

MI OPEN BOOK PROJECT

# Myself



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# Michigan Open Book Project - Kindergarten

## Continued from Part 3 of 4





Teachers provide a service. They help children learn.





Doctors provide a service. They take care of people.





Sales clerks provide a service. They sell people goods.





Who are some other people that provide services?



### Interactive 5.4 Goods and Services



Be a smart shopper!

Drag the goods to the shopping bag and the services to

# How does the Earth help us get what we need and want?

## QUESTIONS TO GUIDE INQUIRY

- 1. What is the difference between a need and want?
- 2. What is the difference between a good and a service?
- 3. How does the Earth help us get what we need and want?
- 4. Why do people trade?

## WORDS TO INTRODUCE:

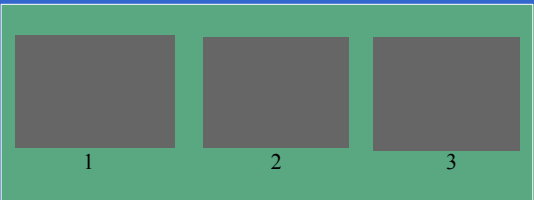
Earth

## For the Teacher:

- K-E1.0.1** - Describe economic wants they have experienced
- K-E1.0.2** - Distinguish between goods and services
- K-E1.0.3** - Recognize situations in which people trade
- K-G5.0.1** - Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing)

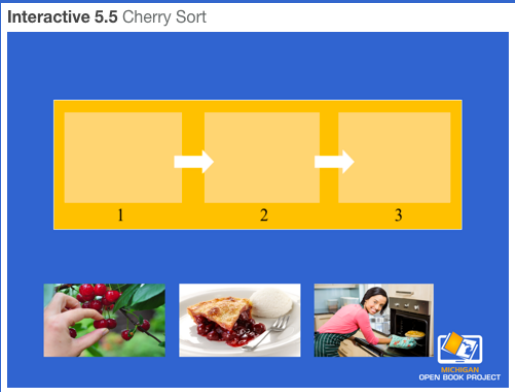
### Teacher Directions

Much like the timeline activities in Chapter 4, this brings geography, economics, and history together by showcasing how needs and wants are taken care of by the world around us.



### Teacher Directions

This check can be done full group or independently. Have students place each stage of how cherries get from the Earth to our plate in the proper order by dropping each tile to the right place.



### Teacher Directions

Ask students if they can come up with any other ideas of needs and wants provided by the Earth.







We know what people need to live.

What does this plant need to grow?



Plants, like people, need food, water, and air.  
All of these things are found on the planet where we live--  
**Earth.**

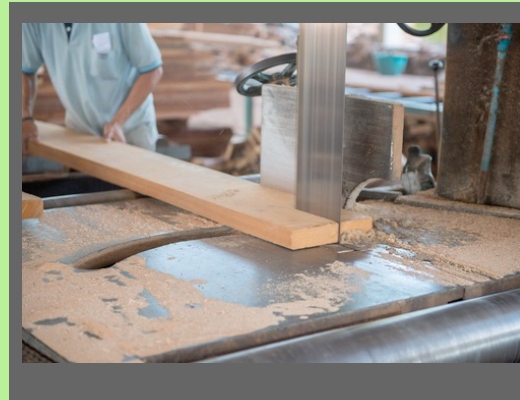




Plants are gifts from the Earth. Another gift from the Earth is a tree.



1



2



3

Trees are cut down. They are turned into lumber.  
People use the lumber to build houses.





1



2



3

Apples come from trees. People pick them.  
The apples are taken to a factory and made into different foods.



1



2

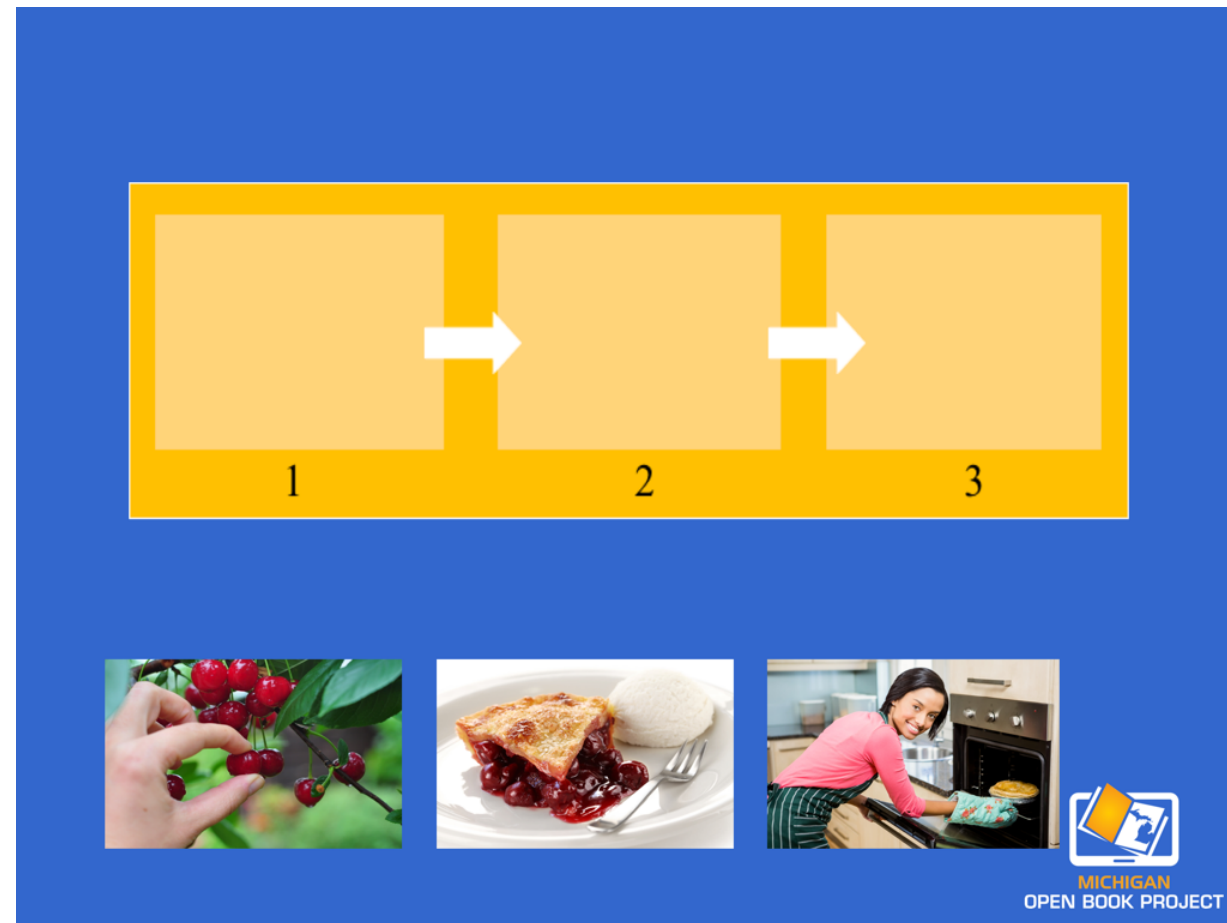


3

Corn is a plant. People pick the corn.  
They take it to the factory and put it into cans.



### Interactive 5.5 Cherry Sort



The interactive interface features a blue background. At the top, there is a yellow horizontal bar containing three empty square boxes labeled 1, 2, and 3 from left to right. White arrows point from box 1 to box 2, and from box 2 to box 3. Below this bar are three small images: a hand picking red cherries from a tree, a slice of cherry pie on a plate with a scoop of ice cream, and a woman in a kitchen wearing an oven mitt. In the bottom right corner, there is a logo for the Michigan Open Book Project, which includes a stylized book icon and the text "MICHIGAN OPEN BOOK PROJECT".

Cherries are another food that grows on trees.

Put the pictures in order to show how the cherries go from the tree to the pie.



Water is another very important gift from the Earth.  
Why do people need water? How do people use water?





These are some ways the Earth helps give us what we need and want.

## Section 4

# Why do people trade?

### QUESTIONS TO GUIDE INQUIRY

1. What is the difference between a need and want?
2. What is the difference between a good and a service?
3. How does the Earth help us get what we need and want?
4. Why do people trade?

### WORDS TO INTRODUCE:

trade

### For the Teacher:

**K-E1.0.1** - Describe economic wants they have experienced

**K-E1.0.2** - Distinguish between goods and services

**K-E1.0.3** - Recognize situations in which people trade

**K-G5.0.1** - Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing)

#### Teacher Directions

The first page of this section begins to introduce the concept of trade. Spend a little time here talking about all the ways Becky could get that book she wants.



#### Teacher Directions

You might consider this optional activity of having a book trade! Kids can bring in a book from home and trade it with someone else!



#### Teacher Directions

Finish this section and chapter by having kids respond to the Compelling Question: How do we get what we need and want? by writing about it and illustrating their work.





Becky wants a book. What are some ways she can get it?





She can go the library.  
She can borrow a book and bring it back when she is  
finished reading it.





Becky can also **trade** to get a book! A trade is when people give something away and get something else in return.





Becky can give her friend a puzzle,  
and her friend can give her a book.







Becky can also buy a book at the store.

Becky gives her money to the store and gets a book in return. Becky can trade money for things she needs or wants.





Trading is another way to get the goods you want.



# How do people solve problems to make things better?

A final performance task





# For Teachers

You may be tempted to skip this short section. It is brief in comparison to previous chapters but it is ultimately one of the most important. Students have spent their entire class period up to this point exploring and learning more about foundational social studies concepts. This is the chapter that puts it all together.

If the purpose of social studies is to create an engaged and knowledgeable citizen, this chapter is the blueprint for assessing what they've learned. Students are walked through a problem faced by a fictional elementary school classroom. The next natural step from here is for students to identify a problem their own school faces and walk through the same steps. In the end they will have identified a problem, looked at data, and ultimately create a plan of action for solving the problem.

Like the students in your class, this chapter is small but mighty.



## MICHIGAN OPEN BOOK PROJECT







# How do people solve problems to make things better?

## WORDS TO INTRODUCE:

problem

issue

## For the Teacher:

**K-P3.1.1** Identify classroom issues.

**K-P3.1.2** Use simple graphs to explain information about a classroom issue.

**K-P3.3.1** Express a position on a classroom issue.

**K-P4.2.1** Develop and implement an action plan to address or inform others about a public issue.

**K-P4.2.2** Participate in projects to help or inform others.

### Teacher Directions

This section is both a story and an opportunity - a story about problems in a school, and an opportunity for students to tackle one of their own, demonstrating everything they've learned as part of their social studies experiences this year.

The action your students will take may be small, but it's an important foundation to reinforcing that as they grow older, the opportunities to identify issues, expressing a position, and developing a plan to address it are skills every citizen need.



When people live and work together, problems can occur. A problem is something difficult that needs to be solved.

Have you ever had a **problem** with a friend? What did you do to make it better?





Classrooms and schools can have problems too.

Sometimes kids work together to solve the problem.

Sometimes the principal or teacher can help solve the problem.



After the problem is solved, sometimes you might agree with the solution. Sometimes you might disagree. When some people agree with the solution but other people disagree, this is called an **issue**.





Let's take a look at a problem at Storybook Elementary School.





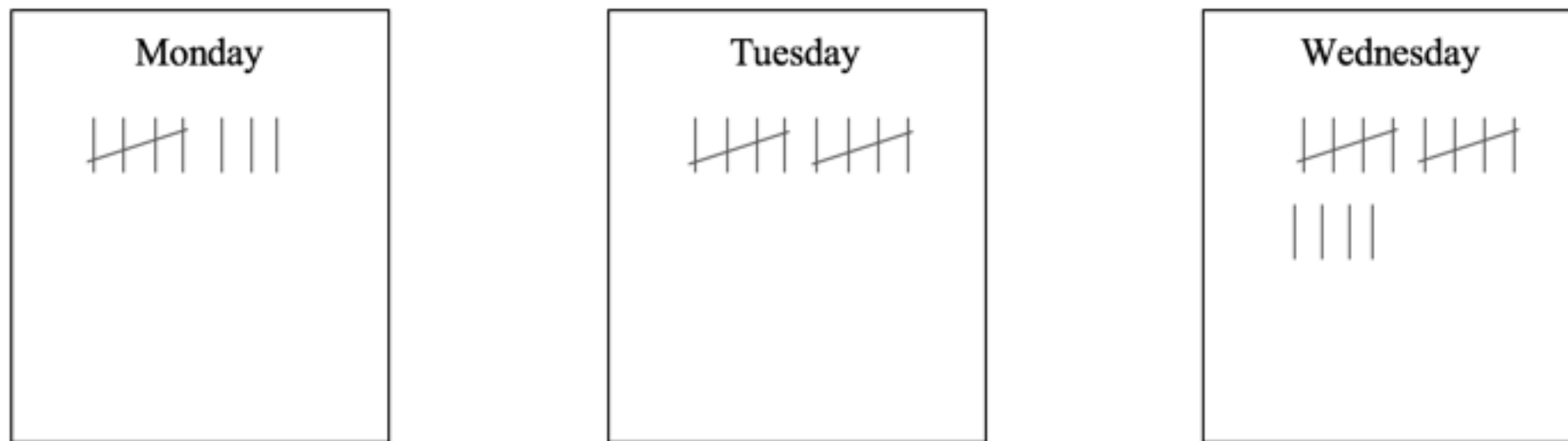
There is a big problem on the playground at Storybook Elementary. Some of the students keep climbing up the slide instead of sliding down.





Principal Wolfe decided to solve the problem by closing the slide for all of the kids at Storybook Elementary.

## Number of Students that Climbed up the Slide



Mrs. Goose's class decided to learn more about the slide problem. They decided to tally how many students were climbing up the slide during recess time each day. Here are their results.

What do you notice about their results? Is the problem getting better or worse? How do you know?



From their data, Mrs. Goose's students learned that the slide problem needed to be solved.







Some of the students in Mrs. Goose's class thought it was a good idea to close the slide for everyone. Other students thought this was not fair. This became an issue for Mrs. Goose's class.





What do you think? Is it a fair solution to close the slide for everyone?



Close the Slide	Keep the Slide Open
Students going down the slide could get hurt	It's not fair to the students that are not climbing up the slide
Students going up the slide could fall off	The slide is fun
It's hard to know whose turn it is	

Mrs. Goose's class decided to discuss the issue. The students who agreed that the slide should be closed shared their thinking. The students who thought the slide should stay open shared their thinking. Mrs. Goose recorded their ideas on this T-chart.

To solve the problem, the students decided to ask Principal Wolfe to open the slide but to make a rule that helps keep everyone safe on the slide.







The students needed a plan to tell others about their solution. What could Mrs. Goose's class do?



Mrs. Goose's class made posters to help other students learn about the new rule.

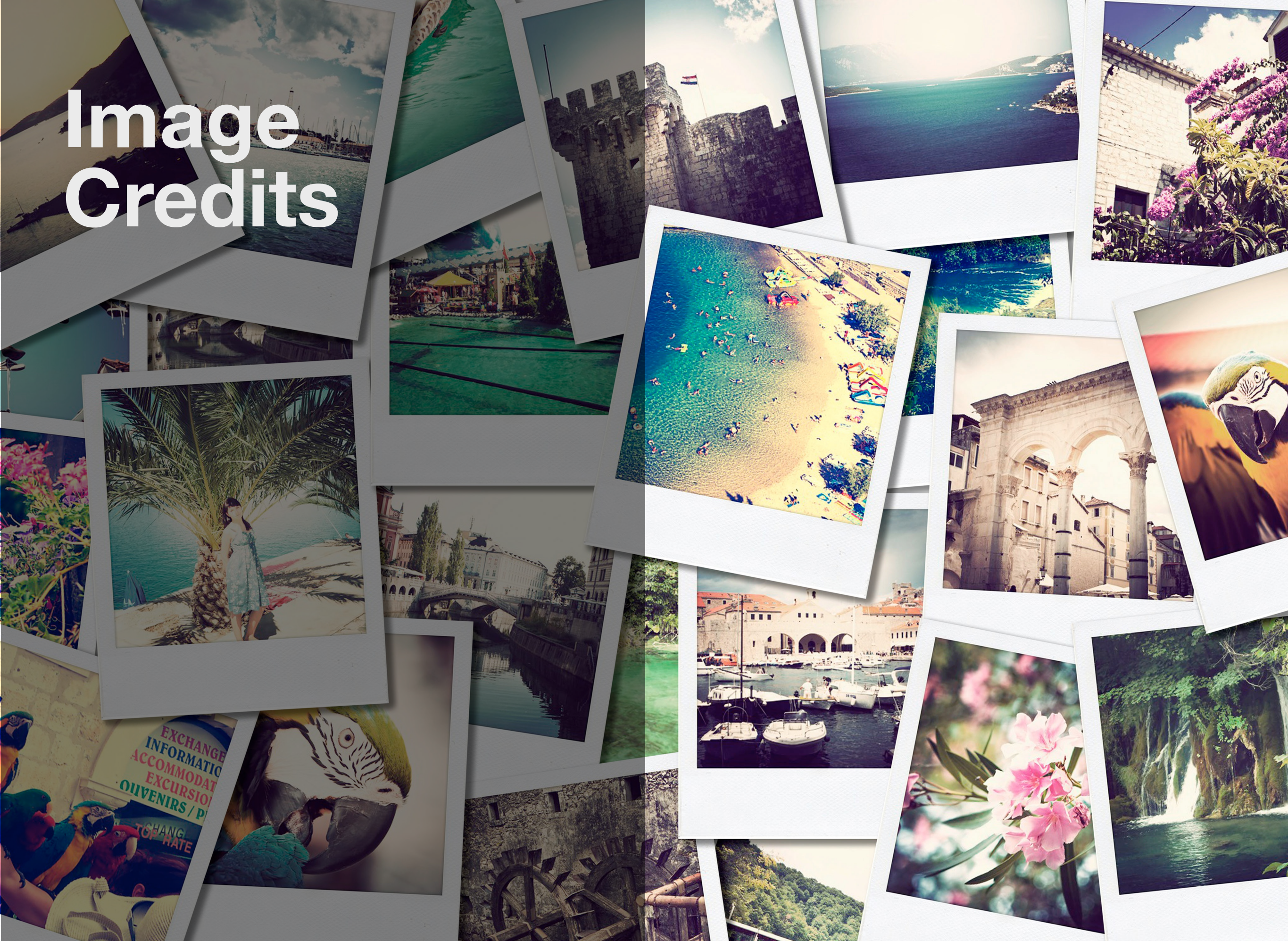




What is one problem that you see in your own classroom? How can you use the steps that Mrs. Goose's class used to help solve the problem?



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