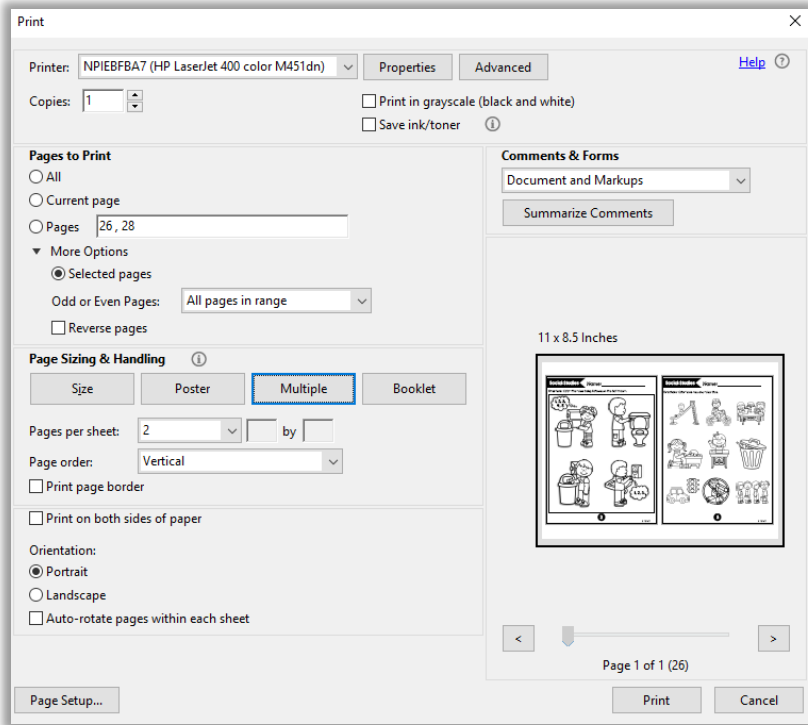
KinderSocialStudies Curriculum is an engaging social studies curriculum with young learners in mind! KinderSocialStudies encourages young learners to think “outside the box” and prove their thinking through hands-on and engaging learning experiences. KinderSocialStudies is based upon five units: Rules, United States/Community Helpers, Maps, Cultures and Economics. Each unit is broken down to 10 lessons and each lesson can take from 1-2 days to complete. The units cover at least two weeks of instruction. The lesson plan has the listed objective, “I can” statement, vocabulary, detailed activity lesson plans and all necessary student follow-up practice sheets.

KinderSocialStudies encourages a daily routine, but please know that as the teacher you can adjust the lessons and make them best work for your daily schedule and time allotment. Within each lesson the students will partake in a quick lesson opener, whole-group skill lesson and the students will take part in a follow-up task. Please note that all student follow-up practice sheets can be shrunk and placed into a student journal. All of the follow-up sheets are also differentiated so that you can use these units anytime during the school year, and they will be applicable to your writers or nonwriters. You can also choose to have students track their daily activities in their journal with or without the included response sheets.

Unit I: Rules- Week 1	
Lesson 1	Rules (Define)
Lesson 2	Rules (Necessary)
Lesson 3	Rules & Laws
Lesson 4	Authority Figures
Lesson 5	Fairness/Equality

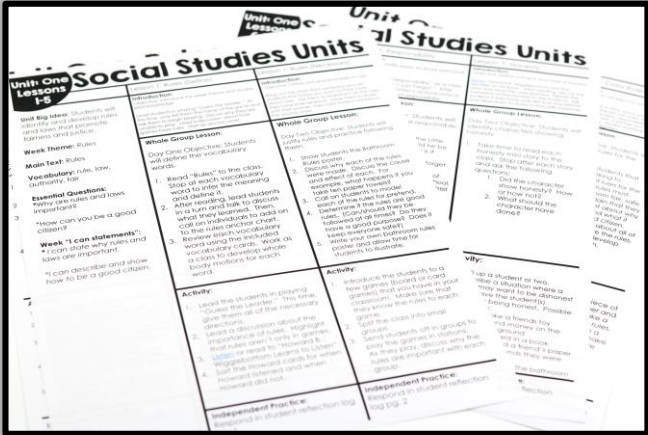
Unit I: Rules- Week 2	
Lesson 6	Responsibility
Lesson 7	Honesty
Lesson 8	Courage
Lesson 9	Respect
Lesson 10	Class Rules

Print the student response sheets in “multiple” format to save on paper and get the sheets to fit nicely into a composition notebook. Select print and type in the page numbers. Next, select “multiple” and hit print. This will reformat the practice sheets to print two to a sheet. This will allow less paper and the pages will fit perfectly into a small black and white composition notebook.

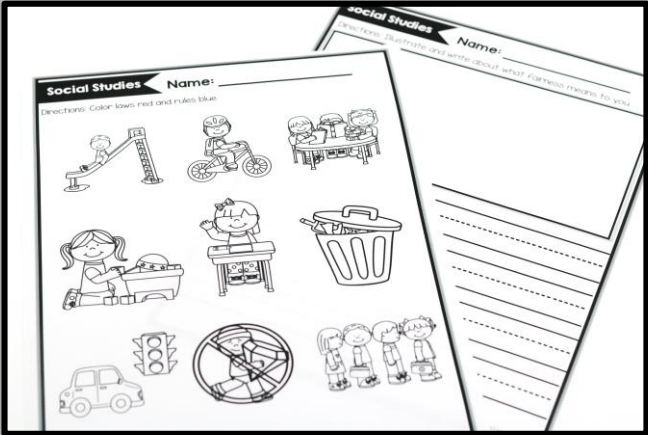


Social Studies

Unit 1 Pictures:



10 days of scripted lesson plans



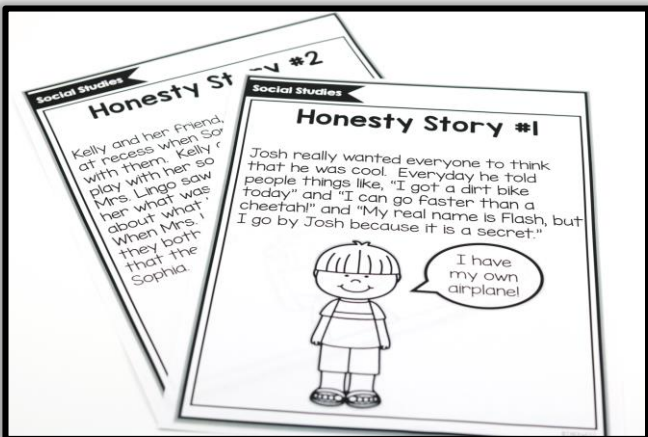
Differentiated practiced sheets (K/I)



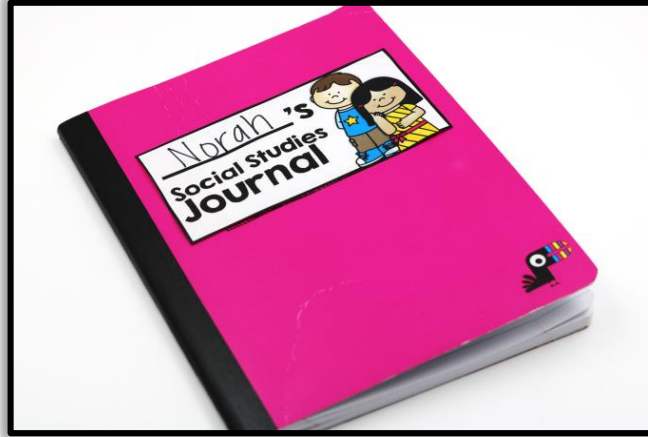
Custom written PowerPoint Book



Unit vocabulary cards

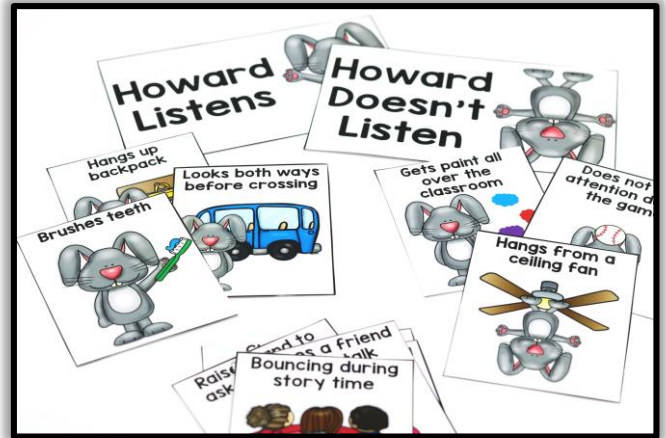


Included lesson pieces



Social Studies journal labels

Unit 1 Pictures:



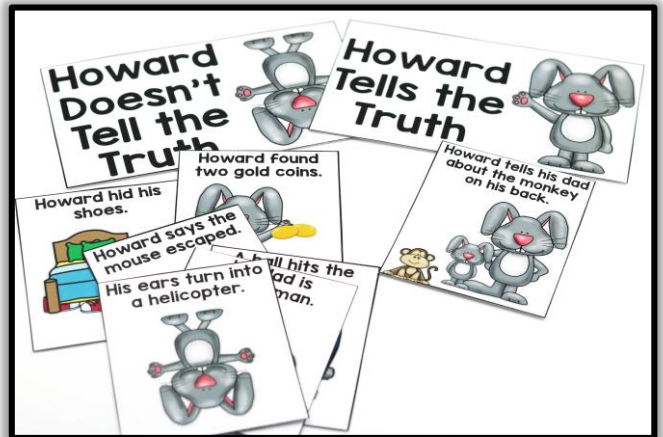
Lessons 1 and 2: Defining Rules

Lesson 1: Rules



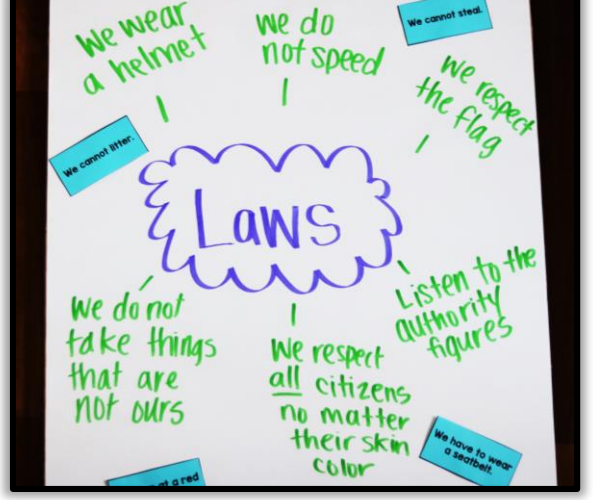
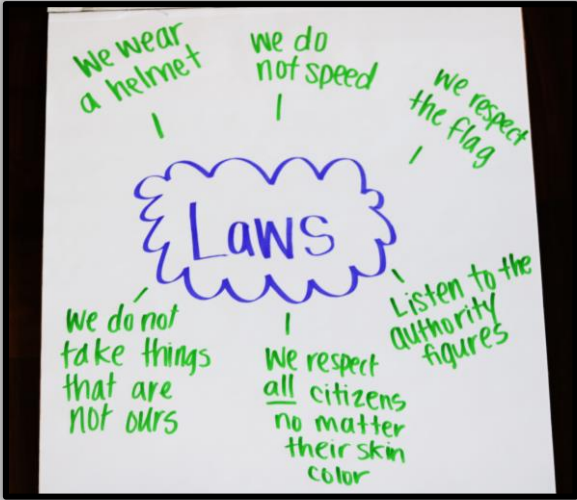
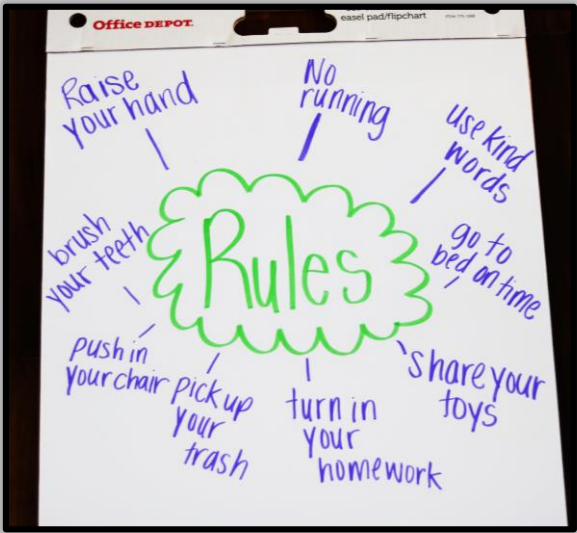
Lesson 3: Laws

Lesson 3: Laws



Lesson 5: Fairness

Lesson 8: Honesty



Authority Figures

mom
dad
teacher
Coach
principal
police officers
grandparents

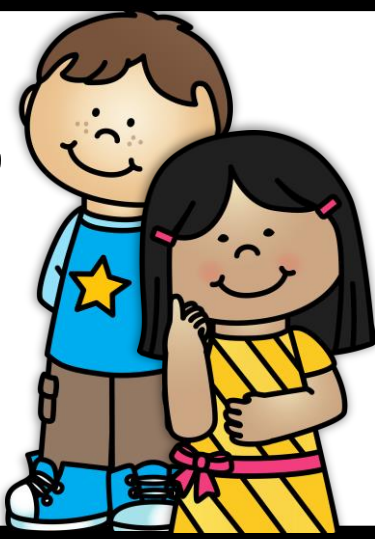
Our Game Plan:

Step 1: Put the cups down.

Step 2: Use the teddy bears and throw them into the cups.

Winner: Whichever player gets the most bears in the cups, wins!

_____'s
**Social Studies
Journal**



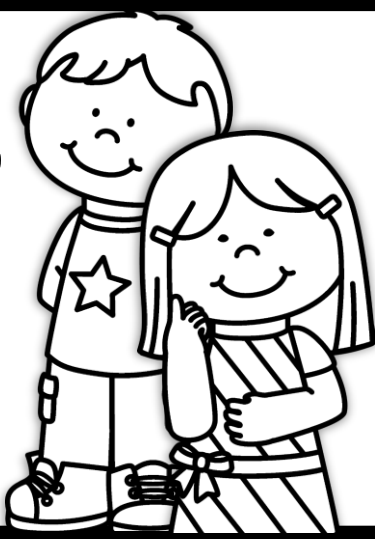
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**Social Studies
Journal**



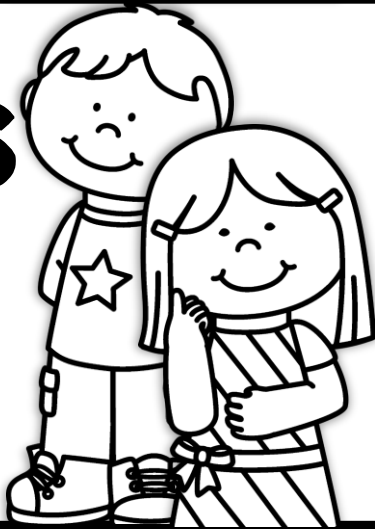
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**Social Studies
Journal**



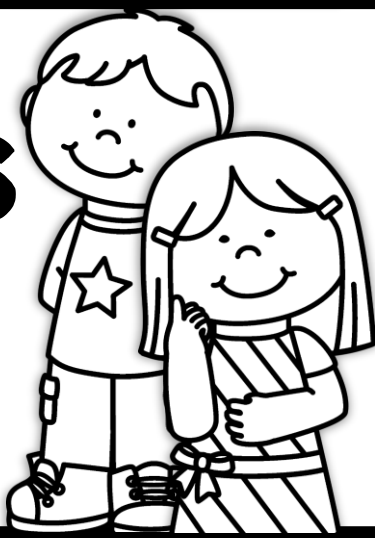
_____'s
**Social Studies
Journal**



_____'s
**Social Studies
Journal**



_____'s
**Social Studies
Journal**



<div>Unit: One Lessons 1-5</div> <div>Social Studies Units</div>		
<p>Unit Big Idea: Students will identify and develop rules and laws that promote fairness and justice.</p> <p>Week Theme: Rules</p> <p>Main Text: Rules</p> <p>Vocabulary: rule, law, authority, fair</p> <p>Essential Questions: *Why are rules and laws important? *How can you be a good citizen?</p> <p>Week "I can statements": <i>* I can state why rules and laws are important.</i> <i>*I can describe and show how to be a good citizen.</i></p>	Lesson 1: Rules (Define)	Lesson 2: Rules (Necessary)
	<p>Introduction: Objective: Introduce the week theme and access prior knowledge.</p> <p>Lead students in playing "Guess the Leader." At this time, only tell them the name of the game and ask them to begin playing. Discuss why they are unable to play. Lead a discussion about how games have rules. Start an anchor chart.</p>	<p>Introduction: Objective: Define and give examples of rules.</p> <p>Bring out the chart from yesterday and tell students that today you want to think more about rules. Ask them to brainstorm all the rules they have ever heard of. Allow them to share with their partner, then add student answers to the anchor chart.</p>
	<p>Whole Group Lesson:</p> <p>Day One Objective: Students will define the vocabulary words.</p> <ol style="list-style-type: none"> 1. Read "Rules" to the class. Stop at each vocabulary word to infer the meaning and define it. 2. After reading, lead students in a turn and talk to discuss what they learned. Then, call on individuals to add on to the rules anchor chart. 3. Review each vocabulary word using the included vocabulary cards. Work as a class to develop whole body motions for each word. 	<p>Whole Group Lesson:</p> <p>Day Two Objective: Students will justify rules and practice following them.</p> <ol style="list-style-type: none"> 1. Show students the Bathroom Rules poster. 2. Discuss why each of the rules were made. Discuss the cause and effect of each. For example, what happens if you take ten paper towels? 3. Call on students to model each of the rules for pretend. 4. Determine if the rules are good rules. (Can/should they be followed at all times? Do they have a good purpose? Does it keep everyone safe?) 5. Write your own bathroom rules poster and allow time for students to illustrate.
	<p>Activity:</p> <ol style="list-style-type: none"> 1. Lead the students in playing "Guess the Leader." This time, give them all of the necessary directions. 2. Lead a discussion about the importance of rules. Highlight that rules aren't only in games. 3. Listen or read to "Howard B. Wigglebottom Learns to Listen". 4. Sort the Howard cards for when Howard listened and when Howard did not. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Introduce the students to a few games (board or card games) that you have in your classroom. Make sure that they know the rules to each game. 2. Split the class into small groups. 3. Send students off in groups to play the games in stations. As they play, discuss why the rules are important with each group.
	<p>Independent Practice: Respond in student reflection log pg. 1</p>	<p>Independent Practice: Respond in student reflection log pg. 2</p>

Unit One: Rules

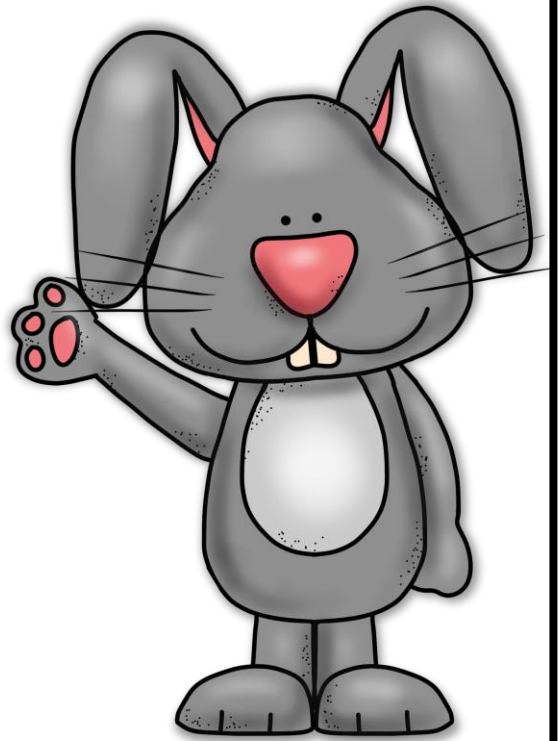
©Tara West

Lesson 3: Laws & Rules (Compare)	Lesson 4: Authority Figures	Lesson 5: Fairness/ Equality
<p>Introduction:</p> <p>Objective: Define and give examples of laws.</p> <p>Tell students that today you want to think more about laws. Ask them to brainstorm all the laws they have ever heard of. Allow them to share with their partner, then add student answers to an anchor chart.</p>	<p>Introduction:</p> <p>Objective: Define and give examples of authority figures.</p> <p>Lead students in a discussion about who makes rules and laws. Make a list of people who make rules and laws. Challenge the students to figure out what these people have in common (authority).</p>	<p>Introduction:</p> <p>Objective: Introduce the idea of fairness.</p> <p>Read Fair is Fair by Sonny Varela, stopping along the way to discuss what is happening in the story.</p>
<p>Whole Group Lesson:</p> <p>Day Three Objective: Students will define laws and determine why they are important.</p> <ol style="list-style-type: none"> 1. Lead students in going through each law on the chart. 2. Discuss why the law was made. 3. Talk to students about how laws are different than rules. Who do laws and rules apply to? Who makes laws and rules? 4. Sort "law or rule" cards. 	<p>Whole Group Lesson:</p> <p>Day Four Objective: Students will determine who makes laws and rules.</p> <ol style="list-style-type: none"> 1. Define the word "authority" with the class. 2. Make a list of who has authority (parents, teachers, principal, cops, president, etc.) and discuss levels of authority (teacher over students, principal over teacher, etc.). 3. Discuss why people of authority make rules and laws. Lead students to understand that rules and laws help make sure everyone is safe, treated fairly, and knows what is expected. 	<p>Whole Group Lesson:</p> <p>Day Five Objective: Students will develop their own definition of "fairness."</p> <ol style="list-style-type: none"> 1. Before the lesson, have a wall made out of butcher paper. It should be big enough for 3 students to stand behind. Make it tall enough so that some students would not be able to see over it. Also collect stools of various heights. 2. Call up 3 students to stand behind the wall (one tall friend, one medium friend, and one short friend). 3. Give each friend the appropriate stool so that they can see over the wall. 4. Discuss how this demonstrates fairness.
<p>Activity:</p> <ol style="list-style-type: none"> 1. Take students outside to observe cars following the traffic laws. 2. Point out that the laws help traffic run smoothly, keep everyone safe, and help to decide who gets to go first. 3. Bring students back to the carpet and have two students come play with toy cars. Have the students model how to take turns at the stop sign. 4. Use the included paddle to have students play Red Light and Green Light as if they were cars on the road following laws. 5. Alternate activity: Use the included law paddles and real life pictures. Students will indicate if the law has been broken. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Split the class into small groups (3 or 4 students). 2. Give each group a few pieces of random equipment (balls, paddles, nets, hoops, cones, etc.). 3. Explain that they are the authority for their equipment. They need to make a game for the class to play. Their responsibility as the authority figures is that they make rules for the game that make it fair, safe, and easy to understand. 4. Allow students to work with their group to design the game. 5. Play each game as a class and determine if the rules were helpful. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Split the class into partners. 2. Give each pair a set of animal and food cards. 3. Encourage students to give each animal what it needs. 4. Discuss how each pair was fair to the animals.
<p>Independent Practice:</p> <p>Respond in student reflection log pg. 3</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 4</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 5</p>

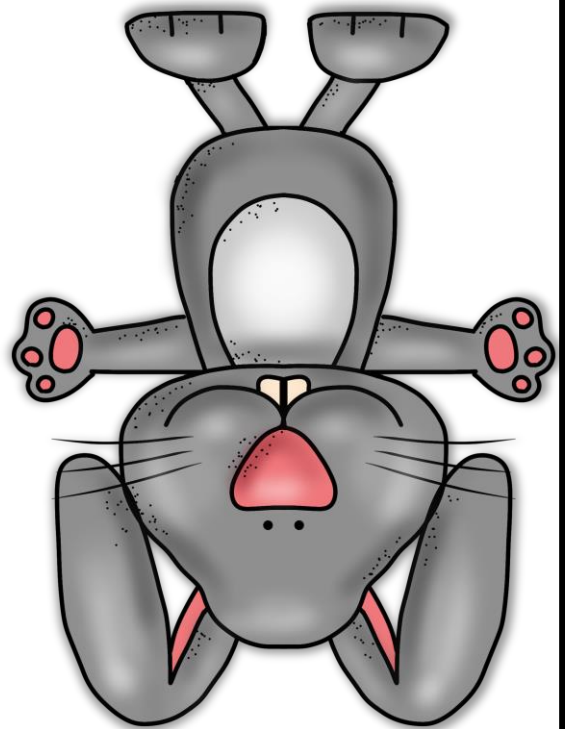
Guess the Leader

- 1. All students sit in a circle.**
 - 2. One student (the guesser) leaves the circle and turns away from the circle to cover their eyes.**
 - 3. The teacher chooses one student to be the leader. This is done by silently pointing at the student. All students on the carpet should be silent.**
 - 4. The leader starts by patting the floor, clapping, patting their knees, snapping, etc. All students on the carpet must follow the leader's actions. The leader must change actions frequently.**
 - 5. The guesser will come back and try to figure out who is leading the group.**
- Nobody should say the leader's name.**
 - Nobody should look directly at the leader.**
 - The guesser gets 3 chances to figure out who the leader is.**
 - After the 3 chances or the leader is found, the leader becomes the guesser.**

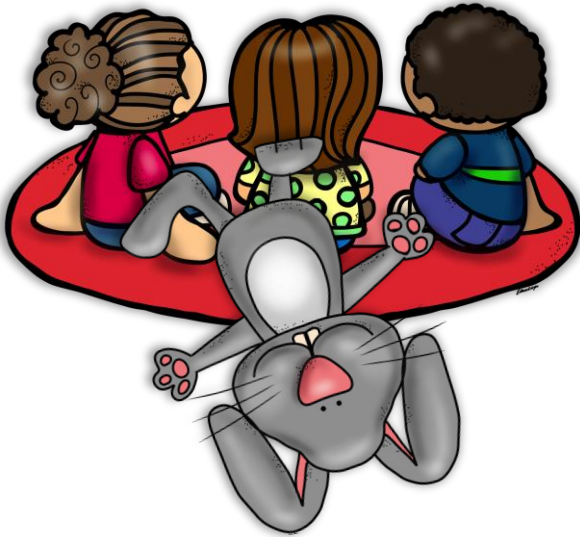
**Howard
Listens**



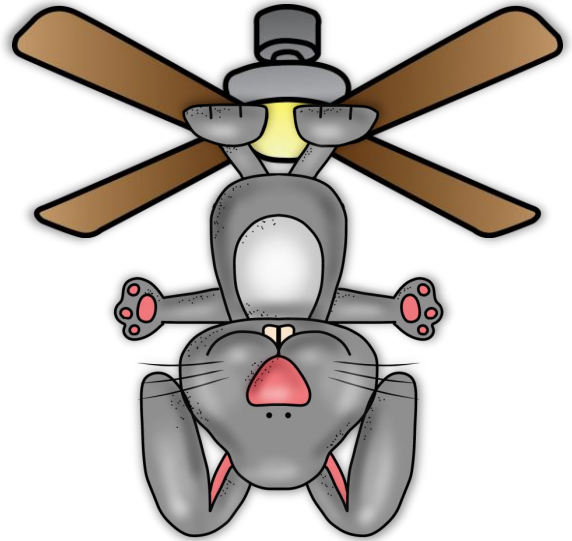
**Howard
Doesn't
Listen**



**Bouncing during
story time**



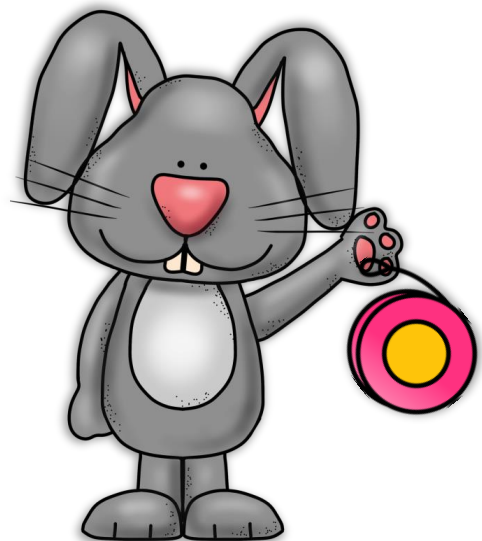
**Hangs from a
ceiling fan**



**Slips on a banana
peel**



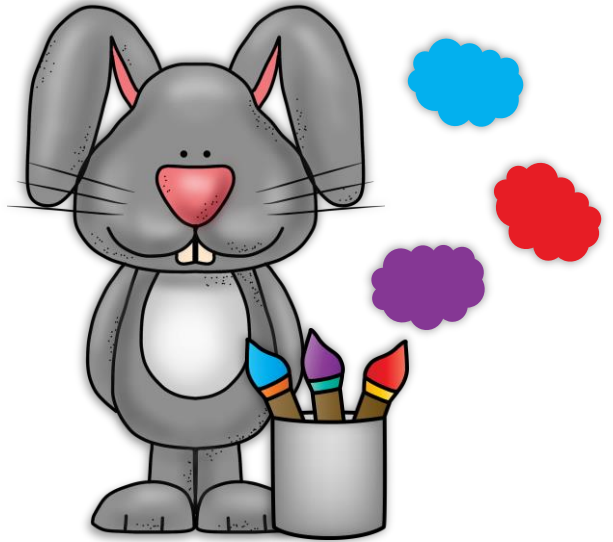
**Ignores a friend
as they talk**



**Does not pay
attention during
the game**



**Gets paint all
over the
classroom**



**Listens to the
story book**



**Raises hand to
ask a question**



**Looks both ways
before crossing**



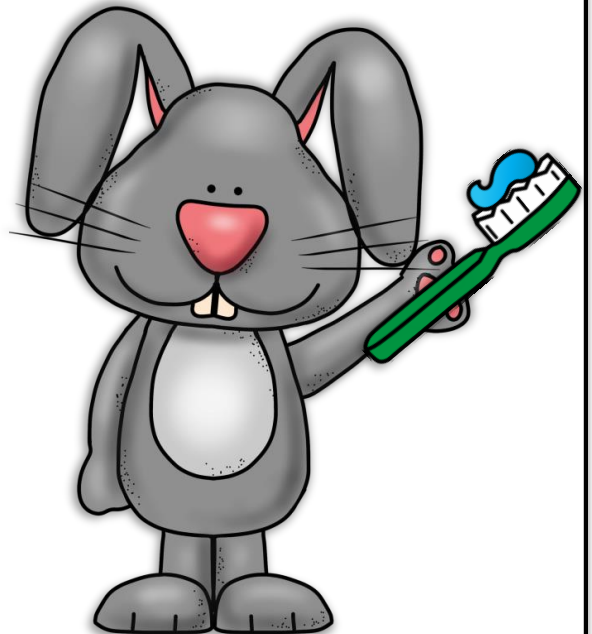
**Hangs up
backpack**



**Cleans up
bedroom**



Brushes teeth



Bathroom Rules:



Flush the toilet.



Get 1 squirt of soap.



Turn off the water.



Get 1 paper towel.



Throw it away.

Bathroom Rules:



--	--

--	--

--	--

We stop at a red light.

We walk in the halls.

We cannot steal.

We sit quietly on the carpet.

We have to brush our teeth.

We cannot hit.

We have to wear a seatbelt.

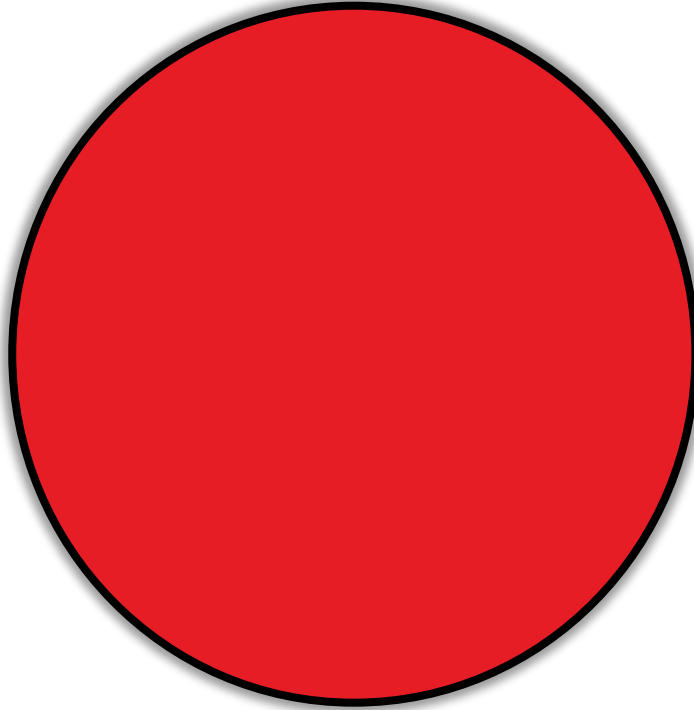
We cannot litter.

We do not talk in the hall.

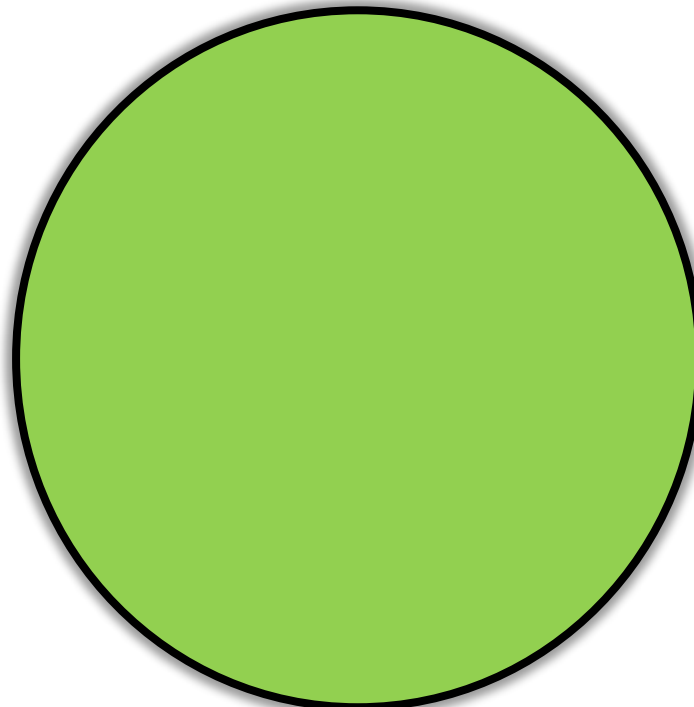
We listen to the teacher.

Cut on the solid lines and fold on the dotted line. Glue onto a popsicle stick.

Red Light

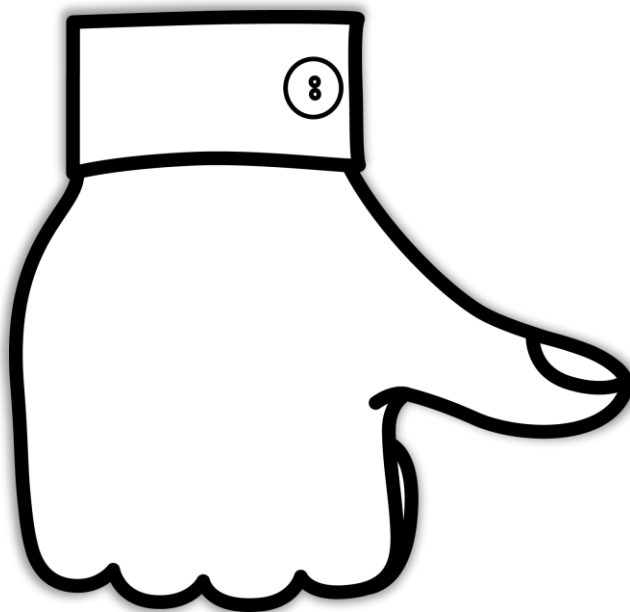


Green Light

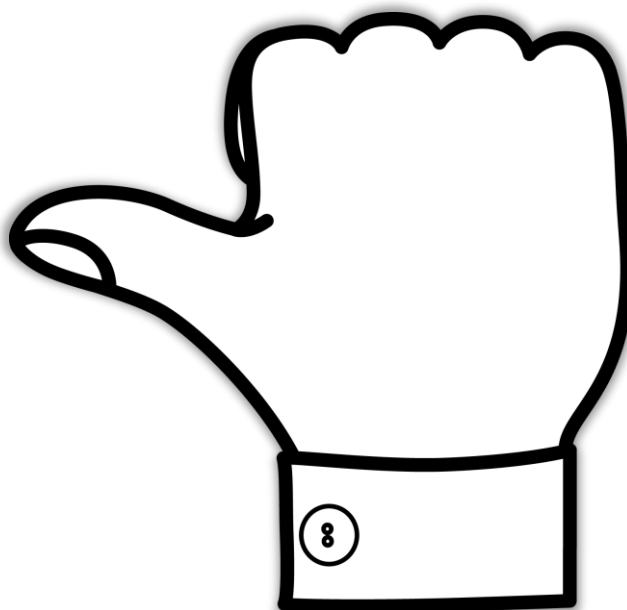


Cut on the solid lines and fold on the dotted line. Glue onto a popsicle stick.

Broke the law



Did not break the law



Social Studies

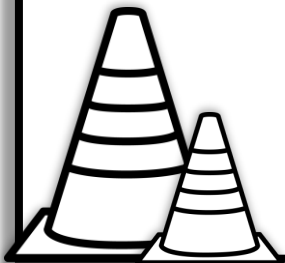


Social Studies

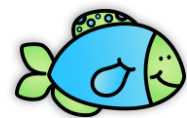
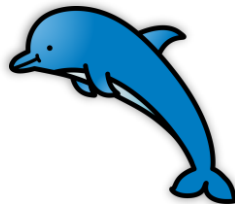
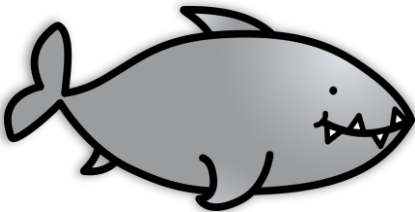
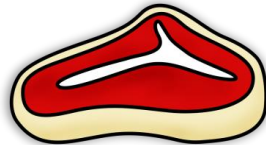
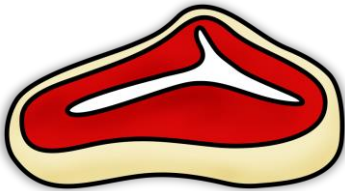
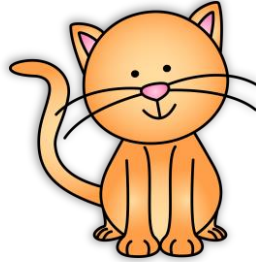




Our Game Plan:

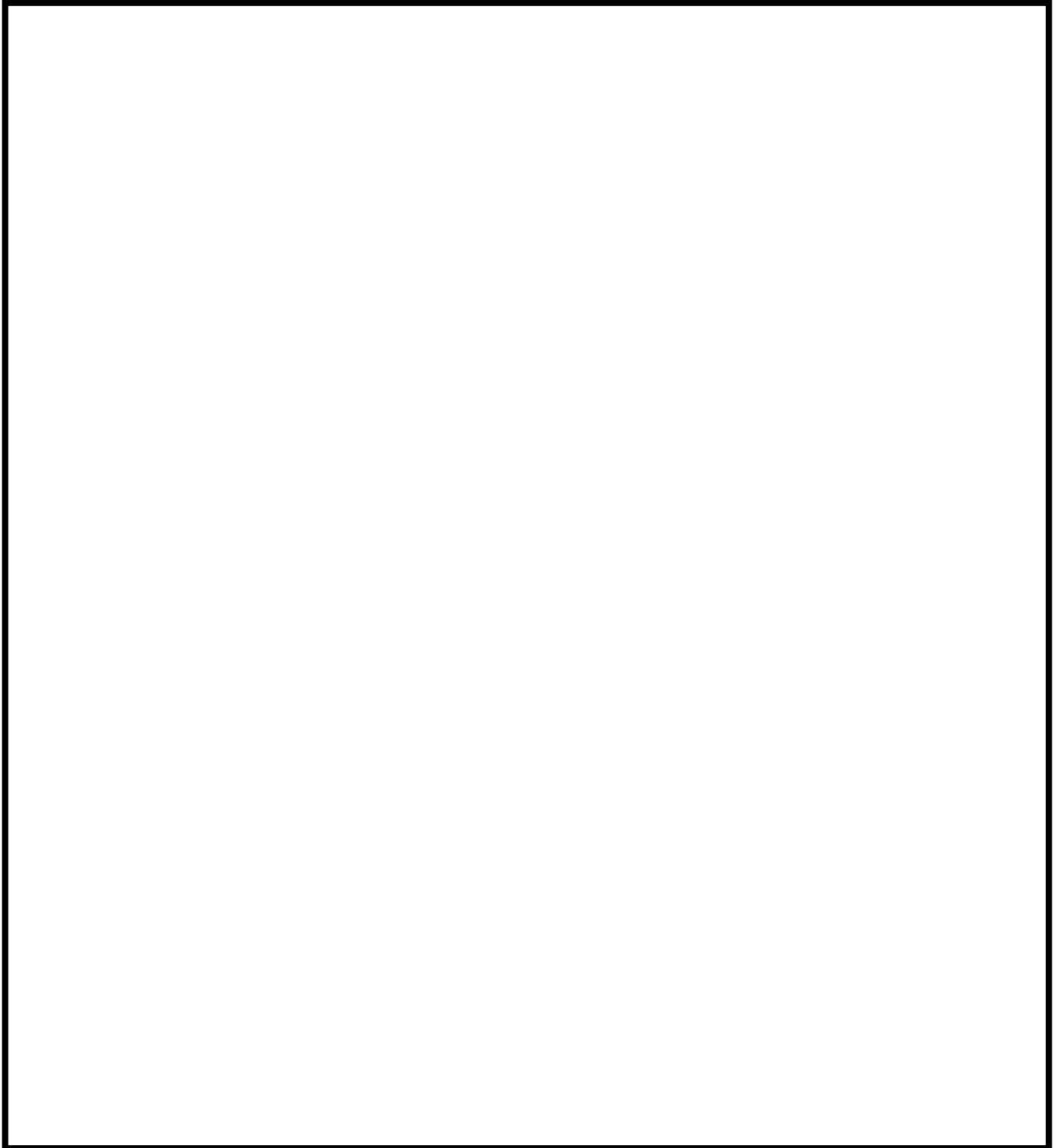


Social Studies



Name: _____

Directions: Draw a picture of you following a rule.



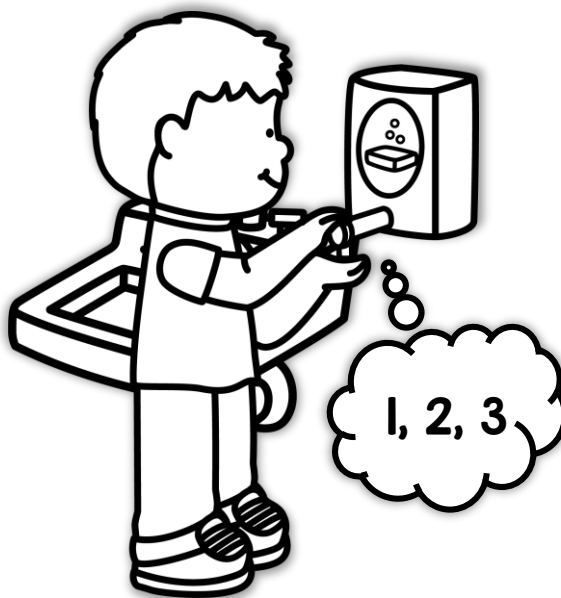
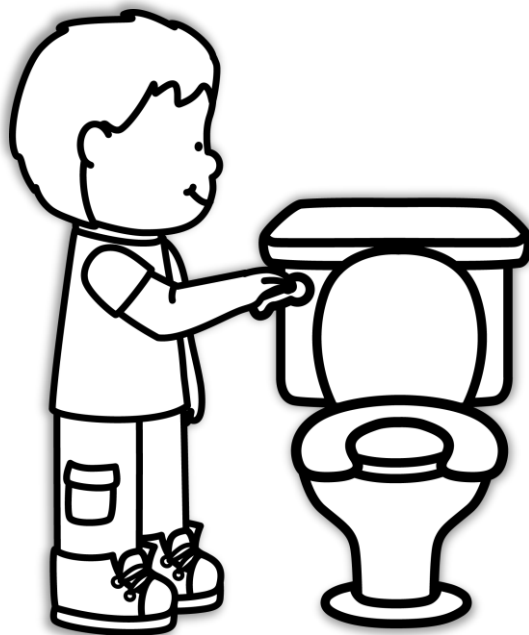
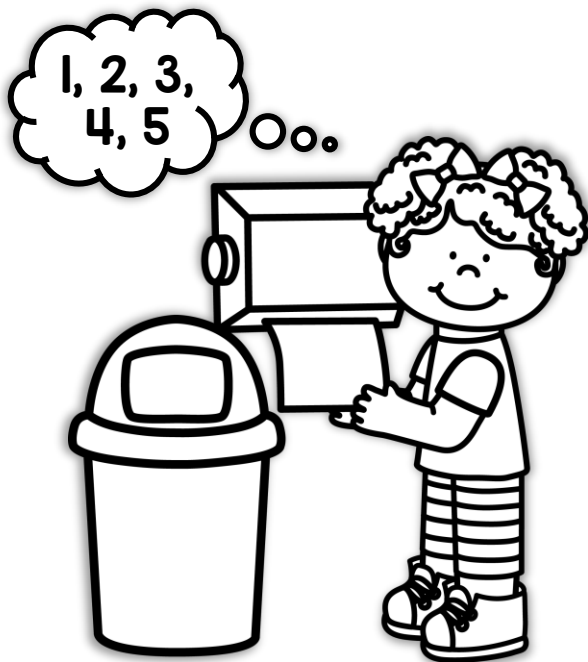
Directions: Illustrate and write about why rules are important.



Four sets of primary-ruled lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Directions: Color the rules being followed in the bathroom.

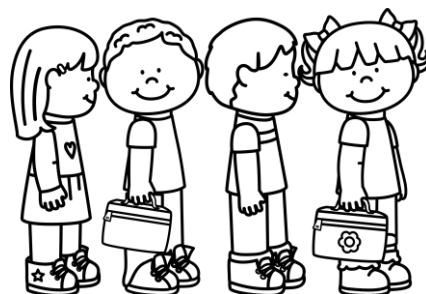
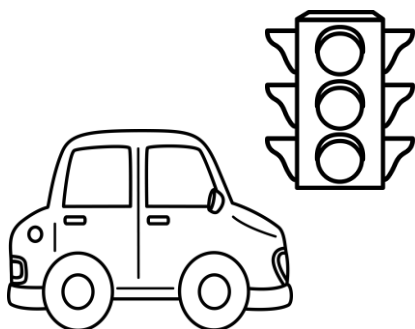
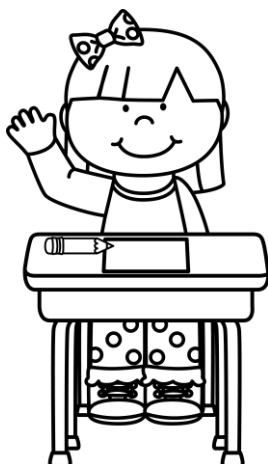
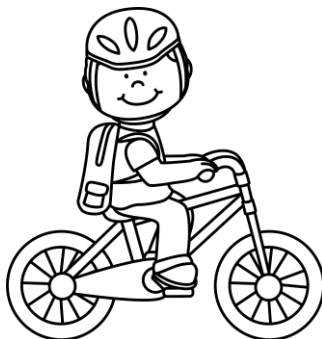
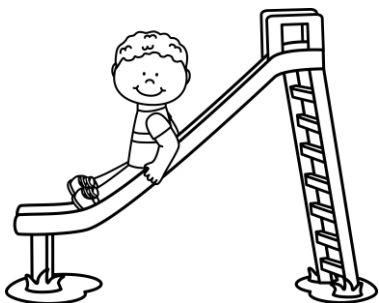


Directions: Illustrate and write to show who makes rules and why.



Four sets of primary-ruled lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Directions: Color laws red and rules blue.



Directions: Illustrate and write a comparison of laws and rules.



Four sets of primary-ruled lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Directions: Illustrate an authority figure at home or school.

Directions: Make a list of authority figures in your life.

1.

2.

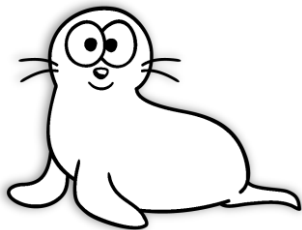
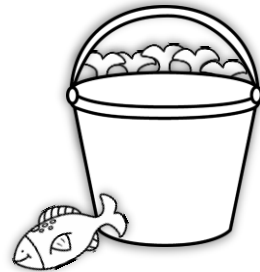
3.

4.

5.

6.

Directions: Illustrate an animal that would eat the food shown in each box.



Name: _____

Directions: Illustrate and write about what fairness means to you.



Four sets of primary-ruled lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Social Studies

<div> Unit: One Lessons 6-10 </div> <div> Social Studies Units </div>		
<p>Unit Big Idea: Students will listen to and participate in the demonstration and identification of positive characteristics of citizens.</p> <p>Week Theme: Citizens</p> <p>Vocabulary: responsibility, honesty, courage, respect, citizen</p> <p>Essential Questions:</p> <p>*How can I be a good citizen?</p> <p>*How do my actions change the way people think about me?</p> <p>Week “I can statements”:</p> <p><i>*I can be a good citizen.</i></p> <p><i>*I can identify how my actions change the way others think about me.</i></p>	Lesson 6: Responsibility	Lesson 7: Honesty
	<p>Introduction:</p> <p>Objective: Identify ways to show personal responsibility.</p> <p>Define the word “responsibility” as a class. Read “Little Critter: I Just Forgot.” After reading, sort Little Critter’s actions onto a chart (responsible/not responsible).</p>	<p>Introduction:</p> <p>Objective: Define and give examples of honesty.</p> <p>Read “Howard B. Wigglebottom and the Monkey on His Back.” After reading, discuss the story and what the class learned. Explain the metaphor of the monkey to the students. Ask students if they have ever felt that way before and allow them to share a story with a partner.</p>
	<p>Whole Group Lesson:</p> <p>Day One Objective: Students will determine how to be responsible in everyday life.</p> <ol style="list-style-type: none"> Discuss with students the Little Critter book. How could he be more responsible? Why is it important for him to be responsible? Is it okay to forget sometimes? Challenge students to think of ways to be responsible at school. Have them share ideas with their partner. Make a list of ways to be responsible on chart paper. Examples: Clean up, follow directions, bring materials to school, eat all of your lunch, do your work, make good choice even when the teacher isn’t looking, etc. 	<p>Whole Group Lesson:</p> <p>Day Two Objective: Students will identify characters showing honesty.</p> <ol style="list-style-type: none"> Take time to read each honesty mini story to the class. Stop after each story and ask the following questions: <ol style="list-style-type: none"> Did the character show honesty? How or how not? What should the character have done?
	<p>Activity:</p> <ol style="list-style-type: none"> Reread “Little Critter: I Just Forgot.” This time stop after each sentence and discuss why Little Critter’s actions were irresponsible. How could Little Critter have been more responsible? 	<p>Activity:</p> <ol style="list-style-type: none"> Call up a student or two. Describe a situation where a child may want to be dishonest and have the student(s) roleplay being honest. Possible situations: <ol style="list-style-type: none"> Broke a friends toy Found money on the playground Colored in a book Copied a friend’s paper Told friends they were moving Played in the bathroom
	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 6</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 7</p>

Unit One: Rules

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Lesson 8: Courage	Lesson 9: Respect	Lesson 10: Class Rules
<p>Introduction:</p> <p>Objective: Students will access prior knowledge about courage.</p> <p>Write the word "courage" in the center of your chart paper. Ask the students if they have heard this word and what it means to them. Record all answers onto the chart paper. Exclaim, "You just showed courage if you raised your hand and shared your thinking!"</p>	<p>Introduction:</p> <p>Objective: Students will access prior knowledge about respect.</p> <p>Write the word "respect" in the center of your chart paper. Ask the students if they have heard this word and what it means to them. Record all answers onto the chart paper.</p>	<p>Introduction:</p> <p>Objective: Students will reflect on what they have learned.</p> <p>Encourage students to think about what they have learned over the last unit (rules, laws, authority, respect, honesty, responsibility, etc.) Allow them to share with a partner and then share out to the class. Review anything the students may have forgotten.</p>
<p>Whole Group Lesson:</p> <p>Day Three Objective: Students will identify ways they can display courage in their lives.</p> <ol style="list-style-type: none"> 1. Tell students that today they will learn what it means to have courage and why it is important. 2. Read "Ish" to the class. 3. Explain to the class that Ramon showed courage when he would draw even though it wasn't right. He was so worried about getting it right and worried about being made fun of, but then he showed courage and just tried his best. 4. Define the word "courage" with the class. 5. Make a class list of ways to show courage. 	<p>Whole Group Lesson:</p> <p>Day Four Objective: Students will identify ways they can display respect in everyday life.</p> <ol style="list-style-type: none"> 1. Define the word respect as a class. 2. Ask students to think of ways they show respect every day. 3. Make a list of ways to show respect. 4. Call up a student or two. 5. Describe a situation where a child could display respect and encourage the students to role play. Possible situations: <ol style="list-style-type: none"> 1. Following directions 2. Sharing 3. Treating others the way they want to be treated 4. Taking care of school materials 	<p>Whole Group Lesson:</p> <p>Day Five Objective: Students will develop a set of rules for the classroom.</p> <ol style="list-style-type: none"> 1. Explain to the students that they will be working to develop a set of rules for the classroom. The rules must make the classroom fair, safe, and orderly. Explain that they have learned a lot about why rules are made and what it takes to be a good citizen. They need to think about all of this when they make the rules. 2. Work as a class to develop rules and justify them.
<p>Activity:</p> <ol style="list-style-type: none"> 1. Call up a student or two. 2. Describe a situation where a child could display courage and encourage the students to role play. Possible situations: <ol style="list-style-type: none"> 1. Reading a new book 2. Making a new friend 3. Raising their hand to answer a question 4. Asking a question in front of the class 5. Telling the truth 6. Going down a tall slide 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Read "Hey, Little Ant" to the class. 2. Have students respond on page 9 in their reflection journals. 3. Let students share their work with partners and the class. 4. Discuss how the boy can show respect. Pay special attention to the part in the story when the ant asks the boy to pretend the roles were reversed (golden rule). 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Give each student a piece of white construction paper and encourage them to make a poster about one of the rules. (You may need to assign a rule to each student to make sure that all of the rules are covered.) 2. Share posters and display them in the room.
<p>Independent Practice:</p> <p>Respond in student reflection log pg. 8</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 9</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 10</p>

**He brushed his
teeth.**

**He got ready for
school.**

**He put his dishes
in the sink.**

**He got on the bus
on time.**

**He wore his
raincoat.**

He took a bath.

**He went to bed
on time.**

**He didn't make
his bed.**

**He didn't clean up
after himself.**

**He didn't feed
the pets.**

**He forgot his
lunch.**

**He didn't wear
his boots.**

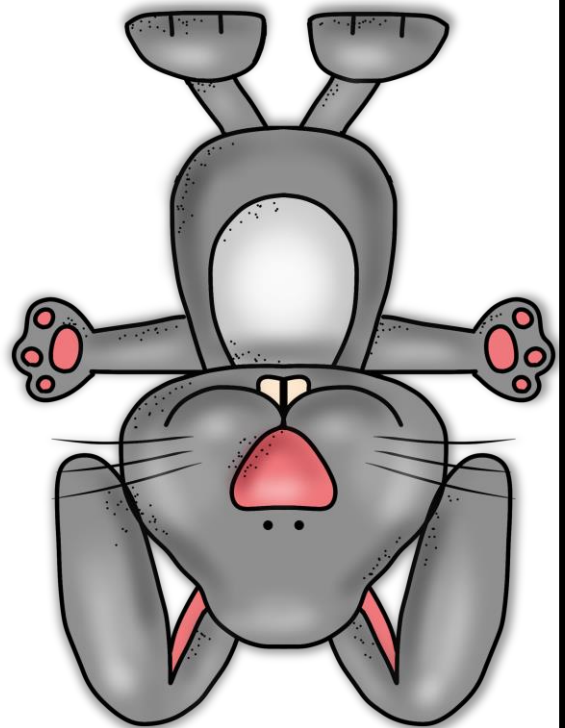
**He didn't turn off
the water.**

**He didn't water
the plants.**

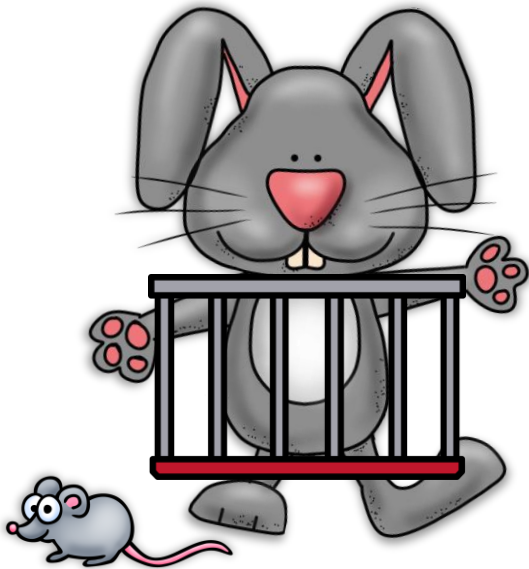
**Howard
Tells the
Truth**



**Howard
Doesn't
Tell the
Truth**



Howard says the mouse escaped.



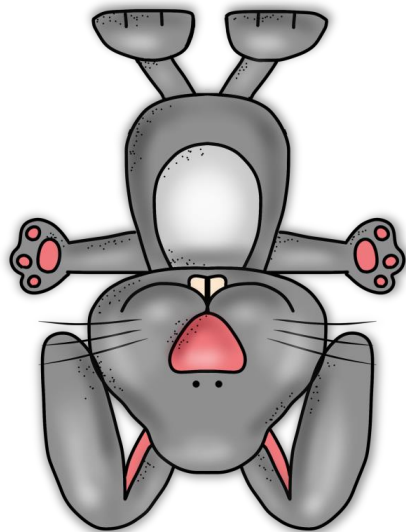
A ball hits the car.



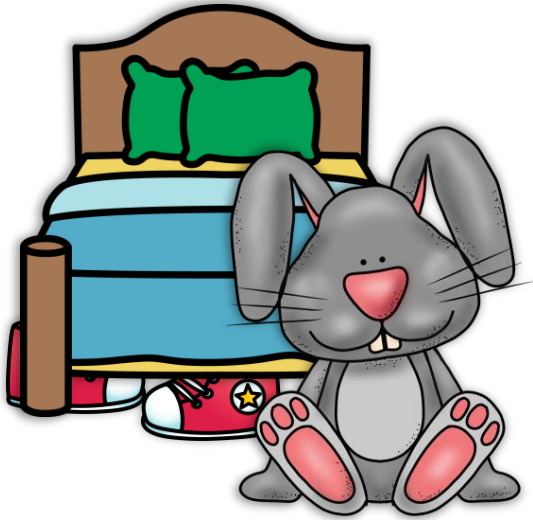
His dad is Spiderman.



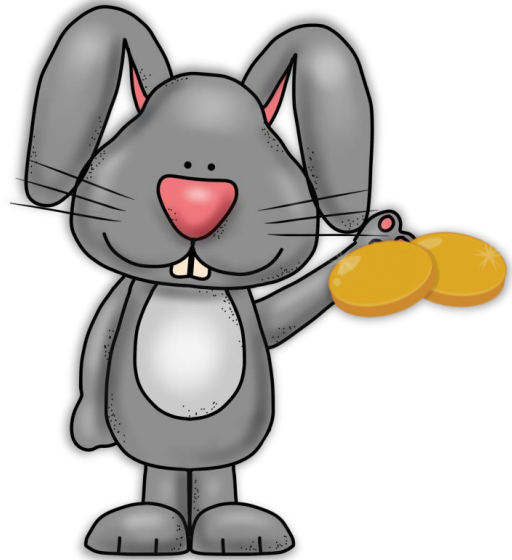
His ears turn into a helicopter.



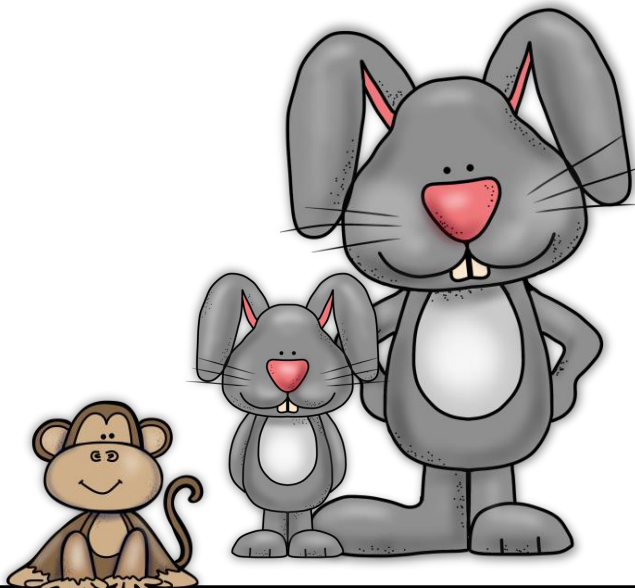
Howard hid his shoes.



Howard found two gold coins.

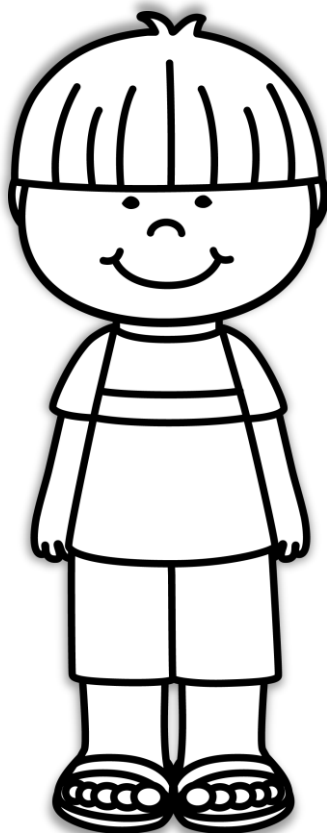


Howard tells his dad about the monkey on his back.



Honesty Story #1

Josh really wanted everyone to think that he was cool. Everyday he told people things like, "I got a dirt bike today" and "I can go faster than a cheetah!" and "My real name is Flash, but I go by Josh because it is a secret."



I have
my own
airplane!

Honesty Story #2

Kelly and her friend, Jade, were playing at recess when Sophia asked to play with them. Kelly and Jade didn't want to play with her so they told her no. When Mrs. Lingo saw Sophia crying, she asked her what was wrong and found out about what Kelly and Jade had done. When Mrs. Lingo asked Kelly and Jade, they both started crying and told her that they didn't want to play with Sophia.



Name: _____

Directions: Illustrate Little Critter being responsible.

Directions: Illustrate and write to show Little Critter being responsible.



Four sets of primary-ruled lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Directions: Illustrate how Howard felt before and after he was honest.

Before:

After:

Directions: Illustrate and write about how Howard felt before and after he was honest.



Four sets of primary-ruled lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

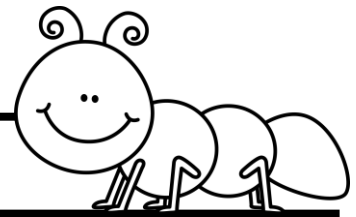
Directions: Illustrate to show how you can show courage.

Directions: Illustrate and write about how you can show courage.



Four sets of primary-ruled lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

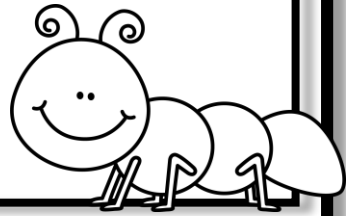
Name: _____



Directions: Illustrate what the boy should do.

Name: _____

Directions: Illustrate and write about what the boy should do.



Name: _____

Directions: Illustrate to show why rules are important.

Directions: Illustrate and write about why rules are important.

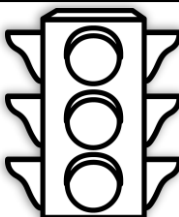


Four sets of primary-ruled lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

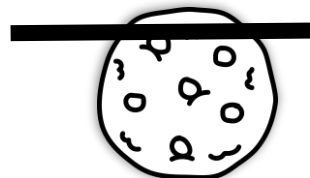
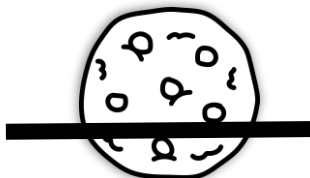
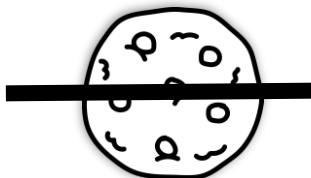
Which picture shows an authority figure at school?



Which picture does NOT show a law?



Which picture shows a fair way to split the cookie?



Which picture shows a rule of the classroom?



Which picture shows someone NOT following the rules?



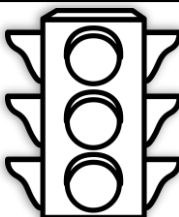
Rules Assessment Tracker

Student	Score	Question 1: authority figure	Question 2: law	Question 3: fair	Question 4: rules	Question 5: rules
	/5					
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	/5					
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	/5					

Which picture shows an authority figure at school?



Which picture does NOT show a law?



How can you be fair when sharing a cookie with a friend?

What is a rule of the classroom?

What might happen if someone doesn't follow the rules?

Rules Assessment Tracker

Student	Score	Question 1: authority figure	Question 2: law	Question 3: fair	Question 4: rules	Question 5: rules
	/5					
	/5					
	/5					
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	/5					

Social Studies



rule

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law

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authority

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fair

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responsibility

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Social Studies



honesty

©TARA WEST

Social Studies



courage

©TARAWEST

Social Studies



respect

©TARAWEST



citizen

Read Aloud Book List

Book	Purchase	Online
Howard B Wigglebottom Learns to Listen by Howard Binkow	Here	Here
I Just Forgot by Mercer Mayer	Here	Here
Howard B Wigglebottom and the Monkey on His Back by Howard Binkow	Here	Here
Ish by Peter H. Reynolds	Here	Here
Hey, Little Ant by Phillip M. Hoose	Here	Here
Fair is Fair by Sonny Varela*	Here	Here

*This book is out of paper print. The purchase link goes to a paid \$4.99 eBook version of the book. The eBook version can be displayed on any computer/whiteboard, etc.

**Unit One:
Rules**

**Unit Two:
United States**

**Unit Three:
Maps**

**Unit Four:
Cultures**

**Unit Five:
Economics**

**Unit Two:
Community**