

A landscape photograph showing a wide valley with a river in the middle ground. The foreground is a dark, rocky slope. The middle ground features a wide, shallow river flowing through a valley. The background consists of large, rugged mountains with reddish-brown and grey tones. The sky is a clear, bright blue with a few small white clouds. The overall scene is a natural, scenic view of a mountainous region.

We are Here!

How Small Journeys
Reveal Culture

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Kindergarten

Marking Period 1 – Overview

Montgomery County Public Schools, Maryland

Analysis (critical thinking skill) – Breaking down a whole into parts that may not be immediately obvious. Examine the parts so that the structure of the whole is understood.

- 1.1 Identify and describe attributes.
- 1.2 Compare by identifying similarities and differences.
- 1.3 Sort and classify into categories.
- 1.4 Identify and describe patterns and the relationships within patterns.

Collaboration (academic success skill) – Working effectively and respectfully to reach a group goal.

- 8.1 Demonstrate active listening and empathy in communicating with group members.

Unifying Questions

- Weeks 1 and 2 How do looking, listening, and following routines help you learn?
- Weeks 3, 4 and 5 How do identifying and describing attributes help you understand your world and organize ideas?
- Weeks 6 – 9 How do looking and listening for similarities, differences, and patterns help you learn?

Grade 1 - Marking Period 2

Social Studies

Similarities and differences between cultures: transportation, food, shelter, clothing

Indicators:

- 2.1.A.1. Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community.
- 2.1.B.1. Recognize that individuals and groups share and borrow from other cultures.
- 2.1.C.1. Explain how groups of people interact.

Objectives:

- 2.1.A.1.a Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories.
- 2.1.A.1.b Discuss and respect traditions and customs of families in the community.
- 2.1.B.1.a Identify how families choose to share and borrow traditions from other cultures.
- 2.1.C.1.a Describe, discuss, and demonstrate appropriate social skills necessary for working in a cooperative group, such as sharing concern, care, and respect among group members.

ESOL Kindergarten—MARKING PERIOD 2

Language of Social Studies

Week 1

Identify the globe as a model of Earth.

Week 3

Recognize and identify bodies of water.

Week 4

Make statements to compare and contrast.

Week 6

Compare how pictures, maps, and globes show features of places differently.

Week 7

Ask and answer questions about location by using terms such as near/far, above/below, left/right, up/down, over/under, and here/there in different contexts.

What is culture?

- Compare similarities and differences in ways that people of different cultural backgrounds fulfill needs and wants and contribute to society.
- **Who are we?**
- **Where do we live?**
- **How do we travel?**
- **What symbols do we use?**

(MP2, 3, 4)

Cultures have similarities and differences



Read Aloud Lesson

Identify factual information in a fictional story.

- Read aloud a fictional story that contains some factual information about specific cultures and a nonfiction book about the same cultures. Ask students to work with a partner to compare the ideas presented in each book.
- Ask students to contribute to a class graphic organizer, *What is culture?* Work with students to develop detailed questions based on what was learned from the two books to answer the inquiry project question, *What is culture?* Work with students to locate and record their answers to questions on a graphic organizer using a variety of resources.
- Ask: How does asking and answering questions help you know what is factual information and what is fictional information? How does recording answers to questions help you learn something new?

Suggested Text: [This is the Way We Go To School, A Book About Children Around the World](#) by Edith Baer, Illustrated by Steve Bjorkman

Kindergarten ESOL – Language of Mathematics

Week 1

- Use one-to-one correspondence to match a number up to 20 to its corresponding quantity.
- Count accurately up to 20; represent the quantity with pictures and record the numeral that represents the quantity.

Week 2

- Count on from a number other than 1.
- Connect numerals to the quantities they represent and represent quantities with pictures and numerals.

Week 4

- Describe a picture or design using math vocabulary (e.g., counting words, more, less/fewer, equal, shape names).
- Match numerals to concrete representations.

Week 5

- Describe and compare amounts using comparative language: least, less, most, more, same, equal.

Week 8

- Compare numerals to determine which numeral is more or less, or whether the numerals are equal.

Standard 2: The Language of Language Arts

ESOL Sample Learning Task (SLT)

- **ESOL Measurement Topics** listening, speaking, reading, writing
- **Reading Header** Match photographs and word cards to content specific vocabulary
- **ELP Entering-Beginning** Describe vehicles/transportation using academic vocabulary in simple sentences
- **ELP Developing-Expanding** Describe vehicles/transportation using academic vocabulary in compound sentences
- **ELP Bridging** Describe vehicles/transportation using academic vocabulary in compound and complex sentences

Reading SLT (GK–MP2–W3) Match photographs and word cards to content specific vocabulary

Lesson 1 – Transportation Vocabulary

Introduce vocabulary using transportation flash cards. Use flash cards and close ups to point out and match photographs and words related to various modes of transportation. Give students an opportunity to ask and answer questions to make real-life connections with content specific vocabulary. Provide time for students to match photographs and word cards to identify and describe vehicles. Engage students in a Think-Pair-Share to answer.

Standard 2: The Language of Language Arts ESOL Sample Learning Task (SLT)

1. Which vehicles could you use to travel to school?
 2. Which vehicles have wheels?
 3. Which vehicles travel on water?
 4. Where have you seen people using this vehicle?
 5. Which vehicles could you use to travel to Canada or Mexico?
- Use *Off We Go To School* chart (next page) to model making real life connections to images and words using an explicit vocabulary building strategy. This can also be used to reinforce counting and the use of tally marks.
 - Give students an opportunity to ask and answer questions to make their own real-life connections with content specific vocabulary and create drawings of the words. Allow students to generate a list of vehicles in their neighborhood.

Off to School We Go!

- How do you travel to school?



	Walk	Drive	School bus
Kindergarten			
1 st Grade Class			
2 nd Grade Class			

Transportation

What vehicles do you see in your neighborhood?

- Cars
- Bicycles
- Trucks
- Buses
- Trains
- The Metro

Use the Leveled Reader - D, Getting Around the City to reinforce different types of transportation and local travel. www.readinga-z.com

Transportation - Vehicles

- Provide additional practice for students to match photographs or word/drawings cards to identify and describe vehicles.

Game – Transport Match

Use the cards to practice matching parts to a whole. Select a card showing a close-up part. Find the means of transportation for which it is a part.

Create a class book of vehicles.

What is your favorite way to travel?

How do you go to school?

How does your teacher get to school?



Transportation - Vehicles

Create-a-Vehicle

Using what the students have discovered about modes of transportation, have each student create a new vehicle. It could be one used in your community or for space travel or under the ocean.

1. Draw a picture of your vehicle.
 2. Describe how it is used.
 3. Give it a name.
- Using appropriate grade level academic vocabulary, engage students in a Think-Pair-Share to answer:
 - How do photographs and words help you to make real world connections?
 - Note to Teacher: This lesson will take more than one day. The games can be used as centers to reinforce learning.
 - *Check for Student Understanding:* Note the extent to which each student is able to make statements using adjectives when describing vehicles based on their proficiency level.

Students in other countries go to school too.

Sometimes they go in a school bus.



Sometimes they walk.



How are these buses different?



How are they the same?

Some students ride home from school
on the back of motorcycles.

What do you notice in this picture?



How many motorcycles can you count?

How many cars do you see?

Compare these photographs. What are the children doing? What are they wearing? Write a caption for each.



Have you been in a cab?

Describe a taxi there.



Compare to a taxi here.



What kinds of transportation do you see in this picture?

Would you rather ride a dirt bike or a horse? Why?
Write a caption for this picture.



Explain your choice to the class.



How many taxis are in this picture?

How many people do you see?

Are there more people or more taxis?

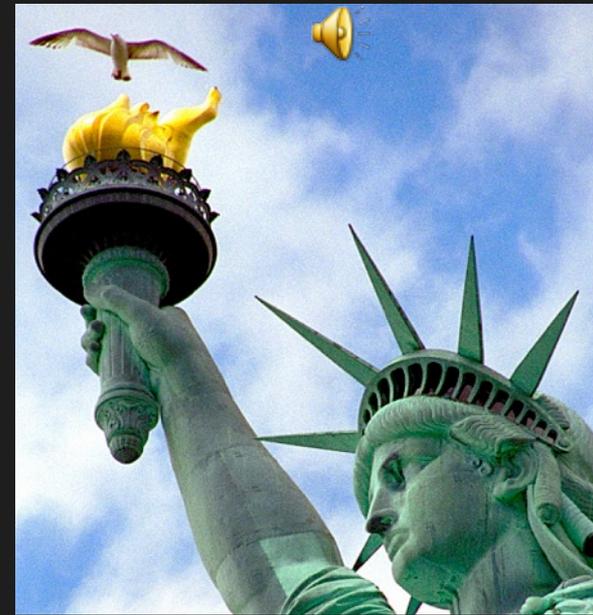
What do you think these people are doing?

What kind of transportation is this?

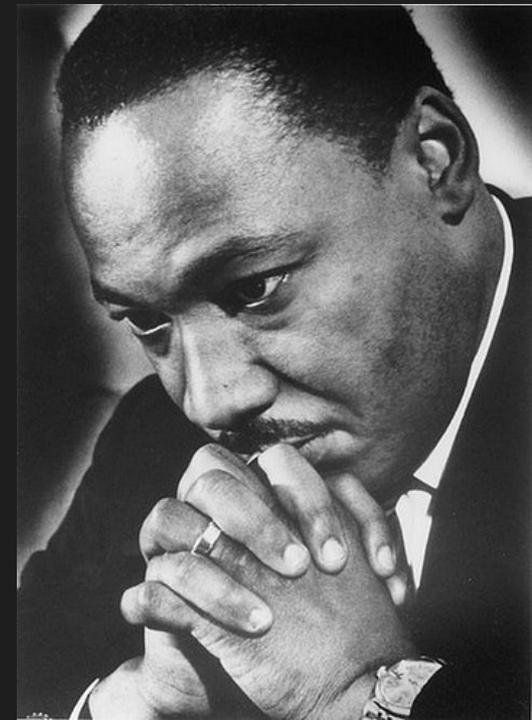


Have you traveled on the Metro?
Where did you go? How many people
did you see on the metro?





What are these symbols
of the United States?



Describe this picture.
Why are they wearing the flag?



What flags do you see? What picture is made with these handprints?



What can you learn about the earth by looking at a globe?

Students will be able to describe a globe as a model of the Earth.

Provide opportunities for students to participate in a [Collection](#) strategy using models (e.g., toy car, airplane, ship, doll, skeleton, globe, etc.). Provide time for students to observe and share ideas about common attributes of items in the collection.

Work with students to develop a working definition for the word *model*. Identify the globe as a model of Earth.

Provide opportunities for students to view pictures taken of Earth from space (see [Visible Earth NASA](#)) and compare pictures to a globe. Students will distinguish between a map and a globe.

1. What can you learn about Earth by looking at pictures?
2. What can you learn about Earth by looking at a globe?
3. How does looking at pictures of Earth help you understand the globe?
4. How does talking about what you see on a globe help you to learn about Earth?
5. How is land or water shown on a globe?

Students will be able to identify water and land on a globe by examining the use of color.

Engage students in using Kidspiration to record a brainstorm ([KWL](#)) about what is known about the Earth.

Read and talk about "Our Big Home" (see *Houghton Mifflin Social Studies My World*, flipchart, p. 156).

Provide time for students to use the pictures to describe how different places on Earth are alike ([MCPS Images, Physical Features](#)).

As a class, discuss the use of color on the globe and place sticky notes labeled *water* and *land* on the globe to show locations of these features.

Allow the students to use the globe to talk about and determine if more or less of the Earth's surface is covered with water.

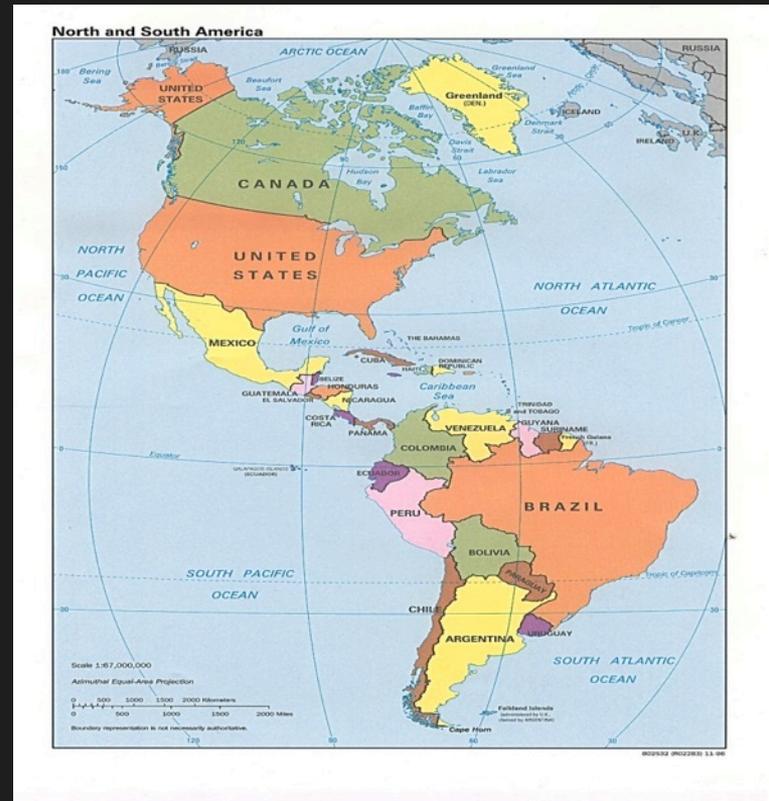
Ask: How does sharing your ideas help you to understand how to find water and land on a globe?

How does sharing ideas about pictures of countries help you understand a map?

Look at this map.



How is it the same as one in our classroom? How is it different?



What do we learn by studying other cultures?

- We learn about where we live.
- We learn about what we like to do.
- We learn about ourselves.



To learn more, check out Culture Grams!

- http://online.culturegrams.com/kids/kids_country.php?contid=7&wmn=South_America&cid=1&cn=Argentina