### Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary

**Essential Question:**
- Why is it important to study geography?
- What are the tools of a geographer?

**Guiding Questions**
- 1. What things do we find on a map or globe?
- 2. How do we identify the difference between water and land on a map and a globe?
- 3. What is the purpose of a map and how do they help us?
- 4. What are the features of a map?

### Social Studies Focus

<table>
<thead>
<tr>
<th>Geography</th>
<th>Map Skills</th>
</tr>
</thead>
</table>

### Literacy Focus

<table>
<thead>
<tr>
<th>Skill: Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy: Monitor/Clarify</td>
</tr>
<tr>
<td>Genre: Informational Text</td>
</tr>
<tr>
<td>Writing: Opinion</td>
</tr>
</tbody>
</table>

### Vocabulary

- Maps are important. Give two reasons why they are important.
- The most important tool of a geographer is____? Give two reasons why it is the most important tool.

### ASSESSMENT

Using the information from the books shared this week; make a list of things you would find on a map. Post this list for students to see.

Have students respond to the following:
- What do I think a geographer’s job is?
- What do I think geography is?

### Weekly Correlated Lesson Plan:

**CLLG MINILESSON 24 p. 86 Drawing Conclusions**

Use books on maps and geography to reinforce this week’s literacy lesson. Use MINILESSON Graphic Organizer to look at pictures and how they help you understand what the words say.

Put vocabulary words on word wall (a picture to accompany each word would help student understanding). Refer to words as you discuss them in reference to the next two weeks’ lessons.

Introduce maps as a Graphic Feature that helps bring meaning to the text. Share books from classroom and school library on maps and geography. A partial list of books can be found under Resources.

Use the books Hansel and Gretel by James Marshall and We Need Directions by Sarah De Capua at Bookflix (Imagination) on the Central Arkansas Library Website to introduce maps.

http://www.cals.lib.ar.us/

### Harcourt Social Studies Unit 4 TE p. 218

- Access Prior Knowledge—“The House That Jack Built”
- Legend—“How the Sky Got Its Stars” TE pp 221-225 (Student pp 39-42)
- Read a Globe TE pp 235-236 (Student p.
In small groups, have students use the information from the book *We Need Directions!* to help them draw a map from Hansel and Gretel’s house to the witch’s house. The map should show the following:

- Hansel and Gretel’s house
- the witch’s house
- the route that the children took to get to the witch’s house
- a compass rose
- the place where the children fell asleep
- the place where they crossed the lake on the duck

Keep the maps and add a map key to the map after next week’s lesson.

(*We Need Directions* and Hansel and Gretel can be found online at the Central Arkansas Library website. Click on Bookflix to access. A library card number will be needed)

45) Introduce the terms geography and geographer. Introduce maps and globes as tools of a geographer. Begin a discussion of how satellite images from Google Earth are also tools. Use Google Earth to show the location of Little Rock and school in which students attend.

Let’s Learn About Maps Smart Board

Additional Resources:

Suggested Books on Maps

Map Adventures (7 lessons)—Choose from these lessons to teach and/or reinforce the Social Studies focus for the next two weeks.


Teacher Information
Lesson One—A View from the Ground
Lesson Two—A View from a Higher Point
Lesson Three—A View from Overhead
Lesson Four—Symbols and Legends
Lesson Five—Learning Directions on a Map
Lesson Six—Map Grids
Lesson Seven—Map Scale
Poster and Illustrations from Map Adventures Lessons

Notes:

You need a Central Arkansas library card number in order to access Bookflix.
## STANDARDS

**Social Studies SLE's**

- G.1.K.2 Identify the school attended and the city in which the school is located.
- G.1.K.4 Recognize the United States on a world map or globe.
- G.1.K.5 Identify land on maps and globes.
- G.1.K.6 Identify water on maps and globes.
- G.1.K.8 Recognize the difference between maps and globes.
- G.1.K.8 Recognize the United States on a world map or globe.
- G.1.K.8 Recognize that maps and globes represent models of the Earth.
- G.1.K.3 Recognize the state of Arkansas on a map of the United States.
- G.1.K.11 Illustrate a map of a familiar place.

**Common Core Standards**

- CC.K.RI.3 With prompting and support, describe the connections between two pieces of informational text.
- CC.K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
- CC.K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.
- CC.K.RI.9 With prompting and support, identify basic similarities and differences between two texts on the same topic.
- CC.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic they are writing about and state an opinion or preference about the topic.
- CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- CC.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
### Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary

**Essential Question:**
- Why is it important to study geography?
- What are the tools of a geographer?

**Guiding Questions:**
1. What is the purpose of a map and how do they help us?
2. What story do maps and globes tell us?
3. How do you describe your surroundings?
4. What are the features of a map?
5. How can we use a map or globe to help us understand directional words such as across, below, in between?
6. How can we look at areas from different perspectives?

### Activities/Materials/Resources

**Weekly Correlated Lesson Plan:**

**CLLG MINILESSON 25 Text and Graphic Features p. 25-26**
- Use pictures and graphic features from Rosie's Walk and classroom library on maps and geography to discuss what important information they provide to help you understand the story and the world around us.

**Journeys Big Books:**
- Exploring Land and Water
- Me on the Map by Joan Sweeney
- Where Do I Live? By Neil Chesanow

Use the graphic organizer from CLLG p. 86 MINILESSON 24 (last week’s lesson) to examine pictures from Rosie’s Walk by Pat Hutchins for a better understanding of the text.

- Introduce maps as a Graphic Feature that helps bring meaning to the text.
- Use the lesson on Rosie’s Walk to demonstrate how mapping Rosie’s Walk provides information about the topic

**Harcourt Social Studies**
- TE pp 239-242 Models and Maps (Student Book pp 46-47)
- TE 244-246 Read Map Symbols (Student Book p. 48)

**Rosie’s Walk Lesson**

**Rosie’s Walk Writing Assignment Template**

Rosie’s Walk---Bookflix (You will need a library card to access the book at the Central Arkansas Library Website. Students can listen to the book being read aloud at this site. Click on Bookflix---Click on Animals and Nature—Click on Rosie’s Walk.  [http://www.cals.lib.ar.us/](http://www.cals.lib.ar.us/)

- Rosie’s Walk (Narrated)  [http://www.youtube.com/watch?v=93g0zVaUIOc](http://www.youtube.com/watch?v=93g0zVaUIOc)

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**Social Studies Focus**
- Geography
- Map Skills

**Literacy Focus**
- Skill: Text & Graphic Features
- Strategy: Summarize
- Genre: Realistic Fiction/Informational Text
- Writing: Opinion

**Writing**

- ______’s Walk
- Write your own version of Rosie’s Walk using your name and your own locations.

**Vocabulary**
- Map
- Globe
- Symbol
- Cardinal Directions
- Map Legend or Map Key
- Compass Rose
- Bird’s Eye View
- Title
- Geography
- Geographer
- Symbol
- Land/water

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**ASSESSMENT**

- ______’s Walk  Write your own version of Rosie's Walk using your name and your own locations. Make your own map to go with your
**Let's Learn About Maps Smart Board Activity**

**Resources:**
- **Suggested Books on Maps**
- Rosie’s Walk
  - [http://www.youtube.com/watch?v=93g0zVaUfOc](http://www.youtube.com/watch?v=93g0zVaUfOc)
- Rosie’s Walk Smartboard Activity
  - [http://exchange.smarttech.com/search.html?q=%22Rosie%27s%20Walk%22](http://exchange.smarttech.com/search.html?q=%22Rosie%27s%20Walk%22)

**Map Adventures (7 lessons)** USGA Online Map Lessons—Choose from these lessons to teach and/or reinforce the Social Studies focus for the next two weeks.

- **Lesson One—A View from the Ground**
- **Lesson Two—A View from a Higher Point**
- **Lesson Three—A View from Overhead**
- **Lesson Four—Symbols and Legends**
- **Lesson Five—Learning Directions on a Map**
- **Lesson Six—Map Grids**
- **Lesson Seven—Map Scale**

**Teacher Information**

**Poster and Illustrations from Map Adventure Lessons**

**Additional Resources:**
- Rosie’s Walk Lesson
- Rosie’s Walk Activity Card
  - [http://curry.virginia.edu/go/wil/Rosies_Walk_Activity_Card.pdf](http://curry.virginia.edu/go/wil/Rosies_Walk_Activity_Card.pdf)

**Notes:**
- **Bookflix—Rosie’s Walk Read Aloud**—Click on Explore the Web and Go to Little Red Hen. This will take you to a site called Speakaboos. There is a Read Aloud for Little Red Hen and Arthur’s Pet Business. Both are great books to use in next week’s lesson to review economic concepts.
Social Studies SLE's
G.1.K.2 Identify the school attended and the city in which the school is located.
G.1.K.4 Recognize the United States on a world map or globe.
G.1.K.5 Identify land on maps and globes.
G.1.K.6 Identify water on maps and globes
G.1.K.8 Recognize the difference between maps and globes.
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G.1.K.8 Recognize that maps and globes represent models of the Earth.
G.1.K.3 Recognize the state of Arkansas on a map of the United States.
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CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
### Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary

**Essential Question:**
How does the availability of resources influence economic decisions?

**What questions are important to ask about wants, goods, and services?**

**Guiding Questions:**
1. What are some examples of goods and services?
2. What is the difference between a consumer and producer?
3. What can money be used for?
4. What is the difference between something we want and something we need?
5. What natural resources, human resources, and capital resources go into producing a good or service?

### Activities/Materials/Resources

**Weekly Correlated Lesson Plan:**
- **CLLG MINILESSON 26 Cause and Effect** p. 91 (Curious George Makes Pancakes)
- **Journeys Lesson 26 TE pp T14-T15 Read Aloud** "Curious George Makes Pancakes" by Margaret & H.A. Rey
- **You Tube Reading of Curious George Makes Pancakes**
  - [http://www.youtube.com/watch?v=12zJ28LgGWs](http://www.youtube.com/watch?v=12zJ28LgGWs)
  - [http://www.youtube.com/watch?v=2zyWATOvGNE](http://www.youtube.com/watch?v=2zyWATOvGNE)

Use **Curious George Makes Pancakes** and **Pancakes Pancakes** by Eric Carle to review and reinforce economic terms. Additional books can be used as well.

Pancakes Pancakes by Eric Carle (A copy of the book is needed. However, you can use the link below for a Read Aloud of the book.)

[http://www.youtube.com/watch?v= _ss_4XQKgCg](http://www.youtube.com/watch?v= _ss_4XQKgCg)

**Lesson 26 Pancakes Pancakes Lesson**

There are three additional lessons below to use for this week’s social studies focus. Choose the activities that will work best for your students from each.

- **Pancakes Pancakes Economics Lesson From Maryland Council of Economic Education**
- **Pancakes Pancakes Economics Lesson 2**
- **Human Resources and Capital Resources: It’s a Match! — Council for Economic Education (Includes two songs)**

### Social Studies Focus

- **Economics**
- **Capital Resources/Human Resources/Natural Resources**

### Literacy Focus

- **Skill:** Cause and Effect
- **Strategy:** Visualize
- **Genre:** Fantasy/Informational
- **Text/Name Author & Illustrator**
- **Writing:** Opinion

### Vocabulary

- **Goods**
- **services**
- **consumer**
- **Producer**
- **human resources**
- **Natural resources**
- **capital resources**
- **Wants**
- **needs**
- **scarce**
Scenario:
There was some construction work on the farm and the chickens were bothered by the noise and quit laying eggs. What natural resource do chickens produce? How will this affect the making of Pancakes? Scarcity is when you don’t have enough of something. Follow-up with a discussion of what happens when there is not enough of something in nature that we need. Give examples of things in nature that are becoming scarce. If we don’t have enough of a nature resource, what happens to the price of an item that the natural resource is used to make? Ask students what will happen to the price of pancakes if there are not enough eggs to make as many as people want. This will lead into the next few lessons on the environment.

Review economic terms from 1st Nine Week Quarter through books. [http://classroomclues.com/](http://classroomclues.com/) (A list of books by economic concepts can be found on this link) goods/services; consumers/producers; opportunity cost; needs/wants; natural/human/capital resources

Journeys Lesson 25—Use the following stories from this lesson to reinforce economic concepts.

Read Aloud—Bread Comes to Life TE 334-335
From Apple Tree to Story—Big Book pp37-46 (Informational Text)

Additional Resources:
Readwritethink lesson---Taking Photos of Curious George: Exploring Character Through Images
Wheat by Susan Canizares and Pamela Chango
Lesson Plan
Economic Lessons
Notes:
Classroom Clues Website--You can search for books on specific economic concepts that you are teaching at the following site: [http://classroomclues.com/](http://classroomclues.com/)

If you use the book Little Red Hen that was referenced in last week's notes, as an additional book to support teaching about human/natural/capital resources, you can pair it with a book on Bookflix (Imagination). The book is Grains and is paired with Strega Nona on the website.
Central Arkansas Library

Human Resources—Describes the work effort used in the production of goods and services.
Natural Resources—Are gifts of nature; they are present without human intervention. Natural resources are used to produce goods and services. Capital Resources—Are goods produced and used to make other goods and services. Basic categories of capital resources include tools, equipment, buildings, and machinery.
<table>
<thead>
<tr>
<th>STANDARDS</th>
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<tbody>
<tr>
<td>Social Studies SLE’s</td>
</tr>
<tr>
<td>E.7.K.1 Recognize that all people have economic wants and needs.</td>
</tr>
<tr>
<td>E.9.K.1 Identify human resources.</td>
</tr>
<tr>
<td>E.8.K.5 Discuss capital resources.</td>
</tr>
<tr>
<td>E.8.K.2 Discuss the roles of producers and consumers.</td>
</tr>
<tr>
<td>E.9.K.1 Recognize that money is used to purchase items.</td>
</tr>
<tr>
<td>E.9.K.3 Identify services people do for each other.</td>
</tr>
<tr>
<td>Common Core Standards</td>
</tr>
<tr>
<td>CC.K.RI.3 With prompting and support, describe the connections between two pieces of informational text.</td>
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<td>CC.K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</td>
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<td>CCK.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</td>
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<td>CCK.RI.9 With prompting and support, identify basic similarities and differences between two texts on the same topic.</td>
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<td>CC.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic they writing about and state an opinion or preference about the topic.</td>
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<td>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</td>
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<td>---------------------------------------------------------------</td>
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</tbody>
</table>
| **Essential Question:** How do we protect the air, water, and land? | **Weekly Correlated Lesson Plan:**  
CLLG MINILESSON 27 Compare and Contrast p. 92 |
| **Guiding Questions:**  
1. What is something you have wanted but there was not enough so you weren't able to get it?  
2. What natural resources can be found on our Earth?  
3. Why should we protect our environment?  
4. What can you do to protect our Earth? | Collect both fiction and nonfiction books for classroom library on the environment. Read these books throughout the unit to discuss some problems and possible solutions to a clean earth. Make a chart and identify natural resources that you read about. |

**Social Studies Focus**  
Protecting the Earth  
Natural Resources

**Literacy Focus**  
Skill: Compare & Contrast  
Strategy: Monitor/Clarify  
Genre: Realistic Fiction  
Writing: Informational/Expository

<table>
<thead>
<tr>
<th>Writing</th>
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<tbody>
<tr>
<td>Write 3-4 things that you can do make the Earth a better place to live.</td>
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</tbody>
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<table>
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<tr>
<th>Vocabulary</th>
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</table>
| Natural resources  
Land  
Water  
Reduce  
Reuse  
Recycle  
conservation  
pollution  
Waste  
protect  
environment |

**ASSESSMENT**

**Earth Day Groceries Project**  
- [Brainstorming Ideas for Earth Day Messages](#)  
- [My Earth Day Grocery Bag Plan](#)

**Introduce the Earth Day Groceries Project**  
- [Get Started](#)  
- [How To PowerPoint](#)  
- [Earth Day Bag PowerPoint](#)  
- [Brainstorming Ideas for Earth Day Messages](#)  
- [My Earth Day Grocery Bag Plan](#)  
- [Grocery Bags Project Student Assessment Rubrics](#)
Earth Day Activity Book
Use this book to discuss ways to that people can care for their Earth. Have students complete the Taking Care of the Earth Every Day Activity. They can add other ways to list. They should do this as homework each day.

Resources:
- Social Studies Harcourt Unit 4
- Harcourt WB pp 23-29, 39-40
- Harcourt Science p. 198
- Harcourt AR—Lesson 3 Animal; Lesson 4 Natural Resource
- AR Connections—Teacher’s Guide p. AR 20
- Lesson 6—Arkansas Resources

Leveled Readers:
- Wonderful Earth
- Natural Resources
- Reuse and Recycle
- We Use It Again
- The Big Bear’s Arkansas ABC and All Around Arkansas

Paper Makers Lesson (You can use the first part of lesson to discuss paper without doing the paper recycling activity.)

Notes:

STANDARDS
Social Studies SLE’s
E.7.K.1 Recognize that all people have economic wants and needs.
G.3.K.2 Recognize the importance of protecting the air, water, and land.
G.3.K.3 Define physical environment.
C.5.K.2 Discuss the rights and responsibilities of being a good citizen.
E.7.K.2 Identify the concept of scarcity.

Common Core Standards
CC.K.RI.3 With prompting and support, describe the connections between two pieces of informational text.
CC.K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CCK.RI.7</td>
<td>With prompting and support, describe the relationship between illustrations and the text in which they appear.</td>
</tr>
<tr>
<td>CCK.RI.9</td>
<td>With prompting and support, identify basic similarities and differences between two texts on the same topic.</td>
</tr>
<tr>
<td>CC.K.W.1</td>
<td>Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</td>
</tr>
<tr>
<td>CC.K.W.7</td>
<td>Participate in shared research and writing projects.</td>
</tr>
<tr>
<td>CC.K.SL.1</td>
<td>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>CC.K.SL.2</td>
<td>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td>
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<td>CC.K.SL.3</td>
<td>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
</tr>
<tr>
<td>CC.K.SL.5</td>
<td>Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
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</tbody>
</table>
## Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary

| Essential Question: How do we protect the air, water, and land? |
| Guiding Questions: |
| 1. What is something you have wanted but there was not enough so you weren't able to get it? |
| 2. What natural resources can be found on our Earth? |
| 3. Why should we protect our environment? |
| 4. What can you do to protect our Earth? |

## Weekly Correlated Lesson Plan:

### CLLG MINILESSON
**Story Structure p. 94**

Use one of the books for this unit to complete the Story Structure---Beginning/Middle/End

**Our Natural Resources Lesson**

[http://www.deq.state.or.us/lq/pubs/docs/sw/curriculum/RRPart0201.pdf](http://www.deq.state.or.us/lq/pubs/docs/sw/curriculum/RRPart0201.pdf)

**Literature Connections (3rd Grade Lessons---Can adapt some of the ideas to Kindergarten)**

**Suggested Activity:** Have students complete a project using recycled items. Below are a few suggestions.

- Recycle Crafts Ideas
- How to Make Your Own Postcards
  [http://www.squidoo.com/how-to-make-your-own-postcards](http://www.squidoo.com/how-to-make-your-own-postcards) (Students can actually send their Postcards or give them to their parents)
- Plastic Lids
  [http://www.thecraftycrow.net/2012/04/what-can-you-make-from-a-plastic-lid.html](http://www.thecraftycrow.net/2012/04/what-can-you-make-from-a-plastic-lid.html)

**Additional Resources:**

**Does the Crocodile Hunter Hunt Crocs? Natural Resources Lesson**

econedlink—Council for Economic Education


**Using Natures Gift by Marcia S. Freeman**

**Lesson Plan**


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## Social Studies Focus

- **Earth Day**
- **Protecting the Earth**

## Literacy Focus

- **Skill:** Story Structure
- **Strategy:** Infer/Predict
- **Genre:** Poetry
- **Writing:** Informational/Expository

## Writing

- **Write 3-4 sentences that tell about the Earth Day Bag Project.**
- **Ask students to write their prediction of what will happen to our Earth if we do not take care of it.**

## Vocabulary

- Natural resources
- air
- land
- Water
- Reduce
- Reuse
- Recycle
- conservation
- pollution
- Waste
- protect
- environment

**ASSESSMENT**

- Complete the Earth Day Bag Project and deliver them to the grocery store to be used during the last part of the week to celebrate Earth Day.
Have students draw pictures of five natural resources and label the pictures.

**Planet Patrol Lesson**
**Large Recycle Poster**
**Create Your Own Green Sign**
**Earth Day Writing Paper**
**Earth Day Song**
**Earth Day Rap**

**Notes:**
Refer to Economic Book List for books that teach this week's economic concepts.
Economics Literature Lessons

**STANDARDS**

**Social Studies SLE's**
- E.7.K.1 Recognize that all people have economic wants and needs.
- G.3.K.2 Recognize the importance of protecting the air, water, and land.
- G.3.K.3 Define physical environment.
- C.5.K.2 Discuss the rights and responsibilities of being a good citizen.
- E.7.K.2 Identify the concept of scarcity.

**Common Core Standards**
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- CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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### Aligned with Journeys Unit 6  Lesson 29  Weeks 33-34

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<th>Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary</th>
<th>Activities/Materials/Resources</th>
</tr>
</thead>
</table>
| **Essential Question:** How does the availability of resources influence economic decisions?  
Guiding Questions:  
1. What is the difference between a consumer and producer?  
2. What can money be used for?  
3. When you receive money what do you do with it?  
4. What is the difference between something we want and something we need?  
5. Why do people have different economic wants? | Weekly Correlated Lesson Plan:  
CLLG MINILESSON 29 Main Idea p. 96 |
| **Social Studies Focus**  
Exchanging money for goods and services.  
Economic Wants/Scarcity/Choice  
Decision Making | Journeys Lesson 3 Interactive Read Aloud “Please Puppy, Please”, “I Have a Pet!” By Shari Halpern, and “Different Kings of Dogs” by Linda Ruggieri.  
Guided Readers Lesson 3  
Use “Different Kinds of Dogs” by Linda Ruggieri to teach Lesson 29 Skill Main Idea.  
CLLG MINILESSON 3 p. 45.  
Use with the Social Studies Lesson “The Perfect Pet” to discuss the wants and needs of having a dog for a pet. |
| **Literacy Focus**  
Skill: Main Idea and Details  
Strategy: Question  
Genre: Informational Text  
Writing: Fiction/Fairy Tale | Brainstorm types of pets that people can have. |
| **Writing**  
Write about what you think would be the perfect pet. Tell about what you would buy for your pet. | The Perfect Pet Lesson  
—Council for Economic Education  
| **Vocabulary**  
Goods services consumer  
Producer Wants needs  
scarce exchange money  
Opportunity cost Decision Making  
Division of Labor  
Interdependence | Norman Rockwell's Curiosity Shop  
—Council for Economic Education  

### ASSESSMENT

Additional Resources:  
Trade to the Tailor Lesson (Copy of the book A New Coat for Anna by Harriet Ziefert will be needed.)  
—Council for Economic Education  

Econ Song Book  
Making Money Lesson
If you could buy five things for your new dog, what would you buy? Write your answer in sentences and illustrate each sentence. Use Activity 1 from “The Perfect Choice Lesson” to guide the assessment.

- Which of your choices are the same as those of your classmates?
- Why do you think these choices are the same?
- Which of your choices are different?
- Why do you think that these choices were different?

**Scarcity Activity:**
Play a game of musical chairs. When the music stops the person without a chair must sit on the floor. Ask the students what they didn’t want to happen to them. Ask the students what there was not enough of. Point out that when something is scarce it means that one cannot have all the goods and services that one wants. Suggest that the chairs were scarce.

Read the book “The Doorbell Rang” by Pat Hutchins (A humorous story about two children starting to eat a dozen cookies when the doorbell rings. Each ring of the bell brings more and more visitors—meaning less and less cookies)

Students receive cookies. There are only enough for one half for each person! The teacher breaks each cookie in half. Discuss as a group how the cookies are scarce because we want more but there aren’t enough.

**Notes:**
Refer to Economic Book List in previous lessons for books that teach this week’s economic concepts.

**Economics Literature Lessons**

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**STANDARDS**

**Social Studies SLE’s**
E.7.K.1 Recognize that all people have economic wants and needs.
E.7.K.2 Discuss the concept of making choices related to wants and needs.
E.9.K.1 Recognize that money is used to purchase items.

**Common Core Standards**
CC.K.RI.3 With prompting and support, describe the connections between two pieces of informational text.
CC.K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
CCK.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.
CCK.RI.9 With prompting and support, identify basic similarities and differences between two texts on the same topic.
CC.K.W.1 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CC.K.W.7 Participate in shared research and writing projects.
CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CC.K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details.
and requesting clarification if something is not understood.

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<tr>
<th>Standard</th>
<th>Description</th>
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<tr>
<td>CC.K.SL.3</td>
<td>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
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<tr>
<td>CC.K.SL.5</td>
<td>Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
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</table>
### Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary

**Essential Question:**
How does the availability of resources influence economic decisions?

**Guiding Questions:**
1. What are some consequences that occur from the everyday choices that we make?
2. What is opportunity cost?
3. How do we depend on each other in the production of goods and services?

### Activities/Materials/Resources

**Weekly Correlated Lesson Plan:**
CLLG MINILESSON 30 Understanding Characters p. 98

**Everyday Opportunities Lesson**
—Council for Economic Education

**Lean on Me We Depend On Each Other!**
—Council for Economic Education

**Econ Song Book**

**Notes:**
Refer to Economic Book List in previous lessons for books that teach this week’s economic concepts.

**Economics Literature Lessons**

### Social Studies Focus

<table>
<thead>
<tr>
<th>Choices/Opportunity Cost Specialization</th>
<th>Social Studies Focus</th>
<th>Literacy Focus</th>
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<tbody>
<tr>
<td><strong>Skill:</strong> Understanding Characters</td>
<td><strong>Writing:</strong></td>
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<td><strong>Strategy:</strong> Summarize</td>
<td><strong>Vocabulary:</strong></td>
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<tr>
<td><strong>Genre:</strong> Realistic</td>
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### Writing

Choose one of the sequencing activities from the *Lean on Me We Depend on Each Other Lesson*. Have them write a sentence to describe each picture that was sequenced.

### ASSESSMENT

Provide some possible summer scenarios that require making a choice. Have students make a choice and discuss the consequences for their choice. i.e. You can go swimming after lunch or go to the library to get a book. If you go swimming right after lunch you could get too much sun since it is the hottest part of the day.
# STANDARDS

## Social Studies SLE's
- E.7.K.1 Recognize that all people have economic wants and needs.
- E.7.K.2 Discuss the concept of making choices related to wants and needs.
- E.7.K.2 Identify the concept of scarcity.
- E.9.K.1 Recognize that money is used to purchase items.

## Common Core Standards
- CC.K.RI.3 With prompting and support, describe the connections between two pieces of informational text.
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