

# Kindergarten Social Studies

UNIT: TWO  
U.S.A.



# KinderSocialStudies™

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Store: <http://www.teacherspayteachers.com/Store/Tara-West>

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.

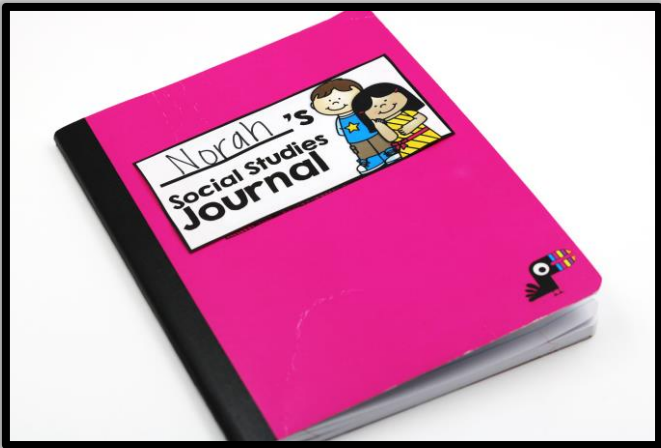
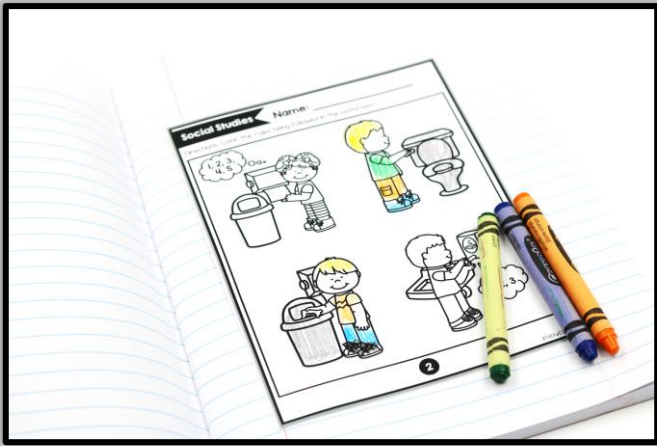
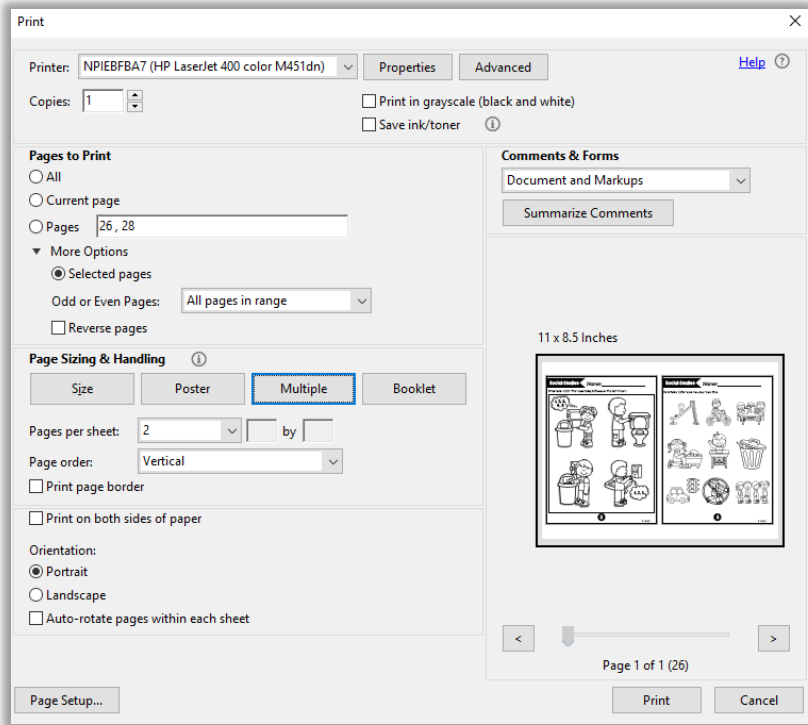
KinderSocialStudies encourages a daily routine, but please know that as the teacher you can adjust the lessons and make them best work for your daily schedule and time allotment. Within each lesson the students will partake in a quick lesson opener, whole-group skill lesson and the students will take 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 2: United States- Week 1	
Lesson 1	American Symbols
Lesson 2	Presidents
Lesson 3	American Flag
Lesson 4	Democracy
Lesson 5	Respecting Rights

Unit 2: Communities- Week 2	
Lesson 6	Communities
Lesson 7	Helping the Community
Lesson 8	My Community
Lesson 9	Community Helpers
Lesson 10	Meet a Helper



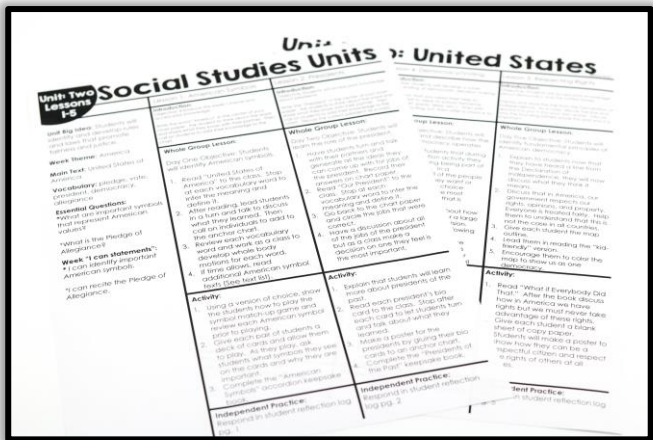
Print the student response sheets in “multiple” format to save on paper and get the sheets to fit nicely into a composition notebook. Select print and type in the page numbers. Next, select “multiple” and hit print. This will reformat the practice sheets to print two to a sheet. This will allow less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



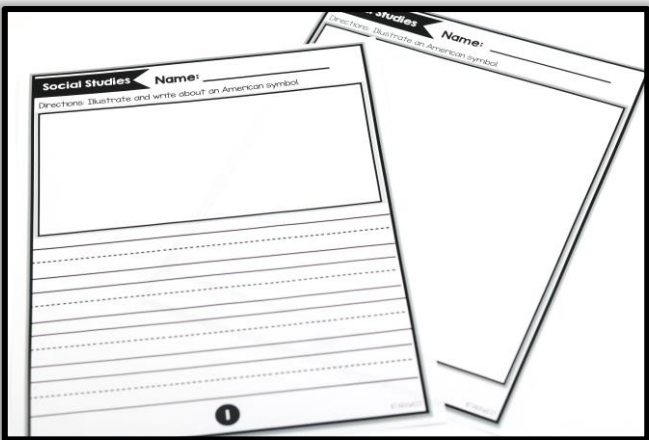


# Social Studies

## Unit 2 Pictures:



10 days of scripted lesson plans



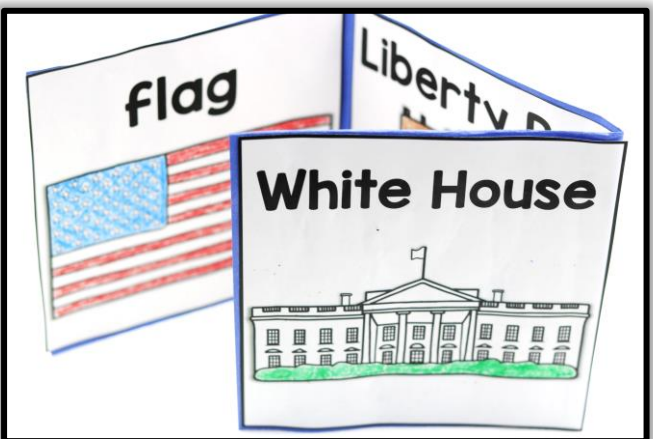
Differentiated practiced sheets (K/I)



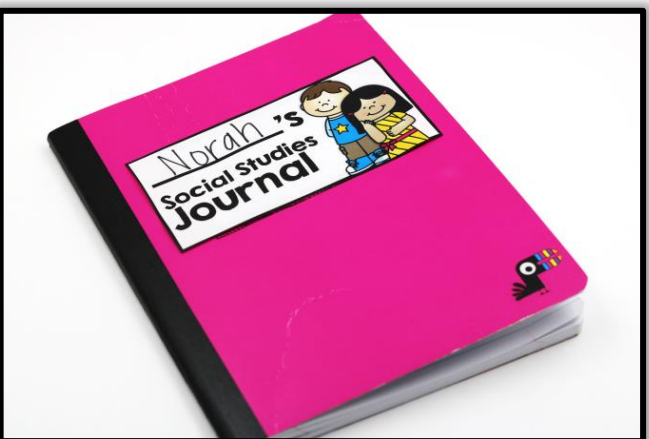
Custom written PowerPoint Books



Unit vocabulary cards

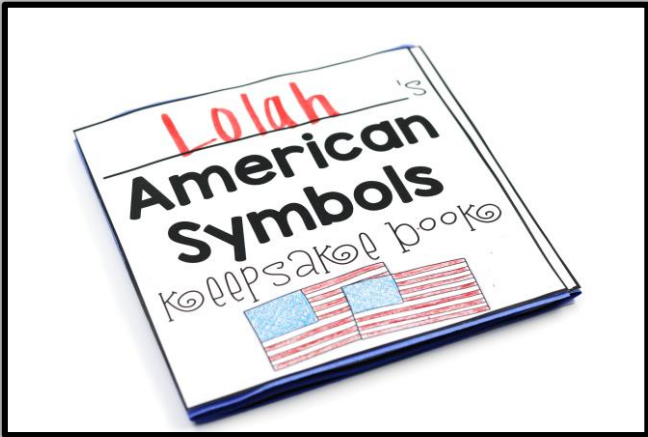


Included lesson pieces

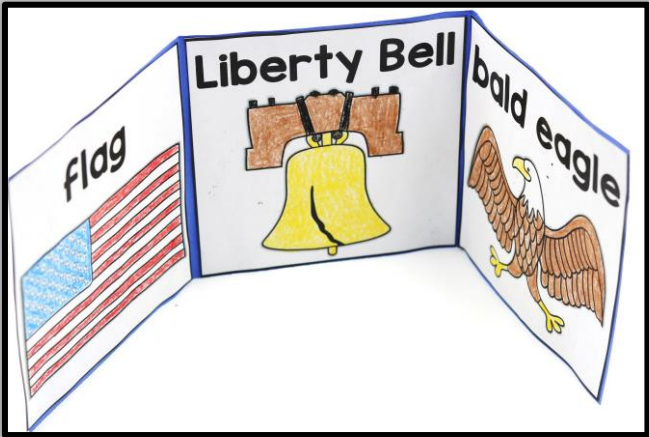


Social Studies journal labels

Unit 2 Pictures:



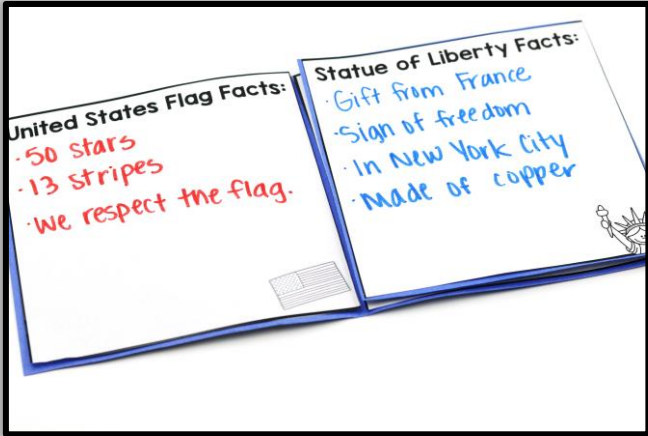
Kindergarten symbols book



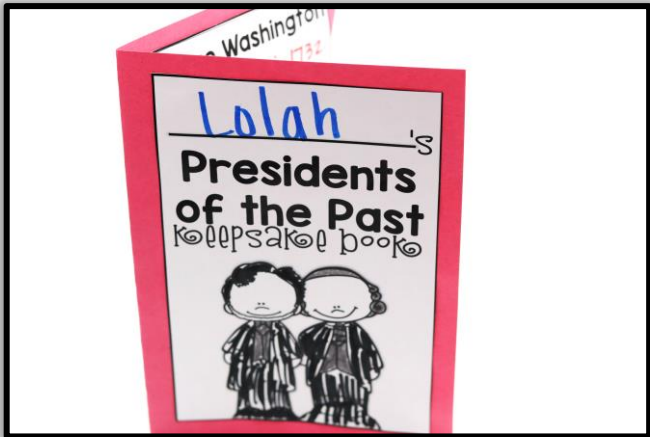
Kindergarten symbols book



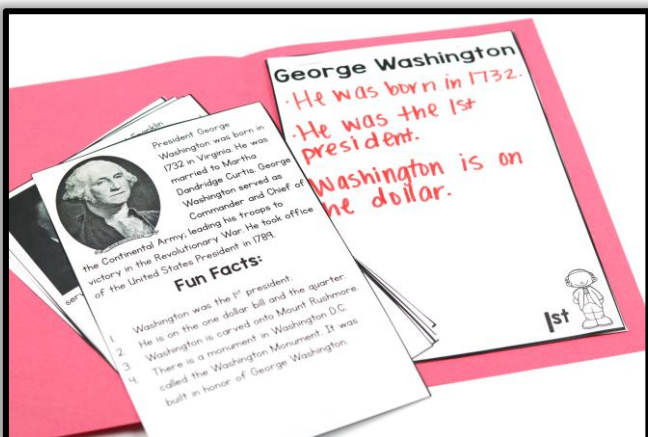
Kindergarten president book



First grade symbols book



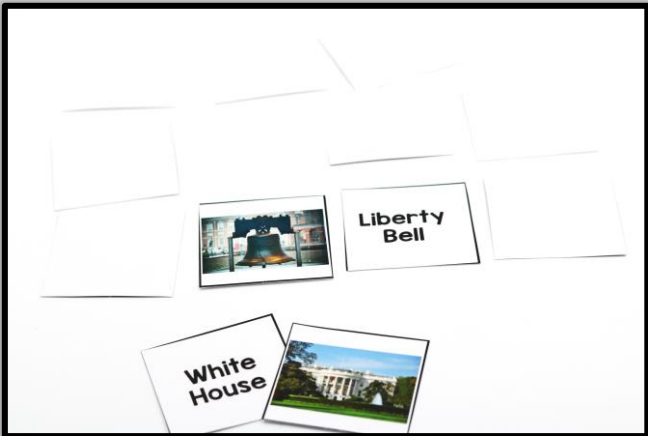
First grade president book



First grade president book



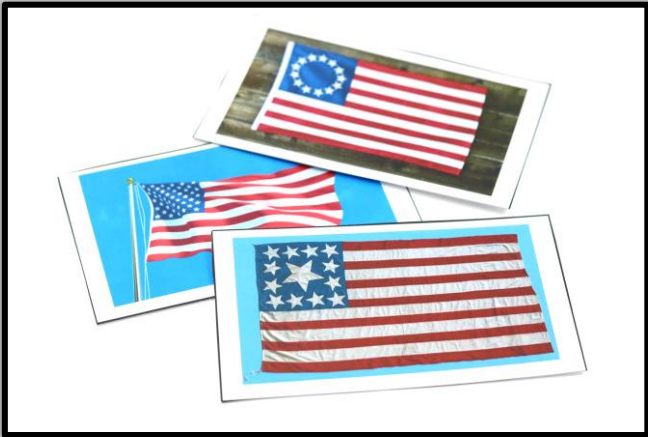
Unit 2 Pictures:



Lesson 1: American Symbol Match



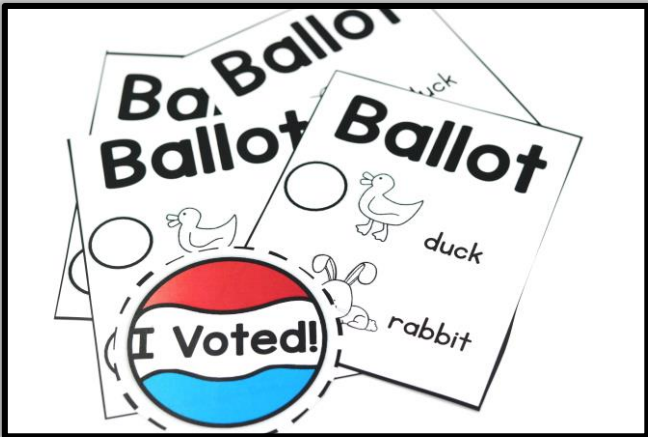
Lesson 1: American Symbol Label



Lesson 3: American Flag History



Lesson 3: American Flag Tissue Craft



Lesson 4: Duck or rabbit voting

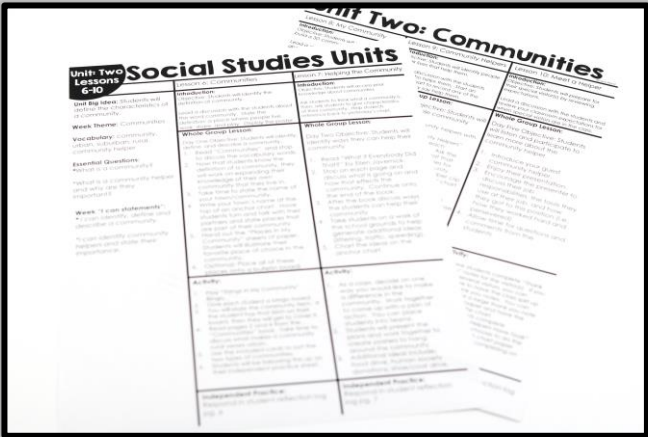


Lesson 5: Respecting democracy



# Social Studies

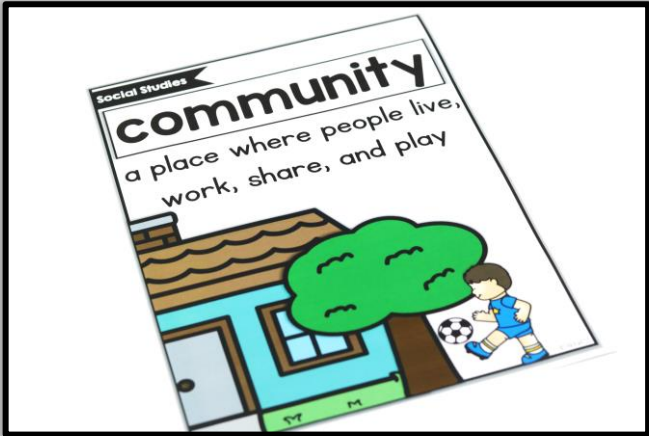
## Unit 2 Pictures:



10 days of scripted lesson plans



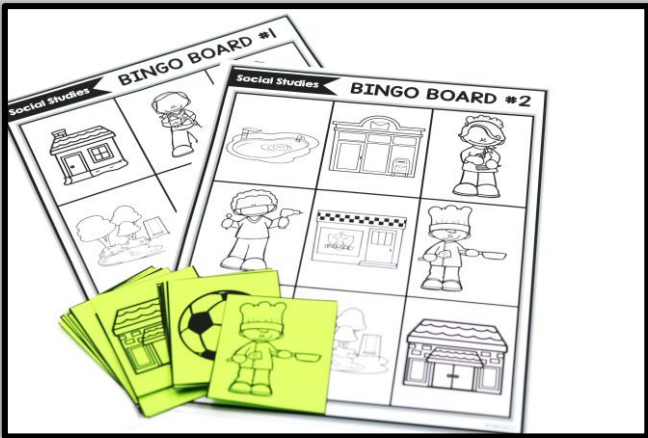
Custom written PowerPoint Books



Lesson poster



Included lesson pieces



Included lesson pieces



Unit vocabulary cards



Community Instructions and Parent Letter



"Bagged" Community Buildings



"Bagged" Community Buildings



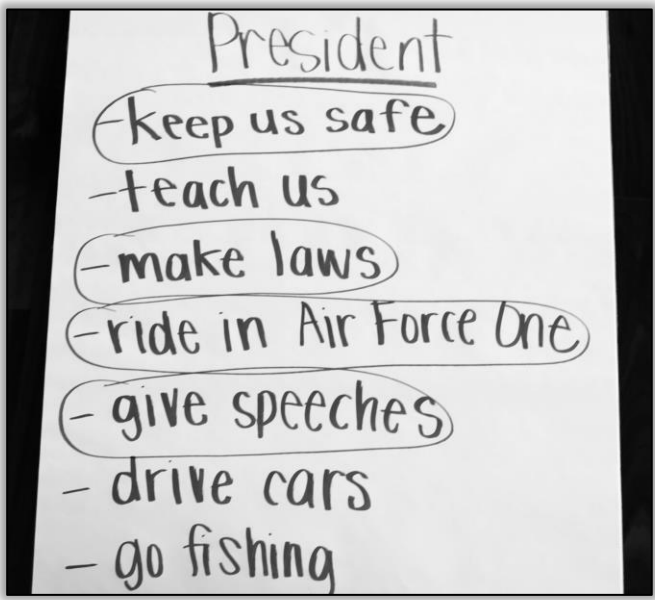
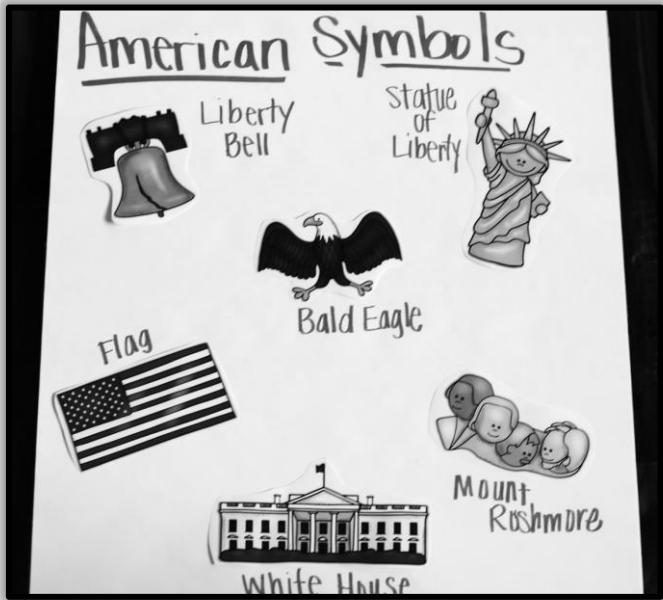
"Bagged" Community Houses



Student made community businesses

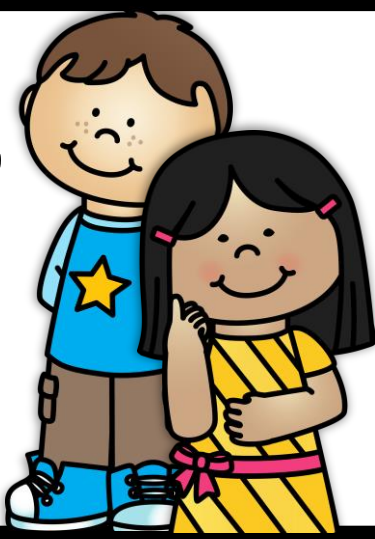


3D replica community





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**Social Studies  
Journal**



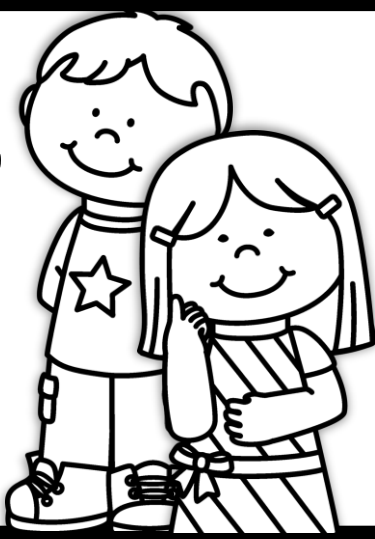
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**Social Studies  
Journal**



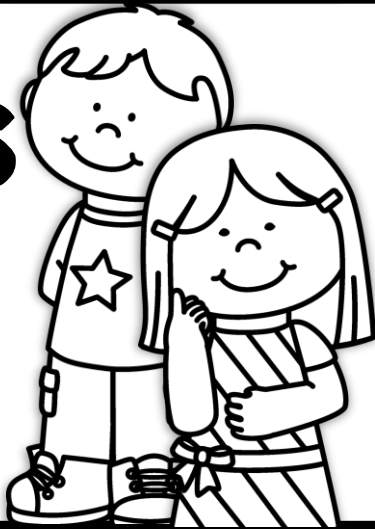
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**Social Studies  
Journal**



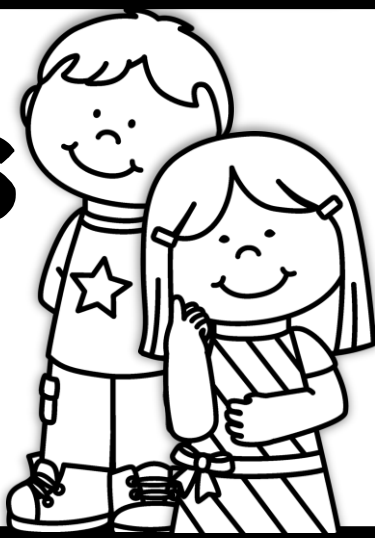
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**Social Studies  
Journal**



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**Social Studies  
Journal**



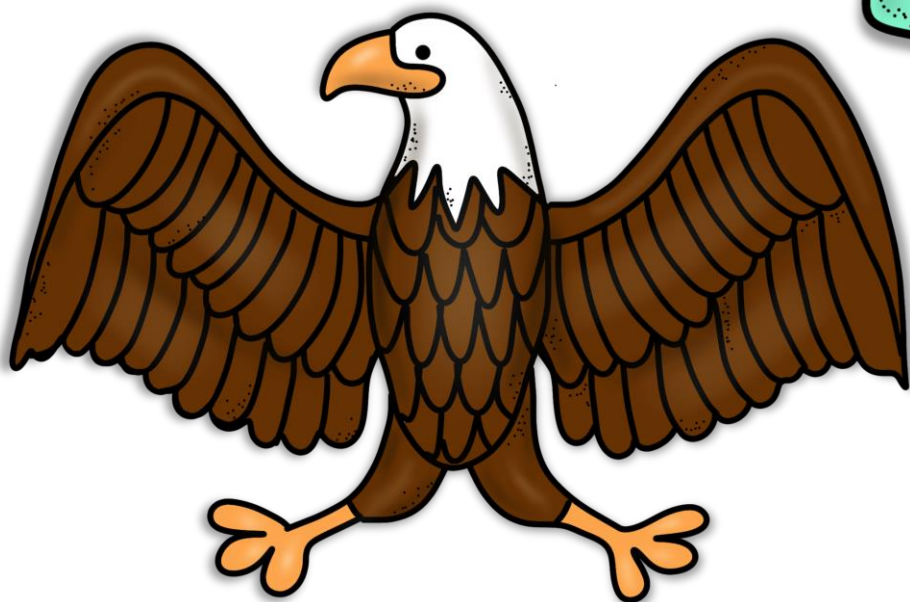
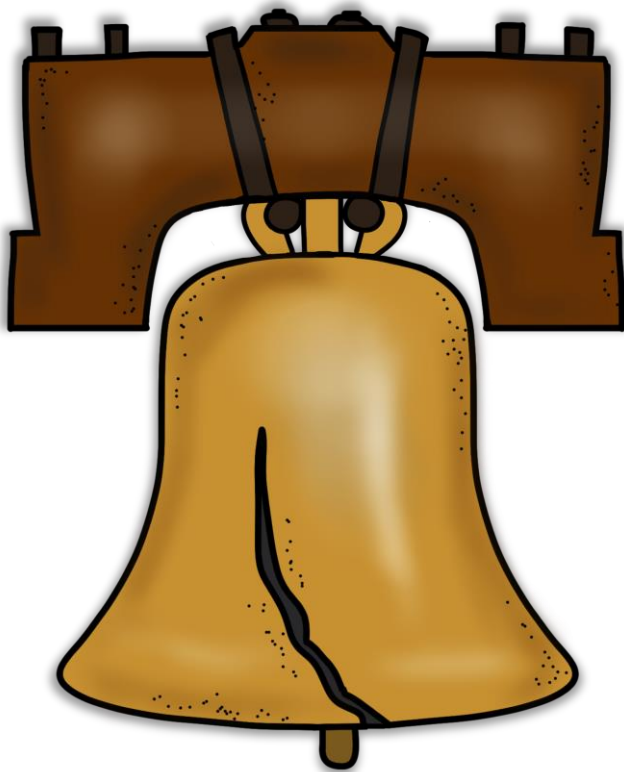
<div> Unit: Two Lessons 1-5 Social Studies Units </div>		
<p><b>Unit Big Idea:</b> Students will identify and develop rules and laws that promote fairness and justice.</p> <p><b>Week Theme:</b> America</p> <p><b>Main Text:</b> United States of America</p> <p><b>Vocabulary:</b> pledge, vote, president, democracy, allegiance</p> <p><b>Essential Questions:</b></p> <p>*What are important symbols that represent American values?</p> <p>*What is the Pledge of Allegiance?</p> <p><b>Week "I can statements":</b></p> <p><i>* I can identify important American symbols.</i></p> <p><i>*I can recite the Pledge of Allegiance.</i></p>	Lesson 1: American Symbols	Lesson 2: Presidents
	<p><b>Introduction:</b></p> <p>Objective: Introduce the week's theme and access prior knowledge.</p> <p>Write the word "America" in the center of your chart paper. Ask student to think about the word and share what they know with their partner. Then call on students to add their knowledge to the chart.</p>	<p><b>Introduction:</b></p> <p>Objective: Students will access prior knowledge about presidents.</p> <p>Write the "President" in the center of your chart paper. Ask students to think about the word and share what they know with their partner. Then call on students to add their knowledge to the chart. Discuss the current president as a class.</p>
	<p><b>Whole Group Lesson:</b></p> <p>Day One Objective: Students will identify American symbols.</p> <ol style="list-style-type: none"> <li>Read "United States of America" to the class. Stop at each vocabulary word to infer the meaning and define it.</li> <li>After reading, lead students in a turn and talk to discuss what they learned. Then call on individuals to add to the anchor chart.</li> <li>Review each vocabulary word and work as a class to develop whole body motions for each word.</li> <li>If time allows, read additional American symbol texts (See text list).</li> </ol>	<p><b>Whole Group Lesson:</b></p> <p>Day Two Objective: Students will learn the role of the president.</p> <ol style="list-style-type: none"> <li>Have students turn and talk with their partners and generate all the ideas they can come up with for jobs of the president. Record their answers on chart paper.</li> <li>Read "Our President" to the class. Stop at each vocabulary word to infer the meaning and define it.</li> <li>Go back to the chart paper and circle the jobs that were correct.</li> <li>Have a discussion about all of the jobs of the president but as a class make a decision on one they feel is the most important.</li> </ol>
	<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>Using a version of choice, show the students how to play the symbol match-up game and review each American symbol prior to playing.</li> <li>Give each pair of students a deck of cards and allow them to play. As they play, ask students what symbols they see on the cards and why they are important.</li> <li>Complete the "American Symbols" accordion keepsake book.</li> </ol>	<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>Explain that students will learn more about presidents of the past.</li> <li>Read each president's bio card to the class. Stop after each card to let students turn and talk about what they learned.</li> <li>Make a poster for the presidents by gluing their bio cards to an anchor chart.</li> <li>Complete the "Presidents of the Past" keepsake book.</li> </ol>
	<p><b>Independent Practice:</b></p> <p>Respond in student reflection log pg. 1</p>	<p><b>Independent Practice:</b></p> <p>Respond in student reflection log pg. 2</p>

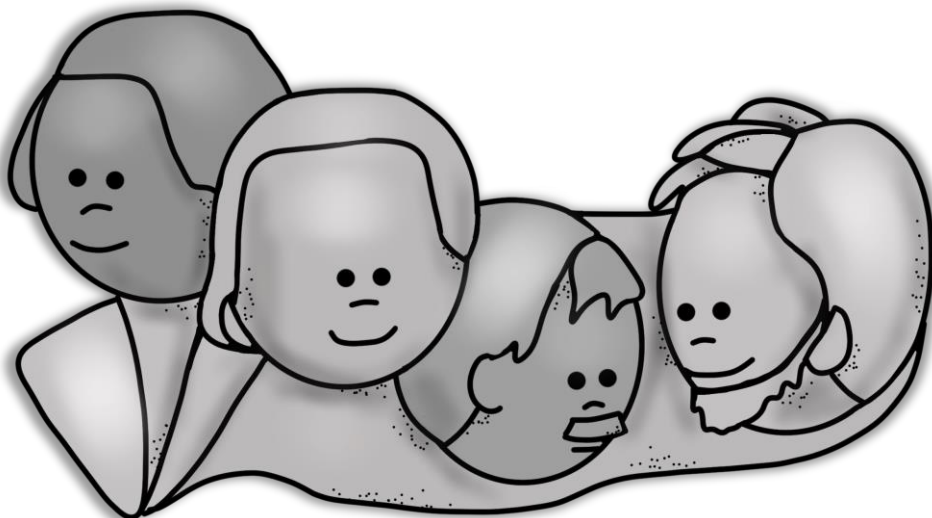
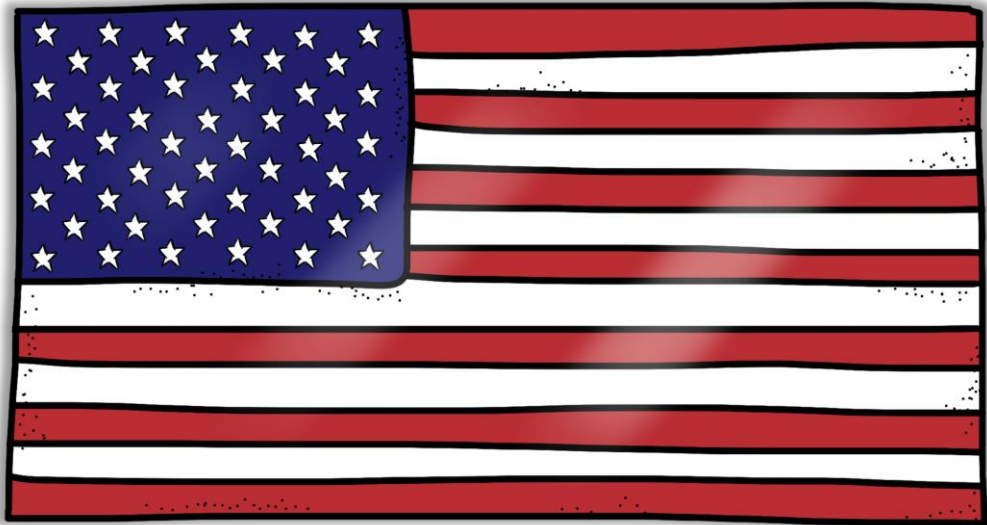


# Unit Two: United States

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Lesson 3: American Flag	Lesson 4: Democracy/Voting	Lesson 5: Respecting Rights
<p><b>Introduction:</b></p> <p>Objective: Students will recite the Pledge of Allegiance and determine its importance.</p> <p>Encourage the students to stand and say the Pledge of Allegiance. Ensure that they hold their right hand over their heart and know the words. Discuss what the pledge means and why we say it.</p>	<p><b>Introduction:</b></p> <p>Objective: Students will develop a loose understanding of democratic decision making.</p> <p>Tell students that you need their help to decide what to wear to school tomorrow (color of shirt, pants, dress, etc.). Start with them just shouting out, then offer a chance to vote.</p>	<p><b>Introduction:</b></p> <p>Objective: Students will access prior knowledge about democracy and the United States.</p> <p>Display and read the line from the Declaration of Independence. As a class, discuss the line and reword it to put it into your own words. Discuss why the founding fathers wrote this and why it is important.</p>
<p><b>Whole Group Lesson:</b></p> <p>Day Three Objective: Students will understand the history of the flag and describe flag etiquette.</p> <ol style="list-style-type: none"> <li>1. Read pages 3-5 of the "United States of America" book. Discuss the term "etiquette" and what exactly that means. Use the word respect to explain etiquette in kid-friendly terms.</li> <li>2. Play the National Anthem (Star Spangled Banner) for the class and ask them if they have heard it before.</li> <li>3. Take time to discuss the history of the flag by showing the flag sequencing pictures.</li> <li>4. Explain the parts of the flag: the stripes and the stars.</li> </ol>	<p><b>Whole Group Lesson:</b></p> <p>Day Four Objective: Students will understand and describe how the American democracy operates.</p> <ol style="list-style-type: none"> <li>1. Explain to students that during the introduction activity they were practicing being part of a democracy. In a democracy, all of the people vote for what they want or think is right. The choice decided on by the most people is the one that is selected.</li> <li>2. Lead a discussion about how this is the best way for a large group to make a decision.</li> <li>3. Lead a vote on the following topics:               <ol style="list-style-type: none"> <li>1. Ice cream or cake</li> <li>2. Gym or computers</li> <li>3. Talking in the hall or not talking in the hall</li> </ol> </li> </ol>	<p><b>Whole Group Lesson:</b></p> <p>Day Five Objective: Students will identify fundamental principles of American democracy.</p> <ol style="list-style-type: none"> <li>1. Explain to students now that they have heard a line from the Declaration of Independence, they will now discuss what they think it means.</li> <li>2. Discuss that in America, our government respects our rights, opinions, and property. Everyone is treated fairly. Help them to understand that this is not the case in all countries.</li> <li>3. Give each student the map outline.</li> <li>4. Lead them in reading the "kid-friendly" version.</li> <li>5. Encourage them to color the map to show us as one democracy.</li> </ol>
<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. (Optional team building craft) Gather supplies: white crepe paper streamers, red crepe paper streamers, one 12 x 18 sheet of blue construction paper, 50 "student constructed" stars. Students will work together to cut the streamers as the strips and glue them down on the blue paper making sure to leave the top corner uncovered for stars.</li> <li>2. Craft option two: Torn tissue paper flag craft. Gather included flag template and red/white/blue tissue paper.</li> </ol>	<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Read "Duck! Rabbit!" to the class.</li> <li>2. Allow students time to discuss with their partners if they think it is a duck or a rabbit.</li> <li>3. Ask one student to stand and state why they think it is a duck and one for why it is a rabbit.</li> <li>4. Lead a vote to decide if it is a duck or a rabbit using the included ballot slips.</li> <li>5. Tally the votes and announce the winner. Verify this is the one and only winner.</li> </ol>	<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Read "What if Everybody Did That." After the book discuss how in America we have rights but we must never take advantage of these rights.</li> <li>2. Give each student a blank sheet of copy paper. Students will make a poster to show how they can be a respectful citizen and respect the rights of others at all times.</li> </ol>
<p><b>Independent Practice:</b></p> <p>Respond in student reflection log pg. 3</p>	<p><b>Independent Practice:</b></p> <p>Respond in student reflection log pg. 4</p>	<p><b>Independent Practice:</b></p> <p>Respond in student reflection log pg. 5</p>







# Social Studies





**Liberty  
Bell**



**Statue of  
Liberty**

**Mount  
Rushmore**



**White  
House**



**flag**

**bald  
eagle**



**Liberty Bell**

**Statue of Liberty**

**bald eagle**

**flag**

**White House**





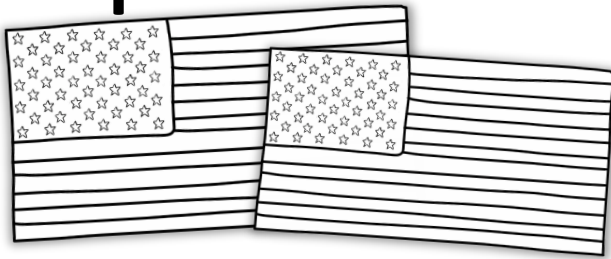






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# American Symbols keepsake book



Instructions: Fold a 12 x 18 inch sheet of construction paper down the middle horizontally. Next, fold that half into thirds.

1<sup>st</sup>



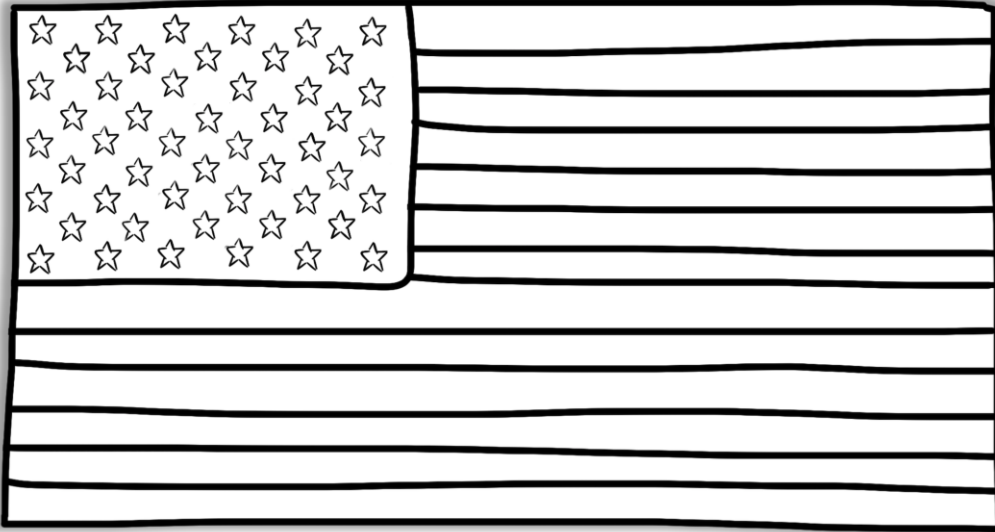
2<sup>nd</sup>



3<sup>rd</sup>

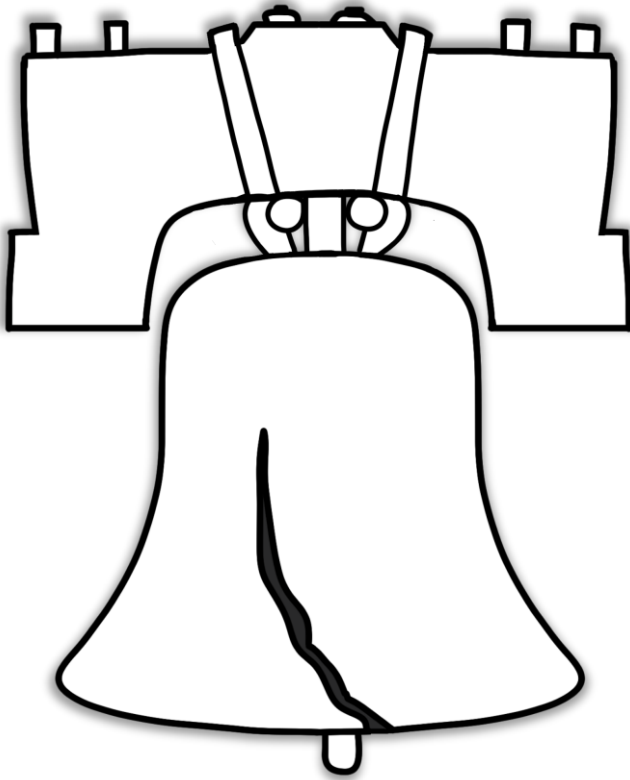


# flag

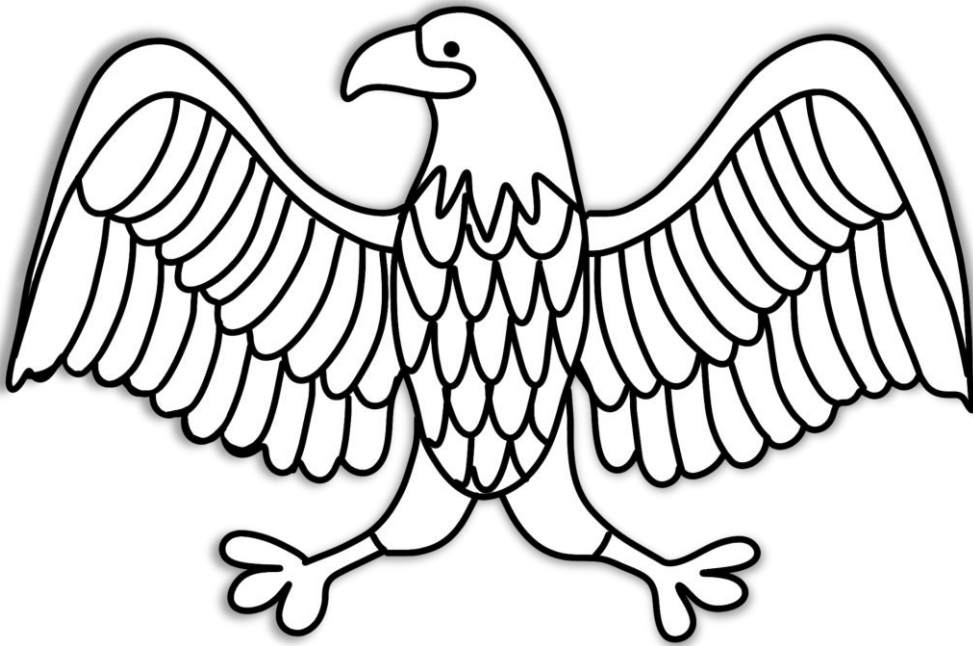




# Liberty Bell



# **bald eagle**



# Statue of Liberty





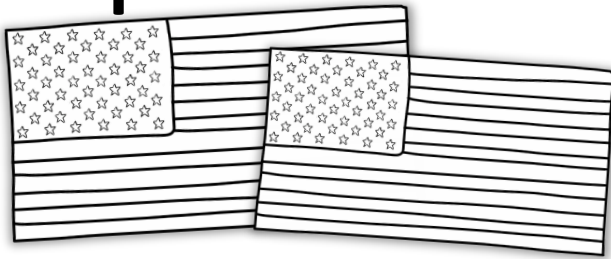
# White House



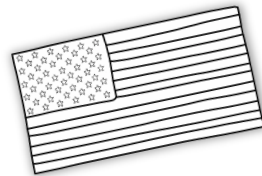
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# American Symbols

keepsake book

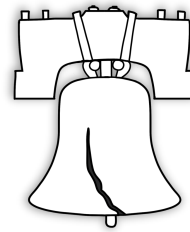


# United States Flag Facts:





# Liberty Bell Facts:



# Bald Eagle Facts:



# Statue of Liberty Facts:



# White House Facts:

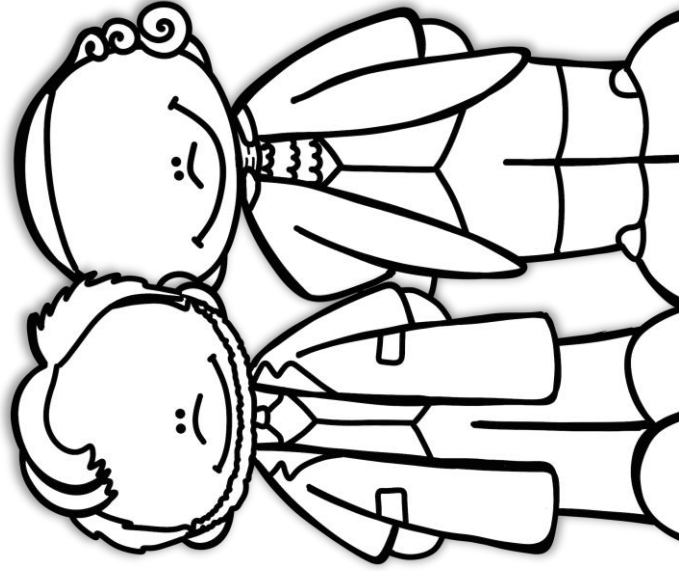




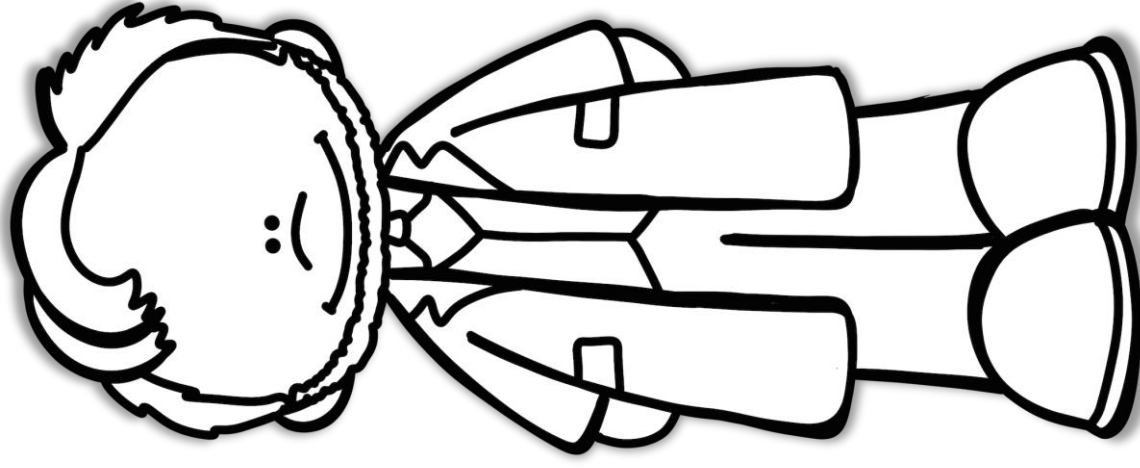
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# Presidents of the Past

keepsake book

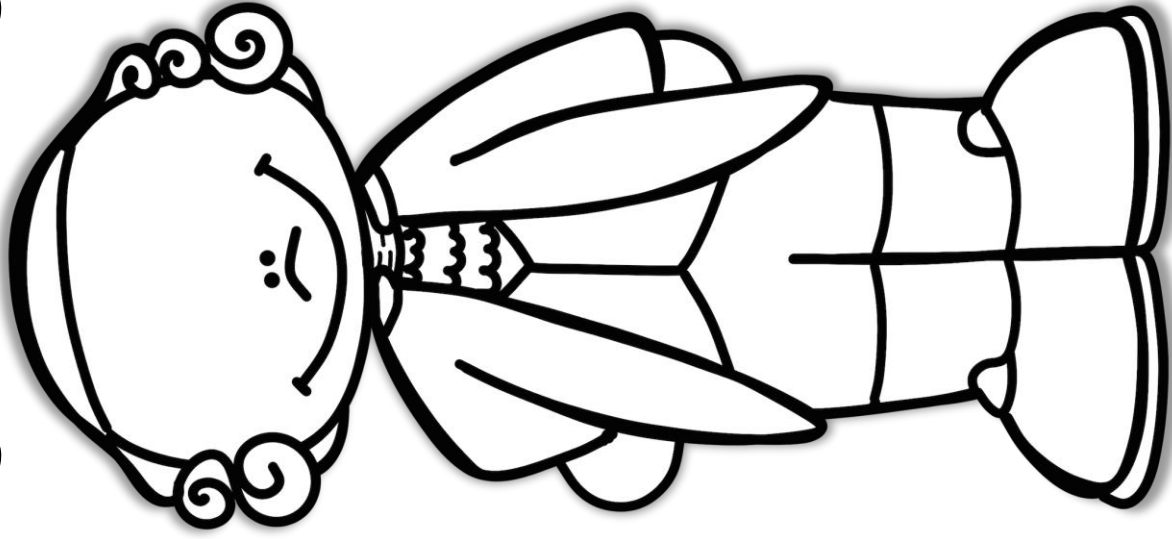


Abraham Lincoln



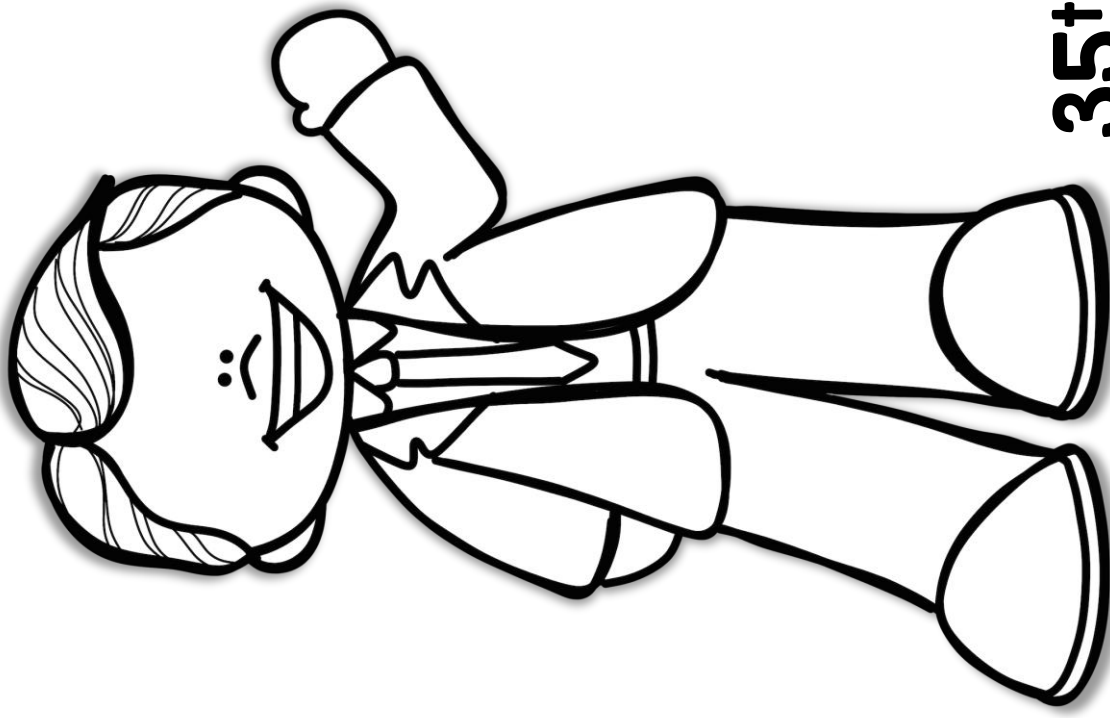
16<sup>th</sup>

**George Washington**



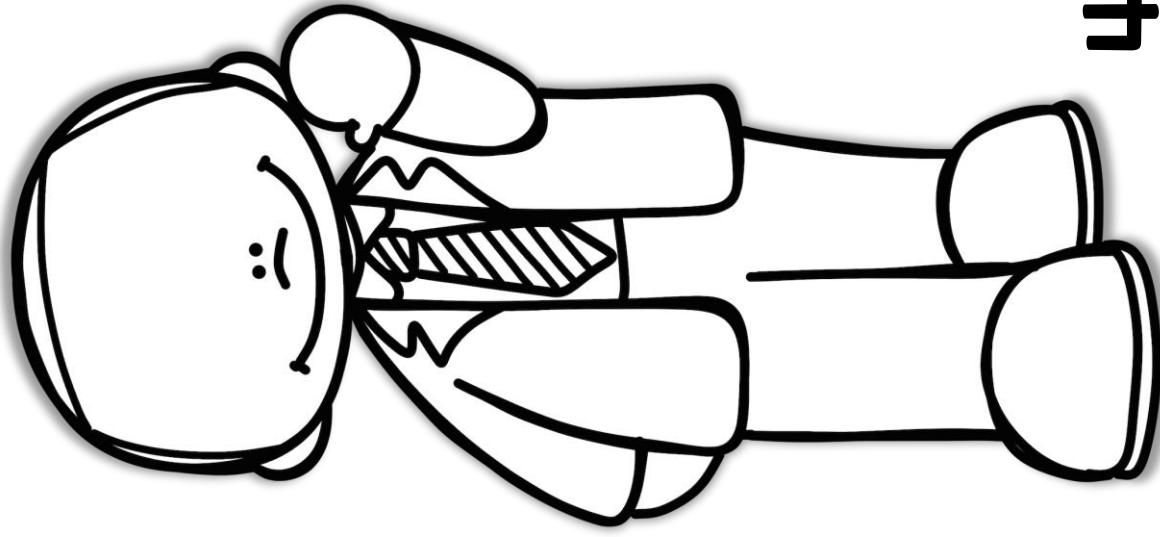
**1st**

**John F. Kennedy**



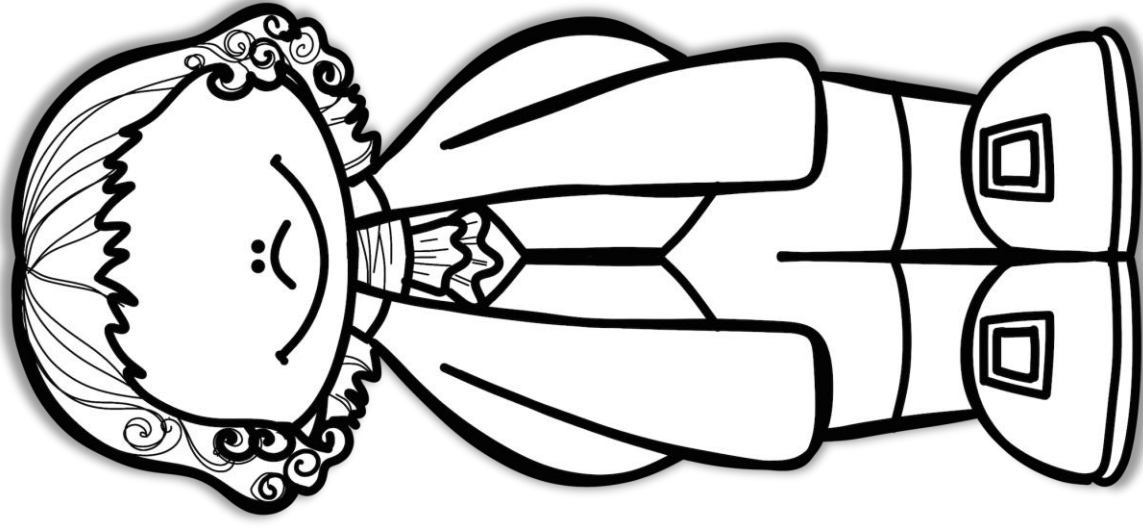
**35th**

**Barack Obama**



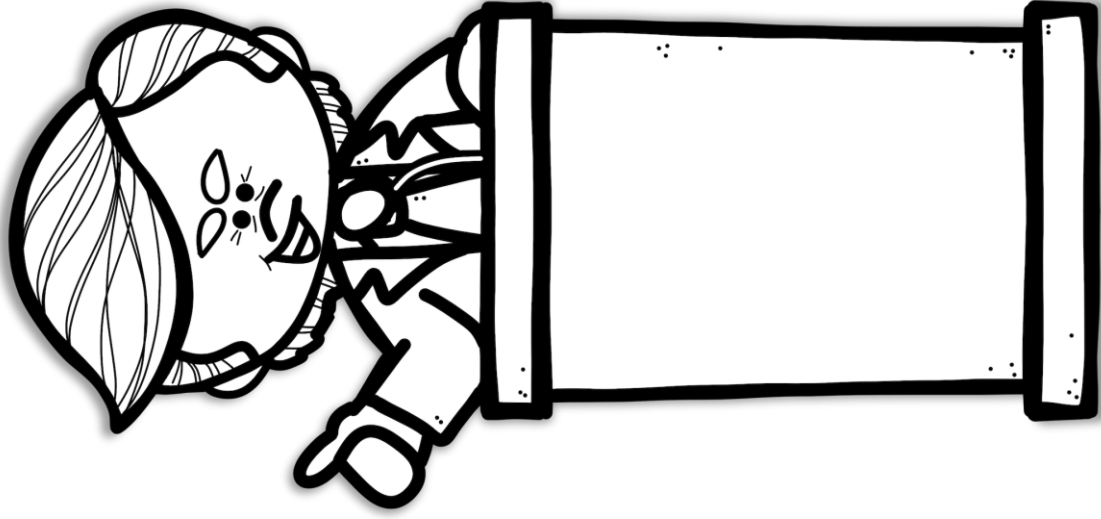
**44<sup>th</sup>**

**Thomas Jefferson**



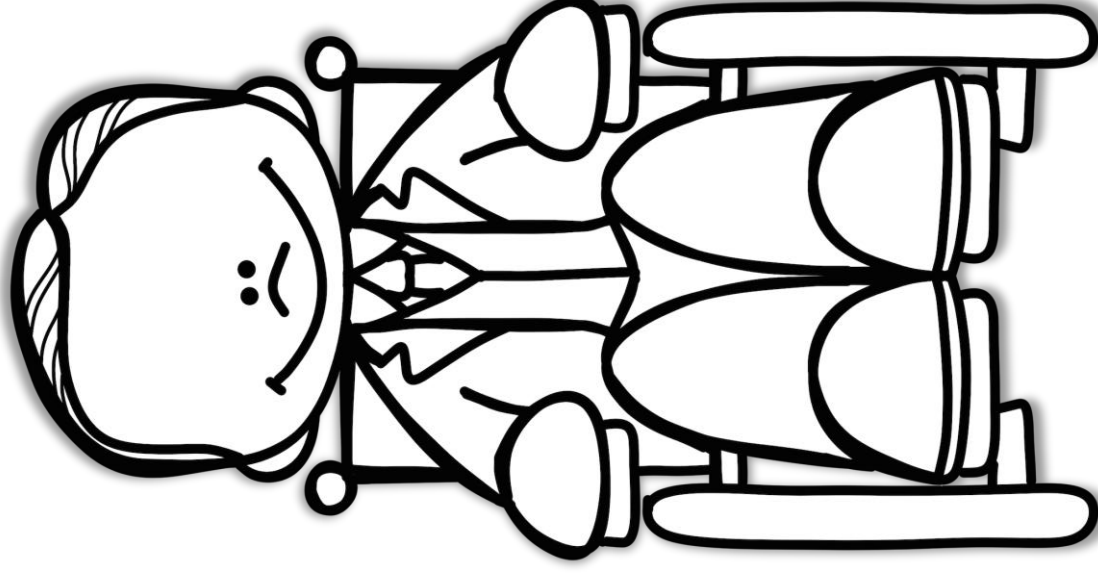
**3<sup>rd</sup>**

**Donald Trump**



**45<sup>th</sup>**

**Franklin Roosevelt**



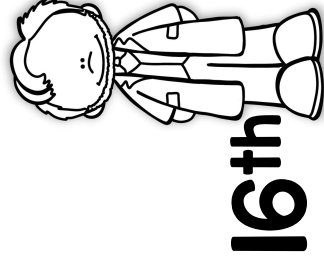
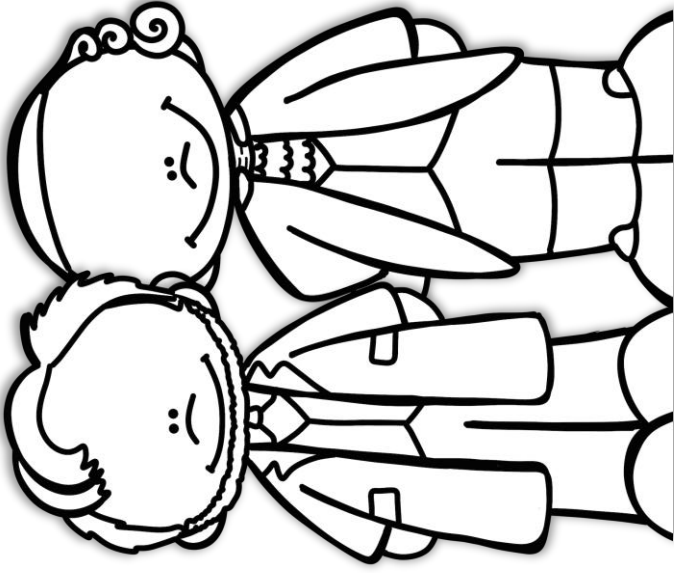
**32<sup>nd</sup>**

Abraham Lincoln

\_\_\_\_\_'s

# Presidents of the Past

keepsake book



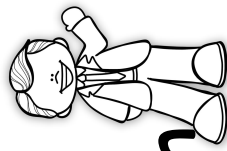


**George Washington**



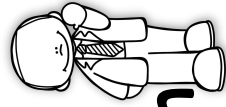
**1st**

**John F. Kennedy**



**35th**

**Barack Obama**



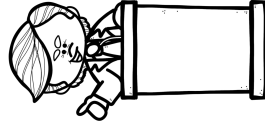
**44th**

**Thomas Jefferson**



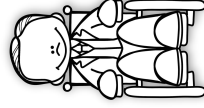
**3rd**

# Donald Trump



45<sup>th</sup>

# Franklin Roosevelt



32<sup>nd</sup>

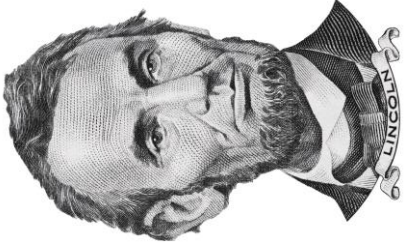


President George Washington was born in 1732 in Virginia. He was married to Martha Dandridge Curtis. George Washington served as Commander and Chief of

the Continental Army; he lead his troops to victory in the Revolutionary War. He took office of the United States presidency in 1789.

## Fun Facts:

1. Washington was the 1<sup>st</sup> president.
2. He is on the one dollar bill and the quarter.
3. Washington is carved into Mount Rushmore.
4. There is a monument in Washington D.C. called the Washington Monument. It was built in honor of George Washington.



President Lincoln was born in Kentucky in 1809. He was married to a woman named Mary Todd and together they had four boys. Lincoln became president in 1861. While he was president, he helped America

become a country without slavery. Abraham Lincoln was assassinated in 1865 while at the theater.

## Fun Facts:

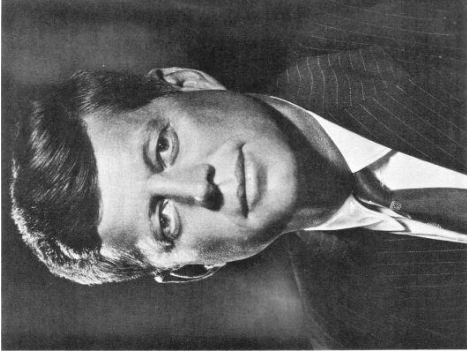
1. Lincoln was the 16<sup>th</sup> president.
2. Lincoln is on the penny and the five dollar bill.
3. Lincoln is one of the presidents carved into Mount Rushmore.
4. There is a large memorial for President Lincoln in Washington D.C. called the Lincoln Memorial.



President Barack Obama was born in 1961 in Hawaii. He studied law at Harvard University. Later, he married Michelle Obama and had two daughters. He became President in 2009.

## Fun Facts:

1. Barack Obama was the 44<sup>th</sup> president.
2. He was the first African-American to become president.
3. After three years of serving on the U.S. Senate, Obama entered the 2008 presidential election.



President John F. Kennedy, also known as JFK, was born in 1917 in Massachusetts. He married Jacqueline Bouvier and went to college at Harvard. Kennedy was the

youngest man to be elected president of the United States. He served as president until his assassination in 1963.

## Fun Facts:

1. Kennedy was the 35<sup>th</sup> president.
2. Kennedy is on the half dollar.
3. President Kennedy is honored at the Arlington Cemetery with the Eternal Flame Memorial.



President Thomas Jefferson was born in Virginia in 1743. He married Martha Wayles Skelton. He is known as one of America's founding fathers. He became president in 1801.



## Fun Facts:

1. Jefferson was the principal author of the Declaration of Independence.
2. He is on the nickel and the two dollar bill.
3. Thomas Jefferson is on Mount Rushmore.
4. The Jefferson Memorial standing in Washington D.C. was built to honor President Jefferson.

President Franklin Roosevelt, also known as FDR, was born in New York in 1882. He was married to Eleanor Roosevelt. Roosevelt took office in 1933. Roosevelt is the only president to



serve 4 terms.

## Fun Facts:

1. FDR was the 32<sup>nd</sup> President.
2. He is on the dime.
3. After Roosevelt's presidency, a law was made that allowed presidents to serve a maximum of two terms.



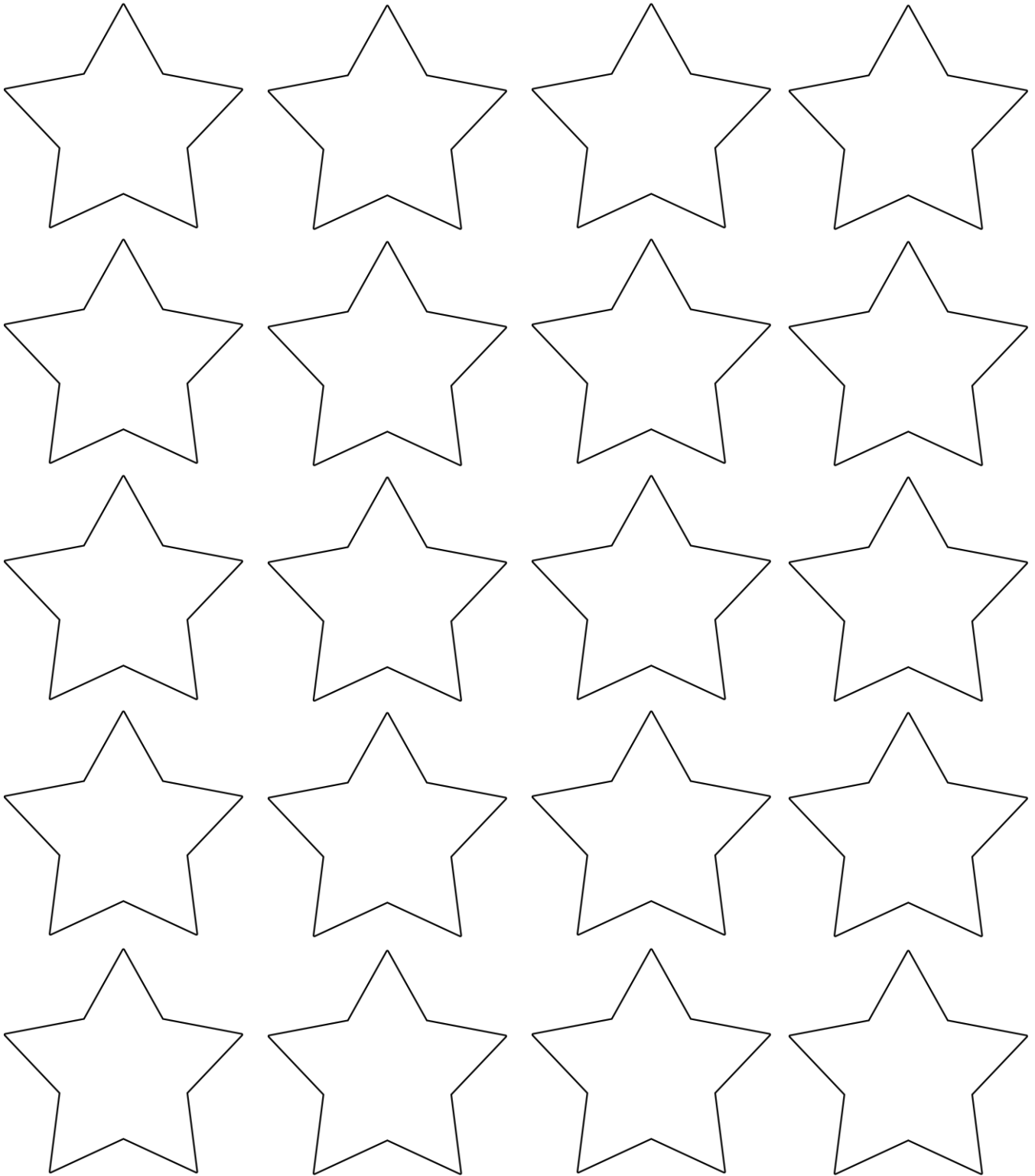
President Donald J. Trump was born in New York City, NY. Before becoming the 45<sup>th</sup> president, Trump was a famous businessman and real estate developer.

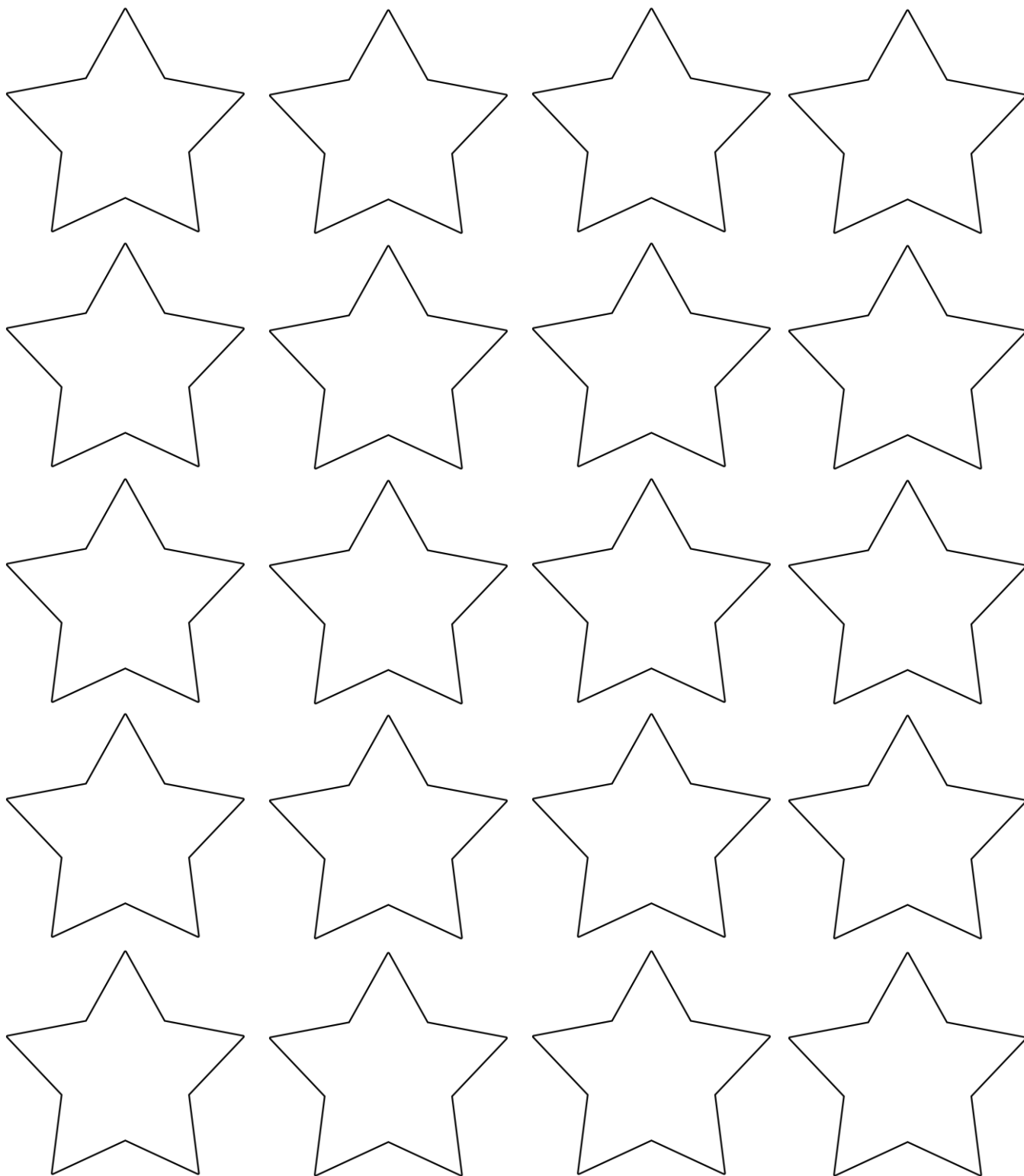
Donald Trump is married to Melania and he has five children.

## Fun Facts:

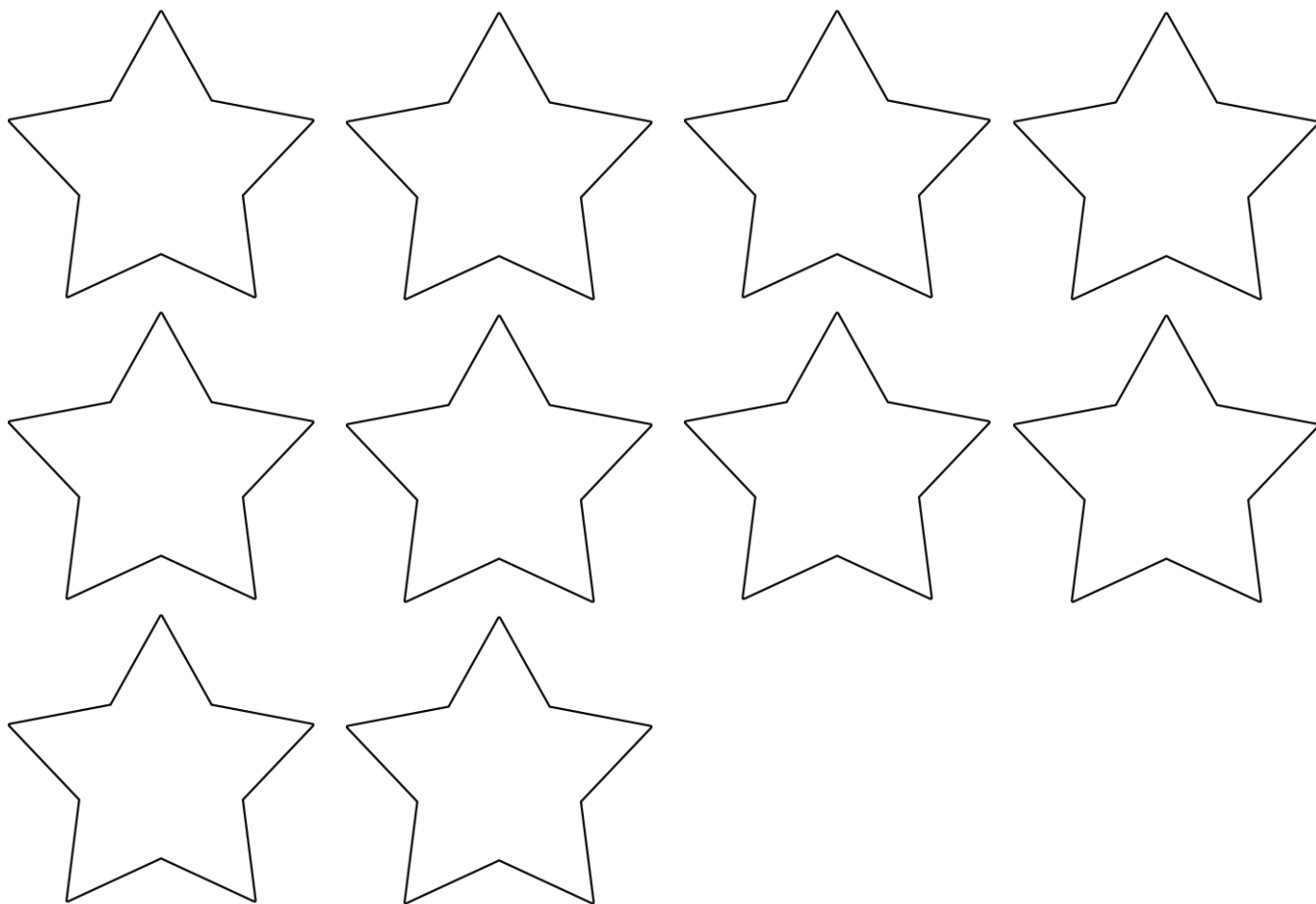
1. President Donald Trump is known for renovating skyscrapers around the world.
2. President Donald Trump was on a television show called the Apprentice.
3. President Donald Trump has a Hollywood Walk of Fam star.

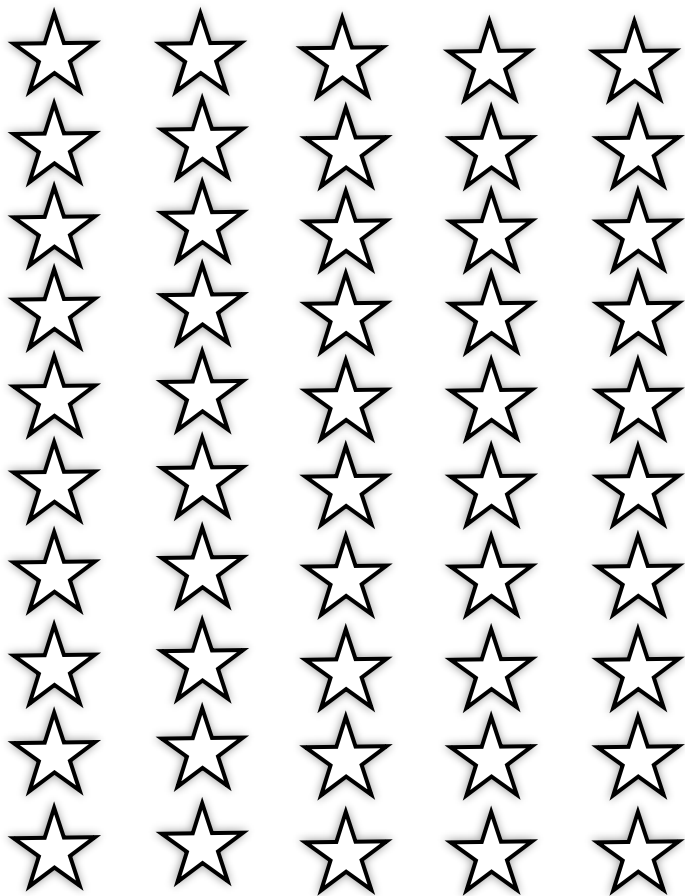




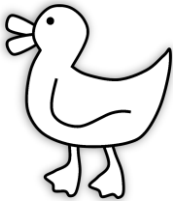
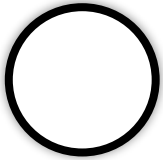




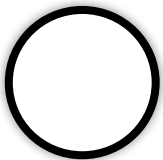




# Ballot

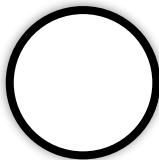


duck

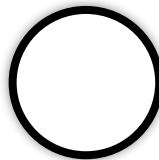


rabbit

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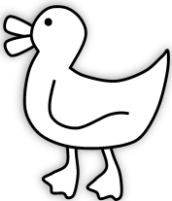
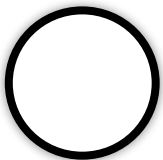


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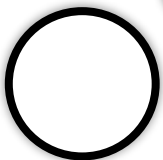


rabbit

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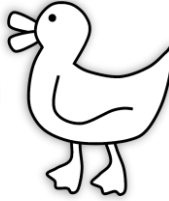
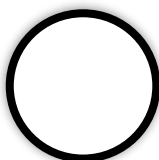


duck

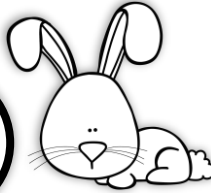
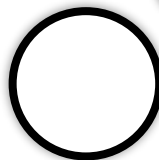


rabbit

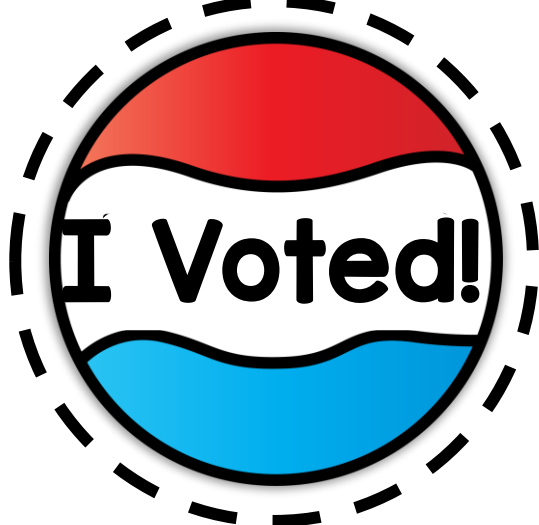
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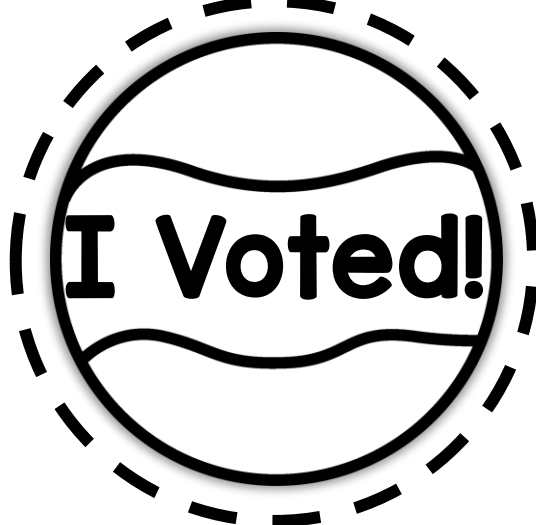
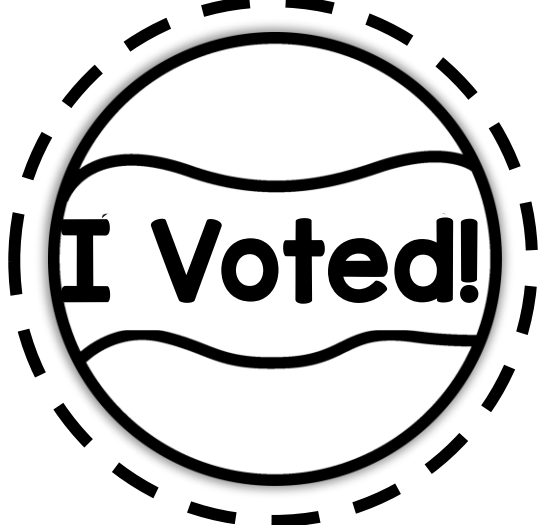
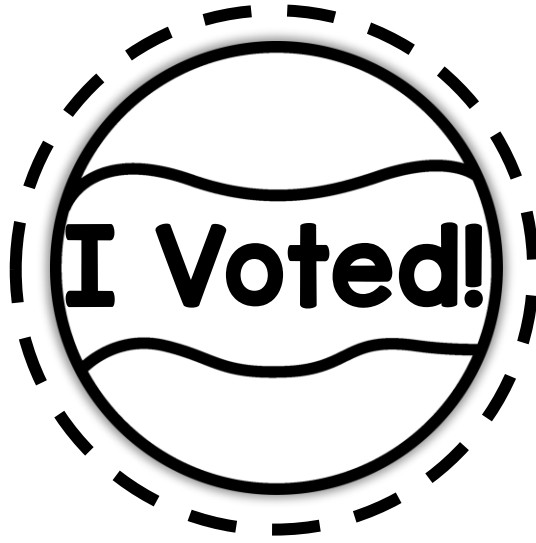
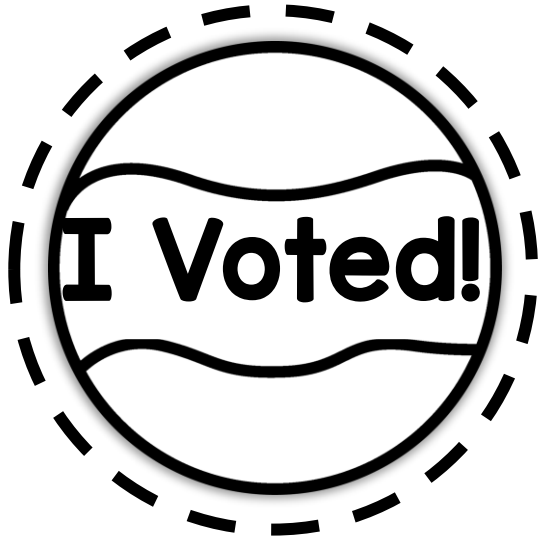
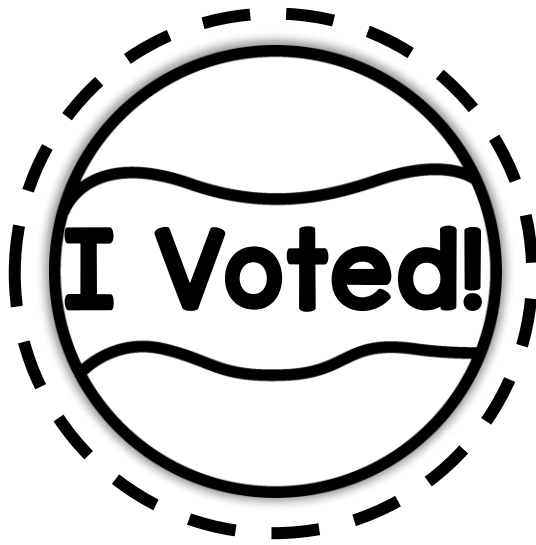
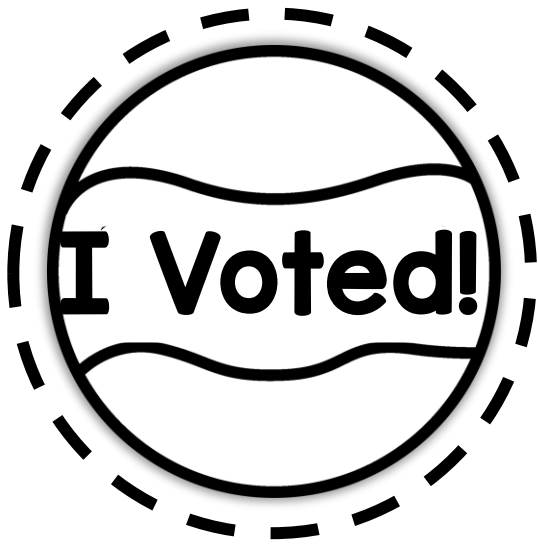


duck



rabbit







# **Declaration of Independence**

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

Name: \_\_\_\_\_

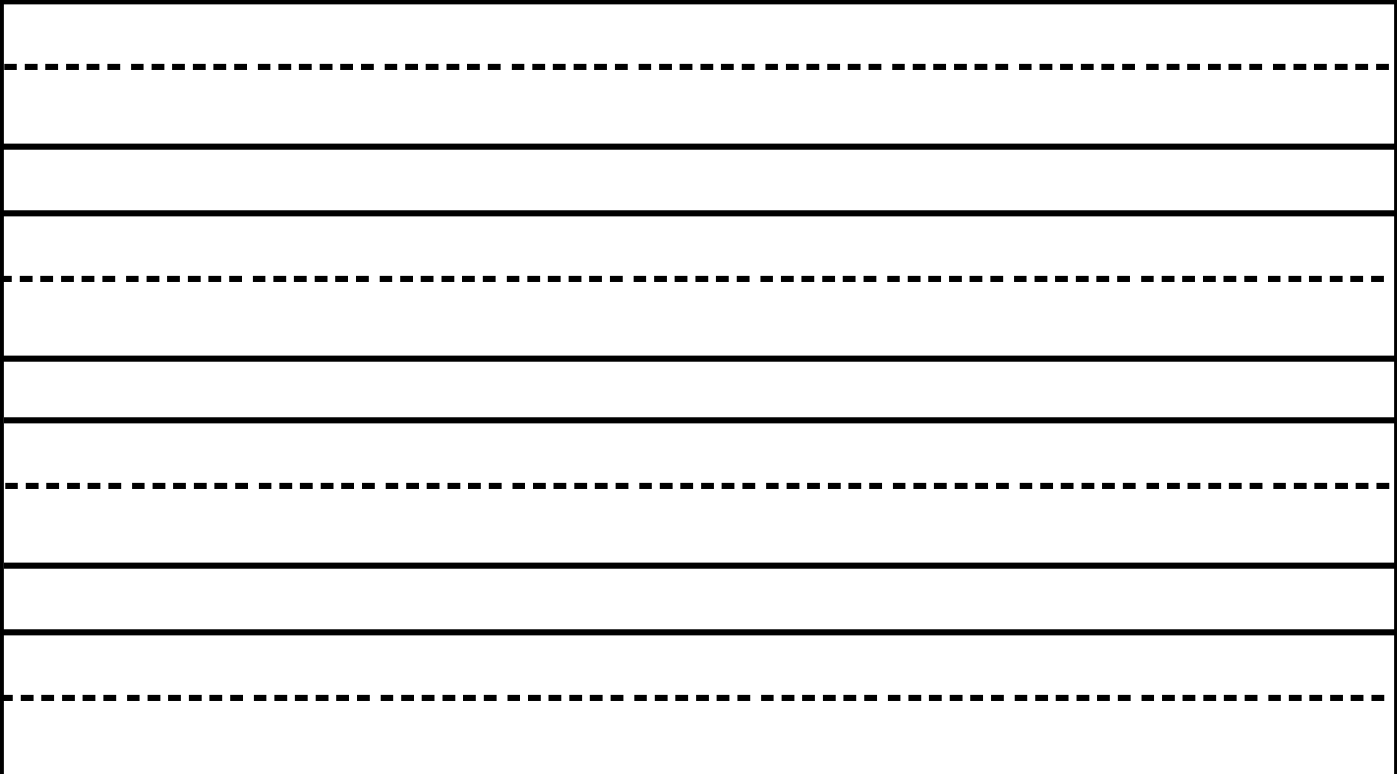
**We think it is true that everyone should be treated equally and be allowed to live freely and happily.**



**We respect  
our rights!**

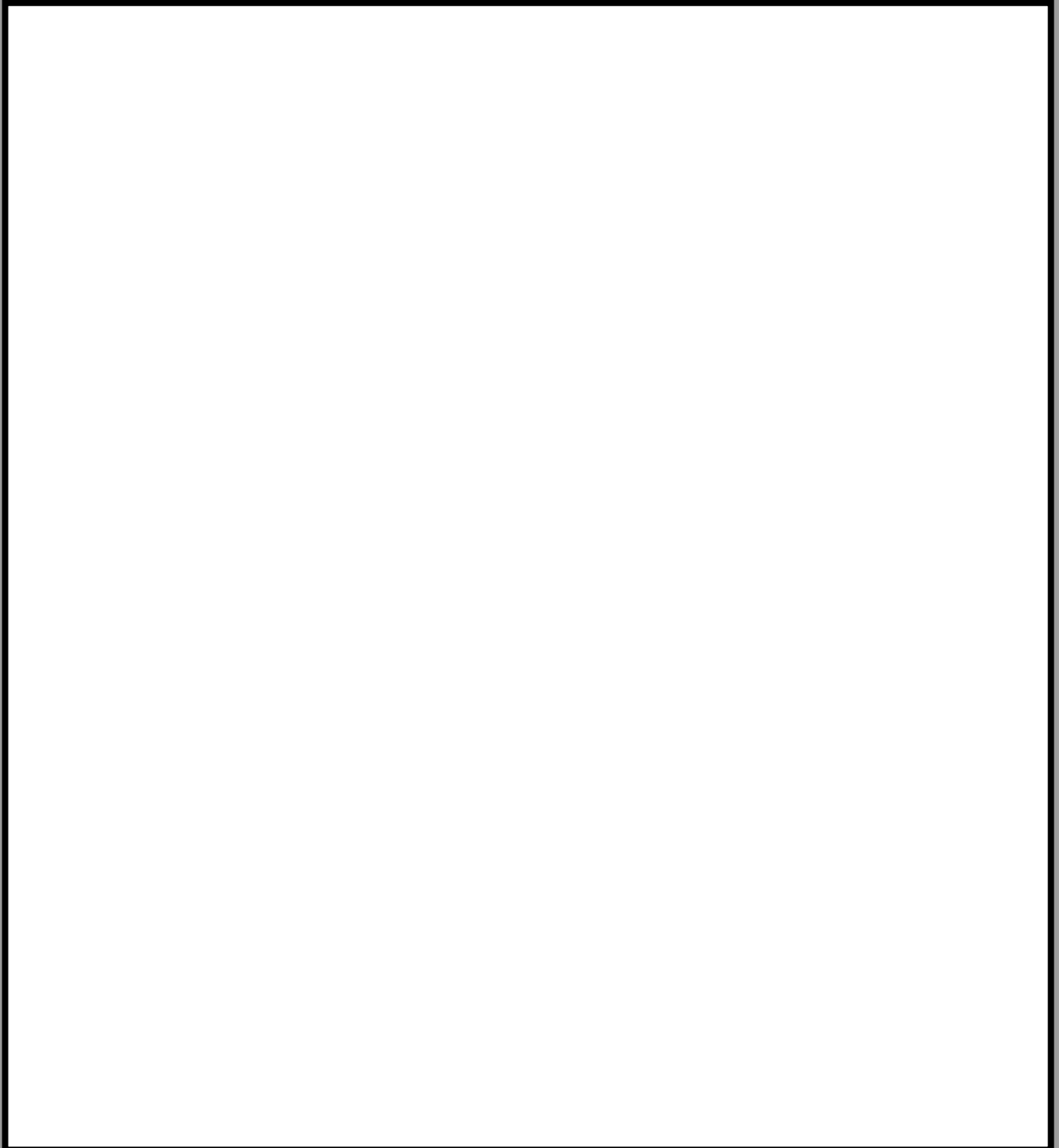
# We respect our rights!

# We respect our rights!



**Name:** \_\_\_\_\_

Directions: Illustrate an American symbol.





Name: \_\_\_\_\_

Directions: Illustrate and write about an American symbol.



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 one of the president's jobs.

Directions: Illustrate and write about one of the president's jobs.



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: Draw the first flag.

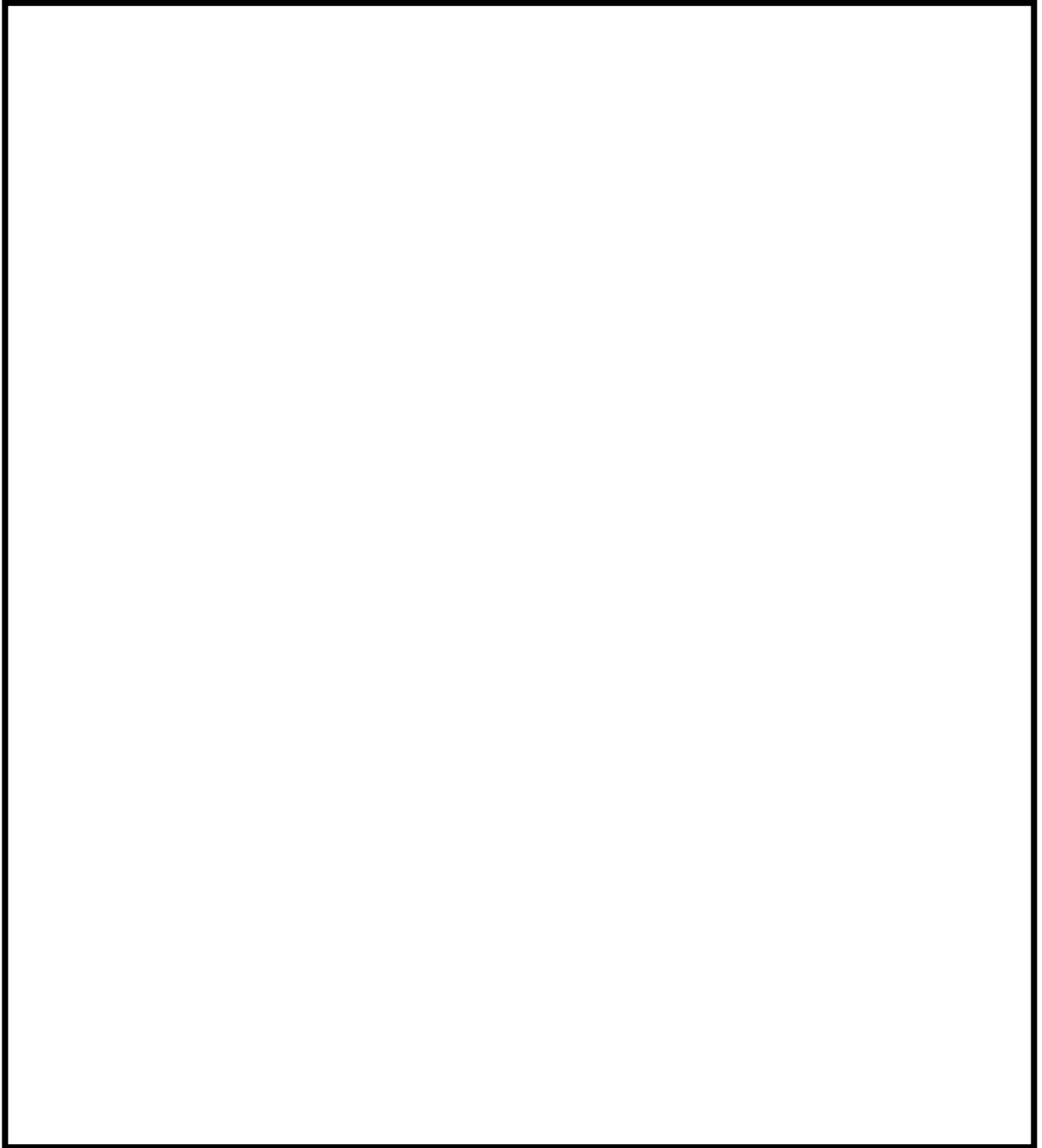
Directions: Write about how the flag has changed..



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 to show if you think it is a duck or a rabbit.





Name: \_\_\_\_\_

Directions: Illustrate and write about your opinion of if it is a duck or rabbit.



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 how you live happily and freely.

Name: \_\_\_\_\_

Directions: Illustrate and write about how you live happily and freely.



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

<div> Unit: Two Lessons 6-10 Social Studies Units </div>		
<p><b>Unit Big Idea:</b> Students will define the characteristics of a community.</p> <p><b>Week Theme:</b> Communities</p> <p><b>Vocabulary:</b> community, urban, suburban, rural, community helper</p> <p><b>Essential Questions:</b></p> <p>*What is a community?</p> <p>*What is a community helper and why are they important?</p> <p><b>Week "I can statements":</b></p> <p><i>* I can identify, define and describe a community.</i></p> <p><i>*I can identify community helpers and state their importance.</i></p>	Lesson 6: Communities	Lesson 7: Helping the Community
	<p><b>Introduction:</b></p> <p>Objective: Students will identify the definition of community.</p> <p>Lead a discussion with the students about the word community. State the definition: a place where people live, work, share, and play. Display the poster.</p>	<p><b>Introduction:</b></p> <p>Objective: Students will access prior knowledge about communities</p> <p>Ask students to think what a community is. Then, ask students to give characteristics of their community. Help students reference back to yesterday's chart.</p>
	<p><b>Whole Group Lesson:</b></p> <p>Day One Objective: Students will identify, define, and describe a community.</p> <ol style="list-style-type: none"> <li>1. Read "Communities" and stop to discuss the vocabulary words.</li> <li>2. Now that students know the definition of a community, they will work on expanding their knowledge of their own community that they live in.</li> <li>3. Take time to state the name of your town/community.</li> <li>4. Write your town's name at the top of an anchor chart. Have students turn and talk with their partners and state places that are part of their community.</li> <li>5. Hand out the "Places in My Community" sheets of paper. Students will illustrate their favorite place of choice in the community.</li> <li>6. Optional: Place all of these places onto a bulletin board.</li> </ol>	<p><b>Whole Group Lesson:</b></p> <p>Day Two Objective: Students will identify ways they can help their community.</p> <ol style="list-style-type: none"> <li>1. Read "What if Everybody Did That?" by Ellen Javernick.</li> <li>2. Stop on each page and discuss what is going on and how that effects the community. Continue onto the end of the book.</li> <li>3. After the book discuss ways the students can help their community.</li> <li>4. Take students on a walk of the school grounds to help generate additional ideas (littering, traffic, speeding).</li> <li>5. Chart the ideas on the anchor chart.</li> </ol>
	<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Play "Things in My Community" Bingo.</li> <li>2. Give each student a bingo board.</li> <li>3. You will state the community item. If the student has that item on their board, then they will get to cover it.</li> <li>4. Read pages 2 and 4 from the "Communities" book. Take time to discuss what makes a community rural verses urban.</li> <li>5. Use the included cards to sort the two types of communities.</li> <li>6. Students will be following this up on their independent practice sheet.</li> </ol>	<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. As a class, decide on one way you would like to make a difference in the community. Work together to come up with a plan of action. You can place students into teams.</li> <li>2. Students will present the plans and work together to create posters to hang around the community.</li> <li>3. Additional ideas include: food drive, human society donations, shoe/coat drive.</li> </ol>
	<p><b>Independent Practice:</b></p> <p>Respond in student reflection log pg. 6</p>	<p><b>Independent Practice:</b></p> <p>Respond in student reflection log pg. 7</p>

# Unit Two: Communities

©Tara West

Lesson 8: My Community	Lesson 9: Community Helpers	Lesson 10: Meet a Helper
<p><b>Introduction:</b> Objective: Students will identify and build a 3D community.</p> <p>Lead a discussion with the students about communities and the types of communities. What type of community do you live in?</p>	<p><b>Introduction:</b> Objective: Students will identify people in their lives that help them.</p> <p>Lead a discussion with the students about who helps them. Start an anchor chart to record any of the people they say help them.</p>	<p><b>Introduction:</b> Objective: Students will prepare for their special visitor(s) by reviewing expectations.</p> <p>Lead a discussion with the students and review your classroom expectations for when special visitors are in the class.</p>
<p><b>Whole Group Lesson:</b></p> <p>Day Three Objective: Students will identify the necessary buildings in a community.</p> <ol style="list-style-type: none"> <li>1. Ask the students what buildings are needed in a community.</li> <li>2. Use the included anchor chart pieces and prompt the students with questions, such as: "What happens if there is a fire? What building is that?", "What if you are in an accident and get hurt? What building do we need?", "You need to learn, too! What building is that?", and "What if someone makes a bad choice in the community and needs to stay somewhere to think about their choices, what building is that?"</li> <li>3. Write additional ideas on the chart: grocery store, park, dentist, veterinarian, etc.</li> </ol>	<p><b>Whole Group Lesson:</b></p> <p>Day Four Objective: Students will identify multiple community helpers.</p> <ol style="list-style-type: none"> <li>1. Define community helpers with the class.</li> <li>2. Read "Community Helpers". Stop and discuss each community helper. Ask the students to state what that community helper does for them and their community.</li> <li>3. Add the community helper clip art images to the anchor chart for a visual.</li> <li>4. Play community helper charades as a class. Call up one student at a time to choose a card. They will peek at the card to see what community helper they will be. They will act the part and the class will guess and see if they are correct.</li> </ol>	<p><b>Whole Group Lesson:</b></p> <p>Day Five Objective: Students will listen and participate to learn more about the community helper.</p> <ol style="list-style-type: none"> <li>1. Introduce your guest community helper.</li> <li>2. Enjoy their presentation.</li> <li>3. Encourage the presenter to discuss their job responsibilities, the tools they use at their job, and how they got to this position (i.e., how they worked hard and persevered).</li> <li>4. Allow time for questions and comments from the students.</li> </ol>
<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Students will work at home or together with you at school to build a 3D replica community.</li> <li>2. Use the included instruction pages to create the "bagged" community buildings and houses.</li> <li>3. Use construction paper for the grass, lakes, streets, and parking lots.</li> </ol> <p>*You can use the included parent notes to turn this into a parent project or simply complete it as a class. If you are worried about 100% parent participation, you can send home one 12 x 9 lunch sack and the community clip art sheet with that student to complete at home versus the shoe box project.</p>	<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Give each student a "When I get Older" sheet of paper.</li> <li>2. Explain that they are going to be making a page for your class book.</li> <li>3. Model how to make a page. You will draw yourself as your favorite community helper. You will be sure to add a lot of detail. For example, if you work at the farm, you will add a barn and a lot of animals.</li> <li>4. Help students choose a community helper. You will want to really encourage each student to have a different helper.</li> <li>5. When students finish, collect all the pages and bind into a book.</li> </ol>	<p><b>Activity:</b></p> <ol style="list-style-type: none"> <li>1. Have students complete "Thank You" notes for the visitor(s). If you had several visitors, you can choose to have the class split up the thank you notes. You can also write a large thank you note on chart paper and have the class sign the chart.</li> <li>2. Have students complete "Community Helpers Have Hats" sort. You can choose to do the sort on chart paper or have students complete on their own with a partner.</li> </ol>
<p><b>Independent Practice:</b> Respond in student reflection log pg. 8</p>	<p><b>Independent Practice:</b> Respond in student reflection log pg. 9</p>	<p><b>Independent Practice:</b> Respond in student reflection log pg. 10</p>

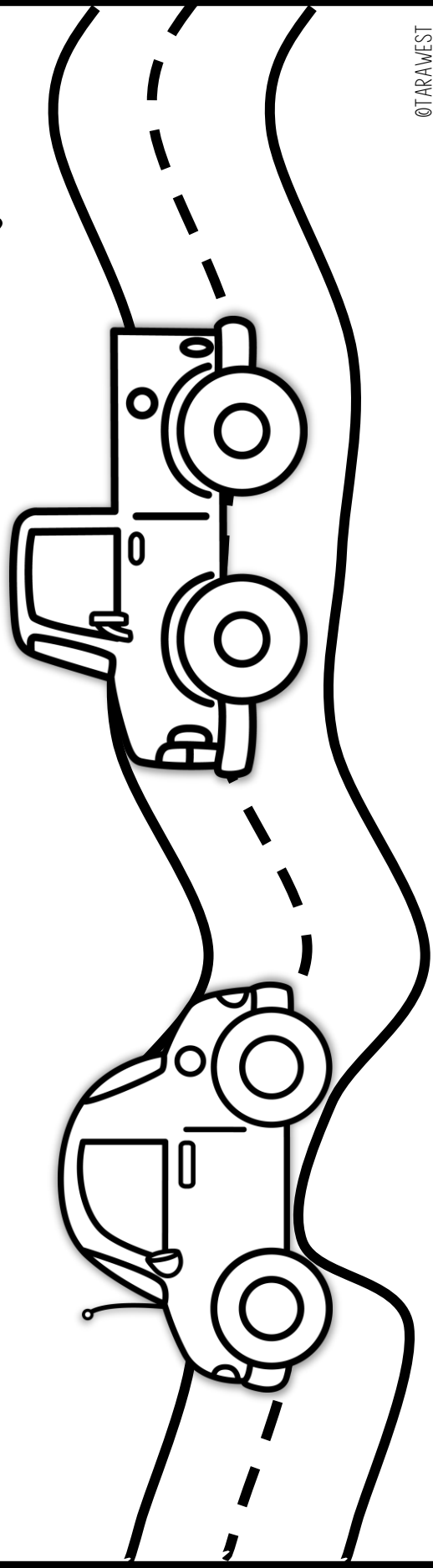
# community

a place where people live,  
work, share, and play





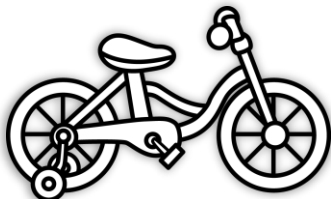
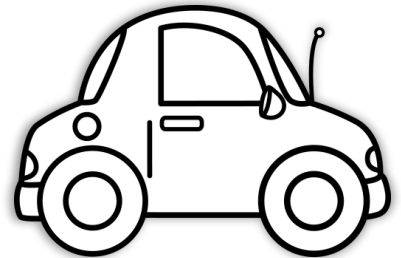
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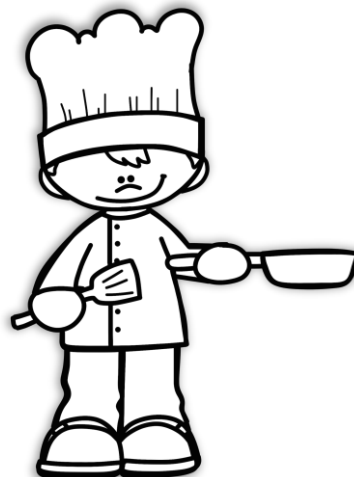
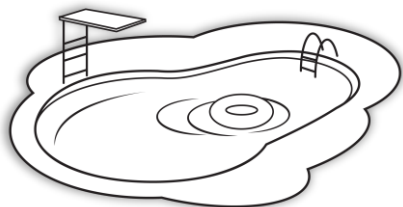


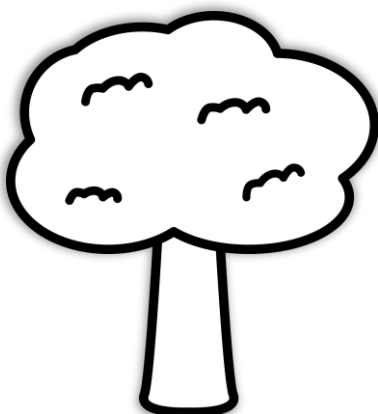
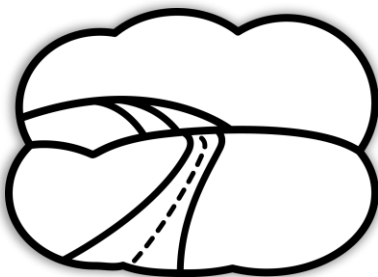
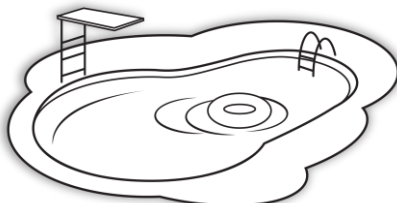
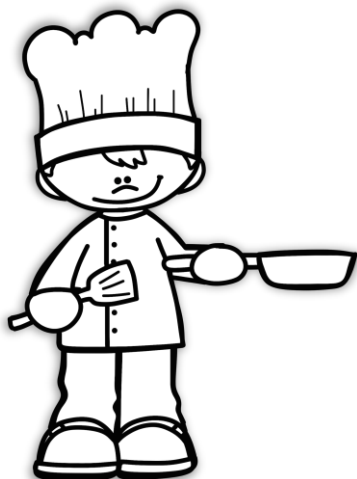
# Places in Our Community!

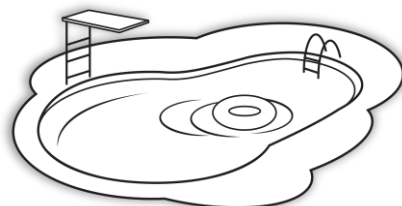
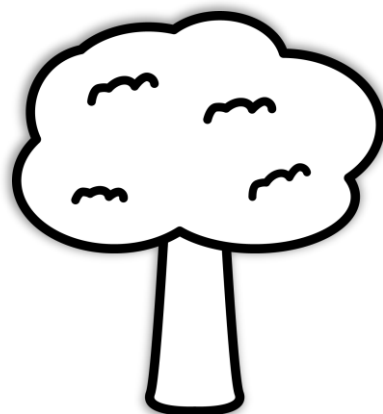
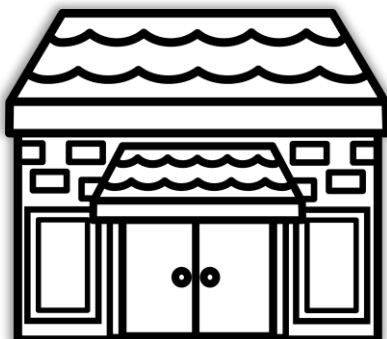
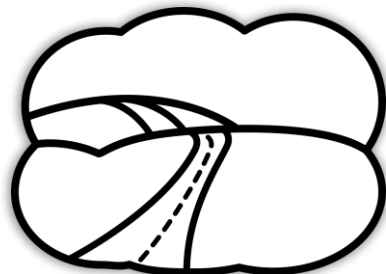
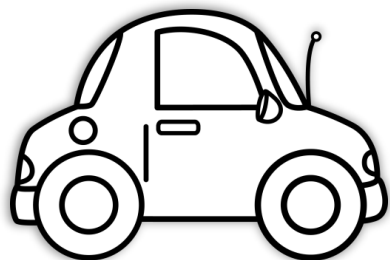
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**Name:** \_\_\_\_\_

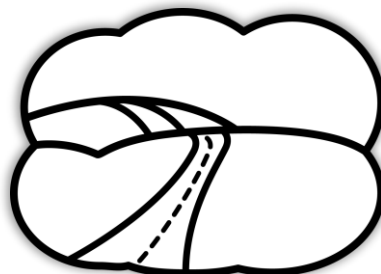
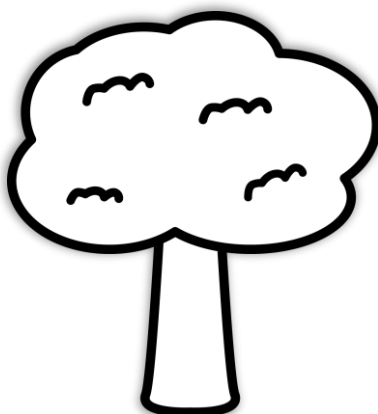
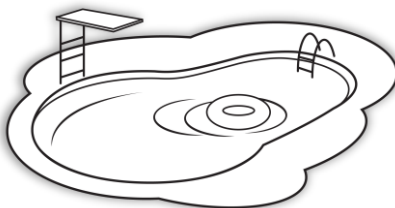
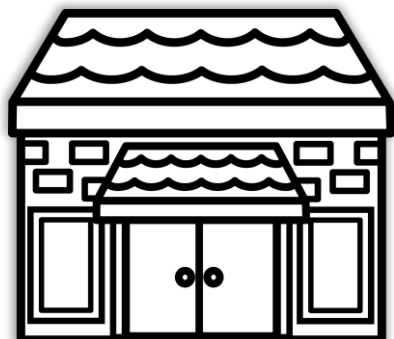
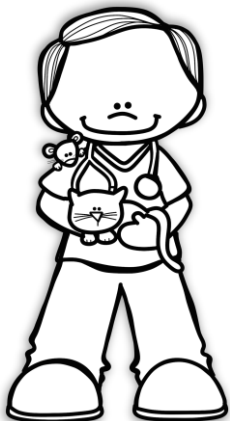


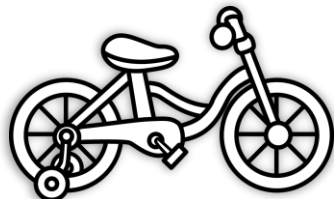
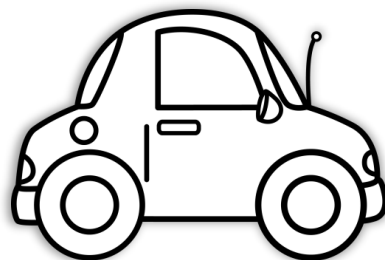
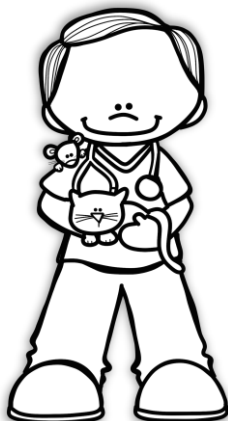


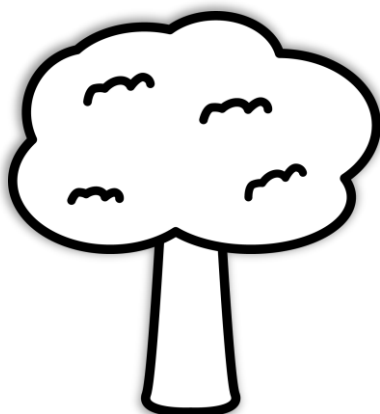
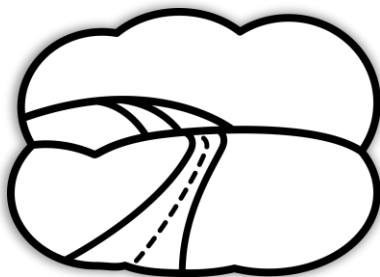
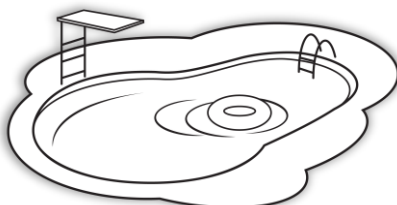
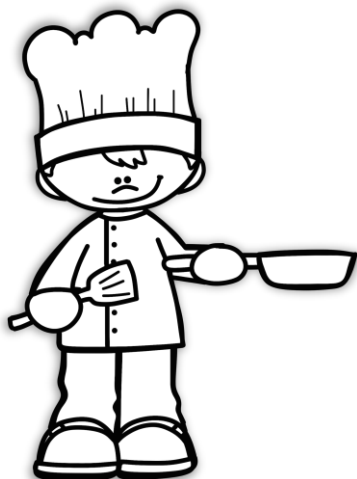


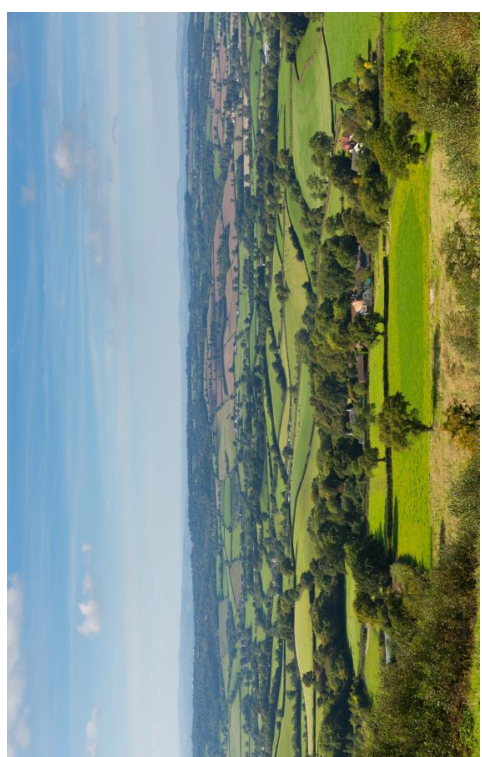
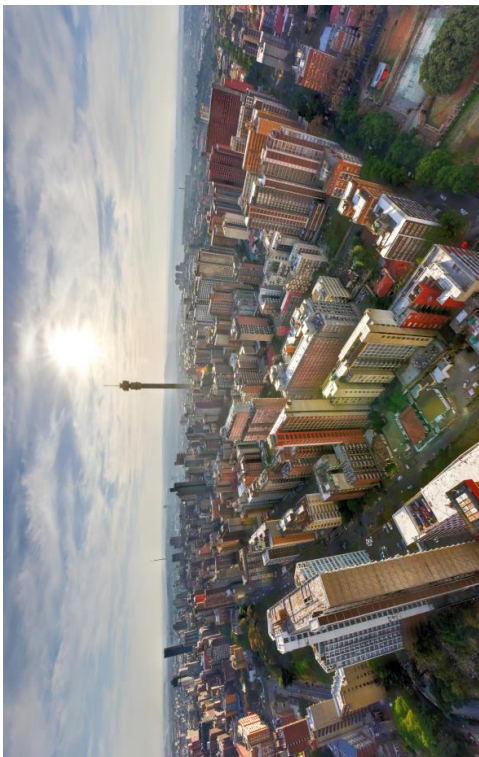
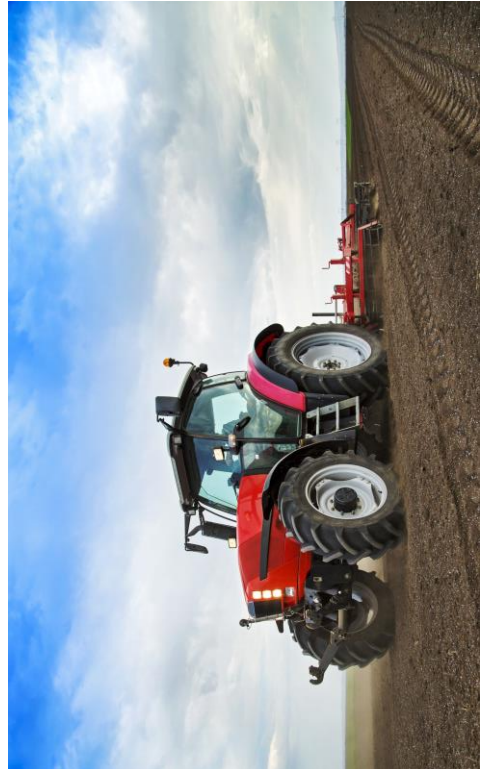




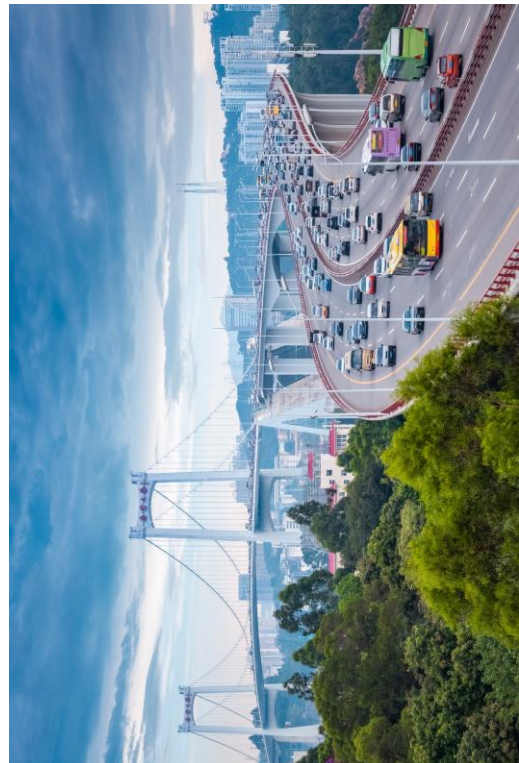




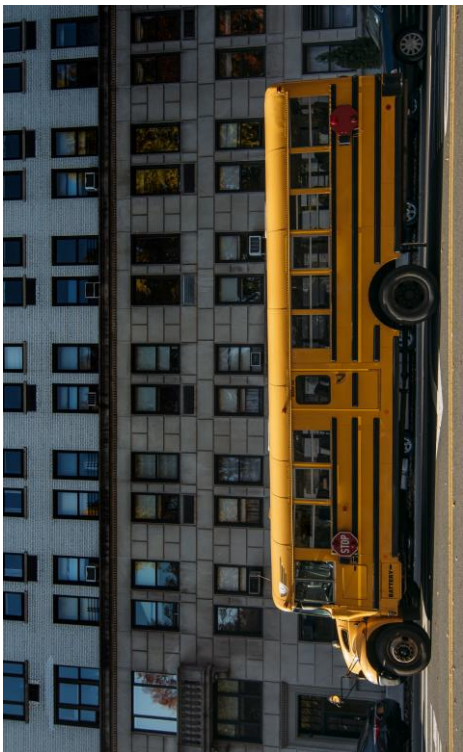
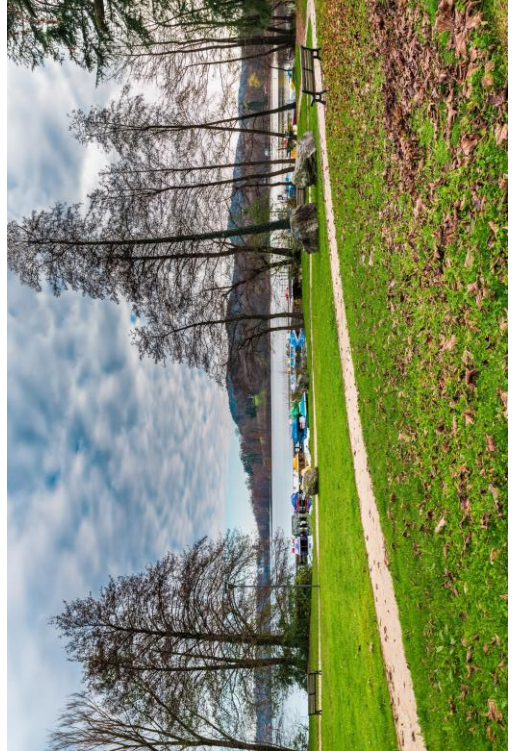




















Big Idea: Build a replica 3D community using bagged community buildings, bagged houses, and boxed replica businesses.



Work as a class or involve families in the process to build your 3D replica community. Be sure to include all the necessary buildings needed in a community. Use black construction paper for streets and green paper for the grass/yards. Use a white crayon to draw on lined streets.





Dear Parents,

During this unit we will be learning all about communities. We will learn about what a community is and what makes our community special. We would like to request your help with a special project. As part of our studies for this unit, we will be creating a 3D replica community. We would like your help in creating one building for our community. Please visit with your child and ask them what one of the places in our community is. It can be a business or a place. You can use a cardboard box or shoe box for the structure. To cover the building, you may color it or use construction paper. This is your time with your child so feel free to add as many details as you would like. There are some examples below, but these are merely ideas to go off of. Your assistance in this project is greatly appreciated. Please return this project no later than: \_\_\_\_\_. Thank you!



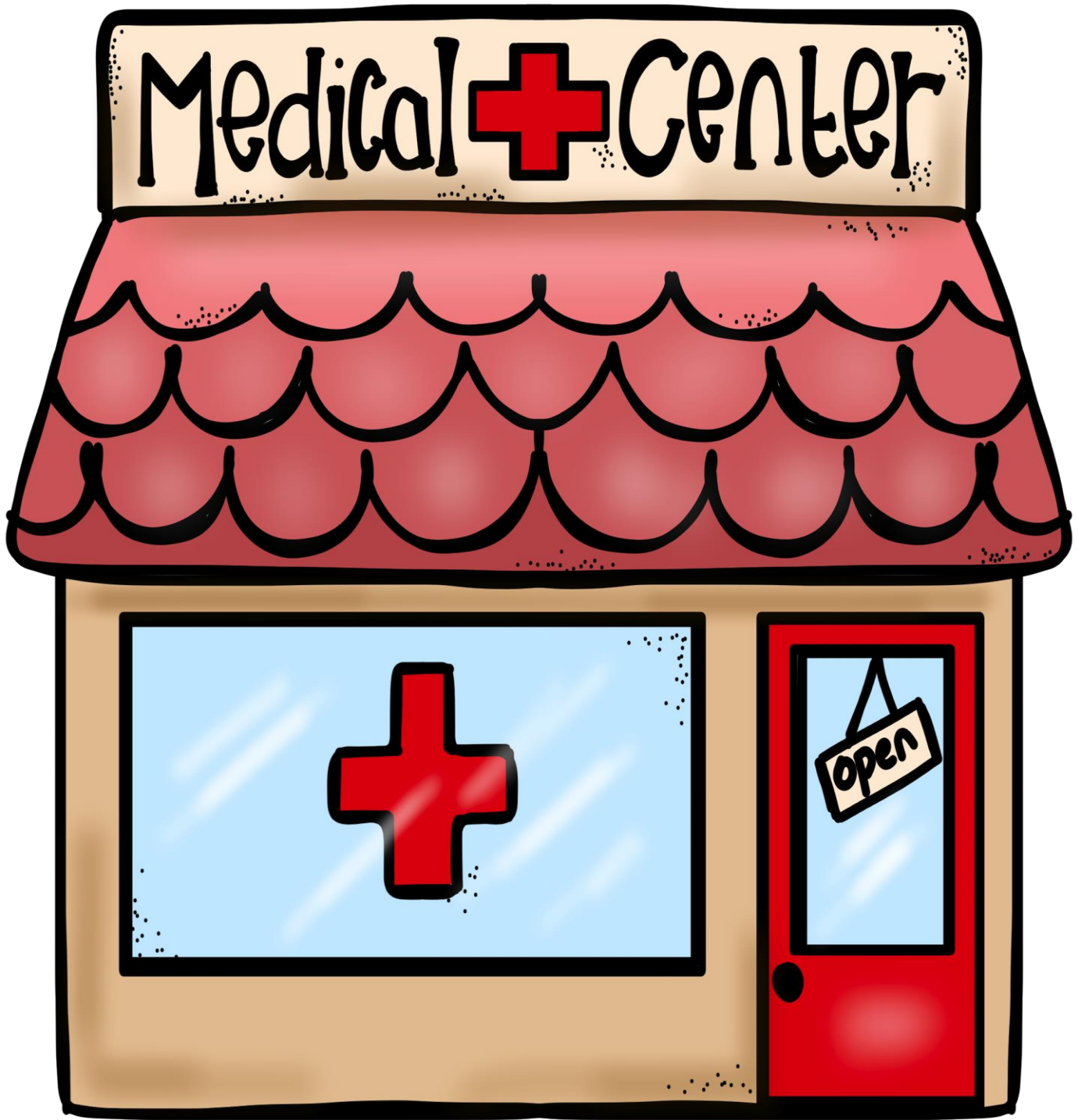


Directions: Fold the 12 x 9 lunch sack over and staple the sack shut. Cut out the building and glue the building onto the front of the brown lunch sack.





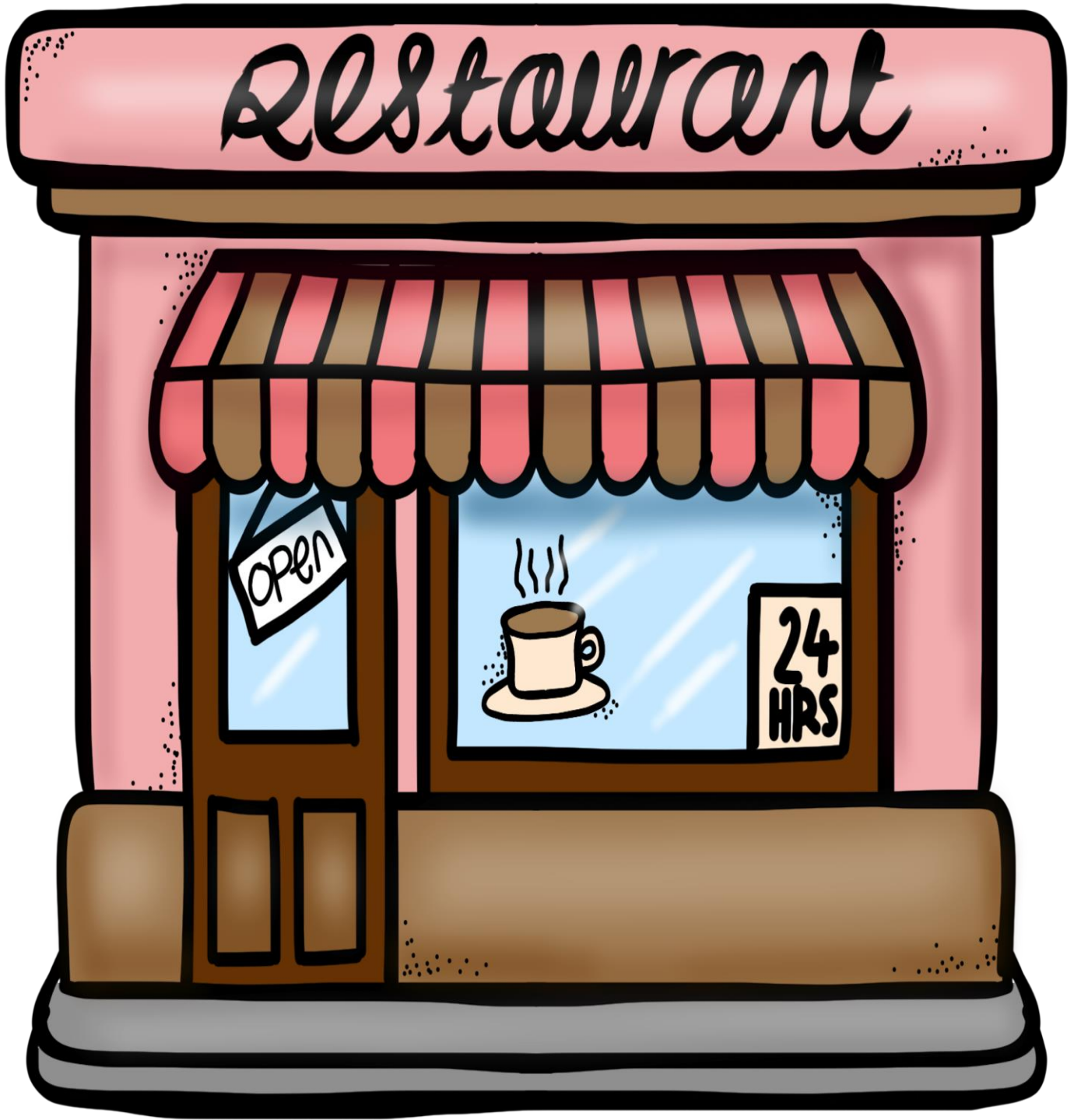
Directions: Fold the 12 x 9 lunch sack over and staple the sack shut. Cut out the building and glue the building onto the front of the brown lunch sack.



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Post Office

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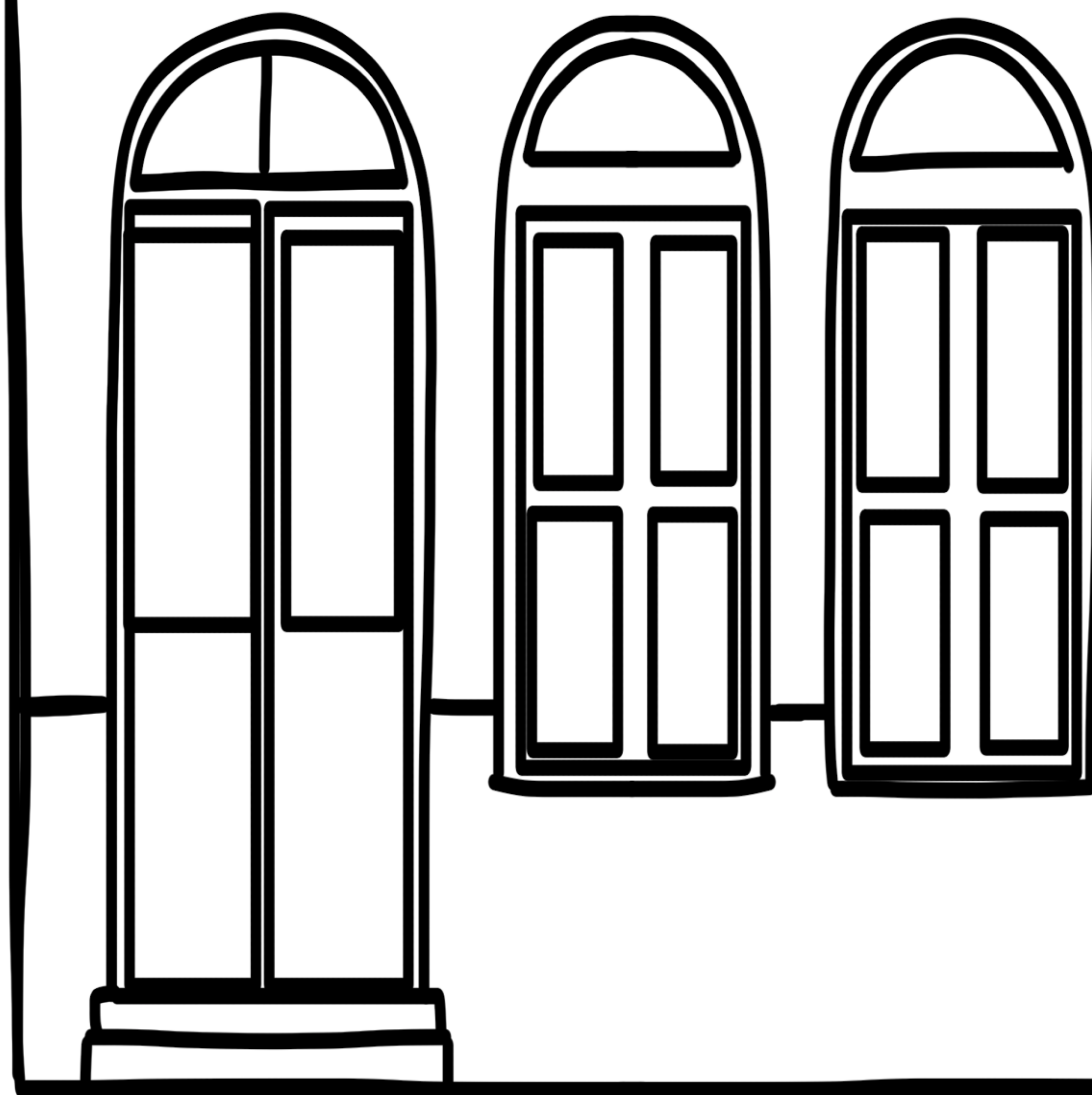


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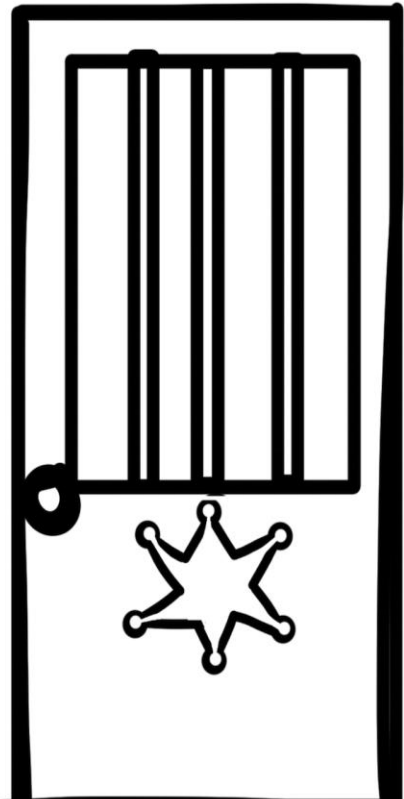
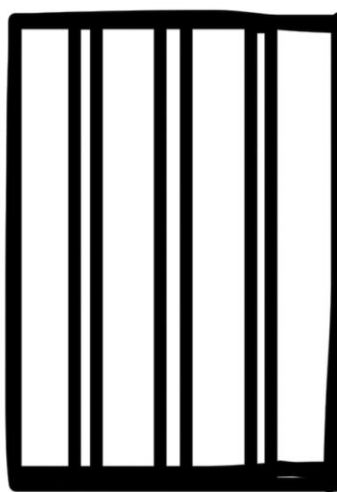
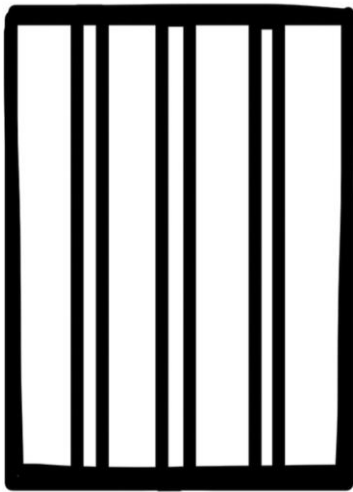


# Restaurant



Directions: Fold the 12 x 9 lunch sack over and staple the sack shut. Cut out the building and glue the building onto the front of the brown lunch sack.

**County Jail**



Directions: Fold the 12 x 9 lunch sack over and staple the sack shut. Cut out the building and glue the building onto the front of the brown lunch sack.

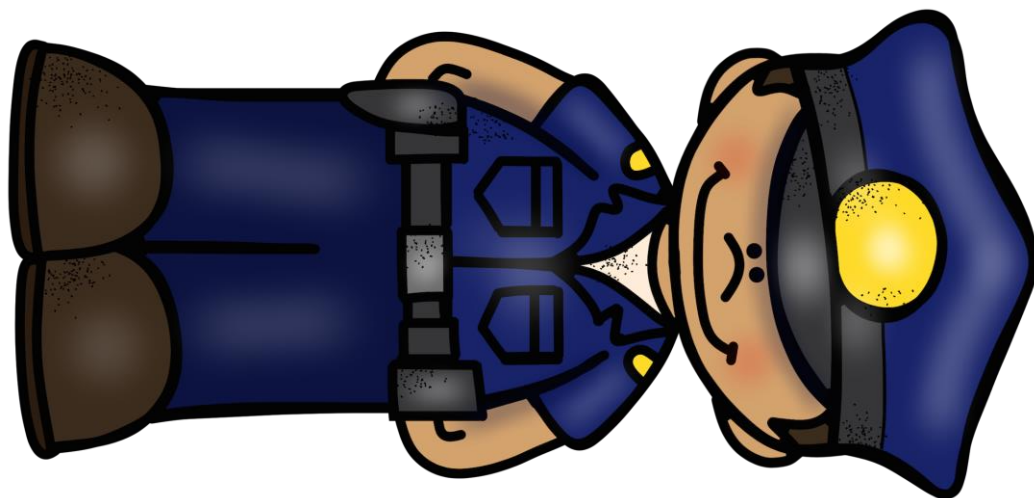


Directions: Fold the 12 x 9 lunch sack over and staple the sack shut. Cut out the building and glue the building onto the front of the brown lunch sack.

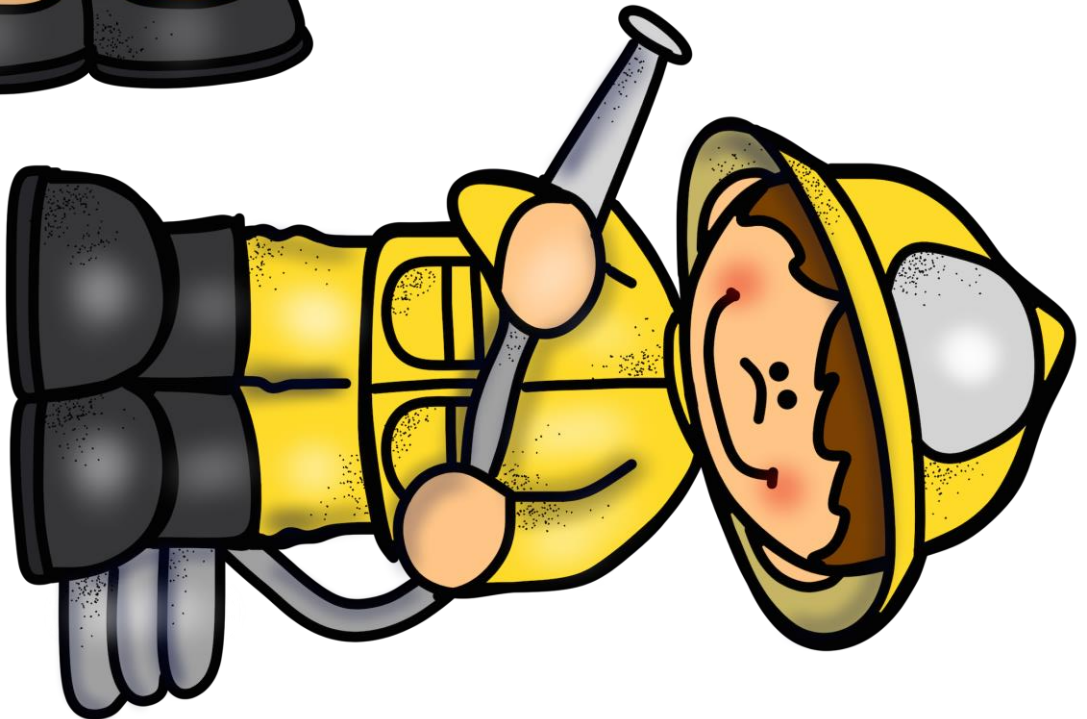
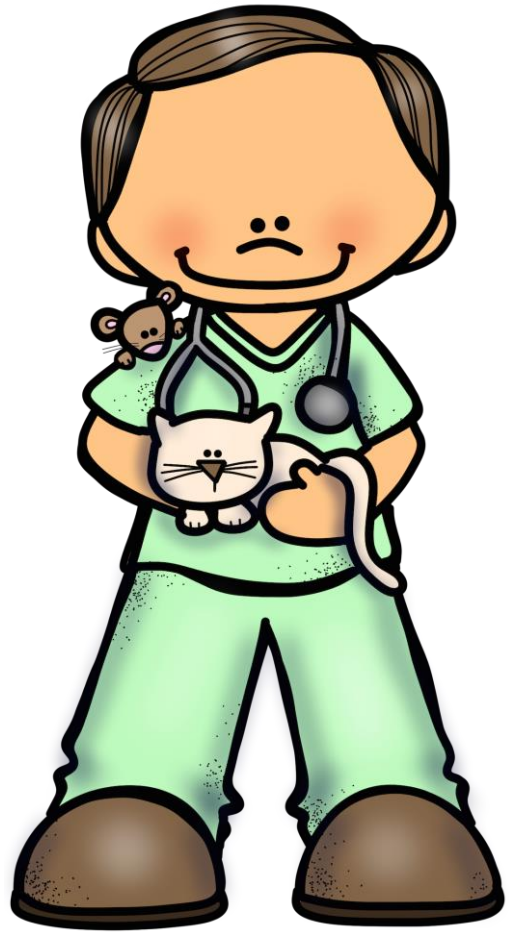
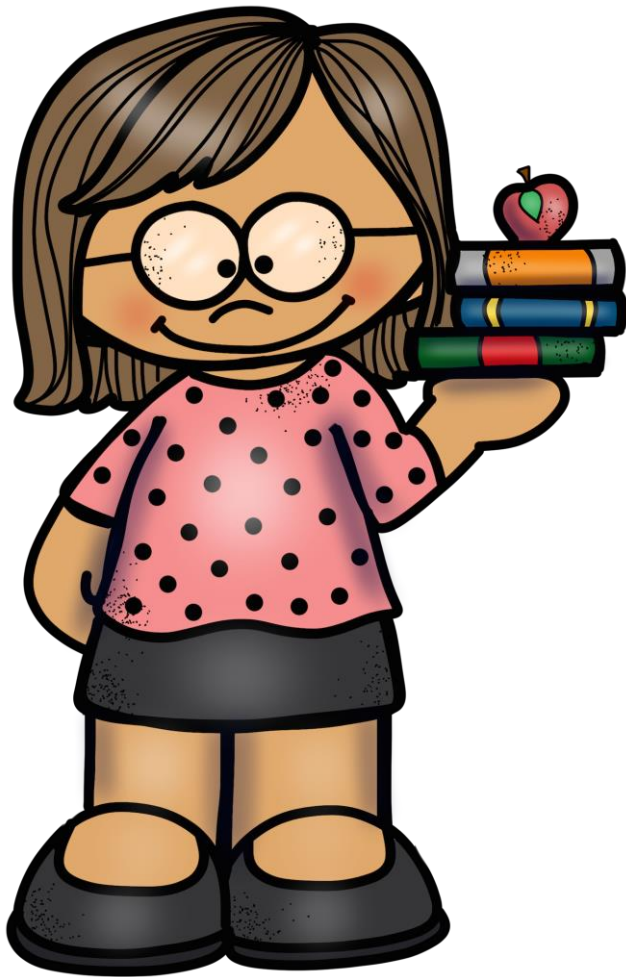


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# Social Studies



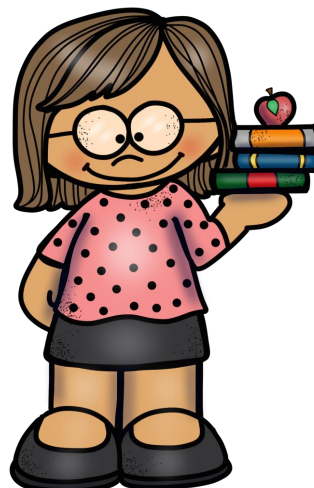
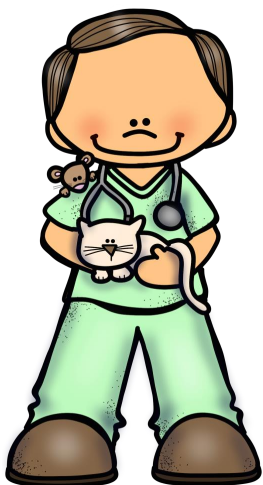
# Social Studies



\*Anchor chart pieces



# Social Studies

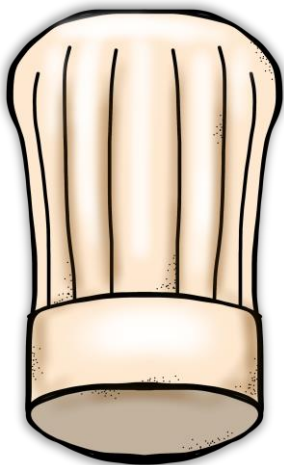




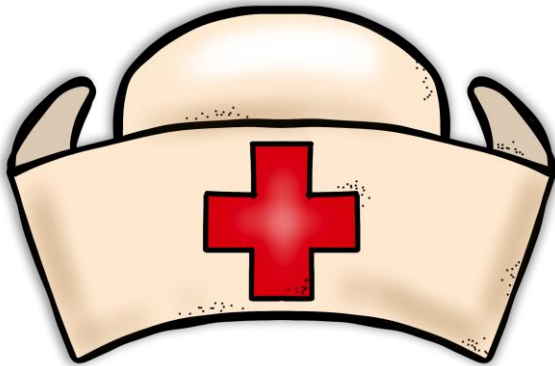
# Social Studies



# Social Studies



# Social Studies



# When We Grow Up!



**Name:** \_\_\_\_\_

When I Grow Up...

# When I Grow Up...

[illegible]

**Name:** \_\_\_\_\_



Dear Parents,

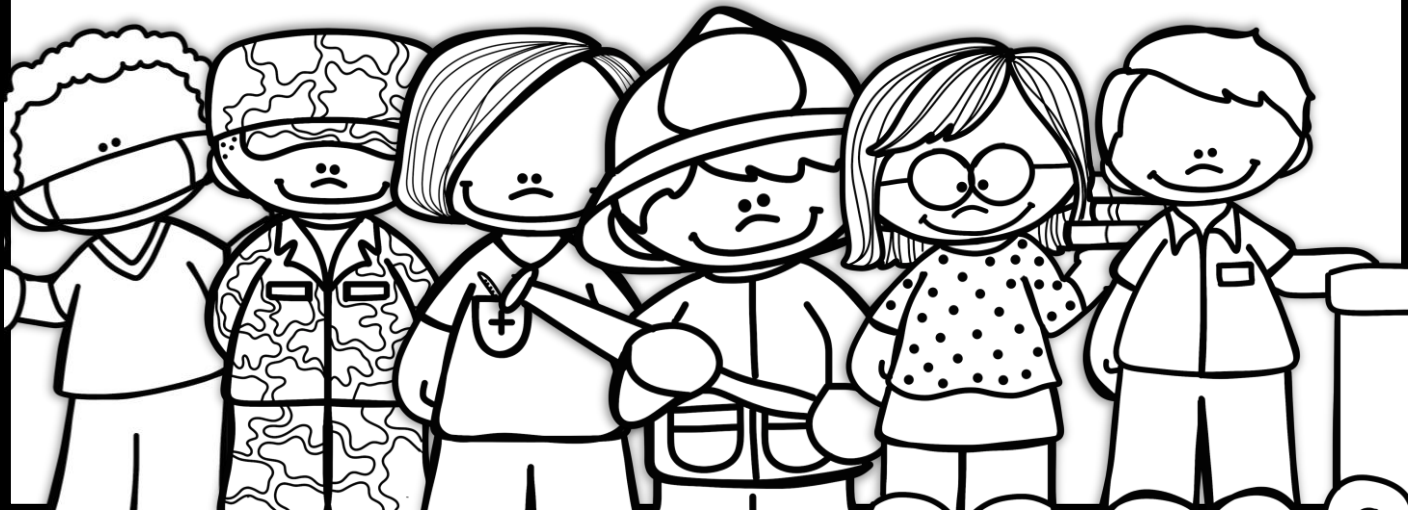
During this unit we will be learning all about community helpers. We will learn about what community helpers are, their job roles, their responsibilities, and the necessary tools to complete their jobs. We would like to request your appearance in speaking with the class. As part of our studies for this unit we would enjoy hearing about your profession in the community. If you are able to attend a classroom visit on \_\_\_\_\_, please fill out the form below. Thank you in advance!

What is your child's name? \_\_\_\_\_

What profession would you like to share with us? \_\_\_\_\_

How can I best contact you? \_\_\_\_\_

Additional Comments? \_\_\_\_\_





Thank you!



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

**Name:** \_\_\_\_\_

Directions: Illustrate a rural and urban community.

Name: \_\_\_\_\_

Directions: Write to discuss the type of community you live in: rural, urban, or suburban.

Name: \_\_\_\_\_

Directions: Draw two ways you can care for your community.

Name: \_\_\_\_\_

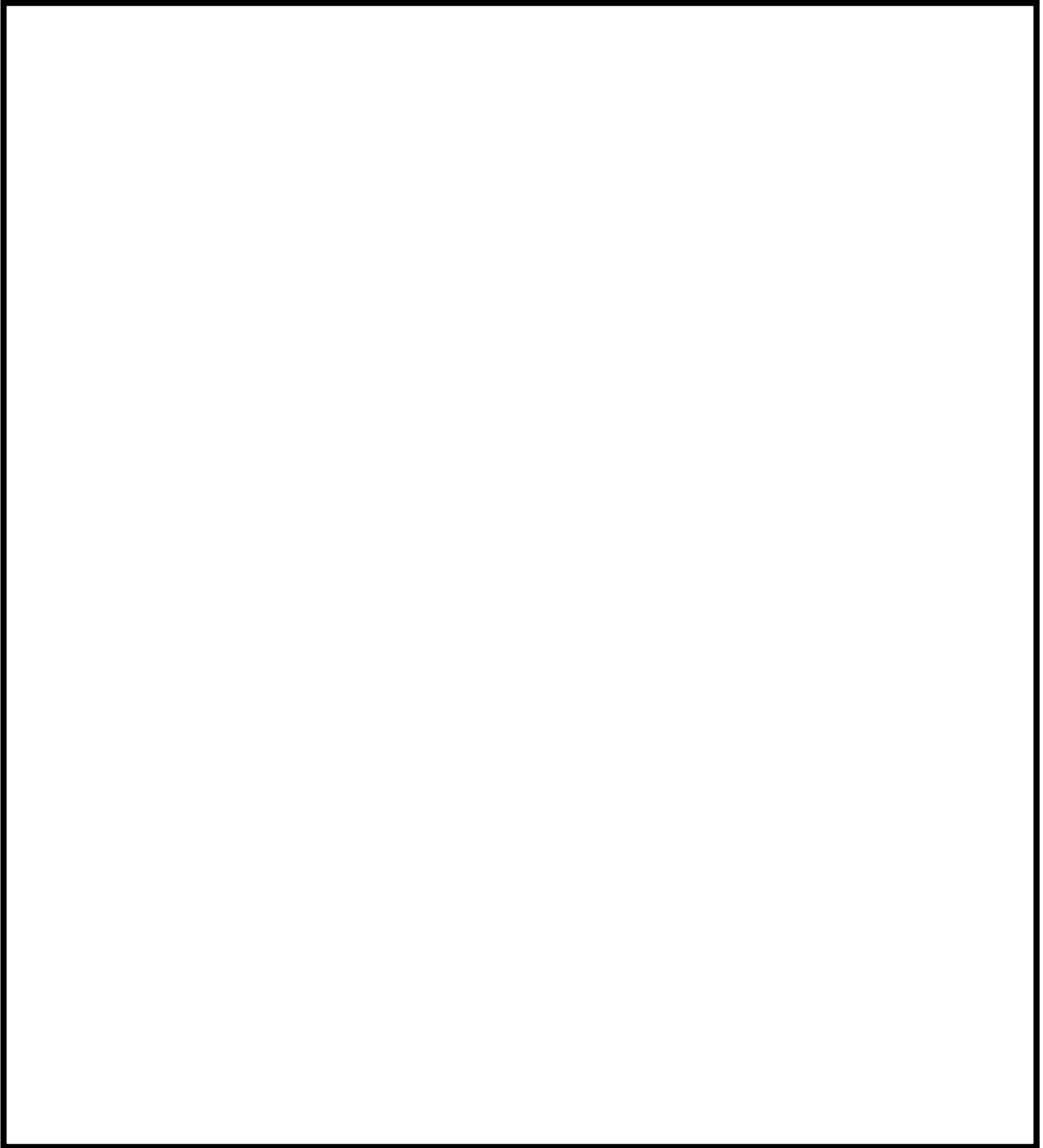
Directions: Illustrate and write about how you can care for your community.



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.

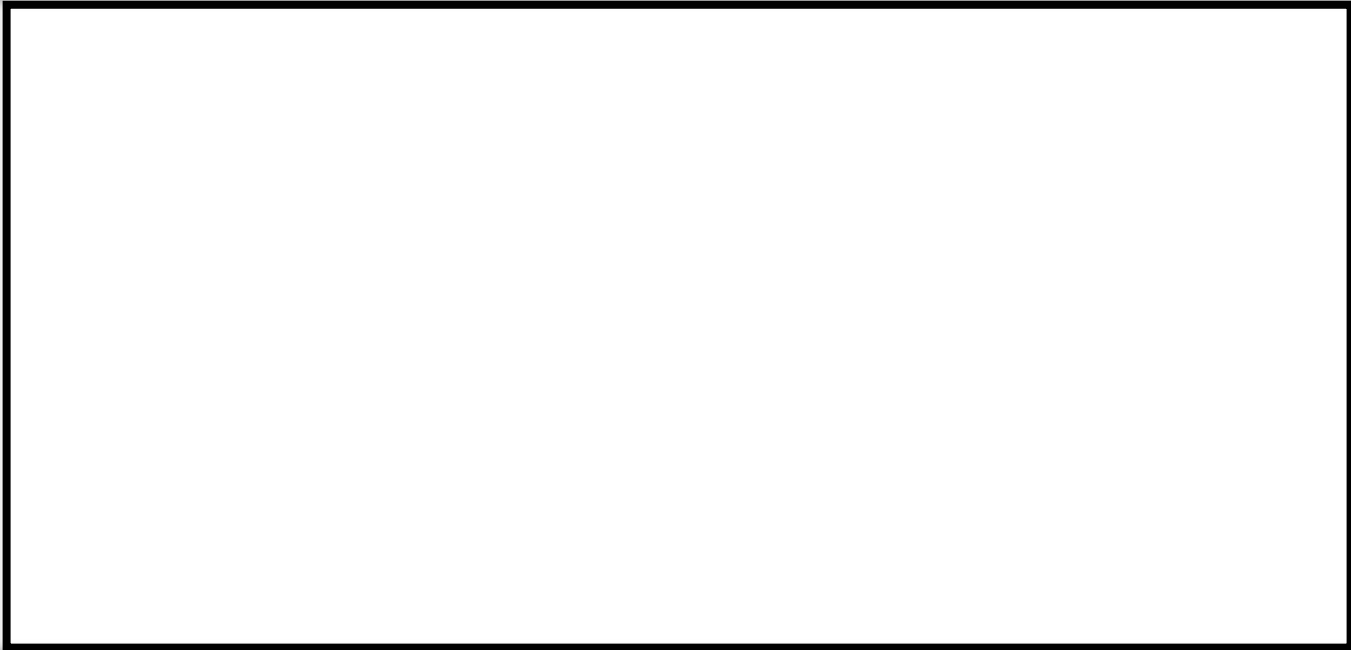
Name: \_\_\_\_\_

Directions: Draw your community.





Directions: Illustrate and write about what makes your community unique.



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 4 community helpers.


Name: \_\_\_\_\_

Directions: Illustrate and write about your favorite community helper.



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 you learned.

Name: \_\_\_\_\_

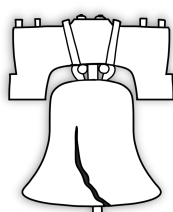
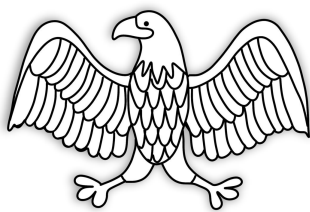
Directions: Illustrate and write about what you learned.



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

# Social Studies

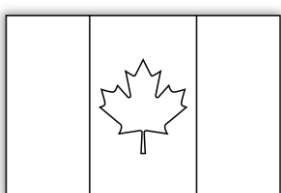
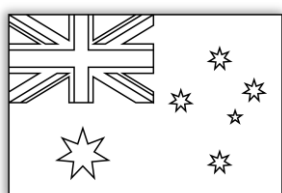
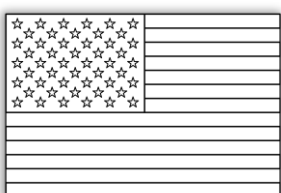
Which picture does NOT show an American symbol?



Which picture does NOT show a former U.S. president?



Which picture shows your country's flag?



Which community helper takes care of you when you are sick?



Which community helper can take you to different places?

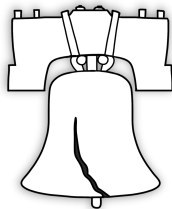
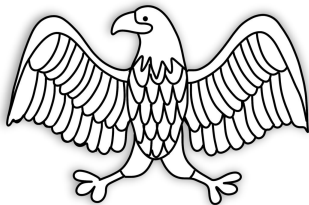




# U.S.A. Assessment Tracker

Student	Score	Question 1: symbol	Question 2: U.S. President	Question 3: flag	Question 4: community helper	Question 5: community helper
	/5					
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	/5					

Which picture does NOT show an American symbol?



Which picture does NOT show a former U.S. president?



Illustrate a picture of your country's flag.

Which community helper takes care of you when you are sick?

Which community helper helps you learn new things?

# U.S.A. Assessment Tracker

Student	Score	Question 1: symbol	Question 2: U.S. President	Question 3: flag	Question 4: community helper	Question 5: community helper
	/5					
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## Social Studies



# pledge

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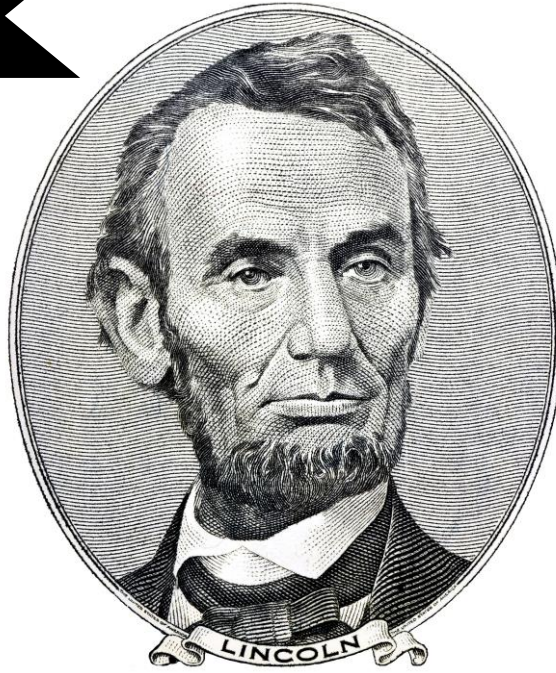
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# vote

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# president

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# democracy

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# allegiance

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# community helper

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# community

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# rural

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# urban

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# suburban

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# Read Aloud Book List

Book	Purchase	Online
American Symbols FREE Epic Books Playlist	N/A	<a href="#">Here</a>
Duck! Rabbit! By Amy Rosenthal	<a href="#">Here</a>	<a href="#">Here</a>
What If Everybody Did That? By Ellen Javernick	<a href="#">Here</a>	<a href="#">Here</a>

**Unit One:  
Rules**

**Unit Two:  
United States**

**Unit Three:  
Maps**

**Unit Four:  
Cultures**

**Unit Five:  
Economics**

**Unit Two:  
Community**