My day and my class

History, geography and society, grade K - by GLM-5.3 Flash - status: written (unreviewed)

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My day and my class

Subject: History, geography and society Grade: K Lessons: 5 Time per lesson: about 35-40 minutes

Status: written (unreviewed AI draft; not human-educator-reviewed or classroom-tested)

Author: GLM-5.3 Flash

Big idea

Our class is a community. Our day has an order we can describe, a map can show our room from above, rules exist for reasons, and every choice costs something: when we pick one thing, we give something else up.

What students should be able to do

- Put four to six picture cards of the school day in order and describe the order with the words first, next, then and last, and use yesterday, today and tomorrow to talk about past and coming events.
- Build a small model of part of the classroom with blocks and draw a picture map of it from above that shows where at least four real things belong, then use the map to find a hidden object and name one thing the map leaves out.
- Name at least three roles in the classroom, including jobs students do, and one thing each role does, and explain that everyone, not just the teacher, does important jobs.
- Give a "so that..." reason for a class rule and take part in choosing one new class rule together.
- Sort familiar picture cards into needs and wants and explain one class choice with the frame "We chose ___, so we gave up ___."

What students should already know

Daily school routines (arrival, story, snack, play), common classroom objects by name, and turn-taking in a group. No reading or writing is assumed; the teacher reads all text aloud.

Use this oral diagnostic without treating it as an entry test:

1. What do we do right after lunch in our class day?
2. If a chair is not drawn on a picture of our classroom, is the chair gone?
3. Why do we have a rule about walking inside?

Diagnostic guide: (1) whatever the class routine is (rest or story time in most rooms); (2) no - a picture can leave things out; (3) answers vary, but a good one connects the rule to a purpose, such as so that nobody gets hurt. Revisit any uncertain answer during the unit.

Lesson list

1. First, next, last: order picture cards of our school day and use time words.
2. Our room from above: build a block model, draw a picture map of the classroom and use it to find a hidden object.

3. Who does what: roles and jobs in our class community.
4. Our class rules: make one class rule together and say why it exists.
5. Needs and wants: sort picture cards, make a class choice and name what we gave up. Ends with the unit's short assessment.

Materials (whole unit)

Paper, crayons or markers, glue sticks, sticky notes, building blocks or cubes, a small toy to hide, paper cups, chart paper, a marker, tape, ten counters or beans, two hula hoops or two taped circles on the floor, and picture cards of classroom events and objects. Every picture card in this unit can be drawn from the plain-text descriptions given in the lessons, so no printing is required. All picture materials have plain-text descriptions. Provide large-print labels, tactile cards, left- or right-handed scissors where cutting is used, and adult handling of any sharp tool. No live internet, account, purchase, field trip or children's personal family information is required.

Assessment

Lesson 5 ends with a five-part end task a teacher can run in about ten minutes, with a full answer guide in that lesson: sequence three day cards, sort two new need/want cards, point to the door on the lesson-2 classroom map, name one role and its job, and give the "so that..." reason for the class rule made in lesson 4. Students may answer orally, by pointing, or with picture cards. Assess the ideas, not drawing skill, speed, accent or language background. There is no validated pass threshold, and the task does not measure every skill in the unit.

Sources

Consulted November 5, 2026:

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, via an Internet Archive snapshot of the publisher's PDF (the publisher's own site may be unreachable from some networks). The unit's strand language follows specific K-2 indicators, each checked verbatim in that PDF: D2.His.1.K-2 "Create a chronological sequence of multiple events"; D2.Geo.1.K-2 "Construct maps, graphs, and other representations of familiar places"; D2.Geo.2.K-2 "Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them"; D2.Civ.1.K-2 "Describe roles and responsibilities of people in authority"; D2.Civ.2.K-2 "Explain how all people, not just official leaders, play important roles in a community"; D2.Civ.3.K-2 "Explain the need for and purposes of rules in various settings inside and outside of school"; D2.Civ.11.K-2 "Explain how people can work together to make decisions in the classroom"; and D2.Eco.1.K-2 "Explain how scarcity necessitates decision making"; D2.Eco.2.K-2 "Identify the benefits and costs of making various personal decisions". Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.
- Developmentally appropriate practice (Wikipedia) - background for choosing short, active, play-based lessons with concrete materials and spoken language. General pedagogy background only.

These are background influences, not claims of official alignment or endorsement. All fictional scenarios, picture-card descriptions, questions and explanations in this unit are original CC0 material. Linked sources remain under their own terms.

Known gaps and cautions

Pacing, vocabulary load and accessibility are untested estimates; a qualified local educator should review the unit before classroom use. Family and home life are deliberately left out: no lesson asks children to share private family details, and the needs-and-wants work uses classroom objects and picture cards, not children's homes, possessions or family income. "Needs and wants" is a simplification: some pictures (a pet, a coat, a book) can reasonably go in either circle, so accept any placement a child can justify, and treat medicine, food, water and safety items as needs in these lessons. Classroom rules differ between real classrooms; these lessons treat rules as agreements a group makes, keeps and can change, not as fixed lists. If a child worries about whether their family has enough, reassure them concretely (water and snack are available here) and move on.

Lesson 1: First, next, last

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Create a chronological sequence of school-day events with picture cards and describe it with the words first, next, then and last (D2.His.1.K-2 in the unit's Sources).

Materials

Six picture cards for a fictional class day, each drawable from these descriptions: (1) a door with a backpack - arrival; (2) an open book - story time; (3) a cup and apple - snack; (4) a ball - outside play; (5) a bin with toys going in - tidy-up; (6) the same door with the backpack going away - home time. Floor space or a pocket chart, and sticky notes.

Steps

1. Opening (5 min): Hold up two cards, snack and story time. Ask: "Which do we do first in our day? How do you know?" Take two or three answers without correcting yet.
2. Main activity (15 min): Shuffle all six cards. Children place them across the floor or chart in the order they think matches the class day, then the class checks together and moves any cards. Say the day together with the sentence frames: "First we ___. Next we ___. Then we ___. Last we ___." Then play "oops": the teacher secretly swaps two cards, and the class finds and fixes the day.
3. Discussion questions (8 min):
4. "What if we did tidy-up first, before we even played? Would the day still work?" - Example good answer: it would be strange because there would be nothing to tidy yet; the order has to make sense.
5. "Is our class's day the only right order?" - Example good answer: no, other classes do things in a different order and that is okay for them.
6. Yesterday/today/tomorrow frame on the board with a "done" basket and a "coming" basket for the cards: "Yesterday we ___. Today we will ___. Tomorrow we will ___."
7. Closing check (5 min): Show three cards in a row. Ask: "Which is first? Which is last? What comes next?" Answers: as laid out by the teacher; children point or say the word.

Vocabulary

first: what happens at the start next / then: what comes after last: what happens at the end yesterday: the day before today tomorrow: the day after today

Differentiation

- Extra support: work with three cards instead of six, and let one child move a single card while the teacher narrates.

- Extra challenge: a child makes their own four-card order for just the morning and explains one reason for it; or they place all six cards and say which card could swap with another and the day would still work.

⚠ Safety

Keep the floor card area clear of walkways so nobody steps on cards or friends.

Teacher notes

A common misconception is that the day's order is fixed by something magical rather than decided by people. Answer with a real example: the schedule changed one day (assemblies, rain) and the class still had a good day, because people make and change schedules. Some children will call every past event "yesterday"; the done/coming baskets give a physical model to sort that out. Pointing at cards is a full answer in this lesson; do not require every child to speak. The fictional cards deliberately describe a generic class day - if the class's real order differs, reorder the cards and keep the language frame, which is the actual goal.

Lesson 2: Our room from above

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Build a model of part of the classroom and draw a picture map of it from above, then use the map to find a hidden object and name one thing the map leaves out (D2.Geo.1.K-2 and D2.Geo.2.K-2 in the unit's Sources).

Materials

Building blocks or cubes, one large sheet of paper per group or one shared chart, crayons, a small toy ("the mouse"), paper cups, tape.

Steps

1. Opening (5 min): Hold up a toy car or block at eye level. Ask children to draw it the way they see it from their chair (from the side). Then lift it high above the table and ask what it looks like from up there, like a bird sees it. Compare the two drawings.
2. Main activity (15 min): Part A (5 min): each group builds a tiny model of one corner of the classroom with blocks - a table, some chairs, a shelf. Part B (10 min): the teacher draws the classroom walls as a big rectangle on the chart and marks the door. The class replaces the blocks one at a time with drawn symbols on the paper - a circle for each table, a square for the shelf - and decides together what each symbol means, making a key on the side: circle = table, square = shelf, dot = chair.
3. Discussion questions (8 min): Play "find the mouse". One child hides a small toy under a paper cup somewhere real in the room. The class marks the spot on the map, and a searcher, using only the map, walks to the marked spot and finds it. Then ask:
4. "What did our map leave out?" - Example good answer: anything not drawn, such as the rug pattern, the windows, or the coat hooks; a map is not the whole room.
5. "Is the map the room?" - Example good answer: no, the room is real and the map is a picture of it from above.
6. Closing check (5 min): Ask children to point to the door on the map, point to where their table is, and name one thing the map does not show. Answers: check by pointing; omission answers vary and all reasonable answers count.

Vocabulary

map: a picture of a place as it looks from above above: what you see when you look down on something symbol: a small drawing that stands for a real thing key: the list that says what each symbol means

Differentiation

- Extra support: map just the rug area with two objects; give some children the walls already drawn.

- Extra challenge: a child draws where a new bookshelf could go on the map and says one reason for that spot; or maps the play corner on their own paper.

⚠ Safety

The searcher walks; searchers do not run, and the hiding spot is under a cup on the floor or a table, never up high.

Teacher notes

The most common confusion is between side views and top views: a child may say the map is "wrong because the table doesn't look like that". Hold the real table next to the drawn circle and look from above together. Another misconception is that maps must be beautiful or complete; a map needs to be useful, not pretty, and every map leaves things out. Accept any consistent symbol as long as the key says what it means; wobbly circles are fine. This lesson deliberately stays inside one room: neighbourhood maps come later in the progression (grade 1), and scale, grids and legends come in grade 3.

Lesson 3: Who does what

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Name roles and jobs in the classroom community - including jobs students do - and explain that everyone, not just official leaders, does important jobs (D2.Civ.1.K-2 and D2.Civ.2.K-2 in the unit's Sources).

Materials

Chart paper, marker, sticky notes, crayons, optional paper "helper badges".

Steps

1. Opening (5 min): Ask: "Who is in charge of our class?" Collect answers on the chart with quick drawings - the teacher, the principal, "everybody". Do not settle the question yet.
2. Main activity (15 min): Build a jobs web. Write "our class" in the middle. Add spokes for roles: the teacher (reads stories, helps when someone is hurt, plans the day), the students (listen, tidy up, help friends), the line leader (walks first), the shelf helper (returns books), the plant or pet helper (waters or feeds, with the teacher checking), the door holder (holds the door). Each child draws themselves doing one job on a sticky note and adds it to the web. Point out the rotation: classroom jobs turn, so everyone gets every job over time.
3. Discussion questions (8 min):
4. "What would happen if nobody did the tidy-up job?" - Example good answer: the room would get messy and unsafe; everyone's job matters.
5. "Does the teacher do every job in the class?" - Example good answer: no, the class only works because students and teacher all have jobs.
6. "Who is in charge of feeding the fish?" - Example good answer: the pet helper, with the teacher checking. Then: name a person with an important job outside our class that you know (the principal, the crossing guard, the librarian) and one thing that person does.
7. Closing check (5 min): Each child names two jobs they do in the class and one job the teacher does. Answers vary; accept any real class job.

Vocabulary

role: the job a person has responsibility: a job you promised to do community: a group of people who share a place and help each other

Differentiation

- Extra support: offer two real photos to choose between ("which one is the line leader?").
- Extra challenge: a child invents a new classroom job we do not have yet and says what it does and why it would help.

⚠ Safety

None.

Teacher notes

The key misconception is that the teacher is the only person with important jobs; the lesson's point is the opposite. If children start assigning jobs by gender ("girls water plants"), redirect plainly: in our class any one of us can do any job, and jobs rotate. Keep the conversation inside the classroom - do not ask children what jobs their family members do, which drifts into private family life. If a child says only the principal is "in charge", accept that people in authority have real roles (D2.Civ.1.K-2) and add that the class does not work without everyone's roles too.

Lesson 4: Our class rules

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Give a "so that..." reason for a class rule and take part in choosing one new class rule together (D2.Civ.3.K-2 and D2.Civ.11.K-2 in the unit's Sources).

Materials

Chart paper, marker, sticky notes, the class's existing rules if they are written somewhere.

Steps

1. Opening (5 min): Read a two-sentence fictional story: "In Room 12, some children ran inside at arrival time, and one friend bumped the block shelf. The blocks crashed down." Ask: "What could help?" Take answers until someone lands near the idea of a rule.
2. Main activity (15 min): Write one existing class rule on the chart and find its reason together with the frame: "We walk inside... so that nobody gets hurt." Then make one new rule together. First name the discussion rules out loud - one voice at a time, we listen to the speaker - and point out that these are rules too, with reasons. Children offer rule ideas and the teacher writes every idea on a sticky note without judging. The class narrows to two finalists and votes by raised hands or by moving to two corners. Mark the winning rule and its "so that..." reason on the chart.
3. Discussion questions (8 min):
4. "Is the walking rule the same outside?" - Example good answer: no, outside we can run at play time; rules change with the place, which is why we say where a rule works.
5. "What if our new rule does not work?" - Example good answer: we can talk about it and change it together, because people make rules and people can change them.
6. Closing check (5 min): Read the new rule with its "so that" reason together. Each group says one reason rules help people. Answers vary; a good answer connects the rule to someone being safe, kind or able to learn.

Vocabulary

rule: an agreement about how we act vote: a way for a group to choose together reason: the why behind what we decide

Differentiation

- Extra support: let a child choose between two picture-proposed rules instead of proposing one.
- Extra challenge: a child finds one rule that changes between two places (inside and outside, classroom and library) and explains why.

⚠ Safety

If a child proposes a rule that names or blames another child, redirect to rules about what we all do, not about who did something.

Teacher notes

The misconception to watch is "rules are just what the teacher says". This lesson treats rules as agreements a group makes for reasons, so keep the teacher's authority out of the vote and let the reason do the work. Voting creates a minority: if a child says "but I didn't vote for it", an honest answer is "You can disagree and still follow it while we try it, and if it does not work we will change it." Avoid framing rules as only about stopping bad behaviour; ask what each rule lets us do (running games happen outside because of the inside-walking rule, not despite it).

Lesson 5: Needs and wants

Time: about 35-40 minutes (untested estimate), plus a 10-minute end task

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Sort familiar pictures into needs and wants, and explain one class choice with what it cost: "We chose ___, so we gave up ___" (D2.Eco.1.K-2 and D2.Eco.2.K-2 in the unit's Sources).

Materials

Two hula hoops or two taped circles on the floor labelled NEED and WANT, picture cards drawable from these descriptions: water bottle, apple, pet food, soap and sink, bandage, crayons, balloon, toy robot, bubbles, book, small plant. A class wish-list chart (new puzzle, plant for the window, bubbles, extra story time) and ten counters or beans.

Steps

1. Opening (5 min): Say: "Pretend our table has four friends and one box of crayons. Do all four friends get to draw at once?" Let the problem sit. Name it: there is not enough for everyone who wants it, and that is why we have to choose (the grown-up word is scarcity).
2. Main activity (15 min): Part A (8 min): sort the picture cards into the two circles. Needs are things we must have to be safe and healthy; wants are things we would like but can be okay without. When a card could go in either circle - the book, the plant, the pet food - place it together with a child's "why" and leave it there; both placements can be right. Part B (7 min): the class choice. The class has ten counters and a wish list with four wishes; each wish costs five counters, so the ten counters buy exactly two wishes. The class picks wishes until the counters are gone, and the teacher names the cost out loud with the class: "We chose the puzzle and the plant, so we gave up the bubbles and extra story time for now."
3. Discussion questions (8 min):
4. "Was that choice easy or hard? What made it hard?" - Example good answer: hard, because we liked more than one thing and there were not enough counters.
5. "If we get five more counters next week, what should we choose first? Why?" - Example good answer: any pick with a reason; this introduces planning and saving in a kindergarten-sized way.
6. Closing check (5 min): Show a bandage card and a balloon card. Ask: "Which one is a need? Why?" Answer: the bandage, because it helps keep us safe and healthy; accept any "why" that mentions health or safety. Then run the unit's end task below.

Unit end task (about 10 minutes, with answer guide)

Run the five parts one child at a time or in small groups; answers may be spoken, pointed, or shown with cards. There is no pass threshold; use it to see what to revisit.

1. Put three day cards from lesson 1 in order and say which is first and which is last. Guide: order matches the cards' story; first = start card, last = end card.

2. Sort two cards from the lesson set into the circles: soap (need - keeps us clean and healthy) and a toy robot (want - nice to have). Any placement with a health-or-safety reason for a "need" call counts.
3. Point to the door on the lesson-2 classroom map. Guide: points to the marked door symbol.
4. Name one role in the class and one thing that role does. Guide: any real class role, including student jobs and the teacher's.
5. Say the "so that..." reason for the class rule made in lesson 4. Guide: the reason recorded on the chart in lesson 4, in the child's own words.

Vocabulary

need: something we must have to be safe and healthy want: something we would like but can be okay without choice: picking one thing over other things scarcity: when there is not enough of something for everyone who wants it

Differentiation

- Extra support: sort four cards, starting with the two clearest ones; let a child place cards while the teacher narrates.
- Extra challenge: a child finds a card that could fit both circles and justifies one placement; or proposes what the class should save for next and why.

⚠ Safety

None.

Teacher notes

Watch for the misconception that wants are bad. Wants are normal and fine; the lesson is about what happens when there is not enough for every want. Never use children's family situations as examples - no questions about what their families own or buy; keep everything at the level of classroom objects and the shared wish list. Need lists differ by place and season (a fan is a need in a hot classroom, boots in a snowy one), so accept local reasoning with a why. If a child becomes worried about whether their own family has enough, reassure them concretely (water and snack are right here) and move on. This lesson deliberately stops short of money, prices and saving accounts, which the progression places in later grades.