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**Primary Source Readers:
Content and Literacy in
Social Studies—
Kindergarten (Spanish)**

This sample includes the following:

Teacher's Guide Cover (1 page)
Table of Contents (2 pages)
How to Use This Product (5 pages)
Lesson Plan (10 pages)
Document-Based Assessment (1 page)
Reader (12 pages)

To Create a World ⁱⁿ which
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PRIMARY SOURCE READERS

Content and Literacy **in Social Studies**

Kindergarten

**Spanish
Version**

Teacher's Guide



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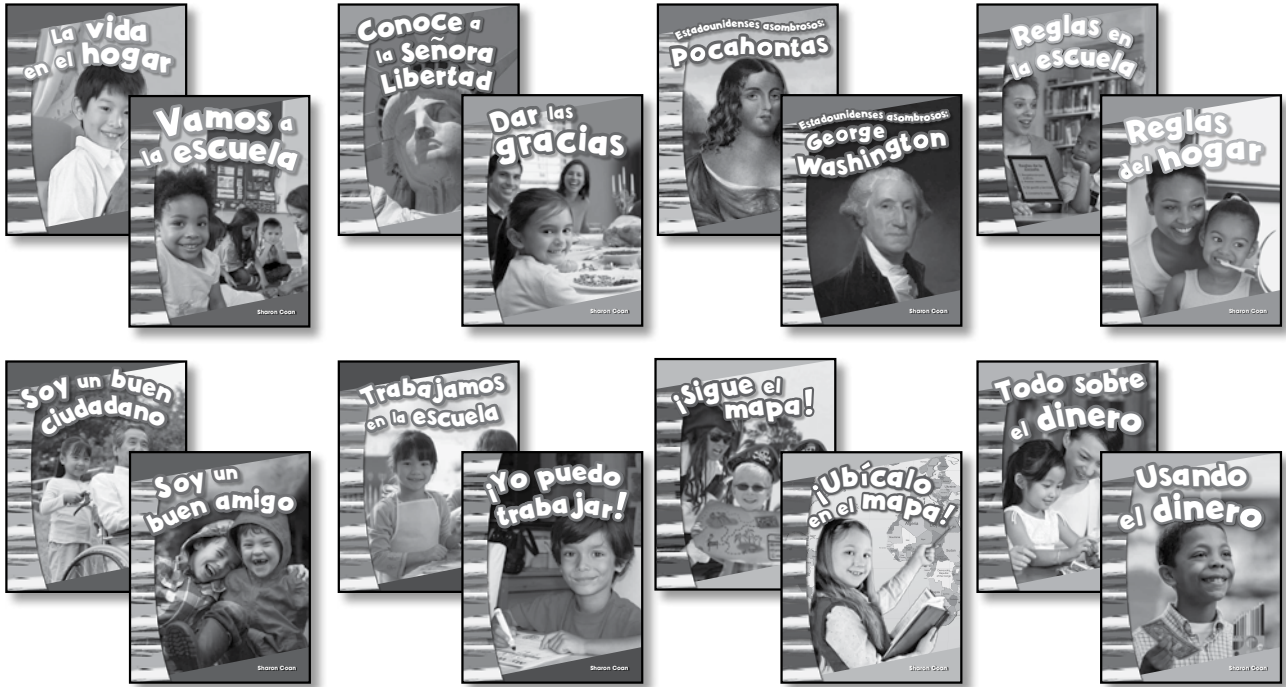
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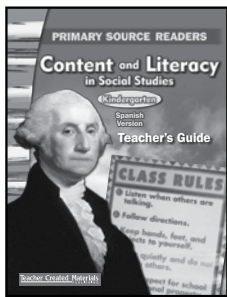
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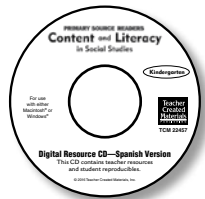
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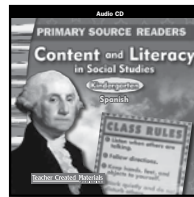
6 copies each of 16 paired books connected by a similar theme



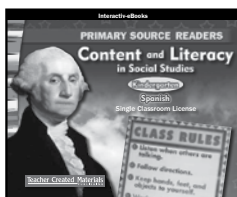
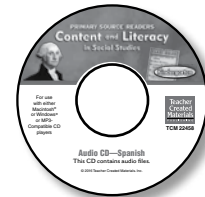
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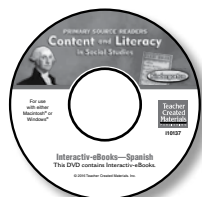
Digital Resource CD



Audio CD



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How to Use This Product (cont.)

Unit Organization

The heart of each unit is a set of paired books that are connected by a common theme. One book features a higher reading level, and the other book features a lower reading level. Each unit includes a comprehensive lesson plan for each book.

Overview Page

Theme

Learning objectives

Materials list

Standards

Preview of student reproducible

Suggested timeline for lesson

Primary Source Activity Page

Social studies strand

Historical background information for the teacher

About the primary source

Activity using the primary source

Before Reading

During Reading

After Reading

Vocabulary word bank

Introductory activity

Bolded differentiation suggestions

Assessments

Activities from the book

Student Reproducibles and Quiz

Clear directions

Multiple-choice quiz

Wide write-on lines

How to Use This Product *(cont.)*

Social Studies Strands

The books and lessons in this kit cover the four strands of social studies. The icons in the lessons and on the back of the books denote each strand.



Reading Groups

Reading groups can easily be integrated into this program. At the beginning of the year, look through the Table of Contents (pages 3–4) and the Book Summaries (pages 29–31) to determine which of the paired books you would like to use with your students. For example, you may choose the Money theme, featuring two books: *Todo sobre el dinero* and *Usando el dinero*.

Once you decide which paired books you want to use with your students, you need to group them according to their reading levels. You have six copies of each book. So, if you have 30 students, you could have five reading groups. About 12 students could be in two different reading groups to read the below-grade-level book (*Usando el dinero*). Twelve more students could be in two different reading groups to read the on-grade-level book (*Todo sobre el dinero*).

The other six students would be your highest-level students. They should still participate in any whole-class discussions or activities, but they will not be meeting with you in the typical way. You would probably want to meet with them on the first day. Then, you could meet with them every other day after that. The goal is for them to study the same social studies content but complete a reading activity that is more advanced for their special learning needs. If they are already reading above grade level, they do not need the same type of reading practice as the other students.

Whole-Class Discussions

The information in the paired books is similar. However, the vocabulary and sentence structure differ depending on the reading level of the book. This way, students who read either book can be pulled back into a classroom discussion about the same general social studies content. By dividing the students and having them read different books, you will have a more interactive class discussion in which every student has something interesting to share with the class. Your below-grade-level students will have knowledge to bring to the table that the on- or above-grade-level students will not have.

How to Use This Product *(cont.)*

Support for Social Studies

It is possible that not all of the topics will fit your social studies needs. Keep in mind that you do not need to read these books consecutively. You can spread out the books and use them throughout the year. You might choose to use them at the beginning of each corresponding unit of study. So, as you begin your study of American holidays and symbols, use your reading time that week to have students read either *Conoce a la Señora Libertad* or *Dar las gracias*. This way, students will become interested in the subject through multiple sources of information. The activities are interesting, and students will be excited to learn more about the events, places, and people that they meet in the books.

Support for Reading

Each book's lesson plan has a three-part framework of the reading process to facilitate social studies learning. Reading is divided into three comprehension-building steps: before reading, during reading, and after reading. Before reading, teachers can set the stage for learning by generating interest in the topic and activating prior knowledge. During reading, students monitor their comprehension of the text, clarify the purpose for reading, visualize the information, and make connections. After reading, students build connections with the information that they have read, enabling them to deepen their understanding and reflect on what they have learned.

Support for Writing

Each pair of books has a writing objective as well as reading and social studies objectives. There is usually a writing activity for students to complete before reading the book. Many of these activities are done in pairs or small groups. This way, students collaborate to put their thoughts into written form. After students read the books, they complete writing assignments that are creative and fun. Students may be asked to write a sentence, label a picture, make a poster, or write a letter. Writing, reading, and social studies content are all interwoven throughout every lesson in *Primary Source Readers*.

Support for Vocabulary

Social studies teachers have an enormous task before them: they must teach a large number of complex and wholly unfamiliar concepts to students that involve many unfamiliar vocabulary words. The first step in improving students' reading comprehension skills in social studies is to develop their academic or domain-specific vocabularies. The lesson plans in *Primary Source Readers* provide opportunities for students to be introduced to, interact with, and use key vocabulary and concept words. Students are invited to build on their previous understandings of words to learn new meanings and nuances, to connect words to greater concepts, to associate words with other related words, to categorize words in unique and useful ways, and to enjoy using language creatively to express themselves and their ideas.

How to Use This Product *(cont.)*

Assessment

Assessment is an important part of this unit of study. The *Primary Source Readers* series offers multiple assessment opportunities. You can gain insight into students' learning through multiple-choice quizzes, small-group observations, analysis of written assignments, a unit assessment, and a culminating activity. These formal and informal assessments provide you with the data needed to make informed decisions about what to teach and how to teach it. This is the best way for you to know who is struggling with various concepts and how to address the difficulties that students are experiencing with the curriculum.

Multiple-Choice Quizzes—At the end of each book's lesson in this Teacher's Guide is a short quiz with three questions. These short assessments may be used as open-book evaluations or as review quizzes in which students read and study the content prior to taking the quiz. Additionally, the quizzes may be used as a more formal assessment to provide evidence of learning.

Document-Based Assessments—Each assessment includes a primary source document and two questions. These questions help students develop and strengthen critical thinking skills.

Culminating Activity—The culminating activity allows students to apply what they have learned throughout the units in an engaging and interactive way. Students use what they have learned to create new ideas in a real-life context.

Formative Assessments—There are several points throughout each lesson where useful evaluations can be made. These evaluations can be made based on group, paired, and individual discussions and activities.

Multiple-Choice Quizzes

Nombre: _____ Fecha: _____

Prueba sobre Reglas en la escuela

Instrucciones: Escucha mientras el maestro lee cada pregunta y las dos opciones de respuesta. Rellena la burbuja A o B para dar la respuesta correcta.

<p>1. Para contestar una pregunta en clase, los estudiantes deben</p> <p><input type="radio"/> A) gritar la respuesta.</p> <p><input type="radio"/> B) levantar la mano.</p>	<p>2. Las reglas son algo que te enseñan</p> <p><input type="radio"/> A) lo que debes hacer después de la escuela.</p> <p><input type="radio"/> B) lo que puedes o no puedes hacer.</p>
--	---

3. Haz un dibujo de algunos niños siguiendo las reglas en la escuela.

Nombre: _____ Fecha: _____

Prueba sobre Soy un buen ciudadano

Instrucciones: Escucha mientras el maestro lee cada pregunta y las dos opciones de respuesta. Rellena la burbuja A o B para dar la respuesta correcta.

<p>1. Un ciudadano es un miembro de un</p> <p><input type="radio"/> A) club escolar.</p> <p><input type="radio"/> B) país.</p>	<p>2. Un ejemplo de una ley es</p> <p><input type="radio"/> A) usar un casco cuando conduzco mi bicicleta.</p> <p><input type="radio"/> B) compartir mis galletas con mis amigos.</p>
--	---


3. Haz un dibujo de ti siendo un buen ciudadano.

Document-Based Assessments

Nombre: _____ Fecha: _____

En el salón de clases

Instrucciones: Contesta las preguntas sobre la foto.



1. ¿Es esta fotografía del pasado o del presente?

.....

2. Nombra algo que haces en la escuela hoy y que los niños también hacían hace mucho tiempo.

.....

Nombre: _____ Fecha: _____

Estatua de la Libertad

Instrucciones: Contesta las preguntas sobre la foto.



1. ¿Cómo se llama la estatua mostrada en la imagen?

.....

2. ¿Qué sostiene la Estatua de la Libertad?

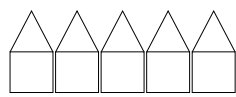
.....

Culminating Activity

Nombre: _____ Fecha: _____

Mapa de la ciudad

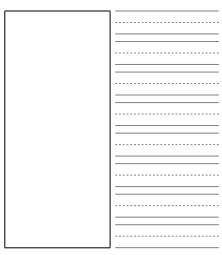
Instrucciones: Colorea y recorta los edificios y las cosas que están abajo. Pégalos en tu mapa de la clase.



Nombre: _____ Fecha: _____

Mi trabajo

Instrucciones: Dibújate en la casilla trabajando siendo ya adulto. Escribe cuál es tu trabajo en las líneas que están junto a la casilla.





Dar las gracias

Learning Objectives

Students will:

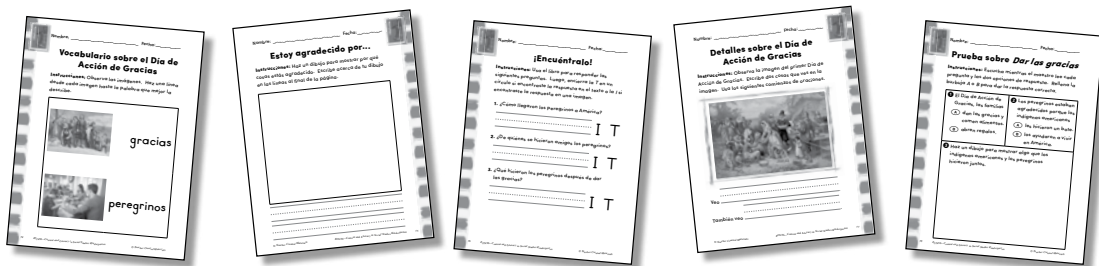
- ▶ examine images in the book to find information.
- ▶ write opinion pieces about what they are thankful for.
- ▶ understand why Thanksgiving is celebrated and how Americans celebrate it today.

Standards

- ▶ **Reading:** Describe the relationship between illustrations and the text in which they appear.
- ▶ **Writing:** Compose opinion pieces in which they tell a reader the topic and state an opinion or preference about the topic.
- ▶ **Content:** Understands the reasons that Americans celebrate certain national holidays.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- ◆ *Dar las gracias* books
- ◆ copies of student reproducibles (pages 74–78)
- ◆ *El primer Día de Acción de Gracias* primary source (thanksgiving.jpg)
- ◆ chart paper
- ◆ sticky notes (optional)
- ◆ coloring supplies



Timeline for the Lesson

	Task	Summary of Student Learning Activities
Day 1	Before Reading (page 70)	Take a picture walk to make predictions about the book.
Day 2	During Reading (page 71)	Use the pictures and text to learn about the subject and write opinion pieces about what they are thankful for.
Day 3	After Reading (page 72)	Use the text and pictures to answer questions.
Day 4	Primary Source Activity (page 73)	Analyze a painting of the first Thanksgiving and discuss its details.
Day 5	Activities from the Book (pages 18 and 22 in the books)	List what they are thankful for and draw a picture that shows what they do on Thanksgiving.

Dar las gracias *(cont.)*

Vocabulary Word Bank

- ▶ gracias
- ▶ peregrinos



Before Reading

1. Introductory Activity—Ask students what they know about Thanksgiving. Ask them if they know why it started and who celebrated the first Thanksgiving in America. Record student responses on the board or on chart paper. Include the name of the student who contributed the idea. This will encourage more students to participate.

2. Vocabulary Activity—Write the vocabulary words on the board. Ask students to share their thoughts about what the words might mean. Explain the meaning of each word and use it in a sentence.

- ▶ Show students the picture on page 3 of the book *Dar las gracias*. Cover the text with your hand or a sticky note. Ask students which vocabulary word best describes the picture. Next, show students the picture on page 15 while covering the text. Again, ask them which vocabulary word best describes the picture.
- ▶ Distribute copies of the activity sheet *Vocabulario sobre el Día de Acción de Gracias* (page 74) to students. Instruct them to draw a connecting line from the picture to the vocabulary word that best describes the picture.

▶ **Above-level learners** can write sentences using the vocabulary words under the pictures or on the back of the activity sheet.

3. Prereading Activity—Place students in small groups for a picture walk of the book. Distribute a copy of the book *Dar las gracias* to each group.

- ▶ Ask students to look closely at the pictures with their groups. Facilitate a class discussion about the pictures in the book.
- ▶ Tell students that pictures in nonfiction books give additional details about the topic. They help readers better understand the text that they read. Ask students to use the pictures to make predictions about the book. You may wish to cover the text with sticky notes to ensure that students use the images to make their predictions.

Dar las gracias *(cont.)*



During Reading

1. Reading Activity—Distribute the books *Dar las gracias* to students. Conduct a choral reading for the first reading of the book. Read with correct pacing and expression, and encourage students to do the same.

- ▶ Talk about the pictures on each page as you finish reading the text. Think aloud as you identify important details in the images.
- ▶ You may choose to conduct the first reading of the book using the Interactiv-eBook (optional). It contains activities, videos, audio, and tools to add an interactive approach to teaching social studies.
- ▶ For **below-level learners** and **language learners**, you may choose to play the Audio CD as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recordings will help struggling readers practice fluency and aid in comprehension.
- ▶ Assign students reading partners for the second reading of the book. Have partners choral-read the book together. Allow **below-level learners** to echo-read with a more experienced reader.
- ▶ Encourage partners to discuss the images in the book and how the images help them understand the text.

2. Writing Activity—Explain to students that an opinion is a personal feeling or an attitude about something. Give examples of various opinions people might have.

- ▶ Pair students to practice stating opinions. Ask pairs to tell each other their favorite season and why it is their favorite season. Reinforce the fact that everyone is entitled to his or her opinion as long as there is a reason for it. Have them also talk about their favorite inside games and outside games and why they like them.
- ▶ Tell students that you want to know their opinions about what they are thankful for. On chart paper, write *Estoy agradecido por....* Ask students to share what they are thankful for. Remind them there are no wrong answers. Record their responses on the chart paper.
- ▶ Distribute copies of the activity sheet *Estoy agradecido por...* (page 75) to students. Read the directions aloud. Give students time to write their opinions.
- ▶ You may wish to allow **below-level learners** and **language learners** to dictate their sentences to you as you write them.
- ▶ Challenge **above-level learners** to write two or more sentences. Circulate and assist as needed. Invite students to share their sentences with the class.
- ▶ Have students share their pictures in groups or with the whole class. Pictures may be displayed on a bulletin board.

Dar las gracias *(cont.)*

After Reading

1. Vocabulary Activity—Pair students for an activity called Vocab Gab. Explain that you will ask them a series of questions. Students will answer the questions with their partners. In their answers, they will use or give examples of the vocabulary words.

- ▶ Ask students the following questions:
 - ¿Por qué cosas das las **gracias**? (A student may respond *Doy **gracias** por mi familia y mis amigos*). ¿Quiénes fueron los **peregrinos**? (A student may respond *Gente que vino a Norteamérica en barcos*.)

2. Reading Activity—Distribute the books *Dar las gracias* and copies of the activity sheet *¡Encuétralo!* (page 76) to students. Have them work with partners to look up the answers in the book.

- ▶ Students should indicate whether each question was answered by the text or by a picture. This will help them distinguish between information provided by pictures and information provided by the words in a text.
- ▶ To provide reading support, pair **language learners** and **below-level learners** with strong readers for this activity.
- ▶ Review the correct answers with the class. Reinforce the fact that images and text work together to provide information.

3. Assessment—A short posttest, *Prueba sobre Dar las gracias* (page 78), is provided to assess student learning from the book. Share with students how to read the sentences with both the *A* and the *B* answer choices to determine which one is correct. A document-based assessment is also provided on page 202. Additionally, the Interactiv-eBook activities may be used as a form of assessment (optional).

Activities from the Book

- ▶ **List It! Activity**—Read the prompt *¡Haz una lista!* aloud from page 18 of the book *Dar las gracias*. Students will create a list of things for which they are thankful.
- ▶ **Your Turn! Activity**—Read the activity *¡Tu turno!* aloud from page 22 of the book *Dar las gracias*. Ask students to draw a picture that shows what they do on Thanksgiving.

Dar las gracias *(cont.)*



Primary Source Activity

Historical Background

The first Thanksgiving was very different from our modern November holiday. The Plymouth colonists and Wampanoag Indians celebrated together in what is now Massachusetts. The celebration lasted for three days while the attendees ate deer, roasted meats, shellfish, and corn.

Unofficial days of thanksgiving were held over the years. But in 1863, President Abraham Lincoln made Thanksgiving an official holiday in November. President Franklin D. Roosevelt signed a bill in 1941 declaring that the fourth Thursday of November would be Thanksgiving.

About the Primary Source

This painting *The First Thanksgiving, 1621*, was created by J. L. G. Ferris in 1932. It was part of a 78-painting series called *The Pageant of a Nation*. Each painting shows a different piece of American history. This painting shows the Plymouth colonists and the Wampanoag Indians enjoying their feast.



Teaching Suggestions

1. Display the electronic file *El primer Día de Acción de Gracias*. A copy of the primary source is provided on the Digital Resource CD (thanksgiving.jpg).
2. Ask students the discussion questions below.
 - ▶ ¿Quiénes son las personas en esta imagen? ¿Cómo lo saben?
 - ▶ ¿Por qué creen que estas personas están comiendo juntas?
 - ▶ ¿Por qué piensan que alguien pintaría esta imagen?
3. Review the historical background information with students.
4. Remind students that there is much we can learn from pictures. Discuss some of the details in the picture. Record them on the board or on chart paper.
5. Distribute copies of the activity sheet *Detalles sobre el Día de Acción de Gracias* (page 77) to students. Read the directions aloud. Allow time for students to complete the activity. You may wish to have students complete this activity in groups to provide support to **below-level learners** and **language learners**.
 - ▶ **Above-level learners** should write one or two additional sentences.



Nombre: _____ Fecha: _____

Vocabulario sobre el Día de Acción de Gracias

Instrucciones: Observa las imágenes. Haz una línea desde cada imagen hasta la palabra que mejor la describe.



gracias



peregrinos



Nombre: _____ Fecha: _____

Estoy agradecido por...

Instrucciones: Haz un dibujo para mostrar por qué cosas estás agradecido. Escribe acerca de tu dibujo en las líneas al final de la página.



Nombre: _____ Fecha: _____

¡Encuétralo!

Instrucciones: Usa el libro para responder las siguientes preguntas. Luego, encierra la *T* en un círculo si encontraste la respuesta en el texto o la *I* si encontraste la respuesta en una imagen.

1. ¿Cómo llegaron los peregrinos a América?

I T

2. ¿De quiénes se hicieron amigos los peregrinos?

I T

3. ¿Qué hicieron los peregrinos después de dar las gracias?

I T



Nombre: _____ Fecha: _____

Detalles sobre el Día de Acción de Gracias

Instrucciones: Observa la imagen del primer Día de Acción de Gracias. Escribe dos cosas que ves en la imagen. Usa los siguientes comienzos de oraciones.



Veo _____.

También veo _____.



Nombre: _____ Fecha: _____

Prueba sobre *Dar las gracias*

Instrucciones: Escucha mientras el maestro lee cada pregunta y las dos opciones de respuesta. Rellena la burbuja A o B para dar la respuesta correcta.

- 1** El Día de Acción de Gracias, las familias
- A dan las gracias y comen alimentos.
- B abren regalos.

- 2** Los peregrinos estaban agradecidos porque los indígenas americanos
- A les hicieron un bote.
- B los ayudaron a vivir en América.

- 3** Haz un dibujo para mostrar algo que los indígenas americanos y los peregrinos hicieron juntos.

Nombre: _____ Fecha: _____

George Washington

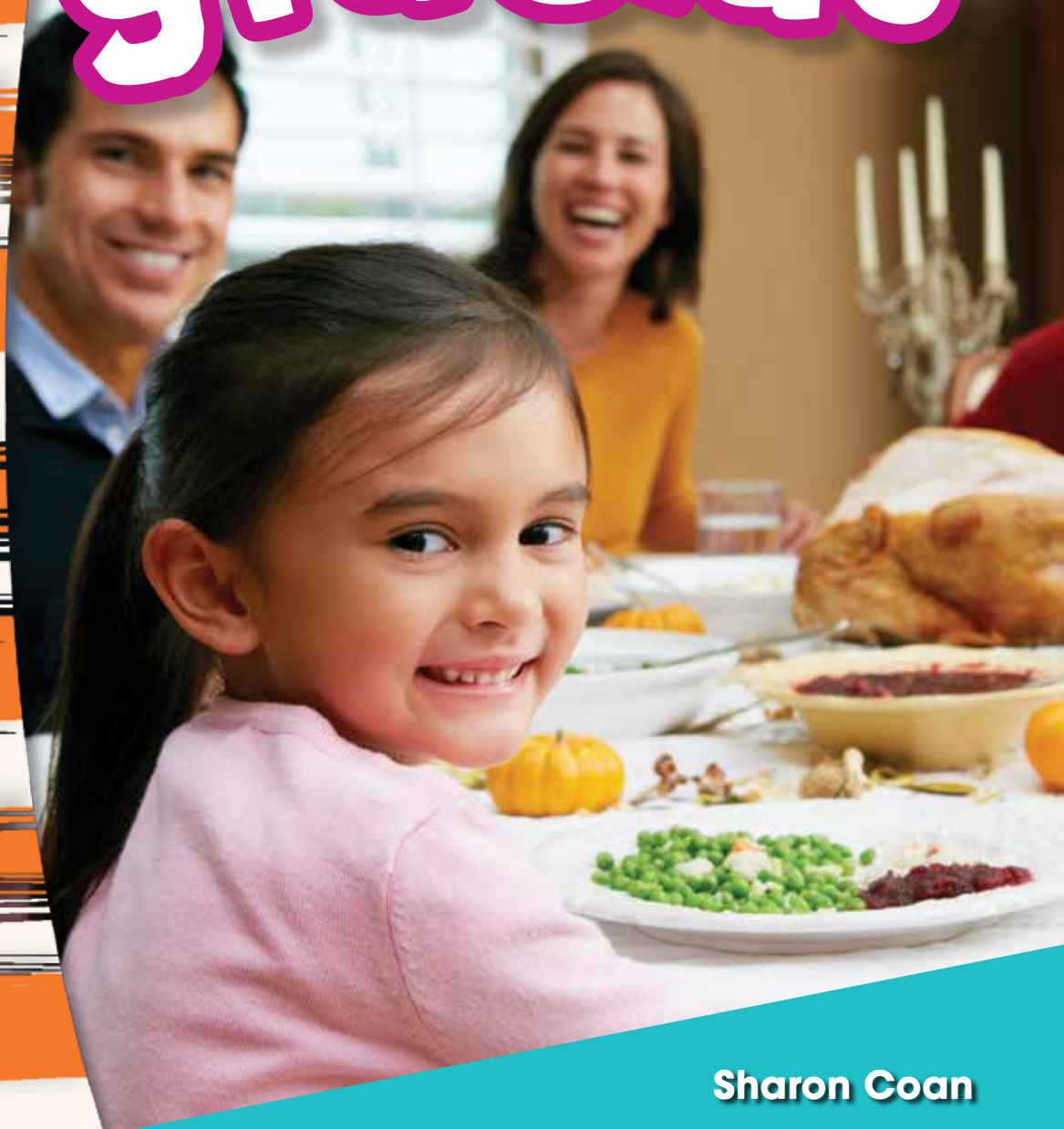
Instrucciones: Contesta las preguntas sobre la foto.



1. ¿Esta estatua muestra a George en el ejército o como granjero?

2. Escribe un dato que conozcas sobre George Washington.

Dar las gracias



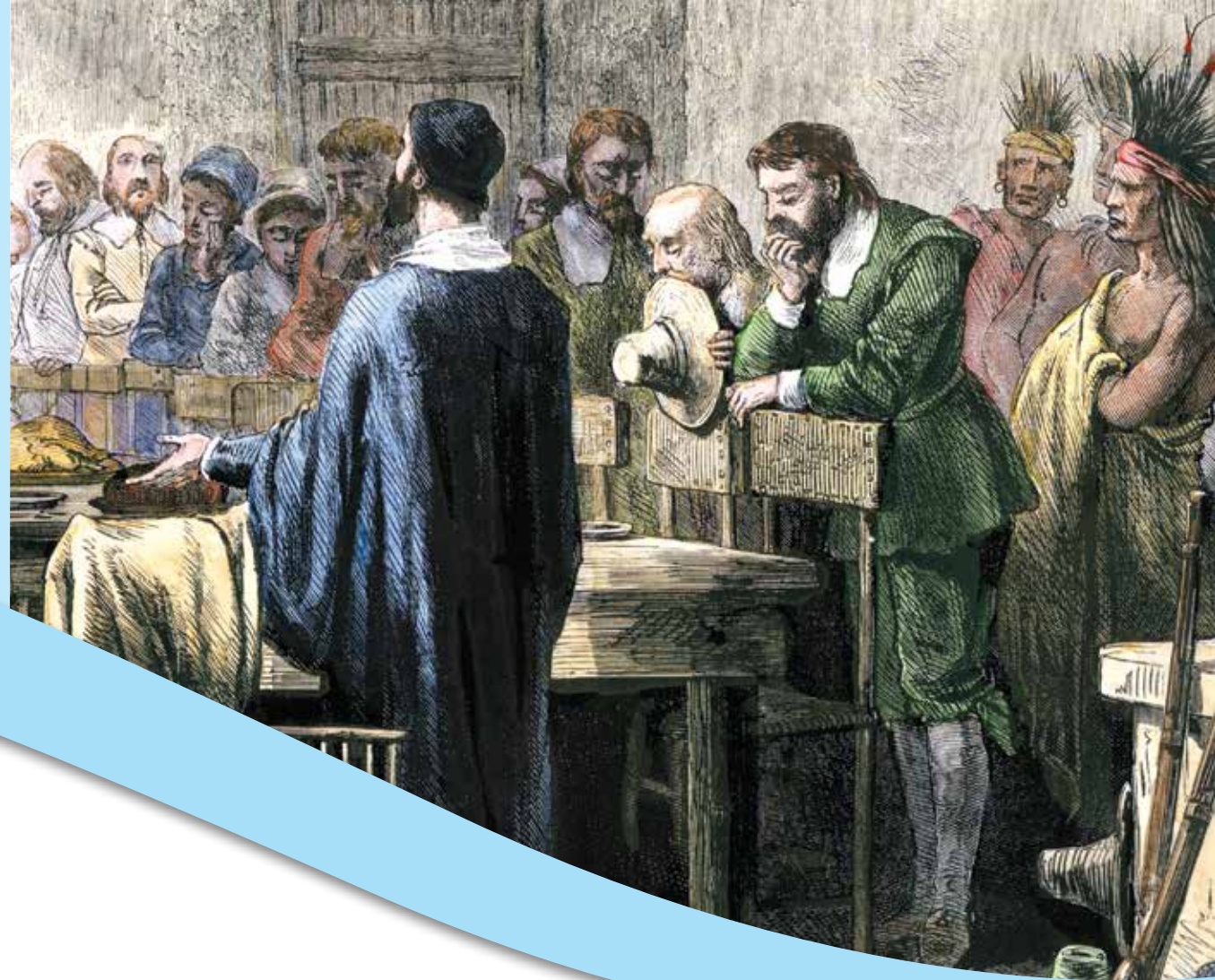
Sharon Coan



Los peregrinos
llegaron en un barco.



Hicieron amigos.



Dieron las **gracias**.



Comieron alimentos.



Nosotros llegamos
en un avión.



Hacemos amigos.





Damos las gracias.

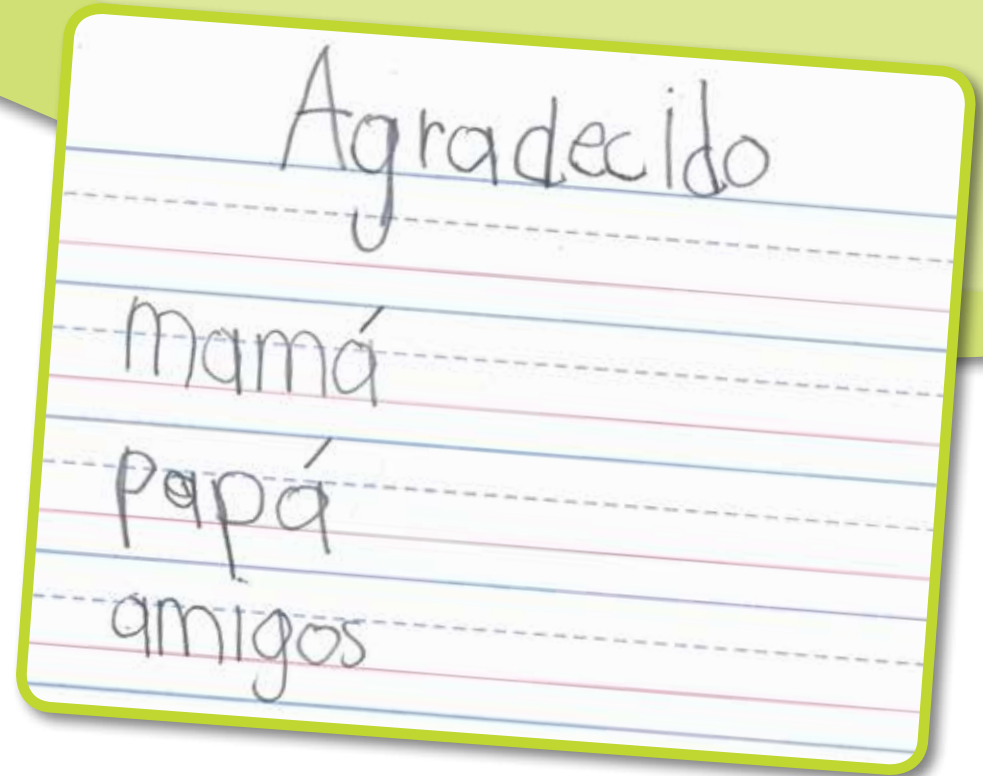


Comemos alimentos.

¡Haz una lista!



1. ¿Sobre qué cosas estás agradecido?
2. Piensa en tres cosas.



3. Haz una lista.

Glosario

gracias: lo que se dice cuando estás contento y agradecido

peregrinos: las primeras personas que vinieron de Inglaterra a América

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¡Tu turno!



¿Qué haces el Día de Acción de Gracias?
Haz un dibujo.

