

Winter Recess Activities for Social Studies, Grades K-2

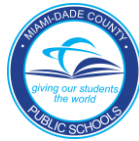


**Miami-Dade County Public Schools
Division of Social Sciences
and Life Skills**

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Winter Recess Activities Social Studies, Grades K-2

The student activities in this packet are designed to reinforce major social studies concepts and skills, while also being fun and interesting. The activities are differentiated by grade level: K-2, 3-5, 6-8, and 9-12. It is also hoped that these activities will encourage family interaction over the winter break. Please note that elementary-level activities will require greater parent/family supervision or assistance.

If you are in need of additional information about the Winter Recess Activities for Social Studies, please contact the Division of Social Sciences and Life Skills, at 305-995-1982.

Winter Resource Activities
Social Studies
Elementary School – Grades K-2

Objectives

- Place events in order on a timeline.
- Propose ways in which people can help protect the environment.
- Identify the flag and other political symbols of Florida and the United States.
- Examine the traditions and customs associated with holidays in the United States and other nations.
- Discuss the importance of cooperation in human relationships.
- Discuss how advertising is used to sell goods and services.
- Distinguish between needs and wants.
- Use a map or a globe to locate places linked to the study of families in North America, South America, Europe, Asia, Africa, and Australia.
- Identify major elected officials.
- Develop an appreciation of cultures other than one's own.
- Recognize the need for different types of jobs in the community.
- Acknowledge that ordinary people as well as heroes/heroines have helped shape United States history.

Suggested Activities

- Timelines help students place important events in sequence. Have your child create an historical timeline comprising each day of the winter break. Your child should draw a small picture representing something he/she did each day during the winter break. These pictures should then be cut out using scissors and pasted or taped onto a timeline identifying each picture by date.
- More Americans are becoming environmentally sensitive (“thinking green”). Talk to your child about the environment and discuss how every single person is able to help (examples: recycle, conserve water, and conserve energy). After the discussion, ask your child to draw a picture or pictures that represent some of the ideas you discussed. Find activities at home that the child can participate in to learn first-hand about “thinking green.”
- Show your child a picture of the flag of the state of Florida and a picture or an actual flag of the United States of America. Discuss what the pictures or symbols represent on these flags. After talking about the flags, ask your child to create a family winter recess flag that represents, through pictures or symbols, the family celebrations/activities that take place during this time of year.
- Using construction paper or colored markers, create an American flag. After creating the flag, research the significance of the flags colors and stripes. Go on

a “flag hunt” and identify places where the U.S. flag flies. Discuss why the flag flies in these locations.

- Have students create a picture book depicting national symbols of the United States including the U.S. flag, the American Bald Eagle, the Liberty Bell, the Washington Monument, the White House, the U.S. Capitol, and the Statue of Liberty.
- Have students create a postage stamp using one of the national symbols of the United States.
- Help students learn to recite the Pledge of Allegiance and sing the National Anthem. Then, discuss key words and concepts in both the Pledge and the anthem and discuss what they mean in order to gain a better understanding of the meaning of both.
- Help students to research significant individuals from the past who have demonstrated character ideals such as honesty, kindness, and responsibility. Have students develop a character sketch of the individual with a title that represents the person.
- After discussing and looking at pictures of American monuments and memorials, have the students design a monument or memorial to honor a hero in their lives.
- Have students reflect on the Golden Rule: “Do unto others as you would have them do unto you.” Have students explain times in their lives where they received good feelings and gave good feelings.
- Have students illustrate and write about a hero such as Benjamin Franklin, Phyllis Wheatley, Molly Pitcher, Sequoyah, Sacagawea, Jane Addams, George Washington Carver, Orville and Wilbur Wright, Sandra Day O’Connor, or others.
- Have students work with their families to make a simple family tree showing names and the relationship to students.
- Have students create a family scrapbook to display photographs of several generations of their family. Have students draw a picture of their actual family and have them tell how their families have changed through the generations.
- Have students create an illustrated time line of their life, beginning with birth and ending with the present, using actual photographs or hand drawn pictures to illustrate the timeline.
- Discuss how family members cooperate and work with each other to help improve each other’s lives. After having this discussion, ask your child to make a

list of five things he/she will do over the winter break to help others in his/her family.

- The holiday period is a great time to pay attention to advertising on television. Ask your child to watch television and list the topics for ads that he/she has seen on television. After making the list, have a discussion with your child about the differences between wants and needs and which seems to be emphasized this time of year in television advertising. Explain that needs include anything we must have to live, such as food, water, and shelter. Explain that wants are things we desire, but are not required such as toys and video games. Ask your child to draw one picture that represents a need and one picture that represents a want.
- Pretend that you and your child are planning an imaginary holiday trip within the United States. Discuss TEN things you would like to do and/or TEN places you would like to visit on your trip. Select FIVE of the places and/or things you wanted to do and then locate where those things would be able to actually happen. For example, to visit the Empire State Building you would have to be in New York City, but to go snowboarding, there are many locations where this activity could take place. Identify the locations on a map. NOTE: The Internet would be useful in completing this activity.
- Talk to your child about the different ways of celebrating the holidays using examples from the neighborhood or what your child has learned about his/her classmates. After talking about the celebrations, ask your child to draw representations of at least two different examples of holiday-type celebrations that take place in the South Florida community.
- Take your child on a “field trip” to a public place during the winter break. Ask your child “What kinds of jobs do you see being performed? Make sure you point out jobs that your child may not have noticed. Upon returning home, ask your child to list as many jobs as he/she can remember from your “field trip.”
- Review current news coverage (newspaper or television) with your child. This should be done over a period of several days. Your child should be looking for someone in the news that he/she would consider to be a hero. Once a person has been identified, ask your child to write a brief paragraph about why he/she selected this person as a hero.

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