



**CERTIFIED RESEARCH
REPORT**

Early Social Studies

Documentation and Support for Early Social Studies



Introduce key social studies concepts and teach the “big ideas” with this flexible shared reading program.

Early Social Studies helps you incorporate important social studies concepts into your reading curriculum. You will have the support you need to teach reading strategies and integrate core, grade-level content in history, geography, government, civics, economics, and culture. Choose from 24 Instructional Big Book theme units to meet your curriculum objectives. Also includes corresponding Student Books and Teacher’s Guides.

Early Social Studies:

- Maximize your teaching time by integrating social studies and reading.
- Develop academic vocabulary and build content knowledge.
- Support students who lack academic vocabulary with big, clear pictures and helpful illustrations that provide a strong photo/text match.
- Teach students to use nonfiction features, such as table of contents, headings, captions, diagrams, maps, and more, to comprehend text.

Teacher's Guides

Discover everything you need to help your students become fluent, independent readers.

- Suggestions for shared reading.
- Comprehension instruction for before, during, and after reading.
- Strategies to promote understanding of informational text features.
- Assessment support and writing ideas.

“Reading and writing are integrally related. That is, reading and writing have many characteristics in common. Also, readers increase their comprehension by writing, and reading about the topic improves writing performance.”

—R. A. Knuth & B. F. Jones
 What Does Research Say About Reading?
 North Central Regional Educational Laboratory (NCREL), 1991

“Creative and expository writing instruction should begin in kindergarten and continue during first grade and beyond.”

—Learning First Alliance
 Every Child Reading: An Action Plan of the Learning
 First Alliance American Educator, 1998

Introducing *Fifty States, One Country*

ACCESSING PRIOR KNOWLEDGE

To develop the concept of state, and to explore students' knowledge of their state, ask what state you live in. Then discuss what students know about your state.

- What is the land like? Do we have any mountains? What lakes do we have?
- What animals do you see in our state? What trees and plants grow here?
- What is it like here in summer? In winter?
- What is your favorite place to visit in our state?

At the top of a sheet of chart paper, write, "State name] is a great place to live."

Draw a box around the sentence to make it the main idea for a main idea chart. Draw several boxes below the main idea. Draw several boxes below the main idea, as shown below. In one box write the sentence, "It has places to visit," and leave space for listing some of the places. Add more statements and details that came up in your discussion, such as "It has lots of animals" and "It has many pretty flowers."

READING THE BOOK

You may spend one s book. When you ret the cover, and review the content will be 4 predictions to set a p after students have r whether the book co surprised them.

Read the book in seq at a time, setting a p time. Gather informa When appropriate, s information from a r map or chart.

You may reread all o times for different p choosing a topic fro the Index. The Share support in developin and teaching nonfic

What do you think we will read about? How can we find out more?

Turn to the back cover and read the blurb together.

- What did you learn about the book?
- What else do you think you will learn from this book?

Turn to the table of contents and discuss the photo. Explain that the bird, the bald eagle, is our country's national bird.

Teaching Notes

PAGES 4-5

What's the Big Idea?

In all states, people work hard at many different kinds of jobs. Each state supplies things that are needed by the rest of the country.

SHARED READING NOTES

Look at the photos together.

- Are the people in the photos working or playing? Why do you think that?

Then read the heading and the first sentence on page 4 to confirm students' ideas.

Point out the machine in the photograph on page 4 and ask students what they think the machine might be doing and what kind of worker might be using the machine.

Teaching Nonfiction: Labels Next, point out the label with the photo on page 4 and ask students to read it with you. Ask them how the label helped them understand the photo. Ask volunteers to read the labels on the photos on page 5 and to tell what additional information each label provides. ▲

Read the text at the bottom of page 4. Reread the term *natural resources*. Turn to the Glossary and read aloud the definition with students. Discuss the resources shown on page 5, wood and fish, and review others that are mentioned on page 4 and in the Glossary.

Read the text on page 5. After students examine the photos and read the labels, have them tell what Oregon and Alaska provide to the country.

- Why do you think these resources are important? How do people use them?

Tell students to the cou If you wis resources.

- How do
- How do
- and col

Explain that coal is burned to provide electricity. You may wish to clarify that the resource on page 4 is not wheat, which people have grown, but the soil in which farmers grew it.

Thinking Skill: Classify
 Make a T-chart on chart paper with the headings "Natural Resources" and "Made by People." Ask students to identify the natural resources they have read about and discussed as you write them in the appropriate column on the chart. Then have students identify those items in the photo that are not natural resources, but are made by people. Add them to the chart.

If your state is known for a particular product or natural resource, ask questions to reveal it. Point out that many people in your state have jobs growing or making that product, and selling it to people in your state and in other states.

ONGOING ASSESSMENT

Ask students to tell about one natural resource they have read about and how that resource helps our country.

Research supports the value of using Big Books to teach children concepts of print.

“Some teachers use Big Books to help children distinguish many print features, including the fact that print (rather than pictures) carries the meaning of the story, that the strings of letters between spaces are words and in print correspond to an oral version, and that reading progresses from left to right and top to bottom.”

—International Reading Association (IRA) & National Association for the Education of Young Children (NAEYC)
Learning to Read and Write: Developmentally Appropriate Practices for Young Children
Young Children, 1998

“By actively engaging children with different aspects of shared books, read-aloud sessions offer an ideal forum for exploring many dimensions of language and literacy. This is especially important for children who have had little ... book experience outside school (Feitelson, et al., 1993; Purcell-Gates, et al., 1995). Among the goals of interactive ... book reading are developing children's concepts about print, including terms such as 'word' and 'letter' (Holdaway, 1979; Snow and Tabors, 1993); building familiarity with the vocabulary of book language (Robbins and Ehri, 1994), as well as its syntax and style (Bus, et al., 1995; Feitelson, et al., 1993); and developing children's appreciation of text and their motivation to learn to read themselves.”

—National Research Council
Committee on the Prevention of Reading Difficulties in Young Children
Preventing Reading Difficulties in Young Children, 1998

Research identifies the need to expose children in the primary grades to nonfiction texts.

“Primary classrooms too often neglect nonfiction, but it deserves attention long before content area teachers in intermediate classrooms begin to require reports supported by three references. Children benefit from knowing how to find their way in nonfiction books and discovering what they have to offer. ... Children need a formal introduction to nonfiction as a distinct genre to make it more ‘user friendly.’”

—Christine Duthie
True Stories: Nonfiction Literacy in the Primary Classroom, 1996

Research supports the value of collaborative learning.

“The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children (Wells 1985; Bus, Van Ijzendoorn & Pellegrini 1995). High-quality book reading occurs when children feel emotionally secure (Bus & Van Ijzendoorn 1995; Bus et al. 1997) and are active participants in reading (Whitehurst et al. 1994). Asking predictive and analytic questions in small-group settings appears to affect children's vocabulary and comprehension of stories (Karweit & Wasik 1996). Children may talk about the pictures, retell the story, discuss their favorite actions, and request multiple rereadings. It is the talk that surrounds the storybook reading that gives it power, helping children to bridge what is in the story and their own lives (Dickinson & Smith 1994; Snow et al. 1995).”

—International Reading Association (IRA) & National Association for the Education of Young Children (NAEYC)
Learning to Read and Write: Developmentally Appropriate Practices for Young Children
Young Children, 1998

Vocabulary

“Most vocabulary is learned through reading or listening to others read. Some studies showed that adverbs, verbs, and adjectives that create vivid images were most memorable. Active student-initiated analytic talk and participation also helped motivate students and increase vocabulary learning.”

—National Reading Panel Report: *Teaching Children to Read*
International Reading Association Summary, 2000

Comprehension

“... presenting background information related to the topic to be learned helped readers learn from texts regardless of how that background information was presented or how specific or general it was.”

—William L. Christen & Thomas J. Murphy
Increasing Comprehension by Activating Prior Knowledge
ERIC Clearinghouse on Reading and Communication Skills, 1991



Balanced Literacy and Research-based Practices

"Schools can help all children become independent readers and writers through a balanced literacy program. The components of a balanced literacy program include reading aloud, shared reading, guided reading, independent reading, modeled/shared writing, interactive writing, and independent writing."

—Debra Johnson
Balanced Reading Instruction: Review of Literature, North Central Regional Educational Laboratory (NCREL), 1999

References

Christen, W. L. & Murphy, T. J. (1991). Increasing Comprehension by Activating Prior Knowledge. ERIC Digest. Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills. (ERIC Database # ED328885).

Duthie, C. (1996). True Stories: Nonfiction Literacy in the Primary Classroom. York, ME: Stenhouse Publishers.

International Reading Association (IRA). Summary of the (U.S.) National Reading Panel Report "Teaching Children to Read". Retrieved July 11, 2003. www.reading.org/advocacy/nrp/

International Reading Association (IRA) & National Association for the Education of Young Children (NAEYC). (1998, July). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. Young Children, 53(4), 30–46.

Johnson, D. (1999). Balanced Reading Instruction: Review of Literature. North Central Regional Educational Laboratory (NCREL).

Knuth, R. A., & Jones, B. F. (1991). What Does Research Say About Reading? North Central Regional Educational Laboratory (NCREL).

Learning First Alliance. (1998, Spring/Summer). Every Child Reading: An Action Plan of the Learning First Alliance. American Educator, 22(1–2), 52–63.

National Research Council, Committee on the Prevention of Reading Difficulties in Young Children, Commission on Behavioral and Social Sciences and Education (1998). In Snow, C. E., Burns, M. S., and Griffin, P. (Eds.), Preventing Reading Difficulties in Young Children. Washington, DC: National Academy Press.