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**Primary Source Readers:  
Content and Literacy in  
Social Studies—  
Kindergarten**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)  
**Table of Contents** (2 pages)  
**How to Use This Product** (5 pages)  
**Lesson Plan** (10 pages)  
**Document-Based Assessment** (1 page)  
**Reader** (12 pages)

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**PRIMARY SOURCE READERS**

# **Content and Literacy** **in Social Studies**

**Kindergarten**

**Teacher's Guide**





# Table of Contents

## Introduction

<b>The Power of Primary Sources</b> .....	5
<b>Fostering Content-Area Literacy</b> .....	7
<b>Differentiating for All Learners</b> .....	12
<b>How to Use This Product</b> .....	13
<b>About the Books</b> .....	23
<b>Introduction to Standards Correlations</b> .....	32
<b>Correlations to Standards</b> .....	33

## History

### Unit 1: My Community Then and Now

#### *Life at Home*

Lesson Plan.....	39
Student Reproducibles.....	44

#### *We Go to School*

Lesson Plan.....	49
Student Reproducibles.....	54

### Unit 2: My Country Then and Now

#### *Meet Lady Liberty*

Lesson Plan.....	59
Student Reproducibles.....	64

#### *Giving Thanks*

Lesson Plan.....	69
Student Reproducibles.....	74

### Unit 3: American Biographies

#### *Pocahontas*

Lesson Plan.....	79
Student Reproducibles.....	84

#### *George Washington*

Lesson Plan.....	89
Student Reproducibles.....	94

## Civics

### Unit 4: Rules and Authority

#### *Rules at School*

Lesson Plan.....	99
Student Reproducibles.....	104

#### *Rules at Home*

Lesson Plan.....	109
Student Reproducibles.....	114

### Unit 5: Citizenship

#### *I Am a Good Citizen*

Lesson Plan.....	119
Student Reproducibles.....	124

#### *I Am a Good Friend*

Lesson Plan.....	129
Student Reproducibles.....	134

### Unit 6: Responsibility

#### *We Work at School*

Lesson Plan.....	139
Student Reproducibles.....	144

#### *I Can Work!*

Lesson Plan.....	149
Student Reproducibles.....	154

## Geography

### Unit 7: Geographic Tools

#### *Follow That Map!*

Lesson Plan.....	159
Student Reproducibles.....	164

#### *Map It!*

Lesson Plan.....	169
Student Reproducibles.....	174

# Table of Contents *(cont.)*

## Economics

### Unit 8: Money

#### *All About Money*

Lesson Plan ..... 179

Student Reproducibles ..... 184

#### *Using Money*

Lesson Plan ..... 189

Student Reproducibles ..... 194

## Appendices

**Document-Based Assessments** ..... 199

### **Culminating Activity:**

**All About Me Scrapbook** ..... 215

*All About Me Scrapbook*

Activity Sheets ..... 217

*All About Me Scrapbook*

Rubric ..... 221

**Answer Key** ..... 222

**References Cited** ..... 232

**Contents of the CDs and DVDs** ..... 233

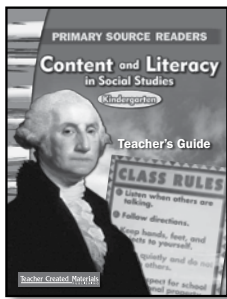


# How to Use This Product

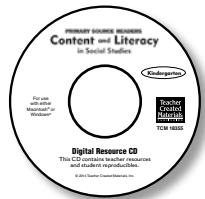
## Kit Components



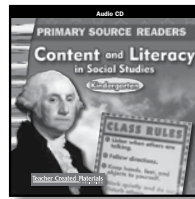
6 copies each of 16 paired books connected by a similar theme



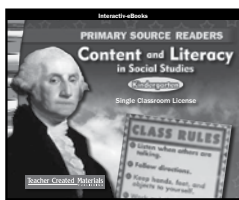
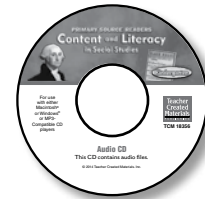
Teacher's Guide



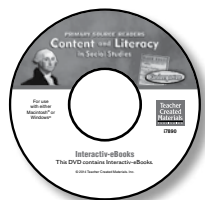
Digital Resource CD



Audio CD



Interactiv-eBook DVD

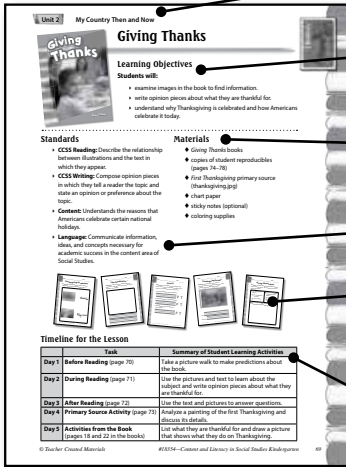


# How to Use This Product (cont.)

## Unit Organization

The heart of each unit is a set of paired books that are connected by a common theme. One book features a higher reading level, and the other book features a lower reading level. Each unit includes a comprehensive lesson plan for each book.

### Overview Page



Theme

Learning objectives

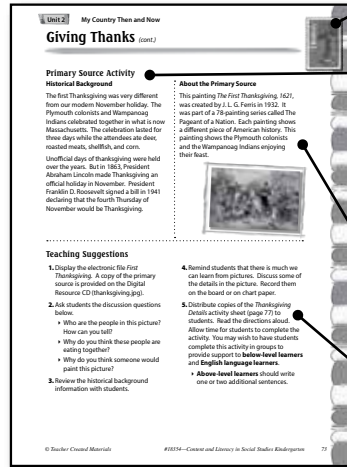
Materials list

Standards

Preview of student reproducibles

Suggested timeline for lesson

### Primary Source Activity Page



Social studies strand

Historical background information for the teacher

About the primary source

Activity using the primary source

### Before Reading

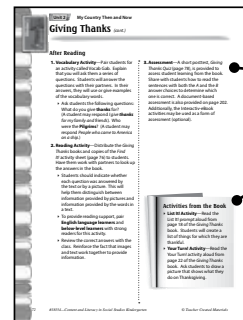
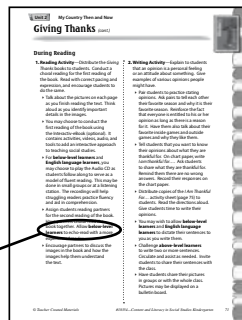
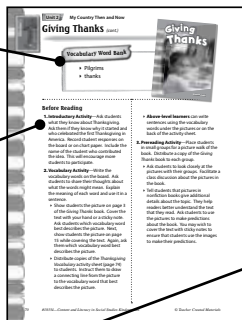
### During Reading

### After Reading

Vocabulary word bank

Introductory activity

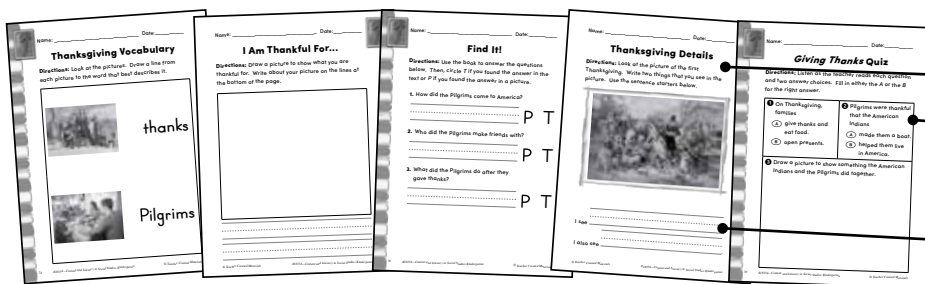
Bolded differentiation suggestions



Assessments

Activities from the book

## Student Reproducibles and Quiz



Clear directions

Multiple-choice quiz

Wide write-on lines



# How to Use This Product *(cont.)*

## Social Studies Strands

The books and lessons in this kit cover the four strands of social studies. The icons in the lessons and on the back of the books denote each strand.



## Reading Groups

Reading groups can easily be integrated into this program. At the beginning of the year, look through the Table of Contents (pages 3–4) and the Book Summaries (pages 29–31) to determine which of the paired books you would like to use with your students. For example, you may choose the Money theme, featuring two books: *All About Money* and *Using Money*.

Once you decide which paired books you want to use with your students, you need to group them according to their reading levels. You have six copies of each book. So, if you have 30 students, you could have five reading groups. About 12 students could be in two different reading groups to read the below-grade-level book (*Using Money*). Twelve more students could be in two different reading groups to read the on-grade-level book (*All About Money*).

The other six students would be your highest-level students. They should still participate in any whole-class discussions or activities, but they will not be meeting with you in the typical way. You would probably want to meet with them on the first day. Then, you could meet with them every other day after that. The goal is for them to study the same social studies content but complete a reading activity that is more advanced for their special learning needs. If they are already reading above grade level, they do not need the same type of reading practice as the other students.

## Whole-Class Discussions

The information in the paired books is similar. However, the vocabulary and sentence structure differ depending on the reading level of the book. This way, students who read either book can be pulled back into a classroom discussion about the same general social studies content. By dividing the students and having them read different books, you will have a more interactive class discussion in which every student has something interesting to share with the class. Your below-grade-level students will have knowledge to bring to the table that the on- or above-grade-level students will not have.

# How to Use This Product *(cont.)*

## Support for Social Studies

It is possible that not all of the topics will fit your social studies needs. Keep in mind that you do not need to read these books consecutively. You can spread out the books and use them throughout the year. You might choose to use them at the beginning of each corresponding unit of study. So, as you begin your study of American holidays and symbols, use your reading time that week to have students read either *Meet Lady Liberty* or *Giving Thanks*. This way, students will become interested in the subject through multiple sources of information. The activities are interesting, and students will be excited to learn more about the events, places, and people that they meet in the books.

## Support for Reading

Each book's lesson plan has a three-part framework of the reading process to facilitate social studies learning. Reading is divided into three comprehension-building steps: before reading, during reading, and after reading. Before reading, teachers can set the stage for learning by generating interest in the topic and activating prior knowledge. During reading, students monitor their comprehension of the text, clarify the purpose for reading, visualize the information, and make connections. After reading, students build connections with the information that they have read, enabling them to deepen their understanding and reflect on what they have learned.

## Support for Writing

Each pair of books has a writing objective as well as reading and social studies objectives. There is usually a writing activity for students to complete before reading the book. Many of these activities are done in pairs or small groups. This way, students collaborate to put their thoughts into written form. After students read the books, they complete writing assignments that are creative and fun. Students may be asked to write a sentence, label a picture, make a poster, or write a letter. Writing, reading, and social studies content are all interwoven throughout every lesson in *Primary Source Readers*.

## Support for Vocabulary

Social studies teachers have an enormous task before them: they must teach a large number of complex and wholly unfamiliar concepts to students that involve many unfamiliar vocabulary words. The first step in improving students' reading comprehension skills in social studies is to develop their academic or domain-specific vocabularies. The lesson plans in *Primary Source Readers* provide opportunities for students to be introduced to, interact with, and use key vocabulary and concept words. Students are invited to build on their previous understandings of words to learn new meanings and nuances, to connect words to greater concepts, to associate words with other related words, to categorize words in unique and useful ways, and to enjoy using language creatively to express themselves and their ideas.



# How to Use This Product *(cont.)*

## Assessment

Assessment is an important part of this unit of study. The *Primary Source Readers* series offers multiple assessment opportunities. You can gain insight into students' learning through multiple-choice quizzes, small-group observations, analysis of written assignments, a unit assessment, and a culminating activity. These formal and informal assessments provide you with the data needed to make informed decisions about what to teach and how to teach it. This is the best way for you to know who is struggling with various concepts and how to address the difficulties that students are experiencing with the curriculum.

**Multiple-Choice Quizzes**—At the end of each book's lesson in this Teacher's Guide is a short quiz with three questions. These short assessments may be used as open-book evaluations or as review quizzes in which students read and study the content prior to taking the quiz. Additionally, the quizzes may be used as a more formal assessment to provide evidence of learning.

**Document-Based Assessments**—Each assessment includes a primary source document and two questions. These questions help students develop and strengthen critical thinking skills.

**Culminating Activity**—The culminating activity allows students to apply what they have learned throughout the units in an engaging and interactive way. Students use what they have learned to create new ideas in a real-life context.

**Formative Assessments**—There are several points throughout each lesson where useful evaluations can be made. These evaluations can be made based on group, paired, and individual discussions and activities.

## Multiple-Choice Quizzes

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

**Rules at School Quiz**

Directions: Listen as the teacher reads each question and two answer choices. Fill in either the A or the B for the right answer.

1 To answer a question in class, students should

A shout out the answer.

B raise their hands.

2 Rules are things that tell you

A what you should do after school.

B what you may or may not do.

3 Draw a picture of some kids following the rules at school.

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

**I Am a Good Citizen Quiz**

Directions: Listen as the teacher reads each question and two answer choices. Fill in either the A or the B for the right answer.

1 A citizen is a member of a

A school club.

B country.

2 An example of a law is

A wearing a helmet when I ride my bike.

B sharing my cookies with my friends.


3 Draw a picture of you being a good citizen.

## Document-Based Assessments

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

**In the Classroom**

Directions: Answer the questions about the photo.



1. Is this picture from the past or the present?

\_\_\_\_\_


2. Name one thing that you do in school today and that kids also did long ago.

\_\_\_\_\_

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

**Statue of Liberty**

Directions: Answer the questions about the photo.



1. What is the name of the statue shown in the picture?

\_\_\_\_\_

2. What does the Statue of Liberty hold?

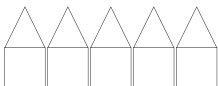
\_\_\_\_\_

## Culminating Activity

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

**City Map**

Directions: Color and cut out the buildings and houses below. Glue them onto your class map.



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

**My Job**

Directions: Draw yourself in the box doing your job. On the lines next to the box, write what you do for your job.



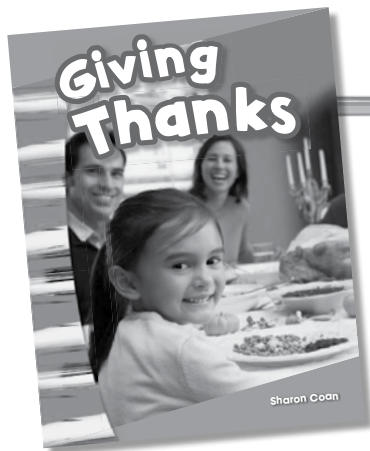
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Giving Thanks

## Learning Objectives

### Students will:

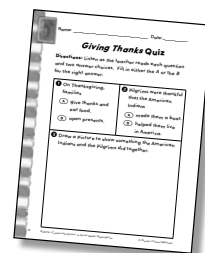
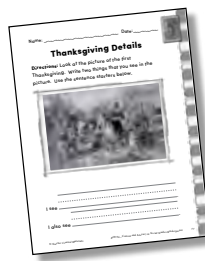
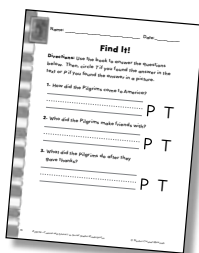
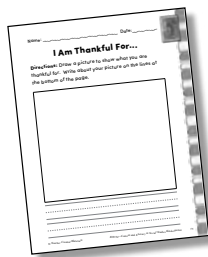
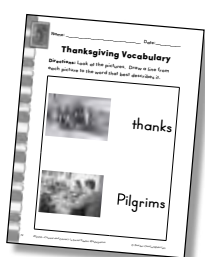
- ▶ examine images in the book to find information.
- ▶ write opinion pieces about what they are thankful for.
- ▶ understand why Thanksgiving is celebrated and how Americans celebrate it today.

## Standards

- ▶ **CCSS Reading:** Describe the relationship between illustrations and the text in which they appear.
- ▶ **CCSS Writing:** Compose opinion pieces in which they tell a reader the topic and state an opinion or preference about the topic.
- ▶ **Content:** Understands the reasons that Americans celebrate certain national holidays.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

## Materials

- ◆ *Giving Thanks* books
- ◆ copies of student reproducibles (pages 74–78)
- ◆ *First Thanksgiving* primary source (thanksgiving.jpg)
- ◆ chart paper
- ◆ sticky notes (optional)
- ◆ coloring supplies



## Timeline for the Lesson

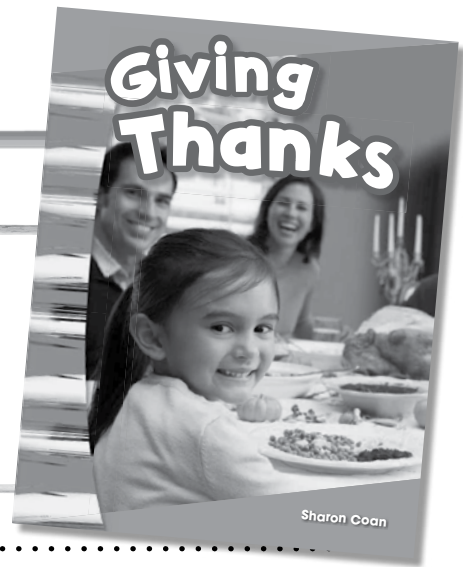
	Task	Summary of Student Learning Activities
Day 1	<b>Before Reading</b> (page 70)	Take a picture walk to make predictions about the book.
Day 2	<b>During Reading</b> (page 71)	Use the pictures and text to learn about the subject and write opinion pieces about what they are thankful for.
Day 3	<b>After Reading</b> (page 72)	Use the text and pictures to answer questions.
Day 4	<b>Primary Source Activity</b> (page 73)	Analyze a painting of the first Thanksgiving and discuss its details.
Day 5	<b>Activities from the Book</b> (pages 18 and 22 in the books)	List what they are thankful for and draw a picture that shows what they do on Thanksgiving.



# Giving Thanks *(cont.)*

## Vocabulary Word Bank

- ▶ Pilgrims
- ▶ thanks



### Before Reading

**1. Introductory Activity**—Ask students what they know about Thanksgiving. Ask them if they know why it started and who celebrated the first Thanksgiving in America. Record student responses on the board or on chart paper. Include the name of the student who contributed the idea. This will encourage more students to participate.

**2. Vocabulary Activity**—Write the vocabulary words on the board. Ask students to share their thoughts about what the words might mean. Explain the meaning of each word and use it in a sentence.

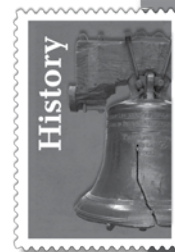
- ▶ Show students the picture on page 3 of the *Giving Thanks* book. Cover the text with your hand or a sticky note. Ask students which vocabulary word best describes the picture. Next, show students the picture on page 15 while covering the text. Again, ask them which vocabulary word best describes the picture.
- ▶ Distribute copies of the *Thanksgiving Vocabulary* activity sheet (page 74) to students. Instruct them to draw a connecting line from the picture to the vocabulary word that best describes the picture.

- ▶ **Above-level learners** can write sentences using the vocabulary words under the pictures or on the back of the activity sheet.

**3. Prereading Activity**—Place students in small groups for a picture walk of the book. Distribute a copy of the *Giving Thanks* book to each group.

- ▶ Ask students to look closely at the pictures with their groups. Facilitate a class discussion about the pictures in the book.
- ▶ Tell students that pictures in nonfiction books give additional details about the topic. They help readers better understand the text that they read. Ask students to use the pictures to make predictions about the book. You may wish to cover the text with sticky notes to ensure that students use the images to make their predictions.

# Giving Thanks *(cont.)*



## During Reading

**1. Reading Activity**—Distribute the *Giving Thanks* books to students. Conduct a choral reading for the first reading of the book. Read with correct pacing and expression, and encourage students to do the same.

- ▶ Talk about the pictures on each page as you finish reading the text. Think aloud as you identify important details in the images.
- ▶ You may choose to conduct the first reading of the book using the Interactiv-eBook (optional). It contains activities, videos, audio, and tools to add an interactive approach to teaching social studies.
- ▶ For **below-level learners** and **English language learners**, you may choose to play the Audio CD as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recordings will help struggling readers practice fluency and aid in comprehension.
- ▶ Assign students reading partners for the second reading of the book. Have partners choral-read the book together. Allow **below-level learners** to echo-read with a more experienced reader.
- ▶ Encourage partners to discuss the images in the book and how the images help them understand the text.

**2. Writing Activity**—Explain to students that an opinion is a personal feeling or an attitude about something. Give examples of various opinions people might have.

- ▶ Pair students to practice stating opinions. Ask pairs to tell each other their favorite season and why it is their favorite season. Reinforce the fact that everyone is entitled to his or her opinion as long as there is a reason for it. Have them also talk about their favorite inside games and outside games and why they like them.
- ▶ Tell students that you want to know their opinions about what they are thankful for. On chart paper, write *I am thankful for....* Ask students to share what they are thankful for. Remind them there are no wrong answers. Record their responses on the chart paper.
- ▶ Distribute copies of the *I Am Thankful For...* activity sheet (page 75) to students. Read the directions aloud. Give students time to write their opinions.
- ▶ You may wish to allow **below-level learners** and **English language learners** to dictate their sentences to you as you write them.
- ▶ Challenge **above-level learners** to write two or more sentences. Circulate and assist as needed. Invite students to share their sentences with the class.
- ▶ Have students share their pictures in groups or with the whole class. Pictures may be displayed on a bulletin board.

# Giving Thanks *(cont.)*

## After Reading

**1. Vocabulary Activity**—Pair students for an activity called Vocab Gab. Explain that you will ask them a series of questions. Students will answer the questions with their partners. In their answers, they will use or give examples of the vocabulary words.

- ▶ Ask students the following questions: What do you give **thanks** for? (A student may respond *I give thanks for my family and friends*). Who were the **Pilgrims**? (A student may respond *People who came to America on a ship*.)

**2. Reading Activity**—Distribute the *Giving Thanks* books and copies of the *Find It!* activity sheet (page 76) to students. Have them work with partners to look up the answers in the book.

- ▶ Students should indicate whether each question was answered by the text or by a picture. This will help them distinguish between information provided by pictures and information provided by the words in a text.
- ▶ To provide reading support, pair **English language learners** and **below-level learners** with strong readers for this activity.
- ▶ Review the correct answers with the class. Reinforce the fact that images and text work together to provide information.

**3. Assessment**—A short posttest, *Giving Thanks Quiz* (page 78), is provided to assess student learning from the book. Share with students how to read the sentences with both the *A* and the *B* answer choices to determine which one is correct. A document-based assessment is also provided on page 202. Additionally, the Interactiv-eBook activities may be used as a form of assessment (optional).

## Activities from the Book

- ▶ **List It! Activity**—Read the List It! prompt aloud from page 18 of the *Giving Thanks* book. Students will create a list of things for which they are thankful.
- ▶ **Your Turn! Activity**—Read the Your Turn! activity aloud from page 22 of the *Giving Thanks* book. Ask students to draw a picture that shows what they do on Thanksgiving.

# Giving Thanks (cont.)



## Primary Source Activity

### Historical Background

The first Thanksgiving was very different from our modern November holiday. The Plymouth colonists and Wampanoag Indians celebrated together in what is now Massachusetts. The celebration lasted for three days while the attendees ate deer, roasted meats, shellfish, and corn.

Unofficial days of thanksgiving were held over the years. But in 1863, President Abraham Lincoln made Thanksgiving an official holiday in November. President Franklin D. Roosevelt signed a bill in 1941 declaring that the fourth Thursday of November would be Thanksgiving.

### About the Primary Source

This painting *The First Thanksgiving, 1621*, was created by J. L. G. Ferris in 1932. It was part of a 78-painting series called *The Pageant of a Nation*. Each painting shows a different piece of American history. This painting shows the Plymouth colonists and the Wampanoag Indians enjoying their feast.



## Teaching Suggestions

1. Display the electronic file *First Thanksgiving*. A copy of the primary source is provided on the Digital Resource CD (thanksgiving.jpg).
2. Ask students the discussion questions below.
  - ▶ Who are the people in this picture? How can you tell?
  - ▶ Why do you think these people are eating together?
  - ▶ Why do you think someone would paint this picture?
3. Review the historical background information with students.
4. Remind students that there is much we can learn from pictures. Discuss some of the details in the picture. Record them on the board or on chart paper.
5. Distribute copies of the *Thanksgiving Details* activity sheet (page 77) to students. Read the directions aloud. Allow time for students to complete the activity. You may wish to have students complete this activity in groups to provide support to **below-level learners** and **English language learners**.
  - ▶ **Above-level learners** should write one or two additional sentences.

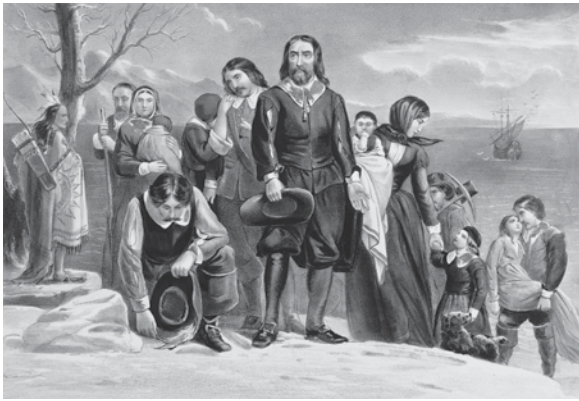




Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Thanksgiving Vocabulary

**Directions:** Look at the pictures. Draw a line from each picture to the word that best describes it.

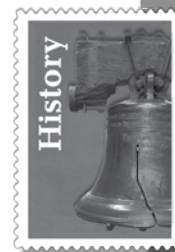


thanks



Pilgrims

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



# I Am Thankful For...

**Directions:** Draw a picture to show what you are thankful for. Write about your picture on the lines at the bottom of the page.

A large, empty rectangular box with a solid black border, intended for a student to draw a picture.Four sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



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

## Find It!

**Directions:** Use the book to answer the questions below. Then, circle *T* if you found the answer in the text or *P* if you found the answer in a picture.

1. How did the Pilgrims come to America?

\_\_\_\_\_  
-----  
\_\_\_\_\_

P T

2. Who did the Pilgrims make friends with?

\_\_\_\_\_  
-----  
\_\_\_\_\_

P T

3. What did the Pilgrims do after they gave thanks?

\_\_\_\_\_  
-----  
\_\_\_\_\_

P T



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

# Thanksgiving Details

**Directions:** Look at the picture of the first Thanksgiving. Write two things that you see in the picture. Use the sentence starters below.



\_\_\_\_\_  
-----  
I see \_\_\_\_\_.

\_\_\_\_\_  
-----  
I also see \_\_\_\_\_.





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

## ***Giving Thanks Quiz***

**Directions:** Listen as the teacher reads each question and two answer choices. Fill in either the *A* or the *B* for the right answer.

- 1** On Thanksgiving, families
- A** give thanks and eat food.
- B** open presents.

- 2** Pilgrims were thankful that the American Indians
- A** made them a boat.
- B** helped them live in America.

- 3** Draw a picture to show something the American Indians and the Pilgrims did together.

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

# George Washington

**Directions:** Answer the questions about the photo.



**1.** Does this statue show George in the army or as a farmer?

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**2.** List one fact you know about George Washington.

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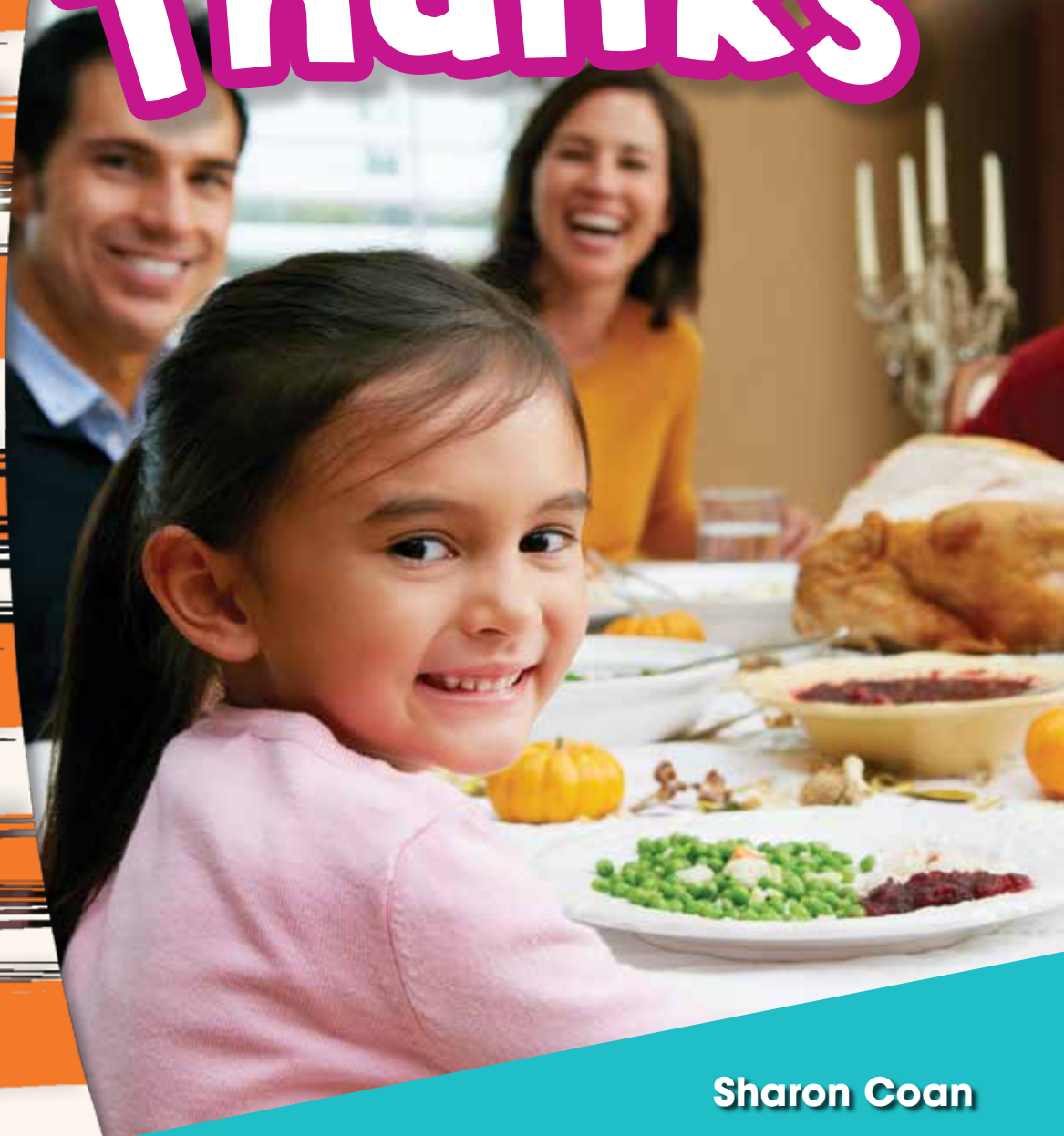
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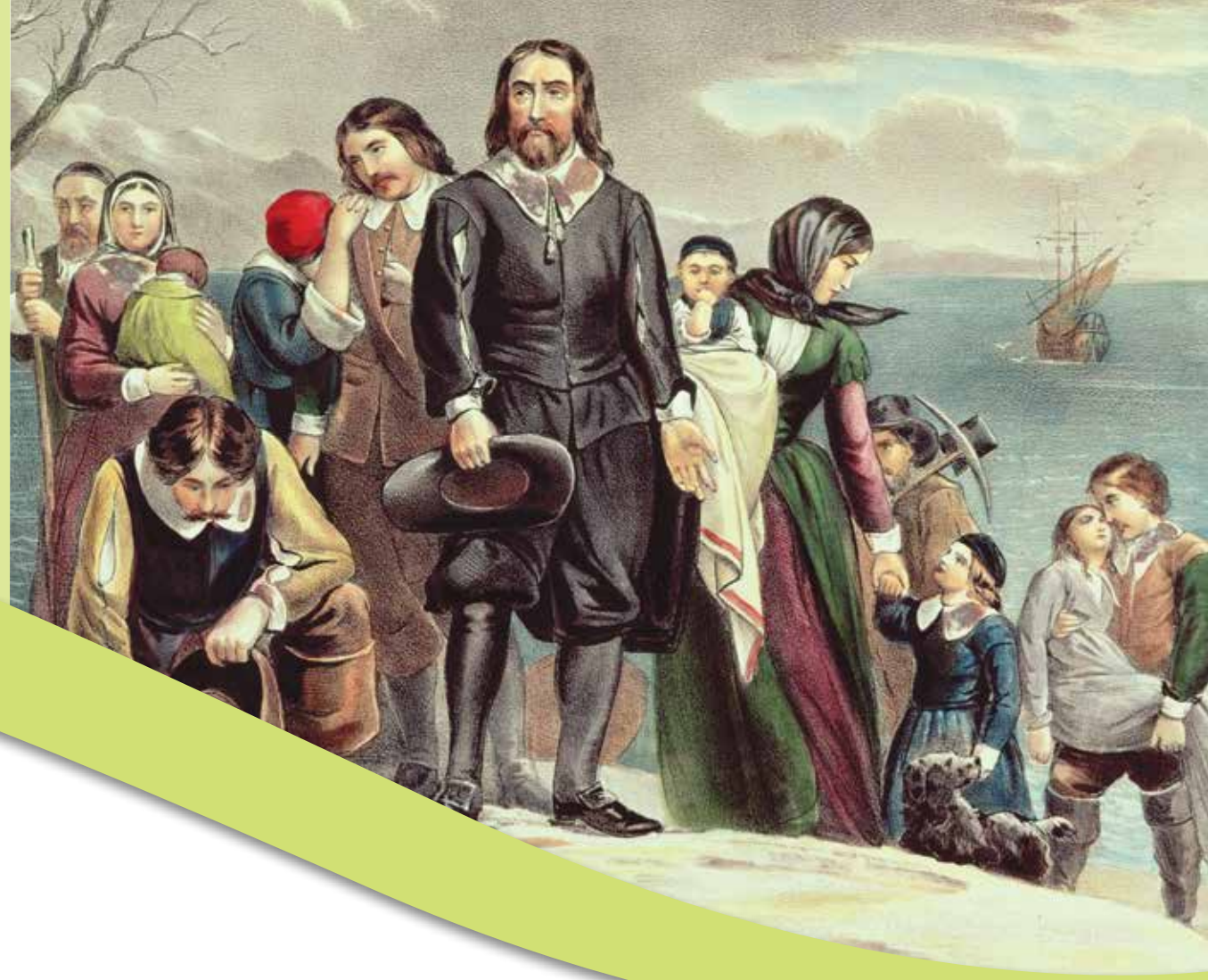
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# Giving Thanks



Sharon Coan





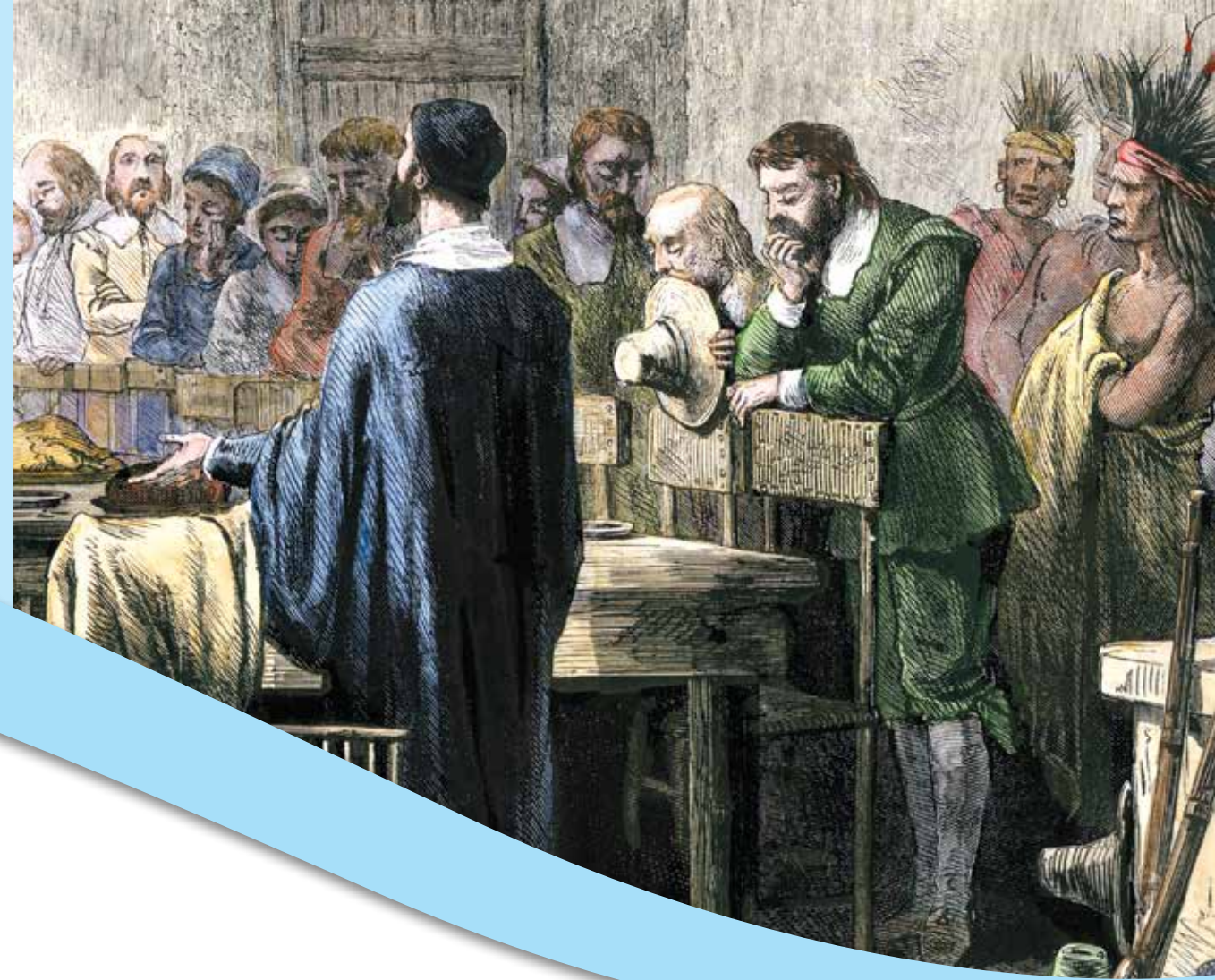
The **Pilgrims** came  
on a ship.





They made friends.





They gave **thanks**.





They ate food.





We come in a plane.





We make friends.





We give thanks.





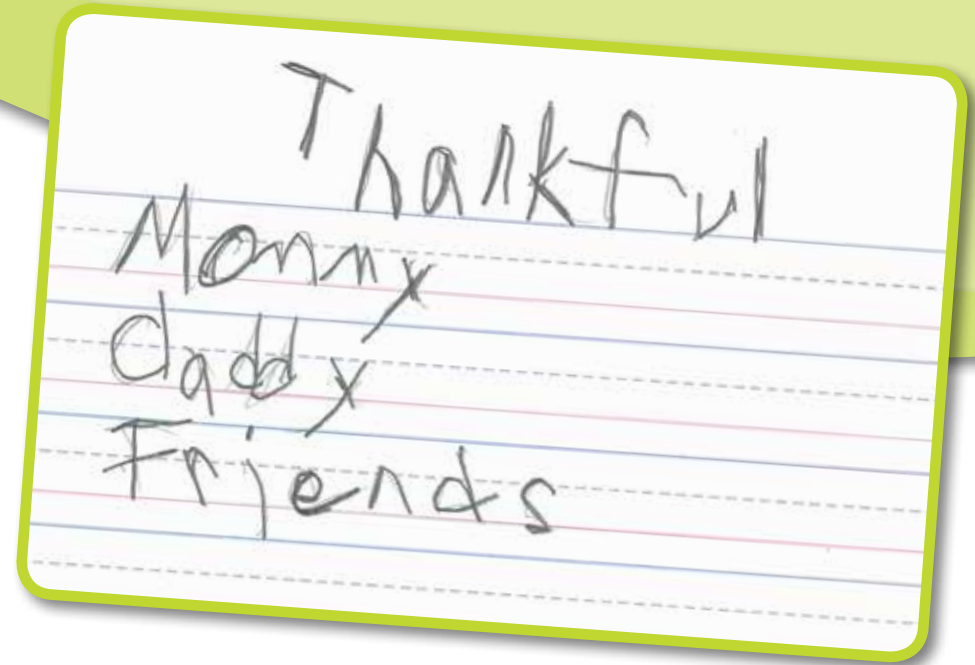
We eat food.



# List It!



1. What are you thankful for?
2. Think of three things.



3. Write a list.



## **Glossary**

**Pilgrims**—the first people who came from England to America

**thanks**—showing that you are happy and grateful

## **Index**

food, 8, 16

friends, 4, 12

Pilgrims, 2

thanks, 6, 14

# Your Turn!



What do you do on Thanksgiving? Draw a picture.

