Bookworms Social Studies Alignment Guide - Kindergarten

A note for Teachers Using This Guide: I'm excited to work with you on finding some ways to both revisit your ELA block and find some time for social studies. I have tried here to align stories from Bookworms shared reading to compatible ideas from social studies. Some of these will be a "slam dunk" when you get there. Others may have missed their mark. Please keep track and provide feedback on how well some of these things work so I can continue to revise and hone as necessary.

If at any point in time you want more ideas, or need more, don't hesitate to reach out to me: david.johnson@wmisd.org

I so appreciate your time and dedication to the students you serve every day and hope you find this guide useful!

Bookworms Unit/Lesson	Social Studies Steps	SS Content Standard	Notes
Shared Reading Module 1			
Miss Bindergarten	When finished with Miss Blindergarten - consider sharing the first section of Michigan Open Book Project's Kindergarten: Myself and Others - Read through Section 1 over a day or two, using the stop and thinks to discuss with students. http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter1.pdf What rules should Miss Blindergarten have in her classroom? What rules should we have in ours?	K – C1.0.1 Identify and explain reasons for rules at home and in school.	You may choose to do this independently of the Miss Blindergarten reading - either way this whole Open Book Chapter is a great connection to your start of year activities on rules, procedures, good decision making, etc. This informational text reinforces these principles.

Rosie's Walk	Remember that silly fox from Rosie's Walk? What do you think he wanted to do? The fox made mischief wherever he went - and while he didn't get a chance to harm Rosie, he might have. What mishaps might happen around here if we don't follow the rules? Why do we NEED to follow the rules? Read through section 2 of Open Book over the course of several days. Use the videos and the stop and think to guide some additional discussion about the need to follow rules. **(NOTE you may also choose to do this with Biscuit loves the library)** http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter1.pdf	K – C2.0.2 Explain why people do not have the right to do whatever they want. **Examples may include but are not limited to**: promote fairness, ensure the common good, maintain safety.	NOTE: Another place to do this might be with Biscuit loves the library. You could also choose to do it BOTH places using "Biscuit" as a review.
Cookie's Week	History - Chapter 4 Section 1 http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter4.pdf Review Chapter 4 Section 1 by reading aloud with students. You may want to do this over the course of a couple of days given that this section is a little bit longer. There are two really good interactives to pause on with students. Remember how Cookie's week was split up by events? Which happened first? (interactive on page 135) Can we put Sofia's life together in a timeline too? (Page 140)	K – H2.0.2 Create a timeline using events from their own lives.	

Lola at the Library	Civics Chapter 2 http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter2.pdf Review How was Lola responsible at the library? Review Chapter 2 Section 1 of Open Book with students by reading it aloud. Have students take turns talking about and comparing how they can be responsible at school, and how Lola was responsible at the library.	K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility. **Examples may include but are not limited to:** caring for a pet, completing chores, following school rules, working in a group, taking turns.	
Biscuit Loves the Library	**You may have done this with Rosie's Walk already.** That silly Biscuit loved going to the library didn't he? He used a lot of the things someone who visited the library might use, but he also really acted like a puppy didn't he? What are some of the naughty things Biscuit did before they knew about the rules for the library? What mishaps might happen around here if we don't follow the rules? Why do we NEED to follow the rules? Read through section 2 of Open Book over the course of several days. Use the videos and the stop and think to guide some additional discussion about the need to follow rules. http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter1.pdf	K – C2.0.2 Explain why people do not have the right to do whatever they want. **Examples may include but are not limited to**: promote fairness, ensure the common good, maintain safety.	NOTE: This is essentially the same lesson we used with Rosie's Walk. You may choose to do these activities here instead - OR you may choose to do it both places as a good review on following the rules.

Paddington Sets Sail	http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter3.pdf Read the first section of Open Book Chapter 3 with students, pausing for a moment on the "Where is the Dog?" interactive. Have students practice using positional words with the dog, and then again in the classroom. Review Paddington Sets Sail again with students. On page 7 - use directional words to describe where Paddington is. On page 11 - use directional words to describe where Paddington is. On pages 14-15 use directional words to describe where Paddington is. On page 19, use directional words to describe where Paddington is On page 27, use directional words to describe where Paddington is. Finish by using a crayon or a stuffed animal that you move around the room. Have students practice using directional words.	K – G2.0.1 Identify and describe places in the immediate environment.	
Fred and Ted Go Camping	http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter3.pdf Read section 2 of Chapter 3 of Open Book aloud with students. (You may wish to do the	K – G2.0.1 Identify and describe places in the immediate environment.	

	field trip around the school, or skip it for now) Ask students: What were some of the special places Fred and Ted visited on their camping trip?		
Pumpkin Day	This feels more like a science connection.		
My Trip to the Hospital	This would be a better fit with some of the 1st grade SS standards so for now we'll leave it unaligned.		
Shared Reading Module 2			
Unit 1: A Bee's Life			
Hi! Fly Guy			
Super Fly Guy	http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter3.pdf Read section 2 of Open Book with students aloud, pausing at the end of the section to come up with a list of "field trip" locations in the school that correspond with some of the places that Super Fly Guy went in the story. Take a field trip to these locations in the school and compare the locations you saw in Super Fly Guy with the places you saw in person. How is our school similar to Buzz's school? How is it different? If you were a fly where else in OUR school might you want to go?	K – G1.0.1 Recognize that maps and globes represent places. K – G1.0.2 the classroom. Use directions or positional words to identify significant locations in	
Unit 2: Sarah Morton's Day: A Day in the Life of a Pilgrim	History - Chapter 4 Section 2 http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter4.pdf	K-H2.0.1 - Distinguish among the past, present, and future. K-H2.0.3 - Describe ways	

	Read section 2 of Chapter 4 of Open BOok with students aloud, pausing at the stop and think boxes to have a conversation with students. You may also choose to do the phone sort activity with students by displaying it on your board and having students tell you where to drag each piece. Brainstorm a list with students of other ways they might be able to learn more about the past, or Sarah Morton specifically.	people learn about the past (e.g., photos, artifacts, diaries, stories, videos).	
Substitution for Sarah Morton's Day - Balloons over Broadway			
Sammy the Seal	Geography Chapter 3 Section 3 http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter3.pdf Read section 3 of Open Book with students aloud and take the time (possibly over the course of a couple of days) to build the classroom in a box activity. Note that all the required printouts are available at the start of the chapter in PDF format! Worst case scenario, a copy paper box works well! When done, try to have students visualize and draw a map of the town Sammy traveled through in Sammy the Seal.	K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom. K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).	
Little Lucy			
Are You My Mother			
Unit 3: Sounds in			

Our World			
Roadwork	Economics Chapter 5 Section 2 http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter5.pdf Read Chapter 3 Section 2 with students aloud and use the stop and think and interactives with students when they appear. Ask students what goods and services they noted in Road Work. What other services can students think of?	K – E1.0.2 Distinguish between goods and services.	
Rap a Tap Tap: Here's Bojangles, Think of That			
Shared Reading Module 3			
Unit1: Bunny Cakes	Economics Chapter 5 Section 1 http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter5.pdf In Bunny Cakes, Ruby asks for some things, and Max tries to get others. Ruby has needs for the cake she's making. Max has a "want" (The Marshmallow Squirters) Read Chapter 5 Section 1 of Open Book with students and have them talk about the difference between an economic need and an economic want. Use some of the embedded interactives in the text. To finish, review with students a list of economic needs and wants they've experienced/used.	K – E1.0.1 Describe economic wants they have experienced.	
Good Night, Wind: A Yiddish Folktale	While the best connection for this exists in 1st grade, after reading this aloud have a discussion with students about what folktales they might have been read by their parents. Ask students what folk tales might be able to	This is a stronger connection to 1st grade standards.	

	teach us about other people.		
Snowmen at Night	Civics Chapter 1 Section 3 - http://textbooks.wmisd.org/Downloads/Kindergarten/Chapter1.pdf Over the course of a day or two, read Chapter 1 Section 3 aloud with students, displaying the book on the board and doing the stop and thinks and interactives. Ask students to think about all the fun games the snowmen played at night. How might they have all decided what games to play? What if multiple snowmen wanted to do different things? How might they solve their problems?	K – C2.0.3 Describe fair ways for groups to make decisions.	
Whistle for Willie			
The Snowy Day	MI Open Book Chapter 5 Section 3 - The snowy day describes a wonderful, snowy day that many students in Michigan may find familiar. Read through Chapter 5 Section 3 with students. Ask students "What things in our environment do we use when it's snowy?" "How do our houses protect us from cold weather? From hot weather?", "Can we grow food during the winter months? Why or why not? What months can we grow food? Why can we grow food some months and not others?	K-G5.0.1 Describe ways in which the environment provides for basic needs and wants. **Examples may include but are not limited to:** food, shelter, clothing.	
Peter's Chair			
Unit 3			
From Tadpole to Frog			

From Caterpillar to Butterfly			
How Plants Grow			
Shared Reading Module 4			
Unit 1			
Daring Amelia	If you haven't read MI Open Book Chapter 4 Section 1 with students back in Module 1 with Cookie's Week, this is a great opportunity to read this section with students. You could choose to review it now too since there were so many months between this story and that one. Have students work together to build a timeline of major events from Amelia Earhart's Life using what they remember from reading Daring Amelia!	K - H2.0.1 Distinguish among the past, present, and future. K - H2.0.2 Create a timeline using events from their own lives.	
Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles	Follow the Moon Home is an awesome tale of civic action and this is a great opportunity to pause and practice what's outlined in Chapter 6 of MI Open Book. Viv took steps to solve a problem to help the turtles. What's a problem we might have in our classroom we could work through and solve?	K – P3.1.1 Identify classroom issues. K – P3.1.2 Use simple graphs to explain information about a classroom issue. K – P3.1.3 another person. Compare their viewpoint about a classroom issue with the viewpoint of another person.	
The World is not a Rectangle: A Portrait of Architect Zaha Hadid	In The World is Not a Rectangle, Zaha studies to be an architect and learns to make designs and models as part of her training to become an architect. Read Section 3 of Chapter 3 of Open	K – G1.0.1 Recognize that maps and globes represent places.	

	Book and create your own model of your classroom by following the instructions in this section!		
Harriet Tubman: Follow the North Star	Read (if skipped earlier) or revisit Chapter 4 Section 2 about how people learn about the past. Brainstorm a list of questions students may want to learn more about Harriet Tubman. Demonstrate for students how you, as an adult, would answer those questions by show students how you personally research to learn more.	K – H2.0.3 Describe ways people learn about the past.	
Dancing Hands: How Teresa Carreno Played the Piano for President Lincoln	If you haven't read MI Open Book Chapter 4 Section 1 with students back in Module 1 with Cookie's Week, or more recently with Daring Amelia this is a great opportunity to read this section with students. You could choose to review it now too since there were so many months between this story and that one. Have students work together to build a timeline of major events from Teresa Carreno's Life using what they remember from the reading.	K - H2.0.1 Distinguish among the past, present, and future. K - H2.0.2 Create a timeline using events from their own lives.	NOTE: This is the third time I've put this sequencing activity in here - its a SS thing but it's also a great writing connection - what happened first? Second? Third? I highly recommend doing all three of these suggested activities throughout the course of the year if you have time. It solidifies these concepts and provides great practice for students.
Unit 2:			
Have you Seen my Dinosaur?			
Harry and Mudge and the WIld Wind			
Harry the Dirty Dog			
Tarra and Bella: The			

Elephant and Dog who Became Best Friends			