

Teacher Guide and Online Lesson Planner

Introduction

This guide walks through the features of the Teacher Guide and discusses the resources including the comprehensive lesson plans for each chapter. It also reviews how to use the Online Lesson Planner

How to Use the Teacher Guide

The myWorld Social Studies Teacher Guide provides quick information on using all of the program’s resource during instruction. More detailed Lesson Plans or customized lesson plans can be found on myworldsocialstudies.com.

Professional Development

The Teacher Guide provides built-in professional development that includes such topics as the Understanding by Design® framework, the Common Core State Standards, English language learning, students as digital citizens, 21st century learning environments, reading in social studies, differentiating instruction, activity-based learning, and assessing learning. Each of these professional development lessons also contain a guide called From Theory to Practice. This guide provides specific examples of activity-based learning in myWorld Social Studies that incorporates the specific professional development topic.

myWorld Social Studies Pacing Guide

myWorld Social Studies offers a flexible, integrated approach to teaching elementary social studies. The myWorld Social Studies Pacing Guide offers you a choice of three options to plan and teach your lessons. These options include Preferred, Print, and Pressed for Time. The Preferred option uses a combination of digital whiteboard presentations and the print Worktext. The Print option is designed for teachers who prefer a print-only format or who do not have access to a digital whiteboard. The Pressed for Time option give suggestions for teachers facing a busy curriculum.

myWorld Social Studies Pacing Guide

Person's myWorld Social Studies offers a flexible, integrated approach to teaching elementary social studies. You will choose from an innovative menu of instructional strategies to build a curriculum and learning experiences that best meet your students' needs and your state's content requirements. Using your state standards as a guide, choose lessons and skills that meet your teaching needs.

The myWorld Social Studies program offers you a choice of three options to plan and teach your lessons. We recommend that you choose our preferred option, which uses a combination of digital whiteboard presentations and the print Worktext. This option takes advantage of the strengths of each format to create the most complete learning experience.

The print option is designed for teachers who prefer a print-only format or who do not have access to a digital whiteboard. This plan requires only the Worktext and other print materials available to you, but gives your students all they need to master social studies content and skills.

We understand that elementary teachers are expected to cover a great deal of content in a limited amount of classroom time, so we designed our pressed for time option for teachers facing a particularly busy curriculum. Like the preferred option, this includes elements from both the digital whiteboard presentations and the print Worktext, but focuses only on the most essential pieces, taking around half the time as the preferred option.

Option	What does it mean?
Preferred	<ul style="list-style-type: none"> Uses digital whiteboard presentations and print Worktext. The two elements complement one another. Most complete option.
Print	<ul style="list-style-type: none"> Uses only print materials. For teachers who prefer print materials or for classrooms without digital whiteboards.
Pressed for Time	<ul style="list-style-type: none"> Uses digital whiteboard presentations and print Worktext. Fits social studies into a packed curriculum. Includes only the most essential elements.

Pacing Chart	Preferred	Print	Pressed for Time	Minutes
Chapter System				
Digital Presentation: Big Question	•	•	•	10 minutes
Digital Presentation: myWorld Spark	•	•	•	10 minutes
Digital Presentation: myWorld Video	•	•	•	10 minutes
Digital Presentation: Song	•	•	•	10 minutes
Worktext: myWorld Spark	•	•	•	10 minutes
Worktext: Song	•	•	•	10 minutes
Worktext: Vocabulary Preview	•	•	•	10 minutes
Lesson				
Digital Presentation: Lesson Introduction	•	•	•	5 minutes
Worktext: Introduction	•	•	•	5 minutes
Worktext: Active Reading	•	•	•	30 minutes
Worktext: Get It?	•	•	•	10 minutes
Digital Presentation: Get It?	•	•	•	10 minutes
Digital Presentation: myWorld Ideas	•	•	•	10 minutes
Skill Lesson				
Digital Presentation: Target Reading Skill Lesson	•	•	•	10 minutes
Worktext: Target Reading Skill Lesson	•	•	•	20 minutes
Digital Presentation: 21st Century Skill Lesson	•	•	•	10 minutes
Worktext: 21st Century Skill Lesson	•	•	•	20 minutes
Chapter Review				
Worktext: Review and Assessment	•	•	•	10 minutes
Digital Presentation: Vocabulary Review	•	•	•	10 minutes
myWorld Activity	•	•	•	20 minutes
myWorld Book	•	•	•	20 minutes

Use the chart to help plan your lessons. Activities highlighted in light blue refer to digital presentation activities in both the Preferred and Pressed for Time options. Other digital presentations are in the Worktext.

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Correlation to the National Curriculum Standards for Social Studies

This resource provides correlations to the themes of social studies found in the National Curriculum Standards for Social Studies.

Correlation to the National Curriculum Standards for Social Studies

The myWorld Social Studies program is correlated to the themes of social studies found in the National Curriculum Standards for Social Studies. These themes were developed by the National Council for the Social Studies to address overall curriculum design.

A description of each theme is drawn from the curriculum standards book published by the National Council for the Social Studies in 2010.



Theme Title	Theme Description	Chapter	Big Question
Theme I: Culture	Social studies programs should include experiences that provide for the study of culture and cultural diversity.	3	Why do people leave their homelands?
Theme II: Time, Continuity, and Change	Social studies programs should include experiences that provide for the study of the past and its legacy.	4	What does it take to build a new society?
Theme III: People, Places, and Environments	Social studies programs should include experiences that provide for the study of people, places, and environments.	1	How does the environment shape how we live?
Theme IV: Individual Identity and Development	Social studies programs should include experiences that provide for the study of individual development and identity.	2	Why do people explore?
Theme V: Individuals, Groups, and Institutions	Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.	3	Why do people leave their homelands?

T50 Correlation to the National Curriculum Standards for Social Studies

Theme Title	Theme Description	Chapter	Big Question
Theme VI: Power, Authority, and Governance	Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.	1	How do people best cooperate?
Theme VII: Production, Distribution, and Consumption	Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.	2	How do people get what they need?
Theme VIII: Science, Technology, and Society	Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.	3	What is the world like?
Theme IX: Global Connections	Social studies programs should include experiences that provide for the study of global connections and interdependence.	4	How is culture shared?
Theme X: Civic Ideals and Practices	Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.	4	How is culture shared?

Correlation to the National Curriculum Standards for Social Studies T51

Correlating myWorld Social Studies to Your Reading Program

The myWorld Social Studies program teaches reading as well as social studies content. To help integrate social studies lessons more effectively into the curriculum, this correlation matches the reading skill in each myWorld Social Studies chapter with similar skills highlighted in several popular reading programs.

Correlating myWorld Social Studies to Your Reading Program

The myWorld Social Studies program teaches reading as well as social studies content. Each chapter in the program highlights a key reading skill, such as drawing conclusions. To help you integrate social studies lessons more effectively into your curriculum, this correlation matches the reading skill in each myWorld Social Studies chapter with similar skills highlighted in several popular reading programs.

Savvas myWorld Social Studies Target Reading Skills	Scott Foresman Reading Street ©2011	Houghton Mifflin Harcourt Journeys ©2011
Chapter 1		
Draw Conclusions	Unit 2.3 Creative Ideas Week 2 Unit 2.4 Our Changing World Week 1 Unit 2.6 Traditions Week 3	Unit 2 Nature Watch Lesson 7 Unit 3 Tell Me About It Lesson 11 Unit 5 Changes, Changes Lesson 23
Chapter 2		
Main Idea and Details	Unit 2.1 Exploration Week 2 Unit 2.4 Responsibility Week 5	Unit 2 Nature Watch Lesson 8 Unit 3 Tell Me About It Lesson 14 Unit 5 Changes, Changes Lesson 21
Chapter 3		
Cause and Effect	Unit 2.2 Working Together Week 1 Unit 2.5 Responsibility Week 2	Unit 1 Neighborhood Visit Lesson 4 Unit 3 Tell Me About It Lesson 15 Unit 5 Changes, Changes Lesson 21

T52 Correlating myWorld Social Studies Target Reading Skills to Your Reading Program

Savvas myWorld Social Studies Target Reading Skills	Macmillan McGraw-Hill Treasures ©2011	Harcourt School Storytown ©2008
Chapter 1		
Draw Conclusions	Unit 3 Let's Create Theme 5 Our Stories Unit 5 Growing and Changing Theme 1 A Plant's Life	Unit 6 Seek and Find Lesson 28 Lesson 29 Lesson 30
Chapter 2		
Main Idea and Details	Unit 1 Friends and Family Theme 3 Family Friends Theme 4 Special Friends Unit 2 Community Heroes Theme 3 Remembering Community Workers	Unit 1 Count on Me Lesson 3 Lesson 4 Lesson 5
Chapter 3		
Cause and Effect	Unit 2 Community Heroes Theme 2 Local Heroes Unit 4 Better Together Theme 1 Getting the Job Done Unit 6 The World Around Us Theme 4 Wild Weather	Unit 6 Seek & Find Lesson 26 Lesson 27 Lesson 30

Correlating myWorld Social Studies Target Reading Skills to Your Reading Program T53

The Plan With Understanding by Design® [Framework] Feature

The Plan With Understanding by Design® [framework] feature provides an overview of the objectives and enduring understandings for each chapter. It also shows all of the print and digital resources available for teaching the chapter.

Ready, Set, Teach Podcast

The Ready, Set, Teach podcast provides a quick overview of the chapter and its primary learning goals.

Chapter Objectives

The Chapter Objectives identify the Big Question and the Target Reading Skill Objective and provide a summary of the enduring understandings for the chapter.

Connect, Experience, and Understand

The Connect, Experience, and Understand sections show the print and digital resources that can be used to open each chapter in a way that makes learning meaningful for students.

Lesson Plan Summaries

Lesson Plan Summaries for each lesson in the program provide a quick summary of the steps that can be used to teach the lesson using both digital and print resources.

Chapter 2
Working to Meet Our Needs
Chapter Opener Lesson Plan Summary

Full Lesson Plan Online
To use or customize the full lesson plan for this lesson, log on to myWorldSocialStudies.com.

Objectives

- Establish meaning
- Make meaningful connections to personal experiences.
- Utilize prior knowledge to gain understanding.

Target Reading Skill Objective:

- Identify main idea and details.

ELL Objective:

- Use different strategies to explore new vocabulary.

1 PRESENTATION
Chapter 2 Introduction

Use the Big Question Activity to introduce the chapter's main idea.

- myStory Spark
- myStory Video
- Song

Click on the Extra Support button for hints, vocabulary help, and challenge questions.

30 minutes

Introduce this chapter using the Digital Presentation or the worksheet.

2 HOMEWORK
Active Reading

Use the Big Question to introduce the chapter's main idea.

- What items or activities do you enjoy having or doing?

myStory Spark

- What work or jobs do you do at home or in school?

Song

- Who is the producer? Who is the consumer?

Vocabulary Preview

- What kinds of stores are in your town?

Hand out Target Reading Skill worksheets.

Hand out Words to Know worksheets.

45 minutes

Not enough time for social studies? Teach these steps during your reading block or as center activities.

3 LEVEL READER

Use these Level Readers as you work through the chapter.

- Below Level: Elizabeth Blackwell
- On Level: Doctor Elizabeth Blackwell
- Advanced: Elizabeth Blackwell: America's First Woman Doctor

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Full Lesson Plans Online

Use the Online Lesson Planner to generate custom lesson plans. The Online Lesson Planner also provides links to all program resources at point of use. This guide will look at the program resources in more detail later.

Objectives

The Lesson Plan Summary includes learning objectives as well as Target Reading Skill Objectives and ELL objectives.

Pressed for Time?

A clock icon indicates lesson steps that can be used to teach the essential ideas of the lesson in less time. Lesson steps that are highlighted in blue can be taught during the reading block or independent reading time.

Active Reading Pages

These pages provide the facsimiles of the Student Worktext pages with answers filled in. The Guided Reading pages provide additional questions you can ask in class to help students benefit the most from the informational text they are reading. The English Language Learner Notes provide suggestions for assisting English language learners at various levels of proficiency. The Differentiation Instruction Notes provide suggestions for how to modify the lesson for all the students in the classroom.

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Lesson 1 Needs and Wants

Envision It!

Mark examples of things you must have to live with a check mark.

Mark examples of things you would like to have with an X.

Vocabulary

needs resource
wants resource

1. I will know the difference between a need and a want.

Getting What We Need and Want

We use resources to get things we need and want. A **resource** is something that we can use. Some resources come from nature, like water and plants. Money is also a resource. Most people work to earn money to buy the things they need and want.

1. Look at the photograph. Write the letter **N** on a need, and the letter **W** on a want.

Making Choices

We cannot have everything we want. This is because resources are limited. For example, there is usually a limit to how much money we have. So, we often have to make choices.

Carlos likes music. He wants to learn to play the harmonica. He also wants an MP3 player. Carlos will have to choose between buying the harmonica and the MP3 player. He does not have enough money to buy both.

2. Look at the photographs. **Circle** what you would choose. **Tell** a partner why.

Begin to Read

- Main Idea and Details** What are three needs that people have? food, clothing, and shelter

Support English Language Learners

1. Content and Language
Write these sentence frames on the board: I need ____ to live. I want ____ but I don't need it. Model completing a sentence for children. For example: I need food to live. I want cinnamon bread, but I don't need it. Have children read the sentence frames aloud in unison while volunteers suggest responses to fill in the blanks.

2. Frontload the Lesson
Invite children to name the things in the illustrations and tell whether they are wants or needs.

3. Comprehensible Input
Have children work in pairs to create a two-column chart with the following headings: Needs, Wants. Have children fill out the chart as they read the lesson.

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Families Make Choices

Families have to make choices about their needs and wants, too. Sometimes, resources are scarce. **Scarce** means there is not enough of something. Families take care of the things they need first. What kind of car is best for us? Which clothes will keep us warm and dry? Where will we live? Then families make choices about what they want. Games, treats, trips, and toys are some things families might want.

1. Draw Conclusions Write a sentence about the picture using **want** or **need**.

Possible answer: The family is shopping for clothes. Clothes are a need.

Communities Make Choices

People in a community make choices about how to use resources. People in this picture will decide how to use this school land. They will choose to plant a garden or build a playground. There is not enough land to do both.

Circle the area in the picture that shows the resource that is scarce.

Got It?

5. Main Idea and Details What does it mean when we say that resources can be scarce?

Possible answer: There are not enough resources to have everything we want.

6. List two wants that you would like to buy.

Possible answer: A bike and MP3 player.

Step 1 need help with. **Help children self-assess their learning.**

Got Now I Know Learning.

Differentiated Instruction

Use the following questions to differentiate instruction for children when discussing needs and wants.

L1 Special Needs: Show children pictures or visuals of resources that provide us with what we need, such as trees, lakes, and trees. With children, name possible needs that we get from each resource. Ask: What is something you want? How is this different from a need?

L2 Extra Support: Have children think about their community and the resources that are available to them, such as farms for food and trees to provide shelter. Have them list three resources in their community that provide things they need. If needed, provide a list of local resources for children to choose from.

L3 On-level: Ask children to draw a picture that shows two community resources. Children should write a sentence for each picture about how the resources help people meet their needs.

L4 Challenge: Ask children to think of their favorite place in the world. Have them do research and write a list of resources that are available in the place they chose, and how the local community there uses these resources to meet their needs.

Families Make Choices

- Main Connection:** Do you think it is important for family members to talk with each other about the things they need and want? Why or why not? Yes, so they can make good choices about what to buy with the money they have
- Compare and Contrast:** How are choices you make different from the choices that a family makes? Families have to think about what everyone needs, not just one person.

Communities Make Choices

- Main Connection:** What is a choice that a community like our school might have to make that a family does not? Sample response: If we should build a new gym or to get more new computers

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Review and Assessment Lesson Plan Summary

This page shows all the options available for assessing students' understanding at the end of a chapter.

Chapter 2 Review and Assessment Lesson Plan Summary		
1	 Vocabulary Review	Use the Vocabulary Review activity on the Digital Presentation for this lesson. 10 minutes
2	Performance Assessment	Choose one of the following two options for a Chapter Assessment activity.
	Choice A myStory Book	Writers Act Up! Students use the myStory Ideas from their workbooks to write and illustrate an eight-page booklet demonstrating their understanding of the key objectives, vocabulary, and Big Question for this chapter. See the Online Lesson Plan for full instructions on how to complete the story together as a class, or have each student complete his or her own story. Make sure students' stories reflect what the chapter's content means to them. The myStory Book feature in their workbook will help them achieve this. 30 minutes
	Choice B myWorld Activity	Heads-on Act Up! Who Plays What Role? In this activity, children act out a skit about producers and consumers. See the Online Lesson Plan for full instructions for completing the activity as well as Children Instructions and a rubric for the activity. Use Activity Cards 6-10 for this activity. 30 minutes
3	 Chapter Review	OPTIONAL: You may want to assign the Chapter Review and Assessment in the workbook as homework. 15 minutes
4	Formal Assessment	OPTIONAL: Print and distribute Test Forms A and B for this chapter or assign students to take the Chapter Test online. 30 minutes

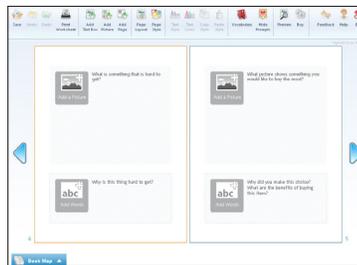
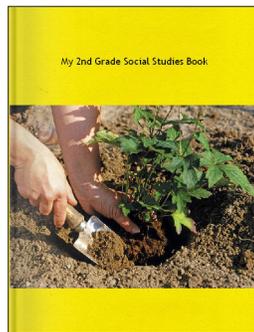
Use the Lesson Steps marked with this icon for each one contained in your eBook!

Digital Presentation

Use the Digital Presentation to review chapter vocabulary.

Performance Assessments

This section provides two options for student assessments: myStory Book and myWorld Activity. With myStory Book, students write and illustrate their own digital storybook using the writing and image prompts provided on each page. The myWorld Activity provides a variety of small-group activities to demonstrate students' understanding of the chapter content.



Teacher Instructions

Who Plays What Role?

OBJECTIVES

- Classify and demonstrate the following thinking skills:
 - Make a list to make choices about needs and wants.
 - Make a list to make choices about needs and wants.
 - Make a list to make choices about needs and wants.
 - Make a list to make choices about needs and wants.
- Make a list to make choices about needs and wants.
- Make a list to make choices about needs and wants.
- Make a list to make choices about needs and wants.

LEARNING STYLES

- Visual
- Verbal
- Reading/Writing
- Mathematical
- Logical/Mathematical
- Physical
- Interpersonal
- Intrapersonal
- Self-Expressive
- Social
- Nonverbal
- Verbal
- Reading/Writing
- Mathematical
- Logical/Mathematical
- Physical
- Interpersonal
- Intrapersonal
- Self-Expressive
- Social
- Nonverbal

Activity Steps

1. Read the introduction, objectives, and the Big Question. Discuss the Big Question with students. Have them write their own Big Question. Have them write their own Big Question.
2. Read the introduction, objectives, and the Big Question. Discuss the Big Question with students. Have them write their own Big Question. Have them write their own Big Question.
3. Read the introduction, objectives, and the Big Question. Discuss the Big Question with students. Have them write their own Big Question. Have them write their own Big Question.
4. Read the introduction, objectives, and the Big Question. Discuss the Big Question with students. Have them write their own Big Question. Have them write their own Big Question.

Money Choices At A Craft Fair



Lee and his mom are going to a craft fair. First, they stop at the bank. Lee wants to get money in case he sees something he wants to buy. He asks the teller to withdraw \$10 from his savings account.

Next, it's off to the fair! Lee stops at a toy stand. A woman is selling wooden toys she made. Lee sees a puzzle that costs \$7 that his little sister would love. If he buys that, he can deposit the \$3 he doesn't spend back in the bank. He also sees a wooden plane that he likes that costs \$9. What will he do?

Worktext Chapter Review and Formal Assessment

Use the worktext pages to help students review chapter content and assign Tests Forms A or B. Online testing is also an option at myworldsocialstudies.com.

Online Lesson Planner

On myworldsocialstudies.com, click on the folder Comprehensive Teacher Guide to access all of the online lesson plans. The lesson plans can be viewed by the three options: Print, Pressed for Time, or Print/Digital. Teachers also have the option of customizing lesson plans by changing objectives, adding lesson links, or adding new elements to the content. Teachers can also add notes or homework items to this customizable lesson plan. The lesson plan can be printed or saved as a PDF.

The screenshot shows the 'myWorld Social Studies' interface. On the left, a sidebar lists various lesson guides, including 'The American Revolution Opener Guide', 'Tensions with Britain Guide', 'Reading Primary Sources Guide', 'The Colonists Rebel Guide', 'Declaring Independence Guide', 'On the Battlefield and at Home Guide', 'Winning Independence Guide' (highlighted with a red arrow), 'The American Revolution Closer Guide', 'A New Nation Opener Guide', 'Articles of Confederation Guide', 'Search for Information on the Internet Guide', and 'Creating the Constitution Guide'. The main content area displays the 'Winning Independence Guide' with the following sections:

- Objectives:**
 - LEARNING OBJECTIVES
 - Summarize why other nations formed alliances with the United States and how these alliances contributed to the colonists' victory in the American Revolution.
 - Describe the actions of individuals who changed the course of the American Revolution.
 - Analyze the participation of African Americans on both sides in the American Revolution.
 - Describe the importance of the Battle of Yorktown.
 - Explain the significance of the Treaty of Paris.
 - TARGET READING SKILL
 - Identify cause-and-effect relationships.
 - Draw conclusions.
 - ELL SUPPORT --
 - Use different strategies to explore new vocabulary related to winning independence.
- Lesson Links:** There are no items.
- Overview/Materials:** (Empty field)
- Pacing:**
 - Standard: 1 class
 - Block: 1/3 block

Review

This guide walked through the features of the Teacher Guide and discussed the resources in the guide including the comprehensive lesson plans for each chapter. It also reviews how to use the Online Lesson Planner in the myWorld Social Studies classroom.