

MI OPEN BOOK PROJECT

Myself



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Michigan Open Book Project - Kindergarten

Continued from Part 2 of 4



A long time ago, you were a baby. You looked a lot different than you do now. Other things were different too.



When you were a baby, you couldn't dress yourself. Your family had to help you.



Now you can dress yourself!



When you were a baby, you couldn't eat regular food. You had to eat baby food and soft food because you didn't have teeth.



Now you can eat lots of healthy food.



When you were a baby, you probably slept in a crib to keep you safe.



Now you can sleep in a bed.



When you were a baby, you didn't know how to walk or to talk. You had to learn how. Now you can do these things and many others! What are some other things you have learned how to do since you were a baby?

Interactive 4.1 Which Happened First?



The things you have learned how to do happened in a certain order or sequence. Look at the pictures above. What do you think this boy learned first, how to put his shoes on or how to tie them?



Before the boy could learn how to tie his shoes, he had to learn how to put them on!



Before you could write your name, you had to learn how to hold a pencil correctly.

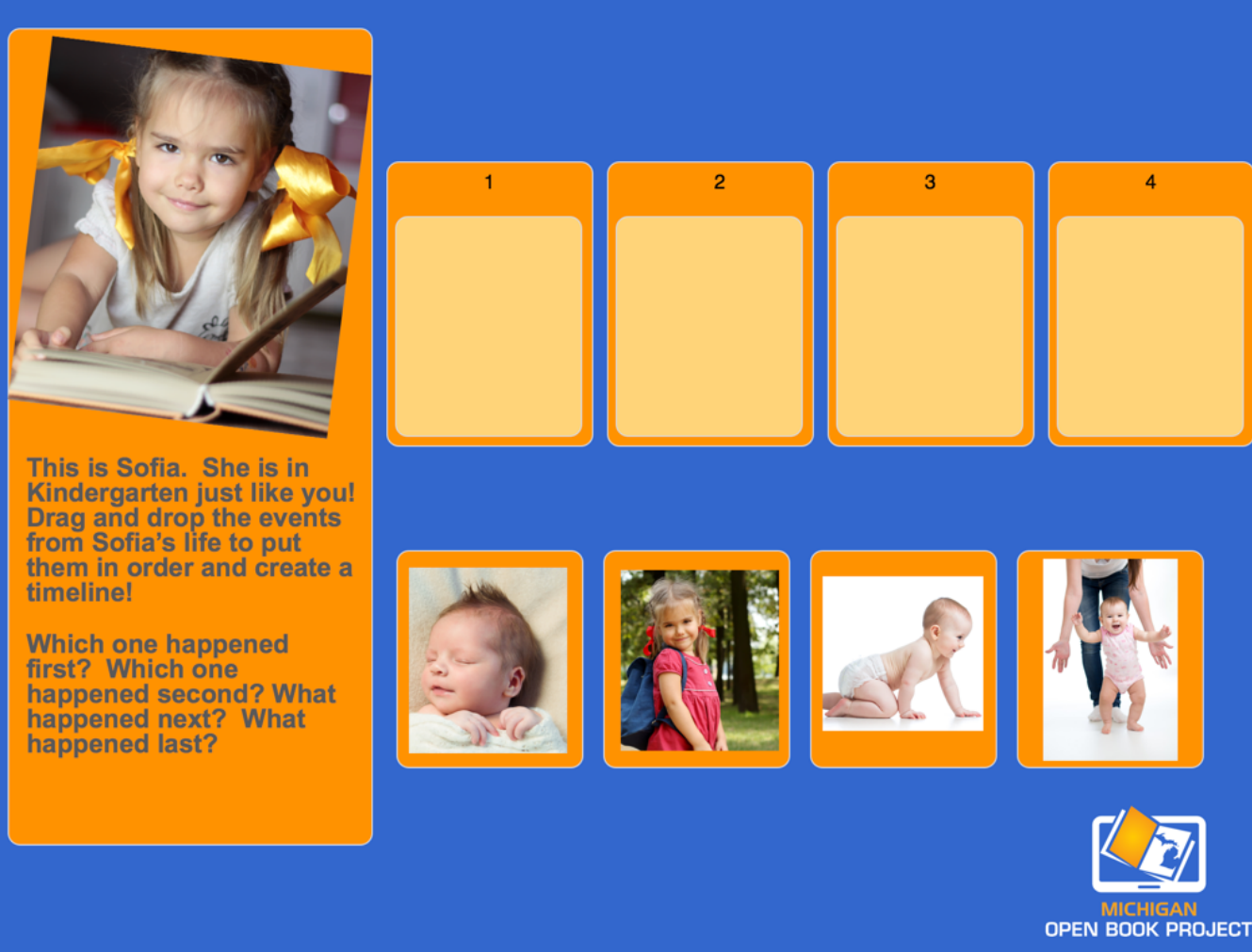


Before you could run, you
had to learn how to walk.



You can share the important parts of your life with a timeline. A **timeline** is a special set of words or pictures that shows events in the order they happened.

Interactive 4.2 Sofias Timeline



This is Sofia. She is in Kindergarten just like you! Drag and drop the events from Sofia's life to put them in order and create a timeline!

Which one happened first? Which one happened second? What happened next? What happened last?

1 2 3 4

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The interface features a blue background. On the left, an orange-bordered box contains a photo of a young girl (Sofia) reading a book and two paragraphs of text. To the right, there are four empty orange boxes numbered 1 through 4 for placing events. Below these are four event photos in orange-bordered boxes: a newborn baby, a girl with a backpack, a crawling baby, and a toddler being held. The Michigan Open Book Project logo is in the bottom right corner.

This is Sofia. She is in Kindergarten just like you! Drag and drop the events from Sofia's life to put them in order and create a timeline!



Now it is your turn to create a timeline of your own life. You will need to include four important events in sequence. You may use real photos or draw pictures. At home, ask your family to help you remember some of the important things you have done.



If you can't tie your shoes yet, don't worry. You will learn how to in the future. The **future** is time that hasn't happened yet.



You are growing and changing everyday. What are some things you will learn how to do in the future?

How can I learn about the past?

QUESTIONS TO GUIDE INQUIRY

- 1. How can I use a timeline to tell the story of my life?
- 2. How can I learn about the past?
- 3. How do the past events in my life affect my current life?

For the Teacher:

- K-H2.0.1** - Distinguish among the past, present, and future.
- K-H2.0.2** - Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
- K-H2.0.3** - Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

WORDS TO INTRODUCE:

- photograph
- stories
- artifacts
- present

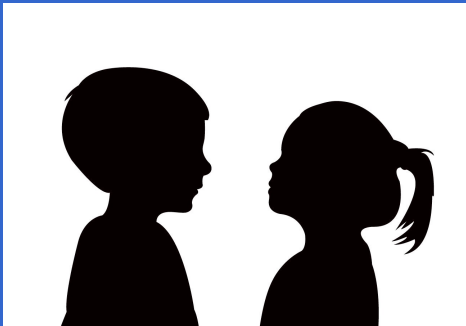
Teacher Directions

Many students know what pictures are but haven't made the connection about how they are a way to learn about the past. Stopping here to share some old pictures is a great extension activity.



Teacher Directions

It doesn't have to be a long discussion, but having each student verbalize something that happened in their past to a partner is a great way to reinforce this concept.



Teacher Directions

This phone sorting activity reinforces what they've learned about the past and timelines. A similar version appears in the first grade book.





Do you remember when you were born? Do you remember when you got your first tooth? Do you remember when you started to walk?



There are many things we can't remember because we were too small. But how do we find out what happened?



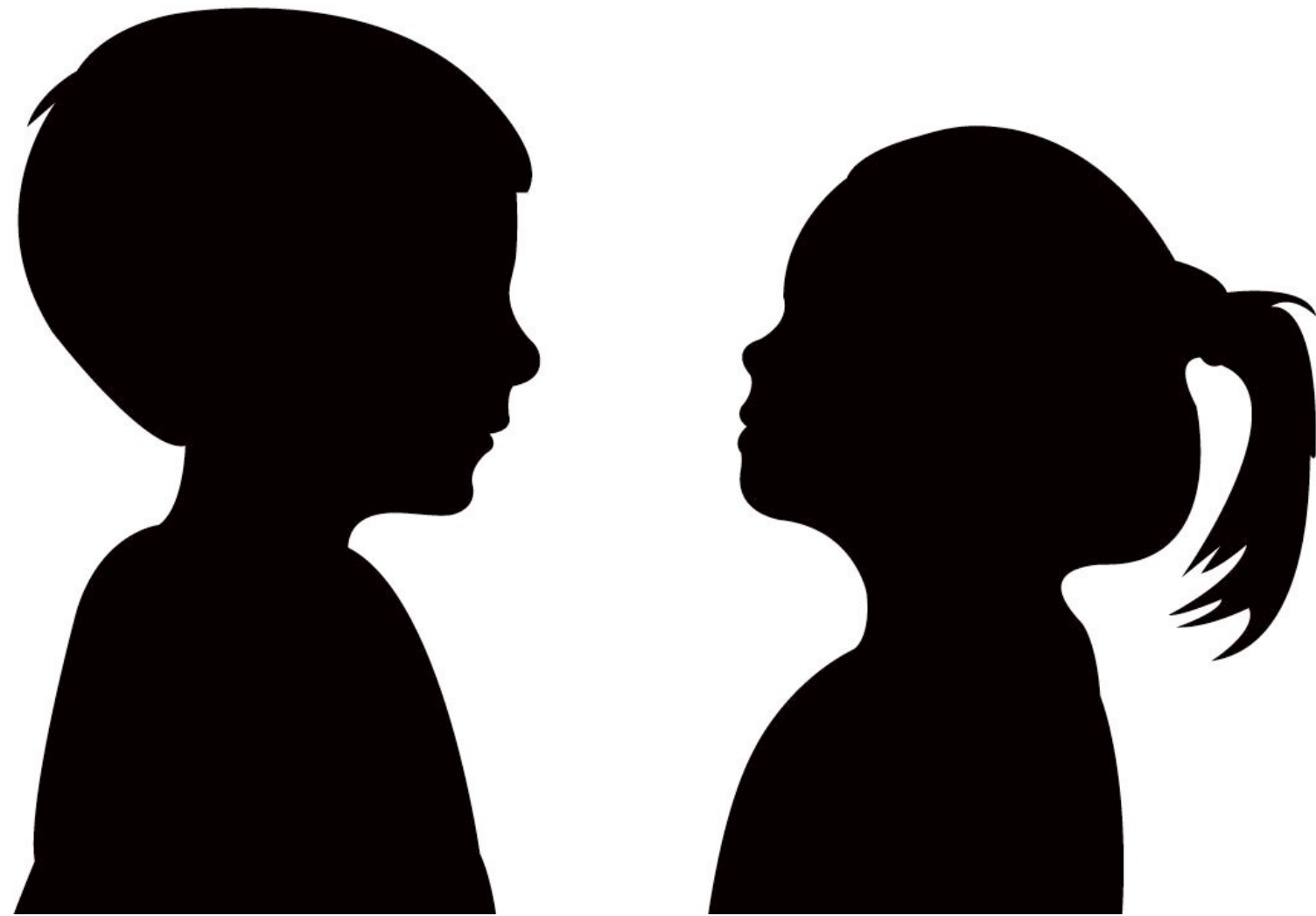
Does your family have a picture of you when you were a baby? This picture is called a photograph. A **photograph** shows you doing something in the past.



Sometimes we don't have pictures to help us learn about the past. Can you think of another way?



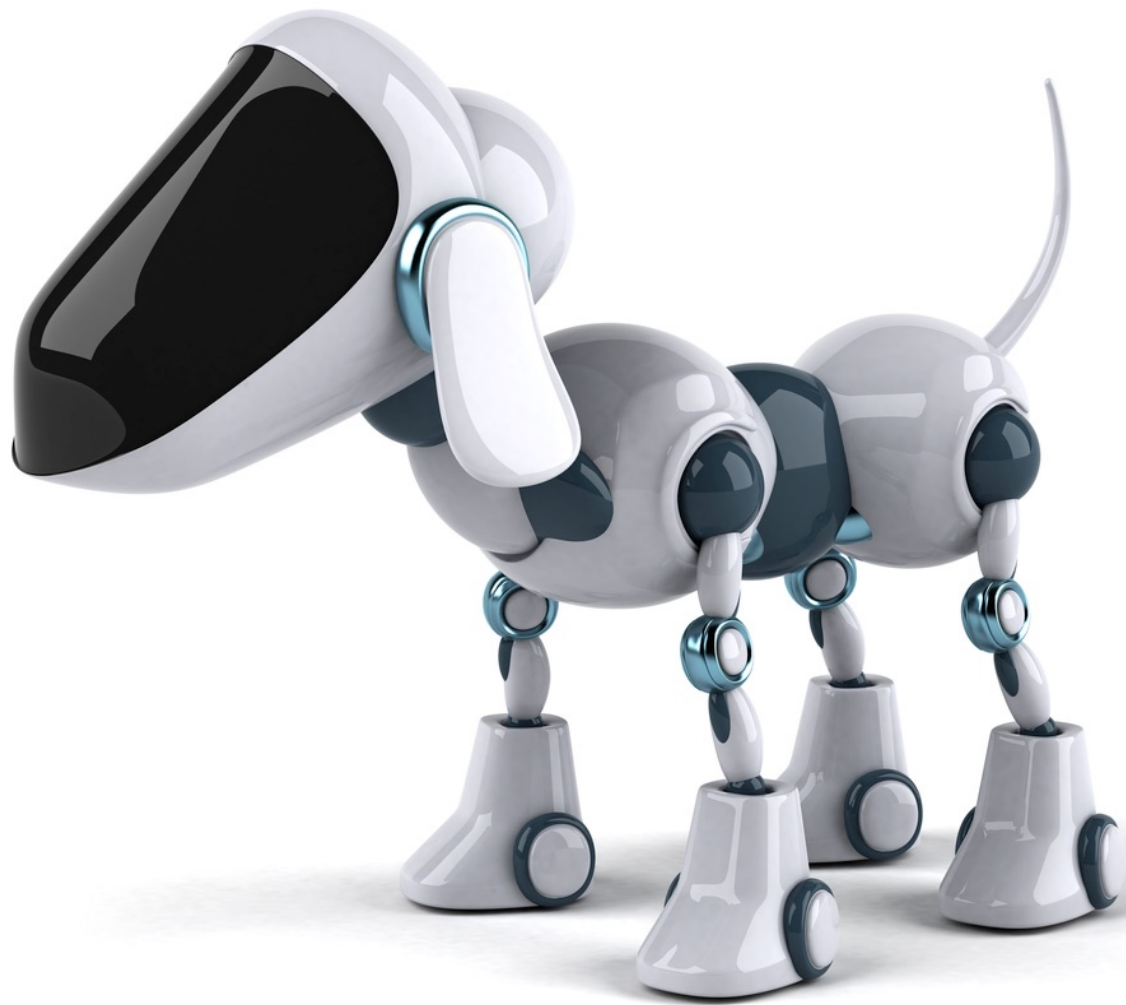
Does your family talk about the day you were born? Do you talk about the time you learned how to ride your bike? These are **stories** to help us remember when we did something in the past.



Turn to a partner and tell them a story about something you did in the past. Remember the past is something that happened a long time ago or even yesterday.

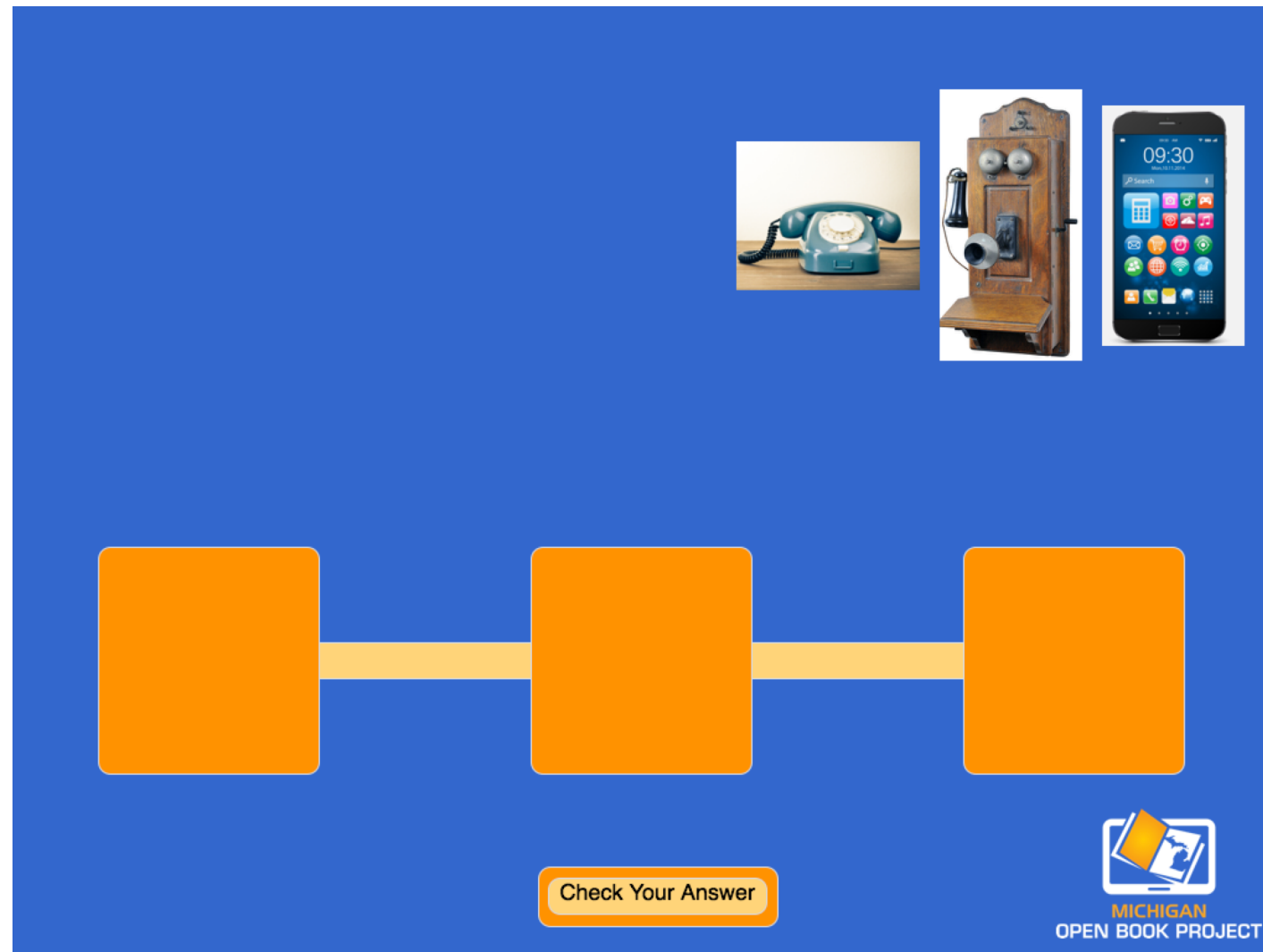


Do you have a toy or stuffed animal that you have had for a long time? This is called an **artifact**. An artifact is an object we keep to help us remember the past.



Artifacts look different over time. Look at these two toy dogs. They look different but they are still both toys. Which one do you think is from the past? How can you tell?

Interactive 4.3 Phone Sort



The interface features a blue background. At the top, three phone images are displayed: a green rotary phone, a wooden wall-mounted phone, and a modern smartphone. Below these, three orange squares are arranged horizontally, connected by a light orange line, representing a sequence for sorting. At the bottom center is a yellow button labeled "Check Your Answer". In the bottom right corner is the Michigan Open Book Project logo, which includes a stylized book icon and the text "MICHIGAN OPEN BOOK PROJECT".

Look at these phones. Can you put them in order from oldest to newest?



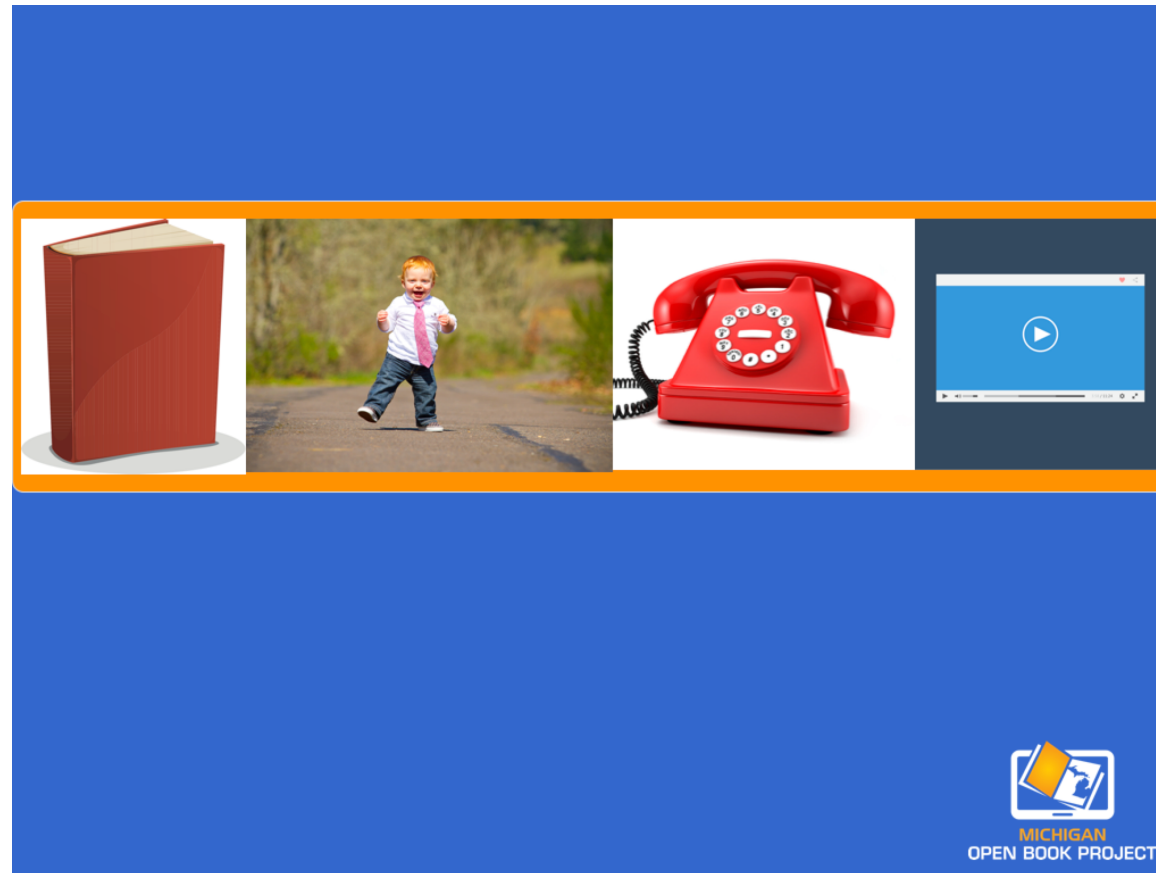
The oldest phone is from the past or long ago. The newest phone is the kind we use today, which is called the present. The **present** is the time that is happening now.

Interactive 4.4 Boy Gets His First Bike



Videos are another way we can learn about our past.
Let's watch a video of a boy getting his first bicycle.

Interactive 4.5 How Do We Learn About the Past?



There are four things we use to help us learn about the past. We just talked about them. Can you remember what the four things are?

Section 3

How do the past events in my life affect my current life?

QUESTIONS TO GUIDE INQUIRY

1. How can I use a timeline to tell the story of my life?
2. How can I learn about the past?
3. How do the past events in my life affect my current life?

For the Teacher:

K-H2.0.1 - Distinguish among the past, present, and future.

K-H2.0.2 - Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).

K-H2.0.3 - Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

Teacher Directions

This section brings things all together. Stop on the first page and ask kids to think about something that happened to them when they were younger as a connection back to the first two sections.



Teacher Directions

Ending this section is the first step - thinking about an important moment that affects them now.



Teacher Directions

At the end of this section and chapter, return to the compelling question: How have we changed over time? Students can complete a short paragraph with illustrations to show how much they've learned!



Look at this messy baby learning how to use a spoon!
Can you believe that just a few years ago,
YOU had to learn how to use a spoon too?



Learning how to use a spoon was something you learned in the past.

Now, you don't need help anymore! You can use a spoon all by yourself in the present.



Just like learning to use a spoon, the things that you learned or did in the past make a difference in the present.

Learning to ride a bike with training wheels in the past helped this girl be able to ride a bike all by herself in the present.



This little girl learned the alphabet in the past. Now, in the present, she can read!



This little boy's mom had a baby in the past.

Now, in the present, he has a little sister to play with!



This little boy moved to a different town in his past.
Now, in the present, he has new friends!



This little girl's family got a tiny kitten in the past.
Now, in the present, she has a cat to love!



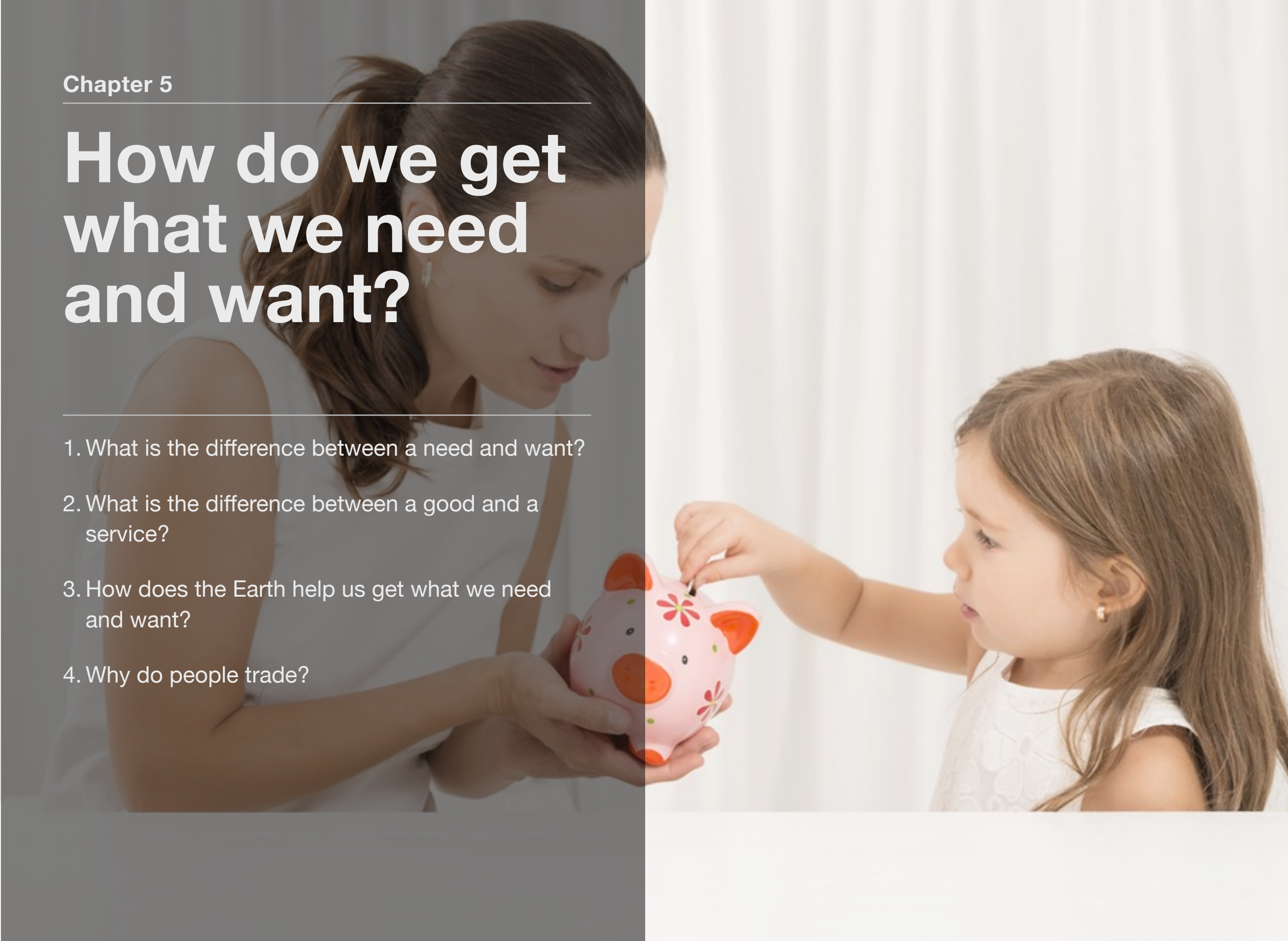
We are who we are today because of all of the things that happened in our past! Our past makes each of us unique.



What is something that happened in your past that has made a difference in your present life?

How do we get what we need and want?

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?



For Teachers

In Kindergarten, students are introduced to the basic concepts of economics. People of all ages experience two important economic terms introduced here: needs and wants. The differences between a need and a want is where we spend our first chunk of time in this chapter.

Once students have solid footing on these terms, we introduce the idea of goods and services and give students ample opportunities to discuss and identify the differences between the two.

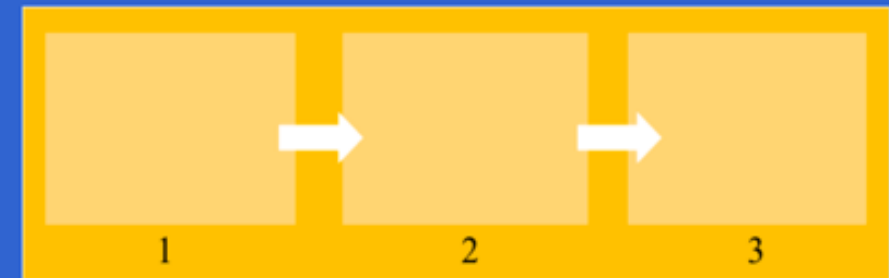
Once those important foundational pieces have been completed, students begin the process of weaving together both economics and geography by discussing how we get some of the things we need and want from the Earth.

Finally, we discuss the concept of trade, discussing why people choose to trade, and what makes a trade fair for students. This will be revisited and built upon further in first and second grade.



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Interactive 5.5 Cherry Sort



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Section 1

What is the difference between a need and a 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:

need

want

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

Here we begin our conversation on needs and wants and the differences between the two. Use Puppy Needs to introduce this concept before moving on.

Interactive 5.1 Puppy Needs



Imagine you just got a new puppy! Before you bring him home, which one of these things would you NEED to have for him?



Teacher Directions

This check lets you see if kids can determine the needs in terms of clothing for different seasons.

Interactive 5.2 Clothing Sort



Teacher Directions

This check allows you to see if students are understanding the differences between “needs” and “wants”


Interactive 5.3 Needs and Wants





Interactive 5.1 Puppy Needs

Imagine you just got a new puppy!
Before you bring him home, which
one of these things would you NEED to
have for him?



Imagine you just got a new puppy!

Before you bring him home,
which one of these things would you
need to have for him?



Your dog needs food.

He needs food to live. So do we.

A **need** is something that people must have to live.



We need a place to live. This is called shelter.



There are many different types of shelters!





We need clothes to wear.
We wear different clothes depending on the season or
where we live.

Interactive 5.2 Clothing Sort



Sort the clothing.

What would you need to wear in the summer?

What would you need to wear in the winter?



Let's look at the puppy again. He needed the food. He might want to play with the toy. The toy is a want.

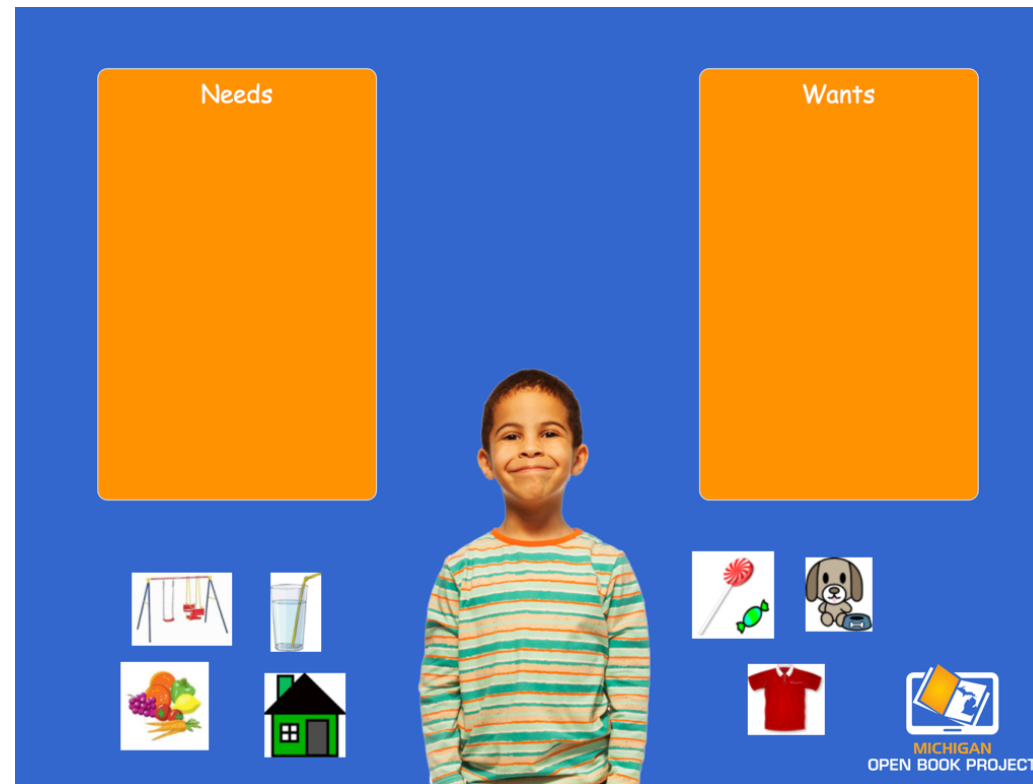


A **want** is something people would like to have.
What is something you want? Turn and talk with a friend.



Toys are something you may want. So is a bike. Even the puppy is a want. They are things that are nice to have but you don't need them to live.

Interactive 5.3 Needs and Wants



Look at each picture. Which of them are needs? Which of them are wants? Drag each item into the right spot.

What is the difference between a good and a service?

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:

good

service

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

This section begins the discussion on the differences between goods and services. Start this conversation off by discussing how food is both a need AND a good.



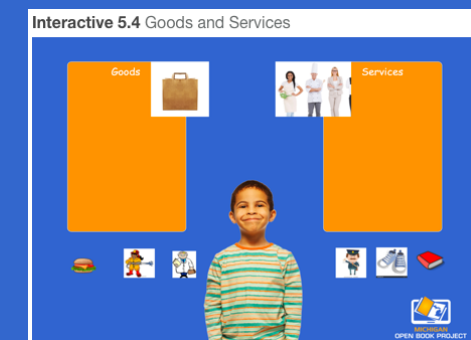
Teacher Directions

Stop and ask kids about other services they can think of.



Teacher Directions

Finish this section with a sorting activity - which are goods, which are services?





Many kids want a bike.

A bike is a want.

A bike is also a **good**.



Kids need food. Food is a need!

Food is also a good.



A good is something you can hold or touch.



How do people get goods?



It is time for Dave to get a haircut. What can he do?



Dave could go the barber.
A barber is someone who cuts people's hair.
The barber provides a **service**.



A service is something people do for other people.



Firefighters provide a service.
They help people when there is a fire.



Mail carriers provide a service.

They deliver mail to people's homes.

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Continue to Part 4 of 4