



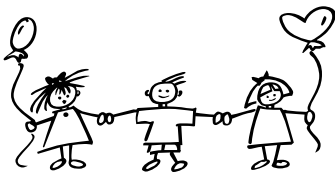
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Unit 1

My Community



park

Activating Prior Knowledge

Show students Social Studies Card 2. Ask them to look closely at the picture and tell you what they see. Ask them if the park in the picture looks like a park that they go to. Ask students to describe the park that they visit. Ask them questions such as the following: Is there a lot of grass? Are there swings and slides? Ask students to name their favorite things to do at the park. Share an experience you had at a park when you were younger. If possible, take students on a walking field trip to the nearest park. While at the park, decide as a class what piece of equipment is the most fun to play on. After returning to class, have students discuss the equipment they would like to have at a park. Create a Word Bank on the board with students' ideas. Have students draw pictures of their ideal parks and label the parts of their pictures.

Language Development

Show students the card. Ask them to describe again what they see in the picture. Tell them to look at the word *park* at the top of the card. Ask them what the word *park* begins with. After they respond, practice making the /p/ sound. Ask them if they recognize the sound they hear at the end of the word. Practice making the /k/ sound. Write the word *park* on the board with the "p" separated from the "-ark." Explain that you are going to create new words that rhyme with the word *park* by changing the beginning sound. Ask students to help you create new words such as *dark*, *lark*, *bark*, and *mark*. Direct students' attention to the sentence at the bottom of the page. Ask them if they recognize any words in the sentence. While pointing to the words, read the sentence. Ask students to read the sentence with you while you point to the words.

Building Knowledge and Comprehension

Show students the card. Ask them to describe what they see. Ask them to read the word *park* at the top of the card as you point to it. Ask them to read the sentence at the bottom of the card as you point to each word. Ask students to brainstorm things they like to do at the park. Make a list of these ideas on the board or on chart paper. Read through the list with students, pointing to each word as you read it. Give each student a sheet of construction paper. Ask students to draw a picture of their favorite thing to do at a park. Model for the class first by drawing your favorite thing to do at a park. After students draw their pictures, ask them to complete the following sentence underneath their pictures: "At the park, I like to ____." Bind all the pages together into a class book that can be enjoyed all year long.

Time to Differentiate!

For English language learners, help them complete their sentences in the Building Knowledge and Comprehension lesson. After students have drawn their pictures of their favorite things to do at the park, label their picture. Then encourage each student to use the label to complete his or her sentence.

For below-level students, practice identifying the beginning and ending sounds of the word *park*. If needed, tell students what each sound is and have them repeat the sound after you. Name other words that begin with the letter "p," and have students repeat the words, emphasizing the /p/ sound at the beginning.

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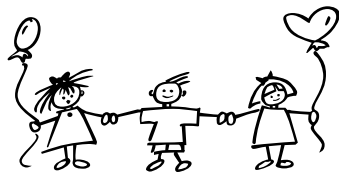
park



You can play in the **park**.

Unit 1

My Community



Focus Lesson

Objective

Pre-K and K–2 Standard 6.5: Students relate stories to their lives and personal experiences.

Skills

- understanding the main idea of text
- applying the main idea to real-life situations
- recognizing the connection between text and real-life situations

Materials

- Social Studies Cards 2 and 3
- chalk or whiteboard markers
- chalkboard or whiteboard
- crayons
- student copies of Activity 2 (page 58)
- writing paper
- envelopes
- student copies of Activity 3 (page 59)

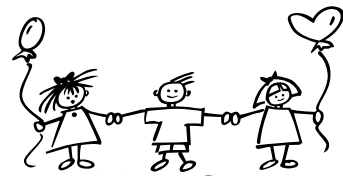
Word Study

- park
- play
- sorted
- post office
- mail

Comprehension and Skills

Part 1: Lesson Length: approx. 20 minutes

1. Invite each student to share an experience that he or she has had at a park. Ask students, “Why are there parks? Why are they necessary? What do people do at parks?” Hold up Social Studies Card 2 and invite students to read the word at the top of the card. Ask them what sound the first letter makes. Then add the “-ark” to the /p/ sound, blending these sounds together to say “park.” Now read the sentence at the bottom of the card.
2. Ask students what the word *play* means, and write their responses on the board. Have one student at a time act out something that can be done at the park. As students guess, make a list of these activities. After each student has had a turn, point out that the word *play* can mean many things. Hold up Social Studies Card 2 and ask students, “What are the children in the picture doing? Why do people go to parks?” Allow time for students to respond.
3. Distribute copies of Activity 2 (page 58) and read the directions at the top of the page. Above each sentence, students are to draw a picture of what they can do at a park. Have them do this activity at their seats or at a center. Read the sentences to students before they begin to work.
4. Finally, invite students to share their drawings, comparing and contrasting what they each drew. Discuss which of these activities they have done at a park.



Focus Lesson *(cont.)*

Comprehension and Skills

Part 2: Lesson Length: approx. 20 minutes

1. Hold up Social Studies Card 3 and have students explain what this place is and what goes on here. Have them sound out the first letter of the word *post*. Point to the word *post* and read it with the class. Now point to the next word and read *office*. Next have students read the sentence at the bottom of the card with you, pointing to each word as you read. Read the sentence twice to allow students a chance to read all of the words.
2. Ask students if they have ever been to a post office. Invite them to share what they saw there. Ask, “What did it look like? What were people doing there? Did the post office look like the one on Social Studies Card 3?”
3. Tell students that you would like to design a post office in the classroom. Ask them to help you make a list of things that will be needed to set it up. This list might include a post office box for each student, an outgoing mailbox, someone to sort the mail, and stamps. After planning the post office, make arrangements to set one up. Distribute paper to students and encourage them to write letters and draw pictures for each other. Students need to write the name of the student to whom they want to send the letter. Place all letters in the outgoing mailbox. Have two or three students sort through the mail and place letters in the correct boxes. Each day you can have a different group of students sort the mail and deliver it to the correct box.

Comprehension and Skills

Part 3: Lesson Length: approx. 20 minutes

1. Have students write a letter to a family member or to a friend. Students will probably need assistance in writing letters. Encourage students to draw pictures to illustrate their letters. With the assistance of an older student or an adult, have each student write the delivery and return addresses on an envelope. Then have each student put a stamp on the envelope to put in a mailbox. Encourage students to think about where the letter will be going before it reaches its destination. Have students explain how the post office sorts mail, comparing it to how they sort the mail in class. Ask them, “How are these two activities alike? How are they different?”
2. Distribute copies of Activity 3 (page 59). Have students circle the correct answer to each question.

Time to Differentiate!

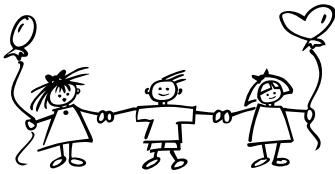
For above-level students, encourage them to use more descriptive language in their letters.

Assessment

Ask students to explain what they learned about the post office by reading Social Studies Card 3. Ask, “How did reading the card help you understand more about the post office?”

Unit 1

My Community



Activity 2: Use with Social Studies Card 2

Name _____

Draw a picture to go with each thing you can do at the **park**. Circle the things you like to do at the **park**.

Have a picnic.

Fly a kite.

Ride a bike.

Walk a dog.