



For young children, social studies is about learning where they fit within their families and communities.

Children also develop skills that allow them to relate to the world around them. These skills include recognizing and responding to the ways people are the same or different and beginning to understand ideas of past, present and future.

In this domain your child will develop skills in these specific areas:

Self, Family, and Community: Children learn about their families and communities. Children begin to understand social roles and responsibilities and learn to recognize and respect how people are the same or different.

History and Geography: Children understand the concepts of time (past, present, and future) and place.

SOCIAL STUDIES

BOOKS

BABIES & TODDLERS

Does a Kangaroo Have a Mother, Too? by Eric Carle*
Everywhere Babies by Susan Meyers
I Read Signs by Tana Hoban
Ten, Nine, Eight by Molly Bang*
Time for Bed by Mem Fox*
Peekaboo Morning and Peekaboo Bedtime by Rachel Isadora
Summer Days and Nights by Wong Herbert Yee

PRESCHOOLERS

Grandpa's Corner Store by Dyanne DiSalvo-Ryan
Houses and Homes by Ann Morris
All in A Day by Cynthia Rylant
Tell Me Again About the Night I Was Born by Jamie Lee Curtis
On the Town by Judith Caseley
One Lighthouse, One Moon by Anita Lobel
The Big Green Pocketbook by Candice Ransom
Listen, Listen by Phyllis Gershator
Bear's Busy Family by Stella Blackstone*
What Brothers Do Best by Laura Numeroff
The Great Big Book of Families by Mary Hoffman
Kevin and His Dad by Irene Smalls
Mama Do You Love Me? by Barbara Joosse
Panda Bear, Panda Bear, What Do You See? by Eric Carle*

* Available in Spanish

All books available through the Rhode Island Library system

Me, My Family and My Community

Children gain awareness of how they relate to their family and community. As young children grow older, they begin to recognize and gain an appreciation of and respect for differences.

ACTIVITIES

SOCIAL STUDIES

Additional Domains:



BABIES

Babies will be most interested in learning about themselves as well as close caregivers. They learn about themselves by putting their hands and fingers in their mouths or playing with their toes. They also enjoy holding hands or fingers of familiar people or being held by a favorite adult. When your baby recognizes a familiar adult, acknowledge your baby's reaction to the caregiver. You can also help your baby learn about how people are the same or different by making comments like, "You don't like peas but mommy likes peas" or "You have a small nose and I have a big nose."



TODDLERS

Toddlers begin to learn about rules by trying to do things they see adults do. For example, sweeping, picking up toys or sorting the laundry. They also begin to understand they are a member of a larger family and learn roles within the family. Give your child opportunities to do "pretend play." Your child will enjoy pretending to talk on the phone, order at a restaurant, dress up like daddy or give a bottle to a baby doll.



PRESCHOOLERS

Preschoolers begin to notice similarities and differences among people more often. Your child may begin to ask more questions and talk about people who are different. This is a great time to begin talking about individual differences, family, culture and community with your child. You can tell your child stories about your family, and talk about family traditions. Encourage your child to draw a picture of your house, family or friends. You can even make a simple map together of your neighborhood and label the different places that are important to your child and family, like school, grocery store, and the park.

TIPS

- Help your child make an "All About Me" poster. You will need a piece of cardboard, a paper bag, or a piece of paper to get started. Help your child pick out a picture or draw a self-portrait. Your preschooler may pick out pictures from magazines, add stickers, or draw pictures. Glue or tape the pictures onto the posters. Have your preschooler share the poster with your family.
- Children will want to re-enact roles they see every day. Your child may go through your closet and use your clothes and accessories in pretend play. For example, shoes, purses or ties.

REFLECTIONS

- What were some of your favorite childhood activities (trips, hobbies or movies)? Are these things you can do with your child?

Tick Tock Around The Block

Young children begin to understand the concept of time (past, present, and future).

ACTIVITIES



BABIES

Babies learn about familiar routines starting at birth. Babies will begin to develop a schedule based on their needs. You can help with this by having consistent routines and by talking about the sequence of events as they happen. For example, “You just woke up, let’s see if you need a diaper change.”, or “After your nap, we will go for a walk.”



TODDLERS

Toddlers begin to learn more about the passing of time. They also learn about where familiar things are—for example, where mommy keeps her car keys or what the sign is that we stop at every day on our way to childcare. In everyday routines, you can use new words like “not now” or “later” to reference time. You can also talk about where familiar objects are, for example “The diaper bag is on top of the table” or “Can you get your teddy bear from the couch”.



PRESCHOOLERS

Preschoolers develop a simple understanding of the seasons, the passing days and concepts of “today” and “tomorrow.” They learn to talk about things that have happened in the past, like a birthday or special trip to the beach or zoo, but they may still have trouble understanding what “next week” or “in a few days” mean. Talk to your preschooler about what you will be doing during the coming weekend, and what you did last weekend. When getting dressed for the day, you can talk about the weather and the seasons. For example, “You need to wear your coat today because it is winter and cold” or “Do you think we will need to wear our coats in the summer?”

SOCIAL STUDIES

Additional Domains:



TIPS

- When choosing activities, let your child make decisions whenever possible. Decide together what you will do first, and what is next.
- You can help your child begin to understand time and make moving from one part of the day to the next by making a picture schedule. For older toddlers and preschoolers, take pictures of your child doing daily routines, like eating breakfast, getting dressed, brushing teeth, and driving to school. Print out the pictures and let your child put them in order. If your child has trouble moving from one activity to the next, you can help by pointing out the next picture and talking about it. For example, “When you are done getting dressed, you are going to brush your teeth.”
- Use these pictures to make a picture schedule. It will help your child stay on task and also provide some guidance as to what comes next. Your child will gain a sense of ownership and transition easily from one activity to the next.

REFLECTIONS

- What fun activities do you have planned that you could talk to your child about? For example, apple picking, a trip to the beach, or visiting grandma.