

SOCIAL STUDIES:

Daily Implementation Guides (DIGs) are designed to support the implementation of the enCORE curriculum as it was intended to be used. Teachers are encouraged to use the DIGs when planning their instruction. Each DIG covers the complete implementation of enCORE for each domain for a full lesson plan. Each DIG is broken down by “days” of instruction. However, given the needs of individual classrooms, a “day” on a DIG could last longer for classes that require slower pacing.

A DIG shows how to move through the specific lesson plan for each domain and includes the following:

- Objectives for each day;
- Materials needed;
- Segment number from lesson plan (where teachers can find the procedure(s) for instruction);
- Teacher-led lessons that correspond with the objective/instruction;
- Supplemental materials (if applicable)

Student-Led (SL) and Teacher-Led (TL) tech lessons:

Student-Led (SL) Technology Lessons will be assigned to each student by the computer. Teachers may administer all Teacher-Led (TL) tech lessons OR administer one TL tech lesson at a time and teach to student mastery.

Supplemental Materials and Instruction:

A domain-specific Supplemental Mini Lesson Plan is included for each Unit and Book. The Mini Lesson Plan includes Learning Objectives and Materials (one or more Newsletters and related worksheets). The Mini Lesson Plan was created after the Lesson Plan to support learning objectives and provide additional skill practice for students.

enCORE Unit 15, Book 1: *Goldilocks and the Three Bears*

DAY 1	
Objectives:	<ul style="list-style-type: none">• Associate a desired item (goods) with a need.• Recognize examples of goods and services.• Recognize that goods and services fill a need (demand).• Associate making decisions with choices.
Materials:	<ul style="list-style-type: none">• <i>Goldilocks and the Three Bears</i> Vocabulary Cards Worksheet• <i>Goldilocks and the Three Bears</i> Goods and Services Sorting Worksheet• Scissors• Glue
Segment:	1: Understanding Big Ideas
Procedure:	<ol style="list-style-type: none">1. Deliver the Anchor Instruction.2. Then, introduce core vocabulary using the Vocabulary Cards from the <i>Goldilocks and the Three Bears</i> Vocabulary Cards Worksheet per leveled instruction in Core Vocabulary and Concepts.3. Concept Building.
TL Technology Lesson(s):	<ul style="list-style-type: none">• Money- Combining Like Bills Lv 1, 2, and 3
Supplemental Materials & Instructions:	<p>From <i>Goldilocks and the Three Bears</i> Social Studies Mini Lesson Plan Supplemental:</p> <ul style="list-style-type: none">• Read <i>Goldilocks and the Three Bears</i> Social Studies Newsletter 1

DAY 2

Objectives:	<ul style="list-style-type: none">• Associate a desired item (goods) with a need.• Recognize examples of goods and services.• Recognize that goods and services fill a need (demand).• Associate making decisions with choices.
Materials:	<ul style="list-style-type: none">• <i>Goldilocks and the Three Bears</i> Vocabulary Cards Worksheet
Segment:	1: Understanding Big Ideas
Procedure:	<ol style="list-style-type: none">1. Deliver the Anchor Instruction.2. Then, review vocabulary using the Vocabulary Cards from the <i>Goldilocks and the Three Bears</i> Vocabulary Cards Worksheet per leveled instruction in the Core Vocabulary and Concepts.3. Generalization and Extension Activities (choose one activity).
TL Technology Lesson(s):	<ul style="list-style-type: none">• Money- Combining Like Bills Lv 1, 2, and 3
Supplemental Materials & Instructions:	From <i>Goldilocks and the Three Bears</i> Social Studies Mini Lesson Plan Supplemental: <ul style="list-style-type: none">• Re-read/review <i>Goldilocks and the Three Bears</i> Social Studies Newsletter 1• Complete <i>Check for Understanding</i> comprehension questions

DAY 3

Objectives:	<ul style="list-style-type: none">• Associate a desired item (goods) with a need.• Recognize examples of goods and services.• Recognize that goods and services fill a need (demand).• Recognize an item that can be traded for something else in the classroom. Recognize that an item can be saved for later.• Recognize when there is not enough of something.• Associate making decisions with choices.
Materials:	<ul style="list-style-type: none">• <i>Goldilocks and the Three Bears</i> Vocabulary Cards Worksheet• <i>Goldilocks and the Three Bears</i> Goods and Services In My Community Worksheet• Large Dry Erase Pockets• Dry erase markers• Erasers
Segment:	2: Applying What We Know
Procedure:	<ol style="list-style-type: none">1. Deliver the Anchor Instruction.2. Then, review vocabulary using the Vocabulary Cards from the <i>Goldilocks and the Three Bears</i> Vocabulary Cards Worksheet per leveled instruction in Core Vocabulary and Concepts.3. Using What We Know.
TL Technology Lesson(s):	<ul style="list-style-type: none">• Money- Combining Like Bills Lv 1, 2, and 3
Supplemental Materials & Instructions:	From <i>Goldilocks and the Three Bears</i> Social Studies Mini Lesson Plan Supplemental: <ul style="list-style-type: none">• Complete associated worksheet(s): <i>Goldilocks and the Three Bears</i> Goods Worksheet

DAY 4

Objectives:	<ul style="list-style-type: none">• Associate a desired item (goods) with a need.• Recognize examples of goods and services.• Recognize that goods and services fill a need (demand).• Recognize an item that can be traded for something else in the classroom. Recognize that an item can be saved for later.• Recognize when there is not enough of something.• Associate making decisions with choices.
Materials:	<ul style="list-style-type: none">• <i>Goldilocks and the Three Bears</i> Vocabulary Cards Worksheet• <i>Goldilocks and the Three Bears</i> Vocabulary Cards Worksheet (only the Vocabulary Cards for “goods” and “services”)• <i>Goldilocks and the Three Bears</i> Goods and Services In My Community Worksheet (blank, from the previous activity)• Pencils• Crayons/markers
Segment:	2: Applying What We Know
Procedure:	<ol style="list-style-type: none">1. Deliver the Anchor Instruction.2. Then, review vocabulary using the Vocabulary Cards from the <i>Goldilocks and the Three Bears</i> Vocabulary Cards Worksheet per leveled instruction in Core Vocabulary and Concepts.3. Sharing What We Know.
TL Technology Lesson(s):	<ul style="list-style-type: none">• Money- Combining Like Bills Lv 1, 2, and 3
Supplemental Materials & Instructions:	From <i>Goldilocks and the Three Bears</i> Social Studies Mini Lesson Plan Supplemental: <ul style="list-style-type: none">• Read <i>Goldilocks and the Three Bears</i> Social Studies Newsletter 2

DAY 5

Objectives:	<ul style="list-style-type: none">• Associate a desired item (goods) with a need.• Recognize examples of goods and services.• Recognize that goods and services fill a need (demand).• Recognize an item that can be traded for something else in the classroom. Recognize that an item can be saved for later.• Recognize when there is not enough of something.• Associate making decisions with choices.
Materials:	<ul style="list-style-type: none">• <i>Goldilocks and the Three Bears</i> Vocabulary Cards Worksheet
Segment:	2: Applying What We Know
Procedure:	<ol style="list-style-type: none">1. Deliver the Anchor Instruction.2. Then, review vocabulary using the Vocabulary Cards from the <i>Goldilocks and the Three Bears</i> Vocabulary Cards Worksheet per leveled instruction in Core Vocabulary and Concepts.3. Generalization and Extension Activities (choose one activity).
TL Technology Lesson(s):	<ul style="list-style-type: none">• Money- Combining Like Bills Lv 1, 2, and 3
Supplemental Materials & Instructions:	<p>From <i>Goldilocks and the Three Bears</i> Social Studies Mini Lesson Plan Supplemental:</p> <ul style="list-style-type: none">• Re-read/review <i>Goldilocks and the Three Bears</i> Social Studies Newsletter 2• Complete <i>Check for Understanding</i> comprehension questions

DAY 6

Objectives:	<ul style="list-style-type: none">• Associate a desired item (goods) with a need.• Recognize examples of daily life that are different from long ago.• Recognize examples of goods and services.• Recognize that goods and services fill a need (demand).• Use a resource to answer questions pertaining to social studies.
Materials:	<ul style="list-style-type: none">• Unit 15 Social Studies Newsletter• Highlighter or yellow markers (one per student)
Segment:	3: Making Connections
Procedure:	<ol style="list-style-type: none">1. Deliver the Anchor Instruction.2. Then, read the Unit 15 Social Studies Newsletter per leveled instruction using highlighter to identify important words and ideas in Finding Information.
TL Technology Lesson(s):	<ul style="list-style-type: none">• Money- Combining Like Bills Lv 1, 2, and 3
Supplemental Materials & Instructions:	From <i>Goldilocks and the Three Bears</i> Social Studies Mini Lesson Plan Supplemental: <ul style="list-style-type: none">• Re-read <i>Goldilocks and the Three Bears</i> Social Studies Newsletter 1 and/or 2• Complete any unfinished worksheet(s)

DAY 7

Objectives:	<ul style="list-style-type: none">• Associate a desired item (goods) with a need.• Recognize examples of daily life that are different from long ago.• Recognize examples of goods and services.• Recognize that goods and services fill a need (demand).• Use a resource to answer questions pertaining to social studies.
Materials:	<ul style="list-style-type: none">• Unit 15 Social Studies Newsletter
Segment:	3: Making Connections
Procedure:	<ol style="list-style-type: none">1. Read each comprehension question from the Unit 15 Social Studies Newsletter per leveled instruction.2. Model and assist students in identifying answers to questions in text per leveled instruction in Concept Building.3. Generalization and Extension Activities (choose one activity).
TL Technology Lesson(s):	<ul style="list-style-type: none">• Money- Combining Like Bills Lv 1, 2, and 3
Supplemental Materials & Instructions:	From <i>Goldilocks and the Three Bears</i> Social Studies Mini Lesson Plan Supplemental: <ul style="list-style-type: none">• Re-read/review <i>Goldilocks and the Three Bears</i> Social Studies Newsletter 1 and/or 2• Complete any unfinished worksheet(s)

DAY 8

Objectives:	<ul style="list-style-type: none">• Associate a desired item (goods) with a need.• Recognize examples of daily life that are different from long ago.• Recognize examples of goods and services.• Recognize that goods and services fill a need (demand).• Use a resource to answer questions pertaining to social studies.
Materials:	<ul style="list-style-type: none">• Unit 15 Social Studies Newsletter
Segment:	3: Making Connections
Procedure:	<ol style="list-style-type: none">1. Re-read/review each comprehension question from the Unit 15 Social Studies Newsletter per leveled instruction.2. Model and assist students in identifying answers to questions in text per leveled instruction in Concept Building.3. Generalization and Extension Activities (choose one activity)
TL Technology Lesson(s):	<ul style="list-style-type: none">• Money- Combining Like Bills Lv 1, 2, and 3
Supplemental Materials & Instructions:	From <i>Goldilocks and the Three Bears</i> Social Studies Mini Lesson Plan Supplemental: <ul style="list-style-type: none">• Re-read/review <i>Goldilocks and the Three Bears</i> Social Studies Newsletter 1 and/or 2• Complete any unfinished worksheet(s)