

# Kindergarten to Grade 3 Resource Guide for Social Studies

## Legend:

■ = Resource list and how to obtain more

■ = **General teaching ideas/thoughts**

■ = **Curricular Competency that might work best with that resource**

## Kindergarten

**Big Idea: Our communities are diverse and made of individuals who have a lot in common.**

Title	Author	ISBN/TBC
We Live Here	Brenda Boreham & Terri Mack	TBC 173222
I Was Born Precious and Sacred	Debra Abood	
Shades of People	Shelley Rotner & Sheila Kelly	978 0823423057
The Great Big book of Families	Mary Hoffman	TBC 170294
Inflatable World Globe	Wintergreen	LER2438

<b>Title</b>	<b>Teaching Ideas</b>
We Live Here	➤ Curricular competency of Significance
I Was Born Precious and Sacred	➤ Curricular competency of Perspective ➤ Connects well to Social and Emotional learning ➤ Teach the vocabulary and have students comment about why everyone is 'precious and sacred'
Shades of People	➤ Great introduction to multiculturalism, promotes acceptance
The Great Big book of Families	➤ Curricular competency of Significance & Perspective ➤ Inclusive and promotes multiculturalism and social justice ➤ Maybe each 'page' as 1/week where students contemplate the most significant for them. Next they might compare how their answer might differ from someone else in the class (perspective)
Inflatable World Globe	➤ Students can draw on it with white board pens and it might help them to connect with the resources in a very hands-on way

## Grade One

**Big Idea: We shape the local environment, and the local environment shapes who we are and how we live.**

**Big Idea: Healthy communities recognize and respect the diversity of individuals and care for the local environment.**

Title	Author	ISBN/TBC
We Share the Seasons	Brenda Boreham & Terri Mack	
Sharing Our World: Animals of the Northwest Coast	Garfinkle Publications	TBC 160646
Mouse Celebrates the Winter Solstice	Terri Wood	TBC 170752
Somewhere Today	Shelley Moore Thomas	978 0807575444
One World One Day	Barbara Kerley	978 1426304606
Inflatable World Globe	Wintergreen	LER2438

Title	Teaching Ideas
We Share the Seasons	<ul style="list-style-type: none"> <li>➤ Curricular competency of Significance and Perspective</li> <li>➤ Read <i>Sharing our World: Animals of the Northwest Coast</i> and <i>a Mouse Celebrates the Winter Solstice</i> first – helps build up background knowledge</li> <li>➤ What do you think is the most important from each season? Explain why you chose each thing. Possible pre-teaching: the importance of food, shelter, transportation, etc.</li> </ul>
Sharing Our World: Animals of the Northwest Coast	<ul style="list-style-type: none"> <li>➤ Background knowledge builder for <i>We Share the Seasons</i></li> </ul>
Mouse Celebrates the Winter Solstice	<ul style="list-style-type: none"> <li>➤ Background knowledge builder for <i>We Share the Seasons</i></li> <li>➤ Pay attention to page 24</li> </ul>
Somewhere Today	<ul style="list-style-type: none"> <li>➤ Curricular competency of Perspective</li> <li>➤ Brainstorm ‘How are you <i>someone today</i>? Which one do you think is most important? Why?’</li> </ul>
One World One Day	<ul style="list-style-type: none"> <li>➤ Curricular competency of Perspective</li> <li>➤ Station prompts could work (Ex. One station might be a question like: Why do some kids have to work after school in some places?)</li> </ul>
Inflatable World Globe	<ul style="list-style-type: none"> <li>➤ Students can draw on it with white board pens and it might help them to connect with the resources in a very hands-on way.</li> </ul>

## Grade Two

**Big Idea: Canada is made up of many diverse regions and communities.**

**Big Idea: Individuals have rights and responsibilities as global citizens.**

Title	Author	ISBN / TBC
We Are a Community	Brenda Boreham & Terri Mack	TBC 173223
Salmon Forest	David Suzuki	978 1550549379
I Have the Right to Be a Child	Alain Serres	978 1554981496
What Does it Mean to be Global	Rana D’Orio	978 0984086601
Inflatable World Globe	Wintergreen	LER2438

Title	Teaching Ideas
We Are a Community	<ul style="list-style-type: none"> <li>➤ Curricular competency of Continuity &amp; Change</li> <li>➤ As an introduction to the above competency students might be encouraged to consider:               <ol style="list-style-type: none"> <li>1. What is the same as a long time ago?</li> <li>2. What has changed?</li> </ol> <p>Teacher notes: geographical features like rivers changing course due to human interference such as dam building and irrigation channels, animals that have become endangered due to habitat destruction, over hunting, etc</p> </li> </ul>
Salmon Forest	<ul style="list-style-type: none"> <li>➤ Links to Science curriculum</li> <li>➤ Could help build background knowledge for Science and be an interdisciplinary piece of the learning</li> </ul>
I Have the Right to Be a Child	<ul style="list-style-type: none"> <li>➤ Curricular competency of Perspective ~ recognizing the rights that they enjoy as children and how other children around the world might not enjoy those same rights</li> </ul>
What Does it Mean to be Global	<ul style="list-style-type: none"> <li>➤ Curricular competency of Perspective ~ ‘Why is _____ (place) different from here? or ‘How is _____ similar to Surrey, how is it different?’</li> <li>➤ This could be set up as a weekly ‘visit’ to different parts of the world and Canada (via Google Earth or other online sites). Could explore place/geography as well as different aspects of culture (food, music, traditions, religion, dress, etc)</li> </ul>
Inflatable World Globe	<ul style="list-style-type: none"> <li>➤ Students can draw on it with white board pens and it might help them to connect with the resources in a very hands-on way.</li> </ul>

## Grade Three

**Big Idea: People from diverse cultures and societies share some common experiences and aspects of life.**

**Big Idea: Indigenous knowledge is passed down through oral history, traditions and collective memory.**

Title	Author	ISBN / TBC
A Life Like Mine – How Children live around the World	DK with UNICEF	978 0756618032
The Way to School	Rosemary McCarney	978 1927583784
Gray Wolf’s Search	Bruce Swanson	978 0977918317
The Giving Tree: A Retelling of a Traditional Tale	Leah Dorion	TBC 171154
Throw Your Tooth on the Roof: Traditions from Around the World	Selby Beeler	978 0618152384
Inflatable World Globe	Wintergreen	LER2438

Title	Teaching Ideas
A Life Like Mine – How Children live...	<ul style="list-style-type: none"> <li>➤ Clear links to Science</li> <li>➤ Thoughtful guiding questions throughout</li> </ul>
The Way to School	<ul style="list-style-type: none"> <li>➤ Curricular competency of Perspective</li> <li>➤ Great opportunity for formative assessment (practice) and gradual release of responsibilities               <ol style="list-style-type: none"> <li>1. Look at the first and second ‘ways to school’ as a class and discuss the differences and why it might be more difficult for those children.</li> <li>2. Look at the next 2 ‘ways to school’ in small groups and have students do the same question again and share with the class (maybe keep a class brainstorm with all of their ideas on chart paper to prompt future discussions).</li> <li>3. Look at the next 2 in partners and maybe share in small groups and discuss what they found that were similar to their peers and what was different. At this point I might discuss goal setting around what individuals still want to work on.</li> <li>4. Try it individually! Hand in and get individual feedback from teacher.</li> <li>5. Give students a few options to complete as a summative assessment of their understanding of perspective.</li> </ol> </li> </ul>
Gray Wolf’s Search	<ul style="list-style-type: none"> <li>➤ Use with <i>The Giving Tree: A Retelling of a Traditional Tale</i></li> <li>➤ Link to Red River Wheel</li> <li>➤ Curricular competency of Significance ~ Who is important to you for unexpected reasons? Sample answer: My dog because she always loves me, is excited to see me (and I’m excited to see her too) and she makes me responsible because I feed her.</li> </ul>
The Giving Tree: A Retelling of a Traditional Tale	<ul style="list-style-type: none"> <li>➤ Use the Red River Wheel in the back of the book and use the story to model how Metis used these teachings. Next have students connect this to themselves and how they practice these teachings in their lives. This links to literacy skills in the English curriculum (making connections).</li> </ul>
Throw Your Tooth on the Roof: Traditions from Around the World	<ul style="list-style-type: none"> <li>➤ Curricular competencies of Significance and Perspective</li> <li>➤ Which traditions are most similar? Which 2 are most different? As a mini-inquiry pick something else (hair or something that that students could relate to or would find interesting) and see how other cultures treat that aspect of culture.</li> <li>➤ Connects to Science</li> </ul>
Inflatable World	<ul style="list-style-type: none"> <li>➤ Students can draw on it with white board pens and it might help them to connect with the resources in a very hands-on way.</li> </ul>

