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Introductory Lesson—Part A

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 1–9
- grocery list
- advertisements from a local grocery store

Word Study

- | | |
|-----------------|---------------|
| • grocery store | • doctors |
| • buy | • nurses |
| • people | • park |
| • fire station | • play |
| • safe | • sorted |
| • place | • post office |
| • neighborhood | • mail |
| • hospital | • museum |
| • school | • library |
| • learn | |

Comprehension and Skills

Part 1: Lesson Length: approx. 20 minutes

1. Begin the lesson by reading a grocery list to students, but do not tell them it is a grocery list. After reading the items on the list, ask students to tell you what the list is. Ask if they have ever seen a list like this one. Ask, “Where would somebody take this list?” Point out that this is a grocery list and that people would use a list like this to buy food at a grocery store.
2. Divide the class into groups of three or four. Give each group an advertisement from a local grocery store to examine. Instruct students to look at the pictures and words in their advertisements to determine what someone could buy at the grocery store.
3. After the groups have had time to look at the advertisement, let each group share with the class what a person might buy at the grocery store featured in their ad. Encourage them to show pictures or words from the advertisement. Now send the groups back to their seats to make a grocery list of what the members of the group would buy at the grocery store. Be available to assist students in locating words from the advertisements to help create their lists.
4. Discuss with the class the importance of using what we read in our daily lives. Tell students that they were using nonfiction material and applying it to a real-life situation. Shuffle Social Studies Cards 1–9 so that they are out of order. Ask students to look for the place where they would go to buy the items on their grocery lists.



Kinds of Land and Water

Wrap-up

Introduction

The wrap-up activities tie together the skills that have been taught throughout the unit. They provide opportunities for students to show the skills they have learned within this unit.

Objectives

Pre-K Standard 5.3: Students understand that illustrations and pictures convey meaning.

Pre-K Standard 6.5: Students relate stories to their own lives and experiences.

K–2 Standard 5.1: Students use mental images based on pictures and print to aid in comprehension of text.

K–2 Standard 7.4: Students relate new information to prior knowledge and experience.

Materials

- Social Studies Cards 18–23
- map of the world
- pictures of mountains, lakes, rivers, hills, plains, and oceans
- student copies of page 133

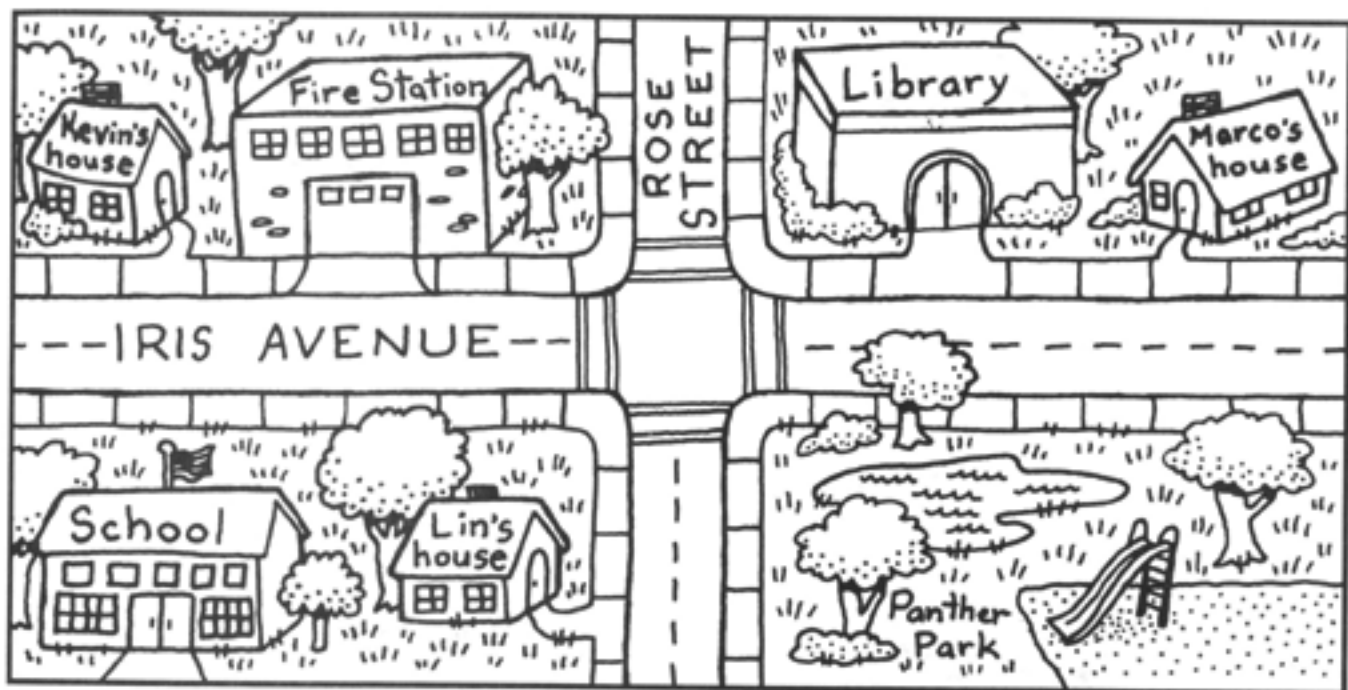
Comprehension and Skills

1. Post the pictures of the different types of land and water throughout the room. Invite students to walk around the room and look at the pictures. When they get to each picture, have them stop to determine the kind of land or water form pictured, as well as the meaning of the picture.
2. As a class, discuss the different types of land and water forms. Ask students to share how they knew what the pictures were depicting. Mix up Social Studies Cards 18–23. Hold up one card at a time and call on students to look around the room and find a picture that corresponds with the picture on the card. Continue until all students have had an opportunity to locate a picture on the wall that corresponds to each card. Explain to students that they are using the pictures to convey meaning. Have students analyze each picture and then return to their seats to complete the student activity (page 133).
3. Hang a map of the world in the classroom and invite groups of students to look at the map. Point out different types of land and water forms represented on the map, such as rivers, mountains, and oceans. Then ask students to find other oceans, rivers, and mountains on the map. Explain that they are organizing knowledge to answer a specific question.
4. Play the “What Am I?” game. Use the definitions from Social Studies Cards 18–23 to give clues to see if students can guess what kind of land or water form you are describing. This game will provide practice in organizing knowledge to answer a specific question.



Name _____

Look at this **neighborhood** map. Then answer the questions.



Who lives next to the library?

What street is the fire station on?

Who lives closest to the school?

What street does Lin live on?



Introductory Lesson—Part A *(cont.)*

Comprehension and Skills

Part 2: Lesson Length: approx. 20 minutes

1. Explain to students that you are going to describe a place. Students should close their eyes and picture the description in their minds. Instruct students not to call out the answer, but to raise their hands. Give clues until a majority of students are raising their hands.
2. Describe a fire station using the following clues:
 - This is a building with a big garage door on it.
 - People live and work here.
 - The people who work here like to help others.
 - There are very big trucks here.
 - There is a big water hose here.
 - A siren goes off here.
 - The people who work here wear helmets.
 - The people who work here are brave.
3. Once most students have determined what you are talking about, ask them to open their eyes and share their ideas. Ask, “Did you guess a fire station?” Point out that you gave students information and they were able to picture in their minds the place that was being described. Students were using nonfiction information and applying it to something in real life. This skill is important for a reader.
4. Display Social Studies Card 1 for students.
5. Ask them to look closely at the picture. Allow time for students to get a good look and start thinking about what they are seeing. Explain that just by looking at the picture, they can gather much information. They can use this information to help them answer questions. Also, the picture can help them in case they ever go to the place in the picture. Explain how important it is to use what we learn in books and other materials in our lives.
6. Repeat this activity with any of the remaining cards in this unit (Social Studies Cards 2–9).

Assessment

Choose a Social Studies Card (1–9) at random. Have students look at the picture and analyze the location. Then ask them to explain how using this information can help them in their lives.

Have students explain how using an advertisement helped to create a grocery list. Have them explain how they were able to identify the Social Studies Card with the picture of a grocery store.

Name _____



Unit 3

Kinds of Land and Water

Kinds of Land and Water

Sound out the words in each box. Draw a picture of the different types of land and water forms.

hill	plain	mountain
lake	river	ocean