

# KINDERGARTEN

## Self and Others

The kindergarten social studies program bridges the prekindergarten and grade 1 curricula by:

- developing awareness of similarities and differences that make each individual and group unique.
- recognizing how people, places, and events change over time.
- identifying characteristics of the physical environment and understanding how they affect what people do.
- recognizing that people use a variety of tools to do different kinds of work in different settings.
- understanding what rules, rights, and responsibilities are and how they affect people in different circumstances.

---

## FOCUS QUESTIONS

- What is special about me?
- How are my family and other families alike and different?
- Who lives and works in my neighborhood?
- How are people and goods moved from one place to another?
- What are some things people need and want?
- What are some tools people use to do work?
- What are some examples of goods and services?
- What symbols do we see in our school and neighborhood?
- How do different families celebrate special times?
- What are some rules we follow every day?
- What are some roles and responsibilities we have at home, at school, and in the neighborhood?

# Content Understandings

## **Myself and others**

- My identity includes gender, ethnicity, and languages.
- Each person has needs, wants, talents, and abilities.
- Each person has likes and dislikes.
- Each person is unique and important.
- People are alike and different in many ways.
- All people need others.
- All people need to learn, and they learn in different ways.
- People change over time.
- People use folktales, legends, music, and oral histories to teach values, ideas, and traditions.

## **My family and other families**

- My family and other families are alike and different.

## **My school and school community**

- What is a school?

## **My neighborhood**

- 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**

- Land and water masses can be located on maps and globes.
- The United States can be located on maps and globes.

## **Basic human needs and wants**

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

## **People helping one another to meet needs and wants (e.g., recycling and conservation projects)**

- People rely on each other for goods and services in families, schools, and neighborhoods.
- People make economic decisions and choices.

## **Symbols of citizenship**

- Citizenship includes an awareness of the symbols of our nation.
- Citizenship includes an understanding of the holidays and celebrations of our nation.
- Citizenship includes knowledge about and a respect for the flag of the United States of America.

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

- All children and adults have responsibilities at home, at school, in the classroom, and in the community.
- People have 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 needs, wants, talents, and abilities.
- Each person has likes and dislikes.
- Each person is unique and important.
- People are alike and different in many ways.
- All people need others.
- All people need to learn, and they learn in different ways.
- People change over time.
- People use folktales, legends, music, and oral histories to teach values, ideas, and traditions.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity  Change	<p><b>Classroom Activities</b></p> <p>Set up full-length mirrors to allow children to identify visible body parts.</p> <p>Have students work in pairs to trace and compare outlines of their bodies on large sheets of paper.</p> <ul style="list-style-type: none"> <li>• How are people alike and different?</li> <li>• How am I special?</li> <li>• What happens when I grow?</li> </ul> <p>Record students' heights and/or weights at least quarterly, and discuss these measurements with them.</p> <p>Write each student's first and last names on a shape or symbol. Display these shapes on a table and have children find the shape with their name on it and place it in an attendance basket.</p> <p>Help students make a class quilt featuring a student drawing or photo in each square.</p> <p>Help students make a class memory book to share regularly at group time.</p> <p>Have each student compile A BOOK ABOUT ME.</p> <p>Ask families to send in pictures of the students as infants and toddlers. Compare and discuss the photos, and see if the class can guess who is pictured.</p> <p>Make picture timelines of events in children's lives.</p> <p>Have a tasting party to compare fresh fruits and/or vegetables to the baby food variety of the same foods. Students could sort labels from baby food jars by fruit or vegetable and paste them on a graph.</p> <p>Install a clothesline across one wall of the classroom. Arrange baby clothes on the line by size, color, or purpose.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify/describe their own needs, abilities, likes, and dislikes.</li> <li>• recognize similarities and differences in physical features among family members and classmates.</li> <li>• recognize items and attributes that can be used to identify individuals in their immediate environment.</li> <li>• identify human features that change or do not change over time.</li> <li>• distinguish among activities that occur during the day, night, morning, afternoon, or evening.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Encourage adults to participate in some of these activities (e.g., bringing in pictures of themselves as an infant, young child, teenager).</li> <li>• Emphasize the importance of respect for differences among people.</li> <li>• Add new vocabulary to a WORD WALL.</li> </ul>

## Interdisciplinary Connections



### ARTS

- Help students make tracings, drawings, paintings, or moldings of handprints and footprints.
- Help students draw self-portraits that include facial and other features.
- Help students make and use sock or paper plate puppets.
- Photograph and record interview with student(s) of the week. Share with class during group time.
- Make and play tape or CD recordings of students sharing experiences or describing what they see in books.

### MATHEMATICS

- Record and compare heights and weights of students several times a year. Discuss these with class.
- Compare the number of boys to the number of girls in the class, and make a graph of this finding on the chalkboard. Discuss with class.
- Use a bathroom scale to weigh bags of dry sand that equal each student's birth weight. Estimate with students how much sand would be needed to equal their current weight.

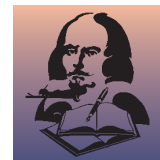


### SCIENCE

- Compare changes in human and animal growth. Discuss with class.
- Help students sequence pictures of the life cycle of different animals (e.g., frog, butterfly).
- Use masking tape on student's clothing to indicate their length at birth. Compare that length to their current height.

### ENGLISH LANGUAGE ARTS

- Have students make matching cards for key vocabulary words, and play concentration.
- Have students look at documents such as their birth certificates and discuss them. Do not ask students to bring in actual birth certificates; photocopies should be used instead.
- Ask students to identify the beginning, middle, and end of stories.
- Identify and discuss with students cause-effect patterns in stories. Predict how a story would change if one or more characters or events changed (ask "What do you think would happen if?" questions).



### LANGUAGES OTHER THAN ENGLISH

- Read aloud and discuss **Jambo Means Hello** by Muriel Feelings.

---

---

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

Photographs  
Baby foods  
Baby clothes

### **Trade Books:**

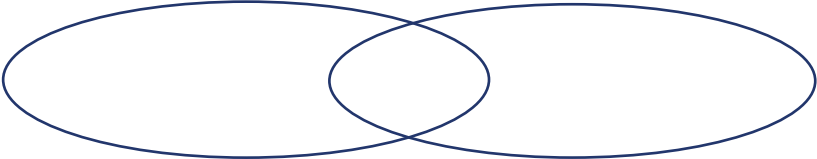
**Alexander and the Terrible, Horrible, No Good, Very Bad Day** by Judith Viorst  
**All About You** by Catherine and Laurence Anholt  
**Carrot Seed** by Ruth Krauss  
**Clifford's Loose Tooth** by Norman Bridwell  
**Frog and Toad Are Friends** by Arnold Lobel  
**How a Seed Grows** by Helen J. Jordan  
**I Am Adopted** by Susan Lapsley  
**I Can Do It by Myself** by Eloise Greenfield and Jessie Jones Little  
**I Like Me** by Nancy L. Carlson  
**I'm Growing** by Alike  
**It's Mine** by Leo Lionni  
**Jambo Means Hello: Swahili Alphabet Book** by Muriel Feelings  
**Tillie and the Wall** by Leo Lionni  
**The Very Lonely Firefly** by Eric Carle  
**When Sophie Get Angry, Really, Really Angry** by Molly Bang  
**William's Doll** by Charlotte Zolotow  
**You'll Soon Grow into Them, Titch** by Pat Hutchins  
**You're Adorable** by Buddy Kaye, Fred Wise, and Sidney Lippman; Martha Alexander (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

# My Family and Other Families

- My family and other families are alike and different.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity  Change  Diversity  Culture	<p><b>Classroom Activities</b></p> <p>Have students draw, label, and display pictures of family members.</p> <ul style="list-style-type: none"> <li>• What is a family?</li> <li>• How are families alike and different?</li> </ul> <p>Have students compare the way they care for a pet with the way a family cares for a child.</p> <div style="text-align: center;"> <p>CARING FOR A PET      CARING FOR A CHILD</p>  </div> <p>Add adult-sized clothing and accessories to the dramatic play area. Include props representative of the past (e.g., cowboy hats, sunbonnets, etc.).</p> <p>Ask students to select and take home books about families. Encourage parents to ask focused questions about the books and record children's responses.</p> <p>Involve students in a discussion of how home rules compare to school rules. Discuss health and safety features of each rule.</p> <p>Invite family members to share talents and experiences with the class.</p> <p>Discuss with students how birthdays and other special days are celebrated in different families.</p> <p>Add replicas of household furniture and appliances to the block area.</p> <p>Invite parents to bring in their infants at a designated time, and allow children to make observations and ask questions about infant growth and development.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Include old cooking utensils such as manual eggbeaters, cheese graters, and can openers in the dramatic play area. Discuss utensils' functions and differences.</p> <p>Invite senior citizens to speak to the class about what life was like as a child. What games did they play? How did they dress? Ask them to share photos and artifacts from the past.</p> <p>Add photos and artifacts to a PAST, PRESENT, AND FUTURE poster.</p> <p>Compare human and animal homes and habitats.</p> <p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain how families are similar to, as well as different from, other families.</li> <li>• describe their own role in the family.</li> <li>• classify household utensils according to the room in which they are used.</li> <li>• compare their own clothing to infant clothing.</li> <li>• discriminate between human and animal habitats.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Be aware of cultural issues and the need to respect differences among families.</li> <li>• Expand awareness of cultural differences by studying the lifestyles of families/ethnic groups represented within the class.</li> <li>• Introduce the term <i>Native American Indian</i>.</li> <li>• Add new vocabulary to a WORD WALL.</li> <li>• Invite parents to bring in and share family photograph albums or other artifacts.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Help students graph the number of people in teacher's and students' families. Which family has the most members? Which has the least?

Figure out how many squares will be needed for a class quilt. Have each student select three or four squares (each should be a different color), and have the group practice designing a quilt on the floor or other large surface.

### SCIENCE

Have students identify types of houses found in different climates and environments.

### ENGLISH LANGUAGE ARTS

Introduce books, including folktales, about children and families around the world.

Record and discuss student descriptions of family members. Involve the class in a comparison of similarities and differences among their family members.



### ARTS

Discuss with students colors, shapes, and designs in family quilts. Help students make a classroom quilt out of fabric or wallpaper samples.

Have students use magazine pictures to make a poster of families.

Have students make family stick puppets with tongue depressors and other materials.

---

---

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

Photographs of family members  
Adult clothing, children's clothing  
Replicas of furniture, appliances, and utensils  
Photographs from the past  
Photographs or charts of human and animal houses

### Trade Books:



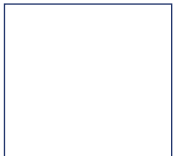


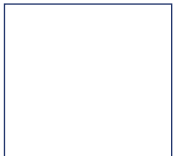


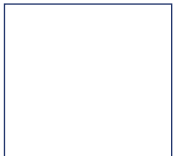
**A Chair for My Mother** by Vera B. Williams  
**Amazing Grace** by Mary Hoffman  
**Amigo** by Bryd Baylor Schweitzer  
**Are You My Mother?** by P.D. Eastman  
**Bedtime for Frances** by Russell Hoban  
**Black Is Brown Is Tan** by Arnold Adoff  
**Chicken Sunday** by Patricia Polacco  
**Come by Chance** by M. Winch  
**Everybody Bakes Bread** by Norah Dooley  
**Everybody Cooks Rice** by Norah Dooley  
**Everybody Serves Soup** by Norah Dooley  
**Family Pictures** by Carmen Garza  
**Good Night Baby Bear** by Frank Asch  
**How a House Is Built** by Gail Gibbons  
**If You Give a Mouse a Cookie** by Laura Numeroff  
**Jamaica Tag Along** by J. Havill  
**The Keeping Quilt** by Patricia Polacco  
**Louise Builds a House** by L. Pfanner  
**My Daddy Don't Go to Work** by Madeen Spray Nolan  
**New Baby, The** by Mercer Mayer  
**Pumpkin, Pumpkin** by Jeanne Titherington  
**The Selfish Crocodile** by Charles Faushn  
**Under the Moon** by J. Ryder  
**What Mary Jo Shared** by Janice May Udry  
**What Mommies Do Best/What Daddies Do Best** by Laura Numeroff  
**Willie's Not the Hugging Kind** by J.D. Barrett

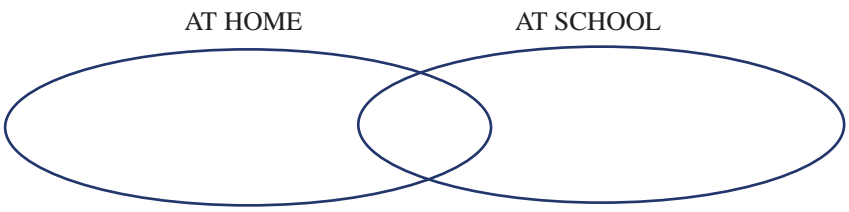
### Teacher Resources:

**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

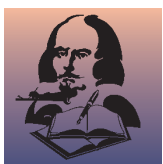
# My School and School Community

- What is a school?

Standard	Concepts/ Themes	CONNECTIONS						
History of the United States and New York State	Culture Diversity Identity Empathy	<p><b>Classroom Activities</b></p> <p>Display pictures, posters, and books about various cultures, and discuss the display with students.</p> <p>Have students share art, music, stories, food, and costumes from various cultures.</p> <p>Invite members of the school and the community to share information and tools from their jobs. Use a KWL chart to document their input.</p> <ul style="list-style-type: none"> <li>• What is a school?</li> <li>• What is a community?</li> </ul> <table style="width: 100%; text-align: center;"> <tr> <td data-bbox="591 1142 764 1205"><b>K</b> <b>(What I Know)</b></td> <td data-bbox="850 1142 1125 1205"><b>W</b> <b>(What I Want to Know)</b></td> <td data-bbox="1170 1142 1443 1205"><b>L</b> <b>(What I Have Learned)</b></td> </tr> <tr> <td data-bbox="591 1213 761 1367"></td> <td data-bbox="911 1213 1081 1367"></td> <td data-bbox="1224 1213 1395 1367"></td> </tr> </table> <p>Take pictures of various places in the school (e.g., gym, library, cafeteria, auditorium, nurse's office, playground). Discuss function of these places with students.</p> <p>Add to the dramatic play area uniforms and related accessories used by school and community workers.</p> <p>Have students play a guessing game in which adults give brief job descriptions of school and community workers, and students guess which worker is being described.</p> <p>Help students develop MONTHLY MEMORY poster of life in the classroom and/or school; include photos, drawings, writings, songs, poems, trips, projects, etc. Display posters in classroom.</p> <p>Allow students to use blocks to build structures found in the school community.</p>	<b>K</b> <b>(What I Know)</b>	<b>W</b> <b>(What I Want to Know)</b>	<b>L</b> <b>(What I Have Learned)</b>			
<b>K</b> <b>(What I Know)</b>	<b>W</b> <b>(What I Want to Know)</b>	<b>L</b> <b>(What I Have Learned)</b>						
								

Standard	Concepts/ Themes	CONNECTIONS
		<p>Ask students to name similarities between what people do at home and what they do at school. Record these on a Venn diagram.</p> <div style="text-align: center;">  </div> <p>Involve parents in organizing and implementing a cultural festival based on family customs.</p> <ul style="list-style-type: none"> <li>• What is a custom/tradition?</li> </ul> <p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate awareness of differences and similarities within the classroom and school communities.</li> <li>• role-play community workers.</li> <li>• correctly describe tools used by school and community workers.</li> <li>• compare work done at home with work done at school.</li> <li>• compare rules at home with rules at school.</li> <li>• compare playground rules with classroom rules.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Provide a variety of opportunities for students to actively participate in cooperative learning projects and games with easy-to-understand rules.</li> <li>• Add new vocabulary to a WORD WALL.</li> </ul>

### Interdisciplinary Connections



#### ENGLISH LANGUAGE ARTS

Establish a Buddy Reading program with students in grades 3–6.  
 Help students categorize words that relate to the classroom and school communities.  
 Create a BIG BOOK OF SCHOOL HELPERS.



#### ARTS

Help students make a cumulative collage of samples of materials used for different projects over time.

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

Pictures and posters of different cultures  
 Tools from different jobs  
 Photographs of different places in the school

#### Trade Books:

**All the Colors We Are** by K. Kissinger  
**Arthur’s Teacher Moves In** by Marc Brown  
**Gingerbread Boy, The** by Richard Egielski  
**Goggles** by Ezra Jack Keats  
**The House on Maple Street** by B. Pryor  
**I Like the Library** by Anne Rockwell  
**If You Take a Mouse to School** by Laura Numeroff

---

---

**Playgrounds** by Gail Gibbons

**Rosie's Walk** by Pat Hutchins

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

**Will I Have a Friend?** by L. Hoban and M. Cohen

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 Neighborhood

- My neighborhood can be located on a map.
- Different people live in my neighborhood.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Places and Regions  Environment  Spatial Relationships	<p><b>Classroom Activities</b></p> <p>Take photos of people, buildings, and landmarks in the neighborhood. Label and display photos, and discuss them with the students.</p> <ul style="list-style-type: none"> <li>• What is a neighborhood?</li> <li>• What is a landmark?</li> <li>• Who lives and works in my neighborhood?</li> </ul> <p>Involve students in identifying and discussing different types of workers in the neighborhood.</p> <p>Include a large neighborhood floor map, toy vehicles, and other related props in the block area. Vary props over time to provide exposure to rural, urban, and suburban settings.</p> <p>Provide clothing and other props representing a variety of cultures in the dramatic play area.</p> <p>Place tools, uniforms, and other clothing worn by community workers (e.g., supermarket employee’s uniform) in baskets for students to play with and try on.</p> <p>Take students on field trips over a period of time to visit a home or other building under construction; observe changes and take photos as construction progresses.</p> <p>Take students on a walk in the neighborhood and have them draw pictures of their observations. Back in the classroom, ask students to use blocks to build structures they saw on their walk.</p> <p>Talk with students about what they know, what they want to know, and what they have learned about their neighborhood. Record their comments on a KWL chart.</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="width: 30%;"> <p>(What I Know)</p> <p><b>K</b></p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> </div> <div style="width: 30%;"> <p>(What I Want to Know)</p> <p><b>W</b></p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> </div> <div style="width: 30%;"> <p>(What I Have Learned)</p> <p><b>L</b></p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> </div> </div>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• recognize that maps are pictures of places.</li> <li>• know that their neighborhood can be located on a map.</li> <li>• name some landmarks in the local community.</li> <li>• describe what is happening in drawings, photos, and pictures.</li> <li>• role-play different people who live or work in the neighborhood.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• When discussing differences among people, make sure that students understand that it is OK to be different.</li> <li>• Add new vocabulary to a WORD WALL.</li> <li>• Have students sort pictures of people and animals according to the place where they can be found in the neighborhood (e.g., restaurant, store, park, zoo).</li> </ul>

## Interdisciplinary Connections



### LANGUAGES OTHER THAN ENGLISH

Display and revisit words of different languages that describe common objects in the classroom, school, and neighborhood.

### MATHEMATICS

Help students compare the sizes of buildings in the neighborhood (big, bigger, biggest; tall, taller, tallest).  
 Help students count and list the number of places where water is found in the community.  
 Provide accessories in the block area for students to use in creating structures.



### SCIENCE

Allow students to take turns charting the local weather.

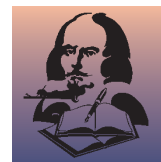
### ARTS

Provide materials students need to draw, paint, write, or make a tape about people in their environment.  
 Use digital cameras to take photographs of neighborhood landmarks. Discuss photographs with the students.  
 Then label and display the photographs.



### ENGLISH LANGUAGE ARTS

Help students make a BIG BOOK about community workers and their jobs.  
 Displays large photos of different animals or people and ask students to dictate words to describe them. Record the words on a large sheet of paper and post it in the classroom.  
 Display and discuss with students signs, circulars, and ads from various sources.



---

---

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

Photographs of people, buildings, community landmarks  
Community maps  
Floor map  
Clothing and uniforms

### Trade Books:

**Community Helpers** by Niki Walker and Bobbie D. Kalman  
**My Doctor** by Harlow Rockwell  
**The Doorbell Rang** by Pat Hutchins  
**Eating Fractions** by B. McMillan  
**Fire Fighters** by Norma Simon  
**Going to the Dentist** by Fred Rogers  
**Grandpa’s Corner Store** by Dyanne DiSalvo-Ryan  
**If You Made a Million** by D.M. Schwartz  
**Jobs People Do** by Chris Maynard  
**The Little Train** by Lois Lenski  
**The Little Fire Engine** by Lois Lenski  
**My Back Yard** by Ann Rockwell  
**My Map Book** by Sara Fanelli  
**Neighbors** by M.B. Goffstein  
**One Way: A Trip With Traffic Signs** by Leonard Shortall  
**Our Neighborhood** series—Children’s Press  
**Pig Pig Gets a Job** by D. McPhail  
**Pots and Pans** by Anne Rockwell

### 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

### Possible Field Trips:

Develop local lists based on classroom activities. (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.)

## Using the Internet

Check with the chamber of commerce for Internet sites in your local community.

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

- Land and water masses can be located on maps and globes.
- The United States can be located on maps and globes.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Places and Regions  Environment	<p><b>Classroom Activities</b></p> <p>Involve students in identifying and discussing key landmarks in the neighborhood and community (e.g., statues, buildings, bridges, parks, bodies of water, etc.).</p> <p>Have students compare city and country, using their five senses. Record on a chart the similarities and differences they point out.</p> <p>Have students make a <b>BIG BOOK</b> of the school, neighborhood, or community. Leave the book on display in the school library for two weeks, and then bring it back to the classroom.</p> <p>Have students compare and contrast physical features of various places, using maps and photos.</p> <ul style="list-style-type: none"> <li>• What is a map?</li> <li>• Where is my home located?</li> </ul> <p>Have students identify safety devices and signs (e.g., traffic lights, emergency vehicle lights, traffic signs, handicap parking signs, bus stop signs, hospital signs).</p> <p>Discuss with students, and then chart, familiar sounds heard in the home, school, neighborhood, or community.</p> <p>Have students identify New York State on a map or puzzle of the United States.</p> <p>Have students identify types of houses built for different climates. Put a model house near the dramatic play area and add appropriate props.</p> <p>Show students videos of different environments (e.g., lakes, forests, deserts, parks, zoos, bird sanctuaries) and discuss the similarities and differences of each.</p> <p>Have students color a map, using blue for water and brown for land.</p> <p>Use symbols of various community landmarks to develop a poster of things students should look for on a map.</p> <p>Take photographs of various structures and landmarks in the neighborhood and compile them into a guidebook. Take students on a field trip to search for the featured attractions.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Use sections of a map to help students understand concepts such as <i>next to</i>, <i>in between</i>, <i>above</i>, <i>below</i>, <i>top</i>, <i>bottom</i>, and <i>middle</i>.</p> <p>Help students create make-believe maps from fairy tales and folktales.</p> <p>Help students draw a map of the classroom and/or playground. Display the map(s).</p> <p>Have students use one or more art media (e.g., clay, paint, colored pencils) to represent something they observed on a field trip.</p> <p>Provide flour, water, salt, and food coloring for children to make models of mountains and volcanoes.</p> <p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify water and land masses on a map or globe.</li> <li>• identify rules that match different situations in the home, school, or community.</li> <li>• use their five senses to describe what happens in different parts of the school or community.</li> <li>• describe the impact of weather on people’s activities.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Introduce and reinforce understanding of terms denoting opposites:  <i>in, out</i>                      <i>back, front</i>                      <i>over, under</i>                      <i>above, below</i>  <i>up, down</i>                      <i>near, far</i>                      <i>top, bottom</i>                      <i>right, left</i></li> <li>• Add new vocabulary to a WORD WALL.</li> <li>• Discuss with students kinds of transportation used on land, in water, and in the air.  What is transportation?  Can you locate land and water masses on a map or globe?</li> </ul>

**Interdisciplinary Connections**



**MATHEMATICS**

Help students chart daily weather on a bar graph.  
Demonstrate the concept of time by using a stopwatch, an hourglass, a cooking timer, or an alarm clock.  
Work with students to create a chart or graph of favorite foods from the school lunch menu.

**SCIENCE**

Have students identify foods that grow on land and foods that grow in water.  
Help students identify and graph animals associated with land, sea, and air.  
Help students identify and compare animal habitats in the local community.  
Discuss with students the impact of climate on people’s lives.  
Have students compare leaves from home to leaves near the school.



**ENGLISH LANGUAGE ARTS**

Help students sort a collection of fiction and nonfiction books according to urban, rural, and suburban settings.  
Help students create A TO Z BOOKS about familiar things in the environment (e.g., A = airplane, Z = zoo).

---

## ARTS

Have students draw or paint pictures of things they do in each season of the year.  
Take photos of things in the classroom that change over time (pets, plants, hairstyles, teeth, materials in learning centers). Discuss with students and display.



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

Collect, and discuss with students, pictorial maps from the chamber of commerce, hotels, and other places like museums and businesses.

Photographs of community statues, buildings, bridges, parks, bodies of water, and overlooks

Charts of landforms and waterforms

Safety devices and signs

Videotapes

### Trade Books:

**Andy: That's My Name** by Tomie dePaola

**City Mouse and Country Mouse: A Classic Fairy Tale** by I. Chantellard

**Cities and Towns** (Discovering Geography Series) by Fran Sammis

**Curious George** by H.A. and Margaret Rey

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

**How a House is Built** by Gail Gibbons

**Inch by Inch** by Leo Lionni

**Maps** (Discovering Geography Series) by David L. Stieneaker

**Me on the Map** by Joan Sweeney

**Over the Meadows** by Ezra Jack Keats

**Penguin Pete and Little Tim** by Marcus Pfisher

**Push, Pull, Empty, Full** by Tana Hoban

**Rooster's Off to See the World** by Eric Carle

**What's in a Map?** by Sally Cartwright

**The World Around Us** by Rosemary Wells

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

### Possible Community Field Trips:

Take students on a walk to search for community structures 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.)

# Basic Human Needs and Wants

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

Standard	Concepts/ Themes	CONNECTIONS
Economics	Choice  Needs and Wants  Science and Technology	<p><b>Classroom Activities</b></p> <p>Display, and discuss with students, pictures of items humans need (e.g., food) or don't need (e.g., toys) to stay alive.</p> <p>Introduce students to the concept of <i>division of labor</i> by having them work in teams to set a table for lunch or snack.</p> <p>Label one large box NEEDS and another WANTS. Ask families to send in examples of each category for a group discussion.</p> <ul style="list-style-type: none"> <li>• What are some things people/families need?</li> <li>• What are some things people/families want?</li> </ul> <p>Case Study: Jobs, workers, and tools</p> <p>Brainstorm with students, and chart, ways people earn and spend money.</p> <ul style="list-style-type: none"> <li>• What is a job? What is a tool?</li> </ul> <p>Have students identify workers who provide basic human needs (e.g., farmers, health care workers) and wants (e.g., toymakers). List these workers on a chart.</p> <p>Have students role-play the jobs people do in banks and other places of business.</p> <p>Arrange for students to visit a store to observe how items are categorized.</p> <p>Take students on field trips to work sites in the neighborhood. Take photographs for an album or photo journal for the classroom.</p> <p>Have students identify tools in each learning center of the classroom and tell how they are used.</p> <p>Add boats and barges to the water table after reading about transporting goods and people by water.</p> <p>Invite school and community workers to talk to the class about their jobs and show the tools they use.</p> <p>Have teams of students use large boxes to make houses or other buildings. Provide wallpaper, fabric, and carpet samples for decorating.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify what needs humans and animals have in common.</li> <li>• describe how humans and animals are different.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Add new vocabulary to a WORD WALL.</li> <li>• Have students match types of work to the tools used to do that work. Include related props in the dramatic play and block areas.</li> <li>• Have students identify the types of vehicles used to transport people and goods.</li> </ul>

## Interdisciplinary Connections



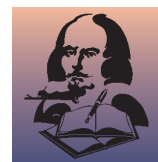
### MATHEMATICS

Include play money (both coins and bills) in a cash register in the dramatic play area.

### ENGLISH LANGUAGE ARTS

Include literacy props related to money (e.g., pretend checks, deposit and withdrawal slips, receipt books) in the dramatic play area or banking center.

Display books related to money, goods, and services.



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

Pictures of human needs

Tools

Photographs of vehicles used to transport people and goods

Photographs of work sites in the community

Charts and maps of New York State waterways, goods, and produce

### Trade Books:

**Feast for Ten** by Cathryn Falwell

**If You Made a Million** by D.M. Schwartz

**How My Parents Learned to Eat** by Ina R. Friedman

**More, Fewer, Less** by Tana Hoban

**Not So Fast Songololo** by Niki Daly

**Pig Pig Gets a Job** by D. McPhail

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

### Possible Community Field Trips:

Work sites in the community. (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.)

# People Helping One Another to Meet Needs and Wants (e.g., recycling and conservation projects)

- People rely on each other for goods and services in families, schools, and neighborhoods.
- People make economic decisions and choices.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Economic Systems  Needs and Wants  Goods and Services	<p><b>Classroom Activities</b></p> <p>Make a chart of goods and services, and engage students in discussion of jobs that relate to each.</p> <ul style="list-style-type: none"> <li>• What are some examples of goods?</li> <li>• What are some examples of services?</li> </ul> <p>Have students glue pictures of transportation vehicles to cardboard, and then cut each one into 6–10 pieces to make puzzles.</p> <p>Have students identify work that family members do at home. Compare this to work performed at school.</p> <p>Have students use pictures, photographs, and drawings to make a chart of tools used at home. Ask students to decide which tools are used most often and to explain why.</p> <p>Help students to categorize different stores/businesses in the community on the basis of type of product sold.</p> <p>Discuss with students the work people do to keep homes, schools, neighborhoods, and communities clean, healthy, and safe. Make a list of these services.</p> <ul style="list-style-type: none"> <li>• How do people help each other?</li> </ul> <p>Have students categorize the tools used in each classroom learning center.</p> <ul style="list-style-type: none"> <li>• What tools do people use to get work done?</li> </ul> <p>Take students on field trips to places where people produce goods and perform services (e.g., bakery, post office, farm, hospital).</p> <p>Have students identify pictures of common household inventions such as microwaves, toasters, vacuum cleaners, etc. Ask students what they think people did before these appliances were invented.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify services others provide for us.</li> <li>• identify different sources of goods humans and animals use.</li> <li>• describe tools that workers use to meet needs and wants.</li> <li>• classify forms of air, water, and land transportation.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Include in classroom learning centers literacy props such as menus from restaurants, sale signs from stores, posters from libraries or museums, and book jackets from bookstores. (see pp. 22–23 of <b>Preschool Planning Guide</b>).</li> <li>• Add new vocabulary to a WORD WALL.</li> <li>• Have students match workers’ uniforms to their jobs.</li> <li>• Have students identify and categorize vehicles that are used to transport people and goods.</li> </ul>

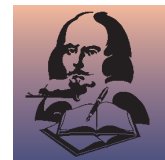
### Interdisciplinary Connections



#### MATHEMATICS

Help students categorize types of foods seen on a trip to a local bakery. Categories may include foods of a certain size, shape, sweetness, or design.

Have students sort various denominations of paper money and coins found in the dramatic play area.



#### ENGLISH LANGUAGE ARTS

Have students take turns delivering mail to their classmates. (The students must be able to recognize classmates’ first names.)

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

- Restaurant menus
- Sale advertisements
- Posters from libraries and/or museums
- Photographs and charts of goods and services
- Uniforms

#### **Trade Books:**

- Alexander Who Used to Be Rich Last Sunday** by Judith Viorst
- A Chair for My Mother** by Vera Williams
- Charlie Needs a Cloak** by Tomie dePaola
- A Doctor’s Tools** by Kenny DeSantis
- A New Coat for Anna** by Harriet Ziefert
- The Patchwork Quilt** by Valerie Flourroy
- The Relatives Came** by Cynthia Rylant

#### 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

**Possible Community Field Trips:**

Places where people produce goods and perform services:

Bakery

Post office

Farm

Hospital

(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.)

# Symbols of Citizenship

- Citizenship includes an awareness of the symbols of our nation.
- Citizenship includes an understanding of the holidays and celebrations of our nation.
- Citizenship includes knowledge about and a respect for the flag of the United States of America.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Citizenship  Civic Values	<p><b>Classroom Activities</b></p> <p>Have students match symbols to holidays and other celebrations in the United States.</p> <p>Read aloud, and then discuss with students, stories, poems, rhymes, and finger plays about various cultures.</p> <p>Display the flag of the United States and have students draw it. Explain the history and meaning of the stars and stripes.</p> <p>Have students describe other places where they might see stars and stripes (e.g., on clothing, hats, shoes).</p> <p>Using a map of the school as a guide, take students on a tour of the school building and playground. Have students point to the American flag wherever they see it.</p> <p>Invite parents and community members to a Flag Day celebration. Take photographs of the occasion and display them in the classroom.</p> <p>Provide an outline of the American flag for students to color.</p> <p>Engage students in a discussion of other symbols of our nation (e.g., bald eagle, bluebird, Liberty Bell, and Statue of Liberty).</p> <p>Lead students in singing patriotic songs and other songs associated with United States holidays and celebrations.</p> <p>Make a poster of symbols of the United States, using magazine pictures cut out by students.</p> <p>Introduce symbols found on flags of other nations. Discuss these symbols with the students.</p> <p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• draw a symbol of our country (flag, bell).</li> <li>• compare ways our country and other countries celebrate special people or events.</li> <li>• explain how citizens show respect for their country.</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Emphasize that every holiday or celebration is special to someone but not necessarily to everyone.</li> <li>• State law requires instruction about the correct use of the flag of the United States (see Appendix A).</li> <li>• Contact the American Legion for information on the proper display of the United States flag. In addition, you may wish to have someone visit the classroom and show how to fold the flag correctly.</li> <li>• Symbols are everywhere—point them out to students daily.</li> <li>• Display miniature flags of various countries as the countries are discussed. If possible, leave the flags on display.</li> <li>• Add new vocabulary to a WORD WALL.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Have students count out loud and record the number of stars and stripes on the United States flag.

### SCIENCE

Help students find out what happens when different combinations of red, white, and blue paint are mixed.

### ARTS

Provide materials in a variety of colors and textures for students to use in making their own flag.



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

Posters of New York State symbols: State seal, flag, animal, tree, bird, flower

Symbols of holidays and celebrations

United States flag

School flag or banner

### Trade Books:

**I Read Symbols** by Tana Hoban

**A Flag for Our Country** by Eve Spencer

**The Pledge of Allegiance** by Francis Bellamy

**Red, White, and Blue: The Story of the American Flag** by J. Hermit and R. Roraback

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

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

## Using the Internet

<http://www.usflag.org>

[http://www.legion.org/our\\_flag/of\\_flag\\_code.htm](http://www.legion.org/our_flag/of_flag_code.htm)

The American Legion

# Rights, Responsibilities, and Roles of Citizenship

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

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Choice  Decision Making	<p><b>Classroom Activities</b></p> <p>Discuss with students rights, roles, and responsibilities of members of a family and members of a classroom during daily routines such as eating meals at home or working in groups at school.</p> <ul style="list-style-type: none"> <li>• What is a right?</li> <li>• What is a responsibility?</li> </ul> <p>Have students role-play situations that require good school citizenship: sharing books and toys, putting away materials in one learning center before moving on to another, taking turns on playground equipment, or turning pages slowly in books so they will not rip.</p> <ul style="list-style-type: none"> <li>• What is a role?</li> </ul> <p>Discuss reasons for these behaviors with students.</p> <p>Discuss with students appropriate and inappropriate interactions between adults and children.</p> <p>Set up a voting booth in the dramatic play area. Allow students to practice making decisions by voting on an upcoming activity.</p> <p>Help students compare the written rules for, and rights and responsibilities of, students in their grade with those of students in another grade.</p> <p>Invite community or school decision makers to speak to the class about a specific topic. Allow students to ask questions.</p> <p>Discuss with students various behaviors that demonstrate consideration for classmates (e.g., putting materials away, cleaning up after eating, covering mouth and nose when sneezing, washing hands and flushing after using the toilet).</p> <p>Engage students in a discussion of recycling. Have them give reasons for recycling and describe required procedures such as rinsing, sorting, and placing items at the curb.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Design and post a CLASSROOM JOBS chart for students.</p> <p>Have students make a poster or map of jobs done at home, in school, or in the community.</p> <p>Have students make a picture dictionary of different community workers and the work they do.</p> <p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe purpose of each part of the daily routine.</li> <li>• demonstrate awareness of good health and safety practices.</li> <li>• demonstrate ability to interact appropriately with peers and adults.</li> <li>• ask relevant questions of guest speakers.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Incorporate accomplishments of American citizens from diverse backgrounds and cultures (e.g., Garrett Morgan, who invented the prototype of the traffic light) into your curriculum.</li> <li>• Provide a variety of opportunities for students to be actively engaged in associative and cooperative play.</li> <li>• Add new vocabulary to a WORD WALL.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Have students cut out red, yellow, and green circles and glue them in the correct order on the outline of a traffic light.

On KIDS VOTE day, allow students to vote on and graph their favorite food, field trip, color, toy, book, etc. Discuss the results afterward.

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

Voting booth  
 Comparison chart of rights and responsibilities at different grade levels  
 Classroom job chart  
 JOBS IN THE COMMUNITY poster or bulletin board  
 Recycling charts

### Trade Books:

**It's Mine** by Leo Lionni  
**Officer Buckle and Gloria** by Peggy Rathmann  
**On the Town: A Community Adventure** by Judith Caseley  
**The Quarreling Book**, by Charlotte Zolotow  
**So You Want to Be President** by Judith St. George  
**Something's Happening on Calabash Street** by Judith Ross Enderle and Stephanie Jacob Gordon

### 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

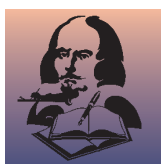
# People Making and Changing Rules and Laws

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

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Civic Values  Citizenship  Justice  Human Rights	<p><b>Classroom Activities</b></p> <p>Have students make a set of safety signs for the classroom and another for the outdoor environment. Post the first set in the classroom. Take the students on a walk and have them match the second set of signs with signs displayed outdoors.</p> <ul style="list-style-type: none"> <li>• What is a rule?</li> </ul> <p>Have students match sets of rules to classroom learning centers (e.g., “do not stack wooden blocks higher than the shortest person” applies to the block area) and to outdoor play areas (e.g., “do not remove shoes outside” applies to the playground).</p> <p>Provide opportunities for students to use words to express their feelings about everyday experiences involving rules (e.g., guide students in using TALK IT OVER chairs in a low-traffic area of the classroom).</p> <p>Make and display a DAILY ROUTINE chart. Discuss rules associated with each routine (e.g., “raise hand to ask or answer a question” applies to group time; “remove all personal belongings from cubbies” applies to dismissal time; “always stay with assigned adult” applies to field trips).</p> <ul style="list-style-type: none"> <li>• What is a routine?</li> </ul> <p>Discuss with students rules for fire, water, traffic, school, and home safety. List rules on chart.</p> <ul style="list-style-type: none"> <li>• What happens when rules and routines are not followed?</li> </ul> <p>Read aloud stories in which characters experienced fairness and unfairness. Discuss with students.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify rules for different classroom learning centers.</li> <li>• describe consequences of not following rules.</li> <li>• compare similarities and differences between indoor and outdoor rules.</li> <li>• identify emotions that people display in different situations.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Add new vocabulary to a WORD WALL.</li> <li>• Student participation is a key element in presenting this content understanding.</li> <li>• Students should be provided with opportunities to problem solve, make decisions, and engage in conflict resolution activities.</li> <li>• Allow students to vote on activities that will affect the school day (e.g., field trip, classroom pet, guest speaker) and graph the results.</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students write a classroom constitution.

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

Have students describe the sequence of events between arrival and lunch or between lunch and the end of the school day.



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

Safety signs  
Daily routine chart  
Fire, water, and traffic rules  
Home and school safety rules

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

### Possible Community Field Trips:

Have students go on a walking field trip in the neighborhood and sketch signs. Discuss with students the importance of these signs, and ask what the consequences are of not following the signs? (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.)

# 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	Choice  Decision Making  Civic Values	<p><b>Classroom Activities</b></p> <p>Involve students in comparing rules designed for children and adults. Chart on a Venn diagram.</p> <p>Have students identify health and safety workers in the neighborhood or community.</p> <p>Introduce rules for a group game with the students; allow students to practice using the rules.</p> <p>Involve students in developing and comparing a few rules for the classroom, playground, or field trip.</p> <p>Have students participate in a role play of what would happen in specific situations if there were no rules.</p> <p>With students' help, create a BIG BOOK OF RULES to display in the classroom and share with parents.</p> <p>Discuss with students sharing, taking turns, following directions, and asking permission.</p> <p>Discuss with students fire, seat belt, bicycle, and pedestrian safety. Also talk about how to stay safe in public places such as parks and malls.</p> <ul style="list-style-type: none"> <li>• What does it mean to be healthy and safe?</li> </ul> <p>Involve students in discussions of health and safety rules associated with water (e.g., wash hands before eating, never swim alone).</p> <p>Play taped sounds related to health and safety rules (e.g., ambulance siren, school bell, lifeguard whistle). Have students identify sounds.</p> <p>Add health and safety equipment to the dramatic play area (e.g., bike helmet, life jacket, stethoscope).</p> <p>Organize classroom chairs as seats on a pretend bus, plane, or train. Have students sing “The Wheels on the Bus” and allow them to take turns being the driver and to practice getting on and off safely. Have a class discussion on rules for drivers and passengers, and list rules on the chalkboard.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate awareness of rules for simple games.</li> <li>• use safety equipment consistently.</li> <li>• identify jobs performed by different health and safety workers.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Add new vocabulary to a WORD WALL.</li> <li>• What rules do we need to be safe at home, in school, in the neighborhood?</li> </ul>

## Interdisciplinary Connections



### ARTS

Sing songs about health and safety and then discuss the messages.

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

### Trade Books:

**Dinosaurs, Beware!: A Safety Guide** by Marc Brown and Stephen Krensky

**I Am Fire (Sol El Fuego)** by Jean Marzollo

### 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

# Key Terms

## KINDERGARTEN

---

---

adult	family	needs	taxi
airplane	firefighter	neighborhood	teacher
ambulance	five senses	nurse	temperature
animal	flag		today
apartment	flower	parent	tomorrow
	food	pet	tools
baby	friend	plant	traffic light
bank	furniture	principal	train
birthday		police officer	tree
boat	game	playground	trips
body part	girls		truck
boys	globe	responsibilities	
bridge	good	rights	uniform
brother	grow	river	
building	gymnasium	road	van
bus		routine	vote
	helicopter	rule	
cafeteria	hospital		wants
car	house/habitat	same/different	water
change	human	school	weather
child		season	week
citizenship	land	secretary	work(er)
city	leaf	seed	
classroom	library	service	year
clothing	like/dislike	shape	yesterday
community		sister	
country	mail carrier	sky (air)	
	map	store	
day	money	street	
dentist	month	stem	
doctor	moon	Sun	
	mother		
	mountain		

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.

# Bibliography

- Adoff, Arnold. **Black Is Brown Is Tan.** HarperCollins Juvenile Books. 1992. ISBN: 0064432696.
- Aliki. **I'm Growing! (ALet's-Read-And-Find-Out Book).** HarperTrophy. Reprint Ed. 2001. ISBN: 006445116X.
- Anholt, Catherine, and Anholt, Laurence. **All About You.** Viking Press. 1992. ISBN: 0670844888.
- Asch, Frank. **Good Night Baby Bear.** Harcourt. 1998. ISBN: 0152008365.
- Bang, Molly. **When Sophie Gets Angry, Really, Really Angry.** Caldecott Honor Books 2000. Scholastic Trade. 1999. ISBN: 0590189794.
- Barrett, Joyce Durham. Pat Cummings (Illustrator). **Willie's Not the Hugging Kind.** HarperCollins. Juvenile Books. 1989. ISBN: 0060204168.
- Bellamy, Francis. **The Pledge of Allegiance.** Cartwheel Books. 2001. ISBN: 0439399629.
- Bridwell, Norman, and Lewison, Wendy Chyette. John Kurtz and Sandra Kurtz (Illustrators). **Clifford's Loose Tooth.** Scholastic Trade. 2002. ISBN: 0439332451.
- Brown, Marc, and Krensky, Stephen. **Dinosaurs Beware!: A Safety Guide.** Scott Foresman (Pearson K-12). 1984. ISBN: 0316112194.
- \_\_\_\_\_. **Arthur's Teacher Moves In.** Little Brown & Co. 2000. ISBN: 0316119792.
- Carle, Eric. **Rooster's Off to See the World.** Aladdin Picture Books, Aladdin Library. 1999. ISBN: 0689826842.
- \_\_\_\_\_. **The Very Lonely Firefly.** Philomel Books. 1999. ISBN: 0399234276.
- Carlson, Nancy L. **I Like Me.** Pearson Learning. 1990. ISBN: 0140508198.
- Cartwright, Sally. **What's in a Map?** Coward, McCann, & Geoghegan. n.d. ISBN: 0698203836.
- Caseley, Judith. **On the Town: A Community Adventure.** Greenwillow. 2002. ISBN: 0060295848.
- Chantellard, Isabelle. **City & Country Mouse: A Classic Fairy Tale (Little Pebbles).** Abbeville Press, Inc. 1999. ISBN: 0789205130.
- Crews, Donald. **School Bus: For the Buses, the Riders, and the Watchers.** Mulberry Books. 1993. ISBN: 0688122671.
- Daly, Niki. **Not So Fast Songololo.** Margaret McElderry. 1986. ISBN: 0689583679.
- dePaola, Tomie. **Andy: That's My Name.** Aladden Library. 1999. ISBN: 0689826974.
- DiSalvo-Ryan, Dyanne. **Grandpa's Corner Store.** HarperCollins Juvenile Books. 2000. ISBN: 0688167160.
- DeSantis, Kenny. **A Doctor's Tools.** Putnam Publishing Group Library. 1985. ISBN: 0396085164.
- Dooley, Norah. **Everybody Bakes Bread.** Carolrhoda Books. 1996. ISBN: 087614895X.
- \_\_\_\_\_. **Everybody Cooks Rice.** Scott Foresman (Pearson K-12). 1992. ISBN: 0876145918.
- \_\_\_\_\_. **Everybody Serves Soup.** Carolrhoda Books. 2000. ISBN: 1575054221.
- Eastman, P.D. **Are You My Mother?** Random House. 1960. ISBN: 0394800184.
- Egielski, Richard. **The Gingerbread Boy.** HarperTrophy. 2000. ISBN: 0064437086.
- Enderle, Judith Ross, and Gordon, Stephanie Jacob. Donna Ingemanson (Illustrator). **Something's Happening on Calabash Street.** Chronicle Books. ISBN: 0811824500.
- Falwell, Cathryn. **Feast for Ten.** Clarion Books. 1995. ISBN: 0395720818.
- Fanelli, Sara. **My Map Book.** HarperCollins Juvenile Books. 2001. ISBN: 006026455.
- Faushn, Charles. Michael Terry (Illustrator). **The Selfish Crocodile.** Little Tiger Press. 1999. ISBN: 1888444568.
- Feelings, Muriel. **Jambo Means Hello: Swahili Alphabet Book.** Dial Books for Young Readers. 1992. ISBN: 0140546529.

- \_\_\_\_\_. **Riding the School Bus with Mrs. Kramer.** Children's Press. 1999. ISBN: 0516264060.
- \_\_\_\_\_. **Raising Cows on the Koebels' Farm.** Children's Press. 1999. ISBN: 0516264702.
- \_\_\_\_\_. **Here Comes Mrs. Eventoff with the Mail.** Children's Press. 1999. ISBN: 0516264052.
- \_\_\_\_\_. **Riding the Ferry with Captain Cruz.** Children's Press. 1996. ISBN: 0516200461.
- Flournoy, Valerie. Jerry Pinkey (Illustrator). **The Patchwork Quilt.** Pearson Learning. 1985. ISBN: 0803700970.
- Friedman, Ina R. **How My Parents Learned to Eat.** Houghton Mifflin Co. 1987. ISBN: 0395442354.
- Garza, Carmen Lomas. Rosalma Zubizarreta (Translator). **Family Pictures/Cuadris de Familia.** Children's Books. 1993. ISBN: 0892391081.
- Gibbons, Gail. **Playgrounds.** Holiday House. 1985. ISBN: 0823405532.
- Gibbons, Gail. **How a House Is Built.** Holiday House. 1996. ISBN: 0823412326.
- Goffstein, M.B. **Neighbors.** HarperCollins Juvenile Books. 1979. ISBN: 006022018X.
- Greenfield, Eloise, and Jessie Jones Little. **I Can Do It by Myself.** HarperCollins Children's Books. 1987. ISBN: 0690038518.
- Guthrie, Woody. Kathy Jakobsen (Illustrator). **This Land Is Your Land.** Little Brown. ISBN: 0316392154.
- Havill, J. **Jamaica Tag Along.** Scott Foresman (Pearson K-12). 1990. ISBN: 0395549493.
- Hermit, J. and Roraback, R. **Red, White, and Blue: The Story of the American Flag.** Grosset & Dunlap. 1998. ISBN: 0448412705.
- Hoban, L., and Cohen, M. **Will I Have a Friend?** Aladdin Library. 1989. ISBN: 0689713339.
- Hoban, Russell. **Bedtime for Frances.** HarperTrophy. 1995. ISBN: 0064434516.
- Hoban, Tana. **I Read Symbols.** HarperCollins. 1996. ISBN: 0688166962.
- \_\_\_\_\_. **More, Fewer, Less.** Greenwillow. 1998. ISBN: 0688156932.
- \_\_\_\_\_. **Push, Pull, Empty, Full.** Collier Books. 1976. ISBN: 0020436009.
- Hoberman, Mary Ann. **A House Is a House for Me.** Puffin. 1982. ISBN: 0140503943.
- Hoffman, Mary. **Amazing Grace.** Scott Foresman (Pearson K-12). 1991. ISBN: 0803710402.
- Hutchins, Pat. **You'll Soon Grow into Them, Titch.** Mulberry Books. 1992. ISBN: 0688115871.
- Hutchins, Pat. **Rosie's Walk.** Scott Foresman (Pearson K-12). 1971. ISBN: 0020437501.
- \_\_\_\_\_. **The Doorbell Rang.** Pearson Learning. 1989. ISBN: 0688092349.
- Jordan, Helen J. **How a Seed Grows.** HarperTrophy. 1992. ISBN: 0064451070.
- Kaye, Buddy, Wise, Fred, and Lippman, Sidney. Martha Alexander (Illustrator). **You're Adorable.** Candlewick Press. Board Edition. 1998. ISBN: 076360674X.
- Keats, Ezra Jack. **Goggles.** Puffin. 1998. ISBN: 0140564403.
- \_\_\_\_\_. **Over in the Meadow.** Puffin. 1999. ISBN: 0140565086.
- Kissinger, K. **All the Colors We Are.** Redleaf Press. 1997. ISBN: 0934140804.
- Krauss, Ruth. **Carrot Seed.** HarperFestival Board Edition. 1993. ISBN: 0694004928.
- Lapsley, Susan. **I Am Adopted.** Bradbury Press. 1992. ISBN: 0878880755.
- Lenski, Lois. **The Little Fire Engine.** Random House. 2000. ISBN: 0375810706.
- \_\_\_\_\_. **The Little Train.** Random House. 2000. ISBN: 0375810714.
- Lionni, Leo. **Inch by Inch.** Scott Foresman (Pearson K-12). 1995. ISBN: 0688132839.
- \_\_\_\_\_. **It's Mine.** Dragonfly. 1996. ISBN: 0679880844.
- \_\_\_\_\_. **Tillie and the Wall.** Knopf. 1989. ISBN: 0394821556.

Lobel, Arnold. **Frog and Toad Are Friends**. HarperCollins Juvenile Books. 1979. ISBN: 0064440206.

McMillan, B. **Eating Fractions**. Scholastic Trade. 1991. ISBN: 0590437704.

McPhail, D. **Pig Pig Gets a Job**. EP Dutton. 1990. ISBN: 0525446192.

Marzollo, Jean. **I Am Fire (Soy El Fuego)**. Scholastic Trade. 2002. ISBN: 0439173094.

Mayer, Mercer. **The New Baby**. Golden Books Pub. Co. Inc. 2001. ISBN: 0307119424.

Maynard, Chris. **Jobs People Do**. DK Publishing. 2001. ISBN: 0789414929.

Nolan, Madeen Spray. **My Daddy Don't Go to Work**. Carolrhoda Books. 1978. ISBN: 0876140932.

Numeroff, L.J. **If You Give a Mouse a Cookie**. HarperCollins Juv. Bks. 1985. ISBN 0060245867.

\_\_\_\_\_. Felicia Bond (Illustrator). **If You Take a Mouse to School**. HarperCollins Children's. 2002. ISBN: 0060283289.

\_\_\_\_\_. **What Mommies Do Best/What Daddies Do Best**. Simon & Schuster. 1998. ISBN: 0060283289.

Pfanner, L. **Louise Builds a House**. Orchard Books. 1989. ISBN: 0531057968.

Pfischer, Marcus. **Penguin Pete and Little Tim**. North South Books. 1987. ISBN: 155858773X.

Polacco, Patricia. **Chicken Sunday**. Paper Star. 1998. ISBN: 0698116151.

Polacco, Patricia. **The Keeping Quilt**. Simon & Schuster Children's. 1901. ISBN 0689844476.

Pryor, B. **The House on Maple Street**. Mulberry Books. 1992. ISBN 0876283318.

Rathmann, Peggy. **Officer Buckle and Gloria**. Putnam Books. 1995. ISBN: 0399226168.

Rey, H.A. and Margaret. **Curious George**. Houghton Mifflin Co. 1973. ISBN: 039515023X.

Rockwell, Anne. **Pots and Pans**. Simon & Schuster. 1993. ISBN: 002777631X.

Rockwell, Anne. **I Like the Library**. EP Dutton. 1977. ISBN: 052532528X.

Rockwell, Harlow. **My Doctor**. Aladdin Library. 1992. ISBN: 0689716060.

Rogers, Fred. **Going to the Dentist**. Putnam Publishing Group. 1989. ISBN: 0399216367.

Ryder, J. **Under the Moon**. Random House. 1989. ISBN: 0394919602.

Rylant, Cynthia. **The Relatives Came**. Pearson Learning. 1993. 0689717385.

Sammis, Fran. **Cities and Towns**. Discovering Geography Series. Benchmark Books. 1998. ISBN: 0761405402.

Schwartz, D.M. **If You Made a Million**. Scott Foresman (Pearson K-12). 1994. ISBN: 0688136346.

Schweitzer, Bryd Baylor. **Amigo**. Atheneum. 1987. ISBN: 002044950X.

Shortall, Leonard. **One Way: A Trip with Traffic Signs**. Prentice Hall Trade. 1981. ISBN: 0136361420.

Simon, Norma. **Fire Fighters**. Holiday House. 1995. ISBN: 0671872826.

Spencer, Eve. **A Flag for Our Country**. Raintree/Steck-Vaughn. 1999. ISBN: 0811472116.

Stieneaker, David L. **Maps**. Discovering Geography Series. Marshall Cavendish. 1998. ISBN: 0761405380.

St. George, Judith. **So You Want to Be President**. Philomel Books. 2000. ISBN: 0299123071.

Sweeney, Joan. **Me on the Map**. Dragonfly. 1998. ISBN 0517885573.

Titherington, Jeanne. **Pumpkin, Pumpkin**. William Morrow & Co. 1988. ISBN: 0688056954.

Udry, Janice May. **What Mary Jo Shared**. Albert Whitman & Co. 1987. ISBN: 0807588423.

Viorst, Judith. **Alexander and the Terrible, Horrible, No Good, Very Bad Day**. Aladdin Library. 1987. ISBN: 0689711735.

\_\_\_\_\_. **Alexander, Who Used to Be Rich Last Sunday**. Scott Foresman (Pearson K-12). 1980. ISBN: 0689711999.

Walker, Niki, and Kalman, Bobbie D. **Community Helpers: From A to Z**. Crabtree Pub. 1997. ISBN: 0865054045.

Wells, Rosemary. **The World Around Us**. Puffin. 2001. ISBN: 0140568441.

Williams, Vera B. **A Chair for My Mother**. William Morrow & Co. 1984. ISBN: 0688040748.

Winch, M. **Come by Chance**. Crown Pub. 1990. ISBN: 051757666X.

Ziefert, Harriet. **A New Coat for Anna**. Knopf. 1988. ISBN: 0394898613.

Zolotow, Charlotte. **The Quarreling Book**. HarperTrophy. 1982. ISBN: 0064430340.

\_\_\_\_\_. **William's Doll**. HarperTrophy. 1985. ISBN: 0064430677.





For God and Country  
**THE AMERICAN LEGION**  
The World's Largest Veterans Organization



[Tell Us What You  
Think of This Site](#)

**Emblem Sales  
Online** [SHOP NOW](#)

[HOME PAGE](#)

[BECOME A MEMBER](#)

[MEMBER SERVICES](#)

[SITE MAP](#)

[LEGION CALENDAR](#)

[Help](#)

Our Flag : Flag Code

[E-Mail Us](#)

SEARCH

\* [Our Legion](#)

\* [Veterans Issues](#)

\* [Public Relations](#)

\* [Getting Involved](#)

\* [Our Flag](#)

▶ [Flag Code](#)

▶ [Frequent Questions](#)

▶ [Folding the Flag](#)

▶ [Pledge of Allegiance](#)

▶ [History of the Pledge](#)

▶ [Unserviceable Flags](#)

▶ [Citizens Flag Alliance](#)

▶ [Flag Foundation](#)

\* [Publications](#)

\* [Programs & Events](#)

\* [Affiliated Sites](#)

[Pledge of Allegiance](#) | [Display and Use by Civilians](#) | [Time and Occasions for Display](#) | [Position and Manner of Display](#) | [Respect for Flag](#) | [Hoisting, Lowering or Passing of Flag](#) | [Modification of Current Rules](#) | [Executive Order 10834](#) | [Standard Proportions of the Flag](#) | [National Anthem](#) | [Conduct During Playing](#)



## Our Flag Flag Code

[Full version of Flag Code \(word document\)](#)

[Full version of Flag Code \(pdf document\)](#)

### THE FLAG CODE

#### The Flag Code

#### Title 4, United States Code, Chapter 1

As Adopted by the National Flag Conference, Washington, D.C., June 14-15, 1923, and Revised and Endorsed by the Second National Flag Conference, Washington, D.C., May 15, 1924. Revised and adopted at P.L. 623, 77th Congress, Second Session, June 22, 1942; as Amended by P.L. 829, 77th Congress, Second Session, December 22, 1942; P.L. 107 83rd Congress, 1st Session, July 9, 1953; P.L. 396, 83rd Congress, Second Session, June 14, 1954; P.L. 363, 90th Congress, Second Session, June 28, 1968; P.L. 344, 94th Congress, Second Session, July 7, 1976; P.L. 322, 103rd Congress, Second Session, September 13, 1994; P.L. 225, 105th Congress, Second Session, August 12, 1998; and P.L. 80, 106th Congress, First Session, October 25, 1999.

Copyright © 2002 by [The American Legion](#) - All Rights Reserved  
[Web Privacy Statement](#)