

# PREKINDERGARTEN

## Self

A prekindergarten social studies program should stress:

- an awareness of oneself as an individual, different from others but with similarities that connect oneself to family, the school, and the community.
- an awareness of how humans and other living things grow and how things, events, and ideas change over time.
- an awareness that they are members of a family and a classroom community who respect the uniqueness of others and themselves.
- an increased awareness of the physical relationships between and among people and places. Students will begin to identify characteristics of the natural environment and human-built structures and understand how people and places are connected by transportation.
- an awareness of the goods and services that meet needs and wants (e.g., food, shelter, clothing).
- an increased awareness of the kinds of work people do and of the variety of tools people use to produce goods and services.
- an awareness of students' rights and responsibilities as members of a classroom community. In prekindergarten, students begin to understand the meaning of rules and how they affect people in different situations.

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## FOCUS QUESTIONS

- What is special about me? What is special about my family?
- What changes when I grow?
- How are people alike? How are people different?
- What is a school? What is a community?
- How do people in families, schools, and communities help one another?
- What are some differences between land and water?
- What is a map? How do maps help us?
- What is weather? How does it affect what we do?
- What is a need? What is a want?
- What are goods? What are services?
- What is work? What is a tool? How do work and tools help us?
- What is a rule/right? How do rules/rights help us?

# Content Understandings

## **Myself and others**

My identity includes gender, ethnicity, and languages.  
Each person has likes and dislikes.  
Each person is unique and important.  
All people need others.  
People and the things they do change over time.  
People use fairy tales, folktales, and other genres to teach values, ideas, and traditions.

## **My family and other families**

My family and other families are alike and different.  
People live in different types of homes.  
People in families help one another.  
Members of families are related to each other in different ways; *mother, father, grandmother, grandfather, brother, sister, cousin, aunt, and uncle.*

## **My school and school community**

People live in different types of communities (classroom, school, neighborhood).  
People within communities have different traditions and cultures (food, clothing, languages, and celebrations).  
People in communities help one another.

## **My neighborhood**

People live and work in a variety of places and buildings.  
Neighborhoods are made up of characteristics that can be easily identified.  
My neighborhood can be located on a map.  
Different people live in my neighborhood.

## **Location of home, school, neighborhood, and community on maps and globes**

Familiar landmarks can be used to help people know where they are.  
People use different locations for a variety of purposes.  
Some locations are safer than others.  
Land and water masses can be located on maps and globes.  
People use various forms of transportation to move from place to place.

## **Basic human needs and wants**

People define basic human needs and wants.  
Families have needs and wants.

## **Symbols of citizenship**

People have different ways of celebrating holidays and other special events.  
The American flag is an important symbol of our nation.

## **Rights, responsibilities, and roles of citizenship**

All children and adults have rights, roles, and responsibilities at home, in school, in the classroom, and in the community.  
People have rights, roles, and responsibilities as members of different groups at different times in their lives.

## **People making and changing rules and laws**

Rules affect children and adults.  
People make and change rules for many reasons.

## **People making rules that involve consideration of others and provide for the health and safety of all**

Families develop rules to govern and protect family members.  
People in school groups develop rules to govern and protect themselves.

# Myself and Others

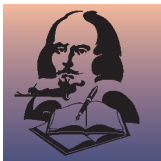
- My identity includes gender, ethnicity, and languages.
- Each person has likes and dislikes.
- Each person is unique and important.
- All people need others.
- People and the things they do change over time.
- People use fairy tales, folktales, and other genres to teach values, ideas, and traditions.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity  Change  Choice	<p><b>Classroom Activities</b></p> <p>Have each student bring in items and pictures that are important to the student to share with the class.</p> <ul style="list-style-type: none"> <li>• What is special about me?</li> </ul> <p>Compare handprints and footprints of students and adults, including parents.</p> <ul style="list-style-type: none"> <li>• What is special about me?</li> </ul> <p>Share books and pictures depicting different emotions. Discuss how people react to various situations.</p> <p>Display and compare pictures of students as infants and preschoolers.</p> <p>Compare clothing of infants to clothing of young children.</p> <p>Trace the outlines of students' bodies on large sheets of paper. Allow children to draw and color their features, and decorate their "people" with fabrics or buttons.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to work together to complete a task.</li> <li>• Provide student and adult clothing for the dramatic play area. Also provide clothing that reflects different cultures and genders.</li> <li>• Teachers might participate in the activities by bringing in pictures of themselves.</li> <li>• Build in time for children to talk about growth and change.</li> <li>• Use students' BIG BOOKS whenever possible.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Read trade books that have a “moral of the story” or relate to a student’s daily life.

### MATHEMATICS

Provide opportunities for students to choose and graph their favorite food, color, animal, and/or season. Measure and compare children’s heights and weights at beginning and end of year.

- How will I change as I grow?



### SCIENCE

Grow plants (e.g., from bulbs and seeds) in the classroom to see how things grow and change over time.

### ARTS

Make and label tracings of handprints to send home.  
Make a friendship wreath with everyone’s handprint.  
Have the students create self-portraits.



## Suggested Documents and Other Resources Selected by New York State Teachers

Photographs of students

Clothing for babies, preschoolers, and adults

### Trade Books:

**All About You** by Catherine and Laurence Anholt

**Big Sarah’s Little Boots** by Paulette Bourgeois

**Communication** by Aiki

**Corduroy with Book** by Don Freeman

**Dancing Feet** by Charlotte Agell

**Good Morning Isabel** by Nette Hilton

**Hello! Good Bye!** by Aiki

**I Can, Can You?** by Carol Adorjan

**My Friends** by Taro Gomi

**Peter’s Chair** by Ezra Jack Keats

**Tinderbox** by Hans Christian Andersen

**When You Were a Baby** by Ann Jonas

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator’s Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# My Family and Other Families

- My family and other families are alike and different.
- People live in different types of homes.
- People in families help one another.
- Members of families are related to each other in different ways: *mother, father, grandmother, grandfather, brother, sister, cousin, aunt, and uncle.*

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity	<p><b>Classroom Activities</b></p> <p>Have students bring in pictures of their family members. Discuss how every family is made up of different members.</p> <ul style="list-style-type: none"> <li>• What is a family?</li> </ul> <p>Create a chart with the students. Students place photographs of family members in appropriate categories, i.e., mother, father, brother, sister, grandfather, grandmother, other family member.</p> <p>Invite parents/grandparents to come to school to talk about what it was like when they were younger, to share their talents, or to read a story.</p> <p>If possible, take the students for a walk through the neighborhood. Discuss the types of houses in which people live. If a walk is not possible, use pictures of different types of houses that can be found in the students' neighborhoods. The teacher initiates a discussion of various kinds of houses (e.g., farmhouse, trailer, apartment, single-family house, townhouse, duplex), different locations of houses, and how houses differ in other neighborhoods.</p> <p>Have students make a list of the types of houses they live in and record the data on a poster.</p> <p>Describe similarities and differences among houses in different parts of the community, country, and world.</p> <p>Use the dramatic play area for students to act out roles of various family members.</p> <ul style="list-style-type: none"> <li>• How do family members help each other?</li> </ul> <p>Use the block area to allow students to build homes and neighborhoods.</p> <ul style="list-style-type: none"> <li>• What is a home?</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Equip classroom learning centers with items that suggest differences in families' backgrounds: photos, textiles, baskets, pots, dishes, pretend food, reproductions of paintings, and books showing buildings, clothing, and landscapes from different parts of the world.</li> <li>• Teachers need to be sensitive about the living conditions of some students when discussing the topic of homes and where people live.</li> <li>• Be aware of cultural issues and the need to respect differences among families and communities.</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Read stories about how family members help each other.  
Collect information about family culture and/or ethnic background.

### MATHEMATICS

Create a chart of the different types of buildings in which students live.  
Chart family member's characteristics such as oldest, youngest, tallest, or shortest.

### SCIENCE

Have children discuss different types of pets.  
Cook foods in the classroom, using recipes that the students bring from home.  
Make a bird feeder, using a milk carton.



### ARTS

Create a collage, using pictures of the students and their families.  
Create a food collage with the students.  
Collect songs, poems, and games from different cultural or ethnic backgrounds. Sing songs and/or perform dances from various ethnic backgrounds.  
Draw, paint, or write about houses and things found inside or outside a house.



### LANGUAGES OTHER THAN ENGLISH

Invite speakers from the target language country to share stories about families in their country. Discuss extended families in these countries.



### HEALTH, PHYSICAL EDUCATION, AND FAMILY AND CONSUMER SCIENCES

Discuss the health and safety features of a house.

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## Suggested Documents and Other Resources Selected by New York State Teachers

Photographs  
Reproductions of paintings  
Models of houses and landscapes  
Clothing

### **Trade Books:**

**Asleep at Last** by Ewa Lipniacka, Basia Bogdanowicz (illustrator)  
**The Baby Sister** by Tomie dePaola  
**Bigmama's** by Donald Crews  
**A Chair for My Mother**, by Vera B. Williams  
**Celebrating Families** by Rosmarie Hausher  
**The Doorbell Rang** by Pat Hutchins  
**Families Are Different** by N. Pelligrini  
**Farm Morning** by David McPhail  
**Gifts** by Jo Ellen Bogart  
**Good Morning Isabel** by Nette Hilton  
**I Love My Family** by Wade Hudson  
**Jamaica's Find (El Hallazgo De Jamaica)** by Juanita Haville, Anne Sibley O'Brien (illustrator), Tresa Mlarver (translator)  
**Just Grandma and Me** by Mercer Mayer  
**More More More Said the Baby: 3 Love Stories** by Vera B. Williams  
**My Apron: A Story from My Childhood** by Eric Carle  
**My House** by Lisa Desimini  
**On the Day I Was Born** by Deborah M. Newton Chocolate, Melody Rosales (illustrator)

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
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### **Possible Community Field Trips:**

Take students on a walk to search for types of community buildings and landmarks. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

# My School and School Community

- People live in different types of communities (classroom, school, neighborhood).
- People within communities have different traditions and cultures (food, clothing, languages, and celebrations).
- People in communities help one another.

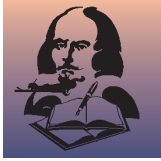
Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity  Culture/  Diversity  Choice	<p><b>Classroom Activities</b></p> <p>Take the students for a walk inside and outside the school. Identify the various areas of the school (e.g., classrooms, gym, playground, cafeteria, principal’s office, nurse’s office). Discuss the uses of the various areas.</p> <ul style="list-style-type: none"> <li>• What is a school?</li> <li>• What people in the school can help us?</li> </ul> <p>Invite various members of the school community (e.g., nurse, principal, custodian, hall monitor) to discuss their work and explain how they help everyone in the school.</p> <ul style="list-style-type: none"> <li>• What is a community?</li> </ul> <p>Ask parents to send in a note about the day their child was born. Read this to the class as part of each child’s birthday celebration.</p> <p>Share art, music, food, stories, costumes, and customs based on ethnic holidays and traditions.</p> <p>Invite family members to discuss their special family traditions. Have family members bring in food, clothing, or special items.</p> <p>Identify the special helper for the day and allow this student to choose his/her favorite color and/or book.</p> <ul style="list-style-type: none"> <li>• How are people alike? How are people different?</li> </ul> <p>Use the classroom calendar, photos, and homemade books to help children keep track of events and celebrations in the history of the classroom (e.g., first day of school, first field trip, first day of snow).</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• It is important for students to develop a sense of the daily routines and transitions in the classroom and know what is expected of them at arrival, during group meetings, at dismissal time, and on the bus. Students should be able to handle routines with increasing independence as the year progresses.</li> <li>• Post a JOB CHART/CLASSROOM MANAGERS/SCHOOL RESPONSIBILITIES CHART for a specific function. Special helpers are usually chosen weekly, and their names would appear on the JOB CHART.</li> </ul>



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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Create greeting cards that can be sent to residents of nursing homes or other facilities.

### ARTS

Create a classroom scrapbook of the events that occur throughout the year (e.g., food projects, first day of school, field trips, neighborhood walks).

Match pictures of the various workers in the school to their roles as part of the school community. Create a chart or poster.



## Suggested Documents and Other Resources Selected by New York State Teachers

Ethnic foods and clothing

Photographs of the community

### Trade Books:

**Bright Eyes, Brown Skin** by Cheryl W. Hudson and Bernette G. Ford

**How My Library Grew** by Martha Alexander

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# My Neighborhood

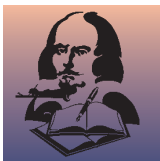
- People live and work in a variety of places and buildings.
- Neighborhoods are made up of characteristics that can be easily identified.
- My neighborhood can be located on a map.
- Different people live in my neighborhood.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Places and Regions	<p><b>Classroom Activities</b></p> <p>Make and discuss a basic map of the neighborhood.</p> <ul style="list-style-type: none"> <li>• What is a map?</li> </ul> <p>Take a walk in the neighborhood to look for different buildings where people live, work, and play.</p> <ul style="list-style-type: none"> <li>• What is a neighborhood?</li> </ul> <p>Look through magazines for pictures of houses and other buildings to refer to when designing a neighborhood mural.</p> <p>Include materials/props in dramatic play and block areas to allow students to create structures and role-play their function.</p> <p>In small groups, students match structures in their neighborhoods to their function (e.g., fire truck at firehouse, mail at post office).</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Introduce a variety of nonfiction and fiction books prior to and following each classroom activity.</li> <li>• Display simple maps in the classroom and discuss them at group time.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Create a chart on which students match the types of clothing they wear with different types of weather (e.g., warm, cold, rainy).

### MATHEMATICS

Provide map puzzles that students can put together.



### SCIENCE

Identify types of trees and other plants that are found in the neighborhood.



### ARTS

Provide materials (e.g., small boxes, blocks, milk cartons) for students to use in building houses and other structures.

Provide easels or flat surfaces for students to use to paint a picture of their house.

Create a mural of the neighborhood.



## Suggested Documents and Other Resources Selected by New York State Teachers

Pictorial and other maps

Photographs of the local firehouse and post office

Documents from businesses in the neighborhood, such as:

Menus

Small signs and posters from stores

### Trade Books:

**Apt. 3** by Ezra Jack Keats

**As the Crow Flies: A First Book of Maps** by Gail Hartman

**Building a House** by Byron Barton

**The Car Washing Street** by Denise Louis Patrick, John Ward (illustrator)

**Flower Garden** by Eve Bunting, Kathryn Hewitt (illustrator)

**A House Is a House for Me** by Mary Ann Hoberman

**Jonathan and His Mommy** by Irene Smalls-Hector

**A Letter to Amy** by Ezra Jack Keats

**One Afternoon** by Yumi Heo

**Red Light, Green Light** by Margaret Wise Brown

**Will Goes to the Post Office** by Olof Landstrom and Lena Landstrom

**Where Do I Live?** by Neil Chesnow

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# Location of Home, School, Neighborhood, and Community on Maps and Globes

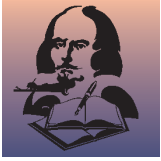
- Familiar landmarks can be used to help people know where they are.
- People use different locations for a variety of purposes.
- Some locations are safer than others.
- Land and water masses can be located on maps and globes.
- People use various forms of transportation to move from place to place.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Places and Regions	<p><b>Classroom Activities</b></p> <p>Have students identify key points of interest in their neighborhood. Discuss what makes each special.</p> <ul style="list-style-type: none"> <li>• What is a landmark?</li> </ul> <p>Arrange a scavenger hunt inside or outside school. Give students pictures of actual objects to locate. Ask children to describe the location of each object.</p> <p>Have students sort and put away a variety of classroom materials in appropriate learning centers.</p> <p>Display pictures of the playground in the block area. Use blocks to represent different features of the playground.</p> <p>Arrange traffic safety signs in or near block and dramatic play areas.</p> <p>Use pictorial maps and globes to distinguish between land and water masses.</p> <ul style="list-style-type: none"> <li>• What are some differences between land and water?</li> </ul> <p>Sort pictures of different forms of transportation used in the air, on land, and in water.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Label various areas of the classroom and discuss how these help us to determine where we are in relation to each other and where things belong.</li> <li>• Reinforce understanding of terms denoting opposites such as <i>up, down, over, under, on, off, far, near, above, below</i>.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have the students learn their address and discuss how addresses help people locate a house.

### MATHEMATICS

Have students name and count the types of buildings that are in their immediate neighborhood (e.g., houses, restaurants, and places of worship).



### SCIENCE

Use sand and water tables to help students understand the concepts of liquids and solids.

### ARTS

Have students use an easel to paint a picture of their house or another structure. Pass a blow-up globe while playing music. When the music stops, ask students to say whether their hands are placed on water or on land.



## Suggested Documents and Other Resources Selected by New York State Teachers

Maps  
Globes  
Pictures of community landmarks and forms of transportation  
Pictures or diagrams of landforms and water forms

### Trade Books:

**The Diggers** by Margaret Wise Brown

**School Bus: For the Buses, the Riders, and the Watchers** by Donald Crews

**This Is the Way We Go to School: A Book About Children Around the World** by Edith Baer, Steve Bjorkman (illustrator)

**Wheels on the Bus** by Wickstrom Raff, Sylvie Kantorovitz (illustrator)

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# Basic Human Needs and Wants

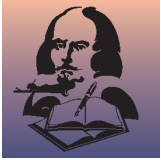
- People define basic human needs and wants.
- Families have needs and wants.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Economic Systems  Needs and Wants	<p><b>Classroom Activities</b></p> <p>Allow students to match objects to the kind of store where they can be purchased.</p> <p>Take students on a field trip to a grocery store to purchase items for a classroom food project.</p> <p>Make a chart depicting basic needs (e.g., food, clothing, shelter) and wants (e.g., vacation, wide-screen TV, SUV) of families.</p> <ul style="list-style-type: none"> <li>• What is a need?</li> <li>• What is a want?</li> </ul> <p>Have students describe and dictate a list of materials needed for specific classroom projects (e.g., planting seeds, making cookies).</p> <p>Have parents visit the classroom to describe and answer questions about the type of work they do. Record the jobs on a chart, and indicate whether the job provides goods or services or both. Also discuss:</p> <ul style="list-style-type: none"> <li>• What is work?</li> <li>• What is a tool?</li> <li>• How do tools help us?</li> </ul> <p>Have students use newspapers, magazines, and catalogs to find, cut out, and chart pictures of tools that have the same and/or different functions.</p> <p>The concepts <i>needs</i> and <i>wants</i> are particularly appropriate at Thanksgiving time. Incorporate them into the broader theme of <i>thankfulness</i> for food, clothing, and shelter.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Use real objects or pictures of familiar objects in all activities.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students match tools to different classroom routines (e.g., mealtime, outdoor play, story time).

### MATHEMATICS

Create a graph that lists various goods and services as needs or wants.



### SCIENCE

Discuss the needs of classroom pet(s) or pets students may have at home.

Organize a toolbox with real or play tools. Sort tools on the basis of whether they are used by adults or students.

### CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

Describe different occupations and explain their benefits to others.



### ARTS

Have students role-play various providers of goods and services in the dramatic play area, which has been set up as various workstations (e.g., pet store, grocery store, florist, restaurant, bank).



## Suggested Documents and Other Resources Selected by New York State Teachers

Tools of different jobs

Catalogs

Magazines

Posters

Play money

Real money (coins)

### Trade Books:

**A Chair for My Mother** by Vera B. Williams

**At the Supermarket** by David Hautzig

**Chop, Simmer, Season** by Alexa Brandenburg

**A Chef** by Douglas Florian

**The Go-Around Dollar** by Barbara, J. Adams

**I'm Going to Be a Police Officer** by Edith Kunhardt

**Mommy's Office** by Barbara S. Hazen

**Monster Money Book** by L. Leedy

**Rent Party Jazz** by William Miller, Charlotte Riley-Webb (illustrator)

**Saturday at the New You** by Barbara E. Barber

**What Am I?** by Debbie MacKinnon

**While You Are Asleep** by Gwynne L. Isaacs

**Who Uses This?** by Margaret Miller

Teacher Resources:

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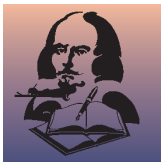
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# Symbols of Citizenship

- People have different ways of celebrating holidays and other special events.
- The American flag is an important symbol of our nation.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Citizenship  Civic Values	<p><b>Classroom Activities</b></p> <p>Make visuals for the classroom:</p> <ul style="list-style-type: none"> <li>- use symbols to help students identify their cubby;</li> <li>- use signs in learning centers to help students identify where materials belong (e.g., post outline of shape on shelves in block area);</li> <li>- label all furniture and equipment;</li> <li>- identify safety signs such as exit signs.</li> </ul> <ul style="list-style-type: none"> <li>• What is a symbol?</li> <li>• How do symbols help us learn?</li> </ul> <p>Read books about the American flag and discuss its meaning.</p> <p>Create a language experience chart that matches symbols to descriptions of holidays (e.g., Kwanzaa, Christmas, Hanukkah, Ramadan). Compare and contrast the holidays.</p> <ul style="list-style-type: none"> <li>• What is a holiday?</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Provide feedback on the positive behaviors of students.</li> <li>• Emphasize that every holiday or celebration is special to someone, but not necessarily to everyone.</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students read and listen to stories about symbols of citizenship.  
Have students collect facts and ideas about symbols of citizenship.

### ARTS

Have students make replicas of various symbols of citizenship using appropriate media.  
Have students sing and move to patriotic music.





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## Suggested Documents and Other Resources Selected by New York State Teachers

A flag of the United States  
Posters of the Statue of Liberty  
Cartoons of Uncle Sam

### Trade Books:

**This Land Is Your Land** by Woody Guthrie

**Flag Lore of All Nations** by Whitney Smith

**A Very Important Day** by Maggie R. Herold

**Red, White, Blue and Uncle Who? The Stories Behind Some of America's Patriotic Symbols** by Teresa Bateman, John O'Brien (illustrator)

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# Rights, Responsibilities, and Roles of Citizenship

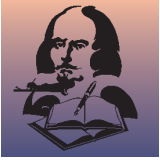
- All children and adults have rights, roles, and responsibilities at home, in school, in the classroom, and in the community.
- People have rights, roles, and responsibilities as members of different groups at different times in their lives.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Citizenship  Civic Values	<p><b>Classroom Activities</b></p> <p>Discuss and revisit the rules of familiar or simple board games that require taking turns.</p> <ul style="list-style-type: none"> <li>• What is a rule/right?</li> </ul> <p>Display a chart of students’ classroom responsibilities.</p> <p>Discuss and post classroom responsibilities on a chart.</p> <p>Compare jobs children do at home and at school.</p> <ul style="list-style-type: none"> <li>• How do responsibilities change in different settings as well as with age?</li> </ul> <p>Compare jobs of children and adults. Point out that teachers have many other roles/jobs.</p> <ul style="list-style-type: none"> <li>• What is a responsibility/role?</li> </ul> <p>Role-play and discuss different situations requiring students to select, use, and/or share toys and other materials.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Tell students to be careful not to crowd their classmates during music and movement activities. Discuss the need to respect one another’s space.</li> <li>• Teach students to appreciate and take care of classroom equipment and materials.</li> <li>• Reinforce concepts of <i>sharing</i>, <i>taking turns</i>, and <i>following directions</i> during indoor and outdoor activities.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Bring students and their parents to the school or local library to obtain a library card. Discuss with the students the responsibilities involved in taking care of and returning borrowed books.

Have students discuss the meaning of the terms *rights*, *responsibilities*, and *roles of citizenship*.

### ARTS

Provide opportunities for students to work cooperatively in doing art, food, and other projects in the classroom.

Have students draw pictures illustrating the responsibilities of citizenship.



### MATHEMATICS

Have students group themselves according to the colors they are wearing, their height, their likes, or their dislikes. Create bar graphs representing the results.

## Suggested Documents and Other Resources Selected by New York State Teachers

Board game rules  
School rules  
Traffic rules for children  
Classroom responsibilities chart

### Trade Books:

**Give Me Half!** by Stuart J. Murphy  
**Everything Has a Place** by Patricia Lillie  
**Snail Started It** by Katja Reider  
**Something Beautiful** by Sharon Dennis Wyeth

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# People Making and Changing Rules and Laws

- Rules affect children and adults.
- People make and change rules for many reasons.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Government	<p><b>Classroom Activities</b></p> <p>Involve students in making simple rules for the classroom and playground.</p> <ul style="list-style-type: none"> <li>• What is a rule?</li> <li>• Why do rules change?</li> </ul> <p>Discuss and compare indoor and outdoor rules. Record on a Venn diagram those that are the same and those that are different.</p> <p>Discuss and write out two to three rules, and display them in each learning center of the classroom.</p> <p>Introduce traffic signs in the classroom and on the playground.</p> <p>Introduce the need for rules or laws by asking students to help demonstrate on riding toys what the roads would be like without traffic lights and signs.</p> <p>Introduce the concept of <i>safety</i>. Discuss photos of students engaged in safe and unsafe activities.</p> <ul style="list-style-type: none"> <li>• What is safety?</li> </ul> <p>Read aloud books on rules, and allow students to discuss them as they carry them out.</p> <p>Have students role-play their response.</p> <p>Discuss and record rules for traveling in a car, bus, boat, airplane, or train. Share these rules with parents.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Display a poster of the rules for each area of the classroom.</li> </ul>

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## Interdisciplinary Connections



### ARTS

Have students use songs, rhymes, finger plays, and other genres to reinforce safety concepts. Have students take turns responding to different types of music by associating the sounds they hear with pictures of the appropriate musical instruments. Have students select these pictures from a group of pictures that have already been identified and discussed.

### MATHEMATICS

Introduce awareness of ordinal number names from first to tenth in relation to the order of the classroom routine. Distribute one snack food item to each student at mealtime to teach one-to-one correspondence.

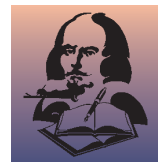


### SCIENCE

Explore the relationship between eating utensils and different types of foods (e.g., one type of knife is used to spread butter, while another is used to cut carrots).

### ENGLISH LANGUAGE ARTS

Have students dictate a classroom constitution and post it in the classroom.



## Suggested Documents and Other Resources Selected by New York State Teachers

Chart of classroom rules  
United States Constitution

Teacher Resources:

- Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department
- Early Literacy Profile: An Assessment Instrument** by the New York State Education Department
- Early Literacy Profile: Facilitator's Guide** by the New York State Education Department
- Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department
- Living Together Under the Law: An Elementary Education Law Guide**, by the Law, Youth, and Citizenship Program of the New York State Bar Association and the New York State Education Department
- Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# People Making Rules That Involve Consideration of Others and Provide for the Health and Safety of All

- Families develop rules to govern and protect family members.
- People in school groups develop rules to govern and protect themselves.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Citizenship	<p><b>Classroom Activities</b></p> <p>Discuss rules that protect people and their property (e.g., not walking on grass, not walking in the street, not leaving toys outside).</p> <ul style="list-style-type: none"> <li>• Why do we need rules?</li> </ul> <p>Invite a police officer, firefighter, and/or paramedic to talk to the students about simple safety rules.</p> <p>Discuss, record, and display rules that children have at home.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Use photos or symbols to enhance meaning of words on posters and charts in the classroom.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Have students count and chart or graph the number of rules for each classroom learning center.

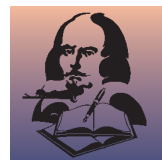
### SCIENCE

Teach students to store tools used for various projects (e.g., planting seeds) in safe ways.

### ENGLISH LANGUAGE ARTS

Make and label recipe charts to show students the safe ways to use cooking utensils for combining food items.

Discuss what indoor and outdoor rules have in common.



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## Suggested Documents and Other Resources Selected by New York State Teachers

Photographs  
Safety signs

### **Trade Books:**

**Let's Talk About It: Extraordinary Friends** by Fred Rogers, Jim Judkins (photographer)

**Emergency!** by Joy Massof

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

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# Key Terms

## PREKINDERGARTEN

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age	environment	map	special
animals		money	stream
apartment	fair	mother	
attic	family	mountain	teacher
aunt	far/near		today
	father	near/far	toddler
baby	feelings	need	tomorrow
basement	food	neighbor	tool
before/after	forest	neighborhood	toy
birthday	friend		trip
book		ocean	turns
brother	globe	over/under	
building	goods		uncle
buying	grandfather	plants	up/down
	grandmother	playground	
calendar	groceries	problem	want
celebrate			water
clock	hill	related	weather
clothing	holiday	responsibility	weight
coin	home	rules	woods
color	house		worker
community		safe	
cousin	infant	same	yesterday
culture		school	
	job	selling	
desert		senior	
different	land	services	
dollar		shelter	
		sister	

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.



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