

# SOCIAL STUDIES

## Chapter 6 SAMPLER

myWorld  
ACTIVITY GUIDE

1

### Objectives

- Identify the costs and benefits in stories.
- Create a character and plot to demonstrate knowledge of costs and benefits.
- Write a narrative that tells a story about a decision a character has to make and the cost of that decision.

<b>Quest Writing Using Sources: Decision-Making</b>				
	<b>Description</b>	<b>Duration</b>	<b>Materials</b>	<b>Participants</b>
<b>STEP 1</b> Set the Stage	Read a blackline master as an introduction to the project.	15 minutes	<b>Blackline Master:</b> Quest Kick Off	Whole Class
<b>STEP 2</b> Launch the Activities	Watch a video with background information.	5 minutes	<b>Video:</b> How do people get what they need? <b>Leveled Readers:</b> How to Make Decisions; Weighing Costs and Benefits; Making the Best Decisions	Whole Class
<b>Activity 1</b> Costs and Benefits	Identify costs and benefits in two common stories.	45 minutes	<b>Blackline Master:</b> Costs and Benefits <b>Student Activity Mat:</b> 4A Let's Talk/How Many?	Individuals
<b>Activity 2</b> Create Your Character	Create a character using a graphic organizer.	30 minutes	<b>Blackline Master:</b> Create Your Character	Individuals
<b>Activity 3</b> Story Map	Create a story map to plan a narrative.	30 minutes	<b>Blackline Master:</b> Story Map	Individuals
<b>STEP 3</b> <b>ELL</b> Complete the Quest Writing Using Sources	Use story map and character sketch to write a narrative.	30 minutes	<b>Blackline Masters:</b> Narrative Writing, Story Map, Create Your Character	Individuals
<b>Answer the Compelling Question</b>	Discuss the compelling question.	15 minutes		Small Groups

## Quick Activities

	Description	Duration	Materials	Participants
<b>Transportation Maze</b>	Follow directions to “drive” a train and truck to different spots on a maze.	15 minutes	<b>Blackline Master:</b> Transportation Maze, colored pencils	Individuals
<b>Play Store</b>	Pretend to pay for products with money within a budget.	25 minutes	Paper, markers, two-column graphic organizer <b>Student Activity Mat:</b> 4A Let’s Talk/How Many?	Small Groups
<b>Service Wall</b> 	Create a list of service jobs in the community for a word wall.	15 minutes		Whole Class
<b>Economics Word Search</b>	Locate hidden words related to economics on a word search.	15 minutes	<b>Blackline Master:</b> Economic Word Search	Individuals
<b>Readers Theater:</b> Are You Done Yet?	Perform a brief skit about the costs of building a house.	30 minutes	<b>Blackline Master:</b> Are You Done Yet?	Small Groups

# Writing Using Sources: Decision-Making

**Compelling  
Question**

How do you know if you have made a good decision?

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Welcome to Quest 6, Decision-Making. In this Quest, children will learn about costs and benefits, and how weighing them is part of the decision-making process. Children will study the decisions characters made in fictional tales. Then, children will plan and write a narrative where a character makes a decision. They will gain the insight needed to help discuss the compelling question at the end of this inquiry.

**Objectives**

- Identify the costs and benefits in stories.
- Create a character and plot to demonstrate knowledge of costs and benefits.
- Write a narrative that tells a story about a decision a character has to make and the cost of that decision.

**STEP 1** Set the Stage 15 minutes

Begin the Quest by distributing the blackline master **Quest Kick Off**. It will bring the world of the Quest to life, introducing a story to interest children and a mission to motivate them.

**Story**

One of your classmates has plans to go to a movie with his big brother this afternoon. His brother doesn't come home from college very often, so he's really been looking forward to it for days. But your classmate just found out that his best friend got the newest video game that everyone wants. The best friend wants him to come right over and play the new game. Your classmate really wants to do both, but how can he do two things at the same time?

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**Mission**

Help your classmate decide what to do. Should he go to the movies with his brother or play a newly released video game with his best friend? Think about the costs and benefits. Then, write a narrative about a character who must decide between two things.

## STEP 2 Launch the Activities

The following three activities will help children prepare for their narrative writing by learning about costs and benefits and creating a story map. Note that all three can be done independently of the larger Quest.

Begin by showing the chapter video *How do people get what they need?*, which will give children the content background they need to complete the activities. You may also assign the appropriate Leveled Reader for the chapter.

Then divide children into small groups that will remain consistent for all the activities.

### Activity 1 Costs and Benefits 45 minutes

**Materials:** Blackline Master Costs and Benefits, Student Activity Mat 4A  
Let's Talk/How Many?

Distribute the blackline master **Costs and Benefits**, which summarizes two common stories.

Explain a cost as something that is given up. Explain that a cost can be more than a monetary value. Provide an example. Then, explain a benefit as something that is gained or received. Provide an example. Inform children that they will identify the cost and benefit in each of the two common stories on the blackline master.

Depending on the reading level of children, read the stories aloud or have pairs take turns reading to each other. After reading, discuss stories as a whole class. Guide children to use Student Activity Mat 4A **Let's Talk/How Many?** during the discussion. Have children point out the cost and benefit of each character's decisions.

### Activity 2 Create Your Character 30 minutes

**Materials:** Blackline Master Create Your Character

Distribute the blackline master **Create Your Character**, which has a graphic organizer to help children plan the two things the character wants.

Ask children to imagine a character for their story. Have children draw a picture of the character and include a name. Then, instruct children to think of two things this character wants. Model filling in the graphic organizer using one of the stories from the previous activity.

Have children complete the graphic organizer with the costs and benefits for their character's two wants.

### Activity 3 Story Map minutes

**Materials:** Blackline Master Story Map, Completed Blackline Master  
Create Your Character

Distribute the blackline master **Story Map**, which is a graphic organizer that guides children through the process of planning their narrative.

Remind children that they are writing narratives about a character who wants two things. Explain how the story map is a tool to help plan their story. Emphasize that the costs and benefits they created in Activity 2 will be the details in this activity.

Encourage children to follow the temporal words “First,” “Next,” and “Then.” Once children have planned the sequence of events, point out that the story ending is the decision the character has to make. The ending goes in the last space on the blackline master.

## STEP 3 Complete the *Quest*

### Part 1 Narrative Writing minutes

**Materials:** Blackline Master Narrative Writing, Completed Blackline Masters Story Map Create Your Character

Children use their completed character sketches and story maps to write their own narratives. Distribute the blackline master **Narrative Writing**, which gives children sentence starters to help guide the writing process. Children can illustrate their narratives to accompany the writing. If children are using the Realize course, encourage children to create their story using TikaTok.

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### Support for English Language Learners

**Speaking:** Identifying and using temporal words helps children identify the sequence of events in a story.

**Entering:** Group children into pairs. Act out a sequence: eating dinner, brushing teeth, and then sleeping. Then provide pictures that show these same three steps in a sequence. Ask pairs to put the pictures in order and label them “First,” “Next,” and “Then.”

**Emerging:** Group children into pairs. Provide each pair with paper with three horizontal boxes. Label the first box “First,” the second “Next,” and the third “Then.” Give pairs three pictures: a child eating dinner, a child brushing his or her teeth in pajamas, and a child sleeping in bed. Ask pairs to put the pictures in order.

**Developing:** Group children into pairs. Provide each pair with paper and three horizontal boxes. Ask pairs to label the first box “First,” the second “Next,” and the third “Then.” Give pairs three pictures: a child eating dinner, a child brushing his or her teeth in pajamas, and a child sleeping. Ask pairs to order the pictures and think of the sequence of events. Instruct them to tell a short story about the pictures using *first*, *next*, and *then*.

**Expanding:** Group children into pairs. Provide each pair with paper with three horizontal boxes. Ask pairs to label the first box “First,” the second “Next,” and the third “Then.” Give pairs two pictures: a child eating dinner, and a child brushing his or her teeth in pajamas. Ask pairs to order the pictures, and draw the missing picture. Instruct them to tell a short story about the pictures using *first*, *next*, and *then*.

**Bridging:** Group children into pairs. Provide each pair with paper with three horizontal boxes. Ask pairs to label the first box “First,” the second “Next,” and the third “Then.” Ask pairs to draw a picture for each box that tells a story about a bedtime routine. Have them tell a short story about the pictures to another pair using *first*, *next*, and *then*.

### Part 2 Answer the Compelling Question minutes

After children write their narrative, encourage them to reflect on what they learned. As a class, discuss the compelling question for this Quest, “How do you know if you made a good decision?” Children have learned about costs and benefits involved with making a decision. Encourage children to think about how a decision can impact others. They should use what they learned to answer the compelling question.

### Decision-Making

One of your classmates is so excited to go to the movies with his big brother this afternoon. His brother has been away at college and he hasn't seen him in a long time. He has been looking forward to this for days. But your classmate just found out that his best friend has the newest video game that everyone wants. His best friend invited him to come over right away to play the new game. Your classmate really wants to do both, but how can he do two things at the same time?

**Your Mission:**  
Help your classmate decide what to do. Think about the costs and benefits. Then, write a narrative about a character who must decide between two things.



**To write your narrative, do the following:**

**Activity 1 Costs and Benefits:** Identify the costs and benefits in two stories.

**Activity 2 Create Your Character:** Create a character using a graphic organizer.

**Activity 3 Story Map:** Create a story map using a graphic organizer.

### **Complete Your Quest**

Write a narrative where a character has to make a decision between two things they want.

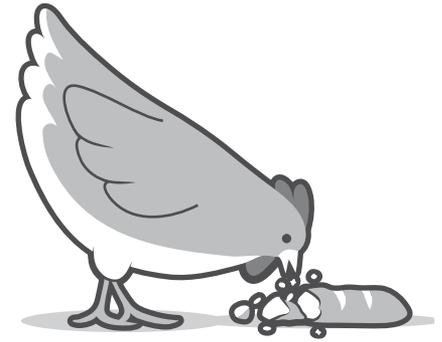


## Costs and Benefits

Discuss the costs and benefits in each story.

### Little Red Hen

A little red hen, a dog, a pig, and a cow all lived on a farm. One day, Little Red Hen found a seed. She asked if anyone wanted to help make wheat for bread. The dog, the pig, and the cow made up excuses to not help plant the seed.

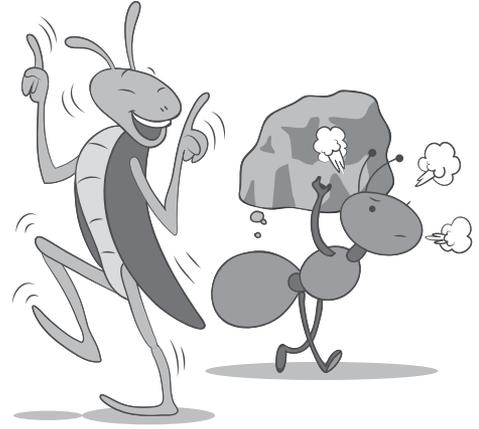


So, Little Red Hen worked very hard planting and watering the seed. After the wheat grew, she cut and prepared it for the miller to make flour. Little Red Hen used the flour to make bread.

Once the bread was ready, the delicious smell drifted through the farmyard. All the animals wanted to eat the bread. But since nobody helped her make the flour, she enjoyed her delicious bread with a nice cup of tea.

## Ant and Grasshopper

In a garden lived an ant and a grasshopper who were very good friends. The grasshopper loved to have fun. He would play his fiddle all day while he watched his busy friend, the ant, work hard to collect and store food.



The grasshopper didn't understand why the ant was working so hard. One day he said, "Hey, Ant! Why don't you come and play with me?" The ant replied, "I cannot. I am storing food for the winter, when there won't be anything to eat!" The grasshopper laughed and continued playing his fiddle.

When winter came, the grasshopper could not find one single grain of food to eat and began to feel weak from not eating. The grasshopper saw how the hardworking ant had plenty of food to eat and he realized his foolishness for not storing food, too.

## Activity 2

Name \_\_\_\_\_ Date \_\_\_\_\_

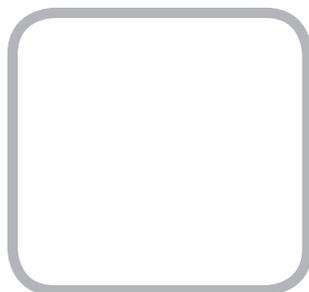
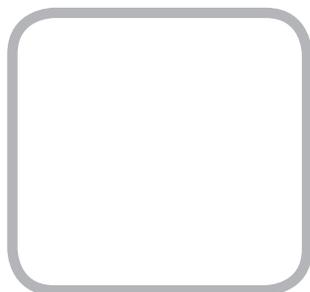
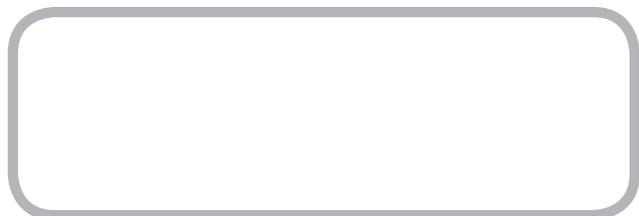
### Create Your Character

Draw your character and think of two things the character wants.



My Character's Name: \_\_\_\_\_

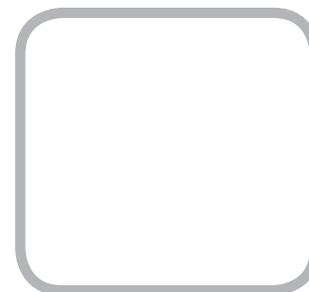
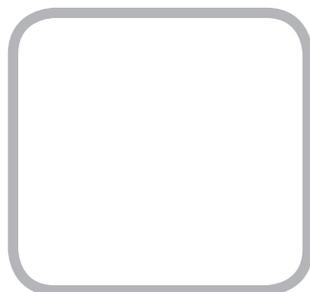
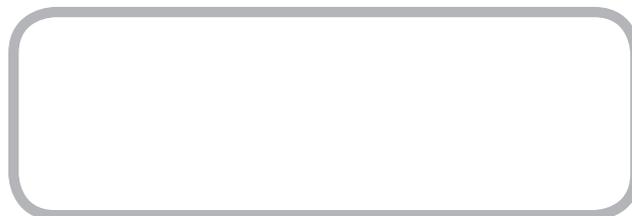
want



cost

benefit

want



cost

benefit

# Activity 3

Name \_\_\_\_\_ Date \_\_\_\_\_

## Story Map

Follow your teacher's directions to complete the story map.

Events

First		Costs/Benefits
	↓	_____ ----- _____
Next		
	↓	
Then		Costs/Benefits
		_____ ----- _____

Decision

## Narrative Writing

Use the completed Create Your Character and Story Map to fill in the blanks and write your narrative.

One day, (insert name of your character)

\_\_\_\_\_ had a decision to make.

First, (character name) \_\_\_\_\_ wanted

\_\_\_\_\_.

Next, (character name) \_\_\_\_\_.

Then, (character name) \_\_\_\_\_ wanted

\_\_\_\_\_, too.

(Character Name) \_\_\_\_\_ could not have both things.

\_\_\_\_\_

\_\_\_\_\_

If (character name) \_\_\_\_\_ chose (insert  
one want) \_\_\_\_\_, then he/she would  
(explain cost) \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

If (character name) \_\_\_\_\_ chose (insert the  
other want) \_\_\_\_\_, then he/she  
would (explain cost) \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

Finally, (character name) \_\_\_\_\_ decides  
(insert decision) \_\_\_\_\_.

# Quick Activities

## Transportation Maze

Individuals  15 minutes

**Materials:** Blackline Master Transportation Maze; colored pencils

Distribute the blackline master **Transportation Maze**, which shows a maze of a town.

Instruct children to get out two different colored pencils. One color will be for the train stops and the other will be for the truck stops. Give children a series of stops for each.

### Train:

- Take the train to the harbor.
- Take the train to the lumber yard.
- Take the train to the building store.

### Truck:

- Take the truck to the building store.
- Take the truck to the house being built.

Allow children time to color in the specific places.

## Play Store

Small Groups  25 minutes

**Materials:** Paper, markers, two-column graphic organizer, Student Activity Mat 4A Let's Talk/How Many?

Guide children in making money that totals \$50.

Gather items from the classroom. Give each item a price. Make copies of the two-column graphic organizer to use as a ledger during the exercise. Show children how to write their total amount of money at the top. Show them how to write each purchase and subtract how much money they have left as they shop.

Divide children into small groups. Model how some children will act as the shopkeepers and how others will be the consumers. Allow children to use their play money to “purchase” items. Use Student Activity Mat 4A **Let's Talk/How Many?** to create addition problems that relate to the purchases.

## Service Wall

Whole Class 15 minutes

Explain to children that a service is a job someone does to help others. For example, a trash collector provides the service of removing trash. A homemaker takes care of the home and provides services to his or her family. A hairdresser or a crossing guard also perform services. Ask children to name the services a hairdresser and a crossing guard provide. Then, have children help you make a list of other services people perform in the neighborhood. Use the list to create a word wall.

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### **ELL** Support for English Language Learners

**Speaking:** Elaborating on language allows children to understand word meaning and context. Children will build off of their knowledge of services to describe services in order to expand nouns in simple ways. Model discussing homemakers and the services they perform. Explain that homemakers provide services to their families.

**Entering:** Have children draw a homemaker at work. As children share their drawings, say and list words to describe a homemaker. Have children echo you. Remind children that these types of words are called adjectives.

**Emerging:** Divide children into pairs. Ask them to list words to describe a homemaker. Remind children that these types of words are called adjectives. Then ask pairs to say a simple sentence about homemakers using one adjective.

**Developing:** Divide children into pairs. Ask them to list words to describe a homemaker. Remind children that these types of words are called adjectives. Encourage pairs to use an adjective that describes how the homemaker does the work. Then ask pairs to write a simple sentence about homemakers using one adjective.

**Expanding:** Divide children into pairs. Ask them to list words to describe a homemaker. Remind children that these types of words are called adjectives. Encourage pairs to use an adjective that describes how the homemaker does the work. Then ask pairs to write a simple sentence about homemakers using one adjective. Encourage pairs to write another simple sentence about homemakers using a different adjective.

**Bridging:** Divide children into pairs. Ask them to list words to describe a homemaker. Remind children that these types of words are called adjectives. Encourage pairs to think of many different adjectives. Then ask pairs to say a sentence about homemakers using at least two adjectives. Have the pair write down the sentence and share with another pair. If time permits, encourage pairs to say and write down another sentence using two different adjectives.

## Economics Word Search

Individuals  15 minutes

**Materials:** Blackline Master Economic Word Search

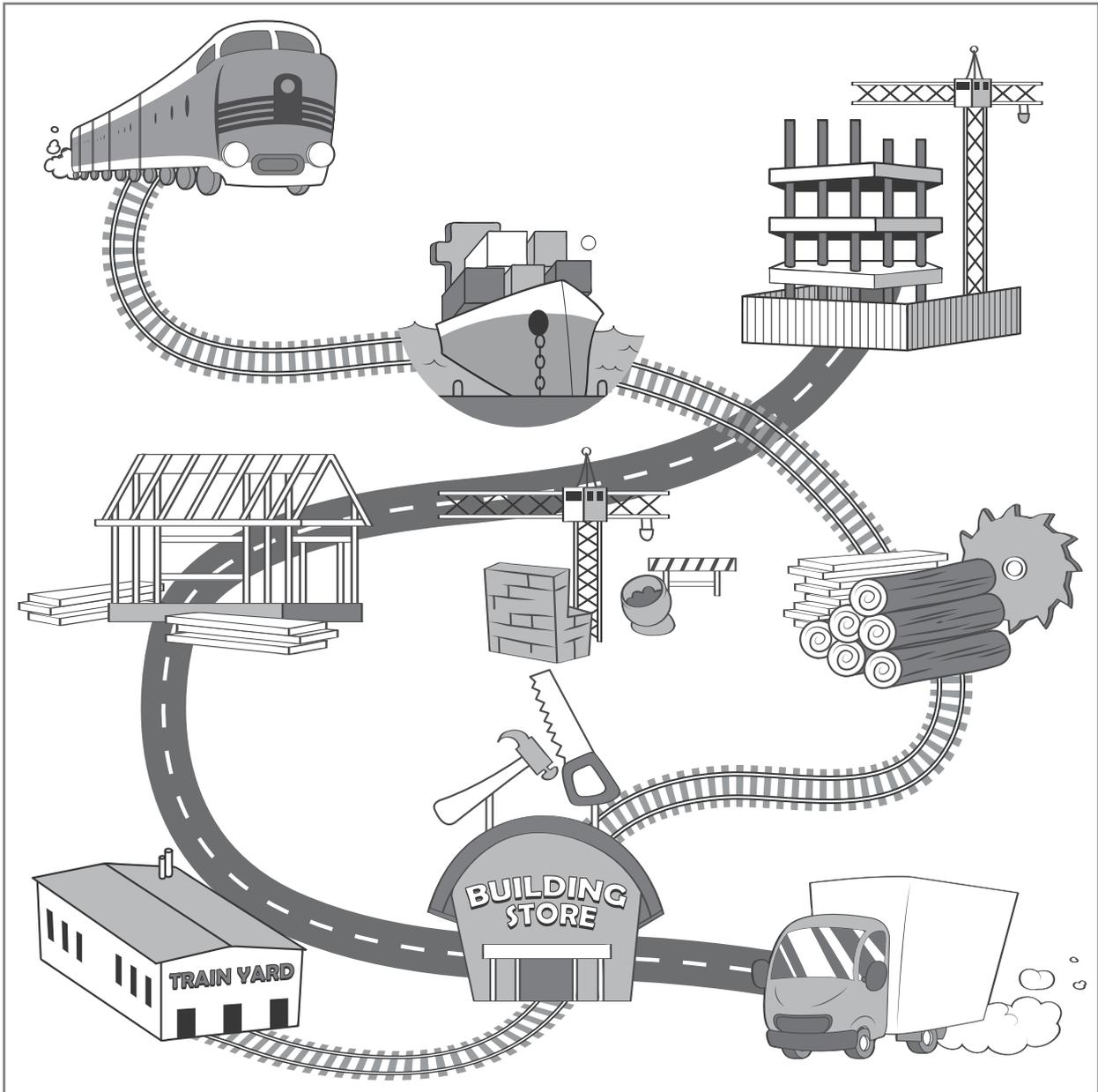
Review each word with the class before starting.

- goods • services • manufacture • transport
- money • budget • cost • benefit

Allow children to give examples when applicable. Instruct children to find each of the words in the word search. The words are hidden horizontally and vertically.

# Transportation Maze

Follow your teacher's directions to drive the train and the truck to different stops.



## Economics Word Search

Find and circle the vocabulary words.

goods, services, manufacture, transport,  
money, budget, cost, benefit

G	I	E	E	C	P	E	S	O	C	E	T
O	E	F	S	M	O	N	E	Y	O	H	E
O	P	P	I	A	R	I	Z	E	S	R	E
D	T	R	A	N	S	P	O	R	T	E	I
S	C	T	B	U	D	G	E	T	L	V	O
C	E	G	T	F	N	R	B	U	S	O	B
A	M	E	Y	A	C	A	F	B	E	S	E
N	A	Q	A	C	A	N	H	E	A	E	N
U	K	C	I	T	H	K	W	R	M	R	E
F	N	C	Q	U	G	I	S	T	N	F	F
P	G	S	E	R	V	I	C	E	S	D	I
S	C	O	V	E	I	I	A	D	I	S	T

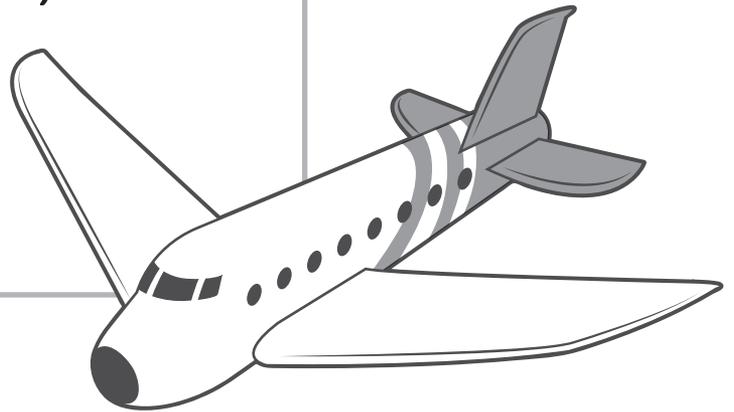


A play about a woman who is in a hurry to move into her new house.

## The Parts

*5 players:*

- **Clarabelle** (woman)
- **Gus** (construction worker)
- **Maria** (store clerk)
- **Henry** (train engineer)
- **Harvey** (truck driver)



### *Director's Notes:*

*Clarabelle is having a new house built. She is in a hurry to move into her new house. She continues to bother the construction worker, who needs to wait for the delivery of bricks.*

**Clarabelle:** How long does it take to build a house? The Three Little Pigs had theirs built in a hurry.  
*walking around nervously*

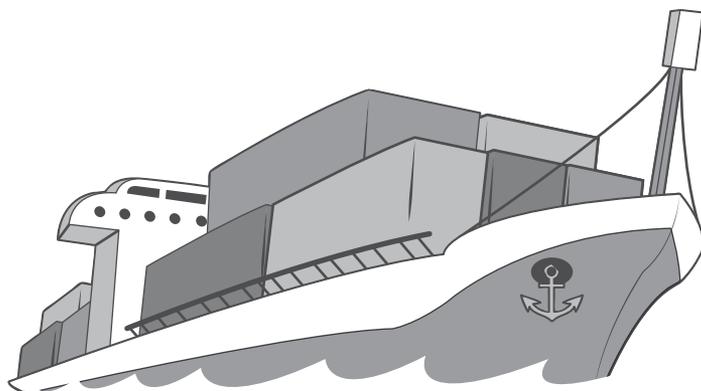
**Gus:** Ma'am, please have patience. We need the bricks to build.

**Clarabelle:** Well, do not just stand there. GET ME THE BRICKS!!!

**Gus:** It is not that easy, ma'am. The store is waiting on the delivery.

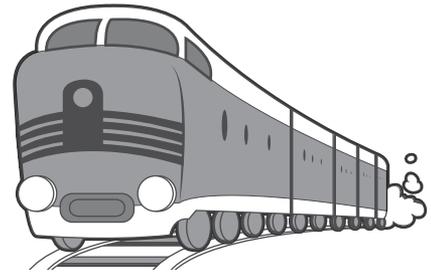
**Clarabelle:** Hello, Brick Depot? If your store sells bricks, then WHY do you not have any in stock right now?  
*dialing her phone*

**Maria:** Hello! Sorry, ma'am. It is not that easy. The delivery was delayed.  
*answering phone at Brick Depot*



**Clarabelle:**

Well, give me  
the number  
to the delivery  
service please.



**Maria:**

It will not help, but the truck  
driver's name is Harvey. His  
number is 1-800-BUSY.

**Clarabelle:**  
*dialing phone  
again*

Hello, Harvey? You are stopping  
the building of my house.  
Where are you and my bricks?

**Harvey:**  
*answering  
phone*

Hello! Sorry, ma'am. It is not that  
easy. I am waiting for the train  
with the bricks. Then, I can drive  
them to Brick Depot. Would you  
like the train engineer's number?  
His name is Henry. His number is  
1-800-RAIL.

**Clarabelle:**  
*dialing phone  
again*

Hello, Henry? Brick Depot is waiting for the truck driver's delivery. The truck driver is waiting for you to bring them from the brickmaker. Where are you?

**Henry:**  
*answering phone*

Sorry, ma'am. It is not that easy. I had to wait for the bricks to be loaded onto my train. Then you will have to wait for us to load the bricks onto the truck. Then the truck driver will have to unload them at the store. Then the store can sell them to your construction worker. Then you can finally get your house built.

**Clarabelle:**

There are a lot of steps to get the building materials. I will have to be patient.

**All other  
characters  
except Clarabelle**

Yes, ma'am. Please be patient.  
**THANK YOU!**





# SOCIAL STUDIES

The *myWorld Activity Guide* will engage your students through a variety of dynamic hands-on activities and short-term and long-term projects. Supporting an inquiry approach, this guide can be used in a variety of ways to supplement your instruction. Lesson plans and blackline masters will help you integrate the activities into your instruction seamlessly.

## Foster classroom engagement with these activities:

- Long-term Inquiry Projects
- Games
- Civic Discussions
- Art Projects
- Preparing and Acting Out a Skit
- Read Alouds
- Map Activities
- Readers Theater
- and more

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## A C T I V I T Y G U I D E

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