



GeoCivics Lesson: *The White House and my House*

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Teacher(s): Jazmin Molina	Lesson Title: The White House and My House	Grade Level: Kindergarten
Notes: Comparing and contrasting is a great way of learning; the children will compare and contrast their own house and the White House.		
Pre-existing Knowledge: Students should have some background about the White House.		
Overview of Content: The White House is where the President and First Family of the United States live and work. The president is someone of extreme importance and lives in the White house. It has a movie theater, swimming pool, tennis court, running track, library, doctor's office, dentist's office, barber shop and other rooms in different colors.		
Purpose: <i>What will students learn?</i> In this lesson, students will compare and contrast the White House with their own house. Through the different activities, they will have the opportunity to reflect about differences and find similarities between their house and the White House. This lesson plan will help students understand that even when people live in different places, in different houses and different parts of the country, we are all a community.		
National & State Social Studies Standard(s): National: <ul style="list-style-type: none">● Theme: People, Places, and Environments. This is an integral education, based on geography and social studies; this encourages learners to develop an understanding of how humans interact with their different surroundings and different human activities. Arizona: <ul style="list-style-type: none">● K.C1.3 Compare one's own thoughts and opinions with those of others.		

- K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.
- K.G1.2 Explore locations in stories shared.

National & State Geography Standard(s):

Arizona:

- K.C2.1 Describe the roles and responsibilities of people in authority. ▪ Such as school personnel, family members, and community members.
- K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.
- K.SP3.1 With prompting and support, ask questions and construct responses to the content studied.
- K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.
- K.G1.1 Use, explore, and construct maps, graphs, and other geographical representations to support content focus. ▪ Key concepts include but are not limited to graphing local weather and mapping the classroom.
- K.G1.2 Explore locations in stories shared.

National:

- Standard 12: The processes, patterns, and functions of human settlement

ELA Standards: (To teach/review and support emergent multilingual (EMLs) English language development):

- K.RL.7 Standard 1 Use maps along with illustrations in texts.
- K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger
- K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly

ISTE Teacher Standard:

- 2.5. Designer Teachers design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Language Functions: (What language function(s) can be embedded in lesson discussions to build deeper understanding while supporting language development?)

- **Comparing:** Students use language domains to describe similarities in places, ideas, and objects.
- **Contrasting:** Students use language domains to understand the differences in places, ideas, and objects.
- **Inform:** Students use language to share information according to the topic.
- **Summarizing:** Students use language to identify or describe information.
- **Questions:** Students will use the speaking language domain to ask and answer questions relevant to

the topic.

- **Predict:** Students will use the listening language domain to make predictions according to the story.
- **Agree and disagree.** Students will use two or more of the four language domains (Speaking, listening, reading, and writing to explain their understanding and this will depend on their learning style.

Culturally Responsive Lesson Strategies:

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences.
- **ACCESS:** Lesson/Activity communicates ideas in several different ways.
- **CONNECTION:** Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.

Objective(s): (Explicit & Measurable - suggested one per standard in each category.):

Students will be able to...

- Students will be able to compare and contrast the differences between their own house and the white house.
- Students will be able to ask and answer questions about the White House and their own house.
- Students will be able to identify the white house location and their house location on a map.
- Students will be able to recognize the White House among other houses.
- Students will be able to identify persons and pets who live in the White House.
- Students will be able to describe why the White House is important.

SIOP

	SIOP Elements	
Preparation	Scaffolding	Grouping Option
Adapting content	Modeling	Whole class
Linking to background	Guided practice	Small groups
Linking to past learning	Independent practice	Partners
Strategies used	Comprehensible input	Independent
Integrating Processes	Application	Assessment
Reading	Hands-On	Individual
Writing	Meaningful	Group
Speaking	Linked to objectives	Written
Listening	Promotes engagement	Oral

Evidence of Mastery (Measurable):

Formative

After students are involved and engaged with a virtual trip to the White House and a set of questions regarding the White House.

- *What kind of house do you have?*
- *Where do you live?*
- *Do you have any pets?*
- *What is inside your house?*
- *Have you ever heard about the White House?*

Students will then share their answers with the class as a whole group and with partners. The teacher will make a graphic organizer to use for the formative assessment of the students' learning.

Summative

Students will make an anchor chart to record their learning about the White House and their house compares and contrasts. Students will work on an anchor chart with three main questions: Where, what, and who. This will prompt other questions, such as; "What color is your house? Who lives in your house?" To record the students learning about the White House and their house, students will make a drawing.

Exceeds Expectations	Correct drawings with the specific questions answered in both houses. Will have three drawings by the questions. Will be able to explain what is in the drawings. Ability to explain three differences and three similarities differences between the White House and their own house.	4
Meets Expectations	Correct drawings with the specific questions in both houses. Students will have at least two drawings by the questions. Ability to explain two differences and two similarities between the White House and their house.	3
Approaches Expectations	Correct drawings with the specific questions in both houses. Students will have at least one drawing by the questions. Ability to explain one difference and one similarity between the White House and their house.	2
Fails to Meet Expectations	No drawings or effort were shown.	1

Key vocabulary:

- **White House:** The official home of the President of the United States and where the First Family is located in Washington, D.C
- **Location:** A particular place or position,

Materials:

- The United States map (*See Link in sources*)
This will need to be used with a projector or smart board.

<ul style="list-style-type: none"> ● Map: a drawing of all or part of Earth's surface. Its basic purpose is to show where things are. Maps may show visible features, such as rivers and lakes, forests, buildings, and roads 	<ul style="list-style-type: none"> ● White House virtual tour. <i>(See Link in sources)</i> with smart board ● Student compare/contrast presentation <i>(Download separately)</i> ● Let's visit the white house virtual book <i>(See Link in sources)</i> Smart board. ● All the patient's pets have an illustrated guide virtual <i>(See Link in sources)</i> ● Britannica kids the white house. <i>(See Link in sources)</i> ● United States map paper copies one per student. <i>(See Link in sources)</i> ● Chips - two different colors white and blue, so students can find both locations; the White House and their own house. Suggest using poker chips or other manipulatives. ● Pencils ● Crayons ● Teacher resources: <ul style="list-style-type: none"> ○ 1 chart paper to work with the students as a whole group drawing and writing. ○ 1 chart paper to record questions that students may have
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Sources:

- [United States map](#)
- [White House virtual tour](#)
- [Let's visit the White House and the Washington monument](#) (book)
- [Britannica kids the white house](#)
- [The Unites states map \(students\)](#)
- [All the presidents illustrated an illustrated guide](#)
- Pixar short clips:
 - [Up -meet Russel](#)
 - [Carl and Ellie](#)

Engage

Teacher Will:

1. Pass out whiteboards and markers. The first part will be a whole group instruction. The teacher will start with a Disney/Pixar movie scenario by saying the following: *Have you seen the movie 'Up'?* Play a short film clip

Student Will:

1. Students will be listening and reflecting. Students will answer the questions on the whiteboard with the option to raise their hands and answer the questions verbally.

<p>regarding the movie 'Up.' Ask the following questions: <i>What color is the house? Who lives in the house? What is inside the house? Are there any pets in the house? How many people live in the house?</i> Teachers will give time to students so they can draw their answers.</p> <ol style="list-style-type: none"> The teacher will now explain to the students; "now it is time to explain about your own house" and pose the same questions. The teacher will explain the importance of the White House and its place in the world. In this part, the teacher will show students The White House virtual tour. The teacher will collect the whiteboards and markers while passing out the United States maps. Teachers will say the following: "We all live in different houses and different places. People can live in houses that may look very alike but may also look very different. We are going to find the place on the map where we live. The teacher will show the students the United States map and will say; "We live in a beautiful state. We all live in Arizona so let's color Arizona (or YOUR state)". Then the teacher will explain the White House is located in Washington DC, and they will also color in Washington D.C. The teacher will explain to students; "let's find out if they are the same or different from our own house". The teacher will provide examples with different objects like pencils or crayons for example; "these are both crayons. They are the same because they are crayons but they are different too because one is blue and one yellow". People live in different houses and places but we have some things that can be the same. Now the teacher will ask different questions such as; <i>Who lives in the White House? What color is it? Do any pets live there?</i> The teacher will show students (All the presidents illustrated, see sources " and "The White house, Otto's tale.until min 10. (Teachers have the option to purchase the book(See sources 	<p>(NOTE) Grouping options: (whole group and individual participation.) Background by helping students to make the connection. Students will have the opportunity to use two of the four language domains: Listening and speaking, while also having the opportunity to draw.</p> <ol style="list-style-type: none"> Integrating process: (Listening, speaking. Scaffolding(Independent practice) Application (Hands-on)Students will continue participating either verbally or by drawing on their small whiteboards. For example: When the teacher asks; "Who lives in your house?", students can draw their family members or raise their hand and participate or not. <p>Integrating process (Listening) Students will listen, and observe during the White House virtual tour. Scaffolding: (Modeling, guided practice, and independent practice)</p> <ol style="list-style-type: none"> Students will work with their maps and crayons. Students will listen for directions, and color the states with teacher guidance. <p>Integrating process: listening and speaking. Application: Promote engagement. Grouping option: Whole group.</p> <ol style="list-style-type: none"> Students will be listening for instruction and will learn about the similarities and differences using the examples provided by the teacher. Students will listen to the books and will participate by answering questions and by participating while the teacher works on the anchor chart. Preparation: Strategies used, Integrated process: Speaking and listening. Application: Meaningful, grouping option: Small group. Students will work with their assigned group while they answer and ask questions. Students then will see on a website provided by the teacher about what kinds of pets live in the white house. <p>Preparation: Strategies used: Scaffolding: guided practice. Integrating process: Listening Application: hands-on, meaningful, promote engagement. Grouping option: Independent. Assessment: Individual students will work independently and</p>
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<p>above) or use the website for instruction. Teachers will provide students time to share with a partner what they found out was different or the same. The teacher will ask questions at the end of the story and will draw the similarities and differences between the White House and the students' households.</p> <p>7. The teacher will provide students with the worksheet where they will need to draw the similarities and differences. The teacher will support them with guidance by explaining to them questions by giving them enough time to finish their work and asking questions while they do so such as; "What do you remember?"</p>	<p>they will draw their houses and the white house using the questions; "Where, what, who?"</p>
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Explore

<p>Teacher Will: IQ# 1. What are some similarities and differences between your house and the White House?</p> <ol style="list-style-type: none"> 1. Project the class will listen to the teacher read aloud the article about the white house from Kids Britannica: (The White House). While reading the article the teacher will write the vocabulary words and students are going to write them on their whiteboards. The teacher will explain the meaning of the words. <p>Preparation: Linking to past learning. Scaffolding: guided practice. Integrating process: Listening. Application: promote engagement. Grouping options: Whole class. Assessment: Individual.</p> <ol style="list-style-type: none"> 2. The teacher will introduce the vocabulary words, location, and map of the White House. After reading and the explanation regarding the vocabulary words, the teacher is going to partner with students strategically to talk about their house and the White House. Examples of these questions include; <i>What do you know about the White House? What do you know about your own house? How many rooms are there in the White House? How many rooms are there in your house? Is</i> 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Students will use two of the language domains to complete their assignments by answering the questions after they listen to the reading about the White House. Students will write the vocabulary words on their whiteboards and students will participate as a whole group by echoing the definitions and with their participation. <p>Scaffolding: Guided practice</p> <ol style="list-style-type: none"> 2. Students will listen to the vocabulary words and will find a partner to practice the definitions and answer relevant questions according to their knowledge regarding the White House and their house. <p>Integration Process: Listening.</p> <ol style="list-style-type: none"> 3. Students will participate as a whole group and with the teacher's guidance to be able to have a graphic organizer that is going to be created by the teacher and the students. Preparation: Strategies used.
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<p><i>there a swimming pool in the White House? Is there a theater in the White House? Do you have a theater at home? Are there any pets in the white house?</i></p> <p>Preparation: Linking to past learning. Scaffolding; comprehensible input. Integrating process: Reading, speaking, listening. Application: Meaningful.</p> <p>Group option: Partners. Assessment: Oral.</p> <p>3. Have students participate in whole group instruction and discussion, and create a chart that has the title: The White House, the teacher will add vocabulary from the students the same as drawings.</p> <p>Preparation: Strategies used. Scaffolding: Modeling. Integrated process: Speaking, listening, writing. Application: Promote engagement. Grouping options: Whole Class. Assessment: Individual.</p>	
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Explain - Formative Assessment

<p>Teacher Will:</p> <p>1. Students will share their work using the White House worksheet. Students will go in front and will use their speaking domain, while the rest of the students listen and ask questions.</p> <p>Preparation: Linking to past learning. Scaffolding: Independent Practice. Integrating process: Speaking and listening. Application: Linked to the objective Grouping options: Independent/Assessment: Oral. ELL/SPED/Gifted students can present using pictures for support, teacher guidance, and vocabulary according to their primary language.</p>	<p>Student Will:</p> <p>1. Students will share their work using the White House worksheet. Students will go in front and will use their speaking domain, while the rest of the students listen and ask questions.</p>
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Elaborate

<p>Teacher Will:</p> <p><i>IQ #2: The First Family has many responsibilities in the White House; what are some of the responsibilities of your family?</i></p> <p>1. The teacher will re-read the book "Otto's Tale: The White House" Or the teacher will show students the video one more time.</p>	<p>Student Will:</p> <p>1. Students will listen to the book "Otto's Tale: The White House" then they will listen to Question #2 thinking about what they have</p>
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<p>#2. Can you explain in which ways the White House and your house are different? Provide students with time so they can reflect on their answers.</p> <ol style="list-style-type: none"> Show students the 3+Column <i>T-Chart</i> in the google slides and explain what the function is then pass 3+Column <i>T-Chart</i> worksheets. It will help to find the differences and similarities between the White house and their house. (Teacher: You can create your own T-chart in front of the class and ask students to follow through. Students will have three specific questions in both t-charts. One is for similarities and one is for differences. Questions for similarities: (Who lives in the White house? How many rooms are there in both houses? What color is the White House? Does the house have a garden? Explain to students that now it is the time to write or draw the differences and similarities between both houses, providing students with time to create their 3+Column <i>T-Chart</i>. Teacher will ask students to share the similarities and differences between two houses. <p>(NOTE) Students will work in groups that will be formed according to their learning styles and necessities, teachers will support ELL/SPED/gifted students by using vocabulary cards with pictures for ELL/SPED and students that can write using sentence stems.</p>	<p>learned about their home and the White House Grouping (whole class.)</p> <ol style="list-style-type: none"> Students will listen to the teacher's instructions about the 3+Column <i>T-Chart</i>. <i>students will draw or work in a worksheet with the chart.</i> Students will listen to the three questions and answer the questions either drawing or writing (Sentence stems.) Students will share with the class the differences and similarities between the two houses. <p>(Grouping: Whole Class/Independent or Partners) (Integrating Processes: Listening/Speaking/ Reading/Writing) (Application: Hands-on/ Meaningful/Promotes engagement/Linked to Objectives)</p>
<p>Evaluate - Summative Assessment</p>	
<p>Teacher Will:</p> <ol style="list-style-type: none"> Gather the students to share the scenes with their classmates. Have each student share their poster with the class describing what their drawing is showing and students tell up to three things that are the same or different within the White House and their house. It may include different aspects such as people, 	<p>Student Will:</p> <ol style="list-style-type: none"> Bring their drawings and gather together for a small group share. They will share their drawing with the class, describing similarities and differences between their house and the White House. It will include aspects like objects, persons, pets, and jobs. Also, students will share how they feel about

pets, jobs, and different ways of help. Also, the teacher will ask the students to share how they feel about their poster, as well as why they think it is important to share their drawings with their classmates.

2. The teacher will call students individually and will ask questions regarding the White House.

(NOTE) The teacher will make sure to provide support to ELL/SPED/gifted students with questions, pictures, and vocabulary to support their work, understanding, and learning styles.

creating a drawing and why they think it is important to share it with their classmates and family. Listen to the teacher's feedback and reflect on the value of what they have learned and what they have done.

(Grouping: Whole Class/Independent) (Integrating Processes: Listening/Speaking) (Application: Hands-on/Meaningful/Promotes engagement) (Assessment: Individual/Oral)

Extensions:

Students will make a museum gallery and invite family members to showcase their work.