



Social Studies Success

FOR PRE-SCHOOLERS



National Head Start Program



SERVICE
LEADERSHIP
COLLABORATION
EXCELLENCE



Robert A. Ficano
County Executive

Wayne County Health & Family Services Head Start and its five delegate agencies of Starfish Family Services, The Guidance Center, Wayne Metro Community Action Agency, Wayne Westland Community Schools, and the YWCA of Western Wayne County collaborated with Wayne RESA to produce **Social Studies Success**.

Social Studies Success is a parent education resource and tool to inspire parents to interact with their young children and support early social studies learning in playful ways using:

- A supportive home environment
- Home early education and care connections
- Interactive parent-child strategies
- Community resources
- Internet resources

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Introduction



Young children are born into social studies. They are natural explorers of their world right from infancy. Young children look around and try and make sense of their social and physical environment, and this natural curiosity helps them build a sense of themselves and their place in the world. **Social studies helps students understand their heritage and acquire the skills and sensitivities basic to participation as citizens in our country.**

Social studies is built on a foundation of historical, geographic, economic, and civic knowledge. It also teaches the attitude and skills necessary for active and responsible participation—whether in their play group, family, neighborhood, or school.

When parents encourage their children to ask questions and express opinions about the world around them, they help build an interest in social studies. In fact, asking questions and learning how, when, and where to

express a reasoned opinion is considered a cornerstone of participation in our democratic society. This booklet is intended to help parents guide their children's experiences as they begin navigating their journey through the world around them.

The energy, curiosity, and imagination of young children lead them to action and interaction with their environment. Play is important to young children's development, so it isn't surprising that children first experience social studies through play. Play is a vehicle that allows a child to access and explore his or her own world. Through play, children pursue their own goals. They tackle problems that challenge them enough to keep them interested without causing too much frustration. **Children learn better when fun is combined with a high rate of success and a little bit of challenge.**

Simple social studies activities engage children in problem solving, decision making, and discussions. Children will use all of these skills as they grow and develop as teens and young adults. Parents can help build this foundation for learning at home.



What is Early Childhood Civics/Citizenship?

Children recognize people have different roles and responsibilities in their community and that they can participate in decision making.



Children begin to identify personal and family relationships.



Children begin to understand the reason for rules in their home and laws in the community.



Children begin to understand and respect similarities and differences among people.



What is Early Childhood Economics?

Children recognize the needs and wants in their environment and how each is met.

Children begin to recognize needs and wants.



Children begin to understand the difference between goods and services.



Children recognize exchanges in which they participate.





What is Early Childhood Geography?

Children recognize and understand the relationship between people and the environments in which they live and the importance of taking care of their environment.



Children begin to describe aspects of their environment, such as land forms, bodies of water, trees, gardens, roads, buildings, etc.



Children begin to understand that people share the environment with other people, animals, and plants.



Children begin to take care of their environment through activities such as recycling.



What is Early Childhood History?

Children talk about and begin to understand how past, present, and future events relate to themselves, their families, and their communities.

Children begin to tell the difference between past, present, and future.



Children begin to recognize personal and family events that *happened* in the past.



Children begin to understand how people lived in the past and how it is different than today.





Section 1: Establishing a Supportive Home Environment for Social Studies Learning

Your home provides many opportunities for your child to use and learn social studies. You and your child use social studies every day and you might not even know it! Everyday routines and events provide valuable opportunities for your child to learn social studies.

Hands-on experiences and activities are the best ways for your child to learn important social studies knowledge, attitudes and skills. Social studies learning is most meaningful for your child when she is allowed to explore, solve problems, ask questions, and explain her thinking. The home and neighborhood offer experiences related to civics, economics, geography, and history. Your child will develop important concepts only after she has experienced enough of them through real world objects and experiences in his or her social and physical world.



IN THE KITCHEN

- When preparing fresh fruits or vegetables for family meals, talk to your child about the origin of the foods. Notice labels on foods that indicate where they were grown.
 - Invite your child to help you put away grocery items. Notice any product labels printed in multiple languages. Point out words in different languages, even if you can not say those words. Acknowledge words in a language you do not speak and share with your child that there are others who do read, speak, and understand the language.
 - Provide a paper bag in the kitchen to place empty cans, bottles, and plastic containers for recycling. Encourage your child to help you dispose of empty containers by placing them in the bag.
 - Talk to your child about rules that are important for safety in the kitchen. Family members have to follow rules about turning off the burner or oven.
- Develop a household chore or job chart with your child and other family members. Use pictures and words to label the chores or jobs your child chooses to do.
 - Encourage your child to taste foods from other cultures.



- Save empty food containers for your child to use to pretend to shop at a store. With your child, pretend to buy things at his store, or be the shopkeeper, while your child shops. Discuss the cost of the different items.
- Before a trip to the grocery store, ask your child what he would like for dinner. While at the store with your child, shop for the items to make the dinner. Discuss the price of the different items. When at home again, add up the total cost of the meal and discuss how much the meal costs with your child. Talk to your child about things the two of you wanted to buy, but did not.
- Allow your child to retrieve items from the cupboard or refrigerator. Use positional words to guide him. Example: "Please get the ketchup out. It is in the door next to the mustard."
- Before throwing different items away, try to think of different creative uses for the items. (Example: Bird feeders made of milk jugs.)
- Add dates to the pictures your child draws. Put the pictures in order on the refrigerator according to the dates. Talk with your child about the picture he drew first, second, or last.



IN THE LIVING ROOM

- If you have a display of family photos, talk to your child about the people in the photos—who the people are, what they did in life, and why they are important to you.
- Share with your child collections of family photos that depict people they know at different ages. Use terms such as "when you were a baby" and "when I was a child" to relate the past or history to your child's personal experience or the experience of an important person such as yourself.



- When sorting mail, comment to your child about the utility bills you receive and the importance of paying the bills to keep lights, water, and appliances working in the home.
- Bring your child's attention to the differences and similarities between Canadian coins and United States coins. Comment on the fact that you live in the country of the United States and that others live in countries such as Canada.
- Listen to a wide variety of music genres, including music from other cultures.
- Look through magazines with your child. Talk about the similarities and differences of the people, landscapes, or foods illustrated.
- Have family meetings to involve your child in decision making, when appropriate. Have family votes to decide on an activity or place to go. Discuss the decision-making process with your child.
- Engage your child in caring for the furniture and fixtures in the house. Discuss why it is important to care for the items and what the replacement cost would be if the items break or are ruined.
- Discuss the locations of the room's furniture with your child. Which items are near to one another? Which items are far apart? Count how many footsteps one item is from another.

- Discuss your child's growth and development. For example, talk about how when your child was a baby he could not walk, but now he can run and jump. Encourage your child to make several comparisons.
- Create together a developmental timeline using photos of your child. Encourage your child to arrange photos in order. (Example: infant, toddler, and pre-school age.)



IN THE BEDROOM

- When organizing your child's clothes or toys in the bedroom, point out the clothing that is too small and that she used to wear when she was younger. Comment on toys with which she used to play, as a way to discover her personal history.
- Talk to your child about donating to others clothing he has outgrown or toys he no longer plays with.
- Invite your child to help you make a map that shows him how to get out of your home in case of a fire. Post the map in his bedroom and review with him the steps he would take to leave the bedroom and meet you elsewhere outside the home.
- At bedtime, re-tell a familiar story to your child in your family's home language.



- Point out to your child the label on clothing that tells you where it was made.
- As you read stories to your child, talk about the diversity of the characters by pointing out how they are the same and how they are different.
- Encourage your child to clean his room. Explain that every family member has responsibilities.
- With your child, do an inventory of toys or clothes. Help him plan what might be needed and bought.
- Using your child's toys, engage your child in creating a model of your home. Ask your child where the different rooms of the house should go and build it together.
- Create a bin where your child can place broken toys. With your child, try to fix the toys or find alternate uses for them rather than throwing them away.
- As your child is preparing for bed, ask him what he did the day before and what he will do tomorrow.



IN THE BATHROOM

- Look into a mirror with your child. Talk about how your images are the same and how they are different.
- Talk about water conservation with your child. Share with her how clean water costs money and how some people don't have enough of it. Discuss with your child how to save water in the bathroom, and follow through on her ideas.
- Before a shopping trip, walk through the house with your child and do an inventory of needs. Do you need toilet paper? Toothpaste? Encourage your child to create a shopping list by putting checkmarks next to pictures of the objects or by drawing pictures of the items, then take the list and/or pictures to the store.

- Before your child bathes, talk about different landforms. Allow your child to take a bubble bath and create some of the landforms with the bubbles. Talk with your child about what she is creating. (Examples: mountains, volcanoes, mesas, valleys, plains, tundra, gorges, etc.)
- Create a schedule with your child that uses pictures to depict the sequence of activities that occur in the bathroom like brushing teeth, washing face, taking a bath, drying her body, replacing towels, etc.



IN THE YARD

- With your child, plant fruits and vegetables in a garden. Talk about keeping the garden healthy and how it will save money since you won't have to buy the foods you grow. Discuss how much money will be saved and how much you will need to plant.
- Create an obstacle course with your child. Talk about where different features will be placed. Use words that describe position and distance as you build and use the obstacle course. (Example: "The hoops will be next to the tree that is closest to the fence. We will jump inside each hoop.")
- Give your child a re-usable bag to help pick up litter in your yard. Encourage your child to dispose of scrap paper or trash properly.

- Encourage your child to make a collage with natural materials from the yard.
- While outside with your child, talk about how the yard changes from season to season. Encourage your child to draw pictures of how your yard looks during different seasons.
- Invite your child to help you draw a map of the yard. Indicate the location of the home, trees, shrubs, driveway, etc.
- Make rules for your family to follow that will help keep children and pets safe in the yard.





IN THE CAR

- Discuss the variety of vehicles you see with your child as you travel. Notice and describe the colors, body shape, age, and purpose of different vehicles you see. And, highlight those vintage classics!
- During a car ride, ask your child to tell you one thing he sees along the road or street (a store, a tree, a fence, etc.). Encourage him to make up a story about how it came to be there.
- Show your child a road map. Tell your child how you use the map to find where you are and how you can use it to get to another location.
- Talk about traffic laws and how they keep people safe.
- Notice the people you see. Talk with your child about how the people might be helpful to the community.
- Before going somewhere in your vehicle, talk with your child about the route that you will take. Encourage your child to name landmarks you might see on the way, as you write and record her directions. While riding in the vehicle, discuss the landmarks as you pass them.
- While riding with your child, notice buildings, roads, and signs that are being built, repurposed, or torn down. Discuss how and why this happens.

“The purpose of education, finally, is to create in a person the ability to look at the world for him/herself, to make his own decisions...”

—James Baldwin (1924–1987), author and social critic



IN THE NEIGHBORHOOD/ COMMUNITY

- While out in the community, point out the different rules your family follows. Think about visiting families, friends, playground settings, restaurants, businesses, etc. Rules are different in different settings.
- As you and your child are about to cross a street, notice the decline of the curb. Ask your child for her ideas as to why the curb looks different. Comment on how the angle or slope of the curb can help people who use wheelchairs, strollers, walkers, canes, or even bicycles.
- When walking in the neighborhood, talk about the age or history of buildings. Be sure to point out any buildings that may have been important to your family. Use words such as, “We used to live here” or “This is our old neighborhood.”
- Take pictures of different buildings or places in your neighborhood. Print them and tape them to boxes or blocks for your child’s play. Discuss where the landmarks are in your neighborhood. As you walk or ride by the different places, point them out and talk about them with your child.
- Take a walk with your child through the neighborhood. Draw your child’s attention to the different places people live.
- Together, visit a restaurant that offers traditional foods and menus from different cultures or nations.
- Even if you can not take your child to work, visit your work place location with your child, even if it is to simply see the building and area around it. Ask your child about her ideas about what you do at your job.
- Use neighborhood walks to talk to your child about the location of buildings, streets, parks, and other places of interest to your child. Encourage your child to tell you where he wants to go or how he could move around the neighborhood to get to a specific location.
- Visit the school where your child will attend kindergarten. Encourage your child to talk about and describe how the kindergarten rooms and playground look the same as her current preschool, and how they look different.
- When walking back home from a familiar location, ask your child to help you find a different way to get home.
- Share a walk around the neighborhood with your child. Encourage your child to think about what features in the neighborhood are man-made and what are natural.





Section 2: Establishing Good Home– Early Education/Care Connections



As a parent, you are the “expert” on your child. You are the resource caregivers and teachers need to provide effective services for your child and family. Your involvement in your child’s preschool education or child care program supports your child’s success in school and learning.

All early childhood education and child care programs benefit from parents being involved. Parent involvement includes:

- Welcoming teaching and family service staff into your home, if the program offers home visits
- Attending parent-teacher conferences or open houses
- Sharing information about your child’s life and home experience with program staff
- Sharing materials and resources that allow your family or home language to be part of the classroom or child care site
- Keeping program staff informed about changes in your child’s and family’s life and home experiences through phone calls, emails, notes, and on-site visits with staff
- Attending family activities at your child’s preschool or child care site
- Attending and participating in parent meetings and committees or program governing groups
- Volunteering in your child’s preschool classroom or child care site

“Never doubt that a small group of thoughtful committed citizens can change the world: indeed it’s the only thing that ever has.”

—Margaret Mead (1901–1978), cultural anthropologist



Section 3: Supportive Strategies for Learning Social Studies Together



Social studies is social! As a parent, you can help your child want to learn in a way no one else can. That desire to learn is a key to your child's success, and, of course, enjoyment is an important motivator for learning. You can teach your child a lot through play. Here are some things to do to make learning social studies both fun and productive for you and your child:

- **Use conversation to give your child confidence to learn.**

Encouraging your child to talk with you about a topic, no matter how off the mark he may seem, lets him know that you take his ideas seriously and value his efforts to learn. The ability to have conversations with your child profoundly affects what and how he learns.

- **Let your child know it's OK to ask you questions.**

If you can't answer all of her questions, that's all right—no one has all the answers. Some of the best answers you can give are, "Good question. How can we find the answer?" and "Let's find out together." Together, you and your child can propose possible answers and then check them by using reference books and the Internet, or by asking someone who is likely to know the correct answers.

- **Acknowledge your child's awareness and interest in the similarities and differences among people.**

As your child notices and talks about the differences he observes in others, treat those differences as a natural part of the human experience and the world. Human diversity can be explored, understood, and accepted. You can model for your child how to respond to human and social differences. Help your child understand and respect human differences as normal, natural, and neither good nor bad.

- **Make the most of everyday opportunities.**

When grandparents visit, encourage storytelling about their lives. What was school like for them? What was happening in the country and the world? What games or songs did they like? What were the fads of the day? Who are their heroes?

- **Recognize that children have their own ideas and interests.**

Let your child choose some activities that he wants to do. This tells him you value his ideas and interests.

TALK ABOUT SOCIAL STUDIES

Discussion is an important part of learning social studies. Your child will need many opportunities to think aloud about the ideas, problems, and discoveries she encounters. **Thinking aloud and talking with your child about experiences will help her to better understand the world around her, make new discoveries, and form reasoned opinions.**

Encourage your child to discuss his social studies experiences with you by asking a few open-ended questions that encourage him to talk more. Open-ended questions require more of an answer than a simple “yes” or “no” or other one-word response. They invite your child to answer with more words and thought. **Open-ended questions support the development of higher levels of thinking.**

Your child is learning negative and biased ideas about human differences and diversity, from people around him as well as from the media. This is confusing for your child. He may not be able to recognize that people can share some characteristics while at the same time differ on others. This can lead to stereotypic thinking.

You have an important responsibility to help your child recognize and resist stereotypes and biased ideas. Help your child to identify and challenge stereotypic or biased ideas by pointing out contradictions and

relating them to your child’s real life experiences. Ask your child questions that help him think critically about his thoughts and feelings, such as, “How do you think she feels when you say...?”. Ask “what if...” questions to help your child challenge stereotypes.



EXAMPLES OF OPEN-ENDED QUESTIONS

Use a comment or an open-ended question to suggest a new idea that is directly related to your child’s experience. A new idea can challenge your child’s thinking and lead to a new way of viewing the situation.

- How did you...?
- Why are you...?
- What do you think...?
- How would you...?
- How are you the same as...?
- What is another way to...?
- What would you have done if...?
- What would it be like if you...?
- How would it be different for you if...?
- What are some of the different ways you can...?

To help your child understand *civics/citizenship*, you can:



- Have your child show how she can get her own materials for projects, clean up readily, and put toys and materials in proper places. Acknowledge her for being a responsible member (or citizen) of your family!
- How many different rules can your child name? Different places have different rules. For example, children can't play ball at the park where other children swing and slide; "outside voices" aren't for the home. Have the child pick a rule he would like to change and explain why. What would happen if there were no rules?
- Explore the diversity of family cultures by taking your child to ethnic fairs and festivals. Talk about the different ways people do the things you do, like dressing, eating, playing, etc.
- Encourage your child to respond to you and other family members in your home language. Supporting your child's bilingual skills strengthens his communication and thinking abilities.
- Take field trips to police and fire stations, and other places where your child can practice safety and see rules in action.
- Listen to your child's ideas about situations that require a rule or rules. This will help him recognize how rules can be fair when everyone has a role in making the rules. It is also important for you to help your child recognize the sometimes rules are unfair, but they can be changed by people.
- Take your child with you when you vote, go to public meetings, or visit civic institutions like city hall or a court house. Share why you are there and what function these "civic helpers" serve.

To help your child understand *economics*, you can:

- Give your child objects (pretend or real) to buy, barter, or trade. Use play money to buy groceries; negotiate for a toy with another toy or object, etc.
- Encourage your child to make choices about quantities. Ask, "How many do you need?"
- Have your child problem solve when there is not enough fruit for everyone at snack time or dessert at lunch or dinner. How can he decide who gets what when there isn't enough to go around?
- Have your child think of what she will buy with her birthday money or allowance. Ask her how she decided what to get? What could she do if she doesn't have enough money to buy her gift?
- When shopping with your child, bring his attention to the cash money (bills and coins) that you have. Comment on how much money you have and how much you will need to pay to make your purchase. Do you have enough money? More than enough money? Extra money to save or spend on future purchases?
- Set up a piggy bank so your child can see money accumulate over time. Ask him why it is good to save money.



To help your child understand *geography*, you can:



- Have your child play at moving in different directions, like backward, forward, or sideways. A simple game to play is “Mother, May I?” To play, stand at the opposite end of a room from your child. Take turns having him ask, “Mother, may I?” . . . jump two steps. . . or hop quickly. . . or take one big step. After you say, “Yes, you may,” he takes the requested steps. When he reaches you, he is the winner.
- Give children all kinds of blocks and boxes with which to play. You can put paper signs on blocks to show where the toy store or your home would be. When she pretends that the blocks represent objects, she begins to understand how people use symbols.
- Talk to your child in meaningful ways about where you are. When opening mail, comment on your address and the city or community. When visiting others, remind your child you are in a different place with a different address or community name. By increasing your child’s awareness of where she is and where others are, you help her develop geographical concepts of space, location, and distance. Her knowledge of different geographical locations will increase when introduced within the context of people, places, and experiences that she knows.
- On a walk around your neighborhood, point out other signs that indicate location. There are signs on street corners and numbers on apartments and homes. Ask your child how a friend would find your home if the friend didn’t have a number or street name.
- When your child plays with toy trucks and cars she is learning the use of symbols. Take advantage of this opportunity, and either draw a rough map of a highway, a city, or a park over which she can run her trucks, or use household objects as pretend trees or fields.

To help your child understand *history*, you can:

- Look together at early childhood pictures of your child and ask how he has changed. What can he do now that he couldn't do back then? Have him predict what he thinks he might look like in the future.
- Have your child choose a special toy, keepsake, or memento and ask her of what favorite event, place, or memory it reminds her. Objects tell a story. Make sure to share one of yours with your child too!
- Share books with your child that tell stories about people who lived in the past or during historical events. Talk about how your child's experiences are the same as those of the characters in the books, and how they are different.
- Storytelling is a way to help your child relate to the past. Children enjoy hearing stories about themselves as babies, and find this kind of history meaningful.
- Share stories and memories of your past with your child. She will be excited to learn of your childhood and the past lives of familiar family members. Her interest in discovering similarities and differences between her life and your childhood will help her construct historical knowledge.
- On holidays or during family celebrations, talk with your child about the reason why the holiday or celebration is observed, who (or what) it honors, and how and whether it's observed in places other than your home or community.





Section 4: Community Resources

Children can have hands-on experiences with social studies in places that families often visit, such as stores, markets, and civic institutions like city hall, the Secretary of State office, the Department of Motor Vehicles, the courts, etc. While you are there, children may see and experience:

- The exchange of goods and services
- The use of money
- People being helped or helping others

Local museums, science centers, and other attractions can also offer hands-on experiences in social studies.

■ Arab American National Museum

13624 Michigan Ave. Dearborn, MI 48126
(313) 582-2266
www.arabamericanmuseum.org

■ Charles H. Wright Museum of African American History

315 East Warren Avenue
Detroit, MI 48201
(313) 494-5800
www.thewright.org

■ Detroit Historical Museum

5401 Woodward Avenue
Detroit, MI 48202
(313) 833-1805
www.detroithistorical.org

■ Detroit Institute of Arts

5200 Woodward Avenue
Detroit, MI 48202
(313) 833-7900
www.dia.org

■ Eastern Market

2934 Russell St.
Detroit, MI 48207
(313) 833-9300
www.detroiteasternmarket.com

■ University of Michigan Museum of Natural History

1109 Geddes Rd.
Ann Arbor, MI
(734) 764-0478
www.lsa.umich.edu/ummnh

■ Michigan Humane Society

Berman Center for Animal Care
900 N. Newburgh Road
Westland, MI 48185
(734) 721-7300
www.michiganhumane.org

■ The Henry Ford

20900 Oakwood Blvd.
Dearborn, MI 48124
(313) 982-6001
www.thehenryford.org



Section 5: Internet Resources

- **Bilingual/Bicultural Family Network** offers a website and links for families to share their experiences and parenting strategies to raise bilingual/bicultural children.

www.biculturalfamily.org

- **Es Fiesta Time** is an exciting website that links to information, resources and videos that celebrate Mexican culture.

www.esfiestatime.com

- **Learning to Give** is a web site that offers parents, caregivers and grandparents great books, ideas, activities and resources to raise a child who “gives, shares and cares.”

www.learningtogive.org/parents

- **Lee & Low Books** is a resource to learn about bilingual books for children and their families.

www.leeandlow.com

- **Miller Early Childhood Institute Initiative of a World of Difference** is a resource of educational strategies to foster young children’s knowledge and respect for human and cultural diversity.

www.adl.org/education/miller/default.asp

- **My Wonderful World** is a website filled with activities for parents to make learning geography awareness fun!

www.mywonderfulworld.org/index.html

- **National Geographic Kids** is a website full of links to “fun stuff” that helps children learn about the world and the people who live in it.

<http://kids.nationalgeographic.com/kids>

- **PBS Teachers: Pre K Social Studies** is aimed at classroom teachers, but many of these activities can be done by parents at home with their child.

www.pbs.org/teachers/classroom/prek/social-studies/resources

- **Putumayo Kids** explores linguistic and cultural diversity through song and dance. It offers music DVDs, videos, and links to related resources.

www.putumayo.com/kids/home

- **Scholastic Online Activities and Learning Center** has many wonderful activities and links to support a variety of social studies related topics for parents to explore with their child.

<http://www.scholastic.com/browse/learn.jsp?grades=35>

- **Thrive by Five (TM): Teaching Your Preschooler About Spending and Saving** offers free activities and other resources for parents who want to encourage healthy attitudes about money in young children.

www.creditunion.coop/pre_k/index.html

- **Wayne RESA Early Childhood Services for Parents** provides online links to a variety of free resources for early childhood activity ideas.

www.resa.net/earlychildhood/forparents



31 Days of Activities to Promote Social Studies Success: Activities for You and Your Child to Share

1	2	3	4	5	6	7
Share books about waterways—oceans, rivers, lakes, ponds, and streams.	Check coat and pant pockets for coins to save.	Choose clothing to donate.	Decide upon the rules to make your next car ride safe.	Collect and recycle paper from around your home.	Use a radio to find different kinds of music.	Visit an ethnic clothing store.
8	9	10	11	12	13	14
Find ways to walk around lawns and not on them.	Learn a song in another language.	Taste a new fruit	Draw a picture of the family.	Share a book about a farm.	Look at a map.	Learn to say “hello” in different languages.
15	16	17	18	19	20	21
Visit a fruit and vegetable market.	Look for airplanes. Where do you think they are going?	Trade a stuffed animal or doll with a friend.	Visit gardens in the neighborhood.	Visit a construction site.	Look at and talk about grocery coupons.	Visit an animal shelter.
22	23	24	25	26	27	28
Talk about the rules for safe outdoor play.	Remove any litter in your yard.	Look for different languages on product containers.	Share a book about pets.	Roll or run down a hill.	Look at a family photo album.	Visit an older relative.
29	30	31				
Vote on what the family eats for breakfast.	Take mail to the post office.	Smell or taste different spices.				



**SERVICE
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