

**TEACHING LITERACY IN TENNESSEE:  
UNIT STARTER STUDENT ACTIVITY PACKET  
GRADE K ELA UNIT CONNECTED TO  
SOCIAL STUDIES (INTERDEPENDENCE)**

# Interdependence in our Community

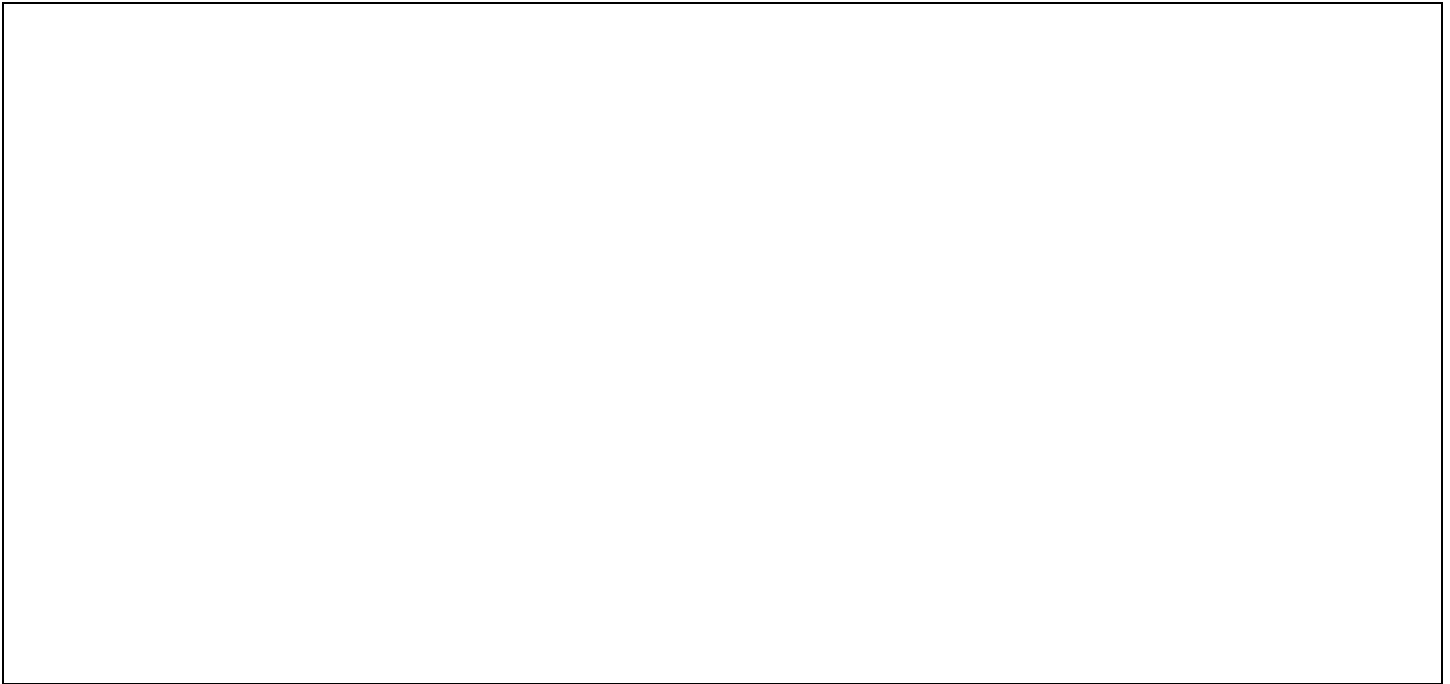
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**Task 1:** Imagine you are the little rabbit in the book. You saw a lot of things happening in town today with your mom, and now she is so tired that she fell asleep at the end of your busy day. When your dad got home, he wanted to know what made your mom so tired. Draw, label, and write to tell your dad about at least 3 things you and your mom did or saw happening in the town. Tell your dad the details of what you saw such as who was working and what were they doing. Use the illustration at the end of the book to guide your thinking.

In your writing, be sure to include:

- illustrations of three different things you did or saw;
- labels or sentences that describe your illustrations;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



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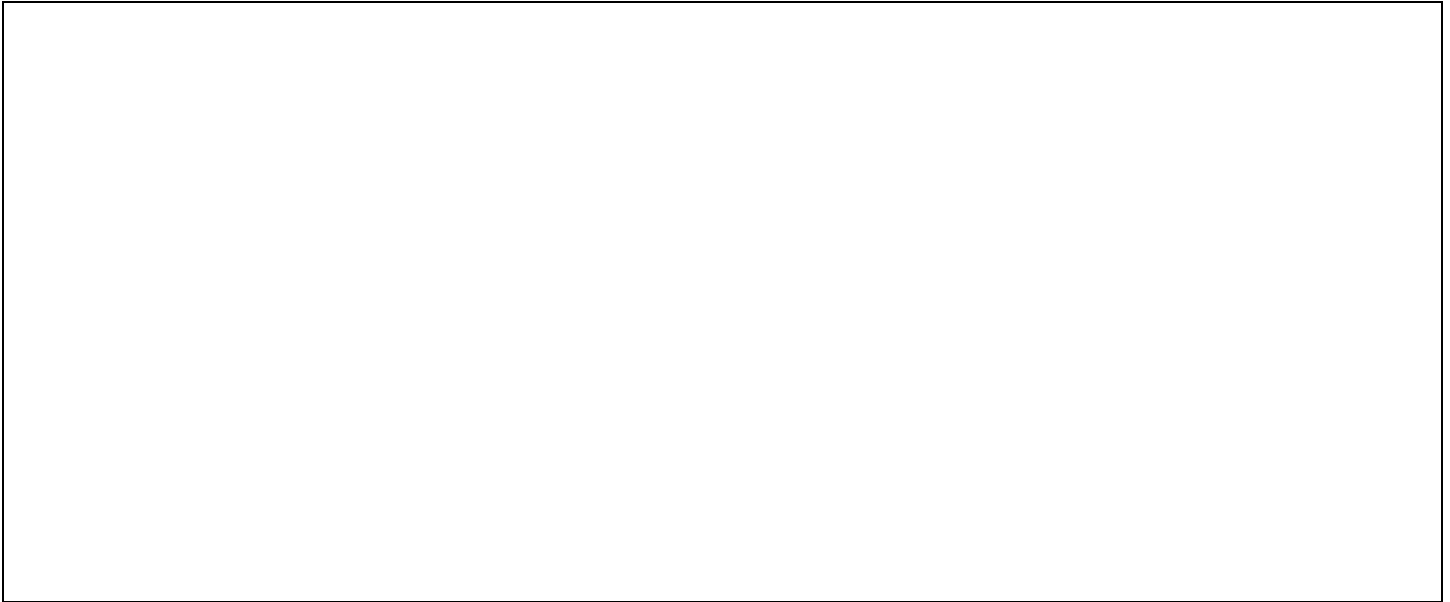
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**Task 2:** Imagine you are Mr. Owl. Write a note to Mr. Rabbit that he can hang in his treehouse that will help him remember how to treat the otters. Use a combination of drawing, dictating, and writing.

In your writing, be sure to include:

- illustrations to help Mr. Owl remember how to treat the otters;
- labels or sentences that describe your illustrations;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



Dear \_\_\_\_\_,

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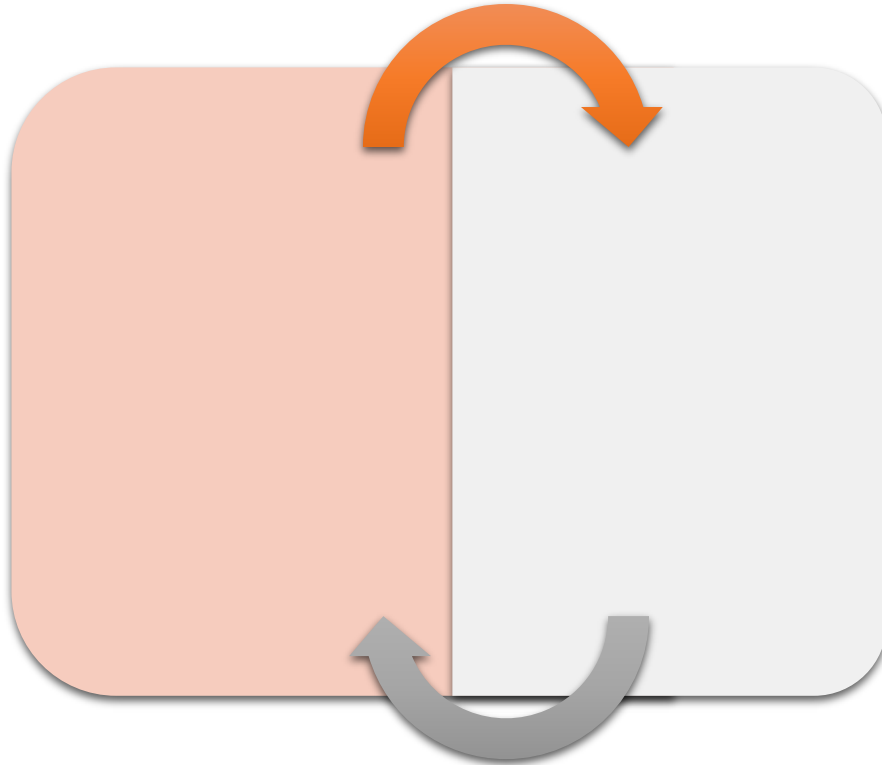
Your friend,

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**Task 3:** Select a “wrong choice” from a page in the text that the boy made. Think about how you could help the boy make the “right choice”. Draw and label the wrong choice on the left. Draw and label how the boy can make a right choice on the right. Write about how this new, better choice helps take care of our world and each other.

In your writing, be sure to include:

- illustrations for a wrong choice and a right choice;
- labels or sentences that describe how the new choice takes care of our world;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



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**Task 4:** Imagine these visitors just came to our class to tell us about the work they do. Select one of the jobs from our class job chart and write that visitor a thank you note.

In your writing, be sure to include:

- the name of the person and his/her job;
- a description of what the person does in the job;
- an explanation for how the job helps the community;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

Dear \_\_\_\_\_,

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Love,

\_\_\_\_\_

**Task 5:** Just like we depend on each other in our communities, workers depend on their tools to do their job well. Imagine that you need to place an order for two tools from two of the community workers that you read about in our text. You will complete a Supply Superstore Order Form for at least two tools the workers need to do their job well. In your order to the Supply Superstore, draw a picture and label the tool in the circle. Then write why the worker needs this tool to do their job well in the box next to it.

In your writing, be sure to include:

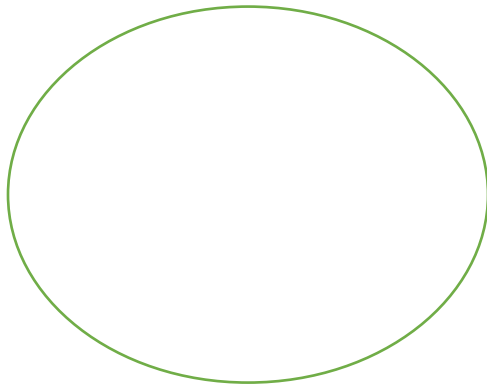
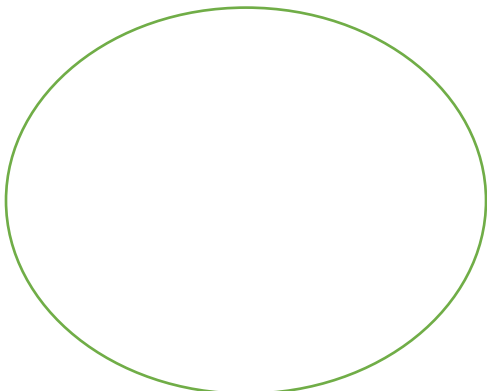
- illustrations for two tools the workers need to do their job well;
- labels or sentences that describes each of the two tools and why the worker needs each tool;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

## Supply Superstore Order Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

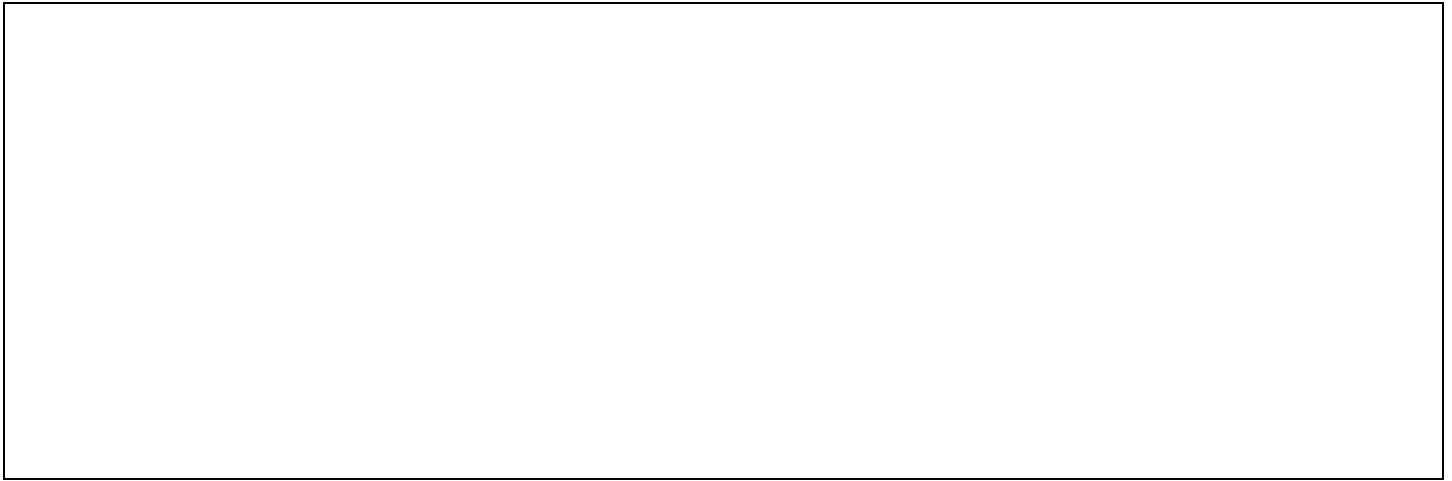
SHIP TO: School Name  
Address  
City, TN

A large, empty rectangular box with a thin green outline, intended for writing a description of the tool and why it is needed.A large, empty rectangular box with a thin green outline, intended for writing a description of the tool and why it is needed.

**Task 6:** It has been a long time since your parents and other family members went to school. They have forgotten about all the different people that can work in a school, and how they make schools great places to learn. Choose one of the people that works in a school. Write a note to your mom, dad, or another adult in your family to tell them about one of the workers in a school. Draw a picture of the person doing their job. Then write or dictate at least one sentence informing the person you are writing to about how the worker you chose helps make schools great places to learn.

In your writing, be sure to include:

- illustrations that show the worker in the school doing his/her job;
- labels or sentences that describe your illustrations;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



Dear \_\_\_\_\_,

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Love,

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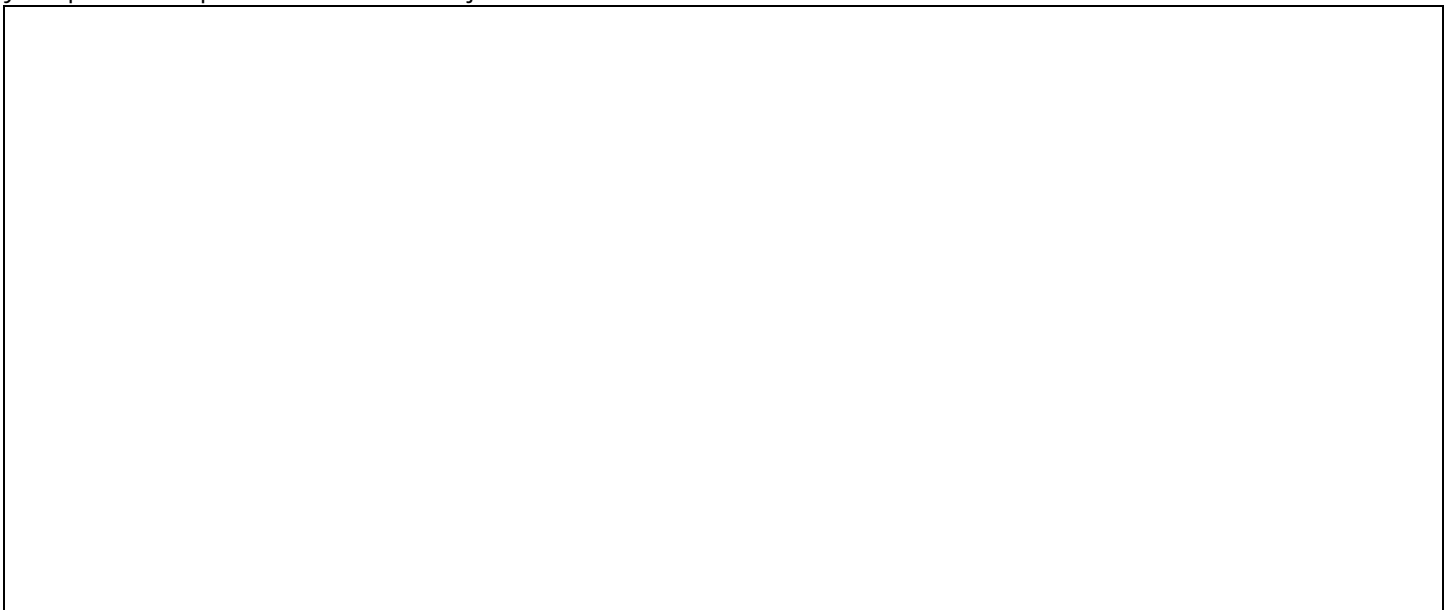


**Task 7:** Your class is learning about how different workers in workplaces cooperate and depend on each other to do their jobs. You have been asked to share your opinion about which workers depend on each other the most in order to share at your school job fair night. Select one of the workplaces we have learned about the past two days. Draw and label a picture that illustrates how at least two workers from the same workplace cooperate and depend on each other to do their jobs. Then write or dictate sentences explaining how they depend on each other to do their jobs.

In your writing, be sure to include:

- illustrations of at least two different workers from the same workplace that cooperate and depend on each other;
- labels or sentences that describe your illustrations;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

Share your picture and writing with a partner. Tell about which workplace you chose. Explain how the workers in your picture help each other do their job.



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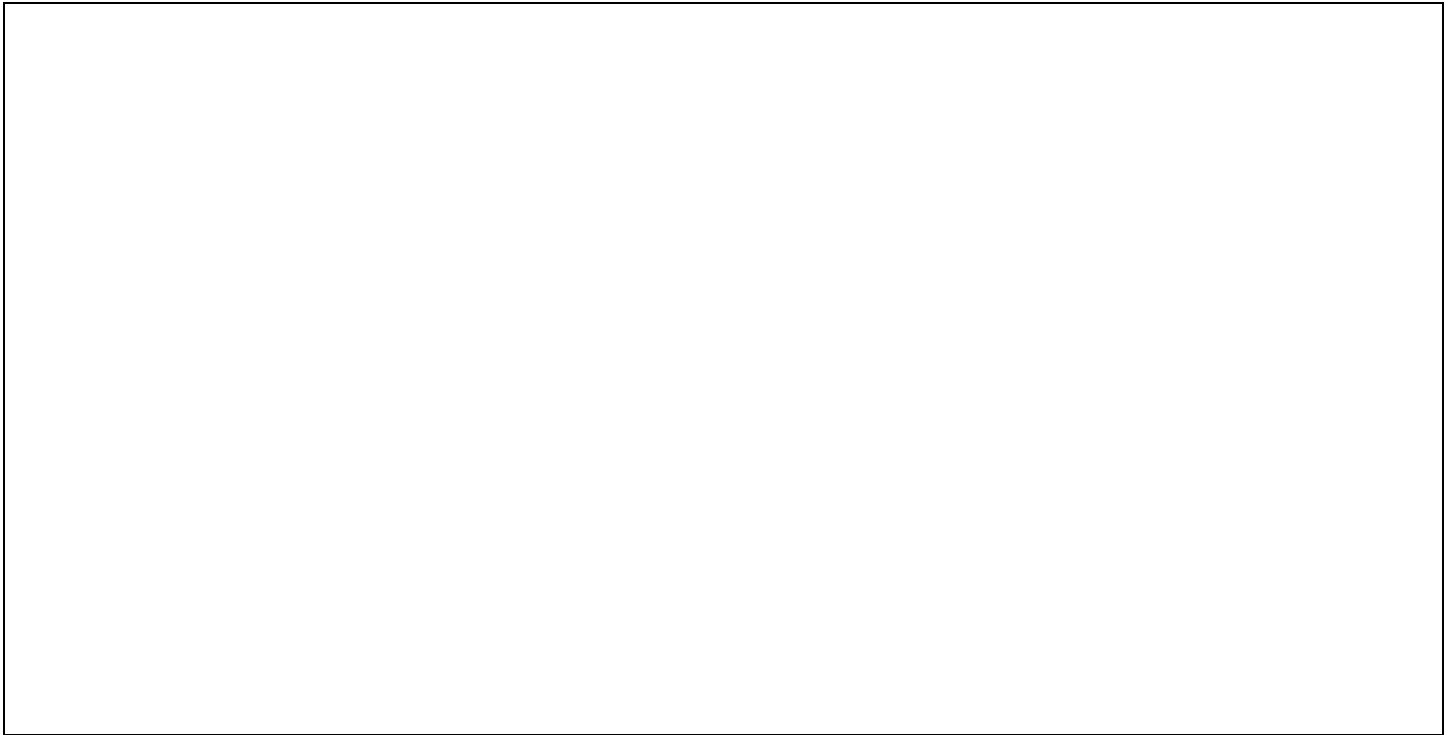
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**Task 8:** Imagine you are a reporter for a local news station. You have been asked to write a report about the community workers we have learned about so far in this text. Select two community workers. Draw and write about where they work, describe their job, and explain how the community depends on these workers. You will practice giving your report to one of your classmates.

In your writing, be sure to include:

- illustrations of at least two different workers;
- labels or sentences that describe your illustrations including where the two workers work, descriptions of their job, and how the community depends on these workers;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



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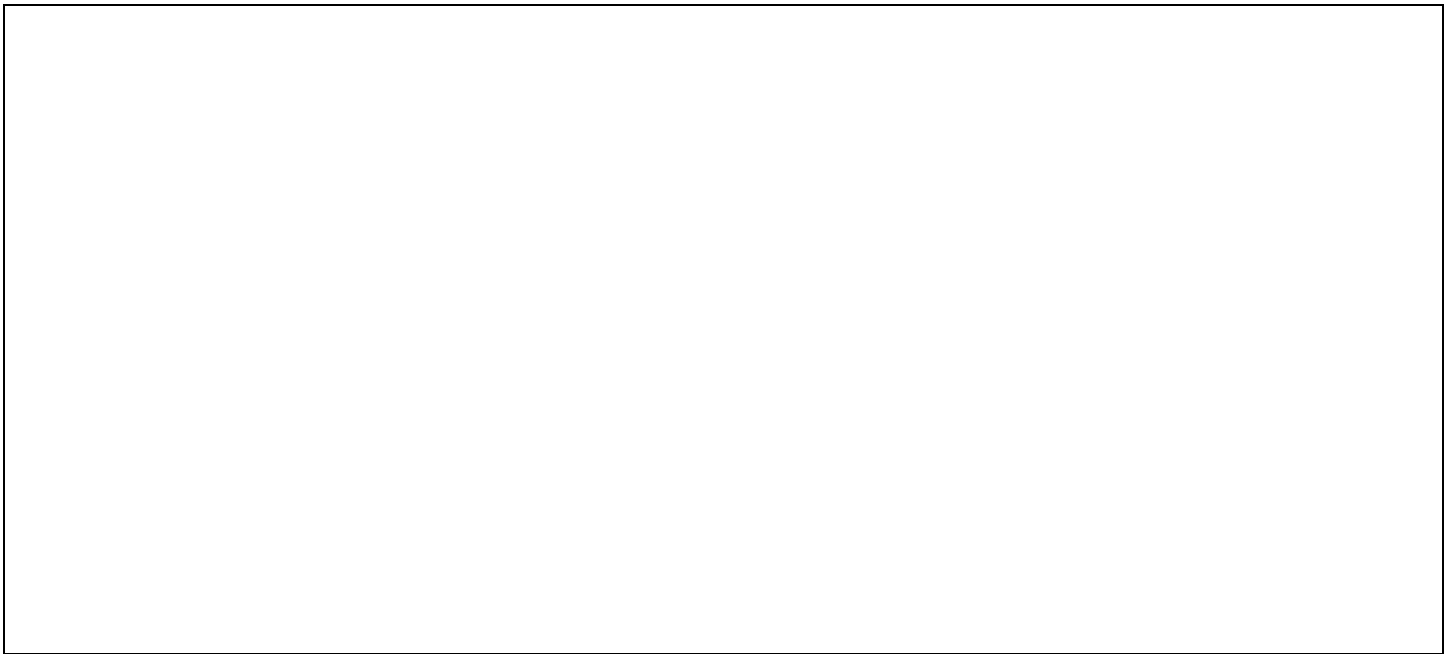
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**Task 9:** You are continuing to work on your report about how different workers in the community depend on each other. Choose two more people in the community from the second half of our text that depend on each other. Draw and write about where they work, describe their job, and explain how the community depends on these workers. You will practice giving your report to one of your classmates.

In your writing, be sure to include:

- illustrations of at least two different workers (that are different workers than the last task);
- labels or sentences that describe your illustrations including where the two workers work, descriptions of their job, and how the community depends on these workers;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



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**Task 10:** You are creating a “Needs and Wants” poster to display in our classroom so that visitors to our room will know what we have been learning about. Draw and label things people need in one column and things people want in the second column. Explain your poster to a partner. Be sure to explain the difference between a want and a need. Then, write a text that informs the reader of the difference between a want and a need. Be sure to provide examples of both a want and a need, and explain why it is a want or a need.

In your writing, be sure to include:

- labels or sentences that describe the wants and needs;
- an informative text that shares the difference between a want and a need;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

<b>Wants</b>	<b>Needs</b>

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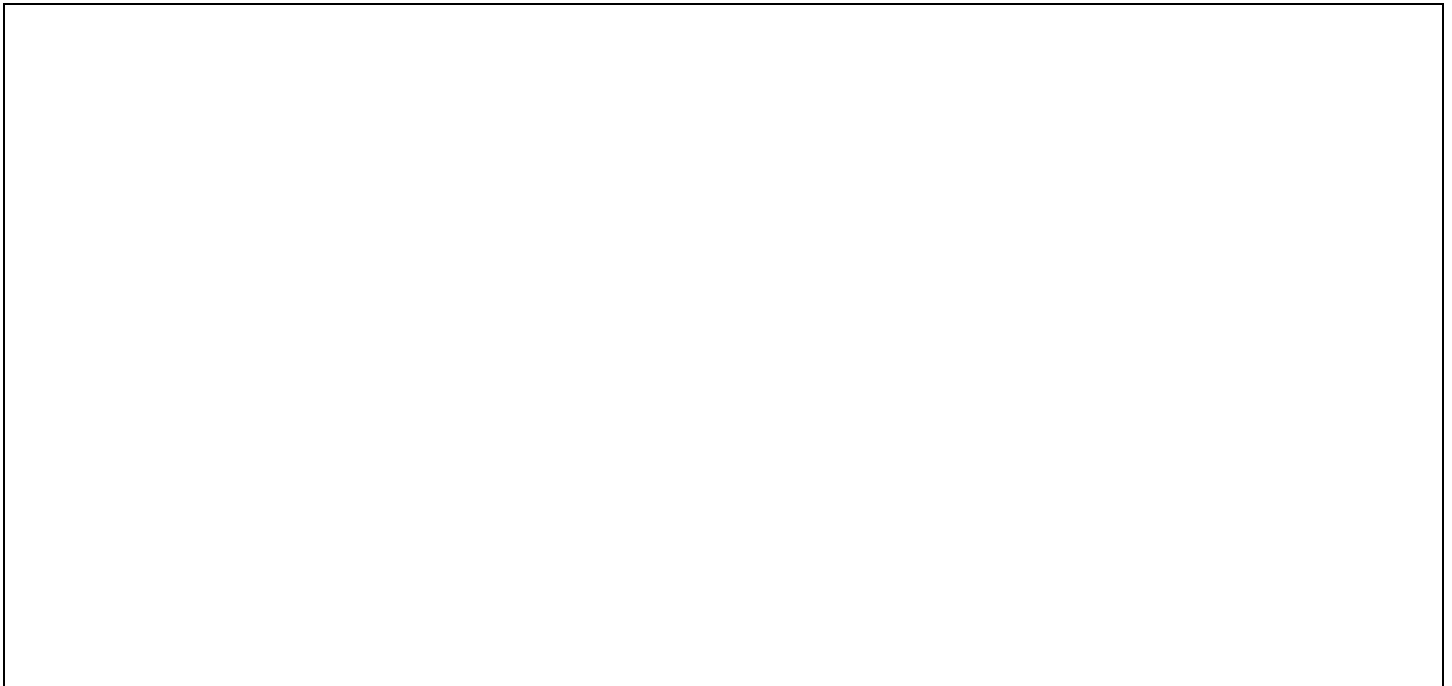
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**Task 12:** Choices about wants and needs can be really hard to make! We've learned about how people make and sell goods, and how people buy goods and services. We've also learned that we have to buy things we need before the things we want, and that we can get these things from people in our communities. Think about how Jeremy's choice is an example of ways people in a community depend on each other to meet their wants and needs. Draw and write or dictate to explain how Jeremy is a good example of ways people in a community depend on each other.

In your writing, be sure to include:

- illustrations showing how Jeremy is a good example of ways people in a community depend on each other;
- labels or sentences that describe your illustrations about how people depend on each other to meet their wants and needs;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



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**Task 13:** This is a very special story about a family that worked hard to be able to get something they wanted. A member of your family wants to know what you have been reading about at school. You are going to complete a “Somebody, Wanted, But, So, Then, Now” graphic organizer that you can take home to help you be able to retell the story to your family member. Illustrate, label, and write one sentence for each part of the graphic organizer. Practice retelling the story using your organizer with a friend so that you are ready when you take it home to share.

In your writing, be sure to include:

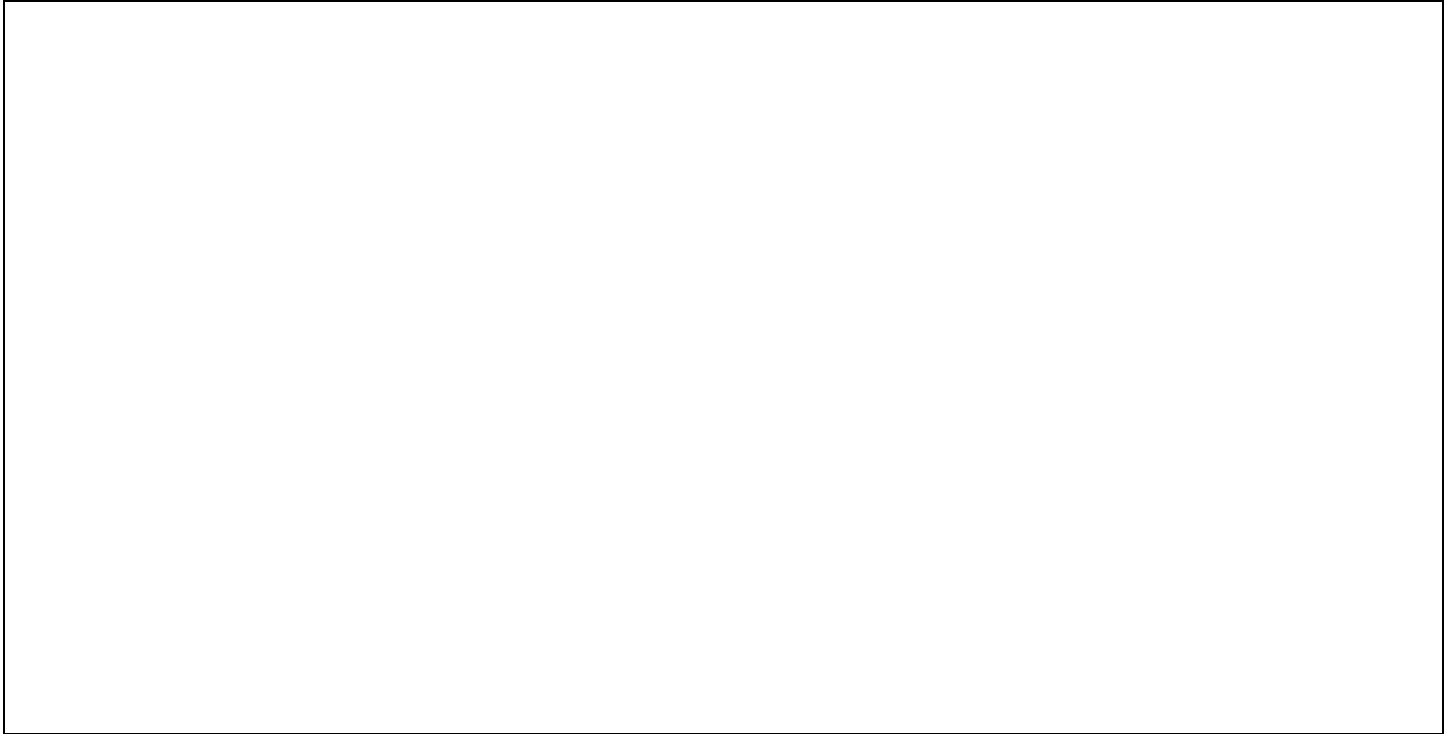
- one sentence for each part of the graphic organizer in order to retell the story;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	
<b>Now</b>	

**Task 14:** Imagine you are a reporter at the local TV station, Our Town Channel 10. You have been reporting different stories about how communities help each other in times of need. Think about how people in Rosa's community came together to help Rosa's family. Use a combination of drawing and writing or dictating to write a report that describes how the community helped Rosa's family. Think about how Rosa's family depended on their community. You are writing this report like a news story. In small groups, practice your news report.

In your writing, be sure to include:

- illustrations showing how the community helped Rosa's family;
- labels or sentences that describe your illustrations about how the community helped;
- capital letters at the beginning of each sentence; and
- punctuation at the end of each sentence.



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**End-of-Unit Task:** Pretend you are a worker in your community and you are going to be a speaker at your school's Community Day where they highlight and celebrate different community workers who provide goods and services for the people in the community.

Use a combination of drawing, dictating, and writing to create a speech that you will present at the Community Day event. Your speech must describe your job duties, explain how you help the community by providing goods and services that people want and need, and describe how the community depends on you and you depend on the other people in your community. You will practice presenting your speech to a classmate.

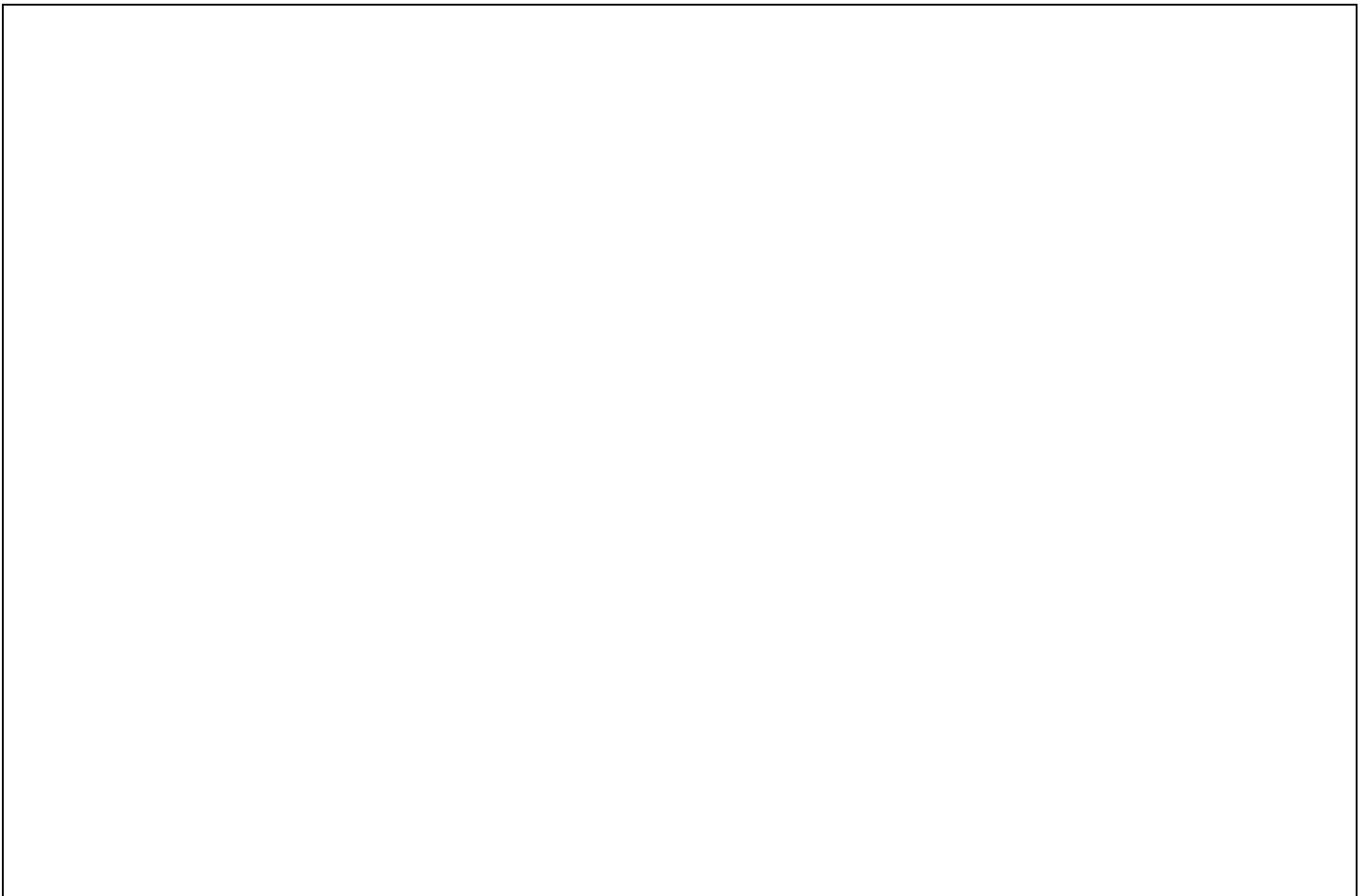
Be sure to include:

- at least three details about the community worker you are pretending to be;
- how the community depends on your worker to meet their needs and get the things they want;
- how your worker depends on the community;
- at least three unit vocabulary words;
- evidence from the texts we have read; and
- sentences that begin with capital letters and end with punctuation marks.

You will also make a poster that you will display as you give your speech.

Your poster should include:

- the name of the worker you are pretending to be; and
- an illustration of your worker doing his or her job.

A large empty rectangular box with a thin black border, intended for the student to draw an illustration of their worker or write additional details for their poster.

