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Young Citizens

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TEACHER'S GUIDE

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Young Citizens

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TEACHER'S GUIDE

Nystrom Education

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Reading Skills

Researching Skills

Communicating Skills

Collaborating Skills

Leveled Student Readers

Group Activity Cards

Nystrom Young Citizens

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Welcome to Nystrom Young Citizens

The importance of social studies in preparing students for the demands of life in the twenty-first century is now widely recognized by educators and policy makers.

Our mission is to partner with educators to help build tomorrow's citizens—community members who can understand concepts and content, think critically, solve problems, collaborate well with others, use technology appropriately, and responsibly manage their own time and behavior. Students must develop a sense of civic pride and participate regularly in all levels of government. These attributes have been variously called "twenty-first-century skills," "college and career readiness skills," and "success skills."

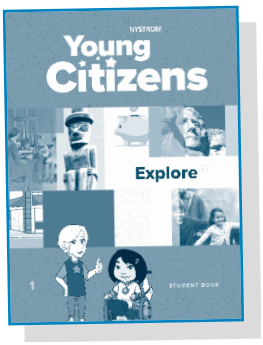
Nystrom Young Citizens steps up to meet this challenge in the classrooms of young learners. Maintaining Nystrom Education's established leadership in hands-on, engaged, sequenced learning, this program blends these strengths with extensive and diverse student development through literacy roads, collaboration opportunities, and project-based learning units. Our social studies core curriculum program brings together the latest research on literacy, brain-based imaging, and interactive learning strategies to offer a program that is colorful, accessible, and designed to meet the needs of your diverse student body. And, it deepens learning with a focus on academic rigor, literacy, hands-on experiences, digital integration, and varied assessments.

Within Nystrom Young Citizens there are multiple ways for students to interact with content that combines reading, writing, thinking, speaking and listening skills with hands-on experiences that your students will remember for years to come. Equipped with knowledge and skills, students grow into thoughtful, caring, active citizens.

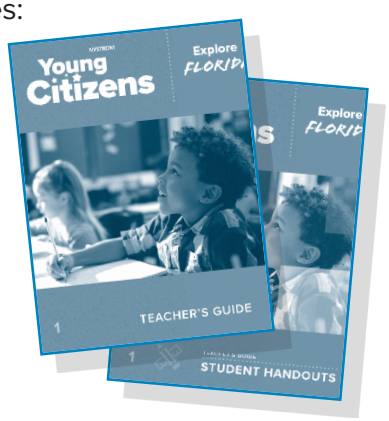
Nystrom Young Citizens has a strong foundation in civics. Students will study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism. Students will also reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

Program Components

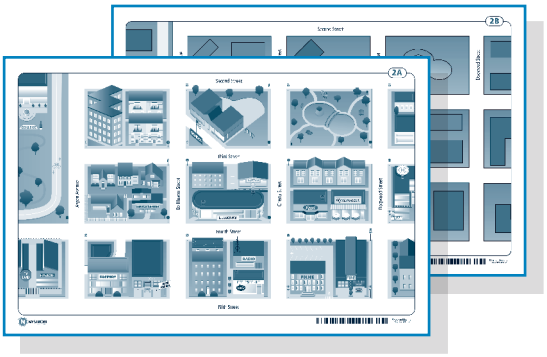
Nystrom Young Citizens meets the needs of today's classrooms with streamlined instruction and dynamic materials. Your program includes:



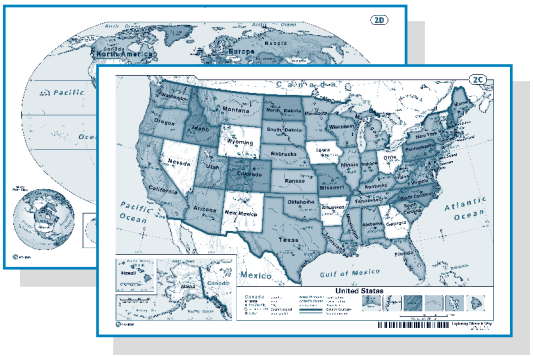
Student Books



Teacher's Guide *and* Teacher's Guide: Student Handouts



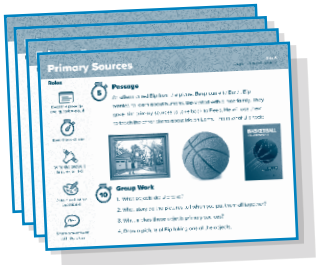
Markable Community Desk Maps



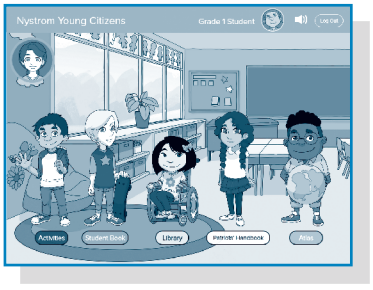
Markable U.S. and World Desk Maps

Markable Activity Globes
6 for Small Groups

Leveled Student Readers
7 Sets at 4 Levels



Group Activity Cards
8 Sets



Digital Platform

Map Markers

Educational Integrity

Content

Nystrom Young Citizens has been carefully developed according to the educational content integrity of the Next Generation Sunshine State Standards for Social Studies and the progression of depth of knowledge.

Florida State Sunshine Standards

Standards tell us **what** students need to learn. The content of Nystrom Young Citizens addresses state social studies standards. You will find a correlation to general social studies topics and skills in the Scope and Sequence section.

The Next Generation Sunshine State Standards (NGSSS) social studies standards are organized by strands. For grades K–5, those strands are American history, civics and government, economics, and geography. Nystrom Young Citizens addresses the new civics and government standards by helping students understand the structure of government and how it functions, and requiring students to be able to describe and demonstrate the characteristics of being a responsible citizen, including political participation.

In addition, Nystrom Young Citizens promotes language growth through commonly recognized standards for English language arts and literacy. Activities throughout the program build proficiency in reading both nonfiction texts and literature; in writing narrative, informational, and opinion pieces; and in speaking and listening. Nystrom Young Citizens addresses Florida's B.E.S.T. Standards for ELA, which were built on the premises that English language arts is not a discrete set of skills but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. The texts in Nystrom Young Citizens are meaningful and thought-provoking, preparing students to be informed, civic-minded members of their community.

Inquiry-Based Learning

Inquiry-based learning points to **how** students are to go about learning. The framework was created by state education agencies and leading organizations in social studies education to provide "guidance for enhancing the rigor of K–12 Civics, Economics, Geography, and History." Through this four-stage process, students

1. ask good questions and develop robust investigations into them;
2. consider possible solutions and consequences, while using the tools and concepts of social science disciplines;
3. separate evidence-based claims from parochial opinions; and
4. communicate and act upon what they learn.

Each chapter in Nystrom Young Citizens follows this Inquiry Arc. Beginning with a question to explore, each chapter guides students to investigate, develop skills, and build knowledge to answer that question. Through a culminating project at the end of the chapter, students apply and communicate their new knowledge and then take some action.

Depth of Knowledge

Depth of knowledge refers to a progression of thinking skills that tell us **how thoroughly** students understand a subject. It measures the complexity of the thinking task that we ask students to complete. It is not about how hard a particular question is; rather, it looks at how many steps it takes to answer the question.

The depth of knowledge progression moves from simple questions to complex intellectual activity. It has four levels.

Level of Complexity	Examples
5. **Recall/Reproduction** asks students to recall a fact, a piece of information, or a procedure. Students process information on a low level.	• Can you recall _____? • Who was _____? • Who discovered _____? • How would you describe _____?
6. **Skill/Concept** requires using information or conceptual knowledge in two or more steps.	• How are _____ and _____ alike? Different? • What steps are needed to _____? • What do you notice about _____?
7. **Strategic Thinking** involves reasoning, developing a plan or sequence of steps, and more than one reasonable approach.	• How is _____ related to _____? • What is the best answer? Why? • What facts would you select to support _____?
8. **Extended Thinking** requires connections and extension, high cognitive demands, and complex reasoning. Needs time for extended thinking.	• Research and write a report. • Develop a persuasive argument using information from two or more sources. • What information can you gather that supports your idea about _____?

Look for this progression of higher order thinking in Nystrom Young Citizens' student skills lessons, activity sheets, and Teacher's Guide teaching plans.

Literacy

The idea of United States democracy and instilling a sense of civic pride in all individuals to encourage regular participation in all levels of government is as critical today as when the country was founded. Students' ability to read, write, speak, and listen are the essential foundations not only for learning in social studies but also for participating in civic life. For this reason, Nystrom Young Citizens promotes literacy throughout all its components, smoothly integrating language arts with social studies.

Reading

To maximize student success, you need to weave reading comprehension strategies into social studies content and concepts. Strengthening students' reading skills not only improves their comprehension of this material but also gives them tools to tackle other types of reading.

Nystrom Young Citizens offers a wide range of informational-type reading materials well suited to building reading comprehension skills (such as narrative nonfiction, expository text, captions, labels, and legends). Below are some avenues through which reading block instructions can be supported and integrated into social studies time.

Vocabulary

Studies have shown that early introduction to a wide variety of words is an important predictor of later success in school. Vocabulary development contributes to phonological awareness development, improves reading comprehension, and promotes fluency. Each section of the Student Book and every Leveled Student Reader introduce important domain-specific vocabulary in context. These books also include glossaries to reinforce and clarify the meaning of vocabulary words. The Teacher's Guide provides short, interactive activities that support meaning and pronunciation of every vocabulary word from the Student Book. Vocabulary words reused in new sections are pointed out under the Review Vocabulary heading.

Visual Literacy

Young students in particular need to see things in order to understand and remember them. The comic strip characters invite students to peek into what's coming up in the text. They also are a fun and engaging exposure to dialogue. And, they pull reluctant readers into the content in short sentences with heavy illustrative support.

Primary Sources

"Primary sources are the raw material of history" according to the Library of Congress. Teaching with primary sources is a critical part of the twenty-first-century social studies classroom. The internet has made primary sources more easily available than ever before.

Nystrom Young Citizens provides primary sources in Leveled Student Readers and Group Activity Cards as well as in the Student Book. These primary sources are at the appropriate grade level to the greatest extent possible. As a result, there are frequent photos and contemporary illustrations from the past. Both Leveled Student Readers and Group Activity Cards include activities for the students to examine and study primary sources.

The Student Book and Teacher's Guide also include specific skill lessons on the use of primary sources. These skill lessons follow the guidelines of the Library of Congress for using primary sources in the classroom, including (1) engaging the students, (2) promoting student inquiry, and (3) applying critical-thinking skills to the sources.

Other types of skill lessons include those useful for analyzing primary sources, such as judging the reliability of sources, looking at two or more sources on the same topic, and distinguishing primary and secondary sources.

Life Connections

Students respond best to situations they can relate to. In Nystrom Young Citizens, connections are made between the content and student's real-life situations. This is achieved in part by focusing on the fictional experiences of the characters that serve as protagonists (for example, we learn how a sense of both family and community is promoted by family reunions) and in part by asking students to make connections to real-life choices (for example, deciding where our classroom should volunteer to have the biggest impact on our local community).

Collaboration

Collaboration has been identified as a twenty-first-century skill. Reluctant or emerging readers benefit from a variety of collaborative configurations to engage them in reading. This program uses reading as one of several opportunities to help students learn how to work together toward a common goal.

Critical Thinking

Language arts and social studies share a core of critical-thinking skills that form the cornerstones of comprehension. Sequencing, comparing and contrasting, recognizing cause and effect, drawing conclusions, and evaluating are just a few. In Nystrom Young Citizens, Student Books, Leveled Student Readers, and Group Activity Cards are used to teach and reinforce these skills.

Writing

Like reading, writing offers another way to blend language arts and social studies instruction. Nystrom Young Citizens presents a variety of writing tasks, progressing from very simple to more complex as students move up through the grades. In addition to writing for activity sheets, there are scaffolded skill lessons in writing. These skill lessons teach students different types of writing, such as narratives and personal experiences, opinion pieces, and information pieces. Further, the students' Think Books provide opportunities for less structured writing.

Speaking ...

Engagement in the social studies classroom, especially for young students, calls for lots of student dialogue and oral participation. Every lesson in the program involves some form of discussion and oral participation by students.

... and Listening

Listening skills take practice too. Of course, we want students to spend extended time reading on their own. But they do love hearing stories read to them as well. Reading relevant stories aloud not only enriches students' social studies experience but also provides ideal opportunities to sharpen their listening skills. Every lesson includes a Literacy Links section that provides suggestions for topic-related trade books that can make read-aloud time relevant to the social studies curriculum.

Modifications for Differentiation

Each section's teaching plan includes recommendations for ways to differentiate instruction for learners with special needs: above-level students, below-level students (often emergent readers), and English language learners. Reaching and teaching these students, while ensuring that the whole class gets complete instruction, is an ongoing challenge. How to do it all? And how to ensure that every student succeeds?

One way to have more time for differentiation is to combine social studies and language arts teaching. Nystrom Young Citizens has a formidable base in language arts. Each teaching plan builds on reading the Student Book in different ways to develop language skills as well as social studies knowledge. These social studies materials are a strong fit for reading and writing instruction. The program also includes a library of Leveled Student Readers, which can work seamlessly in language arts time.

Digital Integration

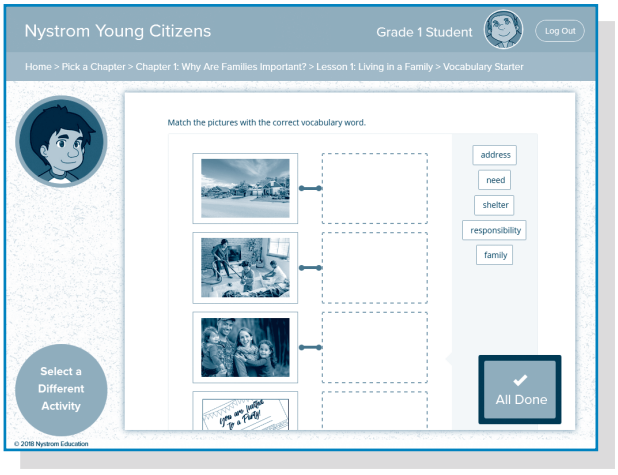
Through its online environment, Nystrom Young Citizens offers complete integration of print and digital materials. Depending on available time and resources, students and teachers can use online materials seamlessly both at home and in school.

The online environment

- allows students to access content anywhere, anytime through their own log-ins;
- supports and bolsters the print materials with interactive digital assessments that teach twenty-first-century skills;
- incorporates familiar characters to bring the material alive;
- enables teachers to monitor students' progress; and
- provides frontline access for parents so they can encourage their kids every step of the way.

Student Materials

Online activities accompany each lesson of the Nystrom Young Citizens Student Book. Activities cover skills, content, and vocabulary. For each lesson, there are two vocabulary activities: one higher level depth of knowledge and one lower level. The lower level activity is typically more visually oriented. Kid-friendly formats such as drag-and-drop and highlighting engage the student in the learning task.



Students can also practice skills and reinforce concepts taught in the book through online assessments. The longer summative assessment, the chapter test, is available both in print and digitally. When completed digitally, teachers can take advantage of the Nystrom Young Citizens Learning Management System to grade the assessments and generate reports to track student progress.

Teacher Materials

The entire Teacher's Guide is available online. This includes activity sheets and tests that the teacher can print out to use in class. It also contains Lesson Closure activities, letters home, and state maps, atlases, the Patriots' Handbook, and Teacher Resources.

Detailed instructions on how to use the online interface are available on the Help page at yc.SocialStudies.com.

Active Participation of Students

Hands-on Learning

Scientists who study the brain have learned that we remember and understand much more when we actively engage with information rather than just passively receive it. We also know that by manipulating the new learning in various ways through different processes and sensory modalities, the learner builds more interconnections within and between neural networks. This mass of interconnections provides multiple pathways for retrieving the new learning from long-term memory. For this reason, Nystrom Young Citizens builds an array of hands-on experiences into the program.

Manipulatives

Which would engage you more, being told to find the library on a town map or being given a challenge to draw the shortest route to the library from the grocery store? The latter option is not only more fun for students, but it also uses different parts of the brain. While the eyes locate the two buildings, the fingers might trace several routes. The brain processes these inputs, then the hand draws the chosen route with a marker. Activity makes the difference.

Nystrom Young Citizens offers many opportunities like this for students to interact with the individual laminated desk maps and the small globes for group work. Wet-erase markers make it easy to use these materials over and over. The maps and globes are washable and extremely durable.

Project-Based Learning

Project-based learning provides students with an opportunity to use a variety of skills to create their own public project. The projects allow the use of multiple skills and a broad range of knowledge to develop an authentic product of group effort using twenty-first-century skills. Nystrom Young Citizens includes one project per chapter as a culminating assessment. These projects generally follow the "Essential Project Design Elements" as detailed by John Larmer, John Mergendoller, and Suzie Boss in *Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction (2015).*

1. **Engage** Start projects by discussing what is to be accomplished. Hand out the Student Checklist and refer to it throughout the project. Solicit student input on what outcomes they would like to see. Introduce students to the importance of the topic on a personal, internal level.
2. **Compelling Question** Revisit the chapter-opening question—it is the compelling question for the project. The question focuses the direction of the overall project. The specifics of the final project should reflect the students' path to an answer, their own concerns, issues, interests, and identities.

3. **Student Decision** Students need to develop not just what to say but how to say it. Student groups, with guidance from the teacher, discuss and plan how they will address the issues of the project. The more each student is able to contribute at this stage, the more they will be invested and learn from the project as a whole.
4. **Twenty-First-Century Skills** All projects encourage collaboration, communication, critical thinking, time management, and use of technology at a grade-appropriate level.
5. **Discovery and Exploration** The initial brainstorming should create a path of exploration based on the students' own questions and ideas (within the framework of the project). This exploration of resources (traditional research, interviews, surveys, etc.) allows the student groups room to explore and develop the project on their own.
6. **Discussion and Revision** After two days of development, students in the group will take time to review each other's work to determine their progress. This allows not only for constructive feedback but also for revision of the group's project.
7. **Communicating Results, Publicly** The end result of the project, the "product" (which represents a form of an answer to the compelling question), is presented to the class, the school, or some other larger group. In most cases, the verbal presentation is accompanied by a physical product to be displayed.

Multicultural Representation

The characters in the Nystrom Young Citizens narrative represent a variety of social and ethnic backgrounds helping to promote an appreciation for the contributions of diverse cultures and heritages. Students are introduced to characters who are Asian, Black, White, Jewish, Christian, Muslim, and who have disabilities with the goal of fostering understanding of ethnic and cultural diversity in our communities.

Humanity and Compassion

Nystrom Young Citizens promotes understanding and compassion, both for other people and for the animals that make up our communities. Situations covered in the student text demonstrate examples of students helping other students, assisting those in need, and respecting the needs and feelings of others. For example, Chapter 3 shows the Young Citizens finding ways to help in their neighborhood, such as raking leaves at the senior center, delivering food, and donating books to those less fortunate.

Parent Resources

Parents have an opportunity to share in their children's learning and monitor progress through features like our Letter Home or the digital platform. With the Letter Home (available for each chapter), parents are informed of the unit's objectives and what students will need to complete the active learning component that comes at the end of each unit. In addition, the Letter Home provides ideas for parents to help their students learn vocabulary, skills, and content that are relevant to that unit. The digital platform allows for parents to have their own login to view student assignments and assess their child's progress.

Assessment

The goal of all the types of assessment in Nystrom Young Citizens is to help teachers shape instruction to maximize learning for every student—not only social studies content and concepts but also essential thinking skills and language arts proficiency.

Formative Assessments

More informal than tests, formative assessments provide quick feedback to indicate students' progress and where they need more work. Information gained on student progress through formative assessments should guide further instruction.

To begin a chapter, a simple five-minute Pre-assessment Activity will let you know how much your students already know about the upcoming topic. Based on the results, you may wish to spend more or less time on certain sections.

At the section level, formative assessments include oral questions, writing on maps, quick-writes, simulations, arts and crafts projects, and activity sheets. Activity sheets appear in the teacher's Student Handouts book, as black-line masters, and as PDFs online. They cover skills and vocabulary. In format, they can be

- matching
- multiple choice
- sentence completion
- map completions
- drawing
- comprehension: reading passages, maps, images
- short-answer questions
- extended response
- recalling information
- identification or classification into the correct categories
- evaluating information or results
- analyzing and researching
- applying specific thinking strategies to different real-world situations
- checklists for evaluation

These types of questions also appear in the Leveled Student Readers and the Group Activity Cards.

Formative assessments appear in the Lesson Closure as well. The lesson closure has two parts: a quick classroom assessment activity and a Review at Home section. The Review at Home section is a take-home activity sheet that will get parents and caregivers involved and continue the lesson conversation at home. It's a way to have students engage with the material together with an adult outside the classroom. It could also provide a structure for feedback from home to teacher.

Summative Assessments

The end of each chapter calls for a more formal, or summative, assessment to evaluate student learning. A ready-to-go traditional chapter test is provided. Extended review materials help students prepare for the chapter test.

The big culminating activity of each chapter is the chapter project. This project challenges students to work together to apply what they've learned to create something of value to the classroom, school, or community as a whole. Throughout the chapter, students have worked through steps 1 and 2 of the Inquiry Arc: asking questions and finding answers. In the chapter project, they bring together what they've learned, evaluate it, perhaps do more research, and then communicate their learning to take informed action.

The chapter project involves hands-on work and allows students of different aptitudes and abilities to demonstrate their talents.

Digital Assessments

Digital assessments give students opportunities to practice vocabulary, skills, and concepts at home, in a computer lab, or wherever they have internet access. As digital natives, students benefit from online practice, which increases their retention of both social studies concepts and literacy skill in an environment where they are comfortable. As they practice, students also improve their proficiency with technology and have the opportunity to develop their twenty-first-century skills. Digital assessments also facilitate rigor in the classroom by building leveled activities, from depth of knowledge level 1 to level 3.

How to Use the Program

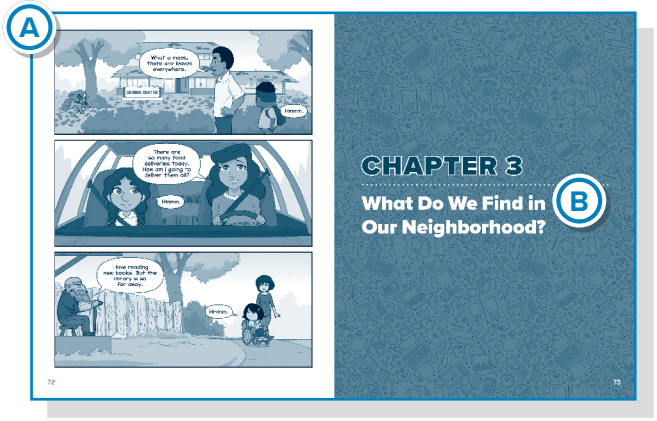
All the components of Nystrom Young Citizens are designed to work hand-in-hand. Led by the Student Book, each component supports and expands student learning.

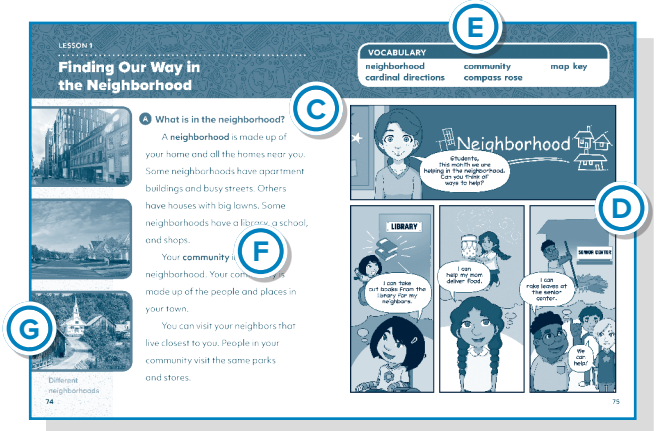
Understanding the Student Book

This grade-level appropriate informational text covers the content students need to master. The Student Book is divided into a "How Do We Use This Book" introduction and seven chapters. Each chapter has four lessons, and each lesson is divided into several sections. Comics draw students into each chapter and support the informational text. The Student Book includes

- core reading driven by characters living in the imaginary community of Maplewood;
- numerous photos, graphics, captions, and comics to aid student understanding;
- Contents;
- Atlas;
- Patriots' Handbook; and
- Glossary.

Chapter Elements





A. Chapter introductory comic provides a storyline that will be continued throughout the chapter.

B. Chapter title is a compelling question that will be answered throughout the chapter.

C. Each section title is a supporting question for the chapter's compelling question.

D. Many sections begin with a comic relating the main story to the subject of the section.

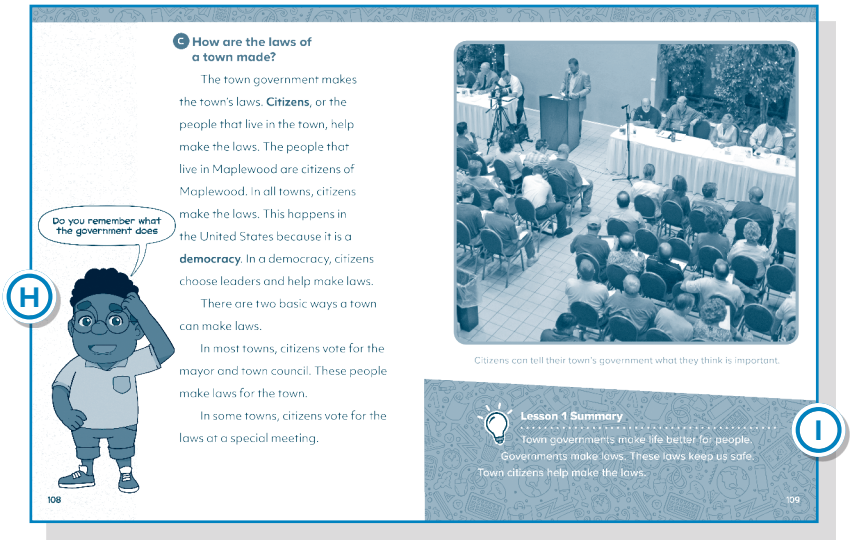
E. Vocabulary list for the entire lesson provides an early introduction to important terms used in the lesson.

F. Each vocabulary word is in boldface the first time it appears in the main text. Definitions appear either in text or in a sidebar comment.

G. Pictures and captions help describe the concepts in the main text.

H. Characters ask questions to encourage critical thinking.

I. Brief summaries of the main points of the lesson are found at the end of each lesson.

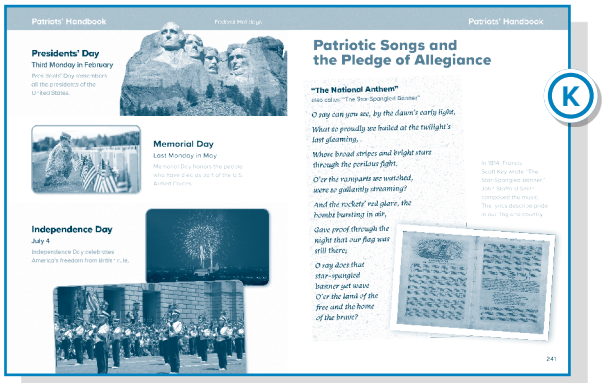


Reference Sections

J. The Atlas provides not only maps of the world, the United States, and the seven continents but also photos describing each continent. This section is especially useful in chapter 7.

K. The Patriots' Handbook provides pictures and explanations of American holidays and symbols as well as the words and background for the Pledge of Allegiance and patriotic songs. This section is especially useful in chapter 6.

L. The Glossary gives pronunciations and definitions of vocabulary words for the students. It also includes many visual representations of the words.

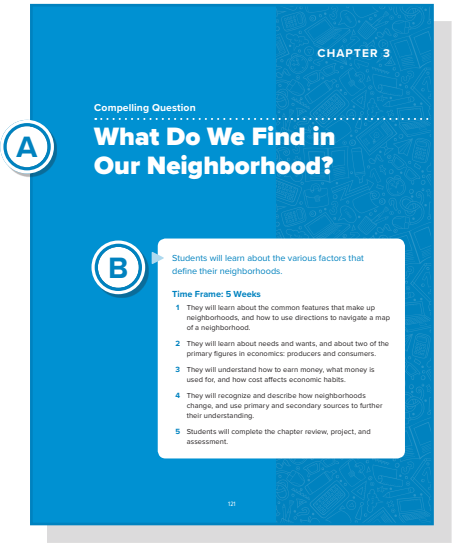


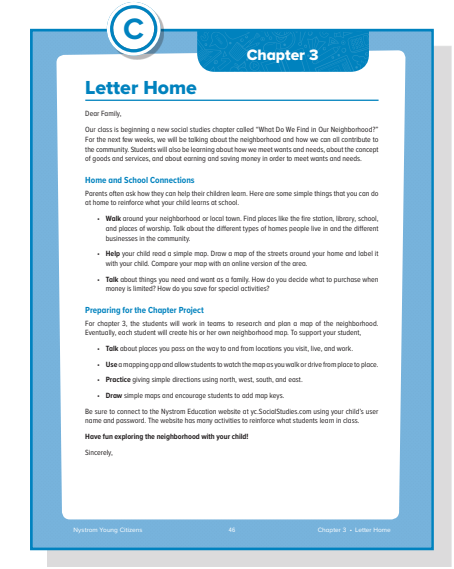
Understanding the Teacher's Guide

The Teacher's Guide parallels the Student Book and is also divided into a "How Do We Use This Book" introduction and seven chapters. Each chapter has four lessons, and each lesson is divided into several activity sections. The Teacher's Guide includes

- step-by-step instructions for hands-on activities for each Student Book section and chapter projects;
- activities for improving domain-specific vocabulary, content knowledge, and skills;
- explanations for how all program materials are used in class activities;
- multiple options for differentiation and extending activities; and
- culminating projects for each chapter, which encourage students to apply and communicate their new knowledge and then take informed action.

Chapter Openings





A. Compelling Question

Chapter titles are compelling questions, following the fundamental principles of inquiry-based learning and the Florida State Sunshine Standards. The lessons of the chapter will help students develop answers to the compelling question.

Before beginning a chapter have students read the compelling question as a class and have a brief discussion of what it could mean.

B. Time Frame

The suggested time frame helps you maintain pacing for the school year. In general, it assumes one week for each lesson and one week for chapter review, test, and culminating project.

C. Letter Home

The program strongly encourages the development of social studies education outside of the classroom. The Letter Home keeps parents and guardians up-to-date on what will be covered in the upcoming chapter and provides ideas for how they can reinforce the concepts outside the classroom.

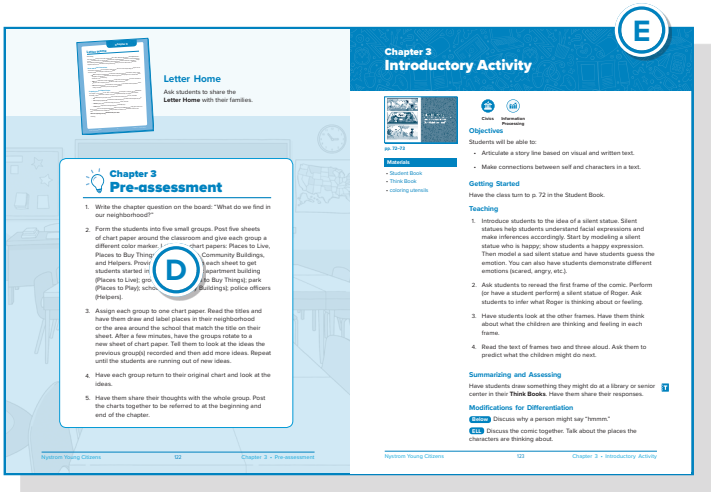
Copy the letter, sign it, and send it home with the students. You are encouraged to add anything that you feel may be appropriate to your class's unique circumstance.

D. Pre-assessment

This brief set of questions allows you to assess the students' prior knowledge and engages them in the chapter to come. Modify the time spent on topics based on the students' mastery of the material in the assessment.

E. Chapter Introductory Activity

The introductory activity engages the students in the compelling question. The activity will involve reading the compelling question and the chapter's introductory comic strip.



Lesson Openings

F. Lesson Title

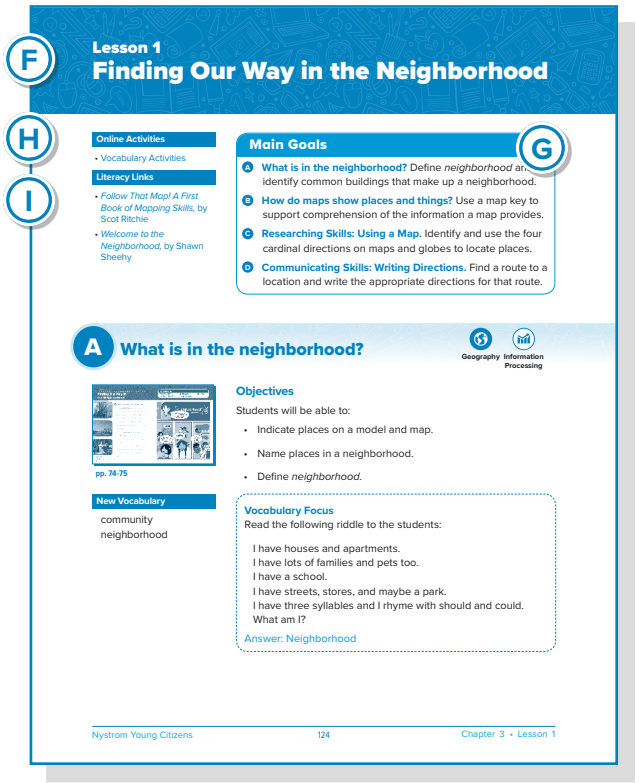
Each chapter has four lessons. The lesson title provides a general overview of each lesson. Read the lesson title with the students to introduce the topic.

G. Lesson Main Goals

The lessons are divided into three or four sections, with an activity for each section. Each activity is listed in Main Goals with a brief description of its objectives. This will help you plan where to focus your class's attention.

H. Online Activities

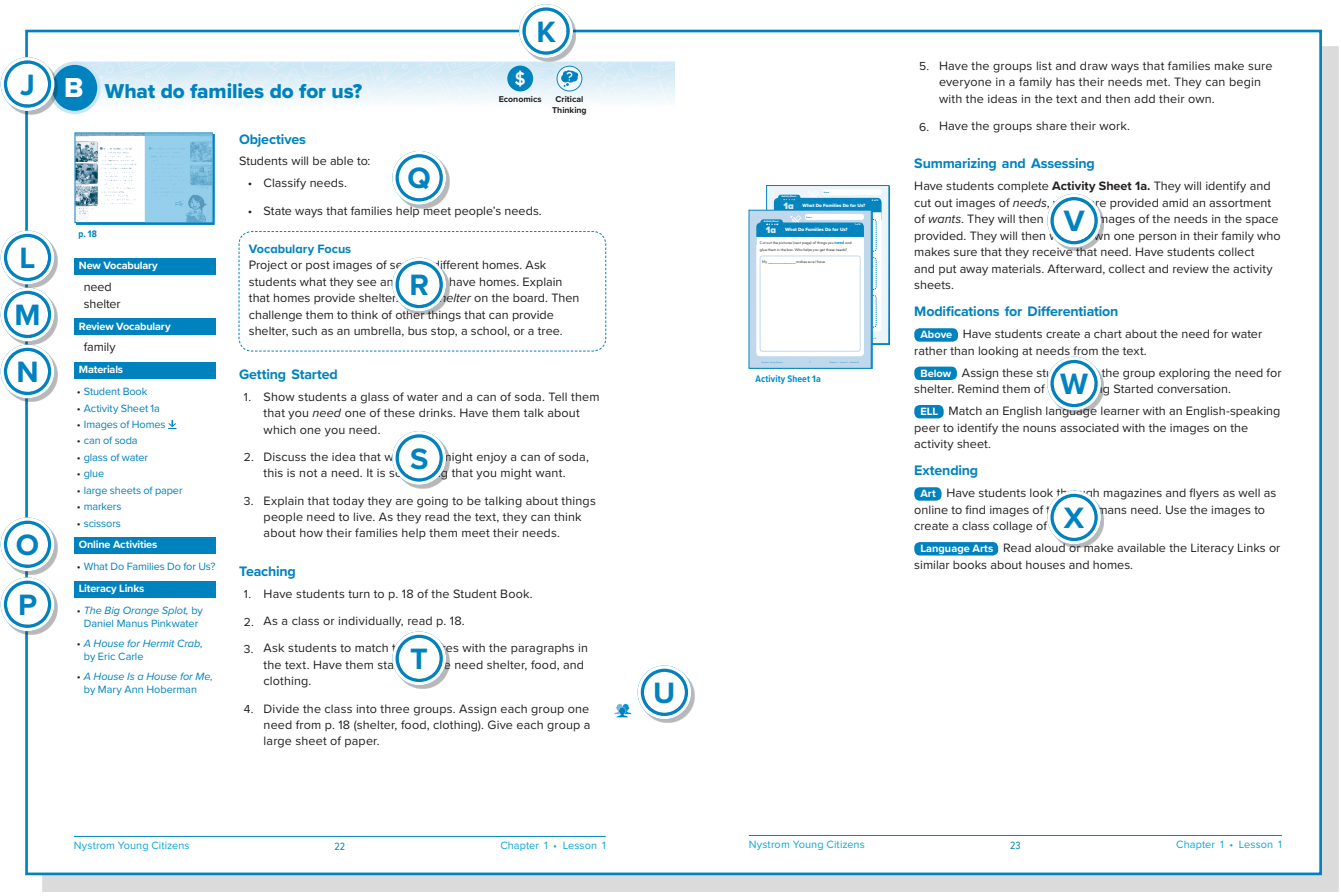
This lists the activities available through the Nystrom Young Citizens online portal, yc.SocialStudies.com. These extending activities can be used to introduce then reinforce the lesson's new vocabulary. There is both an introductory vocabulary activity and a vocabulary mastery activity for every lesson.



I. Literacy Links

These are recommended book titles for outside, or library, reading that support the lesson topic at an appropriate reading level for first graders. You can read them to the class or suggest them for individual reading time.

Activity Sections



J. Activity Title

Each activity is connected to a section in the Student Book and correspondingly labeled "A" to "D." The title for both the activity and the Student Book sections are supporting questions to the chapter opening questions.

K. Subject Icons

Each activity addresses from one to three academic disciplines, either topics or skills. Icons appear with each section opening to indicate the main social studies curriculum content or skill development addressed in the activity.

Curriculum Topics

Careers

Civics

Cultures

Economics

Geography

History

Skills

Critical Thinking

Information Processing

Reading

Speaking & Listening

Writing

L. New Vocabulary

Most sections include new vocabulary. In the Student Book, the words appear at the beginning of the overall lesson and in bold the first time they are used in the main body of the text. This list notes the words introduced in the section.

M. Review Vocabulary

Especially important words for the activity that were introduced in earlier chapters or lessons are listed here. Read them to the students to be sure they remember what the words mean.

N. Materials

Materials that will be needed for the activity are listed here. Be sure to have all the materials easily accessible before the lesson begins. The subsequent Getting Started, Teaching, and Summarizing and Assessing sections will tell you when to distribute materials. You should establish procedures for passing out and collecting materials early in the year.

The Materials list begins with the program components used in the activity, followed by additional materials that may be needed. If there are materials listed that are not generally found in most classrooms, often audio or visual examples of content, you may do your own research (tailored to your specific classroom dynamic) or use the items digitally provided for your use. These will be available online in the Digital Resources section of yc.SocialStudies.com.

An icon in the Materials list indicates when the listed items are available on your Digital Resources page: .

O. Online Activities

This lists the activities available through the Nystrom Young Citizens online portal, yc.SocialStudies.com. These extending, interactive activities can be used to reinforce skills and content.

P. Literacy Links

These are recommended book titles for outside, or library, reading that support the activity topic at an appropriate reading level for first graders. You can read them to the class or suggest them for individual reading time. Some Modifications for Differentiation and Extending sections suggest additional ways to use these books.

Q. Objectives

Student objectives for the activity are itemized here in the SWBAT (Students will be able to . . .) format. The objectives are listed according to the order they are encountered in the activity. In general, this follows a lower-to-higher order depth of knowledge.

R. Vocabulary Focus

This item provides suggestions on how and when to introduce the activity's new vocabulary words. In many cases, students will learn the words in the context of the activity.

S. Getting Started

Getting Started gives instructions for introducing the activity. This activity warm-up engages the students' prior knowledge on the topic, reviews earlier, related material, and prepares the student for the larger activity. In addition, the Getting Started section often provides ways to get students thinking about new words or thinking deeper about words they already know.

T. Teaching

Here is where you will find the step-by-step teaching instructions for the activity. Most activities will be hands-on or discussion. The activity may be whole class, small group, pairs, independent, or a combination of those choices. Be sure to stop frequently to engage the students and check for understanding.

The Teaching steps assume that students already have their Student Books and Think Books (see p. xxxi) at hand. There are specific instructions on when to distribute other materials.

If the activity requires a student worksheet, handout masters are available online (yc.SocialStudies.com) as printable PDFs or may be copied from the Teacher's Guide: Student Handouts.

U. Group Work

Icons appear next to a step when the activity switches from one grouping of students to another. You should establish a procedure early on for getting students into pairs and groups .

V. Summarizing and Assessing

Summarizing and Assessing provides instructions to quickly determine if students understand the fundamental concepts and skills of the activity. These are meant as formative assessments. Online activities can provide reinforcement for students who are still struggling with the section content. This is also an opportunity to review, reinforce, and support areas that were not fully understood.

W. Modifications for Differentiation

Suggestions for modifications to the activity to help every student succeed are listed here. The modifications deal specifically with students who are significantly above or below grade reading level as well as English language learners. Sometimes these modifications will help students with less pronounced exceptionalities as well.

X. Extending

Extending provides activities that expand on concepts in the activity and introduces cross-curricular links. These extending activities can provide additional challenges for successful students, reinforcement for struggling students, and connect the activities to other material students may be interested in or studying elsewhere.

Skills-Based Activity Sections

Certain activities target specific skills-building learning. These activities follow the same format as all other activity sections. They correspond to specially designed skills sections in the Student Book and are represented by four umbrella categories.

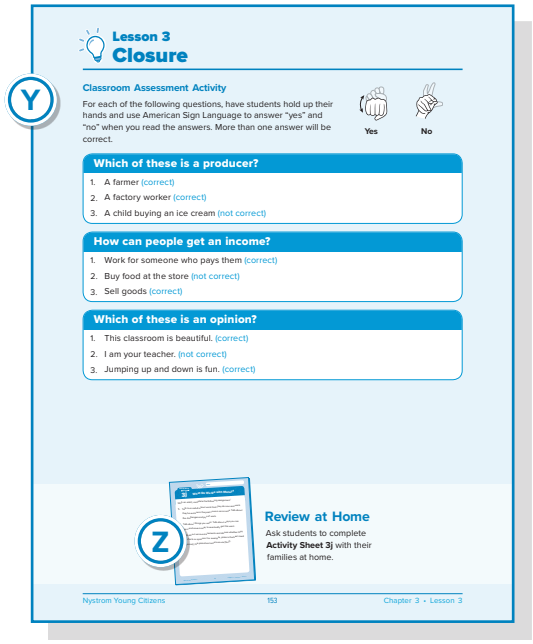
Reading Skills These activities support reading comprehension and critical-thinking skills related to literacy. Some sections in this category include using reading strategies, comparing similarities and differences, and finding main ideas.

Researching Skills These activities support finding, understanding, and using information. Some sections in this category include analyzing primary sources, using maps, and reading charts and graphs.

Communicating Skills These activities support developing clear self-expression. They can be verbal, written, or artistic expression. Some sections in this category include writing a narrative, using sequencing words, and creating time lines.

Collaborating Skills These activities support living and working with other people. Some sections in this category include naming problems, resolving conflicts, and listening and speaking in class.

Lesson Closure



Y. Classroom Assessment Activity

This brief activity provides a formative assessment at the end of every lesson. Have students complete the assessment after the last activity in the lesson. This is also an opportunity to review, reinforce, and support areas that were not fully understood.

Z. Review at Home

The Review at Home provides a way to involve the students' parents and guardians in the program. Depending on the nature of your class, you may choose to send the sheet home at the end of the lesson, at the beginning of the lesson, or as part of a packet attached to the Letter Home at the beginning of the chapter.

Chapter Review

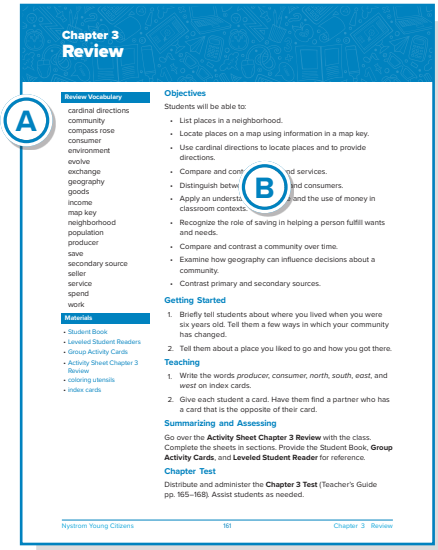
Each Chapter Review lesson is built on the same format as all the activities: Objectives, Getting Started, Teaching, Summarizing and Assessing. The activity itself is a Chapter Review Activity Sheet that covers all the main points of the chapter, providing an opportunity to reteach any areas that need additional support and attention.

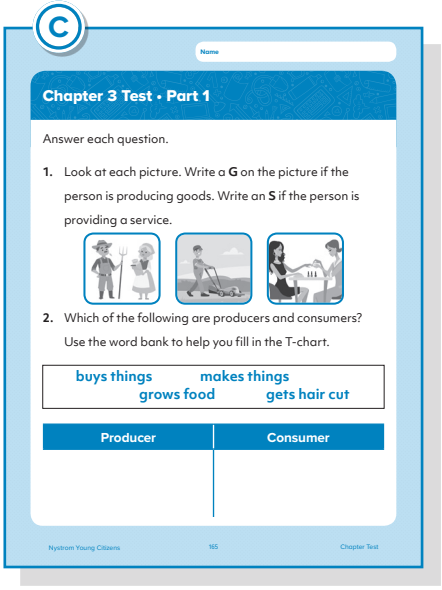
A. Review Vocabulary

A complete list of all vocabulary taught in the chapter is provided as part of the chapter review.

B. Review Activity

In general, Review Activities involve more practice for traditional assessment than other activities. The content and skills in the Review Activity will be the same content and skills tested in the Chapter Test.





C. Chapter Test

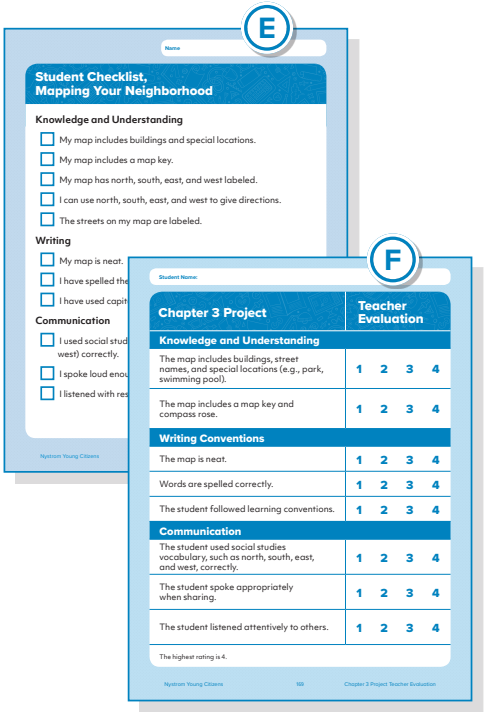
The Chapter Test assesses skill, vocabulary, and content at various depths of knowledge. This serves as the summative assessment for the chapter. The test allows you to assess the students' levels of understanding and provides students with practice in a variety of standardized testing formats. The Chapter Test master is found at the end of each chapter in the Teacher's Guide. This makes it easy to reference while teaching the activities.

Chapter Tests may be administered and graded in the online interface. The online chapter test offers students the opportunity to record answers by speaking into a microphone instead of writing as needed.

Chapter Project

Every chapter provides a collaborative, culminating project for authentic, summative assessment. The project incorporates most of the skills and content found in the chapter along with communication, research, and collaboration skills. The project takes place over several days, as the instructions outline.

Projects range from the relatively straightforward to the more complex. The projects showcase the Nystrom Young Citizens application of the Inquiry Arc process in action: ask questions, gather information, evaluate, and communicate conclusions.



A. Materials

This list of materials is organized day by day for the life of the project.

B. Objectives

Student objectives for the activity are itemized here. The objectives are listed according to their order encountered in the activity. In general, this follows a lower-to-higher order depth of knowledge.

C. Project Description

The description provides the end result of the project as well as a general outline of what will be accomplished pedagogically through the project.

D. Instructions and Suggestions

Day-by-day and step-by-step instructions guide teachers and students through the project. The project instructions are organized similarly to the other activities. Each day's work is laid out. Suggestions for preparation and guidance are also provided here.

E. Student Checklist

The checklist gives students an understanding of the expectations for their work on the project. Students should be given the checklist on the first day of the project. These sheets are available for reproduction from the Teacher's Guide: Student Handouts or as a printable PDF from your online portal.

F. Teacher Evaluation

The project-specific Teacher Evaluation rubric measures both the finished project and the student's collaboration skills.

Evaluating the Chapter Projects

Begin each project by distributing a copy of the chapter Student Checklist to every student. If the student completes all the items on the checklist, then they have achieved a successful outcome.

The challenge to the teacher is to grade students' work fairly, both as individuals, as small groups, and as a class. To do so calls for using the Student Checklist for student self-evaluation (in the Teacher's Guide: Student Handouts), and the Teacher Evaluation rubric (at the end of each chapter in the Teacher's Guide).

You can create your own criteria and categories. It is important to share the rubric with the class before students begin work on the project so that they will know what you expect of them.

Chapter Teacher Resources

Teacher Resource Sheets
Occasionally, section activities call for specific readings, activity cards, illustrations, or other. Masters for these appear in this section, as well as online. They should be copied/printed, cut apart, or whatever else is required to prepare them for use during the activity. They are listed under Materials and the instructions indicate how they will be used.

Chapter Test
This is where you will find the copy master for the chapter's summative assessment. It is handy for reference throughout the teaching of the chapter.

Teacher Evaluation
The rubric provides a project-specific assessment tool.

Answer Keys

Here you will find answer keys for all the activity sheets, chapter review worksheets, and chapter tests.

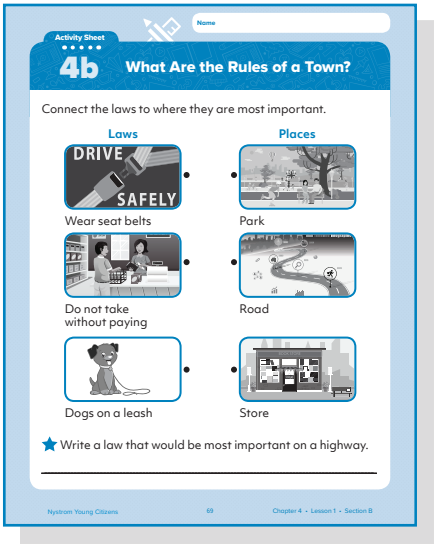
Understanding the Teacher's Guide: Student Handouts

This is your handy one-stop location for all student reproducible materials. These items are all also available online at yc.SocialStudies.com as printable PDFs. The Teacher's Guide will tell you when to use the different sheets. The copy masters are arranged in the order that they appear in the chapters. Thus, the first item is the program's introductory Letter Home. You will find here copy masters (or black-line masters) for the following items.

Letter Home
See description on p. xix.

Activity Sheets
Some activities have worksheets. These are used as a part of the activities. The Getting Started, Teaching, and Summarizing and Assessing sections will provide more instructions on when and how to use them. These sheets are titled and numbered with the chapter number and a sequential letter, for example, 4a, 4b, 4c. In chapter 5, you will find an additional, Florida-specific worksheet for you and your students to explore. The final activity sheet for each chapter is the chapter review.

Answer keys to activity sheets can be found at the back of the Teacher's Guide.


Activity Sheet
4b
What Are the Rules of a Town?
Name
Connect the laws to where they are most important.
Laws
Places
DRIVE SAFELY
Wear seat belts
Park
Do not take without paying
Road
Dogs on a leash
Store
Write a law that would be most important on a highway.

Student Checklist
See description on p. xxvi.

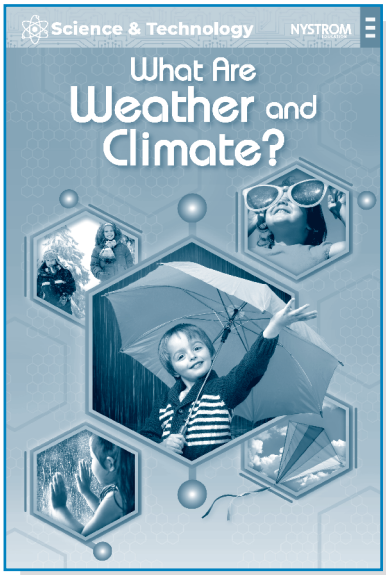
Understanding the Leveled Student Readers

Each chapter has an activity that includes Leveled Student Readers. The Leveled Student Readers are nonfiction books that cover the same topics at four different reading levels. The reading level is indicated by the number of bars in the upper right corner of the front cover: three bars indicates the highest level, and zero bars indicates the lowest level.

The program includes seven titles reinforcing, or providing a counterpoint to, topics from the Student Book. Each title:

- Covers the same basic content at four reading levels. More detailed information is available to students with a higher reading level.
- Tracks page-for-page at all levels with content covered and illustrations provided.
- Is colorfully illustrated and easy to read.
- Is integrated into the overall program. The Teacher's Guide points out the appropriate activity in a chapter to use the leveled student reader.
- Has activities that employ pre- and post-reading strategies aimed at improving depth of knowledge and communicating results.

Teaching with Leveled Student Readers



Have each student read the appropriate portion of the book according to their own reading level. You may put students into groups by reading level to complete the reading. Because each reading level section has slightly different text, reading should not take place within mixed-level groups. However, pre- and post-reading activities can take place in mixed-level groups if desired.

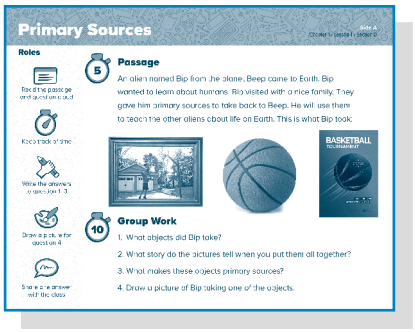
The Getting Started and Teaching sections tell you what Student Book and other work should be done before using the readers. When the instructions call for the readers to be distributed:

1. Do the pre-reading activity found on the inside front cover of the reader. You may also wish to use other pre-reading strategies according to your own class procedures.
2. Have students read the text and the glossary. They also should carefully examine the images and feature boxes within the main text.
3. Have students complete the post-reading activities found on the inside back cover as whole class, small group, or individual activities depending on the instructions or on your classroom's abilities. Each reader has a Reading Comprehension activity, an Analyzing Primary Sources activity, and a Taking Action or Communicating Results activity.

Understanding the Group Activity Cards

Each chapter has an activity that includes the Group Activity Cards. The Materials list in the Teacher's Guide indicates which activities use the cards.

- The program includes eight sets of cards, one for each chapter, covering a variety of social studies topics.
- The first set of cards are used in the Introduction chapter and introduce students to how to use the Group Activity Cards.
- Cards are integrated into the overall program. The Teacher's Guide points out the appropriate activity in a chapter to use the Group Activity Cards.
- Activities encourage collaborative learning and effective communications.
- They employ reading strategies to improve student depth of knowledge.



Teaching with Group Activity Cards

Some activities use copies of the same card for each group. Other activities have different cards for each group. Each card indicates the activity for which it is to be used.

The Getting Started and Teaching sections tell you what Student Book and other work should be done before using the cards. When the instructions call for the cards to be distributed do the following:

1. Break the class up into six groups.
2. Assign, or have students choose, the roles for Group Activity Card work.
    - **Reader (1 or more)** will read the passages to the group.
    - **Writer (1)** will write down the group's answers.
    - **Presenter (1 or more)** will present the group's answers to the whole class.
    - **Timekeeper (1)** will make sure that the group finishes tasks on time, following the time estimates on the card, and ensure everyone has a chance to participate.
    - **Artist (1 or more)** will create required pictures and posters. This role does not appear in all activities.
3. Have students complete the activities on the card in their small group.
4. Monitor groups to be sure they stay on task. If necessary, remind students of when they should move to a new task on the card.
5. Have each group present their findings at the end of the activity time.

Group Activity Role Cards

Individual cards explaining each role are available in the online Digital Resources section. These can be printed and distributed to students during Group Activity Card lessons at the teacher's discretion.

Understanding the Manipulatives

Follow the instructions outlined in the Teacher's Guide activity instructions with respect to using the manipulatives.

Community Desk Map

- Shows the fictional town of Maplewood, the same town that appears in the Student Book.
- Has an illustrated map on side A with nine blocks of the town, including homes, businesses, a school, and government buildings.
- Provides a common reference point to teach local geography, economics, and civics to students of different backgrounds.
- Has the same map without illustrations on side B to teach map reading.
- Is fully markable with the included map markers for hands-on activities.

U.S. and World Desk Map

- Shows the United States on side C, with all the states clearly labeled.
- Shows the world on side D, with continents, oceans, and some countries clearly labeled.
- Has natural and cultural features of the United States and the world at an appropriate level for first grade.
- Is designed specifically for this program.
- Is fully markable with the included map markers for hands-on activities.

Activity Globe

- Is a sturdy 9" student globe.
- Clearly shows continents, countries, oceans, and some additional features.
- Includes an appropriate level of information for easy first-grade student use.
- Is designed specifically for this program.
- Is fully markable with the included map markers for hands-on activities.

Map Markers

- Are usable with the maps and globes of the program.
- Clean up easily.

Classroom Management

At the beginning of the school year, establish routines for social studies—moving into groups, getting each one of the components, cleaning the components, and putting them away. You may wish to assign components' jobs to specific students.

- Practice routines before using new components or when students change jobs.
- Emphasize quick and quiet habits when using these materials.

Cleaning Manipulatives

A simple paper towel or soft cloth may be used to make corrections and quick fixes during an activity. A damp paper towel or soft cloth is best for full cleanup before storing manipulatives.

Understanding the Think Book

Think Books are personal student notebooks. They are used in a wide variety of activities. The notebook is noted in the Materials list in the Teacher's Guide and the specific steps that use the notebook are marked with an icon . Each student's Think Book:

- Is a bound notebook provided by the school or student. The Think Book could also be a collection of loose-leaf paper stapled together.
- Collects notes, drawings, and important activity sheets.
- Allows students space to speculate on the compelling questions and other social studies topics.
- Creates a space for student-created chapter reviews.
- Provides opportunities to practice note-taking.

Teaching with Think Books

Hand out the Think Books at the beginning of the activity unless otherwise instructed. The Teacher's Guide will give instructions on what the students should put in their notebooks. At the end of the lesson, collect the notebooks.

Think Books should also be handed out for the Chapter Review activity to help students easily find information from past lessons. Think Books can also be used if the class has open-book chapter tests.

In general, teachers should not correct what is in the Think Book. The notebook is for students to put information that will be useful to their selves personally. In a few activities, the Teacher's Guide will instruct the teacher to correct factual errors to ensure accuracy of information when the Think Books are used for content review.

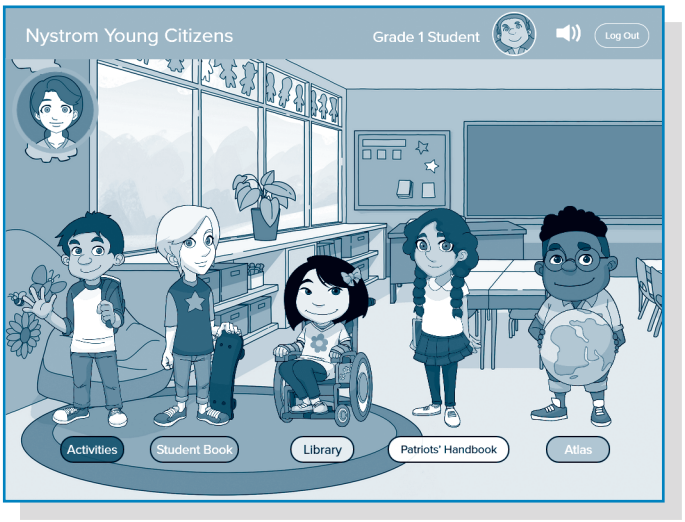
Consider taking some art time to let students decorate the covers of their Think Books.

Understanding the Digital Platform

The Nystrom Young Citizen's digital interface provides students with interactive resources to support and enhance their understanding of the material in the print program. It contains a flipbook version of their Student Book and Leveled Student Readers, hundreds of exciting interactive assessments, and all of their chapter tests.

The homepage uses familiar characters to introduce students to elements of the digital environment (from left to right):

- Ms. Dos gives instructions to students on how to use the portal.
- Carlos takes the students to their interactive assessments.
- Peyton leads them to an eBook version of their Student Book.
- Leena guides the students to their leveled readers.
- Minar directs the students to their Patriots' Handbook.
- Roger shows the students their Atlas.



Students can track their progress as they proceed through the activities. The icons let students know they have completed that activity.

The online interface provides teachers with downloadable versions of all the print assets, including the Teacher's Guide, Group Activity Cards, student handouts, teacher resources, and supplemental materials. The online portal also provides teachers with tools to monitor student progress.

The Patriots' Handbook is available as a separate section on the digital platform. Students can study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism. The Patriots' Handbook will foster a sense of civic pride and allow students to reflect upon United States civic history, so they understand their rights and responsibilities as citizens.

Additional Teaching Tips

A Social Studies Center

Set up a variety of social studies centers that appeal to different learning styles. Some ideas include:

- A mapping center with an atlas, desk maps, activity globes, outline maps, or map puzzles.
- A travel center with travel posters, brochures, photos, and postcards.
- A reading center where students can check out relevant books or magazines. See the Literacy Links at the beginning of each lesson for suggested books to place here.
- A landforms center with a tub of sand and water. Here students can create different types of landforms and bodies of water.
- A clothesline for use as a time line. Have students use it to sequence events, holidays, months, or years.
- An economics center with catalogs, sales fliers, a calculator, and play money.

A Collaborative Environment

Student collaboration is an essential part of Nystrom Young Citizens. However, the management of collaborative learning can be challenging. Some teachers are concerned that only one or two students in a group will do all the work. To avoid situations like this, establish specific roles and responsibilities for each member of the group. Consider using the same roles established for the Group Activity Cards. For example, one person takes notes, another person handles the artwork, a third is the presenter, and so on. In group work, it is important to evaluate the individual's contribution as well as the group's process and product.

This program frequently uses partner work. This approach fosters collaboration and helps address different skill levels within the classroom. While we always defer to the discretion of teachers, we encourage the establishment of pre-determined pairs. This gives teachers the ability to match students to best accommodate differentiation in skill levels. We also suggest having students practice partnering up every time you establish new pairings so that students become familiar with the process.

Some other tips to manage collaborative learning:

- Set up routines so that everyone is involved in activities. For example, if groups are working with the globes, have members pass the globe around so that each student gets a chance to point, circle, or identify.
- Utilize related components that are being used, such as desk maps and Student Books. Have group members point to the same place on their component. Try to keep all members engaged.
- Have students check work with partners or group members. This builds security and eliminates many questions. For example, have students check with partners or the group about directions before asking the teacher.
- Have students work together on activity sheets.

Reading

Reluctant, emerging, and ELL readers are often more comfortable interacting with a peer or a few peers rather than a larger group. Consider pairing students with a strong reading partner for some activities. Or, you may pair students, having them read quietly to each other. Encourage them to help each other and give them a question to think about as they read and then discuss.

Small groups of three or four also work well for this type of collaboration. It is essential to have each student take a turn to read and to have students support each other to make sure they all understand what they have read. When the class comes back together, the small group experience will give all students the knowledge and comfort level to discuss your questions.

Reading

Visual Literacy

Teaching students to look very carefully at all the images in a section before they read it is a good strategy to engage them before reading. Also, try taking some time asking students to talk about the many photographs in their books, Leveled Student Readers, and Group Activity Cards as a way to pull them into the content. What do they see? How do these pictures tell what the reading is all about? In addition to photographs, have students study the tables, maps, graphs, charts, and illustrations in their books. Asking open-ended questions about images is an excellent way to build students' curiosity. Allow ample time for students to speak in class.

Visual text features also merit student attention. Have students find the boldfaced words in their text and explain to them that these are new words to learn. Where appropriate, have students draw pictures to illustrate the words. Consider sending students on a treasure hunt to locate titles, headings, captions, the table of contents, and the glossary. Ask them how each feature helps the reader.

Critical Thinking

Asking lots of critical-thinking questions and giving students ample time to discuss them strengthens these skills. The more opportunities they have to think and then speak, the more engaged they will be. Here are some simple examples.

- **Predict** Have students scan the passage before reading. Then ask, "What do you think this section will be about? What evidence do you have for that?"
- **Make Connections** To draw on background knowledge, ask "What do you already know about _____?" After reading, ask "How does what you've learned connect to what you already knew?"
- **Compare/Contrast** "How is _____ like _____? How are they different?"
- **Sequence "**After reading, ask "Which event came first? last? What words tell you this?"
- **Evaluate** "What do you think would be the best solution to this problem? Why?"

Writing

You may want to use the Nystrom Young Citizens materials as springboards for other writing assignments you give your students during language arts time, such as quick writes and journals. Perhaps the most engaging writing tasks for students have real-life purpose and practicality. Is there a problem at school that needs attention? Does the community need something? How can students persuade the principal to allow them to take a special field trip? Writing letters and opinion pieces is a powerful way to introduce your students to community activism and show them they can be part of local leadership.

Speaking ...

Give every student daily opportunities to speak in class and to discuss a topic in small groups and then report out. Monitor discussions to ensure that every student speaks at some point during a lesson or activity.

For discussions to succeed, students of all language abilities need to feel safe speaking up and giving voice to their thoughts. For this to happen, students need to learn the "rules of the road," practice them, and use them in all discussions. In the beginning of the school year, spend time teaching students how to

- raise a hand and wait a turn to speak; or, in open discussions, only one person speaks at a time;
- listen carefully and politely;
- work to understand other points of view;
- disagree with a peer by first restating their position, then add to it;
- give evidence to support a position.

Spending time to develop these behaviors will pay big benefits throughout the school year. Point out to students that following these rules of courtesy will also help them throughout their lives.

... and Listening

For read-aloud story suggestions, see the list of relevant books in Literacy Links at the beginning of the teaching plans. These topic-related trade books make connecting read-aloud time to the social studies curriculum simple.

Here are some ways to get your students speaking and listening carefully.

- Stop and ask questions as you read.
  - What do you think will happen next?
  - Why do you think _____ did that?
- If a key word is used repeatedly in the story, ask students to use a hand motion each time you say the word.

- Ask questions when you finish the book.
  - What is this book about?
  - How is this story like the lesson we did on _____?
  - Would you give this story a thumbs-up or a thumbs-down? Why?
  - What part of the story did you like best? Least? Why?
- Have students retell the story in their own words.

Modifications for Differentiation

For all students, it is important to maximize their personal reading time. This is especially true for struggling students. Do not assume that because reading is hard for them that they should only be read to. The more time they are expected to read, the more their reading will improve.

Every Student Succeeds

Effective teaching of below-level learners must also deal with the problem of stigmatization. Students of lower abilities, whatever the reason, often face taunts from their classmates. This shaming, in turn, affects their self-confidence and their concentration for learning. For this reason, it is essential to structure teaching so that these students can demonstrate their knowledge along with everyone else in the class.

Creating pages for an ongoing “big book” of what students are learning provides an opportunity for all students, regardless of ability level, to contribute. This book becomes a compendium of knowledge and extends the reading materials available to students. All can point to their pages with pride.

Class discussions play an important role in social studies, but language difficulties often hold back some students from participating. Make sure to build in time for students to talk in small groups about the content they are learning. These small groups provide a more informal setting in which students, especially English language learners, can help each other develop the vocabulary and fluency they need.

Remember that good teaching for students with special needs is just that—good teaching. Modifications that allow special needs students to demonstrate their learning as part of the class will benefit everyone in the class.

Scope and Sequence

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
Introduction: How Do We Use This Book?			
1. Getting to Know This Book	1 week	• Locating Places • Using Maps	• Using images and text • Importance of compelling question • Text features
Chapter 1: Why Are Families Important?			
1. Living in a Family	1 week	• Roles people have • People belong to different groups • Basic needs • Value of work • Responsibilities at home • Locating places • Home address and phone number	• Asking and answering questions about key details
2. Family Rules	1 week	• Examples of rules and laws • Reasons for rules and laws • Golden Rule • Fair play • Honesty and truthfulness • Consequences of breaking rules • Roles and responsibilities of authority figures	• Participating in collaborative conversations
3. Family Traditions	1 week	• Different family structures, beliefs, customs, and traditions	• Comparing similarities and differences
4. Families in the Past	1 week	• History as the story of the past • Movement of people • American Indians and immigrants in U.S. culture • Time lines • Comparing past and present • Primary sources	• Sequencing events
• Chapter 1 Test • Chapter 1 Project: Family Scrapbook	1 week	• Comparing families • Family celebrations and traditions • Origins of families • Importance of family rules and family participation • Primary sources of family history	• Constructing a narrative
Chapter 2: What Do You Know about School?			
1. Our School	1 week	• Natural and human characteristics of a place • Locating places • Using maps	• Sequencing events
2. Improving Our School	1 week	• Authority figures	• Social and instructional communication • Identifying cause and effect

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
3. School Rules	1 week	• Rules • Responsibilities of students • How rules are made	• Resolving conflicts
4. Making Choices in School	1 week	• Reasons why we need to make choices • Consequences of making choices • Schools in the past	• Solving problems
• Chapter 2 Test • Chapter 2 Project: School Improvement Project	1 week	• Characteristics of a place • Citizenship and contributing to a community • Responsibilities at school • Authority figures • Addressing school and local issues • Describing ideas and feelings clearly	• Decision-making • Collaboration • Researching • Solving problems
Chapter 3: What Do We Find in Our Neighborhood?			
1. Finding Our Way in the Neighborhood	1 week	• Locating places • Characteristics of a place • 3D models • Maps and globes • Parts of a map • Cardinal directions	• Writing informational texts • Expressing ideas clearly
2. How We Get What We Need	1 week	• Needs and wants • Goods and services • Buyers and sellers	• Categorizing information
3. What We Do with Money	1 week	• Producers and consumers • Income • Buyers and sellers • Why choices are necessary • Making choices about saving and spending • What affects choices	• Fact and opinion
4. Changing Our Neighborhood	1 week	• Effects on the environment • Change over time • Recognizing primary and secondary sources	• Primary and secondary sources
• Chapter 3 Test • Chapter 3 Project: Mapping Your Neighborhood	1 week	• Creating maps • Parts of maps • Cardinal directions	• Writing informational texts • Expressing ideas clearly
Chapter 4: What Makes a Town?			
1. Town Governments	1 week	• Authority figures • Citizens and citizenship • Government services • Rules and laws • Rule-making in democracy	• Identifying cause and effect

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
2. Towns Past and Present	1 week	• Effect of the environment • Change over time • Natural resources • Getting goods and services • Comparing past and present	• Main ideas • Supporting details
3. Different Towns	1 week	• Urban, suburban, and rural communities • Locating your city • Using maps and globes • Natural resources • Effect of the environment	• Researching
4. Helping Our Town	1 week	• Citizens and citizenship • Contributing to the community	• Sequencing words • Writing your opinion
• Chapter 4 Test • Chapter 4 Project: Suggesting a Town Improvement	1 week	• Citizens and citizenship • Contributing to the community • Government services • Authority figures	• Solving problems • Creating chart and graph • Writing your opinion • Researching • Describing ideas and feelings
Chapter 5: What Do We Know about Our State?			
1. Places in a State	1 week	• Locating places • Physical and human characteristics • Parts of maps • State symbols	• Using symbols and illustrations in a text
2. Government of the State	1 week	• State capitals • State government and laws • Authority figures • Government and its functions • Constitutions	• Comparing different points of views • Asking and answering questions
3. Economy of the State	1 week	• Natural, human, and capital resources • Meeting needs through trade	• Using and creating charts and graphs • Writing informational texts
4. Our State's History	1 week	• Primary and secondary sources • Comparing past and present • Researching as a team	• Researching • Collaboration • Sequencing words • Writing a narrative
• Chapter 5 Test • Chapter 5 Project: A Virtual Trip through the State	1 week	• Locating places • State capitals • Natural and human characteristics	• Writing an informational text • Writing a descriptive text
Chapter 6: What Makes Us All Americans?			
1. Our Country's Government	1 week	• American values • Diversity • U.S. laws and Constitution • U.S. authority figures	• Comparing and contrasting

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
2. Land of the United States	1 week	• Weather and climate • U.S. physical environment • Effect of the physical environment on U.S. history • Comparing past and present • Importance of American Indians	• Comparing and contrasting
3. People of the United States	1 week	• Comparing past and present • Important historical figures • Importance of immigrants • Elements of culture	• Analyzing differences between two texts on the same topic • Connections between people, places, and events
4. American Patriotism	1 week	• National symbols • Pledge of Allegiance • Patriotic songs • National holidays	• Connections between people, places, and events
• Chapter 6 Test • Chapter 6 Project: A Class Museum of U.S. History	1 week	• Importance of American Indians • Importance of immigrants • U.S. physical environment • Effect of the physical environment on U.S. history • National symbols • Patriotic songs • National holidays	• Writing informational pieces • Collaboration • Researching • Connections between people, places, and events
Chapter 7: How Are Other People the Same and Different from Me?			
1. Mapping the World	1 week	• Locating city, county, state, nation, continent • Maps and globes • Continents and oceans • North and South Poles, equator	• Comparing and contrasting
2. Where We Live Shapes How We Live	1 week	• Weather and climate • Seasons • Effect of the physical environment on people • Natural resources • Exports and imports	• Connections between people, places, and events
3. Cultures in North and South America	1 week	• Elements of cultures	• Comparing and contrasting
4. Cultures in Other Continents	1 week	• Elements of cultures	• Describing people, places, and things with relevant details
• Chapter 7 Test • Chapter 7 Project: Learning from a Pen Pal	1 week	• Elements of cultures	• Similarities and differences • Writing letters • Researching

Compelling Question

How Do We Use This Book?

In this introductory chapter, students will learn how to effectively use the Student Book in order to enhance their understanding of the topics.

Time Frame: 1 Week

1 Students will be able to describe defining characteristics of fictional characters and themselves; recognize corresponding settings in different media; and understand how to use and locate various texts, from pictures to online resources.

Letter Home

Ask students to share the **Letter Home** with their families.

Introduction
Pre-assessment

1. Write the chapter question on the board: “How do we use this book?”

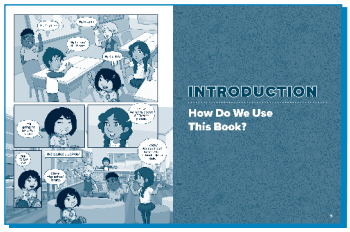
2. Divide the class into five groups. Show students the cover of the Student Book. Without opening the book, have groups think of two things they might find in the book. Call on a couple of groups to share what they came up with.

3. Next have students flip through the book pages. Have each group take a couple of minutes to make a list of five things they find in the book. Call on each group to share one thing from their list. When a group provides an answer, the other groups check their list and cross off that answer if they also came up with it. A group cannot repeat another group’s answer when called on. Answers may include pictures, words, stories, comic strips, families, maps, and so on.

4. Point to the question mark on the board (question mark at the end of the chapter title). Remind students that this is a question mark. It signifies that there is a question. Have students flip through the pages in their book until you say *stop*. Wherever they are in the book, challenge them to find a question mark on that page and point to it.

5. Walk around the classroom and read a couple of the questions that the students are pointing to in their books.

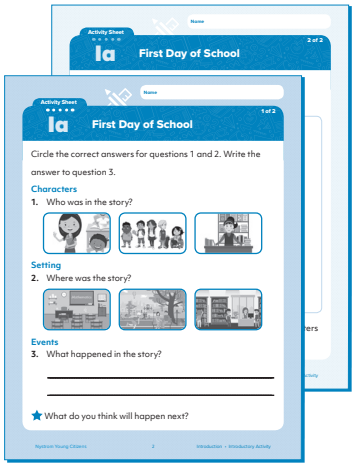
Introductory Activity



pp. 4–5

Materials

- Student Book
- Community Desk Map 2A/B
- Activity Sheet Ia
- map markers
- coloring utensils



Activity Sheet Ia

Geography Speaking & Listening

Objectives

Students will be able to:

- Describe characters and setting using key details.
- Locate places from a story on a map.
- Summarize the actions of characters in a story.

Getting Started

Have the class turn to p. 4 in the Student Book. Ask students to point to the comic strip on the page.

Teaching

1. As a class, as groups, or as individuals, have students read the comic strip.
2. Tell students that the characters are in two different places, or rooms, in the school. Ask them to point to both places. (classroom, library)
3. Distribute **Community Desk Map 2A** and map markers. Explain that this is a map of a place called Maplewood, where the comic strip characters live.
4. Ask students to find the School on the desk map.
5. At that location, have students write **SETTING**.

Summarizing and Assessing

Distribute **Activity Sheet Ia**. Be sure students have crayons and pencils. Read the instructions on both sides of the activity sheet. As a class, discuss what the characters in the comic are doing. In small groups, have students complete questions 1–3. Then have students work independently to draw a picture on the back. Afterward, have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge these students to label other places on the desk map. Ask students to find two additional locations on the map where students could find books. (library, book store)

Below and ELL Model how to read a comic strip, moving from left to right. Students may not understand the individual panel with Leena that serves as a transition. If students cannot read the words in the comic, particularly the names, model as you read aloud. Point out the locations (classroom and library) and how you infer that students are in the classroom even when it doesn't specifically say that students are in the classroom. Allow verbal responses for the activity sheet if necessary.

Lesson 1

Getting to Know This Book

Online Activities

- Vocabulary Activities

Main Goals

- **A** **Who are our new friends?** Recognize and describe defining characteristics of themselves and fictional characters.
- **B** **Where do our friends live?** Connect a setting from a book with a location on a map.
- **C** **Reading Skills: How do we learn?** Employ reading strategies to enhance comprehension.
- **D** **What is in this book?** Describe key features of a text and use these features to improve understanding of the material.

A Who are our new friends?

Reading | Speaking & Listening

pp. 6–7

Materials

- Student Book
- Think Book
- coloring utensils

Objectives

Students will be able to:

- Recognize different characters.
- Describe important characteristics of different characters.
- Characterize important characteristics of themselves.

Getting Started

Distribute coloring utensils (crayons, markers, etc.) and have students draw pictures of themselves in their **Think Books**. Since this is the first time they are using their Think Books, explain that they will return to this notebook throughout the year to draw pictures, write down ideas, and answer questions. (For more information on the Think Books, see Teacher's Guide p. xxxi.)

1. Underneath each picture have the student write his or her name and a one-sentence description of him- or herself similar to the descriptions of the characters.

Teaching

1. Divide the class into five small groups.
2. As a class, as groups, or as individuals, have students read the comic strip on pp. 6–7 of the Student Book.
3. On the board, write the name of each character.
4. Assign each group one of the characters.
5. Have each group give two things that make their assigned character special.
6. Write each group's description on the board.

Summarizing and Assessing

Using the board, ask students to raise their hands when they know the answer to questions such as the following:

- Which character speaks Spanish and English? (Carlos)
- Which character likes learning about the world? (Peyton)

Modifications for Differentiation

Above Have students draw a Venn diagram in their **Think Books** for two different characters. Then have them fill in the diagram with similarities and differences between the two characters.

Below Read the comic aloud if necessary. Write down students' descriptions of themselves or allow them to write one or two words as descriptions.

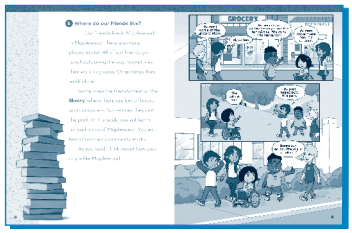
ELL Read the comic aloud if necessary. Write down students' descriptions of themselves or create a word bank of words that students suggest (funny, happy, eats a lot, likes trucks) and allow them to copy one or two words.

Extending

Reading Repeat the Summarizing and Assessing activity using characters from books that students have read in class. Have each student draw a picture of his or her favorite character and give a one-sentence description of the character.

B Where do our friends live?

Geography Speaking & Listening



pp. 8–9

New Vocabulary

library

Materials

- Student Book
- Community Desk Map 2A/B
- map markers

Objectives

Students will be able to:

- Find locations in a story.
- Locate the same places on a map.
- Sequence places by the order they appear in a story.

Vocabulary Focus

Write a sentence on the board with the word *library*, but replace *library* with a nonsense word. Have students spot the wrong word and replace it with the right one.

Getting Started

Display **Community Desk Map 2A**. Ask students what it is and what it shows. Then tell them today they will be looking more closely at this community.

Teaching

1. Divide students into small groups.
2. Distribute **Community Desk Map 2A** and map markers and have students turn to p. 9 of the Student Book.
3. Tell students to title their group's desk map **MAPLEWOOD**.
4. As a class or individually, read the comic and read the text.
5. Have the groups verbally identify the location in each frame of the comic.
6. On their maps, have the groups circle each location in the comic.
7. On their maps, have the groups number the locations in the order they appear in the comic.
8. On their maps, have the groups locate and circle the Library and the School.

Summarizing and Assessing

Inspect each group's map to be sure they have identified the correct locations. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge students to draw the route that the students followed if they walked from the Food store, to the Park, and then past the School. Ask them to write out these directions for someone using street names.

Below Students may be confused about locations. The map says *Food* while the comic says *Grocery*. The park is not labeled on the map. The map also has a restaurant and a café, which might confuse some students. Go over these words and locations before starting the Teaching activity or work together as a whole group.

ELL Students may not recognize the word *Restaurant* or know what it means. Go over the words as a second Getting Started activity. Point out the locations on the map by showing a map and explaining what we do at each location.

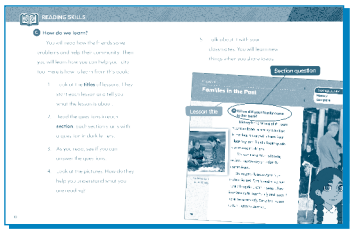
Extending

Geography Have students list places around the school. Which places are like those found in Maplewood? Which ones are different from Maplewood?

Critical Thinking Imagine that someone walked between each location in the comic in the same order as the comic. Draw a path showing how that person walked.

C How do we learn?

Reading | Speaking & Listening



pp. 10–11

New Vocabulary

section
title

Materials

- Student Book

Online Activities

- How Do We Learn about . . . ?

Objectives

Students will be able to:

- Employ reading strategies.
- Recognize how images work with text.
- Use digital tools to get information.

Vocabulary Focus

Write the vocabulary words along with a synonym on the board: **Title: Name** and **Section: Part**. Explain that the word *title* means the name of an item. Have students say the title of the Student Book. Explain that the Student Book is divided into sections, or parts.

Getting Started

Display pp. 6–7 (or any two-page spread with a lesson title and a section title) to the class. Tell them that today they will be looking at how to get the most from reading these books.

Teaching

1. Divide students into pairs.
2. Have students turn to p. 6 in the Student Book or project the page where everyone can see.
   a. Show students the title of the lesson on p. 6.
   b. Show students the question for the first section of that lesson. Read it together.
   c. Ask students to point to other section questions.
   d. Read Student Book pp. 10–11 to students, emphasizing the five steps.
   e. Turn to the first section of chapter 1, lesson 1. Point to the section question: “Who is in a family?”

f. Remind students that the section question is there to help us know what to look for in that section. Explain that when they read they should look for answers to that question. Let them know that they should also think about how the section connects to their own lives.

3. If you have access to computers or tablets, help students log in to the Nystrom Elementary website for the first time. Students can look at the web page and explore the site.

Summarizing and Assessing

Ask students to find pp. 22–23 of their Student Book. Ask them to point silently to the lesson title. Monitor to see that everyone finds the title. Next ask them to point to the section question. Monitor their answers. Finally, ask them to pause and think about why books are arranged with titles and sections. Allow students to turn and talk with a neighbor. Then ask partners to share their responses. Reread p. 10–11 of the Student Book again if necessary.

Modifications for Differentiation

Above Challenge students to use the classroom library to find other books that have similar text features, such as titles and section headings. Use these books to model how text features help us know what to pay attention to in texts.

Below Students may watch their neighbors and point to the same places they see their neighbors pointing to in the text. Consider giving different students at a table different pages with lesson and section headings as a follow-up to the Teaching activity to verify that students identify these features.

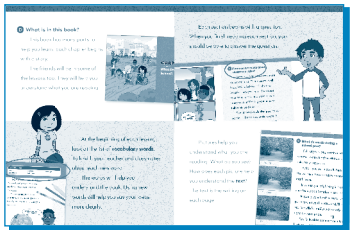
ELL Students may not understand the differences between words used to describe different text features, such as *headings*, *titles*, and *sections*. Create a visual with labels where students can reference these words with pictures for the next several lessons so that they understand where to look when you use the words *title*, *heading*, *section*, or *vocabulary list*.

Extending

Reading Many nonfiction books have a similar structure to this book. Have students use the strategies in this lesson to identify titles and sections in another nonfiction book.

D What is in this book?

Reading | Speaking & Listening



pp. 12–13

New Vocabulary

text
vocabulary word

Materials

- Student Book
- Group Activity Cards
- Activity Sheet Ib
- Group Activity Role Cards
- Think Book

Objectives

Students will be able to:

- Describe text features of the Student Book.
- Employ reading strategies to improve understanding of the text.
- Predict topics based on pre-reading strategies.

Vocabulary Focus

Show students the vocabulary lists from p. 7 and p. 17 of the Student Book. Tell them that these are the *vocabulary words*. Show them how these words are bolded in the text. Tell them that the word *text* means the writing on the page. Ask them to point to the text on multiple pages.

Getting Started

1. Remind students that they have already learned about titles and section questions. Ask students how these text features help them understand what they read.
2. Open to p. 12 of the Student Book. Ask students to find the lesson title by going back to p. 6. Ask students to point to the current section's question on p. 12 and read it together. Tell them that today they will be looking into other ways to help read this book.

Teaching

1. Ask students to answer the section question with their partner: "What is in this book?" Have them write their responses in their **Think Books**.
2. Remind students that as they read, they should try to connect the information to their own lives. Elaborate by telling them that they should think about what they already know about the topic.

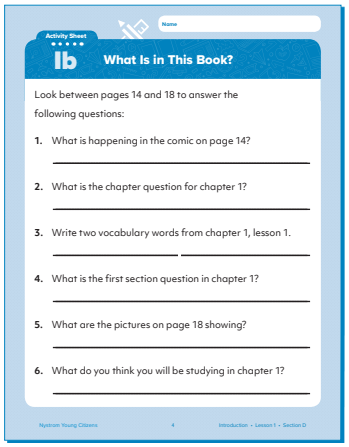
3. Ask students to look at the images on pp. 12–13. Explain how these images give more information or examples about the text. Remind them that it is important to look at all of the pictures in their textbooks. Emphasize this and encourage students to view pictures as necessary for understanding.

4. As a class, find the opening comic, the vocabulary words, and the key question on pp. 4–7.

5. Read p. 12 to the students.

6. Have student pairs answer the section question once more in their **Think Books** and then have them share their responses.

Summarizing and Assessing


Activity Sheet
Ib
What Is in This Book?
Name
Look between pages 14 and 18 to answer the following questions:
1. What is happening in the comic on page 14?
2. What is the chapter question for chapter 1?
3. Write two vocabulary words from chapter 1, lesson 1.
4. What is the first section question in chapter 1?
5. What are the pictures on page 18 showing?
6. What do you think you will be studying in chapter 1?
Nystrom Young Citizens 4 Introduction • Lesson 1 • Section D

Activity Sheet Ib

Divide students into groups. Distribute **Activity Sheet Ib**. Explain that each group will work together to verbally answer as many questions as they can find in the time limit allowed. Read the questions to the students. Allow groups approximately 5–10 minutes to find the answers to the questions. At the end of the time limit, read each question. Ask any group who found the answer to the question to share their responses.

Modifications for Differentiation

Purposefully pair and group students of mixed abilities. By pairing students who can read with students who cannot yet read, this lesson builds in modifications for all levels. The lesson does not depend on everyone finishing at the same time or answering the same number of questions, a further modification.

Extending

Reading Divide students into groups and distribute the introductory **Group Activity Cards**. Have students follow the instructions to practice proper use of the Group Activity Cards. More information about using the Group Activity Cards can be found in the Teacher's Guide, p. xxix. Role cards are also available in Digital Resources.

Lesson 1
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hand when you read the correct answer. More than one answer can be correct.

What do we know about our comic strip friends?

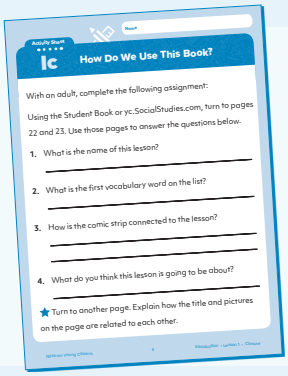
1. They are in second grade. (not correct)
2. They are like us in some ways but not others. (correct)
3. They can be found throughout the book. (correct)
4. They live in Maplewood. (correct)
5. They live on a farm. (not correct)
6. They like to meet at the library. (correct)

How do we learn?

1. We ignore the title of the lesson. (not correct)
2. We read the section question and look for the answer in the section text. (correct)
3. We look at the pictures on the page. (correct)

What is in this book?

1. Comic strip stories (correct)
2. Vocabulary words (correct)
3. Questions and answers about how to help in your school and city (correct)


Activity Sheet
Ic
How Do We Use This Book?
Name
With an adult, complete the following assignment:
Using the Student Book or yc.SocialStudies.com, turn to pages 22 and 23. Use those pages to answer the questions below.
1. What is the name of this lesson?
2. What is the first vocabulary word on the list?
3. How is the comic strip connected to the lesson?
4. What do you think this lesson is going to be about?
★ Turn to another page. Explain how the title and pictures on the page are related to each other.

Review at Home

Ask students to complete **Activity Sheet Ic** with their families at home. This activity requires families to use the Student Book at home or log in to the website. If this is not possible, provide students with a copy of pp. 22–23 of the Student Book.

CHAPTER 1

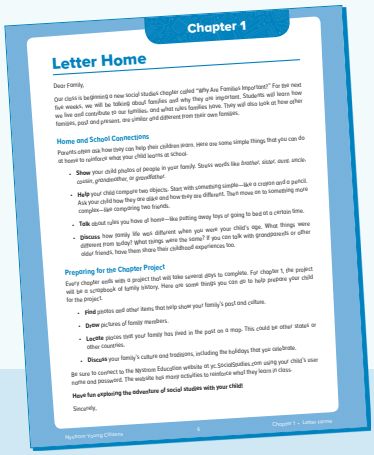
Compelling Question

Why Are Families Important?

Students will learn about families and why they are important.

Time Frame: 5 Weeks

1. They will explore how members of a family work together and care for each other.
2. Students will discuss the types of rules families have.
3. Students will look at how other families, both past and present, are alike and different from their own families.
4. They will explore how families have personal histories, and consider the use and importance of primary sources.
5. Students will complete the chapter review, project, and assessment.


Chapter 1

Letter Home

Dear Family,

Our class is beginning a new social studies chapter called "Why Are Families Important?" For the next five weeks, we will be talking about families and why they are important. Students will learn how we live and contribute to our families, and what rules families have. They will also look at how other families, past and present, are similar and different from their own families.

Home and School Connections

Parents often ask how they can help their children learn. Here are some simple things that you can do at home to reinforce what your child learns at school.

- **Show** your child photos of people in your family. Share words like brother, sister, aunt, uncle, cousin, grandmother, or grandfather.
- **Help** your child compare two objects. Start with something simple—like a crayon and a pencil. Ask your child how they are alike and how they are different. Then move on to something more complex—like comparing two friends.
- **Talk** about rules you have at home—like putting away toys or going to bed at a certain time.
- **Discuss** how family life was different when you were your child's age. What things were different from today? What things were the same? If you can talk with grandparents or other older friends, have them share their childhood experiences too.

Preparing for the Chapter Project

Every chapter ends with a project that will take several days to complete. For chapter 1, the project will be a scrapbook of family history. Here are some things you can do to help prepare your child for the project.

- **Find** photos and other items that help show your family's past and culture.
- **Draw** pictures of family members.
- **Locate** places that your family has lived in the past on a map. This could be other states or other countries.
- **Discuss** your family's culture and traditions, including the holidays that you celebrate.

Be sure to connect to the Nystrom Education website at yc.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what they learn in class.

Have fun exploring the adventure of social studies with your child!

Sincerely,

Nystrom Young Citizens 5 Chapter 1 • Letter Home

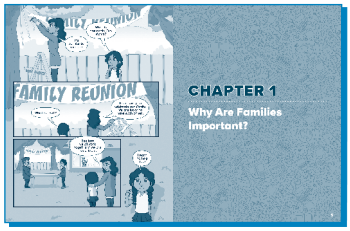
Letter Home

Ask students to share the **Letter Home** with their families.

Chapter 1
Pre-assessment

1. Write on the board the chapter question: "Why are families important?"
2. Form the students into small groups. Give each group a piece of chart paper or mural paper and markers.
3. Ask students to draw pictures that show why families are important.
4. Have each group share their images. Create a group list of ideas.
5. Hang the list on the wall. Add to the list when the students share more ideas throughout the chapter.

Chapter 1
Introductory Activity



pp. 14–15

Materials

- Student Book
- coloring utensils
- large sheets of paper

Civics Reading

Objectives

Students will be able to:

- Make inferences about a story.
- Make connections between self and characters in a text.
- Use illustrations and details in a visual text to describe the characters, setting, or events.

Getting Started

1. Have the class turn to p. 14 in the Student Book. Have them read the comic to themselves. Tell them that if they don't know all the words, look at the pictures and decide what's happening.
2. Ask students to point to the first frame of the comic.
3. Have students describe what they see in this frame. Ask them to infer how the characters are feeling.

Teaching

1. Read the text of the first frame aloud. Ask students if any of them have had a family reunion. Have them share ideas of things that could happen at a big family party (even if they have not had a formal reunion).
2. Have students look at the other frames. Tell them to think about the setting of the story. Discuss the setting and talk about other places family reunions or parties could be held.
3. Read the text of the second and third frames aloud.
4. Ask students to list the characters they see. Discuss what each character is doing. Have them think about what task they might like to do.

5. Repeat the mother's statement, "See how we all work together? We are like a team." Have students identify teamwork they notice in the comic and explain why it is important.

Summarizing and Assessing

Have students work with their partners and hand out a large sheet of paper to each pair. Make sure that they have drawing tools. As a class, discuss what might happen at a family reunion or party. Have each pair plan a menu or some activities for a family reunion they would like to attend. They should draw and label their ideas. Have students collect and put away materials.

Modifications for Differentiation

Above Ask students to describe what they would draw if they drew the next frame in the story.

Below and ELL Discuss the comic together. Model vocabulary the students can use to label objects or actions in the various frames.

Lesson 1

Living in a Family

Online Activities

- Vocabulary Activities

Literacy Links

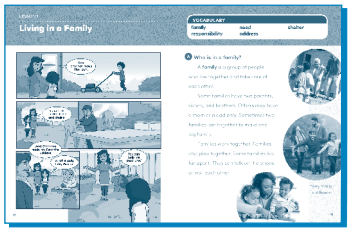
- *Baby Brains and RoboMom*, by Simon James
- *Bernard's Bath,* by Joan Goodman
- *Who's in My Family? All about Our Families,* by Robie H. Harris

Main Goals

- **A** **Who is in a family?** Identify people in families and recognize that families are not all the same.
- **B** **What do families do for us?** Identify needs and how family members help meet needs.
- **C** **What do we do for our families?** Define *responsibility* and identify responsibilities at home.
- **D** **Where do we live?** Explain the purpose of an address and telephone.

A Who is in a family?

Cultures Reading



pp. 16–17

New Vocabulary

family

Materials

- Student Book
- Images of Groups
- white paper

Objectives

Students will be able to:

- Point out that a family is one way we can categorize a group of people.
- List people who can be part of a family.
- Recognize that families are not all the same.
- Identify people in their own families.

Vocabulary Focus

Write *family* on the board and have students read it aloud. Go around the class and have students share words they think of when they hear the word *family*.

Getting Started

1. Post or project images of different groups such as a class of students and a sports team. (You can use your own images or those provided in our Digital Resources section. For more information on our Digital Platform, see p. xxxii or visit yc.SocialStudies.com.)

2. Have students talk about the people in each image. Ask them to identify the groups shown.

3. Explore together how one person can be part of more than one group (such as be on a softball team, a member of Cub Scouts, and part of a family).

4. Have students share groups that they belong to.

5. Explain that today they are going to be talking about one very special group—the family. Ask them to think about people in their families.

Teaching

1. Hand out paper to each student. Ask them to draw and label a picture of the family members who live with them.

2. Collect and review the students' family pictures. Post them around the family chart from the Pre-assessment.

3. Point out that some family members live with us and some can be in our families but live somewhere else. Stress that families can be big or small.

4. Have students turn to p. 16 of the Student Book.

5. Have them work with their partners and view the comic. Have them talk about the various characters and what they are doing. Discuss the students' thoughts about the comic. Refer them back to the list of family members they brainstormed and match them with p. 16. Talk about other family members who might be coming to the party.

6. Have students turn to p. 17. Read the question at the top, and then have them read the page either together or independently.

7. Have students view the pictures on p. 17. Read the caption and then talk about each family.

8. Compare the family groups mentioned in the text with the students' family groups. Talk about how there are many possible families.

Summarizing and Assessing

In small groups, ask students to discuss and agree on an answer to the question "Who is in a family?" Then ask them to discuss their own family pictures, and share one way their family is like another group member's family and one way their family is different from another group member's family. Listen to group discussions. If time, have groups share their responses.

Modifications for Differentiation

Above Write a list of family members who don't live in the same home as they do.

Below Work with small groups to assist them when labeling their family members.

ELL Provide labeled pictures of various family members.

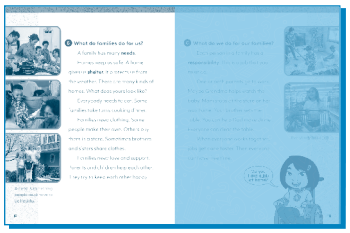
Extending

Language Arts Have students write a letter to, a story for, or a picture for a family member who does not live with them.

Dramatic Play Provide materials for students to use to imagine and act out a family reunion. Include writing materials for writing invitations as well as food, decorations, and so on.

B What do families do for us?

Economics | Critical Thinking



p. 18

New Vocabulary

need
shelter

Review Vocabulary

family

Materials

- Student Book
- Activity Sheet 1a
- Images of Homes
- can of soda
- glass of water
- glue
- large sheets of paper
- markers
- scissors

Online Activities

- What Do Families Do for Us?

Literacy Links

- *The Big Orange Splot,* by Daniel Manus Pinkwater
- *A House for Hermit Crab,* by Eric Carle
- *A House Is a House for Me,* by Mary Ann Hoberman

Objectives

Students will be able to:

- Classify needs.
- State ways that families help meet people's needs.

Vocabulary Focus

Project or post images of several different homes. Ask students what they see and why we have homes. Explain that homes provide shelter. Write *shelter* on the board. Then challenge them to think of other things that can provide shelter, such as an umbrella, bus stop, a school, or a tree.

Getting Started

1. Show students a glass of water and a can of soda. Tell them that you *need* one of these drinks. Have them talk about which one you need.
2. Discuss the idea that while you might enjoy a can of soda, this is not a need. It is something that you might want.
3. Explain that today they are going to be talking about things people need to live. As they read the text, they can think about how their families help them meet their needs.

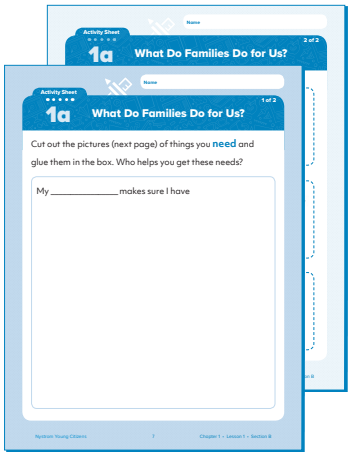
Teaching

1. Have students turn to p. 18 of the Student Book.
2. As a class or individually, read p. 18.
3. Ask students to match the pictures with the paragraphs in the text. Have them state why we need shelter, food, and clothing.
4. Divide the class into three groups. Assign each group one need from p. 18 (shelter, food, clothing). Give each group a large sheet of paper.

5. Have the groups list and draw ways that families make sure everyone in a family has their needs met. They can begin with the ideas in the text and then add their own.

6. Have the groups share their work.

Summarizing and Assessing



Activity Sheet 1a

Have students complete **Activity Sheet 1a.** They will identify and cut out images of *needs*, which are provided amid an assortment of *wants*. They will then glue the images of the needs in the space provided. They will then write down one person in their family who makes sure that they receive that need. Have students collect and put away materials. Afterward, collect and review the activity sheets.

Modifications for Differentiation

Above Have students create a chart about the need for water rather than looking at needs from the text.

Below Assign these students to the group exploring the need for shelter. Remind them of the Getting Started conversation.

ELL Match an English language learner with an English-speaking peer to identify the nouns associated with the images on the activity sheet.

Extending

Art Have students look through magazines and flyers as well as online to find images of things humans need. Use the images to create a class collage of needs.

Language Arts Read aloud or make available the Literacy Links or similar books about houses and homes.

C What do we do for our families?

Civics Reading

p. 19

New Vocabulary

responsibility

Review Vocabulary

family
needs

Materials

- Student Book
- Think Book
- large sheets of paper
- slips of paper
- sticky notes

Objectives

Students will be able to:

- Explain responsibilities that they have at home.
- Discuss why everyone has responsibilities.

Vocabulary Focus

Write *responsibility* on the board. Read it to the students and then have them read it with you. Work together to segment it into syllables. Define responsibility as something that people must do. Give some examples, such as hanging up your coat and backpack or finishing your reading work.

Getting Started

1. Write several classroom jobs or tasks on slips of paper. Include jobs in your class such as handing out work, leading the line, taking attendance, stacking chairs, and so on.
2. Have a student pick a slip and read it silently (you may read it to the student if necessary).
3. Ask the student to act out the job, and have the other students guess what is being shown.
4. Explain that these jobs are important responsibilities in the classroom. If the jobs aren't done, it will be harder for everyone to learn. Working together makes the class better for everyone.

Teaching

1. Have students work with their partners. Give each pair two small sticky notes. Have each student pick one family member to focus on. They may choose from mother, father, brother, or grandmother.
2. Have students turn to p. 19 of the Student Book. Read the title and the first two sentences aloud.
3. Ask the pairs to read the rest of the paragraph. The students should use their sticky notes to mark the responsibilities of the family members they selected.

4. Have students share the responsibilities they noted. Discuss which ones help meet people's needs.

5. Ask students why everyone could help clear the table.

6. Have the pairs form a small group with another pair. Tell them to brainstorm other responsibilities they have in their homes and to write a list of jobs they share in their **Think Books**.

7. Have them share their lists. While they share, write down some of their responsibilities on separate pieces of large paper.

8. After discussing the small groups' ideas, read aloud the final paragraph. Ask them why the author thinks everyone should help. Have them discuss whether they agree with the author.

Summarizing and Assessing

Have students look at the pictures on p. 19. Have them talk about why the author included them. Post the large sheets of paper around the room. Have students circulate around the room. They should print their name on each page that lists a responsibility they have at home.

Have students return to their seats and, on a piece of paper, write their own names and the names of the adults in their homes. Beside each name they should write one responsibility of that person. Collect and review the lists the students create at the end.

Modifications for Differentiation

Above Students should list more than one responsibility for each person in their family.

Below Pair students with stronger readers to complete the reading of p. 19.

ELL Use a picture or actual materials to explain setting and clearing the table.

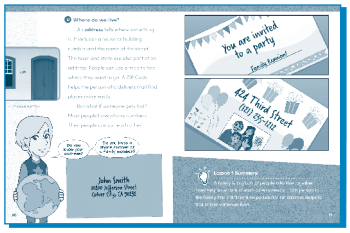
Extending

Dramatic Play Form small groups. Have students mime responsibilities at home. Have other students guess the task.

Language Arts Have students write (or draw) a list of the steps needed to complete one of their responsibilities.

D Where do we live?

Geography Information Processing



pp. 20–21

New Vocabulary

address

Review Vocabulary

family

Materials

- Student Book
- Community Desk Map 2A/B
- map markers
- addressed envelopes from the school office
- coloring utensils
- students' addresses and phone numbers on separate slips of paper

Objectives

Students will be able to:

- Explain the purpose of an address.
- Demonstrate to the teacher knowledge of their own address and phone number.

Vocabulary Focus

Show students some envelopes received by the school via mail. Ask them how the letter carrier knew where the mail was to be delivered. Point to the address line and use *address* in context. Explain that the address tells the post office where the school is.

Getting Started

1. Distribute **Community Desk Map 2A** and map markers.
2. Have students find the School on the map.
3. Ask them to use their markers to show how they would get to the house from school.
4. When they tell you they don't know which house or apartment you mean, ask them to tell you why not.
5. Elicit the importance of describing the house you want them to find.
6. Have them draw a path to the house with the blue door.

Teaching

1. Ask students what would happen if there were more than one house with a blue door.
2. Have students turn to p. 20 in their Student Books.
3. Read the heading and the first sentence. Ask students how an address could have helped them find the house on the map.
4. Write the address of the school on the board. Tell students that they are going to read the first paragraph. As they read, they are to think about each part of an address and see if they can find it in the school address.

5. Refer them back to **Community Desk Map 2A**. Talk about what is missing on the map if we wanted to provide an address for a house.

6. Tell them to shut their eyes and point to a place on the map. Have them imagine that they are lost. Discuss ways they could find their way home if they were lost.

7. Have students read the last paragraph on p. 20. Talk about how knowing their phone numbers could help them if they were lost. Ask students to raise their hands if they know their own phone number.

Summarizing and Assessing

Have students look at the comic on p. 21. Have students discuss what information is on the invitation and why it is included. Ask students to point to Minar's street on the map.

Give each student the slip of paper that lists his or her address.

Give students the following directions: Look at your address on the piece of paper, use a yellow crayon to draw a line under your street address; use an orange crayon to mark your city; use a blue crayon to show your state; use a green crayon to mark your ZIP Code. Challenge students to learn and recite their phone numbers. If they don't know their own numbers, ask them to practice at home and tell you the next day.

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students write to people outside the school and use unique addresses.

Below Give students addressed envelopes with simple, clear addresses. Use highlighters to identify each part of the address together. Then have them highlight their own addresses.

ELL Use **U.S./World Desk Map** to help students understand the relationship among town, state, and country.

Extending

Language Arts Have students write notes to siblings or friends in other classes. Place the notes in envelopes and address the letters using school-room numbers and the school address.

Geography Provide a map of the residential areas around your school. Have students mark their own homes on the map.

Lesson 1
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands when you read the correct answer. More than one answer can be correct.

Which of these people are part of a family?

1. Mother (correct)
2. Brother (correct)
3. Explorer (not correct)

Which of these are needs?

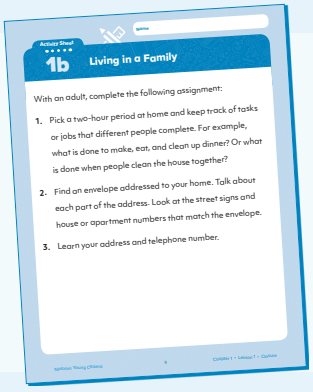
1. Water (correct)
2. Shelter (correct)
3. A toy car (not correct)

Which of these are responsibilities at home?

1. Making your bed (correct)
2. Watching TV (not correct)
3. Setting the table (correct)

Which of these is part of an address?

1. Street name (correct)
2. A bedroom (not correct)
3. State (correct)


Activity Sheet 1b

Living in a Family

With an adult, complete the following assignment:

1. Pick a two-hour period at home and keep track of tasks or jobs that different people complete. For example, what is done to make, eat, and clean up dinner? Or what is done when people clean the house together?
2. Find an envelope addressed to your home. Talk about each part of the address. Look at the street signs and house or apartment numbers that match the envelope.
3. Learn your address and telephone number.

Review at Home

Ask students to complete **Activity Sheet 1b** with their families at home.

Lesson 2

Family Rules

Online Activities

- Vocabulary Activities

Literacy Links

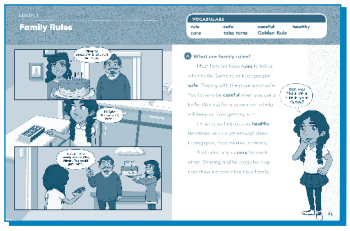
- *Hypnosis Harry*, by Catherine Bailey
- *Sorry, I Forgot to Ask!* by Julia Cook
- *Why Do I Have To?* by Laurie Leventhal-Belfer

Main Goals

- **A** **What are family rules?** Explain how rules keep students safe, healthy, and happy.
- **B** **Where do rules come from?** Explain the importance of rules in daily activities.
- **C** **Why do we obey rules?** Identify who enforces rules and why we follow them.

A What are family rules?

Information Processing | Reading



pp. 22–23

New Vocabulary

care
careful
healthy
rule
safe

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- Explain why we have rules.
- Explain how some rules keep us safe, some rules keep us healthy, and some rules help us care for and be kind to others.

Vocabulary Focus

Write two columns of words on the board. First is vocabulary, second is an example or synonym. Have students choose the correct match and explain how they know. Then use a cloze procedure and give them a sentence to complete using one of the words correctly. For example, "Our class has several _____." "Eating vegetables helps us be _____."

Getting Started

1. Tell students that you are going to show them two ways to cross the road. They are to tell you which way is the right way to cross the road. Mime standing at the side of the road and then running across without looking.
2. Then mime standing at the side, looking both ways, and walking across.

3. Have students tell you which one is the right way to cross, and explain why. Write their responses on the board.
4. Ask them to tell you how they cross a road that has stoplights. Discuss the use of the lights and why we only cross when there is a walk signal.
5. Ask them to explain why it is important to cross a road only the right way. Write the best response on the board.
6. Have them write the best response in their **Think Books.**

Teaching

1. Read the heading on p. 23 (“What are family rules?”) and ask students to answer the question in their **Think Books**.
2. Have students turn to p. 23 of the Student Book.
3. Read the first paragraph together as a shared reading.
4. Refer back to the students’ responses to the question and have them pick out rules they listed that relate to safety. Ask them if they can add any other safety rules at home. Discuss why these rules exist.
5. Read the second paragraph together as a shared reading.
6. Again refer back to the students’ responses to the question and have them pick out rules they listed that relate to health. Ask them if they can add any other health rules at home.
7. Finally, read the third paragraph together.
8. Then identify and discuss rules that encourage family members to be kind to and take care of each other.
9. Ask students to talk about why having rules at home is important.

Summarizing and Assessing

Have students work in pairs. Ask them to read the comic on p. 22 together. Have them talk to their partner about what happened in the comic and why it happened. Ask them to write a sentence in their **Think Books** that shows the rule represented in the comic. If students finish quickly, they can answer more questions, such as why the rule is important, or list one rule in their homes that helps keep people safe and one rule that helps them be fair and kind with their families.

Modifications for Differentiation

Above Have students explain why the safety rule is important.

Below Have students draw a picture rather than writing sentences.

ELL Match students with a fluent English-speaking partner.

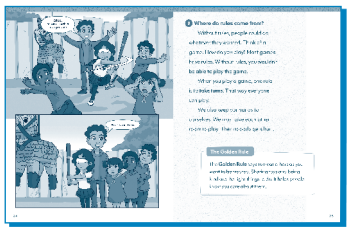
Extending

Math Have students design and complete a survey that determines the number of brothers and sisters each student in the class has. Discuss how to display the data.

Art Design and decorate a rules poster for the kitchen.

B Where do rules come from?

Civics Writing



pp. 24–25

New Vocabulary

Golden Rule
take turns

Review Vocabulary

care
careful
healthy
safe

Materials

- Student Book
- Think Book
- coloring utensils

Online Activities

- Where Do Rules Come From?

Objectives

Students will be able to:

- Explain why we have rules for games.
- Talk about the importance of rules such as keeping our hands to ourselves.
- Describe the Golden Rule.

Vocabulary Focus

Write the vocabulary words on the board and read them to students. Give students a definition and ask them which vocabulary word fits the definition. Ask them to explain how they know.

Getting Started

1. Play a simple game the students know well, such as “I spy” or “Simon says.”
2. Change the rules midway through the game or change the order so people can’t take turns.
3. Ask students how it felt when they didn’t understand the rules.

Teaching

1. Have students turn to p. 24 of the Student Book.
2. Explore the comic together and discuss the differences between the two frames. Talk about why adults sometimes make rules. Have them think about what might happen if no older sibling had the children follow the rules when playing with the piñata.
3. Ask students to talk about the different types of rules they read about in the previous section. Have them discuss the purpose of rules when playing games.
4. Have students turn to p. 25 and, independently or together, read the text.
5. Talk about why taking turns is important when we are playing with friends.
6. Have students create a T-chart in their **Think Books**. The heading on the left is "I like others to _____." The heading on the right is "I will _____." Have students fill in the T-chart completing the sentence on both sides. Below the T-chart, have them come up with one rule that applies to being a good friend. Allow students to share their answers.
7. Add any new rules they have articulated to the list from lesson 2, section A in their Think Books.

Summarizing and Assessing

Ask students to draw a new two-frame comic in their **Think Books** that shows a situation that needs a rule and what happens when the rule is made. Then ask them to write one rule that helps them be a good friend as a caption to their pictures.

Modifications for Differentiation

Above Have students describe the Golden Rule and explain why it is important.

Below When necessary, have students dictate their T-charts using voice recorders or scribing.

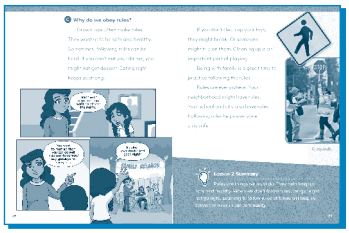
ELL Match students who speak the same language. When they are doing the assessment activity, have them discuss the T-chart in their first language before completing it in English.

Extending

Language Arts As a class, have students write a short explanation of the Golden Rule. When it has been edited, let them rewrite it using a gold pen or by decorating the paper with gold paint.

C Why do we obey rules?

Civics | Speaking & Listening



pp. 26–27

Review Vocabulary

care
careful
healthy
rules
safe

Materials

- Student Book
- Activity Sheet 1c
- Think Book
- coloring utensils

Literacy Links

- *Helpers in My Community,* by Bobbie Kalman
- *Whose Hat Is This?* by Sharon Katz Cooper
- *Whose Vehicle Is This?* by Sharon Katz Cooper

Objectives

Students will be able to:

- Explain who makes rules.
- Identify reasons we follow rules.
- Recognize we have rules at home, school, and in the community.

Getting Started

1. Tell students that when you were a child you had a dinnertime rule that you really didn't like. You had to eat your dinner before you could eat any dessert (or you had to eat all your vegetables, or you had to wait until everyone was served to eat, etc.).
2. Talk about why that rule was frustrating, but now you know why it was a rule. Remind them that rules can help keep us safe and healthy.
3. Have students share some rules they have at home that are frustrating but are good rules to have.
4. Explain that today they are going to talk about why it is important to obey the rules.

Teaching

1. Have students turn to p. 26 of the Student Book.
2. Have students read the comic. Talk about why Minar is upset and why her mother wants her to go to bed.
3. Articulate the bedtime rule and ask students who made the rule. Then ask them why it is important for Minar to obey even if she is sad.

4. Read the heading and first paragraph on p. 26. Ask students if they agree with the statement “Sometimes, following rules can be hard.” Have them justify their opinions.

5. Then talk about how sometimes we don’t follow a rule. Maybe we forgot, or maybe we didn’t like the rule. Discuss why it is important to be honest about breaking a rule even if it is hard.

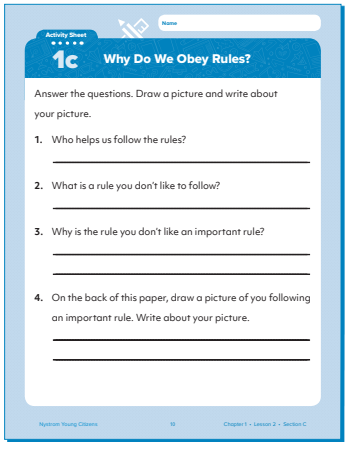
6. Have students form small groups and read the second paragraph on p. 27 together. After reading, have them think of other rules that make play time better and share their ideas with the class. Add new rules to the list in their **Think Books** from lesson 2, section A.

7. Have students finish reading the page together or independently and then briefly discuss classroom and community rules they know.

8. Talk about who helps people remember and obey rules at home, at school, and in the community. Have students discuss why police officers, crossing guards, teachers, and others want people to follow the rules.

9. Have the small groups pick one of the rules that has been mentioned. They are to plan a skit that shows someone breaking the rule and a possible consequence of breaking that rule. Then they will repeat the skit with the rule being followed and showing a positive result.

Summarizing and Assessing


Activity Sheet
1c
Why Do We Obey Rules?
Name
Answer the questions. Draw a picture and write about your picture.
1. Who helps us follow the rules?
2. What is a rule you don't like to follow?
3. Why is the rule you don't like an important rule?
4. On the back of this paper, draw a picture of you following an important rule. Write about your picture.
Nystrom Young Citizens 10 Chapter 1 • Lesson 2 • Section C

Activity Sheet 1c

Distribute **Activity Sheet 1c**. Explain the task to the students. Have students complete their activity sheets. Then collect and review them.

Modifications for Differentiation

Above When completing **Activity Sheet 1c**, have students explain why the rule they drew and wrote about is important.

Below and ELL Assign students to small groups that include a stronger reader. When completing **Activity Sheet 1c**, have the students verbally discuss their pictures.

Extending

Reading Provide a few nonfiction texts about community helpers. Ask students to read/look through the books and pick out people who help us obey rules. Have students make a list of community helpers who make sure we follow the rules.

Lesson 2
Closure

Classroom Assessment Activity

For each of the following questions, have students work with a partner. Give each pair a sheet of paper with "yes" on one side and "no" on the other. When you read an option, let partners confer briefly before raising their answer. More than one answer can be correct.

Why do we have rules?

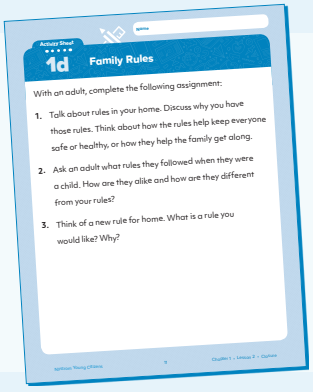
1. They help keep us safe. (correct)
2. They help keep us healthy. (correct)
3. They help make us angry. (not correct)

What does the Golden Rule tell us?

1. Get angry when your friend doesn't share. (not correct)
2. Think about how you would like to be treated. (correct)
3. Be kind to other people. (correct)

Who helps us obey the rules?

1. A baby (not correct)
2. A teacher (correct)
3. A parent (correct)


Activity Sheet 1d

Family Rules

With an adult, complete the following assignment:

1. Talk about rules in your home. Discuss why you have those rules. Think about how the rules help keep everyone safe or healthy, or how they help the family get along.
2. Ask an adult what rules they followed when they were a child. How are they alike and how are they different from your rules?
3. Think of a new rule for home. What is a rule you would like? Why?

Review at Home

Ask students to complete **Activity Sheet 1d** with their families at home.

Lesson 3

Family Traditions

Online Activities

- Vocabulary Activities

Literacy Links

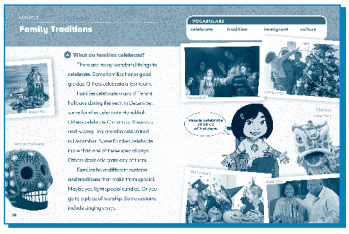
- *Chris's Family Celebration,* by Christopher Collins
- *Marco's Cinco de Mayo,* by Lisa Bullard
- *This Is Me: A Story of Who We Are and Where We Came From,* by Jamie Lee Curtis

Main Goals

- **A** **What do families celebrate?** Identify customs and traditions in families.
- **B** **Reading Skills: Compare *Alike* and *Different*.** Compare and contrast traditions.
- **C** **How are families different?** Define *immigrant* and identify ways that families differ.

A What do families celebrate?

Cultures · Reading · Writing



pp. 28–29

New Vocabulary

celebrate
tradition

Materials

- Student Book
- Think Book
- coloring utensils
- lined paper

Objectives

Students will be able to:

- Explain that people enjoy different celebrations.
- Recognize customs and traditions in their families.

Vocabulary Focus

Write the vocabulary words on the board. Then give students the definition for each word and ask "Which word does it fit? How do you know?"

Getting Started

1. Tell the children about a simple family celebration or tradition from when you were a child or one that you celebrate with your own children (if appropriate). For example, perhaps your grandmother gave each grandchild a watch for his or her seventh birthday, someone wore a special hat to the next family meal when they lost a tooth, or you ate meatloaf every Monday night.

Literacy Links

- *Pete the Cat: The First Thanksgiving,* by James Dean
- *Rashad's Ramadan and Eid al-Fitr,* by Lisa Bullard
- *The Story of Hanukkah*, by David A. Adler

2. Explain that many families have traditions that they use when they celebrate events in the family. Ask students to share family traditions they enjoy.

3. Point out that some traditions are used for little celebrations and some are for big celebrations, such as Thanksgiving or New Year's Eve.

Teaching

1. Have students turn to pp. 28–29 of the Student Book. Have them look at the images and describe what they see.

2. Identify each celebration shown on p. 29. Have students stand or raise their hands to identify events they celebrate in their families.

3. Independently, or as a group, read the heading and the first paragraph on p. 28. Link the ideas the students have already shared to the content of the paragraph.

4. Divide students into four groups. Have the groups read the next paragraph together. Have them share the holidays that are mentioned. Ask them to read the final paragraph and discuss who lights candles, goes to a place of worship, or sings special songs.

5. Assign one season to each group. Have them list on a piece of paper holidays and celebrations they know within their assigned season. (They may wish to refer to picture books about holidays.)

6. Share the ideas the groups collect.

Summarizing and Assessing

Have students pick a celebration that is important in their own family. Have them draw a picture in their **Think Books**, similar to the images in the Student Book, that shows their family celebrating. Ask them to write about their pictures. Collect and review their notebooks.

Modifications for Differentiation

Above Have them write a paragraph about the picture they draw in Summarizing and Assessing.

Below Have them label the family pictures they draw.

ELL Provide books about holidays celebrated by the students. Help them find one that is familiar and identify relevant vocabulary for them.

Extending

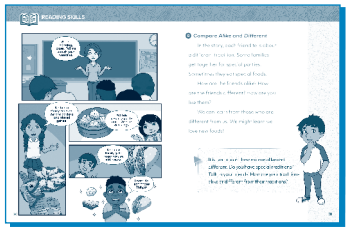
Language Arts Have students draw and write about a tradition or celebration they would like to experience. Create a class book.

Music Teach or listen to songs associated with less familiar celebrations.

Reading Skills

B Compare *Alike* and *Different*

Cultures | Critical Thinking



pp. 30–31

Review Vocabulary

celebrate
tradition

Materials

- Student Book
- Activity Sheet 1e
- Images of Celebrations
- Think Book
- coloring utensils

Online Activities

- Compare *Alike* and *Different*

Objectives

Students will be able to:

- Compare and contrast traditions using the terms *alike* and *different*.

Getting Started

1. Post or project images of objects associated with special occasions, such as a Christmas tree, dreidel, Kwanzaa candles, Rangoli decorations, New Year's dragons, Thanksgiving parade float, or Fourth of July parade or fireworks. Try to include several that are common to students in your class.
2. Have students describe what they see and identify the celebrations they know. Encourage them to talk about what makes these celebrations fun, and how each year we celebrate again.
3. Point out that some celebrations, like the Fourth of July, might be celebrated by most people, but others might only be celebrated by a few people in the school. Often traditions come with new families when they immigrate.
4. Explain that today they are going to be seeing how some traditions are alike and different, and that this is called *comparing and contrasting*.

Teaching

1. Have students turn to p. 30 of the Student Book.
2. Read the comic together, assigning reading roles to different students.

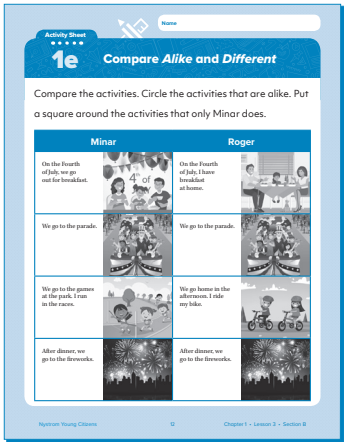
3. Ask them to explain what happened in the comic. Talk about why Minar, Leena, and Carlos each talk about a different food. Then discuss when they eat these different foods. Think about how the foods can reflect people's cultures.

4. Explain that we often talk about how things are alike and different. Remind students that in lesson 1, section A they thought about how their lives were alike and different from one of the photographs. Tell them that today they will think about how they are alike and different from the children in Maplewood.

5. Have students work with a reading partner. Ask them to read p. 31 together and to look for what things are alike and what things are different.

6. After the students have read p. 31, read it aloud. Ask them to put a hand up when they hear you read about something that is alike. Ask them to pat their heads when they hear you read something that shows how people are different.

7. Together, talk about other ways people and families can be alike and different (e.g., traditions, languages, games they play, who is in their family, food). Make a list of things that can be compared.


Activity Sheet
1e
Compare *Alike* and *Different*
Name
Compare the activities. Circle the activities that are alike. Put a square around the activities that only Minar does.
Minar
Roger
On the Fourth of July, we go out for breakfast.
On the Fourth of July, I have breakfast at home.
We go to the parade.
We go to the parade.
We go to the games at the park. I run in the races.
We go home in the afternoon. I ride my bike.
After dinner, we go to the fireworks.
After dinner, we go to the fireworks.
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Chapter 1 • Lesson 3 • Section B

Activity Sheet 1e

Summarizing and Assessing

Have students open their **Think Books** to two unused facing pages. Have them draw a large Venn diagram. One circle should be labeled **Minar** and the other circle labeled **Roger**. Then have students do **Activity Sheet 1e**. Once they are finished, have them pick two items to write down in Roger's circle, two items in Minar's circle, and two items that they both do for the overlapping area of the Venn diagram. Collect and review their Think Books.

Modifications for Differentiation

Above Have students each read one frame of the comic to the class. Encourage them to be expressive.

Below Read the sentences on **Activity Sheet 1e** to the students. Allow them to place symbols or numbers on the Venn diagram.

ELL Use images to help students understand things that are alike and things that are different.

Extending

Dramatic Play Provide materials that can be used to replicate a popular celebration or tradition for students in your class, along with materials for a less common celebration (but still followed by some students). Encourage students to act out the traditions they experience at home and pretend to try new ones.

C How are families different?

Cultures | Speaking & Listening

pp. 32–33

New Vocabulary

culture
immigrant

Materials

- Student Book
- Activity Sheet 1f
- slips of paper

Literacy Links

- *Bee-Bim Bop!* by Linda Sue Park
- *The Colour of Home,* by Mary Hoffman
- *My Name Is Sangoel,* by Karen Williams and Khadra Mohammed

Objectives

Students will be able to:

- Describe ways that families can be different.
- Recognize what makes a person an immigrant.
- Explain how immigrants can bring new cultures to a country.

Vocabulary Focus

Write the vocabulary words on the board, along with the definitions from the text and/or examples. When you identify *culture*, define it as ways that families and people from a place do things. Give examples such as special foods, clothing, or dances. Define *immigrants* as people from other countries who move to a new country. Read the words to the students and then ask students to read the words with you.

Repeat the words, emphasizing the syllables. Have children clap each time they say a new syllable. Ask which word has two syllables. Have them identify the word with three syllables. Clap and read *immigrants* together.

Ask them the number of syllables in the word that means people who have come from another country to live in the United States. Ask them the number of syllables in the word that means traditional ways people do things like cooking or music.

Getting Started

1. On slips of paper, write down the numbers from 2–10, plus one that says **more than 10**. Post these around the room.

2. Have students think about who lives in their homes with them. Have them count the number of family members they live with.

3. Tell students to stand by the numeral that matches the number in their family. Be prepared to help children decide where to stand if they alternate homes and live with different numbers of people.

4. Have them discuss why everyone is not standing at the same number.

Teaching

1. Have students return to the carpet or their seats. Ask them to listen carefully and stand when they can relate to a statement.

2. Recite constellations of families, such as:

   a. I live with my mom.

   b. I live with my grandfather.

   c. I live with my mom and my dad.

   d. I have a sister.

3. Have students sit after everyone sees how many students stood for a statement. Emphasize that they may stand more than once (e.g., I live with my mom, I live with my mom and dad, I live with my grandfather could apply to one student).

4. After every student has had a chance to stand at least once, ask them why everyone didn't stand at the same time.

5. Now have them turn to p. 32 of the Student Book.

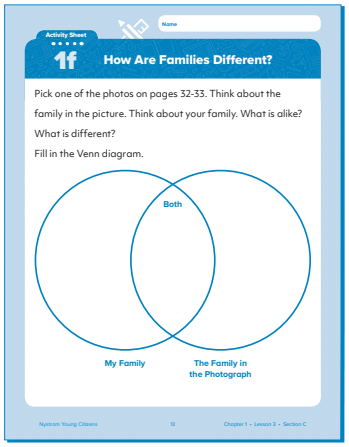
6. Read the first two paragraphs aloud. Have students discuss how this information matches what they just learned about their classmates.

7. Ask student pairs to read the rest of the section. As they read, have them think about connections they can make to the text.

8. Ask students to share the connections they made to the text. Ask them to note some immigrants that they know (could include self and close family). If they are not aware of any immigrants, have them ask their families where some family members came from originally and be prepared to share tomorrow.

    a. If you have indigenous students in your class (e.g., American Indian, Inuit), note that their ancestors have been in the land that is now the United States for thousands of years. Have them talk about ways their families like to celebrate special times. Perhaps they have a grandparent who speaks another language or cooks special foods.

Summarizing and Assessing


Activity Sheet 1f

How Are Families Different?

Pick one of the photos on pages 32-33. Think about the family in the picture. Think about your family. What is alike? What is different?

Fill in the Venn diagram.

Both

My Family

The Family in the Photograph

Activity Sheet 1f

Have students work in small groups. Ask the groups to examine all the photographs on pp. 32–33. Have them discuss what is familiar to them and what is different from what they do with their families. Give each student **Activity Sheet 1f**. Ask them to pick one image from pp. 32–33 and compare and contrast the image with their own families. Collect and review their Venn diagrams.

Modifications for Differentiation

Above Have students use a three-circle Venn diagram and compare two photos on pp. 32–33 to a photo of themselves rather than the two-circle Venn diagram on the activity sheet.

Below Pair the student with a stronger reader to complete the reading.

ELL Offer these students a chance to shine by asking them to count or share other words in their home language.

Extending

Language Arts Read or make available the Literacy Links or similar picture books that offer the perspective of a young immigrant child or a child mixing cultures.

Art Ask students to use a choice of media (paint, clay, collage) to show how they might help a newcomer feel welcome in the class.

Lesson 3
Closure

Classroom Assessment Activity

For each of the following questions, have students stand up when you read the correct answer. More than one answer can be correct.

Which of these describe a family?

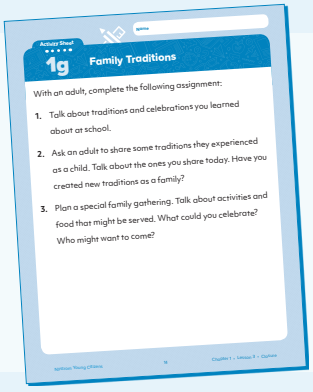
1. It can be big or little or in between. (correct)
2. It might have brothers and sisters. (correct)
3. It includes everyone in an apartment building. (not correct)

How can immigrants bring their cultures with them when they come to the United States?

1. Cook food they like to eat (correct)
2. Leave behind old traditions (not correct)
3. Remember old dances and songs (correct)

Why do we celebrate special times?

1. To forget what has happened (not correct)
2. To share happy times together (correct)
3. To honor special events (correct)


Activity Sheet 1g

Family Traditions

With an adult, complete the following assignment:

1. Talk about traditions and celebrations you learned about at school.
2. Ask an adult to share some traditions they experienced as a child. Talk about the ones you share today. Have you created new traditions as a family?
3. Plan a special family gathering. Talk about activities and food that might be served. What could you celebrate? Who might want to come?

Review at Home

Ask students to complete **Activity Sheet 1g** with their families at home.

Lesson 4

Families in the Past

Online Activities

- Vocabulary Activities

Literacy Links

- *At Home: Long Ago and Today,* by Lynnette Brent
- *The Olden Days Coat,* by Margaret Laurence
- *Song and Dance Man,* by Karen Ackerman

Main Goals

A **When did your family come to live here?** Understand that immigrants have been coming to the United States for centuries and that they bring their own cultures and traditions.

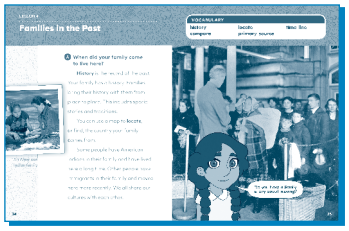
B **Communicating Skills: Time Lines.** Read and create time lines.

C **What was life like for your family in the past?** Compare and contrast how students live today with how previous generations lived.

D **Researching Skills: Primary Sources.** Identify and use primary sources.

A When did your family come to live here?

Geography · History · Information Processing



pp. 34–35

New Vocabulary

history
locate

Materials

- Student Book
- U.S./World Desk Map 2C/D
- "Family Ancestors," Teacher Resource 1
- Think Book
- map markers
- scissors

TEACHER'S NOTE

Before this lesson, ask students to talk to their families about where their ancestors came from.

- Encourage them to make a list of all the countries they know of that were home to their ancestors.
- For indigenous students, ask them to determine the family's tribe or tribes of origin.
- If the indigenous students also have some nonindigenous ancestors, ask them to list their countries of origin.
- Some African American students may only be able to indicate Africa without knowing from where in Africa their ancestors came. Make it clear that this is perfectly acceptable.
- If students cannot identify what country their family came from, they can identify other parts of the United States where family lives or has lived.

Objectives

Students will be able to:

- Explain that people have come to the United States from many places.
- Recognize that people have come over many centuries and that each comes with his or her own history and experiences.

Vocabulary Focus

Before the lesson, place a few classroom items in incorrect spots (e.g., a shoe on your desk and a computer keyboard on a chair). Tell students that a few things are missing in the classroom and you hope they can help you locate them. Explain that *locate* means to find something. See if they can help you locate a missing shoe and a computer keyboard. Explain that they have learned a new social studies vocabulary word.

Afterward, ask students what they did yesterday, and then ask what they did last week and last month. Explain that when we talk about things that were done in the past we are sharing our history. Tell them that *history* is a new word they will be using. It means things that happened before or in the past.

Getting Started

1. Distribute **U.S./World Desk Map 2C/D** and map markers.
2. Have students look at the world map on side 2D. Model how to find the United States, and then circle it. Be sure to circle Alaska and Hawaii as well as mainland U.S. Have them follow your lead and circle the country on their own desk maps.
3. Have students look at the U.S. map on side 2C. Model finding their state and circling it. Give them directions to help find it on their own maps.
4. Tell students that everyone in the room lives in the United States in the state of _____. However, explain that not everyone has always lived in this town or state.
5. Ask students to raise their hands if they have lived somewhere other than their current town. Share if you have lived in other places as well. Display your desk map as you mark any places you have lived.

Teaching

1. Have students turn to p. 35 of the Student Book. Have them look at the picture and talk about what they see.

2. Give a brief explanation of Ellis Island and say that the people they see were immigrating to the United States and that they wanted to have a new life in a new country. Point out that while they wanted a new future, each of those immigrants had a history in another country.

3. Remind students of the previous sections when they talked about how immigrants bring their cultures and traditions. Explain that immigrants also come with a history from their lives and families. This history helps to make them who they are today. Have them discuss the kinds of stories they have heard about their parents' or grandparents' lives or special things that have happened to them.

4. Have students read p. 34 individually or in a group.

5. Divide students into five small groups. Give each group one of the family cards from **"Family Ancestors," Teacher Resource 1** (Teacher's Guide pp. 60–62).

6. Have students turn to **World Desk Map 2D**. Ask them to locate and mark countries of origin for the family on the card. Point out that some families have many countries of origin; others may have only one or two. Some students may mark a continent rather than a country.

7. Share the maps and see where different families have originated. Talk about how together they have created a great nation.

8. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to imagine that they are about to immigrate to a new country. Have them think about what is an important part of who they are and their lives so far. Have them form pairs and talk about a part of their history they would share with a friend in that new country. Afterward, have students write a short description of the history they would tell a new friend in their **Think Books**. Collect and review the notebooks.

Modifications for Differentiation

Above Have students present their research about an ancestor's country.

Below Have students draw and label something from their histories rather than just writing it.

ELL Have students draw something from their histories rather than writing about it.

Extending

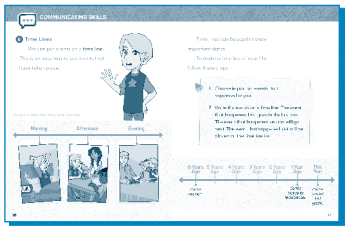
Mathematics Create a list of all the countries of origin identified by students. Have students put a tally mark beside each country that their family is associated with. Students can make their own tally charts or graphs of countries of origin. (They need not include them all in this task if there are many countries.)

Cultures and Geography Have students research a country where their ancestors came from. Ask them to find out a little about the country and draw or write about their discoveries. For indigenous students, ask them to learn a little about the history of their tribes.

Communicating Skills

B Time Lines

History · Information Processing · Reading



pp. 36–37

New Vocabulary

time line

Review Vocabulary

history

Objectives

Students will be able to:

- Demonstrate an understanding of the structure of a time line.
- Construct a time line of their own lives.
- Sequence events in their own lives.

Vocabulary Focus

Tell students you are going to give them some clues to help them learn new vocabulary for social studies. The new vocabulary is a phrase made of two words. Explain that you are going to show them two things that help make up the new phrase.

Hold up a watch or point to a clock. Ask them what the object is and what it is for. Write the word *time* on the board. Draw a line on the board beside the word *time*. Ask them what you drew.

continued on next page

Materials

- Student Book
- clothespins
- coloring utensils
- index cards
- long strips of paper (about 6 to 12 inches wide) with a line drawn lengthwise down the middle
- thin rope
- watch or clock

Online Activities

- Sequencing and Time Lines

Literacy Links

- *Curious George Grows a Garden,* by H. A. Rey
- *Friends: True Stories of Extraordinary Animal Friendships,* by Catherine Thimmesh
- *National Geographic Little Kids First Big Book of Animals,* by Catherine D. Hughes

Tell them the new phrase is made up of these two things. Ask them what the phrase is. Write *time line* on the board and explain that they will be learning more about time lines.

Getting Started

1. Before the class, write different parts of the school day on index cards. Include subjects like math or reading as well as times like recess and lunch.
2. Give a card to various students. Ask them to read their cards (friends can help confirm what each card says).
3. Have two students hold up a piece of thin rope to make a line across the front of the class.
4. Tell students they need to organize the cards so they are in the right order for a school day. Have students without cards organize the other students along the line.
5. Give each student with a card a clothespin to attach his or her card to the rope.
6. Have all students, except the rope holders, step back and check the time line. Adjust any cards that need to be adjusted. Explain that they have just made a time line together.
7. Have students collect and put away materials.

Teaching

1. Divide the class into two large groups. Tell students that they will be looking at a time line and describing it to a partner, so they need to check it carefully.
2. Have half the students look at the first time line on p. 36 (Peyton's daily routine). Have the other half look at the second time line on p. 37 (Carlos's life). Ask them to think about the information in the time line. They can think about whether it happened recently, whether it took place over a short time or a long time, and so on.
3. Match each student with two or three others from their large group and have them decide how they will describe their time line.

4. Form pairs that have one student from each large group. Have them describe their time lines and talk about what they show.

5. Read the text on p. 37. Brainstorm together what kinds of important events might happen in a first-grader's life. Make a list on the board.

Summarizing and Assessing

Tell students that they are going to make a time line of their own life now. They are to follow the directions in the Student Book. They can pick events from the class list on the board or add events of their own.

Give each student a long strip of paper with a line drawn down the middle. The paper should be fairly wide (i.e., 6 to 12 inches) so that the students can draw and write on the time line. Students should record four or more events that are important in their lives. Determine the number of events assigned according to student strengths. They should record when the event happened above the line and draw a labeled picture of the event below the line. Collect and review their time lines. Then post them in the classroom.

Modifications for Differentiation

Above Increase the number of events required on the time line.

Below Reduce the number of events required on the time line.

ELL Have students draw important events and write descriptions for them.

Extending

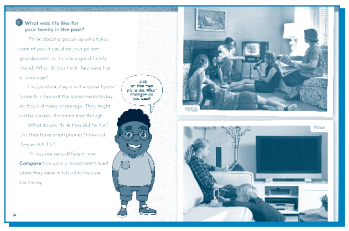
History Make a large time line on mural paper. Put a heading on the time line (something like Our First-Grade Time Line). Label the far left as the first day of school. Have students write (and draw) other events from first grade on sticky notes and place them on the time line. Shift the notes as needed as new ideas are added.

Science Provide books about the lives of animals and plants. Have students pick an animal or plant and create a time line of the organism's life.

Reading Write the names and dates of important holidays and celebrations on cards. Have students place them in order.

C What was life like for your family in the past?

History | Critical Thinking | Reading



pp. 38–39

New Vocabulary

compare

Materials

- Student Book
- Leveled Student Readers
- Activity Sheet 1h
- Images of Objects from Several Decades
- Think Book
- lined paper

Literacy Links

- *Games around the World,* by Mary Pat Ehmann
- *Mabel and Sam at Home,* by Linda Urban
- *Playing around the World,* by Joanna Brundle

Objectives

Students will be able to:

- Compare and contrast how they live today with how previous generations lived.
- Discuss how people still do similar categories of things (e.g., cook, engage in recreation) but may do them differently than in the past.

Vocabulary Focus

Write the word *compare* in the center circle of a web. Have students brainstorm things they can compare. Record their ideas on the web, categorizing ideas as needed.

Getting Started

1. Project or show images of smartphones/telephones, TVs, and tape players/MP3 players/record players from different decades. Ask students what they notice. Tell them that they are comparing the items by noticing how they are alike and different. Stress that all the cars (or TVs or music players) have the same purpose, but they look different.
2. Explain that today they are going to be thinking about how their lives are different from the lives of their parents or grandparents, or other people from the past. However, at the same time they will also be able to see how their lives are alike.

Teaching

1. Have students turn to p. 38 of the Student Book. Ask them to read the page individually or with their partners.
2. When students have finished reading, have them form small groups. Assign each group a “ways of having fun” topic and ask them to collaborate to list as many ideas as they can for their topic on sheets of paper (everyone should have a sheet of paper). The topics could include playing games, sports, cooking, traveling, outdoor activities, and entertainment.

3. When they have completed their lists, post one list from each group on the wall and have the groups move from list to list to see their classmates' ideas. Afterward, hand back the lists and ask students to add new ideas to their lists and then glue them in their **Think Books.**

4. Discuss their ideas as a class, and then ask them to think about an older adult they know (e.g., a grandparent or neighbor). Discuss their thoughts on what older people might have done for those fun things.

5. Have students refer to the pictures on p. 39 as you draw a Venn diagram on the board. Tell them each circle represents one of the pictures. Ask students to tell you what they see that is alike and different between the two pictures. Fill in the diagram with this information.

6. Divide students into groups for guided reading. Use the **Leveled Student Readers** as the text for their reading. Encourage them to think about how lives are alike and different throughout the reader. (For more information about the Leveled Student Readers, see p. xxviii.)

Summarizing and Assessing

Activity Sheet
1h
Compare Past and Present
Name
Think about things you do for fun. Think about things older people did for fun when they were young. What is alike? What is different?
Alike
Different
We ride bikes.
I wear a helmet, but they didn't.
Nystrom Young Citizens
16
Chapter 1 • Lesson 4 • Section C

Activity Sheet 1h

Remind students that they have been comparing how their lives are alike and different from the lives of people older than they are. Revisit the topic lists created earlier and talk about when video games were invented (and what they were like), how TV has changed, ways we play music, and outdoor games people play.

Give each student a copy of **Activity Sheet 1h** and explain that they are to think about ways they have fun. They are also to think about ways older people had fun when they were children. They should record what is alike and what is different today. Read the example to them. After the students have completed their T-charts, collect and review them.

Modifications for Differentiation

Above Have these students learn a traditional game from the past and teach it to the class.

Below and ELL Ensure the small groups have a strong writer to record the ideas of the group.

Extending

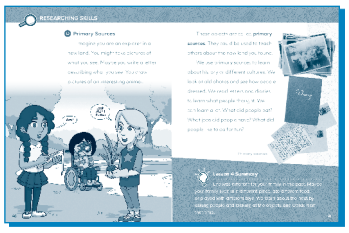
Science Make available old music players. Ask families for donations or check thrift shops for items like tape recorders, CD players, vinyl records, cassette tapes, and radios. Provide screwdrivers and pliers and let students take apart and examine the equipment. Be sure to cut off any electrical cords before giving them to the students. Provide cardboard and small plastic bags so they can display the parts they dismantle.

Reading Make available picture books that show children's games from around the world.

Researching Skills

D Primary Sources

History · Critical Thinking · Speaking & Listening



pp. 40–41

New Vocabulary

primary source

Materials

- Student Book
- Group Activity Cards
- Group Activity Role Cards
- coloring utensils
- computer (optional)
- plastic bag
- white paper

Objectives

Students will be able to:

- Recognize primary sources.
- Use primary sources to learn about the past.
- Explain why primary sources help us learn about the past.

Getting Started

1. Play a game of "telephone" with the class. Use the results of the game to help students realize how information can get changed when it passes from person to person.
2. Ask students how they could have made the message clearer for everyone. They might suggest that they could say it aloud, so remind them that people might forget what they said. If need be, suggest that they could write it on the board; they could write it in an email or letter; they could take a picture of what was written; they could record the person speaking; and so on.
3. Explain that when we study history it is important to be sure the information is correct. When we use primary sources it means we use materials created when the event happened. This information is more likely to be correct.

Teaching

1. Have students turn to pp. 40–41 of the Student Book. Have them read the first two paragraphs. Ask students why those items are primary sources.
2. If desired, use some images from the Library of Congress or NASA to show students additional primary sources that are appealing to their age group.
3. Have students return to p. 40 in the Student Book. Have them view the comic. Ask them to discuss what they see and ask what sorts of primary sources are being created by the children. (taking a photo, drawing a picture) Have each student think about what recording tool he or she would like to use. Have them join other students who would use the same tool and talk about how that tool would make good primary sources.
4. Distribute the **Group Activity Cards** and have students work in small groups to read the cards and answer the questions on the cards together. (For more information about the Group Activity Cards, see p. xxix.)

Summarizing and Assessing

Read aloud the lesson summary on p. 41. Tell students that they will be creating a primary source. Give each student a piece of blank paper and have them draw a picture that shows something special about them (e.g., favorite food, what they like to do on the weekend, a picture of their family). Have them write about or label their pictures. Put all the drawings in a gallon-size plastic bag and seal it shut. If possible, place it in the library with a note that it should not be opened for at least 25 years.

Modifications for Differentiation

Above Have them write a story about Leena's, Peyton's, and Minar's adventures in the fictional world. Have them include notes or pictures that are the primary sources.

Below Have students decide what to write about their pictures in Summarizing and Assessing. Then write the sentences for them.

ELL Work with a small group to brainstorm picture topics and provide vocabulary as needed.

Extending

Language Arts Open a set of photos on a computer or tablet. Have students examine the photos and draw or write what they see. Use the Library of Congress to obtain appropriate images.

Lesson 4
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands and use American Sign Language to answer "yes" and "no" when you read the answers. More than one answer can be correct.

Yes **No**

What was life like 100 years ago?

1. They had smartphones. (not correct)
2. They ate dinner. (correct)
3. Their clothes looked different. (correct)

What did people bring when they came to America?

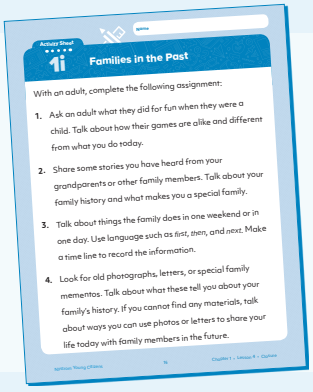
1. Nothing (not correct)
2. Their histories (correct)
3. Traditions and customs (correct)

What could be on a time line?

1. The names of different presidents (correct)
2. The desks in the classroom (not correct)
3. Events from a person's life (correct)

Which of these could be primary sources?

1. A diary or blog (correct)
2. Me telling you what my grandmother told me (not correct)
3. Photographs (correct)


Activity Sheet 1i

Families in the Past

With an adult, complete the following assignment:

1. Ask an adult what they did for fun when they were a child. Talk about how their games are alike and different from what you do today.
2. Share some stories you have heard from your grandparents or other family members. Talk about your family history and what makes you a special family.
3. Talk about things the family does in one weekend or in one day. Use language such as *first*, *then*, and *next*. Make a time line to record the information.
4. Look for old photographs, letters, or special family mementos. Talk about what these tell you about your family's history. If you cannot find any materials, talk about ways you can use photos or letters to share your life today with family members in the future.

Review at Home

Ask students to complete **Activity Sheet 1i** with their families at home.

Chapter 1
Review

Review Vocabulary

address
care
careful
celebrate
compare
culture
custom
family
Golden Rule
healthy
history
immigrant
locate
need
primary source
responsibility
rule
safe
shelter
take turns
time line
tradition

Materials

- Student Book
- U.S./World Desk Map 2C/D
- Leveled Student Readers
- Group Activity Cards
- Activity Sheet Chapter 1 Review
- Vocabulary Word Cards
- coloring utensils

Objectives

Students will be able to:

- Point out that a family is one way we can categorize a group of people.
- List people who can be part of a family.
- Recognize that families are not all the same.
- Classify needs.
- State ways families help meet people's needs.
- Discuss why everyone has responsibilities.
- Explain why we have rules.
- Recognize that immigrants bring their own histories and cultures to their new homes.
- Compare present-day lives with lives in the past.

Getting Started

1. Hand out the Student Books. Have students turn to p. 14 and review the comic.
2. Talk about why the family is getting together. Discuss how families have shared histories and experiences so they have lots to share. People like to get together and have fun and enjoy food and games that are familiar to all.

Teaching

1. Use vocabulary word cards to help students with the most unfamiliar or challenging vocabulary.
2. Write simple definitions or synonyms on other cards.
3. Give each student one card.
4. Have students find the person who has the matching card.
5. Have students work through the **Activity Sheet Chapter 1 Review**.

Summarizing and Assessing

Go over the activity sheets with the class. Complete them in sections. Provide the Student Book, **U.S./World Desk Map 2C/D**, **Group Activity Cards**, and **Leveled Student Readers** for reference.

Chapter Test

Distribute and administer the **Chapter 1 Test** (Teacher's Guide pp. 64–67). Assist students as needed.

Chapter 1 Project
Family Scrapbook

Materials

Every Day
- Student Checklist
- Teacher Evaluation
- camera (optional)
- coloring utensils
- scrapbooks

Day 1
- large sheets of paper
- white paper

Day 2
- "World Map," Teacher Resource 2
- materials brought from home (see Letter Home)

Day 3
- Time lines from lesson 4, section B
- tape

Day 4
- envelopes
- glue

Civics

Cultures

Geography

Speaking & Listening

Writing

Objectives

Students will be able to:

- Identify the people in their families and compare their families with other families.
- Describe special celebrations and traditions in their families.
- Relate the origins of their families.
- Discuss how they fit in their family's current history.
- Recognize the importance of rules and participation in a family.
- Use primary sources to illustrate family history.

Project Description

This project is a culminating activity that lets the students use skills and knowledge from the chapter. Students will create a scrapbook that celebrates their own families while recognizing how families are alike and different.

Note: Some students may bring few or no materials from home. Provide chances for them to draw pictures to be placed in the scrapbooks. Take pictures of the students doing things that they enjoy that can be part of their scrapbooks.

TEACHER'S NOTE

Go over the **Student Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects. For more on evaluating the chapter projects, see p. xxvi.

Instructions and Suggestions

Day 1

1. Review the various family groupings that were discussed earlier in the chapter. Have each student build a tally chart that records the number of people in each student's family.

2. Distribute their scrapbooks (these can be made by stapling seven sheets of paper together) and have them write their name on the back. Put their tally charts inside the scrapbook.

3. Have students suggest a few headings for their scrapbooks. Then add additional titles for them (e.g., people in my family, where I live, my time line, family rules, family celebrations, what we like to do, family far away, my parents' life, my grandparents' stories). Make a list of headings on a large sheet of paper that will be available for reference.

4. Remind students to bring materials from home for the next lesson.

Day 2

1. Give students **"World Map," Teacher Resource 2** (Teacher's Guide p. 63). Ask them to mark countries of origin for their families. If families do not indicate country of origin, students could include a map showing other places they've lived or a map where they live now. Check their maps, and then have students place them in their scrapbooks.

2. Have students make a list of rules in their own families. After checking and editing the lists, students can color and decorate them for the scrapbooks.

3. Sort the materials that have come from home. Note students who may need time to draw pictures in place of photographs.

Day 3

1. Have students draw and label a picture of their families on the covers of their scrapbooks.

2. Have them draw a picture of a way they help make sure everyone's needs are met at home (e.g., helping in the kitchen).

3. Have them begin to place items on the pages. You may want to use small amounts of tape to place them temporarily.

4. Hand back their time lines from lesson 4, section B and include them in the scrapbooks.

5. Have students check the scrapbooks of two friends and give ideas about how things are sorted and placed.

Day 4

1. Have students write their address on an envelope that will be glued on the inside front cover of the scrapbook.

2. Ask students to write a heading for each section.

3. Give students time to look over their scrapbooks and write down the names of the people who reviewed them earlier on their checklists.

4. In pairs, have students look through one student's scrapbook. They should talk about what they see on each page.

5. Switch roles so everyone has shared scrapbooks and looked at scrapbooks.

Modifications for Differentiation

Above Have these students write descriptions of selected items in their scrapbooks.

Below Assist these students when writing their headings and labels.

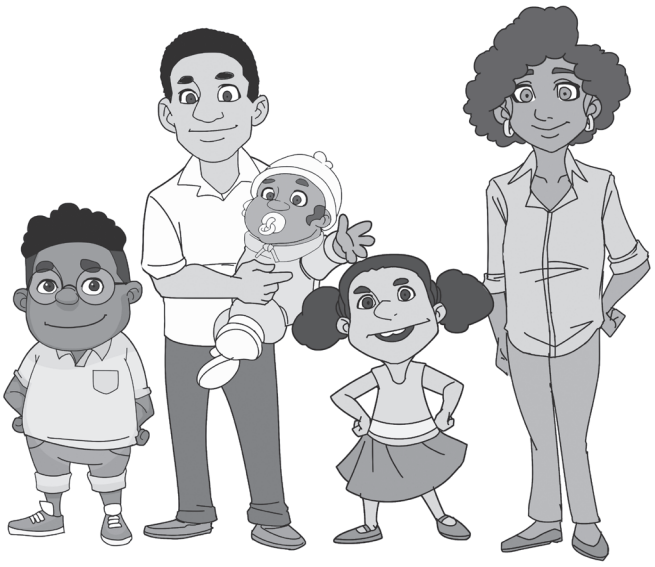
ELL When possible, have these students label people and actions in their home language as well as in English.

Rubric

See **Teacher Evaluation** (Teacher's Guide p. 68).

Teacher Resource 1

Family Ancestors



Harris Family

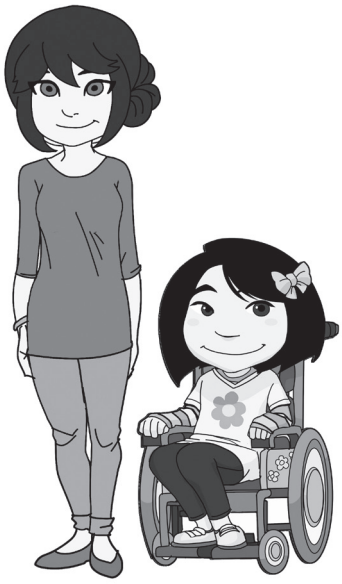
Roger's dad's family came from the Netherlands and the United Kingdom in Europe. They have been here for 100 years.

Roger's mom's family came from western Africa. They have been here for 270 years.

Teacher Resource 1

Lewis Family

Peyton's family came from Germany and Poland in Europe. They have been here for 110 years.



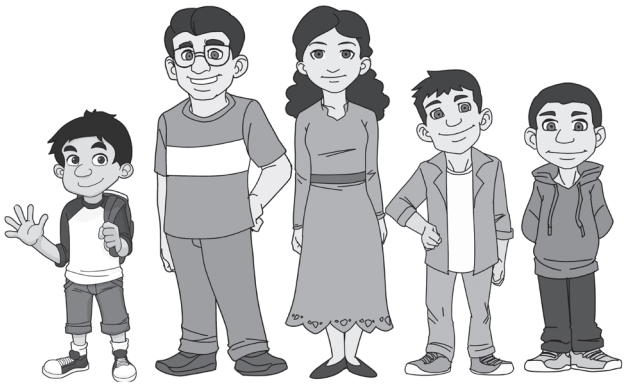
Chen Family

Leena's family came from China in Asia. They have been here for 80 years.

Teacher Resource 1

Gamal Family

Minar's family came from Egypt in Africa. They have been here for 15 years.



Lopez Family

Carlos and his family came from Honduras in North America. They have been here for one year.

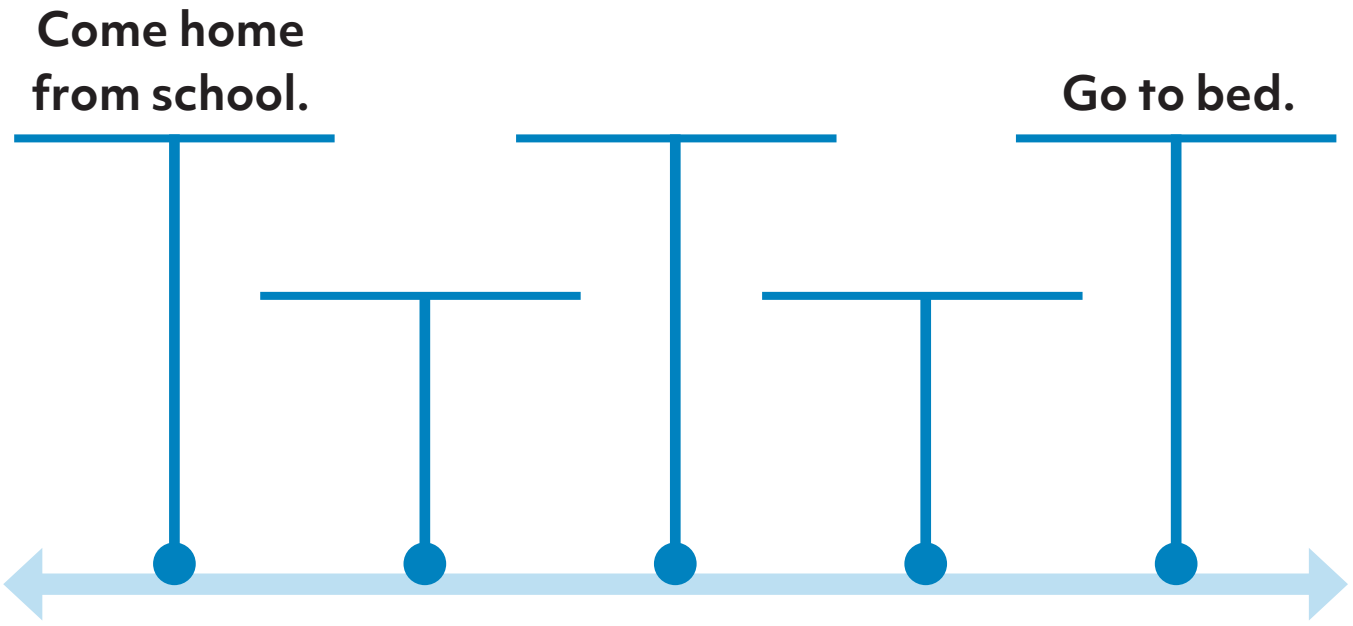
Teacher Resource 2

World Map

Name

Chapter 1 Test

1. Fill in the time line.



2. What is one important rule in your home? Why is it important?

_____

_____

_____

Name

Chapter 1 Test

3. Look at the address. Put a line under the street name.

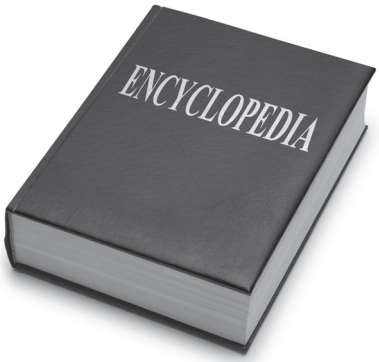
Circle the town name. Put a square on the state name.

John Smith
10200 Jefferson Street
Culver City, CA 90232

4. Write your telephone number.

_____

5. Circle the primary source.



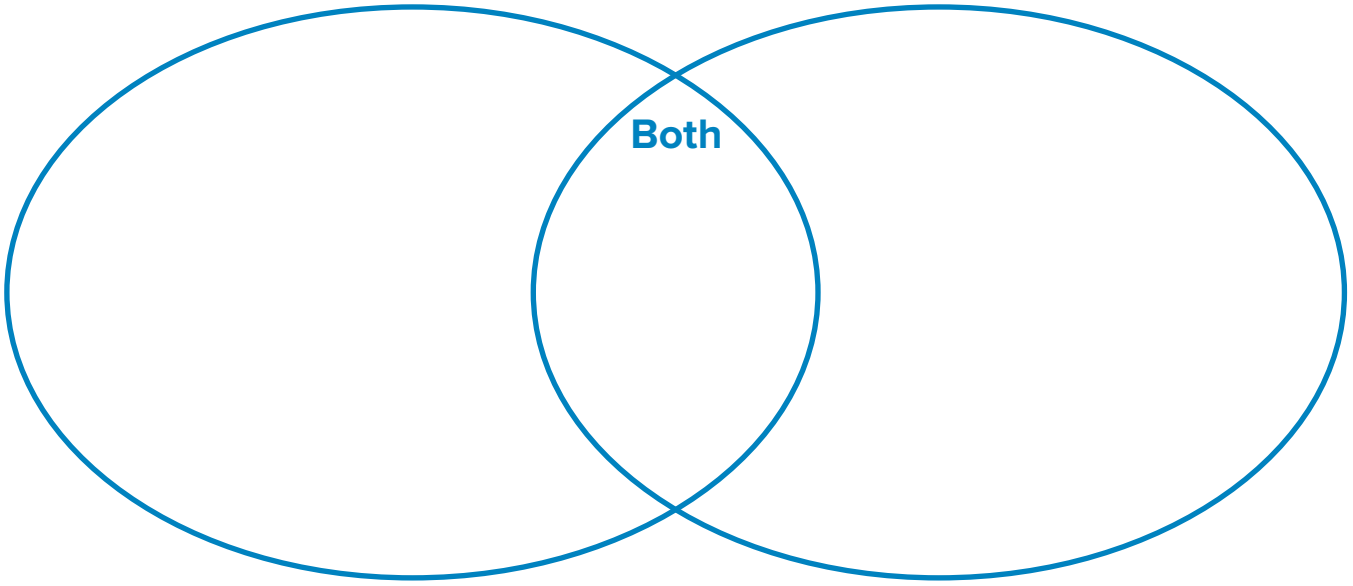
Name

Picture One

Picture Two

6. Look at the pictures above.

a. Fill in the Venn diagram.



b. What are these families doing?

_____

Name

Chapter 1 Test

7. What is a special celebration for your family?

_____

_____

8. Draw and label pictures of people who live with you.

Student Name:

Chapter 1 Project	Teacher Evaluation
Scrapbook	
The scrapbook includes all eight items from the project instructions/Student Checklist.	1 2 3 4
Each page of the scrapbook has a title.	1 2 3 4
Conventions	
The scrapbook is neat.	1 2 3 4
Words are spelled correctly.	1 2 3 4
Communication	
The student spoke appropriately when sharing.	1 2 3 4
The student listened attentively to others.	1 2 3 4

The highest rating is 4.

CHAPTER 2

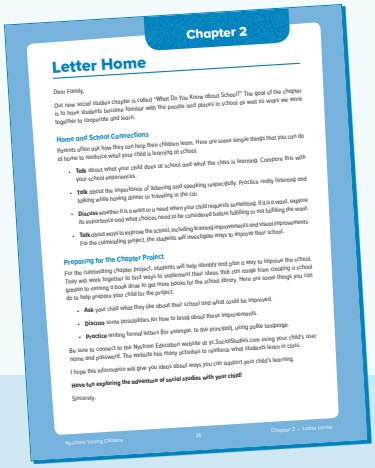
Compelling Question

What Do You Know about School?

Students will learn about the different aspects that make up a school.

Time Frame: 5 Weeks

1. They will learn about the types of rooms in a school, and what activities are performed daily and annually.
2. They will identify the people who contribute to the school's environment, and learn how they can help improve the school.
3. They will learn about school rules, and how it is important to be respectful and responsible.
4. Students will learn about identifying problems and picking solutions that will settle disagreements in a positive way.
5. Students will complete the chapter review, project, and assessment.


Chapter 2

Letter Home

Dear Family,

Our new social studies chapter is called "What Do You Know about School?" The goal of the chapter is to have students become familiar with the people and places in school as well as ways we work together to cooperate and learn.

Home and School Connections

Parents often ask how they can help their children learn. Here are some simple things that you can do at home to reinforce what your child is learning at school.

- **Talk** about what your child does at school and what the class is learning. Compare this with your school experiences.
- **Talk** about the importance of listening and speaking respectfully. Practice really listening and talking while having dinner or traveling in the car.
- **Discuss** whether it is a want or a need when your child requests something. If it is a want, explore its opportunity cost and what choices need to be considered before fulfilling the request.
- **Talk** about ways to improve the school, including learning improvements and visual improvements. For the culminating project, the students will investigate ways to improve their school.

Preparing for the Chapter Project

For the culminating chapter project, students will help identify and plan a way to improve the school. They will work together to find ways to implement their ideas that can range from creating a school garden to running a book drive to get more books for the school library. Here are some things you can do to help prepare your child for the project.

- **Ask** your child what they like about their school and what could be improved.
- **Discuss** some possibilities for how to bring about these improvements.
- **Practice** writing formal letters (for example, to the principal), using polite language.

Be sure to connect to the Nystrom Education website at yc.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what students learn in class.

I hope this information will give you ideas about ways you can support your child's learning.

Have fun exploring the adventure of social studies with your child!

Sincerely,

Nystrom Young Citizens 26 Chapter 2 • Letter Home

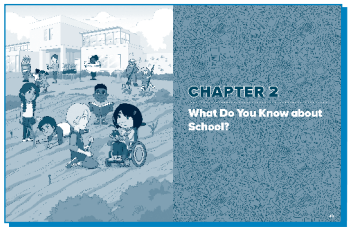
Letter Home

Ask students to share the **Letter Home** with their families.

Chapter 2
Pre-assessment

1. Write the chapter question on the board: "What do you know about school?"
2. Post a large piece of paper with a thinking web drawn on it. Write *school* in the middle.
3. Ask students to brainstorm words they think of when they hear the word *school*. Record the answers on sticky notes.
4. Discuss words that go together (e.g., objects in a classroom, people at school) and create a category for each branch of the web.
5. Have students help place the sticky notes on the appropriate branch of the web.

Chapter 2
Introductory Activity



pp. 42–43

Materials

- Student Book
- Think Book
- coloring utensils

Information Processing Speaking & Listening

Objectives

Students will be able to:

- Make inferences about a story.
- Make connections between self and characters in a text.
- Use various text features to locate key information in a text.
- Use illustrations and details in a visual text to describe its characters, setting, or events.

TEACHER'S NOTE

If students are unfamiliar with gardening, consider reading an article or book about gardening before starting this lesson.

Getting Started

1. Have the class turn to p. 42 in the Student Book. Ask students to point to the comic on the page.
2. Have students describe what they see in the picture.

Teaching

1. Ask students to identify the setting and characters they observe.
2. Ask what they think the school community is doing. Encourage them to provide evidence from the text and from their own knowledge.
3. Ask them to make inferences about why they are building a school garden.
4. Have students form five small groups.

5. Point to the following characters in the picture: custodian, principal, teacher, librarian and students. Assign each group a character or set of characters.

6. Ask the groups to decide what their character(s) is doing and why.

7. Pick one person in each group to be the reporter. Have each group share their thinking with the whole class.

Summarizing and Assessing

As a class, discuss what could be planted in a school garden. Have pairs of students create a garden plan for the school in their **Think Books**. Be sure students have drawing tools.

Modifications for Differentiation

Above Have students research what needed to be done to make the soil rich for planting. Ask them how they would have helped prepare for the planting day.

Below and ELL Discuss the drawing together. To build vocabulary, use small sticky notes to label objects or actions in the picture.

Lesson 1
Our School

Online Activities

- Vocabulary Activities

Literacy Links

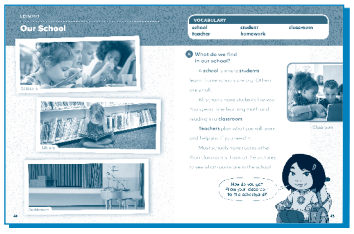
- *But It's Not My Fault!* by Julia Cook
- *Lizzie and the Last Day of School,* by Trinka Hakes Noble
- *Ollie's School Day,* by Stephanie Calmenson

Main Goals

- **A** **What do we find in our school?** Identify the people and types of classrooms in a school.
- **B** **What do we do during a school day?** Identify and sequence events that happen during a school day.
- **C** **What do we do during a school year?** Identify and sequence events that happen during a school year.

A What do we find in our school?

Geography · Information Processing



pp. 44–45

New Vocabulary

classroom
school
student
teacher

Materials

- Student Book
- Think Book
- your school map

Objectives

Students will be able to:

- Identify people who work and learn in a classroom.
- List various rooms in their school.
- Describe the purpose of each room.

Vocabulary Focus

Have students look at the new vocabulary words on p. 45 of the Student Book and read them aloud. Tell students to look around them and choose two (or three) things that they see in the room. Ask them to quickly sketch those things in their **Think Books**. Then ask them to hold up their sketches and show what they have drawn. Briefly discuss the drawings and ask who and what can be found in a classroom.

Getting Started

1. Write *classroom* on the board. Ask students about where classrooms are found, and what people do in a classroom.

2. Explain that today they are going to be talking about different rooms in a school. They can think about the rooms in their school and compare them with the rooms depicted in their Student Books.

Teaching

1. Brainstorm and record rooms that are in your school.
2. Have students turn to pp. 44–45 of the Student Book.
3. As a class or individually, read p. 45.
4. Have them work with their partners and look at p. 44. Have the pairs identify what looks like their school and what looks different. Then discuss students' thoughts about the pictures. Refer them back to the list of rooms they brainstormed and see if all their ideas are included on p. 44. Ask them if there is a room on p. 44 that they don't have at school. If so, discuss the function of that room.
5. Discuss where they might find a teacher and students. Explore why they are in many different rooms. Remind students that while schools are for learning, these schools include other people too. Have them talk about the other people who might be in each room.
6. Distribute copies of your school map (using your school's posted fire escape plan or a rough outline that you prepare). Let students follow the map to the extent they are able through the rest of the lesson.
7. Take a walk around the school looking for each of the rooms on p. 44. Pause and see who is working and learning in each room.

Summarizing and Assessing

Talk about the layout of your school or the hall your classroom is on. Model drawing a map of your hall. Ask students to sketch a map in their **Think Books** that shows their own classroom and at least two other nearby rooms that are not classrooms. If your school is large or complex, narrow the focus to just a portion of the school (e.g., their hall). Have them write or tell the purpose of at least one room on their map and who works in that room.

Modifications for Differentiation

Above Provide students with clipboards and have them record the class discoveries as they walk around the school noting on the map people in each room. You may also have them mark your route around the school.

Below Provide a checklist of rooms to include with their school map that they can mark along the walk.

ELL Post photos of the actual rooms in your school with captions to help link the text images and captions with their experiences.

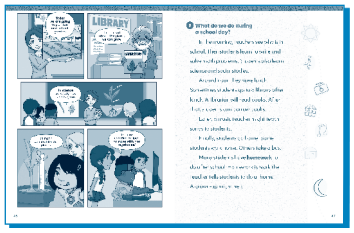
Extending

Language Arts Have students write a description of a room, without specifying which room it is. Ask them to share their descriptions with a partner and see if they can identify the room being described.

Media Have students discuss ways to make their school or classroom feel more welcoming (e.g., picking up trash, hanging up coats and bags, keeping desks tidy, signs at the front door). Assign pairs or small groups to create a poster to encourage one of these ideas.

B What do we do during a school day?

Information Processing | Reading



pp. 46–47

New Vocabulary

homework

Review Vocabulary

classroom
school
student
teacher

Objectives

Students will be able to:

- Describe activities they engage in during the school day.
- Sequence the events across a day.
- Read a time line.

Vocabulary Focus

Write *homework* on the board. Ask students to look at the two small words that make up this compound word. Write *home* and *work* separately. Ask students to define each word. Ask them what school homework is and whether there could be work that isn't from school (e.g., chores).

Getting Started

1. Write *schedule* on the board. Give an example of part of your daily school schedule.

Materials

- Student Book
- Activity Sheet 2a
- Think Book

Online Activities

- What Do We Do during a School Day?

2. Ask them to identify other things they do every day at school and write the ideas on the board. Have students help sequence the items as suggested. Have students copy the daily schedule in their **Think Books**.

3. Explain that today they are going to be talking about things people do at school. They can think about what they do in this class and compare those things with the day described in their Student Books.

Teaching

1. Have students turn to pp. 46–47 of the Student Book.

2. As a class, or individually, read p. 47.

3. Have students work with their partners and identify three things the students do in the comic strip. Discuss where these things happen. Highlight both activities and the locations of the activities. Refer them back to the list of activities they brainstormed and see which ones match.

4. Draw a time line on the board with five points to be filled in.

5. Have students refer to p. 47. Use a shared reading process and mark each activity in the text on the time line. Draw a clock above each entry that displays the appropriate time. Have students copy the time line in their **Think Books**.

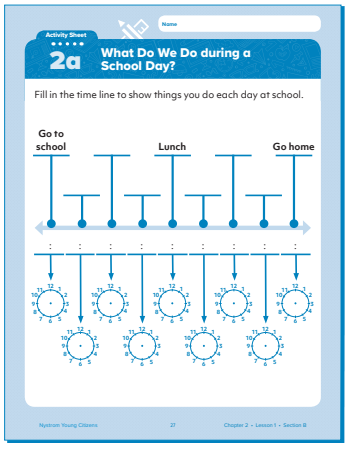
6. Discuss other activities that could be added to the time line (e.g., art or physical education).

7. Ask students to talk about when they do the activities they brainstormed in step 6. Have them explain how they know it is time to do those activities. Show students how to write the time in digital format and set the time to hour and half-hour increments.

8. Have students reread the final paragraph, and discuss what homework looks like for this class.

Summarizing and Assessing

Have students complete **Activity Sheet 2a**. They will record school activities on the time line. Work together to complete the clock times (digital and analog), as needed. Have students compare their time lines and discuss why they might be different. Collect and review the activity sheets.


Activity Sheet
2a
What Do We Do during a School Day?
Name
Fill in the time line to show things you do each day at school.
Go to school
Lunch
Go home

Activity Sheet 2a

Modifications for Differentiation

Above Have students create a schedule for a separate day. Challenge them to create a time line with clock times (digital or analog) beside the scheduled events.

Below Work with a small group to complete **Activity Sheet 2a** and assist with scribing words during the Summarizing and Assessing activity.

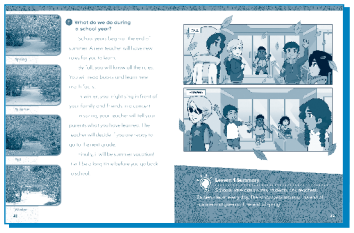
ELL Use a classroom visual schedule to provide a resource for students when brainstorming and completing **Activity Sheet 2a** during the Summarizing and Assessing activity.

Extending

Science Have students plant beans or marigolds and sprout them in the classroom. Describe and record their growth over several weeks. If possible, transplant to a school garden.

C What do we do during a school year?

History · Information Processing · Reading



pp. 48–49

Review Vocabulary

classroom
homework
school
student
teacher

Materials

- Student Book
- Think Book
- coloring utensils
- large calendar
- large sheets of paper

Objectives

Students will be able to:

- Recognize major events across the school year.
- Sequence events and use sequence vocabulary.

Getting Started

1. Write *school year* on the board.
2. Remind students that they have talked about events we do each day, or in a week, and review some of those events.
3. Explain that we can also think about events that happen over the course of the school year.
4. Turn the calendar to the first month of school and ask them what happens each August or September after the summer.
5. Explain that today they are going to be talking about how we do certain things at different times of the school year.
6. Point out that one way we can think about the year is by talking about each season. List the seasons on the board. Mark the beginning of each season on the calendar.

Teaching

1. Divide students into four groups. Assign each group a season. Give each group a large sheet of paper headed by the name of their season. Students should draw and write ideas they have about the season such as weather, clothing, activities they like to do, and special celebrations. Post the charts around the room and share them with the whole class.

2. Have students turn to p. 49 of the Student Book. Ask them to describe what they see in the two images and what time of year it is in each image.

3. Have students turn to p. 48. Ask them to read, individually or together, the first paragraph. Discuss what this paragraph says about the fall. Look at the "Summer" chart paper and add details from the text if needed.

4. Repeat with the next three paragraphs. Add school details to the students' seasonal charts. Encourage them to add other ideas or school traditions (e.g., spring play, winter carnival, fun fair).

5. Talk about the final paragraph. Have them explain why it is a long time before they will go back to school. Have them state what will happen when they go back. Stress that the cycle repeats itself each school year as they enter second grade, then third, and so on. Show how the calendar months flip over and over and just keep repeating.

6. Have students decide which season they like best at school. Have them stand by the chart paper that matches that season. Have each group discuss and decide why they like that season.

Summarizing and Assessing

Have students draw and label a picture for each season of the year in their **Think Books**. Have students compare their work and see how many different ideas were drawn for each season. Collect and review the notebooks.

Modifications for Differentiation

Above When students are completing their **Think Book** task during the Summarizing and Assessing activity, have them write an explanation for each season rather than drawing and labeling their ideas.

Below Have them label their drawings during Summarizing and Assessing.

ELL Have students work with proficient English speakers when completing group work. Encourage them to draw ideas as well as try to say them.

Extending

Dramatic Play Form small groups. Have students create a short skit or tableau that shows what happens the first and last days of school.

Lesson 1
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands when you read the correct answer. More than one answer can be correct.

Which of these places can you find in a school?

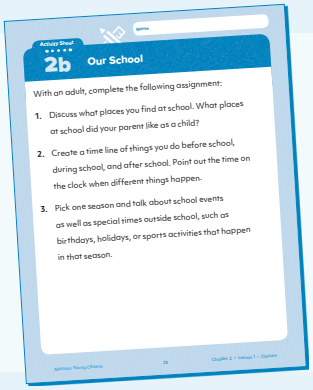
1. Cafeteria (correct)
2. Grocery store (not correct)
3. Library (correct)

Which of these could happen during a school day?

1. Bedtime (not correct)
2. Lunch (correct)
3. Math (correct)

Which events happen in the school year?

1. You start a new grade. (correct)
2. The school has a special concert or assembly. (correct)
3. You celebrate the Fourth of July. (usually not correct, unless on a modified school year)


Activity Sheet
2b Our School

With an adult, complete the following assignment:

1. Discuss what places you find at school. What places at school did your parent like as a child?
2. Create a time line of things you do before school, during school, and after school. Point out the time on the clock when different things happen.
3. Pick one season and talk about school events as well as special times outside school, such as birthdays, holidays, or sports activities that happen in that season.

Review at Home

Ask students to complete **Activity Sheet 2b** with their families at home.

Lesson 2

Improving the School

Online Activities

- Vocabulary Activities

Literacy Links

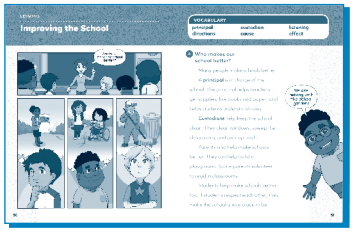
- *If You Give a Mouse a Cookie,* by Laura Joffe Numeroff
- *My Mouth Is a Volcano!* by Julia Cook
- *Why Should I Listen?* by Claire Llewellyn

Main Goals

- **A** **Who makes our school better?** Identify and understand the roles of school staff.
- **B** **Collaborating Skills: Listening and Speaking in School.** Develop and display good listening and speaking skills.
- **C** **Reading Skills: Cause and Effect.** Identify and link causes to effects and vice versa.

A Who makes our school better?

Careers · Civics · Reading



pp. 50–51

New Vocabulary

custodian
principal

Materials

- Student Book
- Activity Sheet 2c
- Think Book
- coloring utensils
- large sheets of paper
- pictures of the principal and the custodian

Objectives

Students will be able to:

- Identify people who work in the school.
- Discuss the roles of school staff.
- Recognize how adults and students can help make the school better.

Vocabulary Focus

Show pictures of the principal and the custodian. Ask students to identify the people in the photos by name. Explain that these people also have job titles. Write the words *principal* and *custodian* under the pictures. Use the following frame to use the words in context: Mr./Mrs./Ms./Dr. _____ is the principal. Mr./Mrs./Ms. _____ is the custodian.

Getting Started

1. Read one of the Literacy Links aloud *or* describe a time when you met a student outside of school.

Literacy Links

- *Miss Malarkey Doesn't Live in Room* 10, by Judy Finchler
- *My Teacher Sleeps in School*, by Leatie Weiss
- *My Teacher's Secret Life*, by Stephen Krensky

2. Explain how everyone belongs to more than one group. You belong to the group of teachers who work at your elementary. You also belong to other groups. All the children belong to the group of your class and of students who attend your elementary school. They also belong to different groups.

3. Give examples of belonging to the Smith family or the Little League T-ball team.

Teaching

1. Create a T-chart on the board. Label the left side **Worker** and the right side **Job**. Have students brainstorm other people who work in the school.

2. Record student responses in the first column of the T-chart. Write the role of the person, not his or her name, in the second column. Have students copy your T-chart into their **Think Books**. If students need help getting started, ask them who works in the office, who helps with lunch, and so on.

3. Have students turn to p. 50 of the Student Book. Explain the purpose of thought bubbles in a comic.

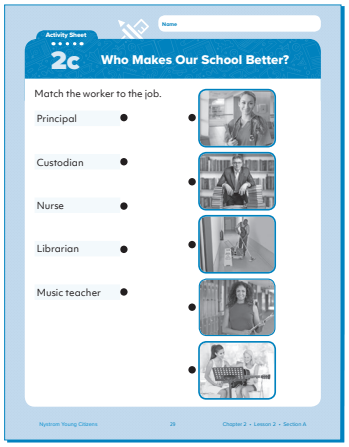
4. Read Ms. Kay's question. Talk about what Carlos, Roger, and Peyton are thinking. After they read the comic, ask students if they can add any other jobs to the T-chart.

5. Have pairs of students read p. 51 to each other.

6. Compare those people with the people listed on the T-chart. Add any workers who were missed, including students. Emphasize that students have important work to do at school. Refer to p. 51 to review some important jobs that students have, including respect for one another.

7. Form small groups of students. Give each group a large sheet of paper.

8. Assign each group one worker and have them write and/or draw a list of jobs that worker does.


Activity Sheet 2c

Name

Activity Sheet 2c

Who Makes Our School Better?

Match the worker to the job.

Principal

Custodian

Nurse

Librarian

Music teacher

Summarizing and Assessing

Share the group work and add the information to the T-chart. Distribute **Activity Sheet 2c** and tell students they are to match the worker with the job. Collect and review the activity sheets. Next, in their **Think Books**, have students list or draw some groups they belong to. Everyone should include their school group, their family group, and if possible one other group.

Modifications for Differentiation

Above Have students plan interview questions and go to interview different school staff. They can then share their learning with the rest of the class.

Below Read over the job names on **Activity Sheet 2c** before students match the images.

ELL Match the names of school staff to the list of jobs to help students make connections to the vocabulary.

Extending

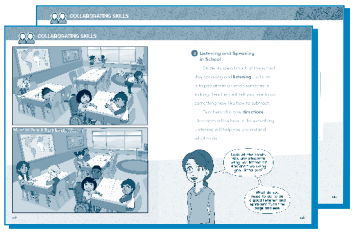
Language Arts Invite a few workers to visit the class. Have them talk about their jobs. After the visits, work with small groups to jointly write thank-you notes for the visitors. Have students draw pictures to go with the thank-you notes.

Geography Assign pairs of students to find the office or room of each worker you included on your chart. Work together to create a school map in the classroom and have students add the information they found.

Dramatic Play Set up the dramatic play area to represent one of the places workers are based. For example, create a school office, library, or nurse's office.

B Listening and Speaking in School

Information Processing | Speaking & Listening



pp. 52–55

New Vocabulary

directions
listening

Materials

- Student Book
- Community Desk Map 2A/B
- Activity Sheet 2d
- map markers
- coloring utensils
- prize (Getting Started)

Online Activities

- Listening and Speaking in School

Objectives

Students will be able to:

- List skills of a good listener.
- List skills of a good speaker.
- Follow simple directions.

Vocabulary Focus

Write the following sentences on the board:

- Sam is fropping to his uncle.
- Uncle Chuck is giving Sam mibbies, so he knows how to play the game.

Put a word bank beside the sentences with the words *sleeping*, *directions*, *cookies*, and *listening*. Have students read a sentence and identify the incorrect word. Have them find a word in the word bank that can be used to make a sentence that makes sense.

Getting Started

1. Hide a simple prize somewhere in the classroom. It could be something like a coupon for picking a story or song, or for extra free time.
2. Ask a student to follow your directions to find the prize. Give directions such as “Walk forward two desks” or “Turn right.”
3. Discuss with the students how the direction follower had to listen carefully to know what to do to find the prize. Also explore what would have happened if you did not speak clearly or if you missed steps when giving directions.
4. Explain that today students are going to be talking about how to be good speakers and listeners at school, so they can also be successful learners.

Teaching

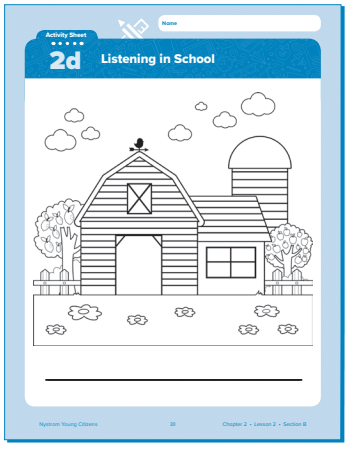
1. Have students turn to p. 53 of the Student Book.
2. Direct their attention to the comic. Have them tell you which children are listening, and which are not listening. Be sure to ask for evidence to support their conclusions.
3. As a class or individually, read p. 52. Have students explain why listening is important at school. Discuss if it is important to listen in other places as well.
4. Read how to be a good listener on p. 55. Have students model good listening behavior. Have them model non-listening bodies. Have two or three students come to the front and model listening or non-listening behavior and ask the others to identify what they see.
5. Have students finish reading p. 54 as a class or in pairs. As students talk about the rules for being a good speaker, point out how they are showing those rules when they contribute to the discussion. Point out students who are showing good listening behaviors.

Summarizing and Assessing

Distribute **Community Desk Map 2A** and map markers and have students follow your directions. Ask them to draw a circle around the School. Ask them to draw a square around the Park. Ask them to put a big dot next to the Library. Monitor students' responses.

Distribute **Activity Sheet 2d** and coloring utensils. Have students follow your directions exactly in marking their sheets. Give instructions such as color three lemons yellow, draw a brown puppy in the barn door opening, color five apples blue, draw green curtains in the window, color the left-hand fence red, draw a rake in the yard near three flowers, give the illustration a one-word title, etc. Make instructions more or less complex according to your students' abilities. Occasionally speak so quietly that they cannot hear you, so one or more students will need to ask for you to repeat. Have students clean, collect, and put away materials.

After collecting the sheets, discuss why they needed to listen carefully to do this task. Also discuss what you did wrong as a speaker when they could not hear you. Review the activity sheets.



Activity Sheet 2d

Modifications for Differentiation

Above Have students give additional directions for **Activity Sheet 2d** following your model.

Below Encourage these students to answer the questions about the pictures, as their reading skills will not be relevant. Encourage them to provide visual evidence.

ELL When giving directions for **Activity Sheet 2d**, sketch an image of the noun on the board so the students know what they are to draw. They will still need to listen for the color and positional words.

Extending

Math Set up "barrier" games that use math manipulatives. Have students give and follow directions to create patterns, or towers, or to add and remove cubes.

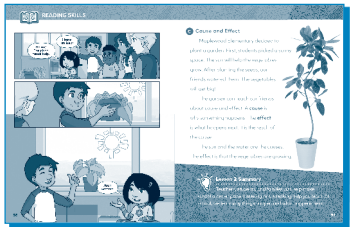
Language Arts Create or use a commercial lotto game that reviews high-frequency words. Have students take turns being the *caller* as others attempt to cover their words.

Geography Model giving directions using **Community Desk Map 2A**. Tell students to put an X at a starting point, and then give a few directions. Where do they end up? Once you have modeled, let students lead the game. This could also be done with a local map of the school and/or its neighborhood.

Reading Skills

C Cause and Effect

Information Processing | Reading



pp. 56–57

New Vocabulary

cause
effect

Review Vocabulary

custodian
directions
listening
principal

Objectives

Students will be able to:

- Point out the cause or causes that lead to an effect.
- Link the effect(s) to a cause.
- Use sequencing language.

Vocabulary Focus

Write the words *cause* and *effect* on cards to be posted in the classroom. Show students the cards and give a brief definition (similar to p. 57 in the Student Book) during Getting Started. At the completion of this lesson, show the cards again and ask students to give an example of each. Then post the cards for future reference.

Materials

- Student Book
- Think Book
- coloring utensils
- container
- index cards (two)
- raw egg
- sticky notes

Online Activities

- Cause and Effect

Literacy Links

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst
- *If You Give a Moose a Muffin*, by Laura Numeroff
- *Knuffle Bunny: A Cautionary Tale*, by Mo Willems

Getting Started

1. Show students an egg and tell them that it is a raw egg. Ask them what that means.
2. Hand the egg to one student and have the child hold it over a container.
3. Have students predict what will happen if the child drops the egg.
4. Have the student drop the egg.
5. Introduce the words *cause* and *effect* and connect them to the broken egg.
6. Explain that today they are going to be talking about causes and effects.
7. Clean, collect, and put away materials.

Teaching

1. Have students turn to p. 57 of the Student Book. Read aloud the first two sentences. Ask students to explain why the students picked a sunny space for their garden.
2. Have students read the rest of the paragraph and check their hypotheses. Talk about how the plants need sun and water.
3. Read the rest of p. 57. Link the text to the Getting Started activity as well as to their own experiences with plants.
4. Have students work in pairs or trios and read the comic on p. 56. Use small sticky notes or arrows to label the cause and effect in the comic.
5. Discuss what happened to the plants. Model using sequence language such as *first*, *then*, and *finally*.
6. Prepare sentence strips with causes and related effects on sticky notes. Give each student either a cause or an effect. Have them walk around the room and find the person who has the matching sentence strip. For example:
   a. He dropped his ice cream on the hot sidewalk/The ice cream melted.
   b. She blew a huge bubble/She got bubble gum all over her face.

c. He didn't look when he filled a glass with water/The glass overflowed.

d. The ball broke the window/The custodian put in new glass.

7. Once they find each other, have them put their sticky notes on the board, with the cause before the effect.

8. Read aloud all the causes and effects, and have students copy them down in their **Think Books**.

Summarizing and Assessing

Select a text from the Literacy Links or another picture book that displays cause and effect. Have students draw a line across the middle of a blank page in their **Think Books**. Read the book to the students, and afterward have students draw and label a picture that shows one cause in the story and a second picture that shows the effect. Have students state the causes and effects they illustrated. See how many different causes and effects the class found in the book. Collect and review their notebooks.

Modifications for Differentiation

Above Help create a few additional cause and effect sentence strips for the game.

Below Match students with stronger readers when working with the student text.

ELL To ensure an understanding of the words *cause* and *effect*, model several examples and work with the students to identify the cause and the effect. For example, drop a heavy book, blow and pop bubbles, knock over a row of dominos.

Extending

Science Provide a few nonfiction texts about animals. Prepare a cause and effect T-chart to go with each book. Fill in two causes and have students fill in the missing effects. Fill in two effects and have students find and record the causes.

Lesson 2
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands and use American Sign Language to answer "yes" and "no" when you read the answers. More than one answer will be correct.

Yes **No**

Which of these people work in a school?

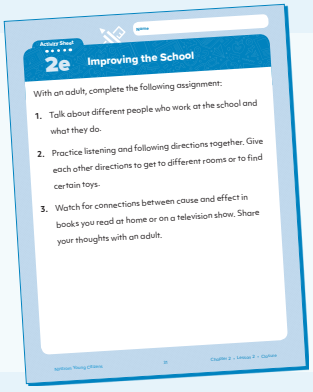
1. Principal (correct)
2. Custodian (correct)
3. Truck driver (not correct)

Which of these is a room you might find in a school?

1. Office (correct)
2. Train room (not correct)
3. Nurse's room (correct)

Which of these are a cause and effect?

1. A bird sat on her eggs; a monkey hatched. (not correct)
2. You are at the beach on a very hot, sunny day; you get sunburned. (correct)
3. It started to rain; you opened your umbrella. (correct)


Activity Sheet 2e
Improving the School
With an adult, complete the following assignment:
1. Talk about different people who work at the school and what they do.
2. Practice listening and following directions together. Give each other directions to get to different rooms or to find certain toys.
3. Watch for connections between cause and effect in books you read at home or on a television show. Share your thoughts with an adult.

Review at Home

Ask students to complete **Activity Sheet 2e** with their families at home.

Lesson 3
School Rules

Online Activities

- Vocabulary Activities

Literacy Links

- *The Juice Box Bully: Empowering Kids to Stand Up for Others,* by Bob Sornson
- *Katie Woo and Friends,* by Fran Manushkin
- *The Recess Queen,* by Alexis O'Neill

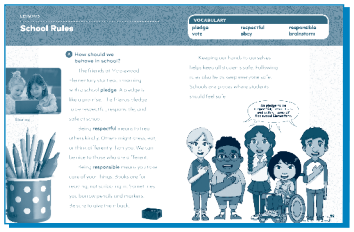
Main Goals

- **A** **How should we behave in school?** Identify ways to be respectful and responsible.
- **B** **How can we make good classroom rules?** Understand basic concepts of voting.
- **C** **Collaborating Skills: Ending a Fight Peacefully.** Identify a problem with a friend and figure out a solution.

A How should we behave in school?

Civics

Speaking & Listening



pp. 58–59

New Vocabulary

pledge
respectful
responsible

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- Define *pledge*.
- Describe ways to be respectful and responsible.
- Explain why it is important to feel safe at school.

Vocabulary Focus

Write the vocabulary words on the board. Read them to students and then ask students to read the words with you.

Ask which word has one syllable. When they identify *pledge*, define it as a promise, such as being good citizens at school. Clap and read it. Have them identify the word with three syllables. Define *respectful* as being kind to others whether they are like us, or different, or both. Clap and read it. Finally, have them tell you the word with four syllables. Define *responsible* as taking care of things and doing what needs to be done. Clap and read it.

Getting Started

1. Ask students to remember rules they have at home.
2. When a rule is shared, have students pat their chests if that is a rule in their home too.
3. Discuss how some rules are common in some homes while others may be rules in only a few homes.

Teaching

1. Ask students to discuss why we have rules at school.
2. Tell students that the rules at school are intended to help us know how to behave or act at school. We need to behave in ways that keep people safe and help everyone feel that they are an important part of the class.
3. Review the class rules. Use cause and effect to talk about consequences, or what happens when a rule is broken.
4. Have students turn to p. 58 of the Student Book. Read the first two paragraphs together or independently.
5. Write the vocabulary word *respectful* on the board. Have students brainstorm other ways they can be respectful at school. Have a few students role-play speaking politely or disagreeing respectfully. Talk about the importance of being respectful even if someone seems different from you.
6. To highlight how people are alike and different, play a game of Simon Says. Have students start by sitting. Tell them to listen to what you say and follow the directions if what you say applies to them. Tell them to listen and look around as you play because they will learn new things about their classmates. Give directions such as:
    a. If you have a pet cat, stand up.
    b. If you are left-handed, put your left hand in the air.
    c. If you speak a language other than English at home, clap two times.
    d. If you speak German, stand up and say “Gut!”
7. Adjust the statements to match your class. Be sure to include enough actions to engage every child several times. After the game is over you can ask students to share one thing they learned about another person in the class.

8. Read the last two paragraphs on pp. 58–59. What are ways they take care of their things or classroom items? Have students act out how to clean up, recycle, give back a borrowed item, pack their backpack neatly, and so on. Ask students how being responsible also helps us respect other people?

Summarizing and Assessing

Have students work in small groups to read and view the comic on p. 59 of the Student Book. Ask them to think about how the children are behaving in the comic. Ask them to describe what they think the effect of that behavior will be. Have them list things they would include in a pledge at school in their **Think Books**. Talk together about each group's ideas, and discuss how their ideas help ensure everyone feels safe and included. Have them articulate why rules are important.

Modifications for Differentiation

Above Have them go to other first-grade classrooms and make a list of the rules in other classrooms. Are all the rules the same? Do different rules still help students know how to behave and help everyone feel included?

Below Work with a small group to complete the Summarizing and Assessing task. Provide sentence stems so they can share their ideas effectively.

ELL Practice language that can be used to speak respectfully to others. Encourage and support them as they role-play and model for the class.

Extending

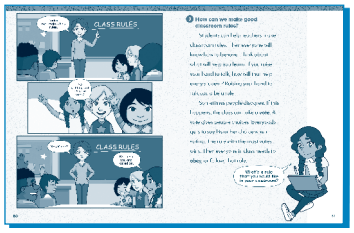
Media Create a public service announcement that encourages students to be respectful and responsible in your school. It can be produced as an announcement over the PA system, as part of an intraschool web system, or as a poster project.

Art Use a choice of media (paint, clay, collage) to create a two-part art form that shows how a child feels if people are responsible and respectful and how a child feels if people are not responsible and not respectful.

Language Arts Have students write a personal pledge on a sheet of paper. Work with them to edit their pledges so they are legible and include conventional spelling. Have them decorate their pledges and post them in the classroom.

B How can we make good classroom rules?

Civics | Information Processing | Speaking & Listening



pp. 60–61

New Vocabulary

obey
vote

Review Vocabulary

pledge
respectful
responsible

Materials

- Student Book
- Think Book
- coloring utensils
- picture books (two)

Literacy Links

- *Howard B. Wigglebottom Learns to Listen*, by Howard Binkow
- *Lilly's Purple Plastic Purse*, by Kevin Henkes
- *Officer Buckle and Gloria*, by Peggy Rathmann

Objectives

Students will be able to:

- List rules in the classroom.
- Explain why rules are important.
- Vote to indicate a choice.
- Recognize the concept of majority rule in voting.
- Explain the concept of consensus building to make a decision.
- Describe how rules can be determined (authoritarian, consensus, voting).

Vocabulary Focus

Model the meaning of each vocabulary word in a sentence, and then name what was shown using the vocabulary word and write it on the board. Read it together.

Show students two books. Ask them to decide which one they want you to read. Use a show of hands to identify the most popular book. Tell them that when they raised their hands, they were taking a vote. People can vote to say which choice they want.

Ask a student to follow your directions. Have the child jump, tap a desk, walk to the door, sit down, etc. Tell students that the child followed your directions, and so showed what the word *obey* means. If the child did not do what you asked, he or she did not obey.

Getting Started

1. Tell students about a time you, or a student in a previous class, forgot to be responsible in the classroom and were very sorry afterward (e.g., didn't water the plant so it died, didn't put away the modeling clay so it dried out).

2. Ask students what might happen if they were not respectful and responsible and did things like run around the classroom or shout out all the time. Note that rules can help us remember to be respectful and responsible about important things.

3. Explain that today they are going to be talking about how they can help plan and follow rules in the classroom.

Teaching

1. Have students turn to p. 60 of the Student Book.
2. Ask them to read the comic individually.
3. Ask them to explain what happened in the comic. Did Peyton break a rule in the second frame?
4. Have them infer how Minar and Peyton are feeling. What clues did they use to make their inferences?
5. Have students identify rules in the comic. Discuss if they are good rules. Talk about what makes a good rule as opposed to a silly or petty rule.
6. Have students read p. 61 with a reading partner. Have them discuss the question in the text. Then discuss it as a group. Discuss whether or not the students should vote on rules. Ask them if there are other things students could vote about. Have them make a list in their **Think Books**.
7. Ask if there might be other ways to make rules. Introduce the idea of building consensus by having them form groups of three. Then have the groups come to a consensus about simple questions, such as the color the classroom walls should be painted, a good treat for a class party, or the best book of three or four choices. Support the groups as they discuss and reach conclusions. Encourage good listening and speaking skills.
8. Point out that sometimes some rules at school are set by the adults, not the students. Set up for role-play in which the students in the class decide they should have a rule that says everyone must run in the classroom. Have a student model the role of the teacher to overrule the class opinion and set a walking rule.

Summarizing and Assessing

Have students draw or write one important class rule in their **Think Books**. Then have them write an explanation as to why they should obey it. Have a few students share the rule they recorded. Discuss why people should obey each rule. Collect and review the Think Books.

Modifications for Differentiation

Above Have students write a few sentences to propose a new classroom rule.

Below Provide sentence frames to help students write why people should obey rules (e.g. "We need to obey rules because _____"). You may wish to scribe the ideas of some students.

ELL Complete the Summarizing and Assessing task together. Have students share ideas orally or by pointing to a classroom rules list.

Extending

Math Record each rule on a piece of paper and post them around the classroom. Read them to the class. Give each student two dots and have them put a dot on the two rules they think are the most important. Divide students into groups, and have them collect the data from the papers and create a method of sharing the data (e.g., tally chart, bar graph, pictograph).

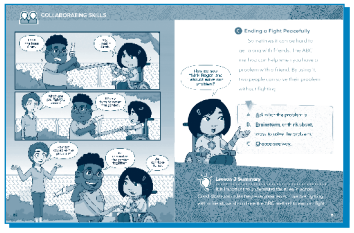
Art Give a group of students a large piece of drawing paper. Assign them one of the class rules. Have them plan, draw, and label a picture that shows that rule in action.

Civics and Reading Read aloud or make available to students the Literacy Links or other picture books that incorporate school rules. Students can respond to the text orally or through pictures and written words in their **Think Books**.

Collaborating Skills

C Ending a Fight Peacefully

Civics | Speaking & Listening



pp. 62–63

Review Vocabulary

respectful
responsible
vote

Objectives

Students will be able to:

- Point out a problem with a friend.
- Discuss possible solutions.
- Evaluate and select a possible solution.

Getting Started

1. Read a text from the Literacy Links or another book that involves children disagreeing and solving problems. Alternatively, describe a time you disagreed with a sibling or friend when you were a child. Encourage thoughts and responses from the students.

Materials

- Student Book
- Activity Sheet 2f
- coloring utensils
- glue
- scissors

Online Activities

- Ending a Fight Peacefully

Literacy Links

- *Ladybug Girl and Bumblebee Boy*, by Jacky Davis
- *This Is Our House*, by Michael Rosen

2. Talk about how friends can sometimes have problems, but that there are ways to solve the problems and still be friends.

3. Tell students that today they are going to learn a way to solve problems with a friend.

Teaching

1. Have students turn to p. 62 of the Student Book. Have them read the first comic frame on the page. What is Roger and Leena's problem?

2. Independently, or as a group, read the title and paragraph at the top of page 63. Talk about why Roger and Leena want to end their fight peacefully.

3. Have students work in pairs or trios. Ask them to read the text on p. 63 to find out the steps in the ABC–problem-solving process.

4. Review the comic together. Identify each of the ABC steps in the comic.

5. Set up for role-playing a problem. For example:

   a. Peter has been playing on the computer a long time, and Eli wants a turn.

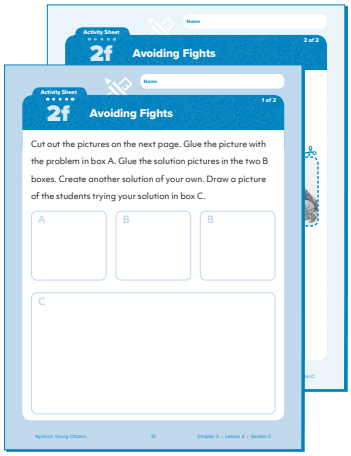
   b. Sara accidentally knocks over the block creation that Ezra and Ali built.

   c. Kumiko wants to sit beside Hailey on the carpet, but Munir doesn't want to move.

6. Have students role-play, pausing them to engage the other students in providing suggestions and solutions. Highlight the ABC structure as they act it out.

Summarizing and Assessing

Distribute **Activity Sheet 2f**. Ask students to describe the pictures. Have them cut out the pictures and glue them in ABC order in the boxes at the top of the page. Below the boxes they should draw the solution they would pick and how it worked. Have students collect and put away materials. Collect and review their drawings.



Activity Sheet 2f

Modifications for Differentiation

Above Have students explain why they picked the solution they selected and why it is a good choice during the Summarizing and Assessing task.

Below Read the activity sheet together during the Summarizing and Assessing task. Allow students to talk about the solutions they will draw before completing the activity sheet.

ELL Label the image in **Activity Sheet 2f** during the Summarizing and Assessing task with the words *Ask*, *Brainstorm*, and *Choose* next to the appropriate words/visuals. Read the activity sheet together. Allow students to talk about the solutions they will draw before completing the activity sheet.

Extending

Dramatic Play Write some typical friendship problems on slips of paper and put them in a bag or box. Have a child draw a slip and read the problem. Ask students to think of some solutions and role-play the scenario. For example:

- You want to play with the new student but your best friend doesn't.
- Your friend is being really bossy, and you don't like it.
- Your friend is suddenly calling you names.
- Your best friend says you can't come to his birthday party because you were mean.
- You never get to be the goalie/batter/forward when playing a game.

Lesson 3
Closure

Classroom Assessment Activity

For each of the following questions, have students work with a partner. Give each pair a sheet of paper with "yes" on one side and "no" on the other. When you read the correct answer, let partners confer briefly before raising their answer. More than one answer can be correct.

What are examples of things we can pledge to do in our class?

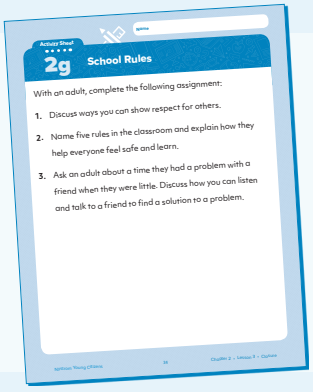
1. Take care of our things. (correct)
2. Respect other people. (correct)
3. Take other people's toys. (not correct)

Which of these could be good rules in our class?

1. Raise a quiet hand. (correct)
2. Shout out an idea. (not correct)
3. Use walking feet. (correct)

Which of these are ways to solve a problem with a friend?

1. Yell at a friend. (not correct)
2. Think of a fair way to solve the problem. (correct)
3. Cry. (not correct)


Activity Sheet 2g

School Rules

With an adult, complete the following assignment:

1. Discuss ways you can show respect for others.
2. Name five rules in the classroom and explain how they help everyone feel safe and learn.
3. Ask an adult about a time they had a problem with a friend when they were little. Discuss how you can listen and talk to a friend to find a solution to a problem.

Review at Home

Ask students to complete **Activity Sheet 2g** with their families at home.

Lesson 4

Making Choices in School

Online Activities

- Vocabulary Activities

Literacy Links

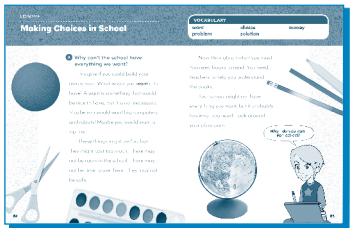
- *Coasting Casey: A Tale of Busting Boredom in School,* by Shannon Anderson
- *Noah's New Phone: A Story about Using Technology for Good,* by Dina Alexander
- *Schools of the Past, Present, and Future,* by Linda Bozzo

Main Goals

- **A** **Why can't the school have everything we want?** Distinguish needs and practical wants to make a choice.
- **B** **What happens when we make a choice?** Recognize that something is given up when making a choice.
- **C** **Collaborating Skills: Naming Problems and Finding Solutions.** Identify a problem, brainstorm solutions, and evaluate solutions in order to take proper action.
- **D** **What were schools like in the past?** Compare and contrast school today with school in the past.

A Why can't the school have everything we want?

Economics · Critical Thinking



pp. 64–65

New Vocabulary

want

Materials

- Student Book
- Activity Sheet 2h
- Think Book

Objectives

Students will be able to:

- Distinguish between wants and needs.
- Classify wants at school.
- Express wants that can't be met by the school.
- Recognize that the school does not have the resources to meet all needs.

Vocabulary Focus

Write *want* on the board. Model using the verb form of the word in a sentence (e.g., "I want a new car," "I want ice cream for dessert tonight"). Ask students to share examples of things they want. Then explain that sometimes we use the word *want* to mean a thing. The ice cream is a want, but to eat something when we're hungry is a need. When we say something is a want it is something that would be nice to have, but we don't have to have it.

Getting Started

1. Have students list things they do at recess or in the gym in their **Think Books**.
2. Ask them to think about things they wish they could do at recess or during gym time. Share the ideas.
3. Make a list of the equipment that would be needed to do those things, and have them copy that list in their **Think Books**.
4. Help them recognize that they are already able to be active at recess and gym. That means these new things might be fun or exciting, but they are wants rather than *needs*.

Teaching

1. Point to the list of equipment the students would like for recess and gym.
2. Ask them why the school does not have these things. Have students talk about why the school cannot buy them and to write their responses in their **Think Books**.
3. Distribute the Student Books. Have students turn to p. 64. Read the first two paragraphs together or independently.
4. Have students identify reasons their imaginary school might not get all its wants. Point out problems of space, time, and money. Have them include these reasons in their **Think Books**, if they were not written down before.
5. Have students work with their partners to read the last two paragraphs on p. 65. Have students who agree that a teacher is a need stand up. Students who agree that books are a need should tap their heads. Have those who agree and those who don't give a reason for their decisions.
6. Have the pairs list one or two other needs in a classroom.
7. Ask pairs to share a need that they listed. Have the other students raise a hand if they agree it is a need. If not everyone agrees it is a need, discuss the idea together and decide if it is a need or a want.

Activity Sheet 2h

Name

Activity Sheet 2h

What We Need to Make the Garden Work

The school does not have enough money to purchase everything we wanted for our garden. Choose four things you would choose for the garden.

hose watering can wheelbarrow shovel

tree carrot seeds soil flower seeds

Your own idea _____

Nystrom Young Citizens 26 Chapter 2 • Lesson 4 • Section A

Activity Sheet 2h

Summarizing and Assessing

Have students view the comic on p. 66 of the Student Book and discuss the needs and wants in a garden. Have students complete **Activity Sheet 2h**. They will indicate needs and wants of a school garden and add ideas of their own. Have each child add one idea to a list of wants and needs for the garden. Collect and review the activity sheets.

Modifications for Differentiation

Above Have students select one reasonable want and work together to prepare a presentation or letter for the principal asking for that want.

Below Before thinking of garden needs and wants during the Summarizing and Assessing task, have them talk about needs and wants in a familiar context such as school lunch or winter clothing.

ELL Provide the students with pages from magazines or flyers. Talk about the items shown and discuss which are needs and which are wants.

Extending

Art Use modeling clay and small materials such as craft sticks to make a model of a garden or playground. Make a list of all the wants shown in the model.

Science Design an experiment with the students to identify the needs of bean or marigold plants. The needs should include light, water, and soil.

B What happens when we make a choice?

Economics | Information Processing | Writing

pp. 66–67

New Vocabulary

choice
money

Review Vocabulary

want

Materials

- Student Book
- Think Book
- coloring utensils
- fruit or drink containers

Objectives

Students will be able to:

- Recognize the necessity of making choices between options.
- State what is lost when making a choice.
- Explain why a choice requires losing another choice.

Vocabulary Focus

Write the words *choice*, *money*, *vote*, and *problem* on the board. Students practice reading and choosing vocabulary from a larger list of choices. Tell the students that you are going to act out little skits, and they are to pick the word that matches what you show them.

Open a wallet and take out some money. Show them the money. Ask which word you are thinking of.

Place two pieces of fruit or two drink containers on the table or desk. Act out picking them up one at a time and trying to decide which to choose. Say, "Which one?" Then pick up one and say, "I choose this one!" Ask students to identify which word you are thinking of.

Getting Started

1. Have students look at the list of wants and needs for a garden that they created in their **Think Books** at the end of the last section.
2. Note that there are many possible plants that could be in a garden. Ask students how they would choose the plants if they made a school garden.

Teaching

1. Have students turn to p. 66 of the Student Book.
2. Ask them to read the comic individually.
3. Have them discuss why Roger and Peyton want to plant tomatoes and what Minar and Leena are thinking about. Help students recognize that they may have similar choices, but their reasons are different.

4. Independently or as a group, read p. 67.

5. Have students work in small groups to make lists of things in their **Think Books** to think about when making a choice.

6. Share the lists and create one class chart of things to consider when making a choice of something like the plants in a garden. Have students copy it down in their **Think Books**.

7. Talk about how hard it can be to make a choice. Tell a very short story of a choice that you made once. Model writing a short text about your choice and what you gave up when you made it.

Summarizing and Assessing

Have students brainstorm some of the things they make choices about (what to wear, a present to ask for, a way to spend money, a show to watch, etc.). Ask students to think about a choice they have made and talk with a partner about how they made the choice. Have them describe what they had to give up when they made their choice. Have students write and illustrate a short description of their decision-making process and choice, as well as what they gave up in their **Think Books**. Collect and review their notebooks.

Modifications for Differentiation

Above Have students write about some wants that they have that do not have to cost money.

Below Have students use a three-column chart to make notes rather than write a full description of their decision-making. The first column should be Choices, the second Decision, and the third What I Gave Up.

ELL Have students use pictures to tell their stories. Work with them to label or scribe their ideas.

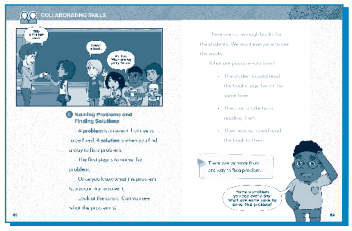
Extending

Dramatic Play Assign students to play the different characters in the comic. Have them role-play talking about the plants they want in the garden and how they can decide which to plant (e.g., vote).

Collaborating Skills

C Naming Problems and Finding Solutions

Civics Reading



pp. 68–69

New Vocabulary

problem
solution

Materials

- Student Book
- Group Activity Cards
- Group Activity Role Cards
- coloring utensils
- jar with a tight lid

Online Activities

- Naming Problems and Finding Solutions

Objectives

Students will be able to:

- State a problem.
- Discuss possible solutions.
- Evaluate and select a possible solution.

Vocabulary Focus

Refer students to p. 62 in the Student Book. Have them recall and talk about the comic. Why were the children arguing? Write the word *problem* on the board, read it, and ask students to explain what they know about the word. Confirm or clarify their understanding. Have them identify the problem for Roger and Leena.

Show a jar with a tight lid and explain you can't get it open. What is your problem? Write the word *solution* on the board. Have students explain the meaning of solution. Confirm or clarify as needed. What are some solutions for the children and for you?

Getting Started

Tell students that sometimes we have problems that are just about us but that, at other times, we have problems that involve other people. Sometimes we don't agree with our friends. Today, they are going to learn a way to solve problems with a friend.

Teaching

1. Distribute the Student Books and have students turn to p. 68. Read aloud the text on that page. Ask them to describe the problem in the picture and talk about when they have had similar problems.
2. Finish reading the text after the comic on p. 69 of the Student Book together. List the solutions in the text. Ask if students have any other solutions.
3. Have each child decide the solution they would pick to solve problem. Read aloud the last paragraph. Then recite the three given solutions and have students raise their hands for the solution they chose.

4. Then, talk about why they can have different opinions about a solution.

5. Distribute the **Group Activity Cards** and have students answer the questions.

Summarizing and Assessing

Read Roger's two sentences on p. 69. Have students think about the question and talk to a partner to articulate ideas. Have students draw and/or write about their problems in their **Think Books.** Then have them list at least two solutions below. Ask them to put a check mark or star beside the solution they think is best. Collect and review their writing and drawings.

Modifications for Differentiation

Above Have students sketch a conclusion to the comic in their **Think Books**. They should resolve the problem with a solution of their choice and draw the final scene. They can share their drawings with a partner.

Below Show students how to create a simple flow chart to help visualize the problem. Start with the problem in the middle and create three bubbles for the three potential solutions. Students can color their favorite solution. If the teacher desires, students can be grouped according to their choices. The teacher should emphasize that there is no wrong answer.

ELL Have students act out the action in the comic. Provide vocabulary to help them describe what is happening as well as identify the problem. Have them act out possible solutions.

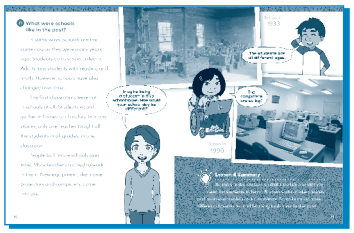
Extending

Dramatic Play Form groups of students. Describe an age-appropriate problem and have each group think of their favorite solution. Have the groups role-play their solutions for the others to talk about.

Reading and Writing Have students look through a book of nursery rhymes. What problems do the characters have? Pick a rhyme, identify the problem, and suggest solutions.

D What were schools like in the past?

History · Information Processing · Reading



pp. 70–71

Review Vocabulary

choice
problem
solution

Materials

- Student Book
- Leveled Student Readers
- Activity Sheet 2i
- Think Book
- coloring utensils

Objectives

Students will be able to:

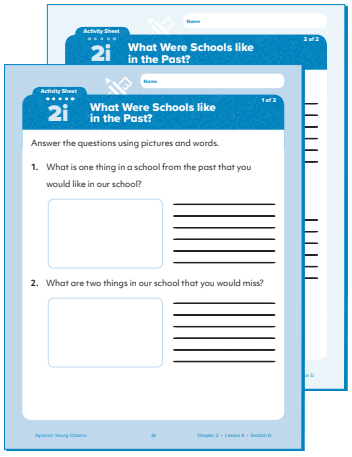
- Explain ways that schools are the same over time.
- Point out ways that schools are different today from in the past.
- Describe what they like about their school today.

Getting Started

1. Tell students a little bit about what school was like when you were six years old.
2. Have students work with their partners to observe the pictures and captions on p. 71 of the Student Book. Have them talk about what surprises them about each picture.

Teaching

1. Have students turn to p. 70. Read aloud the title and first paragraph.
2. As a group, read the rest of the page.
3. Form small groups and have students complete a two-circle Venn diagram in their **Think Books** that compares schools in the past and schools today. If they finish before they have a chance to read with you, ask them to draw pictures that show what they like about their school.
4. Have students read the **Leveled Student Readers**. Circulate to help the groups.
5. Encourage students to add new information to their Venn diagrams based on the reading.



Activity Sheet 2i

Summarizing and Assessing

Distribute **Activity Sheet 2i.** Have students complete the sheet using words and pictures. Collect and review their writings and drawings.

Modifications for Differentiation

Above Allow these students to read the **Leveled Student Readers** independently. Ask them to find at least one thing that changed about school from the Leveled Student Reader compared to their school today; have them add this to their Venn diagrams.

Below Have them draw ideas in their Venn diagrams. Preview important vocabulary from the **Leveled Student Readers**.

ELL Preview key vocabulary prior to reading. Read the entire text aloud. Reread the text, letting students read out loud with you. Pause after each page in the **Leveled Student Reader,** and work with the students to summarize the information and ensure understanding. Write reasons for their Venn diagrams as necessary.

Extending

Reading Make available picture books or resource materials about schools in the past. Include past yearbooks, images, or other content about your school if possible.

Dramatic Play Pretend to be in a pioneer school. Have students try to follow the rules of pioneer schools: learning and reciting lessons, sitting up quietly, and so on.

Lesson 4
Closure

Classroom Assessment Activity

For each of the following questions, have the students stand up when you read the correct answer. More than one answer can be correct.

Which of these things are wants?

1. A new tablet (correct)
2. Air to breathe (not correct)
3. A treat for dessert (correct)

What usually happens when you make a choice?

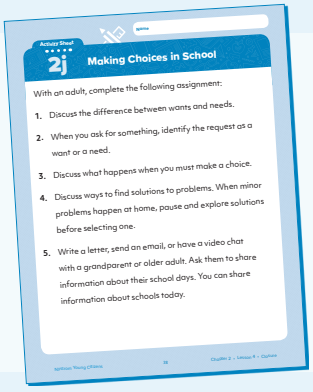
1. You get everything you want. (not correct)
2. You don't get something else you want. (correct)
3. You have made a decision. (correct)

Which of these could help you solve a problem?

1. Ask for help. (correct)
2. Throw things. (not correct)
3. Try another way. (correct)

How are schools today different from the past?

1. All children can come to the same school. (correct)
2. We have computers and other technology. (correct)
3. Children don't go to school. (not correct)


Activity Sheet 2j

Making Choices in School

With an adult, complete the following assignment:

1. Discuss the difference between wants and needs.
2. When you ask for something, identify the request as a want or a need.
3. Discuss what happens when you must make a choice.
4. Discuss ways to find solutions to problems. When minor problems happen at home, pause and explore solutions before selecting one.
5. Write a letter, send an email, or have a video chat with a grandparent or older adult. Ask them to share information about their school days. You can share information about schools today.

Review at Home

Ask students to complete **Activity Sheet 2j** with their families at home.

Chapter 2
Review

Review Vocabulary

cause
choice
classroom
custodian
directions
effect
homework
listening
money
obey
pledge
principal
problem
respectful
responsible
school
solution
student
teacher
vote
want

Materials

- Student Book
- Community Desk Map 2A/B
- Activity Sheet Chapter 2 Review
- Vocabulary Word Cards

Objectives

Students will be able to:

- Identify the people and places in a school.
- Explain how to listen and speak respectfully.
- Describe how to be a responsible member of the class.
- Classify wants and how we have to make choices.
- Make choices based on limited resources.
- Discuss ways to make decisions as a group (e.g., sharing ideas and voting).
- Point out problems.
- Brainstorm and evaluate solutions.
- Compare schools of the past with schools of today.

Getting Started

1. Distribute **Community Desk Map 2A** to the students and have them point to the School.
2. Discuss why communities have schools. Who would they find at a school?

Teaching

1. Use vocabulary word cards to help students with the most unfamiliar or challenging vocabulary. Give pairs of students one card. Have the pair think of a sentence that uses the word or find a way to explain what it means.
2. Have each pair share their word quickly.
3. Have students work through **Activity Sheet Chapter 2 Review**.

Summarizing and Assessing

Go over the activity sheet with the class. Complete it in sections. Provide the Student Book for reference.

Chapter Test

Distribute and administer the **Chapter 2 Test** (Teacher's Guide pp. 113–119). Assist students as needed.

Chapter 2 Project
School Improvement Project

Materials

Every Day
- Student Checklist
- Teacher Evaluation

Day 1
- Student Book

Day 2
- Think Book
- lined paper
- envelopes

Day 4
- resource materials (books, printouts from age-appropriate sites etc.) (optional)

Civics

Economics

Geography

Critical Thinking

Objectives

Students will be able to:

- Relate improvements that could be made to their school.
- Discuss the pros and cons of each idea.
- Vote to decide on the project.
- Research the project.
- Help write a persuasive letter to obtain permission to complete the project.
- Discuss what resources they would need to complete the project.

Project Description

This project is a culminating activity that lets the students use skills and knowledge from the chapter. The students will investigate projects that could be used to improve their school. They will work together in various groupings to plan and promote their project.

TEACHER'S NOTE

Go over the **Student Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in the project.

Instructions and Suggestions

Day 1

1. Review the project that Ms. Kay's class has begun and talk about why they have started a school garden.
2. Explain to students that they too could plan something to help improve their school. They might like to grow a garden, but they might like something else instead.

3. As a class, brainstorm ideas for a school improvement project and write them on the board. You can vet the wildly unrealistic ideas (e.g., monster waterslide for the playground).

4. Form small groups and have each decide on two of the ideas. Then have them make lists of what they would need to make it happen.

5. Regroup as a class and share the ideas with some of the list items. Note that there are many ideas; ask students how they can make a choice for one project. (discuss and consensus, vote)

6. Group the ideas and discuss which ideas are viable and which ones may be difficult to achieve. Help students realize that some great projects may not be reasonable because of obstacles like cost, time, safety, and space.

7. Narrow the ideas to two or three realistic ideas. Include a school garden if this is possible at your school, to make the connections to the text. Revisit the concepts of cause and effect by asking, for each remaining idea, what some effects might be.

8. Have students vote for the best idea. Use tally marks to record votes on a chart on the board. Determine which idea has the most votes.

Day 2

1. Discuss reasons the school improvement is a good idea. Have students list their ideas in their **Think Books**.

2. Have them talk about some of the problems they might face and make a list of possible solutions.

3. Tell students they are to write a letter to the principal explaining why this improvement is important. Write a frame for the letter and then have students complete their own opinion section. For example, “Dear Ms. Smith, We would like to plant a school garden. A garden would be good because _____. Thank you.”

Day 3

1. If possible, invite a visitor to share expertise and help them plan the project.
2. Have students write thank-you letters to the guest after the visit.

Day 4

1. Work together to create a plan that is manageable for a first-grade class.
2. Remind them to consider money, wants, and choices.
3. Reinforce respectful listening, determining solutions for problems, and civil discourse.
4. If applicable, draw maps to indicate location relative to the school as well as the layout of the planned improvement.

Modifications for Differentiation

Above Have these students write letters to request help (from, e.g., school district, parent group, garden center).

Below Assist these students when writing their persuasive letter to the principal.

ELL Encourage these students to add a cultural component to the plan (e.g., a different plant).

Rubric

See **Teacher Evaluation** (Teacher's Guide p. 120).

Name

Chapter 2 Test

Answer each question.

1. Read the events in the school year. Number the boxes to show the order of each event in the school year.

☐ Summer holiday

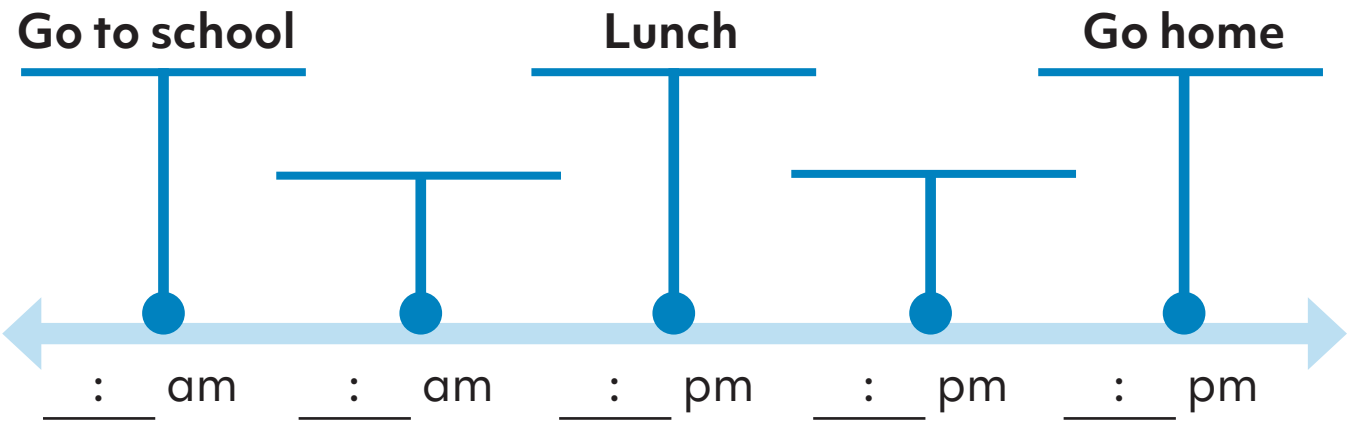
☐ Start a new grade

☐ Winter concert

☐ Spring play day

Name

2. Fill in the time line.



Name

Chapter 2 Test

3. What is your favorite part of the school day? Why?

_____

_____

_____

4. Circle the people you might find working in a school.

Name

5. Circle three things you should pledge to do at school.

be respectful

be silly

be responsible

be mean

be safe

6. Underline the **cause** in each sentence.

a. The plant gets sun and rain, and the plant grows.

b. The baby is hungry, and the baby cries.

Name

Chapter 2 Test

7. Circle the pictures of classroom rules that are safe or respectful.

8. Read the story. Answer the question.

Ari is at school. He cannot find his ball. Ari is sad.

What can Ari do?

_____

_____

_____

_____

Name

Chapter 2 Test

9. Draw one thing you have at school that schools in the past did not have.

10. How can the class decide what treat to eat at the party?

_____

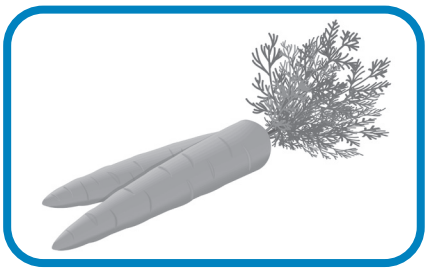
Name

Chapter 2 Test

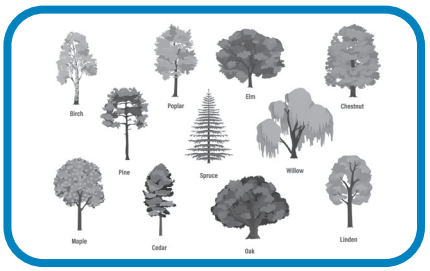
11. Draw a picture of a person who wants a turn to talk in class.

12. We need plants in the garden. Circle what you want to plant.

flowers



carrots



trees

You can only pick one of those to plant. Write one reason why you think you can only pick one to plant.

_____

_____

Student Name:

Chapter 2 Project

Teacher Evaluation

Group Work

The student listened to others' ideas and was respectful.	1	2	3	4
The student shared his/her own ideas.	1	2	3	4

Persuasive Letter

The student wrote at least three sentences.	1	2	3	4
The student explained the proposed improvement plan and wrote at least one reason for it.	1	2	3	4
The student followed writing conventions.	1	2	3	4

The highest rating is 4.

CHAPTER 3

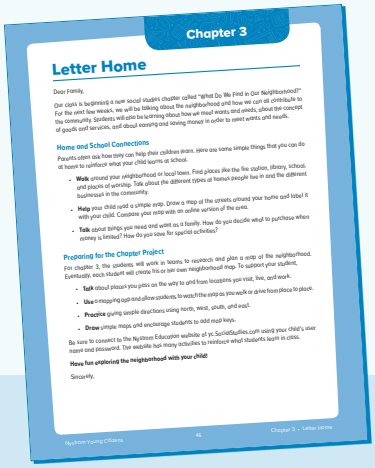
Compelling Question

What Do We Find in Our Neighborhood?

Students will learn about the various factors that define their neighborhoods.

Time Frame: 5 Weeks

1. They will learn about the common features that make up neighborhoods, and how to use directions to navigate a map of a neighborhood.
2. They will learn about needs and wants, and about two of the primary figures in economics: producers and consumers.
3. They will understand how to earn money, what money is used for, and how cost affects economic habits.
4. They will recognize and describe how neighborhoods change, and use primary and secondary sources to further their understanding.
5. Students will complete the chapter review, project, and assessment.


Chapter 3

Letter Home

Dear Family,

Our class is beginning a new social studies chapter called "What Do We Find in Our Neighborhood?" For the next few weeks, we will be talking about the neighborhood and how we can all contribute to the community. Students will also be learning about how we meet wants and needs, about the concept of goods and services, and about earning and saving money in order to meet wants and needs.

Home and School Connections

Parents often ask how they can help their children learn. Here are some simple things that you can do at home to reinforce what your child learns at school.

- **Walk** around your neighborhood or local town. Find places like the fire station, library, school, and places of worship. Talk about the different types of homes people live in and the different businesses in the community.
- **Help** your child make a simple map. Draw a map of the streets around your home and label it with your child. Compare your map with an online version of the area.
- **Talk** about things you need and want as a family. How do you decide what to purchase when money is limited? How do you save for special activities?

Preparing for the Chapter Project

For chapter 3, the students will work in teams to research and plan a map of the neighborhood. Eventually, each student will create his or her own neighborhood map. To support your student,

- **Talk** about places you pass on the way to and from locations you visit, live, and work.
- **Use** a mapping app and allow students to watch the map as you walk or drive from place to place.
- **Practice** giving simple directions using north, west, south, and east.
- **Draw** simple maps and encourage students to add map keys.

Be sure to connect to the Nystrom Education website at yc.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what students learn in class.

Have fun exploring the neighborhood with your child!

Sincerely,

Nystrom Young Citizens 40 Chapter 3 • Letter Home

Letter Home

Ask students to share the **Letter Home** with their families.

Chapter 3
Pre-assessment

1. Write the chapter question on the board: "What do we find in our neighborhood?"

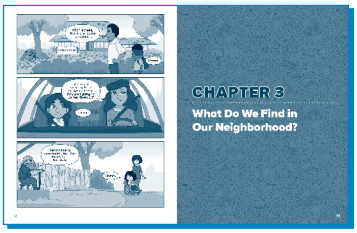
2. Form the students into five small groups. Post five sheets of chart paper around the classroom and give each group a different color marker. Label the chart papers: Places to Live, Places to Buy Things, Places to Play, Community Buildings, and Helpers. Provide one example on each sheet to get students started in the right direction: apartment building (Places to Live); grocery store (Places to Buy Things); park (Places to Play); school (Community Buildings); police officers (Helpers).

3. Assign each group to one chart paper. Read the titles and have them draw and label places in their neighborhood or the area around the school that match the title on their sheet. After a few minutes, have the groups rotate to a new sheet of chart paper. Tell them to look at the ideas the previous group(s) recorded and then add more ideas. Repeat until the students are running out of new ideas.

4. Have each group return to their original chart and look at the ideas.

5. Have them share their thoughts with the whole group. Post the charts together to be referred to at the beginning and end of the chapter.

Chapter 3
Introductory Activity



pp. 72–73

Materials

- Student Book
- Think Book
- coloring utensils

Civics

Information Processing

Objectives

Students will be able to:

- Articulate a story line based on visual and written text.
- Make connections between self and characters in a text.

Getting Started

Have the class turn to p. 72 in the Student Book.

Teaching

1. Introduce students to the idea of a silent statue. Silent statues help students understand facial expressions and make inferences accordingly. Start by modeling a silent statue who is happy; show students a happy expression. Then model a sad silent statue and have students guess the emotion. You can also have students demonstrate different emotions (scared, angry, etc.).
2. Ask students to reread the first frame of the comic. Perform (or have a student perform) a silent statue of Roger. Ask students to infer what Roger is thinking about or feeling.
3. Have students look at the other frames. Have them think about what the children are thinking and feeling in each frame.
4. Read the text of frames two and three aloud. Ask them to predict what the children might do next.

Summarizing and Assessing

Have students draw something they might do at a library or senior center in their **Think Books**. Have them share their responses.

Modifications for Differentiation

Below Discuss why a person might say “hmmm.”

ELL Discuss the comic together. Talk about the places the characters are thinking about.

Lesson 1

Finding Our Way in the Neighborhood

Online Activities

- Vocabulary Activities

Literacy Links

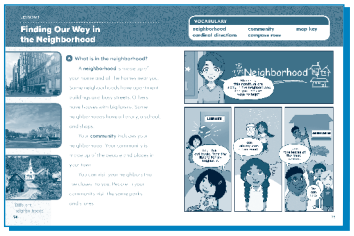
- *Follow That Map! A First Book of Mapping Skills*, by Scot Ritchie
- *Welcome to the Neighborhood*, by Shawn Sheehy

Main Goals

- **A** **What is in the neighborhood?** Define *neighborhood* and identify common buildings that make up a neighborhood.
- **B** **How do maps show places and things?** Use a map key to support comprehension of the information a map provides.
- **C** **Researching Skills: Using a Map.** Identify and use the four cardinal directions on maps and globes to locate places.
- **D** **Communicating Skills: Writing Directions.** Find a route to a location and write the appropriate directions for that route.

A What is in the neighborhood?

Geography Information Processing



pp. 74-75

New Vocabulary

community
neighborhood

Objectives

Students will be able to:

- Indicate places on a model and map.
- Name places in a neighborhood.
- Define *neighborhood*.

Vocabulary Focus

Read the following riddle to the students:

I have houses and apartments.
I have lots of families and pets too.
I have a school.
I have streets, stores, and maybe a park.
I have three syllables and I rhyme with should and could.
What am I?

Answer: Neighborhood

Materials

- Student Book
- Community Desk Map 2A/B
- Images of Neighborhoods
- Think Book
- map markers
- blocks
- coloring utensils
- construction paper
- glue
- modeling clay
- mural paper
- pictures of the area around the school or a familiar neighborhood
- scissors
- small boxes

Getting Started

1. Display or project images of different buildings commonly seen in a neighborhood. If possible, include your own school and buildings from around the school.
2. Have students talk about what they see and identify each building.
3. Talk about how there can be different types or categories of buildings. Classify the buildings in the images you share (e.g., homes, stores, schools, places of worship). These can be linked to the charts from the Pre-assessment.
4. Explain that today they are going to be talking about what makes a neighborhood and what their neighborhoods are like.

Teaching

1. Distribute **Community Desk Map 2B** and map markers. Tell students that they are looking at a neighborhood on their desk maps.
2. Have students look at their desk maps and tell a partner what places they see. Ask them to find a house on the desk map and mark it with an **H**. Continue to have them mark locations using appropriate letters (**S** for school, **P** for park, **ST** for store, **L** for library, etc.).
3. Talk with students about what makes up a neighborhood. Point out that they all live in a neighborhood, although they might not be in the same neighborhoods. Explain that there is a neighborhood around the school as well.
4. Have students turn to p. 74 in the Student Book. Read the text aloud. Have students talk about the images on this page. Explain that they are all pictures from different neighborhoods. Ask students what makes these different, and what makes them alike. Have them write their thoughts in their **Think Books**.
5. When they are done, have them view the comic on p. 75 and think about what the class is going to do.

6. Provide small boxes, building blocks, construction paper, and so on. Cover a table with mural paper. Outline one or two streets that match the streets around the school or a neighborhood familiar to the students. Place pictures of the familiar streetscapes on the table. Have students create a three-dimensional model of the neighborhood, creating different buildings and communal spaces.

7. Have students clean, collect, and put away materials.

Summarizing and Assessing

Have students draw lines in their **Think Books** to create four squares. Ask them to draw and label pictures of four different things they see in their own neighborhood (or around town if they're not sure what is in their neighborhood). Collect and review the students' responses. Later, work with the students to make a neighborhood collage to post in the classroom or on a hall bulletin board.

Modifications for Differentiation

Above Have students write a sentence to describe each neighborhood picture they draw for the Summarizing and Assessing task.

Below Work with small groups to assist them when labeling their neighborhood locations.

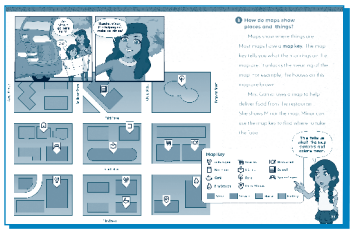
ELL Practice pronouncing *neighborhood* and other locations in a neighborhood, such as *community center* or *shopping mall*.

Extending

Dramatic Play Provide materials for students to use to imagine they are in one or more neighborhood locations (e.g., store, school, place of worship).

B How do maps show places and things?

Geography Information Processing



pp. 76–77

New Vocabulary

map key

Review Vocabulary

neighborhood

Materials

- Student Book
- Community Desk Map 2A/B
- Activity Sheet 3a
- Think Book
- map markers
- car or house keys
- coloring utensils

Objectives

Students will be able to:

- Distinguish symbols on a map using a map key.
- Utilize a map key to comprehend a neighborhood map.
- Compare distances on a map.

Vocabulary Focus

Show students a regular key. Ask them what it is called and what it is for. Talk about how a key opens or unlocks things for us. Tell them that maps have keys too. A map key is used to help unlock the information on a map.

Getting Started

1. Distribute **Community Desk Map 2A**. Ask students to find various locations such as the School and the Library.
2. Next, ask students to turn the map over to side 2B and describe the difference between the two sides.
3. Ask students to look at the map on p. 76 of the Student Book. Ask students to identify which map (2A or 2B) is most like the map in the book.
4. Tell students they're going to learn how to use the map key. Point to the map key and discuss the symbols on the key. Have them point to the matching symbols on the map. Discuss how the shapes and colors help us connect the key to the map.
5. Ask students to identify the street names on the map.

Teaching

1. Ask students to read the comic on p. 76 in the Student Book.
2. Read the text on p. 77 of the Student Book to students. Model using the map key to find the Restaurant and the Senior Center. Trace a route from the Restaurant to the Senior Center. Use street names and directions as you describe this route.

3. Ask students to find another route between the Senior Center and the Restaurant.

4. Point out that going from the Senior Center to the Restaurant can be the same route as going from the Restaurant to the Senior Center, just in the opposite direction.

5. Distribute map markers and have students look at **Community Desk Map 2A**. Give a series of directions, such as:

   a. Find the Factory. Put an **X** on the door. Find the Radio station and put a **1** on the door. Pretend you are walking from the Factory to the Radio station. Draw a line to show a route from **X** to **1**.

   b. Find the Hospital and put a **2** on the door. Draw a dotted line from **X** to **2**.

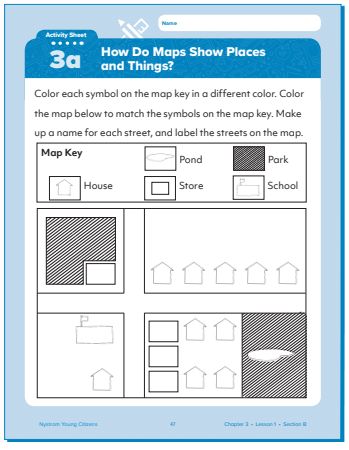
   c. Find the Book store and put a **3** on the door. Now draw a wavy line from **X** to **3**.

6. Have students look at the lines they drew, and have them compare the distances between the Factory and the other locations.

7. Have students clean, collect, and put away the materials.

Summarizing and Assessing

Have students complete **Activity Sheet 3a**. Tell them that they are to color the symbols on the map key and then color the symbols on the map so that they match. Have them glue the activity sheet into their **Think Books** for future reference.


Activity Sheet 3a
3a
How Do Maps Show Places and Things?
Color each symbol on the map key in a different color. Color the map below to match the symbols on the map key. Make up a name for each street, and label the streets on the map.
Map Key
Pond
Park
House
Store
School

Modifications for Differentiation

Above Have students make straight lines next to the wavy and dotted lines and use a ruler to measure them. Compare the distances numerically.

Below Repeat the model of finding locations and drawing routes between locations for students as necessary.

ELL Match students with an English-speaking peer to help find the various locations on the map.

Extending

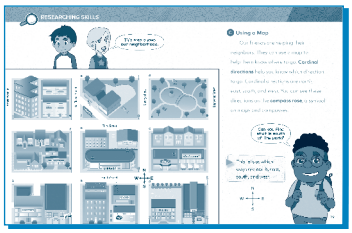
Language Arts Make available an assortment of maps for students to view and talk about.

Geography and Math Give students simple maps of your school. Have groups plan different routes through the school to get to various places. Have groups of students try out their routes and time how long they take to complete. Compare and contrast the routes and times.

Researching Skills

C Using a Map

Geography | Information Processing



pp. 78–79

New Vocabulary

cardinal directions
compass rose

Materials

- Student Book
- Activity Globes
- Community Desk Map 2A/B
- U.S./World Desk Map 2C/D
- map markers
- compass rose

Online Activities

- Using a Map

Objectives

Students will be able to:

- Differentiate north from south on a globe.
- Employ a compass rose to classify the four cardinal directions on a map.

Vocabulary Focus

Write the vocabulary words on the board and then show students a fancy compass rose that is ornate and flowery. Show them an image of a rose. Ask what makes them alike.

Have students find the *N*, *S*, *E*, and *W* marks on the compass rose and tell them what they stand for. Explain that we call these the cardinal directions. Explain that a compass rose always tells us directions on a map, but compass roses don't always look like flowers.

Getting Started

1. Divide the class into six groups. Give each group an **Activity Globe** and a map marker.
2. Ask them to find the map key on the globe. Discuss what is on the map key.
3. Have students touch the middle of the globe and then move their fingers up the globe to the North Pole. Explain to them that they are moving their fingers north. Have students draw arrows on the globe that point north.
4. Tell them to stop moving their fingers once they reach the top of the globe.

5. Write **North Pole** on the board. Tell students to touch the top of the globe and explain that this is the North Pole. Talk about how you can't go farther up the globe. Have them label the pole **NP**.

6. Repeat with the South Pole.

Teaching

1. Read the text on p. 79 of the Student Book as a class or individually and then discuss the map together. Have them find the compass rose and identify directions on the map. Read the comments of each character. Have students answer Roger's question at the bottom of p. 79.

2. Distribute **World Desk Map 2D** and markers.

3. Talk about how a map shows us the globe opened and flattened. Find the North Pole on the desk map. Have students identify where north is on their maps. Ask them to write **N** for north on the white edge at the top of their maps. Repeat with the South Pole. Tell students that there is a clue on their map that helps them remember which way is north. Challenge them to find the small north indicator on the prime meridian near the base of Africa.

4. Display an **Activity Globe.** Run your finger along the equator and ask them what direction you are going. Explain that there are two more directions that help us know which way we are going on a map or globe.

5. Draw compass arrows on the board. Label the top arrow with **North**. Ask them what word is the opposite of north and should go at the bottom. Write **South** at the bottom.

6. Tell students the other two directions are east and west. Write the words by the compass arrows. Point out that east and west are opposites.

7. Have students write **East** and **West** on their world desk maps.

8. Post the words **North**, **South**, **East**, and **West** in the classroom. Model giving directions to tell a student where to go in the classroom. Then give students a chance to give directions to a peer.

Summarizing and Assessing

Distribute **Community Desk Map 2A/B** and map markers. Have students draw a compass rose on their maps. Have them put an **N** on the building north of the Park. Review their work, and have students clean and collect all desk maps and globes.

Modifications for Differentiation

Above Have students write out three map directions for another student to follow.

Below and ELL Have students work with a partner to find map locations.

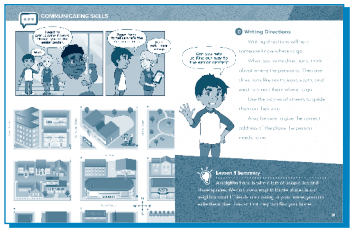
Extending

Geography Use the cardinal direction signs on each wall. Name objects that are along the walls of the room. Have students take turns naming the direction where that object is located.

Communicating Skills

D Writing Directions

Geography · Speaking & Listening · Writing



pp. 80–81

Materials

- Student Book
- Community Desk Map 2A/B
- Activity Sheet 3b
- Think Book
- map markers
- scissors

Objectives

Students will be able to:

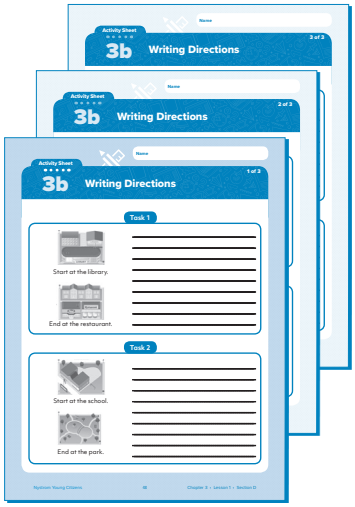
- Locate a route using a map.
- Provide clear written directions.
- Demonstrate the use of appropriate vocabulary (cardinal directions) when giving directions.

Getting Started

1. Distribute **Community Desk Map 2A** and map markers.
2. Have students find the School on the map. Have them follow your directions to, for example, go east one block, turn south and go one block, and turn to face west. Then ask a question, such as what color of house is closest to that point.
3. Have selected students give two-step directions for the class to follow.

Teaching

1. Have students turn to p. 80 of the Student Book.
2. In pairs, have them read the comic and talk about the characters' problem. Ask the pairs to find a way for Carlos and Peyton to get to the Senior Center.
3. Then challenge them to find another way to get to the Senior Center. Ask them to determine which route they would take, and why.
4. Explain that sometimes we can tell people how to get places—like we did with **Community Desk Map 2A**—and sometimes we can write down directions so people don't forget.
5. Share one more set of directions with the students, and have them record the directions in their **Think Books**. Point out the importance of stating cardinal directions, distances (in blocks), and street names to help make the directions clear.
6. Read p. 81 together. Tell students that they are going to be writing directions for other people, so it is important to think about what people need to know.
7. Cut out and give each student a task from **Activity Sheet 3b**. The tasks range from simple to challenging. Each task lists a starting place and an ending place on **Community Desk Map 2A**. Have them plan a route on their desk maps and mark it with their map markers.
8. Ask them to write out the directions on the lines provided next to their task to help someone go from the starting location to the finishing location.



Activity Sheet 3b

Summarizing and Assessing

Have students work with their partners, sharing **Community Desk Map 2A**. Have one student pick a starting point on the map and a destination (the student should not share the destination). Have this student give the partner directions so he or she can find the destination. Switch roles. Observe students giving and listening to directions. Have students clean, collect, and put away the materials.

Modifications for Differentiation

Above Have students write directional cues to be used for the Extending activity.

Below Have students dictate their directions using speech-to-text software or a scribe. Reread with the student to check if the directions work.

ELL Work with the desk maps. Create and write directions together.

Extending

Language Arts Have a set of clues available for students to read and follow. These can be created by adults or as an extension for above-level students. Make simple directions such as "Walk north past three desks. Turn to the west and look on the shelf. What did you find?"

Geography Before going to the lunchroom, gym, or library, discuss how the class will get there. Ask if there are alternative routes possible (including going outside). Record the routes. Take one route to the destination and a different one back.

Lesson 1
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands when you read the correct answer. More than one answer can be correct.

Which of these directions is on a compass rose?

1. South (correct)
2. West (correct)
3. Up (not correct)

Which of these might be in a neighborhood?

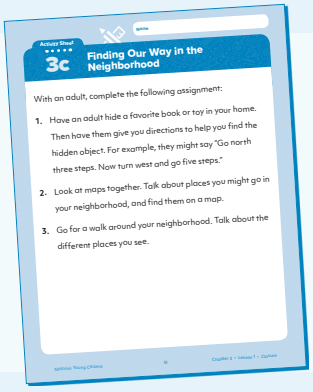
1. A school (correct)
2. The middle of the ocean (not correct)
3. Homes (correct)

What can a map key tell us?

1. The symbol for houses (correct)
2. The symbol for stores (correct)
3. The symbol for Valentine's Day (not correct)

Which of these could be used to give directions to find a place?

1. Go east. (correct)
2. Go fast. (not correct)
3. Go two blocks north. (correct)


Activity Sheet 3c

Finding Our Way in the Neighborhood

With an adult, complete the following assignment:

1. Have an adult hide a favorite book or toy in your home. Then have them give you directions to help you find the hidden object. For example, they might say "Go north three steps. Now turn west and go five steps."
2. Look at maps together. Talk about places you might go in your neighborhood, and find them on a map.
3. Go for a walk around your neighborhood. Talk about the different places you see.

Review at Home

Ask students to complete **Activity Sheet 3c** with their families at home.

Lesson 2

How We Get What We Need

Online Activities

- Vocabulary Activities

Literacy Links

- *Just Because: Where Seeing Another Point of View Makes a Better You,* by Amber Housey
- *Lily Learns about Wants and Needs,* by Lisa Bullard
- *The World Is My Playground: What Should I Be?* by Shandra Hall

Main Goals

- **A** **What do we need and want?** Identify and categorize wants and needs.
- **B** **What are goods and services?** Describe the difference between goods and services.
- **C** **How do we get things we need and want?** Understand basic concepts of economic exchanges and identify consumers and sellers.

A What do we need and want?

Economics · Critical Thinking

pp. 82–83

Materials

- Student Book
- Activity Sheet 3d
- Think Book
- coloring utensils
- favorite object of yours
- glue
- scissors

Online Activities

- What Do We Need and Want?

Objectives

Students will be able to:

- Define *wants*.
- Indicate different examples of wants.
- Classify wants and needs.

Getting Started

1. Show students something you own that you really like (e.g., a new phone or special piece of art). Explain that this is something you wanted and you worked hard to get it. However, you wonder if it is a need.
2. Review with students that needs are things that we must have to live, be healthy, and be safe.
3. Ask them if you actually need your special item to live, be healthy, and be safe.
4. Explain that today they will be thinking about the difference between things they really need and things they want.

Teaching

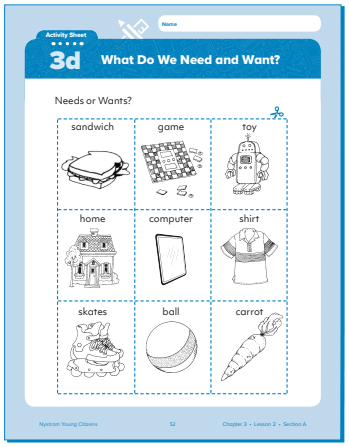
1. Ask students to share things they want to have and explain why they want them. Write their ideas on the board and have them copy them in their **Think Books**.

2. Have them turn to p. 82 of the Student Book and use a shared reading technique to read the page together. Then have them view the comic on p. 83. Note that Leena's friend wants a book. Add that to the list on the board and direct them to add it to their notebooks.

3. Point to the list of items on the board and ask students if they need those things to live. Circle items that are truly needs and have them do the same in their **Think Books.** Remind them that needs are usually homes (shelter), food, and clothing.

4. Write the word **wants** on the board and confirm that all the things that aren't circled are wants. They would be nice to have but you could live, be healthy, and be safe without them. Note that special clothes or food treats could be wants rather than needs.

5. Look at the images on pp. 82 and 83 and have students decide which ones are wants and which ones are needs.



Activity Sheet 3d

6. Have them draw a line vertically down the center of a page in their **Think Books**. Have them write **Wants** above one column and **Needs** above the other column.

7. Distribute **Activity Sheet 3d**. Ask them to cut out the pictures and place them on their desks so they can all be seen.

8. Explain the task by showing students the sandwich. Have them discuss whether the sandwich is food, clothing, or shelter. Have them glue the sandwich in the "Needs" column of their paper.

9. Tell them to glue the rest of their pictures in the appropriate columns.

Summarizing and Assessing

Remind students that at the beginning of this lesson, they thought of something they really wanted. Have each student decide if the object is a need or a want; draw a picture of the object in their **Think Books**; and state whether it is a need or a want.

Modifications for Differentiation

Above Have students propose a plan for the community to meet the basic needs of families who may not be able to provide for all their needs.

Below Have students label their picture rather than writing sentences during the Summarizing and Assessing activity.

ELL Help students say the names of the items on **Activity Sheet 3d**. When appropriate, provide the same names in students' primary languages.

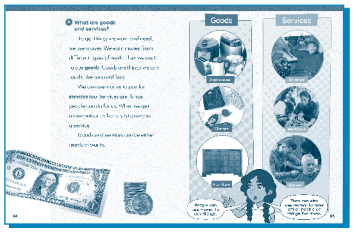
Extending

Economics Put out items or pictures of things like food containers, plastic food, clothing items, homes, and toys. Have students sort the items into needs and wants.

Art Provide magazines, catalogs, flyers, and internet images, as well as paper for students to make their own drawings. Create a class or personal collage of items they want but don't need.

B What are goods and services?

Careers · Economics · Critical Thinking



pp. 84–85

New Vocabulary

goods
service

Materials

- Student Book
- Community Desk Map 2A/B
- Activity Sheet 3e
- Think Book
- map markers
- coloring utensils
- glue
- scissors

Objectives

Students will be able to:

- Define *goods* and *services*.
- Locate jobs that create or use goods.
- Classify a want or need as a good.
- Classify a want or need as a service.
- Recognize whether a job makes or sells goods.

Vocabulary Focus

Write the vocabulary words on the board and read them to students. Define each word. Emphasize that you can touch and take goods. Hold up a book or a pencil to help clarify. Emphasize that a service is something that is done for you. Mime a job. Have students guess the job and tell whether it provides goods or a service.

Literacy Links

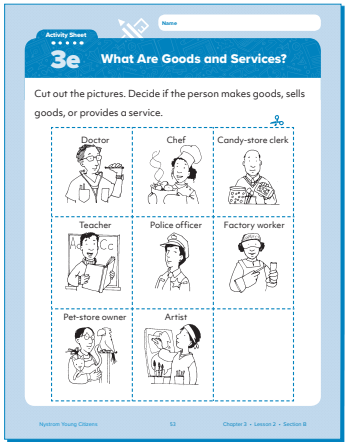
- *Frannie's Fruits*, by Leslie Kimmelman
- *General Store*, by Rachel Field
- *Little Nino's Pizzeria*, by Karen Barbour

Getting Started

1. Tell students you are going to act out a job. Mime being a cashier—taking an item, scanning the price, accepting money, making change, putting the item in a bag, and saying "Thank you. Come again!"
2. Ask students to guess what job you mimed. Discuss what you might be selling.
3. Ask if a cashier helps people fulfill their needs or wants or both.
4. Explain that today they will be thinking about goods and services. Goods and services can meet our needs and wants.

Teaching

1. Have students turn to p. 84 of the Student Book. Read together, in pairs, or individually.
2. Direct students to look at the images on p. 85. Ask them to identify the goods. Then ask them what kinds of jobs they see in the other images. (plumber, mechanic, barber) Explain that these people provide a service.
3. Distribute **Community Desk Map 2A** and map markers.
4. Have students identify and circle the stores on their maps.
5. Tell students that stores sell goods. Goods are things that people buy and sell. They are things we can have and touch and hold. Have them find the Food store and mark it with a **G**. Ask them to discuss the goods they could find in a food store. Discuss whether food stores meet our wants or needs or both.
6. Point out that the Food store sells goods, but then ask where the goods come from. Discuss the idea that some people sell goods and other people make goods.
7. Have students find the Factory on their maps and mark it with a **G**. Talk about what people do in factories. Tell them that factories produce goods to sell. Look on their desk maps and find places that provide services. Mark **S** on the School, Fire station, Hospital, and Library.


Activity Sheet
3e
What Are Goods and Services?
Name
Cut out the pictures. Decide if the person makes goods, sells goods, or provides a service.
Doctor
Chef
Candy-store clerk
Teacher
Police officer
Factory worker
Pet-store owner
Artist
Nystrom Young Citizens
53
Chapter 3 • Lesson 2 • Section B

Activity Sheet 3e

8. Point out that people who provide services usually use goods to do it. Have students mime or act out the jobs done in these locations.

9. Have students each find one or two goods in the classroom. Put the goods on their desks, and have the children survey the items found.

10. Distribute **Activity Sheet 3e**. Discuss the pictures with the students. Talk about one person who provides a service and one who sells or makes goods. Have students write the name or draw a picture of a goods or service provider in the empty box.

11. Have students fold a page in their **Think Books** hotdog style (vertically). Have them write the word **Goods** at the top of one half and the word **Services** at the top of the other half.

12. Have them cut out the pictures from the activity sheet and glue them to the appropriate half of the sheet of paper.

Summarizing and Assessing

Have students think about a job they would like to have. They may select from the activity sheet or pick something else. Have them draw themselves doing the job in their **Think Books**. Then have them write whether they are providing goods or services. Collect their notebooks and review.

Modifications for Differentiation

Above Have students write about the job they would like to do during the Summarizing and Assessing activity. They should explain if the job they want provides a service or produces/sells goods.

Below and ELL Talk about **Activity Sheet 3e**, giving names and labels for all the goods and services before students cut out the pictures. If needed, talk about which ones are goods and which ones are services, then ask students to complete the activity.

Extending

Dramatic Play Provide materials to allow students to act out jobs that provide a service (such as construction worker, bus driver, vet, nurse or doctor, firefighter, police officer).

Language Arts Read aloud or make available the Literacy Links or other picture books that connect to goods and services.

C How do we get the things we need and want?

Careers | Economics | Critical Thinking

pp. 86–87

New Vocabulary

consumer
exchange
seller

Review Vocabulary

goods
service

Materials

- Student Book
- Activity Sheet 3f
- coloring utensils
- special item of interest to students
- toys

Objectives

Students will be able to:

- Classify people as consumers and sellers.
- Describe how money is used to obtain goods and services.
- Articulate how the concept of trading goods or services is used to obtain other goods or services.

Vocabulary Focus

Write the new and review vocabulary words on the board. Write the definitions of the new words on the board. Have students look at the list of words and read them aloud. Then give them a sentence they have to complete using one of the words correctly.

Getting Started

1. Hold up several toys. Ask students if these are goods or services. Next, ask if they want the items and if they need the items.
2. Then ask them where they could get those toys. Have them discuss why a store owner would let them take the toys home. Write the word **money** and a dollar sign on the board.
3. Explain that today they are going to talk about how people get the goods and services they want and need.

Teaching

1. Have students turn to p. 86 of the Student Book and read the first two frames of the comic. Talk about what Roger and Mr. Lewis are doing. Explain that one person is the consumer (the one who is buying a good) and the other person is the seller. Ask them which character fits each role and have them provide evidence to prove it.

2. Have students read the third frame. Have them explain what Roger is doing now. Discuss his role and decide if he is still the seller or if he is the consumer now. Ask students to explain why Roger gave Mr. Lewis the lemonade and why the flower shop seller gave Roger the flowers. Link back to the Getting Started conversation and note that the consumers used money to pay for the goods. Discuss why we use money.

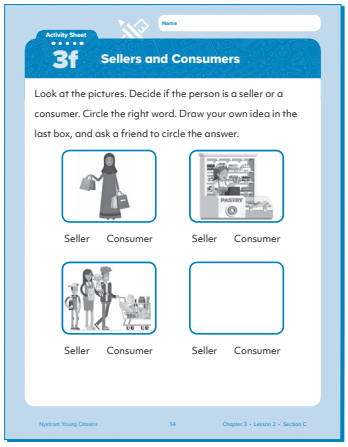
3. Have students read p. 87 individually or with a reading partner. Ask them to think about the role of the consumer and of the seller.

4. Then hold up an item that many children would like. It could be a book or a treat or perhaps a coupon for extra computer time or free time. Ask students if they would like this special item. When students express interest, ask them if they have money to buy it. If they don't have money, ask what they could give you instead.

5. Encourage students to offer you goods or services for the special item. Make a list of goods and another list of services that the students offer. Explain that they are offering to trade or exchange something for the item you have for sale. Tell them that people sometimes exchange goods rather than use money. Ask them if they have ever traded pencils, snacks, toys, or trading cards. Tell them that people have traded for thousands of years and still do today. However, today we often use money.

6. Let students offer trades for the item and work to find equitable options.

7. Distribute **Activity Sheet 3f**. Explain the task to the students. Complete the first picture together with the students.


Activity Sheet
3f
Sellers and Consumers
Name
Look at the pictures. Decide if the person is a seller or a consumer. Circle the right word. Draw your own idea in the last box, and ask a friend to circle the answer.
Seller Consumer
Seller Consumer
Seller Consumer
Seller Consumer

Activity Sheet 3f

Summarizing and Assessing

Have students complete the rest of **Activity Sheet 3f** independently. Then collect and review the sheets.

Modifications for Differentiation

Above Rather than completing **Activity Sheet 3f** during the Summarizing and Assessing activity, have students create two lists—one of sellers and one of consumers.

Below Read the text on p. 87 in a small group in a shared reading format.

ELL Be sure that all students have vocabulary for the goods and services, as well as actions, on the activity sheet. Talk through each picture as needed. Participate in a game of "store" with the students, and model vocabulary as you play.

Extending

Dramatic Play and Math Set up a pretend store. Have students bring in empty containers or trinkets for the store. Work together to price the items, set up the cash register, and so on. Give students time to role-play and use play money in the store.

Lesson 2
Closure

Classroom Assessment Activity

For each of the following questions, have students stand up when you read the correct answer. More than one answer can be correct.

Which of these are wants?

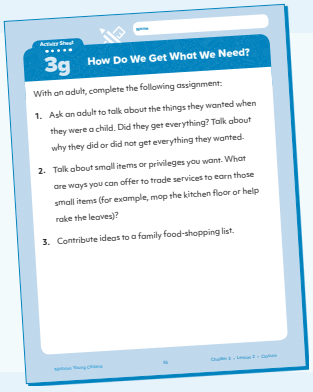
1. A new bike (correct)
2. A chocolate sundae (correct)
3. A place to live (not correct)

What does a consumer do?

1. Make bread to sell. (not correct)
2. Buy goods. (correct)
3. Buy services. (correct)

How can we pay for the goods or services we want?

1. Ask for the things. (not correct)
2. Make an exchange. (correct)
3. Pay with money. (correct)


Activity Sheet 3g

How Do We Get What We Need?

With an adult, complete the following assignment:

1. Ask an adult to talk about the things they wanted when they were a child. Did they get everything? Talk about why they did or did not get everything they wanted.
2. Talk about small items or privileges you want. What are ways you can offer to trade services to earn those small items (for example, mop the kitchen floor or help rake the leaves)?
3. Contribute ideas to a family food-shopping list.

Review at Home

Ask students to complete **Activity Sheet 3g** with their families at home.

Lesson 3

What We Do with Money

Online Activities

- Vocabulary Activities

Literacy Links

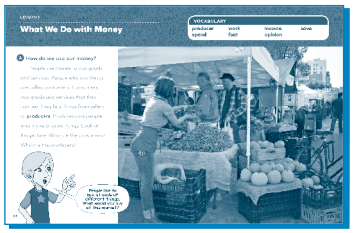
- *Learning about Fact and Opinion,* by Martha E. H. Rustad
- *One Cent, Two Cent, Old Cent, New Cent: All about Money,* by Bonnie Worth
- *The Wrong Shoes: A Book about Money and Self-Worth,* by Caryn Rivadeneira

Main Goals

- **A** **How do we use our money?** Explain the difference between a producer and a consumer.
- **B** **How do we get money?** Describe various jobs, and understand the relationship between work and money.
- **C** **Why do we choose what we choose?** Understand the critical thinking needed when making a choice.
- **D** **Reading Skills: Fact and Opinion.** Differentiate between statements that are facts and statements that are opinions.

A How do we use our money?

Careers · Economics · Critical Thinking



pp. 88–89

New Vocabulary

producer

Materials

- Student Book
- Community Desk Map 2A/B
- Activity Sheet 3h
- Think Book
- map markers
- coloring utensils
- modeling clay

Objectives

Students will be able to:

- Compare and contrast producers and consumers.
- Summarize the connection between producers and consumers.

Vocabulary Focus

Define the word *producer.* Explain that a producer is someone who makes or grows things. Point out that when students draw a picture, write a story, or bake cookies, they too are making or producing something, so they are producers.

Getting Started

1. Show students a ball of modeling clay. Ask them to tell you what they see.
2. Shape the ball into a snake, a cup shape, a snowman, or some other simple shape.
3. Ask them to tell you what they see.

4. Tell them that you made or produced something new. That means you are a producer. (You may also wish to do this using a simple origami pattern.)

5. Explain that today they are going to be talking about how producers help consumers meet their needs and wants.

Teaching

1. Distribute the Student Books and have them turn to p. 88. Read the page together. Ask students to work in pairs or small groups and discuss the questions ("Who are the consumers? Who are the producers?").

2. After the students have had time to talk, ask them to stand up. Describe people in the picture. Have students sit down if the person you describe is a consumer. Have them remain standing if the person you describe is a producer. Ask them to explain why the person is a producer.

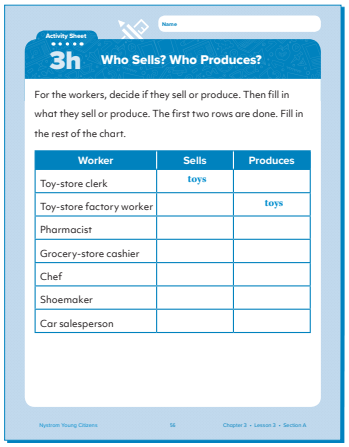
3. Hand out **Community Desk Map 2A** and map markers. Ask students to find two places where things are produced (e.g., the Factory and the Cafe). Have them circle those places. Discuss the places the students circled, and have the class decide whether they are places for producing things.

4. Discuss other goods that students buy and talk about how they are produced.

5. Ask students to discuss whether a farmer is a producer.

6. Give each student **Activity Sheet 3h**. Ask them to fill in the chart.

7. Give each student modeling clay and tell them it is time for them to be producers. Have them produce a piece of art.


Activity Sheet
3h
Who Sells? Who Produces?
Name
For the workers, decide if they sell or produce. Then fill in what they sell or produce. The first two rows are done. Fill in the rest of the chart.

Worker	Sells	Produces
Toy-store clerk	toys	
Toy-store factory worker		toys
Pharmacist		
Grocery-store cashier		
Chef		
Shoemaker		
Car salesperson		

Activity Sheet 3h

Summarizing and Assessing

Ask students to draw one producer in their **Think Books**. Have them write what the producer produces. Collect and review their notebooks, and have students clean, collect, and put away materials.

Modifications for Differentiation

Above Ask students what other jobs could be added to the chart.

Below Have students write a single sentence about their Summarizing and Assessing picture.

ELL Complete **Activity Sheet 3h** together. Have images to show them to help them understand the vocabulary. The chart can be glued into their **Think Books** for later review.

Extending

Critical Thinking Collect flyers from local businesses. Have students view them and sort them by producer or seller.

Math Post a tally chart with the following categories: **Seller of products, Producer of products**. Tell students who have an adult in their family who fits one of those categories to add a tally mark. Explain that some people produce services rather than goods, so they will not be counted for this activity. Once the data is collected, have students create a bar graph to show the data. Compare the data.

B How do we get money?

Careers Economics

pp. 90–91

New Vocabulary

income
work

Review Vocabulary

producer

Materials

- Student Book
- Community Desk Map 2A/B
- Activity Sheet 3i
- Images of Tools
- Think Book
- map markers
- construction paper
- tools related to jobs

Objectives

Students will be able to:

- Give examples of different types of jobs.
- Name reasons people work.
- Connect jobs with the production of goods and services.
- Recognize that people work to make money.

Vocabulary Focus

Write the words *work*, *income*, *producer*, and *consumer* on the board to create a pool of words that the students choose from. Give a definition for *work* and ask students which word matches the definition. Give a definition for *income* and ask students which word matches the definition.

Getting Started

1. Write **Jobs** in a circle in the middle of the board. Have students write it in the middle of a page in their **Think Books**. Hold up toy hats, tools, or pictures that are connected with jobs (e.g., construction hat or hammer, firefighter hat, stethoscope, toy bus, toy airplane, pen/paper, police badge).

Literacy Links

- *A Cup for Everyone*, by Yusuke Yonezu
- *Picking Peas for a Penny*, by Angela Shelf Medearis

2. Ask students to identify the job associated with each. Write the jobs they identify on a web around the circle, and have them copy your web in their **Think Books**. Explain that today they're going to learn about all kinds of jobs and why people work.

Teaching

1. Have students turn to p. 90 of the Student Books. After the students read the text, have them look at the pictures and talk about what the people are doing. Add new jobs to the web on the board. Have students identify which jobs provide services and which ones provide goods. Have them mark **G** next to each good and **S** next to each service in their **Think Books**.

2. Hand out **Community Desk Map 2A** and map markers. Have students circle the places where people work and provide goods and services.

3. Then circle a house on your copy of the map and show students that you have marked a house. Ask them if they can explain why you marked a house. Talk about how some people work in their homes. Ask if any students know an adult who works at home.

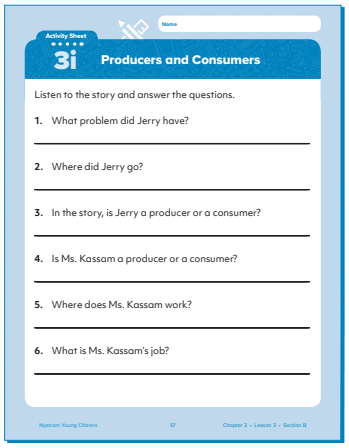
4. Discuss examples of jobs that might be done at home (e.g., accountant, tailor, music teacher, child-care provider, writer, tutor).

5. Ask students to explain why people have jobs. Ask them to find the information in the text to provide proof for their answers. Have them write their answers in their **Think Books**.

6. Have students work in small groups to think of one job that people can do to earn an income. Have students plan a very short skit that shows a person doing that job and another person or people purchasing or using the service or product.

7. Give each child four pieces of colored paper. Have them write **Producer** on one piece, **Consumer** on a second, **Goods** on the third, and **Service** on the last piece. Have them organize the papers so Producer and Consumer are on one side of the desk and Goods and Service are on the other side of the desk.

8. Have the small groups present their skits. After each skit, the classmates will identify the job and hold up the appropriate piece of paper to identify the producer(s) in the skit and the consumer(s) in the skit (e.g., “Hold up the paper to show me whether Marco was a producer or a consumer”). Repeat to show whether the producer provided a good or a service.
9. Have students clean, collect, and put away materials.


Activity Sheet
3i
Producers and Consumers
Name
Listen to the story and answer the questions.
1. What problem did Jerry have?
2. Where did Jerry go?
3. In the story, is Jerry a producer or a consumer?
4. Is Ms. Kassam a producer or a consumer?
5. Where does Ms. Kassam work?
6. What is Ms. Kassam's job?

Activity Sheet 3i

Summarizing and Assessing

Distribute **Activity Sheet 3i** and explain to students that you will tell them a story. They are to answer questions about the story on the activity sheet. At the end of the story, they will describe Ms. Kassam’s job. Read them this story, with pauses at paragraph breaks for students to respond:

> *Jerry had a problem. He needed new pants for his sister’s wedding! He needed some help.*
>
> *Jerry walked to Ms. Kassam’s house. He saw a sign above her front door that said Terrific Tailor! Jerry knocked on the door. Ms. Kassam answered the door and invited Jerry inside.*
>
> *Jerry explained that he needed new pants. He asked Ms. Kassam if she could make some for him.*
>
> *Ms. Kassam answered that she could make him a beautiful pair of pants for the wedding. She told Jerry that they would be ready the next day. Jerry thanked Ms. Kassam and left. He said he would come back tomorrow.*
>
> *The next day, Jerry came back. The pants were done and they looked great! Jerry paid Ms. Kassam, thanked her again, and left.*

Modifications for Differentiation

Above Have students provide evidence to explain why Jerry or Ms. Kassam is a producer or consumer during the Summarizing and Assessing activity.

Below and ELL Examine the comic on p. 91 together. Discuss the final two frames. Ensure they understand that Roger has some money left and wants to go with his friends to the toy store. Talk about what they might buy.

Extending

Language Arts Provide the Literacy Links, or other consumer/producer-related picture books, for the students to read or view. After they have read at least one book, have them list how people earned an income in the book, and list one producer and one consumer.

Art Have the class build a model of a shopping area in a town using boxes, paper, and other materials. Include a range of stores and services.

C Why do we choose what we choose?

Economics | Critical Thinking

pp. 92–93

New Vocabulary

save
spend

Materials

- Student Book
- Think Book
- materials for a choice activity (e.g., two or three kinds of fruit)
- play money (paper slips)

Literacy Links

- *A Chair for My Mother*, by Vera B. Williams
- *A Quarter from the Tooth Fairy*, by Caren Holtzman
- *Something Good*, by Robert Munsch

Objectives

Students will be able to:

- Make choices based on unlimited wants and limited resources.
- Demonstrate that making a choice means giving something up.
- Enumerate factors that can influence choices.

Vocabulary Focus

Write the words *spend* and *save* on the board. Have students talk about what they notice about each word. (both start with *s*, both have one syllable, both have an *e*) Explain that although they are alike in many ways, these words have very different meanings. Discuss their definitions and have students use the words in sentences.

Getting Started

1. Read a story that introduces the idea of making choices and limited resources, such as Robert Munsch's *Something Good* (see Literacy Links for other book ideas).
2. Note the choices the characters made and how characters had to give up filling some wants to meet other wants and needs.

Teaching

1. Have students turn to p. 92 of the Student Book. Read the full text to the students.
2. Ask them to explain how we can use money, and have them give examples of spending and saving money.

3. Have students read the comic on p. 93 independently. Talk about why Carlos did not buy the soccer ball. Discuss his options (buy something else or save his money to get a soccer ball someday). Encourage students to talk about the advantages of each and then vote on which choice they would make.

4. Provide two or more fruits as snack options or another set of options for a spending and choice activity.

5. Give each student play money. Put out their choices and write the prices on the board. Make sure to price them as such that no one can buy everything. Have students decide what they will do with their money.

6. Talk about the decision-making process after everyone has spent some money.

Summarizing and Assessing

Have students write in their **Think Books** about a time they had to make a choice about what they would buy or do. Collect and review their notebooks.

Modifications for Differentiation

Below and ELL Have students work with a friend, use a word bank of possible words, or share verbally during the Summarizing and Assessing activity.

Extending

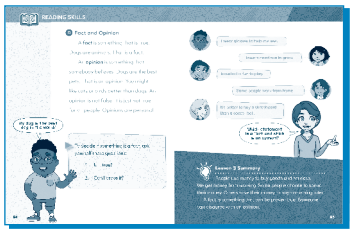
Language Arts Have students draw and write about something they want in their **Think Books**. Have them explain what they can do to help save up to buy it.

Dramatic Play Have students help set up a play grocery store. Help them find ways to find resources and use the materials to play.

Reading Skills

D Fact and Opinion

Critical Thinking | Speaking & Listening



pp.94–95

New Vocabulary

fact
opinion

Materials

- Student Book
- Image of a Dog or Cat
- Think Book

Online Activities

- Fact and Opinion

Literacy Links

- *In My Opinion*, by Deb Bird
- *The Perfect Pet*, by Margie Palatini
- *Red is Best*, by Kathy Stinson

Objectives

Students will be able to:

- Distinguish between fact and opinion.
- Articulate that we can agree or disagree with another person's opinion.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Read one of the Literacy Links or tell another story that encourages the students to share their opinions (e.g., best kind of pet, best color). Discuss how different people have different opinions about what they see.
2. Then show a very clear image of an animal that all the students will recognize and be able to name (e.g., a cat or a dog). Explain to them that this animal is called a _____, and that is a fact because it is true, not an opinion.
3. Explain that today they will be thinking about facts and opinions.

Teaching

1. Have students turn to p. 94 of the Student Book. Read the heading and then ask them to read the first paragraph alone or with their partners. Have them brainstorm examples of facts in their **Think Books**.
2. Read the second paragraph and talk about why "Dogs are the best pets" is an opinion.
3. Have them brainstorm examples of opinions in their **Think Books**.
4. Independently or as a group, finish reading the text. Use the two questions ("Is it true? Can I prove it?") to check whether any of the facts they brainstormed are actually opinions.

5. Revisit the Getting Started activity. Determine whether characters had shared opinions or facts.

6. Have students form groups. Give each group a topic (e.g., animals, food, clothes, toys) and have them think of several facts and opinions about their topics.

7. Share the lists and see if everyone agrees with the classifications.

Summarizing and Assessing

Give a series of statements. Have students raise their hands when you state a fact. Have them pat their chests when you state an opinion. Statements could include phrases like the following: apples are fruit, green apples are best, cats are animals, chocolate milk is better than white milk, bikes have wheels, babies wear diapers, the sun is a star, blue is a better color than red, computers are better than tablets. Observe their classifications.

Modifications for Differentiation

Above Ask students to create a skit showing the difference between fact and opinion that they can share with other classes.

Below and ELL Read the Student Book to students or allow them to read in pairs. Reinforce fact and opinion to make sure students understand the concept.

Extending

Language Arts Read aloud another book based on an opinion (see examples in Literacy Links). Have students write an opinion piece about their own topics or a topic suggested by you.

Lesson 3
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands and use American Sign Language to answer "yes" and "no" when you read the answers. More than one answer will be correct.

Yes **No**

Which of these is a producer?

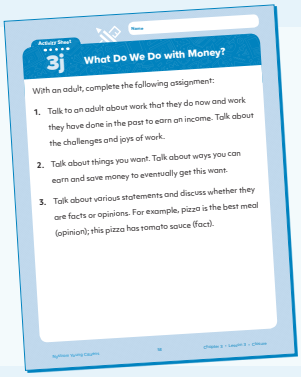
1. A farmer (correct)
2. A factory worker (correct)
3. A child buying an ice cream (not correct)

How can people get an income?

1. Work for someone who pays them (correct)
2. Buy food at the store (not correct)
3. Sell goods (correct)

Which of these is an opinion?

1. This classroom is beautiful. (correct)
2. I am your teacher. (not correct)
3. Jumping up and down is fun. (correct)


Activity Sheet 3j

What Do We Do with Money?

With an adult, complete the following assignment:

1. Talk to an adult about work that they do now and work they have done in the past to earn an income. Talk about the challenges and joys of work.
2. Talk about things you want. Talk about ways you can earn and save money to eventually get this want.
3. Talk about various statements and discuss whether they are facts or opinions. For example, pizza is the best meal (opinion); this pizza has tomato sauce (fact).

Review at Home

Ask students to complete **Activity Sheet 3j** with their families at home.

Lesson 4

Changing Our Neighborhood

Online Activities

- Vocabulary Activities

Literacy Links

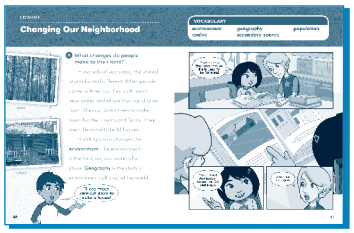
- *Froodle,* by Antoinette Portis
- *Learning about Primary Sources,* by Nikki Bruno Clapper
- *Maybe Something Beautiful,* by F. Isabel Campoy and Theresa Howell

Main Goals

- **A** **What changes do people make to their land?** Understand and recognize the changes that occur to a community.
- **B** **How do neighborhoods change?** Describe how and why people change their communities.
- **C** **Researching Skills: Primary and Secondary Sources.** Differentiate between primary and secondary sources, and understand the aspects that make each useful.

A What changes do people make to their land?

Geography · History · Critical Thinking



pp. 96–97

New Vocabulary

environment
geography

Materials

- Student Book
- Activity Globes
- Community Desk Map 2A/B
- Think Book
- map markers
- coloring utensils

Online Activities

- What Changes Do People Make to Their Land?

Objectives

Students will be able to:

- Locate where changes have taken place in a neighborhood.
- Compare and contrast the design of a neighborhood over time.
- Demonstrate an understanding that communities change over time.
- Recognize that the physical environment can affect a community.

Vocabulary Focus

Write the words *environment* and *geography* on the board. Have students turn to p. 96 of the Student Book. Ask them to find the words *environment* and *geography* on that page. Talk about the definition of environment in the book. Have them describe the environment around the school. Talk about the definition of geography in the book.

continued on next page

Show students an **Activity Globe** and ask them what they know about some of the different environments on various parts of the globe. Remind them that they are studying geography when they learn about places around the world.

Getting Started

1. Tell students you are going to describe a place to them and they are to draw a picture of that place in their **Think Books**. Tell them that you are going to describe a place from over 150 years ago.

2. Describe a farm with fields, trees, a barn, and a house. Talk about the horses that pull the plow and the wagon. Talk about cutting wood for the fire and baking bread. Mention that the schoolhouse is 3 miles away and that everyone walks to school.

3. Have students share their pictures with others sitting near them. Talk about what they included in their drawings.

Teaching

1. Distribute **Community Desk Map 2A** and map markers. Have students find the Factory. Explain that the Factory is right where the barn and house used to be. The farm fields went south off the map, north to where the Senior Center is, east to where the Police station is, and west right off the map.

2. Have them draw a rectangle to show where the farm fence was, and then draw on a barn and a house.

3. Talk about why the map does not look like the place you described to them.

4. Talk about what might have happened to the farm (e.g., it might have been sold to build the Factory, to build stores, or to build roads).

5. Have students read the first paragraph of p. 96 of the Student Book together.

6. Tell them that the farm you described and the farm they drew was in a place that used to have a forest. Talk briefly about what the early settlers had to do to make their farm. Discuss why they might have chosen to farm there (e.g., the land was fairly flat, there was water nearby, it was not rocky). Talk about other places off the map (e.g., rivers) that might have encouraged early settlers and places (e.g., mountains) that would have discouraged them.

7. Finish reading p. 96 in the Student Book. Have students brainstorm ways the land where the map is situated has changed. Have them record their ideas in their **Think Books**.

8. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to view the comic on p. 97. Talk briefly about what the book pictures show. Have them compare and contrast with the drawings in their **Think Books**. They could use a T-chart, a Venn diagram, or just a list. Collect and review their work.

Modifications for Differentiation

Above Have students write a description of the farm they drew.

Below Discuss the images in the comic on p. 97 during the Summarizing and Assessing task together, and talk about ways the book pictures and student drawings are alike and different. Then have students record independently.

ELL Act out what the early settlers had to do to clear land for farming.

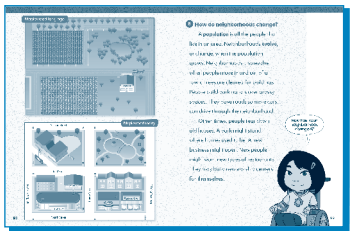
Extending

History Talk about how the American Indians might have felt when settlers came to this land and started to build farms.

History Play a game that children 100 years ago might have played, such as Annie Annie Over or catch.

B How do neighborhoods change?

Geography History Reading



pp. 98–99

New Vocabulary

evolve
population

Review Vocabulary

environment

Materials

- Student Book
- Leveled Student Readers
- Images of a Construction Project
- Think Book

Objectives

Students will be able to:

- Evaluate how communities change over time.
- Describe what life was like in many American communities long ago.
- Judge why people make changes to their communities.

Vocabulary Focus

Write the two new words on the board, along with their definitions. Write two sentences on the board. Put nonsense words in the sentences to replace *evolve* and *population*. Have students figure out which word goes in each sentence. For example:

- A town can mibble and change when more people move there.
- The hefflepup of a town changes when people move in or move away.

Getting Started

1. Briefly talk about some construction or changes that are happening in the students' own community. It could be as simple as a new family moving into a house; a new playground structure; or a new road, houses, or buildings. Alternatively, view some images of a construction project in a city or town nearby.
2. Review ideas from the previous day's discussion and note how the arrival of new people can lead to changes in a town or community.

Teaching

1. As a class or in pairs, read p. 99 of the Student Book. Remind students of the vocabulary words *evolve* and *population*.
2. Have students view the pictures on p. 98 and note ways the two images are alike and different. Encourage students to use *evolve* and *population* as they speak.
3. Introduce the **Leveled Student Readers**.

Summarizing and Assessing

Have students refer to the **Leveled Student Readers** and record two or more things that are different from their lives today in their **Think Books**. Collect and review their work.

Modifications for Differentiation

The **Leveled Student Readers** are differentiated for varied reading levels.

Extending

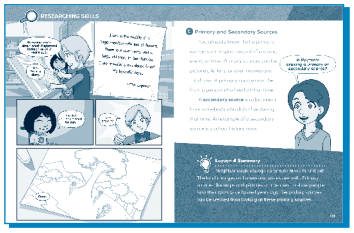
Geography Have students divide a **Think Book** page into either two or four sections and draw a town that changes over time.

Dramatic Play Provide materials that allow students to pretend they are working and living on a farm from the past.

Researching Skills

C Primary and Secondary Sources

History · Information Processing · Reading



pp. 100–101

New Vocabulary

secondary source

Review Vocabulary

primary source

Materials

- Student Book
- Group Activity Cards
- Group Activity Role Cards
- Think Book
- primary and secondary sources (baby picture, encyclopedia, etc.)
- sticky notes (two colors)

Online Activities

- Primary and Secondary Sources

Objectives

Students will be able to:

- Point out secondary sources.
- Categorize primary and secondary sources.
- Interpret primary and secondary sources to help them learn about the past.

Vocabulary Focus

Define *secondary source* as a record of an event or happening that was made later by someone who was not there. Show students several secondary sources, such as different kinds of books.

Getting Started

1. Remind students of how they played "telephone" and how the information got confused. Tell them you are going to play it again, but a little differently.
2. Write your short message on a piece of paper, whisper it, and pass on the piece of paper. See what happens to the message if people can read it as well as hear it.

Teaching

1. Have students turn to p. 101 of the Student Book. Ask them to read the page individually or with their partners.
2. When students have finished reading, have them compare and contrast secondary and primary sources in their **Think Books**. For example, ask them to decide if their Student Book is a primary or a secondary source.
3. Have students read the comic on p. 100.
4. Have them use different-colored sticky notes to identify the primary and secondary sources in the comic.
5. Distribute the **Group Activity Cards**. Have small groups read the cards and answer the questions on the cards together.

Summarizing and Assessing

Have students categorize specific sources into primary or secondary, using the specific time period of Maplewood 300 years ago. After each of the following items, have students raise one finger if it's a primary source and two fingers if it's a secondary source.

- A sketch the explorer made of Maplewood 300 years ago (one)
- A diary entry kept by the explorer of Maplewood (one)
- A book about the history of Maplewood (two)
- A movie with experts talking about how Maplewood has changed (two)
- An arrowhead used by American Indians who lived in the Maplewood area 300 years ago (one)

Modifications for Differentiation

For the group activity, assign students roles to match their needs.

Lesson 4
Closure

Classroom Assessment Activity

For each of the following questions, have students work with a partner. Give each partner a sheet of paper with "yes" on one side and "no" on the other. When you read the correct answer, let partners confer briefly before raising their answer. More than one answer can be correct.

What are ways communities change?

1. New homes are built. (yes)
2. They don't change. (no)
3. New people move there. (yes)

Which of these are changes people make to the land?

1. They vote in town elections. (no)
2. They cut down trees to make room for farms. (yes)
3. They use wood to build houses. (yes)

Which of these could be secondary sources?

1. A website (yes)
2. Me telling you what my grandmother told me (yes)
3. A photograph (no)

Activity Sheet 3k

Changing Our Neighborhood

With an adult, complete the following assignment:

1. Ask an adult about the community where they grew up. Have them share stories of the places they knew and the things they liked to do.
2. Talk about how that community has changed since they were a child.
3. Walk around your neighborhood and look for changes since you began living there. Look for clues about the area, such as plaques and dates on buildings. Go to the public library and try to find a book of community photographs or newspapers from the past.

Review at Home

Ask students to complete **Activity Sheet 3k** with their families at home.

Chapter 3
Review

Review Vocabulary

cardinal directions
community
compass rose
consumer
environment
evolve
exchange
fact
geography
goods
income
map key
neighborhood
opinion
population
producer
save
secondary source
seller
service
spend
work

Materials

- Student Book
- Leveled Student Readers
- Group Activity Cards
- Activity Sheet Chapter 3 Review
- coloring utensils
- index cards

Objectives

Students will be able to:

- List places in a neighborhood.
- Locate places on a map using information in a map key.
- Use cardinal directions to locate places and to provide directions.
- Compare and contrast goods and services.
- Distinguish between producers and consumers.
- Apply an understanding of trade and the use of money in classroom contexts.
- Recognize the role of saving in helping a person fulfill wants and needs.
- Compare and contrast a community over time.
- Examine how geography can influence decisions about a community.
- Contrast primary and secondary sources.

Getting Started

1. Briefly tell students about where you lived when you were six years old. Tell them a few ways in which your community has changed.
2. Tell them about a place you liked to go and how you got there.

Teaching

1. Write the words *producer*, *consumer*, *north*, *south*, *east*, and *west* on index cards.
2. Give each student a card. Have them find a partner who has a card that is the opposite of their card.

Summarizing and Assessing

Go over the **Activity Sheet Chapter 3 Review** with the class. Complete the sheets in sections. Provide the Student Book, **Group Activity Cards**, and **Leveled Student Reader** for reference.

Chapter Test

Distribute and administer the **Chapter 3 Test** (Teacher's Guide pp. 165–168). Assist students as needed.

Chapter 3 Project
Mapping Your Neighborhood

Materials

Every Day
- Student Checklist
- Teacher Evaluation

Day 1
- Think Book
- computer or tablets
- large sheet of paper
- overhead projector

Day 2
- Think Book
- clipboards

Day 3
- Think Book
- coloring utensils
- computer or tablets
- large sheet of paper

Day 4
- coloring utensils
- white paper (provide various sizes to allow for choice)

Civics

Geography

Information Processing

Objectives

Students will be able to:

- Locate various buildings on a neighborhood map.
- Read and use a map key.
- Describe routes that can be taken to get from one place to another.
- Create a map of a familiar area.
- Design a map key.
- Use a compass rose to give directions.

Project Description

This project is a culminating activity that lets students use skills and knowledge from the chapter. The students will work in teams to research and plan a map of the neighborhood. Eventually, each student will create his or her own neighborhood map.

Note: Depending on your community, the neighborhood map could be the area around the school or the area around a cluster of student homes.

TEACHER'S NOTE

Go over the **Student Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.

Instructions and Suggestions

Prior to the Project

1. Determine the parameters of the neighborhood(s) you want mapped. If possible, arrange for volunteers to accompany the class while exploring the neighborhood.

2. This project includes a walk around the neighborhood. Ensure you have proper parental permission and sufficient supervision to undertake the walk safely. Follow all school and district rules for walking trips.

Day 1

1. Open Google Earth and project it for all to see. Gradually zoom in on the country, state, and local community. Demonstrate using the search function by typing in an address to show students the school and other familiar locations.

2. If possible, have students work in small groups and explore Google Earth on tablets.

3. Have students discuss places around the school.

4. Work together to list places that might go on a map of the area. Record the list on a large sheet of paper and have them record it in their **Think Books**.

Note: If you do not have sufficient internet access to use Google Earth, then take pictures of the school's surroundings as well as ask students to draw a picture of a building or location they see coming to school. Use both these sources to spark conversation.

Day 2

1. Form small groups of students. Give each group a clipboard, writing tools, and their **Think Books**. Assign a volunteer to help each group.

2. Tell students that you will be walking around the streets near the school. Review safety rules and behavioral expectations.

3. Tell them that their first job is to follow safety rules and stay together. However, they are also to record in their Think Books the different places they pass as they explore the neighborhood.

4. Explain that they will be making maps later, so they need to count houses, notice parks, record street names, etc. Also explain that they will be sharing information, so they don't need to worry if they miss something.

5. Explore the neighborhood together.

Day 3

1. Have each group sketch a basic map in their **Think Books** that is based on their notes from the neighborhood walk. Provide them with the information needed to add a compass rose.
2. Share all the maps and make a group list of the main details. Model creating a map on a large sheet of paper that can be used as a reference. Include a compass rose, map key, and street names.
3. Refer to Google Earth when needed.
4. Discuss what items should be included in a map key and put a map key on the reference map.

Day 4

1. Have students create their own maps using the group map as a model.
2. Have students look over the **Student Checklist** so that they can make sure they have the required elements.
3. Share their maps.
4. Have students work with their partners and challenge them to give each other directions to mystery locations on their maps.

Modifications for Differentiation

Above Provide students the chance to add one or more additional blocks using Google Earth or an extra walk with a helper as a reference.

Below Provide a map that has the streets drawn on it. Have students add the details and the map key.

ELL Provide a reference sheet to assist in the development of a map key.

Rubric

See **Teacher Evaluation** (Teacher's Guide p. 169).

Name

Chapter 3 Test

Answer each question.

1. Look at each picture. Write a **G** on the picture if the person is producing goods. Write an **S** if the person is providing a service.

2. Which of the following are producers and consumers? Use the word bank to help you fill in the T-chart.

buys things	makes things
grows food	gets hair cut

Producer	Consumer

Name

Chapter 3 Test

3. What is something you want? Tell what you can do to get your want.

_____

_____

4. List two kinds of secondary sources.

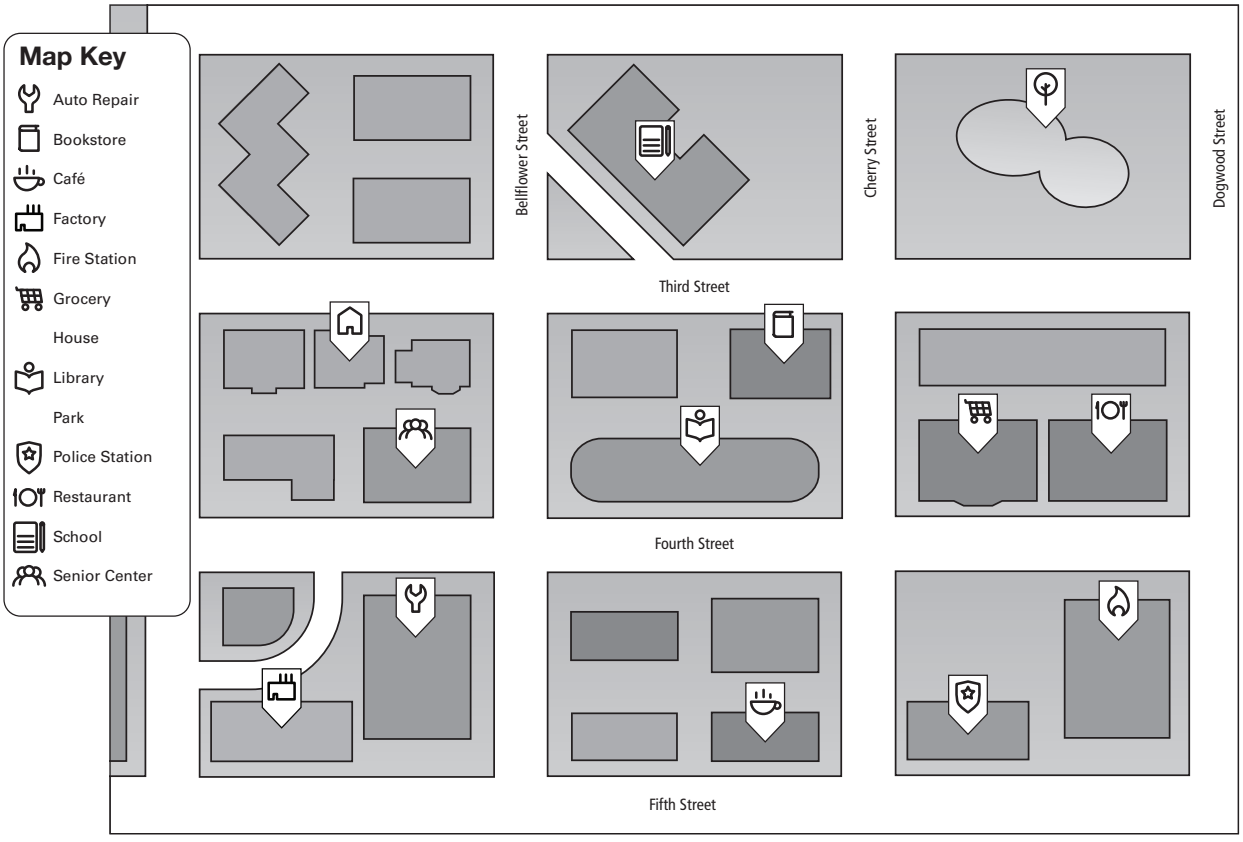
_____

_____

Name

Chapter 3 Test

5. Look at the map. Complete the instructions on the next page.



a. Add a compass rose.

b. Fill in the missing symbols on the map key.

c. Use a solid line to show one way to get from the police station to the school.

d. Use a dashed line to show another way to get from the police station to the school.

e. Put an **F** on the building where people make things.

f. Put a **G** on a building where you can buy goods.

g. Put an **S** on a building where you get a service.

Student Name:

Chapter 3 Project	Teacher Evaluation
Knowledge and Understanding	
The map includes buildings, street names, and special locations (e.g., park, swimming pool).	1 2 3 4
The map includes a map key and compass rose.	1 2 3 4
Writing Conventions	
The map is neat.	1 2 3 4
Words are spelled correctly.	1 2 3 4
The student followed learning conventions.	1 2 3 4
Communication	
The student used social studies vocabulary, such as north, south, east, and west, correctly.	1 2 3 4
The student spoke appropriately when sharing.	1 2 3 4
The student listened attentively to others.	1 2 3 4

The highest rating is 4.

CHAPTER 4

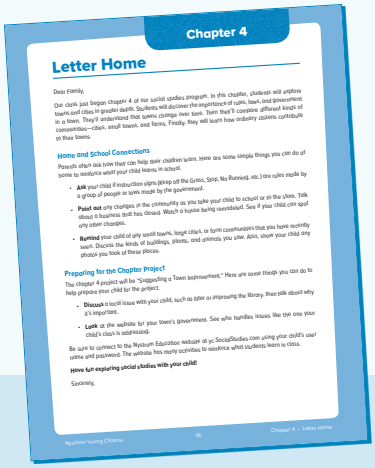
Compelling Question

What Makes a Town?

In this chapter, students will focus on the various components that make up a town.

Time Frame: 5 Weeks

1. They will learn about what community governments do and the laws they make.
2. They will compare life in the present with life in the past, with emphasis on how people in the past used different resources than people in the present to meet their needs and wants.
3. Students will identify different categories of communities, and be able to describe how seasons and weather affect how we live, work, and play.
4. They will learn how to use sequencing words and to express an opinion.
5. Students will complete the chapter review, project, and assessment.


Chapter 4

Letter Home

Dear Family,

Our class just began chapter 4 of our social studies program. In this chapter, students will explore towns and cities in grades 2nd–5th. Students will discover the importance of rules, laws, and government in a town. They'll understand that towns change over time. Then they'll compare different kinds of communities—cities, small towns, and farms. Finally, they will learn how industry citizens contribute to their towns.

Home and School Connections

Parents often ask how they can help their children learn. Here are some simple things you can do at home to reinforce what your child learns in school.

- **Ask** your child if instruction signs (obey all the Rules, Stop, No Running), etc.) are rules made by a group of people or laws made by the government.
- **Point out** any changes in the community as you take your child to school or to the store. Talk about a business that has closed. Watch a home being remodeled. See if your child can spot any other changes.
- **Remind** your child of any small towns, large cities, or farm communities that you have recently seen. Discuss the kinds of buildings, plants, and animals you saw. Also, show your child any photos you took of these places.

Preparing for the Chapter Project

The chapter 4 project will be "Suggesting a Town Improvement." Here are some things you can do to help prepare your child for the project.

- **Discuss** a local issue with your child, such as litter or improving the library. Then talk about why it's important.
- **Look** at the website for your town's government. See who handles issues like the one your child's class is addressing.

Be sure to connect to the Nystrom Education website at yc.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what students learn in class.

Have fun exploring social studies with your child!

Sincerely,

Nystrom Young Citizens 62 Chapter 4 • Letter Home

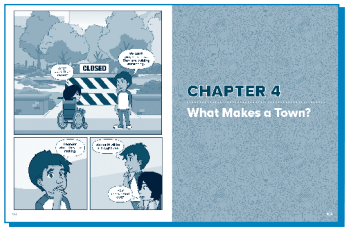
Letter Home

Ask students to share the **Letter Home** with their families.

Chapter 4
Pre-assessment

1. Write the chapter question on the board: "What makes a town?"
2. Have students write down or say aloud what they think makes a town.
3. Record the list and post it in the classroom.

Chapter 4
Introductory Activity



pp. 102–103

Review Vocabulary

character
setting

Materials

- Student Book
- Community Desk Map 2A/B
- Activity Sheet 4a
- map markers
- coloring utensils

Geography | Critical Thinking | Speaking & Listening

Objectives

Students will be able to:

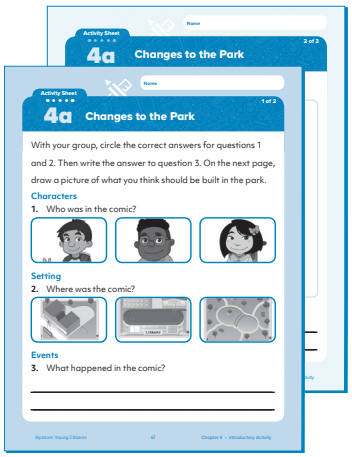
- Describe characters, settings, and major events in a story using key details.
- Use various text features to locate important information in a text.
- Employ illustrations and details from a story to describe its characters, setting, and/or events.
- Locate places from a story on a map.

Getting Started

1. Have the class turn to p. 102 in the Student Book.
2. Have students read the first frame of the introductory comic. Ask them what might happen next.

Teaching

1. Divide the class into small groups and have students read the rest of the comic.
2. Distribute **Community Desk Map 2A** and map markers and have the groups locate the place discussed on the comic strip (the park) on the desk map.
3. At that location, have students write **SETTING**. Have them compare the view of the park on the map to the view of the park in the comic. Lead them with questions like, Do you see trees in both? Is there a bridge in both?



Activity Sheet 4a

Summarizing and Assessing

Distribute **Activity Sheet 4a**. Be sure the students have crayons and pencils. Read the instructions on both pages of the activity sheet. As a class, discuss what could be built at the park. In small groups have students complete the activity sheet. Have students clean, collect, and put away materials. Collect and review the activity sheets.

Modifications for Differentiation

Above Students who are already familiar with comparing may complete a simple T-chart of things that are the same and things that are different between the map and the comic strip.

Below If students are unable to distinguish between characters and setting in the introductory activity, practice labeling characters and settings. Use sticky notes with the labels *character* and *setting*. Give several children sticky notes that say *character*. Have them move around to different parts of the room. At each point, note that the characters are *who* and the setting is *where* the characters are. Modify **Activity Sheet 4a** to allow for verbal answers during the Summarizing and Assessing activity.

ELL Use the modification for Below. Additionally, a chart or bulletin board for visual references will be helpful for the chapter. Enlarge the introductory comic for display purposes, and label characters and setting as the first visual support.

Lesson 1

Town Government

Online Activities

- Vocabulary Activities

Literacy Links

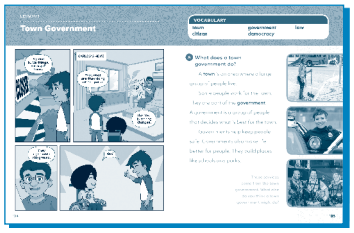
- *My Grandma's the Mayor,* by Marjorie White Pellegrino
- *What Are Rules and Laws?* by Jennifer Boothroyd
- *What If Everybody Did That?* by Ellen Javernick

Main Goals

- **A** **What does a town government do?** Identify various authority figures in the community.
- **B** **What are the rules of a town?** Trace routes in the neighborhood and discuss rules or laws followed at different places.
- **C** **How are the laws of a town made?** Demonstrate how laws are made in a town.

A What does a town government do?

Civics Geography



pp. 104–105

New Vocabulary

government
town

Review Vocabulary

service

Materials

- Student Book
- Community Desk Map 2A/B
- Think Book
- map markers

Objectives

Students will be able to:

- Recognize authority figures in the neighborhood.
- Express the basic services provided by a town government.

Vocabulary Focus

Have students look at the new vocabulary words and read them aloud. Define any that are unfamiliar to them, then give them a sentence they have to complete using one of the words correctly. For example, "A group of people that decides what is best for a town is a _____."

Getting Started

1. Write **leaders** on the board.
2. Ask students if they have been a leader. Ask them what they did as a leader.
3. Explain that today they are going to identify leaders in the town.

Teaching

1. Have the class break into small groups.
2. Distribute **Community Desk Map 2A** and map markers and have students turn to pp. 104–105 of the Student Book.
3. As a class, read the comic strip and the first two paragraphs.
4. Reinforce and expand the definition of *government* to students by explaining that a government is a group of leaders who create the laws and make sure the laws are enforced.
5. Have students write **Town Leaders** in their **Think Books**. Explain that just as a principal is the leader of a school, there is a person who leads the whole town or city. Usually this person is called a mayor. Below **Town Leaders**, add **mayor**.
6. As a class or individually, read the last paragraph.
7. Explain to students that the government provides many services to make sure people are safe and happy. Have students look at the photos and read the caption.
8. Ask students to find where police officers and firefighters can be found on **Community Desk Map 2A**. Have them label the fire station **FS** and label the police station **PS** on their desk maps.
9. Next, have students locate at least two other places where the town government might be involved (School, Park, Library, etc.). Have them label these places **TG** for town government.

Summarizing and Assessing

Have students hold up their desk maps if the following people work for the town government. For the "yes" answers, after they hold up their desk maps, have students point to the place where these people might work.

- Doctor (no)
- Police officer (yes)
- Mother (no)
- Auto mechanic (no)
- Mayor (yes)
- Clerk at the grocery store (no)
- Firefighter (yes)

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Introduce the Summarizing and Assessing section before Getting Started. Ask students to vote on whether they think each person listed works for town government or not, then read the comic and text. After reading and discussion, ask students to revisit their votes and see if they would like to change any of their choices.

Below Draw attention to text features such as the title ("What does a town government do?") and the words in bold (*town* and *government*). Explain that the authors want us to know these are important. Many of the words in the Student Book will be unfamiliar to students. (See ELL modifications for ways to make these words more concrete.)

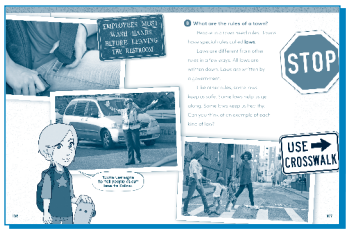
ELL Keep a word wall with accompanying pictures of the key vocabulary (leader, services, town, and government). Before placing a word and visual on the word wall, read the comic first and talk about the visuals. Use the Summarizing and Assessing section as a discussion time rather than a formal assessment.

Extending

Language Arts Have students take a field trip to city hall or a fire station in your neighborhood or ask a police officer or firefighter to visit your classroom. Have students write down questions for the trip or your visitor. Later, have students write thank-you notes.

B What are the rules of a town?

Civics | Geography | Critical Thinking



pp. 106–107

New Vocabulary

law

Review Vocabulary

government
rule

Materials

- Student Book
- Community Desk Map 2A/B
- Activity Sheet 4b
- Think Book
- map markers

Online Activities

- What Are the Rules of a Town?

Objectives

Students will be able to:

- Compare rules and laws.
- Point out rules and laws that might appear along a route through the community.
- Evaluate the consequences of not obeying laws.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Create a T-chart on the board and write *law* on one side of it. Under law, write **special rules in towns**. List an example underneath this, such as speed limits. On the other side of the T-chart, write **rule** and underneath this write **tells us what to do**. List one of your school's rules. Have students copy this T-chart into their **Think Books**.
2. Tell students that today they will discuss the laws they follow in their town and how laws and rules are different.

Teaching

1. Have students turn to p. 106 and look at the pictures.
2. Ask students if they can think of any signs that relate to a law. If they struggle, remind them about stop signs.
3. Ask students to look out for ways that laws are different from rules before beginning to read the text on p. 107. When finished reading, ask students to point out how laws and rules are different. If the students struggle, reread the second paragraph and add **written down** as well as **written by government** to the T-chart.
4. As a class, compare family rules with laws in a similar environment: for example, rules about eating in the car and laws about using seatbelts and booster seats.

5. Point out that not everyone has the same rules, but we all have to follow the same laws.

6. Divide students into small groups and distribute **Community Desk Map 2A** and map markers.

7. Have students trace a route in the neighborhood passing by a house, the School, the Library, the Park, and the Restaurant.

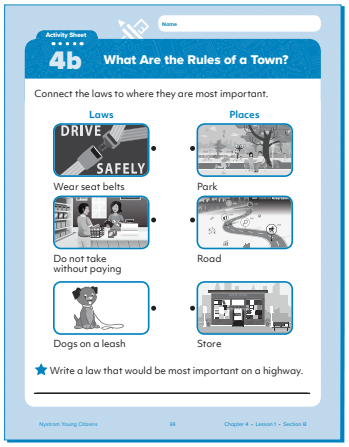
8. At each location, ask students what rules and laws cover that location.

9. After students have finished with the map, ask them what happens when they break a rule at home or at school. Discuss what happens when someone breaks a law. Tell them there are many consequences, such as fines, community service, privileges taken away, and jail.

10. Point out the consequences of breaking seatbelt laws. Ask them why there are laws about seatbelt use.

Summarizing and Assessing

Have students complete **Activity Sheet 4b,** and then have students clean, collect, and put away materials. Collect and review the activity sheets.


Activity Sheet
4b
What Are the Rules of a Town?
Name
Connect the laws to where they are most important.
Laws
Places
DRIVE SAFELY
Wear seat belts
Park
Do not take without paying
Road
Dogs on a leash
Store
Write a law that would be most important on a highway.

Activity Sheet 4b

Modifications for Differentiation

Above Students may complete a Venn diagram comparing rules and laws independently. Students may also interview members of school staff about the rules and laws in a school.

Below Draw a Venn diagram before reading the text. Next, read the text with students. Ask them if they noticed any differences and similarities between rules and laws from the text. Redirect them to the text and the Teaching Activity for additional information.

ELL Create a Venn diagram, as in the Below modification. Additionally, make copies of the photos from the pictures in the Student Book and attach those photos to the Venn diagram. Have them add this diagram to their **Think Books**.

Extending

Art Have students draw a picture of a rule or a law that they think is important.

C How are the laws of a town made?

Civics | Speaking & Listening

pp. 108–109

New Vocabulary

citizen
democracy

Review Vocabulary

law
rule
vote

Materials

- Student Book

Literacy Links

- *The Very Silly Mayor*, by Tom Tomorrow

Objectives

Students will be able to:

- Understand that citizens ultimately make the laws of a town.
- Vote on a pretend law.
- Demonstrate the difference between direct democracy and representative democracy.

Vocabulary Focus

Have students look at the new vocabulary words and read them aloud. Define both using the Student Book definitions. Next, give students a sentence they must complete using one of the words correctly. For example, "People who live in a town or city are called the _____ of that town or city"; or, "A government in which laws are made by the people is called a _____."

Getting Started

1. Ask students to remember a rule of the class. Then ask who created that rule.
2. Remind students that towns have special rules called laws. Now they will look at who creates laws.

Teaching

1. Divide the class into small groups. Tell them that today they will pretend to be a town government.
2. Propose a law that their town government can pass, such as putting a stop sign near the school. Write a short version of the law on the board.
3. Have students as a whole vote for the law. Record the results.
4. Next, have each group vote for one member to speak for the entire group. Have each group's spokesperson stand up next to his or her group.
5. Propose a new law, such as requiring dogs to have leashes on sidewalks but not in parks. Write a short version of the law on the board.

6. Tell students that this time each spokesperson will vote for the entire group.

7. Give the spokesperson a minute to consider their decision and then vote. Encourage the spokespeople to ask the rest of their group what they want. Record the results.

8. Have the spokespeople sit down. Ask the class to turn to p. 108 in the Student Book. Read the section together.

9. Point out that when each group selected a member to vote, these spokespeople acted like a town council. Also point out that the "town councilors" tried to vote the way they felt their group would want and may have even asked. In contrast, when the whole class voted together, it was like a community where all the laws are voted on at a special meeting.

Summarizing and Assessing

Have students point to the paragraph in the book that connects with the following statement of what happened in your pretend town government:

- The whole class used two ways to decide on the laws. (first paragraph)
- The whole class voted for the law. (third paragraph)
- Each group chose who voted for the law. (second paragraph)

Modifications for Differentiation

Above Email the mayor or a council member and ask what laws have recently been passed.

Below Make the reading more concrete by asking students to create three tableaus—one for each paragraph.

ELL Use labels for the activity, including *law* for the law written on the board, *citizens*, *town councilors*, and *community*. Use the three statements in the Summarizing and Assessing section for reading in a small group instead of as an assessment.

Extending

Critical Thinking Have students explain the advantages and disadvantages of each method of voting. Have them consider citizen involvement and ease of voting.

Reading Have students read *The Very Silly Mayor,* by Tom Tomorrow. Have them explain why it is important for people to speak up about their government.

Lesson 1
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands when you read the correct answer. More than one answer can be correct.

Which service is provided by the town government?

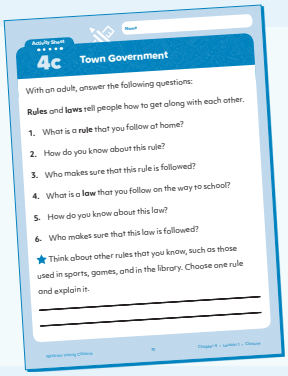
1. Police (correct)
2. Telephone (not correct)
3. Trash pickup (correct)

Which is a town law?

1. No parking on the right side of the street. (correct)
2. No talking during class. (not correct)
3. No eating in the car. (not correct)

Who makes a town's laws?

1. Town citizens (correct)
2. Town council (correct)
3. Mayor (correct)


Activity Sheet 4c

Town Government

With an adult, answer the following questions:

Rules and **laws** tell people how to get along with each other.

1. What is a **rule** that you follow at home?
2. How do you know about this rule?
3. Who makes sure that this rule is followed?
4. What is a **law** that you follow on the way to school?
5. How do you know about this law?
6. Who makes sure that this law is followed?

★ Think about other rules that you know, such as those used in sports, games, and in the library. Choose one rule and explain it.

Review at Home

Ask students to complete **Activity Sheet 4c** with their families at home.

Lesson 2

Towns Past and Present

Online Activities

- Vocabulary Activities

Literacy Links

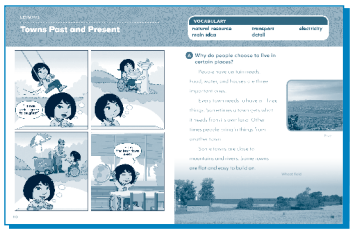
- *Last Stop on Market Street,* by Matt de la Peña
- *My Hometown,* by Russell Griesmer
- *Who's Buying? Who's Selling?* by Jennifer S. Larson

Main Goals

- **A** **Why do people choose to live in certain places?** Explain how the location influences where people live.
- **B** **Why did people move to Maplewood in the past?** Identify natural resources and how they are used.
- **C** **How does a town get goods and services?** Define *producer* and *consumer,* and describe how producers get goods and services to consumers.
- **D** **Reading Skills: Finding the Main Idea and Details.** Identify the main idea and details in a passage.

A Why do people choose to live in certain places?

Economics Geography



pp. 110–111

Review Vocabulary

need

Materials

- Student Book
- Community Desk Map 2A/B
- Think Book
- map markers
- coloring utensils

Objectives

Students will be able to:

- Judge what is needed to start and maintain a community.
- Locate on a map where communities get food and water.

Getting Started

1. Write the word *needs* on the board. Remind the class that people have needs, and then have students list what they think people need.
2. Write their responses on the board, and have them copy the list in their **Think Books**. T

Teaching

1. Have the class open the book to p. 111 and read the text.
2. Ask students what three things a town needs. (food, water, and shelter)
3. Go over the Getting Started list and write *need* next to items that fit the categories of food, water, and shelter. Have students follow along, marking their lists in their **Think Books** as you mark yours. T

4. As a class, look at the comic strip on p. 110. Have students identify the frames that show needs. (water fountain, hot dogs)

5. Distribute **Community Map 2A/B** and map markers.

6. In small groups, have students circle the locations on the community map where people today can get food and water. Afterward, have them draw squares around housing.

Summarizing and Assessing

Hand out coloring materials. Tell students to draw a new community in their **Think Books**. On the drawing, have students label where the food and water will come from with *f* and *w,* respectively. Have students label which buildings are for shelter with *s*. Check the drawings to be sure they understand. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Allow students to read this section independently and look for three things that communities need. Have them write these three things down and then circle locations where communities can get food, water, and housing on their desk maps. Once they are finished, ask them to make a page in their **Think Books** that shows wants and needs from the community.

Below If students have not had experiences with wants and needs, it will be helpful to add a reinforcing activity before reading the text. Consider doing a picture sort showing wants and needs first. Be sure that the picture sort includes food, water, and housing/shelter so that it matches what is listed in the text. Next, read the text chorally to find out if the book lists the same things as needs that were in the picture sort.

ELL In addition to using the Below modifications for students, modify the Teaching activity to allow students to read with a more able partner.

Extending

Economics Have students identify how people in their community get food and water and identify the type of buildings that provide housing (hotels, houses, apartment buildings, etc.). Ask students how they think people satisfied those needs in the past.

Science Not all water can be used by people. With the class, find out which water resources can and cannot be used by people. Also, identify ways people can conserve local water resources.

B Why did people move to Maplewood in the past?

Economics Geography History

pp. 112–113

New Vocabulary

natural resource

Review Vocabulary

environment
need
town

Materials

- Student Book
- Activity Sheet 4d

Objectives

Students will be able to:

- Describe how an area changes over time.
- State what natural features encourage settlement.
- Explain how people use the environment to meet their needs.
- Locate natural resources on a map.

Vocabulary Focus

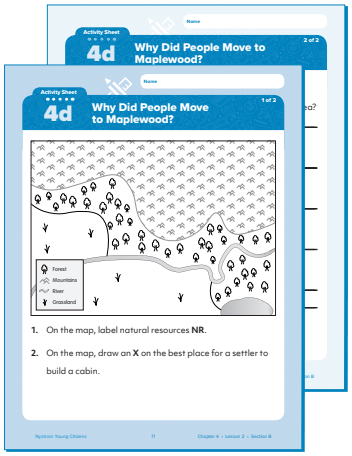
Write two columns of words on the board: one with vocabulary (new and review) and one with a list of synonyms. Have students choose the correct synonym for each word and explain how they know.

Getting Started

1. Ask students what a town needs to survive. (food, water, homes)
2. Tell them that today they will be looking at how Maplewood began.

Teaching

1. As a class, read p. 113 of the Student Book.
2. Have students read the comic on p. 112 individually.
3. Discuss how the way the Cornishes lived differs from how people live in Maplewood today.
4. Distribute **Activity Sheet 4d** and have students identify the natural parts of the environment. Remind them of the definition of *environment* as needed.
5. Next, have students label areas where a new settler could get food, water, and housing with **NR** for *natural resources*. Point out that the new settler may need to change some of the resources, such as by planting crops or cutting down trees.



Activity Sheet 4d

Summarizing and Assessing

Have students complete the activity sheet.

Modifications for Differentiation

Above Ask students to read the Student Book and complete **Activity Sheet 4d** independently. After they have demonstrated understanding, ask them to create a chart in their **Think Books** that displays what natural resources we get from different parts of the environment (e.g., wood from trees).

Below Make sure students understand that the third frame of the comic strip is in the past. To help students comprehend the reading, read aloud one paragraph at a time. Allow students to make a quick drawing of what they see in their minds as they listen to the text. On the activity sheet, allow verbal responses, use of a scribe, or choice of one of the three extended questions for a written response.

ELL Make sure students understand that the third frame of the comic strip takes place in the past. Allow students to make a quick drawing of what they see in their minds as they listen to the text. Use these sketches as a prompt for retelling the following day. Allow verbal responses for the activity sheet.

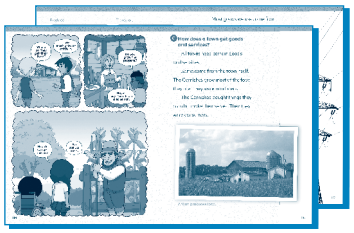
Extending

Art Have students create posters encouraging people 150 years ago to move to Maplewood. Ask students to think about why people would want to move to a new area.

History Tell students about the development of their own community. If possible, take the class for a walk and point out how early settlers could have gotten food, water, and housing from the area.

C How does a town get goods and services?

Economics History Geography



pp. 114–117

New Vocabulary

electricity
transport

Review Vocabulary

consumer
goods
need
producer
service
want

Materials

- Student Book
- Community Desk Map 2A/B
- map markers
- white paper (optional)

Literacy Links

- *Wax to Crayons*, by Inez Snyder

Objectives

Students will be able to:

- Describe how communities get goods and services.
- Express that communities need to transport goods and services if they do not have them.
- Use a map to show changes in a community.

Vocabulary Focus

Write the new vocabulary words on the board. Read them aloud and provide the Student Book's definitions (*transport* means to move; *electricity* is what powers lights and computers). Write a sentence on the board for each new vocabulary word. However, replace the word with a nonsense word. Have students spot the wrong word and replace it with the right one.

Use imaginative play to illustrate the vocabulary of *consumers*, *producers*, and *transport*. Assign some students to stay seated at their desks, which are their houses. Assign other groups to come to the carpet and pretend to water and hoe plants. They are the producers. Assign a few students to move between, pretending to drive a truck or a train. They are transporting the goods. You may want to label three sheets of paper with **Producer**, **Consumer**, and **Transport** and hand one to each group.

A sample narration is as follows: The farmers are growing vegetables. When the vegetables are ready, they will be transported or carried to the consumers. The consumers will buy them from a grocery store or a farmers' market.

Getting Started

1. Have students open to p. 114 and read the comic strip.
2. Ask them different ways the Cornishes got what they needed and wanted

Teaching

1. As a class, read p. 115 and the first paragraph on p. 117.
2. Break the class into small groups. Distribute **Community Desk Map 2A** and map markers.
3. On the map, have groups locate where most people in Maplewood get their food.
4. Ask what is different about how the Cornishes got their food and how people today get their food.
5. On the map, have students identify a building that produces goods. At that location, write **P**.
6. Have students draw a line from the Factory to a store, explaining this is how goods are transported to consumers. Above their lines, have students write **T**.
7. At the store, have students write **C** for consumer. Check to be sure students have located the right places.
8. As a class, read the last two paragraphs on p. 117.
9. On the map, have groups locate a place that provides services and label it **S** for service.
10. Have students clean, collect, and put away materials.

Summarizing and Assessing

Have students hold up their hands if the statement you read is true.

- All people today grow their own food. (false)
- People in the past sold things to get money. (true)
- Towns can only get goods by producing them themselves. (false)

Modifications for Differentiation

Above Use the reading from the Extending activity. Ask students to read this text independently and complete a consumer-producer chain for the text. The additional texts in the author's series can be used if multiple children are ready for independent work.

Below and ELL Review the ideas of past and present by revisiting the comic from the last section and emphasizing that the new comic continues to depict what life was like in the past. Before reading the text, focus on the photos and captions.

Extending

Economics Identify a common good such as bread or pencils. Have students list the steps needed to create that good and bring it to consumers in your community.

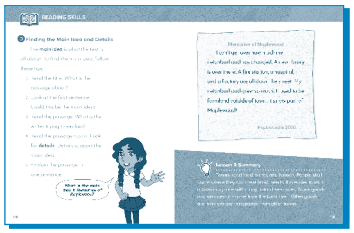
Reading Read *Wax to Crayons*, by Inez Snyder, or a similar book that details the process of making goods. Have students identify what natural resources are used in these processes.

Geography Have students trace how water or electricity is transported to your community or to the student's home.

Reading Skills

D Finding the Main Idea and Details

Critical Thinking | Reading



pp. 118–119

New Vocabulary

detail
main idea

Materials

- Student Book
- Group Activity Cards
- Group Activity Role Cards
- Think Book

Online Activities

- Finding Main Idea and Details

Objectives

Students will be able to:

- Distinguish the main idea of a text.
- List the details that support the main idea in a text.
- Ask and answer questions about key details in a text.

Vocabulary Focus
Introduce in Teaching.

Getting Started

1. Have students turn to p. 119 of the Student Book. As a class, read the passage "Memories of Maplewood."
2. Explain that today they will look at what this passage is about in detail.

Teaching

1. Read the first three sentences to the students.
2. Assign students to read the five steps aloud, one at a time (choose a different student for each step). As a class, answer the questions for each step.
3. Divide the class into small groups.

4. Distribute the **Group Activity Cards**.
5. Have each group read the title and look at the illustrations on side A. As a class, answer the first question and then have students write the answer in their **Think Books**.
6. Assign each student a role.
7. Have the "reader" from each group read the passage aloud.
8. Each group should answer, record, and present their answers for side A.

Summarizing and Assessing

Have each group read the story and complete the questions on side B of the **Group Activity Cards**. Present and review the answers from sides A and B together.

Modifications for Differentiation

Above Ask students to complete the Extending activity and/or write their own paragraphs about a topic of their choice. Have them include a title, a topic sentence, at least two details, and a visual.

Below and ELL Provide a concrete visual by writing each sentence from the passage on a sentence strip. Have students touch each sentence strip or visual as they complete the activity. Use the **Group Activity Cards** as a second model by providing a visual of each of the five steps while working through the reading as a group. Allow verbal answers and even nonverbal answers when pointing out the title and first sentence.

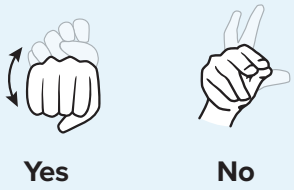
Extending

Reading Have students read their favorite book, then have them use the questions on p. 118 of the Student Book to determine the main idea and details of the story.

Lesson 2
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands and use American Sign Language to answer "yes" and "no" when you read the answers. More than one answer will be correct.



Yes No

What do people need in an area to create a town?

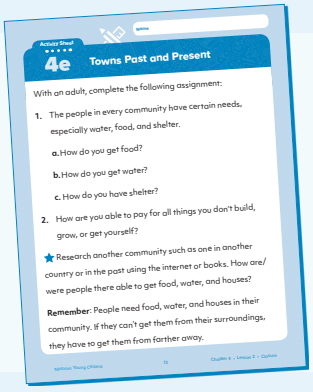
1. A way to get food (correct)
2. A way to be entertained (not correct)
3. A way to build a house (correct)

Which of the following is a natural resource?

1. Chickens (not correct)
2. Roads (not correct)
3. Water (correct)

What happens when people cannot produce a good or service in their town?

1. They transport what they need from somewhere else. (correct)
2. They spend money to get what they need. (correct)
3. They grow what they need. (not correct)


Activity Sheet 4e
Towns Past and Present
With an adult, complete the following assignment:
1. The people in every community have certain needs, especially water, food, and shelter.
a. How do you get food?
b. How do you get water?
c. How do you have shelter?
2. How are you able to pay for all things you don't build, grow, or get yourself?
★ Research another community such as one in another country or in the past using the internet or books. How are/were people there able to get food, water, and houses?
Remember: People need food, water, and houses in their community. If they can't get them from their surroundings, they have to get them from farther away.

Review at Home

Ask students to complete **Activity Sheet 4e** with their families at home.

Lesson 3
Different Towns

Online Activities

- Vocabulary Activities

Literacy Links

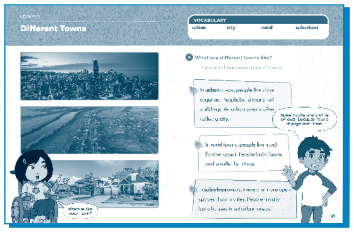
- *Amazing Pictures and Facts about Los Angeles,* by Mina Kelly
- *Good Night, Dallas/Fort Worth,* by Adam Gamble and Mark Jasper
- *Nana in the City,* by Lauren Castillo

Main Goals

- **A** **What are different towns like?** Classify communities as urban, rural, or suburban.
- **B** **Researching Skills: Finding Your Town.** Locate their own community on a state and national map.
- **C** **How do our surroundings affect our lives?** Name the four seasons and describe how each season affects life in your area.

A What are different towns like?

Geography · Critical Thinking



pp. 120–121

New Vocabulary

city
rural
suburban
urban

Review Vocabulary

community

Materials

- Student Book
- Images of Rural, Suburban, and Urban Areas
- Think Book

Objectives

Student will be able to:

- Compare pictures of communities.
- Describe how features vary in different communities.
- Classify communities based on similar characteristics.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Display pictures of rural, urban, and suburban areas. Label each picture as such. Read these words to students. Ask students what they notice about each image.
2. Create a chart with descriptions that students offer about the towns. Have them copy this chart in their **Think Books**.

Online Activities

- What Are Different Towns Like?

3. Tell students that the pictures show three kinds of towns. Remind them that we know that one other thing the towns will have in common is that they will have laws. Add this to the chart.

Teaching

1. Have the class turn to p. 120 in the Student Book. Point out how the three images on the page are similar to the ones from the Getting Started activity.

2. Read the introductory sentence and first paragraph on p. 121 to the students. Revisit the image of the urban area. Use the information from the text to add characteristics to the chart. Make sure students add this information to the charts in their **Think Books** as well.

3. Read the rest of the section, pausing to add information to the chart about suburban and rural areas.

4. Record the features of your own community, then classify your community as urban, suburban, or rural.

Summarizing and Assessing

Read each item. Have students hold up their hands if they think all communities have the items.

- Stores (yes)
- Lake (no)
- People (yes)
- Apartments (no)
- Forest (no)
- Farms (no)

Modifications for Differentiation

Above Ask students to create three different pictures that show urban, suburban, and rural settings. After students have created the three settings, ask them to add people and/or jobs that they might find in each setting.

Below and ELL Use a concept sort for urban and rural to compare only two communities. After students demonstrate understanding, add a third set of pictures related to suburban features and repeat the sort. If the reading is too challenging, read the textbook to the students or have them read in pairs.

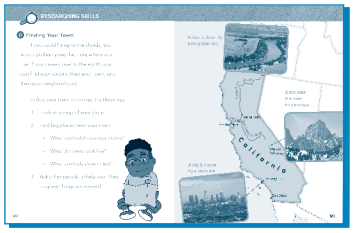
Extending

Geography Take your class on a walk around your community, focusing on the streets and buildings, then create an experience chart that list things students saw in the neighborhood.

Researching Skills

B Finding Your Town

Geography Information Processing



pp. 122–123

Review Vocabulary

community

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 2C/D
- map markers
- map of your state

Online Activities

- Finding Your Town

Objectives

Students will be able to:

- Locate their state on a map of the United States.
- Name large geographic features near their town.
- Locate their town on a map of their state.

Getting Started

1. Hold up an **Activity Globe** and ask students to find your town on it.
2. Point out that it's easier to locate the general area than find your town.

Teaching

1. Divide the class into small groups and have students open their Student Books to p. 122.
2. Have each group read the text.
3. When the groups have finished reading, point out step 2. Have each group suggest a large feature near your town that might be on a map.
4. Have each group present their idea to the class. Make any corrections or suggestions that are necessary, and record the features on the board.
5. Distribute a state map and have students circle the labels of each feature that they can find.
6. Have each group locate on the map the major features the class came up with.
   a. If the features aren't there, suggest other possible features or point out features on the map that will help them locate your town.

7. Have students draw a large dot on the map where they think their town is.

8. Check to make sure all the groups have approximately the right location.

9. Tell students that they can use the state map to find their town on other maps.

10. Distribute **U.S. Desk Map 2C** and map markers. Have students trace your state. If necessary, help the groups find the state on the map.

11. Point out that this map only labels countries, states, large bodies of water, and some cities. Tell students that if one of the features on their class list is on the desk map, then they should trace it.

Summarizing and Assessing

Have the groups use their state maps and the features they traced on **U.S. Desk Map 2C** to locate your town on the desk map. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students use computers to look at their community with Google Earth and/or Mapquest to identify other features around their community.

Below and ELL As a group, model the steps from the Student Book p. 122. Project a large map of your state onto the wall. Point out what the symbols and features of the map mean. These students will need support reading many of the place names. Invite students to try the Summarizing and Assessing activity with a small group, but allow students who want to work through the Summarizing and Assessing activity with you to stay as part of the teacher-led group.

Extending

Geography Locate your town on an **Activity Globe** and on **World Desk Map 2D**.

C How do our surroundings affect our lives?

Economics Geography Reading

pp. 124–125

Materials

- Student Book
- Leveled Student Readers
- "Seasonal Activity Cards," Teacher Resource 3
- Images of a Bathing Suit and a Rain Jacket
- glue
- large sheet of paper

Literacy Links

- *The Snowy Day*, by Ezra Jack Keats

Objectives

Students will be able to:

- Discuss some human activities that require specific surroundings.
- Predict if certain activities are possible in their community.

Getting Started

1. Before class, divide the pictures from **Teacher Resource 3** (Teacher's Guide p. 211) into two piles. Put jobs and activities affected by weather, climate, and seasons in one pile, and jobs and activities affected by natural features in another.
2. At the beginning of class, hold up a picture of a bathing suit and a picture of a rain jacket. Ask the class to explain when people would use these two items.

Teaching

1. Distribute the **Leveled Student Readers**.
2. Have students read the books individually, and then answer the questions as a class.
3. Show the class the pictures of jobs and activities that are affected by weather, seasons, or climate.
4. Have students glue the pictures to a large piece of paper.
5. Next to each picture, have students label what weather, season, or climate people need to do the job or activity.
6. As a class, open the Student Book to p. 124 and read the section. Point out that our surroundings affect which activities we can do.
7. For each picture, have a student describe what surroundings are needed for each activity.
8. Repeat steps 4 and 5 with your second pile of pictures.
9. Ask students if the activities in the pictures are possible in their local area.

Summarizing and Assessing

Point to each photo on the chart. Ask the class if they can do this activity outdoors in their own community and when during the year they could do it.

Modifications for Differentiation

Above Allow students who can read independently to read the Student Book and identify one or two main ideas and two details to review what they learned from section D in lesson 2. Using the main ideas and details, ask students to create their own visuals and share with the class.

Below Choose one of the texts (the **Leveled Student Readers**, the comic, or the Student Book) to be the one that students try to read. Let students read this text with you, then with a partner if possible. Use the other texts as teacher read-alouds following the picture sort.

ELL Complete a modified picture sort by creating separate charts for different types of natural features. Allow students to sort pictures of people playing and working. Use the sorting time as a time to informally introduce vocabulary used in the Student Book. Allow students to read and reread one text instead of trying to read all three texts.

Extending

Critical Thinking People can change the environment to allow for activities and jobs that would be impossible in their area otherwise. For example, many places have ice skating indoors when it would be too warm to do it outdoors. Have students think of a way that people change the environment to do such a job or activity, and then write a sentence about it.

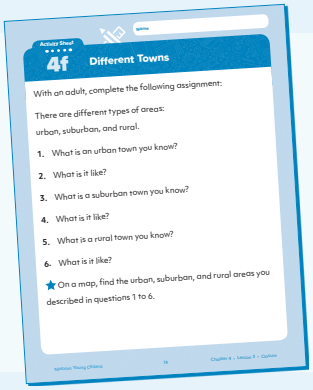
Reading Read *The Snowy Day*, by Ezra Jack Keats. Have students discuss what activities Peter could do only when it was snowing outside.

Lesson 3
Closure

Classroom Assessment Activity

Distribute Community Desk Map 2A. Ask students to:

1. Point to a place where you can use a boat. (the Park)
2. Point to a place where you can find something to read. (the Library, the Newspaper building, etc.)
3. Point to something that is common in urban areas but not suburban or rural areas. (the Factory, the Apartment building, etc.)
4. Point to something that is common in rural areas but not suburban or urban areas. (the lake, trees, etc.)


Activity Sheet 4f

Different Towns

With an adult, complete the following assignment:

There are different types of areas: urban, suburban, and rural.

1. What is an urban town you know?
2. What is it like?
3. What is a suburban town you know?
4. What is it like?
5. What is a rural town you know?
6. What is it like?

★ On a map, find the urban, suburban, and rural areas you described in questions 1 to 6.

Review at Home

Ask students to complete **Activity Sheet 4f** with their families at home.

Lesson 4

Helping Our Town

Online Activities

- Vocabulary Activities

Literacy Links

- *Loretta's Pet Caterpillar,* by Lois J. Wickstrom
- *Something Happened in Our Town,* by Ann Hazzard, Marianne Celano, and Marietta Collins
- *What Do You Think, Katie?* by Fran Manushkin

Main Goals

- **A** **How do people help their town?** Recognize that people contribute to their communities in different ways.
- **B** **Communicating Skills: Using Sequencing.** Use sequencing words to help make sense of a story.
- **C** **Communicating Skills: Writing Your Opinion.** Express how and why you feel a certain way about something.

A How do people help their town?

Civics Geography

pp. 126–127

New Vocabulary

improvement
volunteer

Review Vocabulary

citizen
law

Materials

- Student Book
- Community Desk Map 2A/B
- Think Book
- map markers

Objectives

Students will be able to:

- Indicate how citizens help their town.
- Map places where people can help their town.
- Act out how citizens contribute to their town.

Vocabulary Focus
Write the new vocabulary words on the board and then read them aloud. Define any that are unfamiliar to students, then give them a sentence to complete using one of the words correctly.

Getting Started

1. Ask students to name some ways that they help out at home and at school.
2. Write their answers on the board and have them copy the list in their **Think Books**.
3. Tell them that today they will be looking at how people help in their town.

Literacy Links

- *Being a Good Citizen*, by Sharon Coan
- *Being a Good Citizen*, by Joanna Ponto
- *Being a Good Citizen*, by Mary Small

Teaching

1. Have the class turn to p. 126 of the Student Book and read the text together or individually.
2. Divide the class into small groups, and distribute **Community Desk Map 2A** and the map markers.
3. On the desk maps, have students find the Park and circle it. Ask students how they could be a good citizen in a park. Write their responses on the board.
4. Continue with other locations such as the School and Library.
5. Using their responses, create a Venn diagram that compares how students can be good citizens in a library and how they can be good citizens in a park. Have them copy the Venn diagram in their **Think Books**.
6. Have students clean, collect, and put away materials.

Summarizing and Assessing

Assign each group a place to act out a way in which citizens could improve the community from that location. Give the groups time to create a scenario, then have each group act out their situation.

Modifications for Differentiation

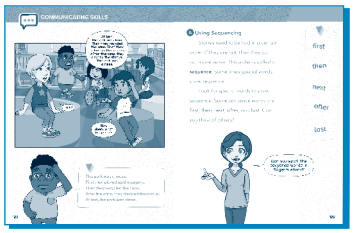
Above After reading the Student Book, ask students to complete a Venn diagram in their **Think Books** comparing how adults can be good citizens and how students can be good citizens**.**

Below In addition to using the Student Book, read aloud two or three of the Literacy Links that focus on being good citizens. Ask students to look for examples of what good citizens do. Because these students benefit from extra opportunities to read, allow them to choose either the Student Book or one of the Literacy Links and reread to a partner.

ELL Provide a clear definition and examples of *citizen*. It is used here to mean an inhabitant of a town. Write *citizen* and its definition on large chart paper. Have students choose one thing good citizens do, and draw the example. Add a label or sentence to the picture and attach it to the large chart paper.

B Using Sequencing

Information Processing | Reading



pp. 128–129

New Vocabulary

sequence

Materials

- Student Book
- Activity Sheet 4g
- Think Book
- glue
- scissors

Online Activities

- Using Sequencing

Objectives

Students will be able to:

- Give examples of sequence words.
- Use sequence words to determine a logical order.
- Reorder a story using contextual clues.

Vocabulary Focus

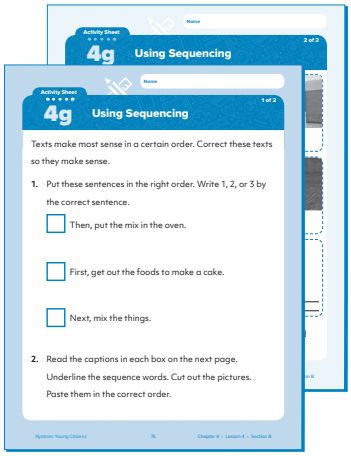
Ask students to line up as if they were going to lunch. Talk about what order they stand in to line up. Use names to say X is first in line, then Y is in line, etc., as a way to review sequence words. Explain that the order students are in is a sequence. Now change the sequence so that they are lined up by height, alphabetically by last name, or alphabetically by first name. Explain that you have changed the sequence.

Getting Started

1. Have the class turn to p. 129 in the Student Book and read the first paragraph to them.
2. Have two students read the speaking parts of the comic strip. Explain that today they will be correcting mixed-up stories like the one Roger told.

Teaching

1. Read the second paragraph of text on p. 129 to the class and list the sequence words on the board. See if students can add any words to the list. If not, add at least two more, such as *later* and *finally*.
2. As a class, read the text bubble, the one correcting Roger's story. Be sure to check for understanding.
3. Reread the last sentence of the paragraph.
4. Have one student reread the entirety of the text bubble while the other students point to the sequence words.
5. Distribute **Activity Sheet 4g**.
6. Do the first part of the activity sheet together or individually.



Activity Sheet 4g

Summarizing and Assessing

Distribute scissors. As a class, read the captions of the pictures on the activity sheet. Explain that the pictures are not in the right order. Have students underline the sequence word or words in each caption. Have students cut the pictures apart along the dashed lines and then paste the pictures in the correct order in their **Think Books**. Collect and review their notebooks and activity sheets.

Modifications for Differentiation

Above Students may be able to complete **Activity Sheet 4g** independently without modification. If they demonstrate understanding, give them the choice between reading books from your class library to see if they can find other sequence words or writing their own story using sequence words.

Below Add sequence words used on the activity sheet to the list on the board. Write the three sentences from the first part of **Activity Sheet 4g** on separate sentence strips. Arrange them so they are not in order. Using the list on the board, have students identify the sequence words in each sentence strip. Next, have students place the sentences in order. Have students reread the new order to see if it makes sense.

ELL Before reading, make sure students understand that the story is mixed up. Instead of having them do both activities on **Activity Sheet 4g**, have them complete only the second part during the Summarizing and Assessing task. Ask students to order the text using the pictures and any words they know first. Allow them to talk about their choices. Next, read each of the sentences that go with the pictures. Ask students to highlight any sequence words (create a word bank for their reference if needed). If five events are too many, consider limiting the pictures to only three.

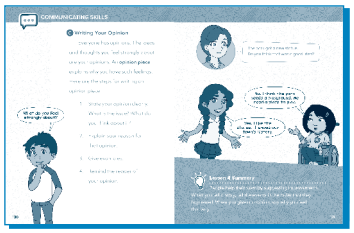
Extending

Writing Have students write four sentences describing what they did today. Tell them to write the sentences in the order they happened and to use sequence words.

Communicating Skills

C Writing Your Opinion

Civics Writing



pp. 130–131

New Vocabulary

opinion piece

Review Vocabulary

detail
main idea

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- Express their opinion about something.
- Explain the reason for their opinion.

Vocabulary Focus

Review *fact* and *opinion* by giving students statements and asking them to identify them as fact or opinion. Write *opinion piece* on the board and tell students that today they will be sharing their own opinion in a longer story called an opinion piece.

Getting Started

1. Ask students to offer their opinions about specific topics—the best pet, the best food, etc.
2. For the last opinion topic, ask students to offer ideas about the best season of the year. Record a few of their ideas about this topic on the board.

Teaching

1. Have students turn to p. 131.
2. Select students to play each of the different comic characters. The characters' dialogue presents reasons for why there should be a playground in the park. Have the selected students do a dramatic reading of the comic.
3. Have students look again at the brainstormed ideas about the best season of the year.
4. Now have students start their opinion pieces in their **Think Books**.
   a. Help them begin by writing the following sentence on the board: **I think that _____ is the best season of the year.**
   b. Remind students that they need to put in reasons why they feel this way. Give students time to write two sentences explaining why they feel this way.

c. Help them finish by writing the following sentence on the board: **That is why I think that _____ is the best season of the year.**

Summarizing and Assessing

Have students exchange their papers with each other. Then have them read each other's papers and check for the following:

- Is the opinion clearly stated?
- Did the writer give a clear reason for that opinion?

Modifications for Differentiation

Above Before the day you want the class to write their opinion pieces, ask students who are reading independently to review a collection of books in which the author expresses an opinion, and then choose their top two favorites. Tell these students that you will ask them to share their opinions with the class and to explain why these two books are their favorites.

Below and ELL Allow students who may not be able to write four sentences to practice writing a single opinion sentence and then to verbally give a reason.

Extending

Dramatic Play Have two students use their opinion pieces to act out an argument or discussion about their opinion pieces.

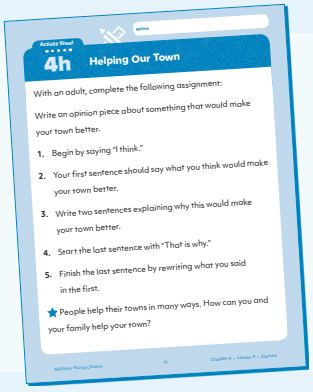
Lesson 4
Closure

Classroom Assessment Activity

For each of the following questions, have students work with a partner. Give each pair a sheet of paper with "yes" on one side and "no" on the other. When you read the correct answer, let partners confer briefly before raising their answer. More than one answer can be correct.

Which of the following are examples of good community citizenship?

1. Picking up trash (yes)
2. Voting (yes)
3. Giving food to people in need (yes)
4. Following laws (yes)
5. Telling leaders what you think is important (yes)


Activity Sheet 4h

Helping Our Town

With an adult, complete the following assignment:

Write an opinion piece about something that would make your town better.

1. Begin by saying "I think."
2. Your first sentence should say what you think would make your town better.
3. Write two sentences explaining why this would make your town better.
4. Start the last sentence with "That is why."
5. Finish the last sentence by rewriting what you said in the first.

★ People help their towns in many ways. How can you and your family help your town?

Review at Home

Ask students to complete **Activity Sheet 4h** with their families at home.

Chapter 4
Review

Review Vocabulary

citizen
city
democracy
detail
electricity
government
improvement
law
main idea
natural resource
opinion piece
rural
sequence
suburban
town
transport
urban
volunteer

Materials

- Student Book
- Activity Sheet Chapter 4 Review

Objectives

Students will be able to:

- Describe a town.
- Analyze how people are affected by their environment.
- Relate how citizens and government contribute to a town.
- Differentiate the main idea, details, and sequence words of a text.

Getting Started

Show the list the class wrote at the beginning of chapter. Review what students understood about communities then and what they understand now.

Teaching

Have students complete **Activity Sheet Chapter 4 Review**.

Summarizing and Assessing

Go over the activity sheet with the class. Direct students to the original pages in the Student Book for any areas they are having trouble with. For additional reinforcement, direct students to the online activities.

Chapter Test

Distribute and administer the **Chapter 4 Test** (Teacher's Guide pp. 212–215). Assist students as needed.

Chapter 4 Project
Suggesting a Town Improvement

Materials

Every Day
- Student Checklist
- Teacher Evaluation

Day 1
- Think Book
- coloring utensils
- large sheet of paper

Day 2
- Student Book
- computer
- large envelope
- lined paper
- stamp

Civics

Economics

Geography

Critical Thinking

Writing

Objectives

Students will be able to:

- Examine improvements that can be made to their town.
- Evaluate several improvement options and then select the best one.
- Create a chart or graph to display information.
- Write an opinion piece explaining why the improvement is important.
- Present the material to a government official or town leader.

Project Description

In this project, students will try to improve their community through citizen action. The improvement should require more resources than the class alone can realistically accomplish.

The issues can be organizing a volunteer project, such as a major park clean-up or a library funding day, or presenting a case before the town government, such as adding a new stoplight at a dangerous intersection or improving a school playground. To the greatest extent possible, the project should be nonpartisan and help a broad portion of the community. At the same time, volunteer projects, such as cleaning up a park, should not substitute for a required government service. Help students recognize the difference.

Ideally, the class should present their case to a government official or town leader and try to have the project realized. This would take longer than the two class days scheduled.

TEACHER'S NOTE

Go over the **Student Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.

Instructions and Suggestions

Day 1

1. Divide the class into small groups and distribute the **Student Checklist**. Explain to students that they will be checking off items as they go.
2. Have each student describe two improvements for your community:
    a. Tell the small groups to share ideas among themselves.
    b. Advise the groups on what would be realistic.
    c. You may want to have two or three starting suggestions.
    d. Have each student write two ideas in their **Think Books**.
3. Have each small group submit the list of ideas.
4. Have students draw a picture of an improvement other than the one they came up with.
5. Compile and discuss ideas:
    a. While students are drawing, compile all of the ideas onto a large chart or display that everyone can see. Write out each idea so everyone sees their ideas represented. To save time, group similar ideas together.
    b. Explain that generating ideas is important. However, the class won't be able to do every idea.
    c. Projects should be specific and doable with sufficient resources.
    d. Direct students to think about how they want to accomplish their goals.
    e. Gently suggest possible obstacles the project may face, especially money and time. Be sure the students understand that you are not trying to stop their projects, but that obstacles need to be addressed.
6. Have students vote for the idea that they think the community needs and is doable with the resources available. Use numbers or tally marks to record the number of votes on the board.

Day 2

1. Write an opinion piece explaining the improvement:

    a. Review how to write an opinion piece as described on p. 130 of the Student Book.

    b. As a class, have students come up with lists of reasons why their idea should be developed. Write them as words or phrases on the board so students will have to write out sentences on their own.

    c. Distribute lined paper and tell students to include at least three reasons in their opinion pieces. They must write it as a complete paragraph.

    d. Give students a suggested starting sentence such as "I think that the town needs a stop sign on the corner of 5th and Lincoln."

    e. Give students the time they need to write their opinion pieces.

    f. If time permits, have students review each other's papers and then revise them.

2. Research who you should talk to in the town government or the community:

    a. If the project should be handled through the government, very briefly explain that different jobs in the town are handled by different departments.

    b. Provide students with a list of town departments and agencies. Show them which agency to contact.

    c. If possible, show students how to navigate your town website.

    d. If the project should be handled by volunteers, suggest existing organizations such as community action groups, civic organizations, business associations, religious groups, and media organizations that do work related to the project or that may want to participate.

    e. If possible, show students how to search for these groups online.

f. If you cannot show students how to locate the appropriate information online, tell them about the person or group who would be responsible for projects like the class project.

3. Write or talk to that person. Ask for their help in completing the project. If possible, bring in the person that can help. If you cannot bring in the person, put the opinion pieces in a large envelope and send it to the appropriate person or group.

Modifications for Differentiation

Above If these students have had experience searching the internet in the previous activities for the chapter, ask them to teach the others in their group how to search. Emphasize that they shouldn't do the typing or clicking for someone else.

Below Choose one or two objectives from the chapter plan as focal points to showcase these students' strengths. For example, some may benefit from being put in charge of making the graphs or charts. Focal points may also be where they need more instruction. For example, these students may benefit from stating their opinions and supporting with details, which can be accomplished through speaking if writing another opinion piece requires more time than is available.

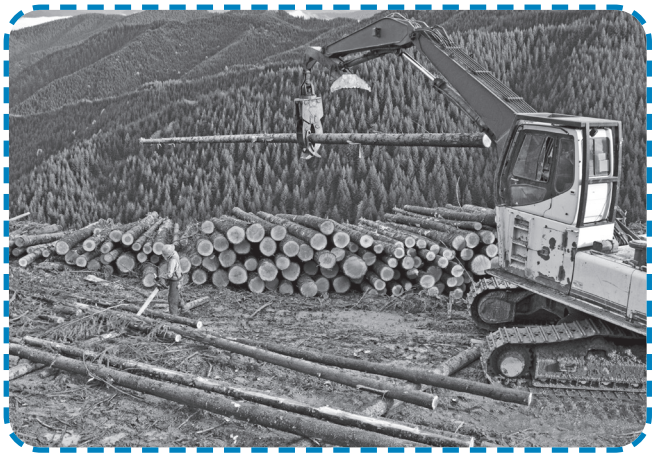
ELL The amount of reading and writing can be modified to allow more time for thinking and verbal responses.

Rubric

See **Teacher Evaluation** (Teacher's Guide p. 216).

Teacher Resource 3

Seasonal Activity Cards



Name

Chapter 4 Test

Circle the correct answers to the questions below. There can be more than one right answer.

1. Which of the following do governments do?

a. Governments write laws.

b. Governments keep people safe.

c. Governments grow food.

2. Which would you probably find in a suburban community?

a. Houses

b. Farms

c. Roads

Name

Chapter 4 Test

3. Which of the following do citizens do?

a. Citizens vote for leaders.

b. Citizens volunteer.

c. Citizens tell leaders what is important.

4. Which activity or activities are affected by outside surroundings?

a. Video games

b. Boating

c. Office work

5. How do towns meet the needs and wants of their people?

a. They produce goods and services in the community.

b. They transport goods and services to the community.

c. They consume goods and services in the community.

Name

Chapter 4 Test

Read the story.

Franklin lives in Galveston, Texas. Galveston is next to the Gulf of Mexico. It is also near Houston, Texas.

6. Draw an **X** on the map where the town in the story is.

Name

Chapter 4 Test

Read the passage. Then follow the instructions.

At first, John and Molly Cornish had a hard life in Maplewood. In the spring, they had to plant all their crops. At the same time, many of their animals had babies. In the summer, they had to keep birds and weeds away. The weather was hot. In the fall, they had to gather in all their crops. In winter, they worried about the food lasting until spring. It's a wonder they made it.

7. Circle the main idea of the passage.

8. Underline two sequencing words or phrases.

Student Name:

Chapter 4 Project

Teacher Evaluation

Writing an Opinion Piece

The opinion piece includes a topic sentence.	1	2	3	4
The piece includes at least three reasons to support the main idea.	1	2	3	4
The student followed writing conventions.	1	2	3	4

Communication

The student listened respectfully.	1	2	3	4
The student shared ideas.	1	2	3	4

Research

The student participated in researching community resources.	1	2	3	4

The highest rating is 4.

CHAPTER 5

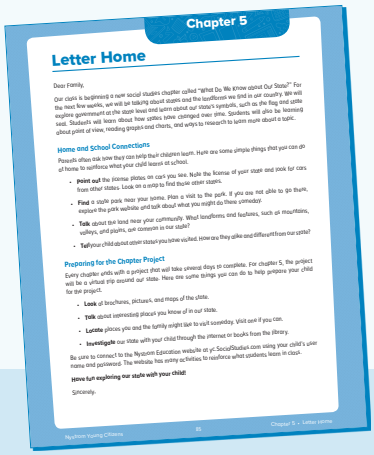
Compelling Question

What Do We Know about Our State?

In this chapter, students will learn about states as political and geographic entities.

Time Frame: 5 Weeks

1. They will identify significant landforms at home and around their state.
2. They will explore the role of state governments and how they affect the students' communities.
3. They will learn about the economic resources of their state while learning to read and use charts and graphs.
4. Students will also learn about the history of their state, and demonstrate proper research techniques.
5. Students will complete the chapter review, project, and assessment.


Chapter 5

Letter Home

Dear Family,

Our class is beginning a new social studies chapter called "What Do We Know about Our State?" For the next few weeks, we will be talking about maps and the landforms we find in our country. We will explore government at the state level and learn about our state's symbols, such as the flag and state seal. Students will learn about how cities have changed over time. Students will also be learning about point of view, reading graphs and charts, and ways to research to learn more about a topic.

Home and School Connections

Parents often ask how they can help their children learn. Here are some simple things that you can do at home to reinforce what your child learns at school.

- **Point out** the license plates on cars you see. Note the license of your state and look for cars from other states. Look on a map to find those other states.
- **Find** a state park near your home. Plan a visit to the park. If you are not able to go there, explore the park website and talk about what you might do there someday.
- **Talk** about the land near your community. What landforms and features, such as mountains, valleys, and plains, are common in our state?
- **Tell** your child about other states you have visited. How are they alike and different from our state?

Preparing for the Chapter Project

Every chapter ends with a project that will take several days to complete. For chapter 5, the project will be a virtual trip around our state. Here are some things you can do to help prepare your child for the project.

- **Look** at brochures, pictures, and maps of the state.
- **Talk** about interesting places you know of in our state.
- **Locate** places you and the family might like to visit someday. Visit one if you can.
- **Investigate** our state with your child through the internet or books from the library.

Be sure to connect to the Nystrom Education website at yc.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what students learn in class.

Have fun exploring our state with your child!

Sincerely,

Nystrom Young Citizens 85 Chapter 5 • Letter Home

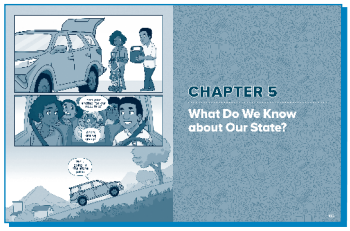
Letter Home

Ask students to share the **Letter Home** with their families.

Chapter 5
Pre-assessment

1. Write the chapter question on the board: "What do we know about our state?"
2. Introduce a game called "true or false camps." On either side of the room, establish a camp: one will be the True Camp and on the other side will be the False Camp. This can be accomplished with a simple sign. Group students together, two to three students per team. Explain that you will write a fact on the board, and each team has to decide if the fact is true or false. If it is true, the team moves to the True Camp. If it is false, the team moves to the False Camp.
3. One by one, write the following sentences on the board:
   a. This is our state flag. (Show your state flag.)
   b. Our state has lakes.
   c. Our state has mountains.
   d. Our state touches the Atlantic Ocean.
   e. The capital of our state is _____. (Decide whether to write in the correct or incorrect city.)
4. After writing each statement, allow teams to move to their chosen camp. Briefly discuss the correct answer, and move on to the next question.

Chapter 5
Introductory Activity



pp. 132–133

Materials

- Student Book
- coloring utensils
- pictures of the capital, monuments, and state parks
- white paper

Geography Information Processing

Objectives

Students will be able to:

- Brainstorm landmarks and state monuments in their own state.
- Connect characters' experiences in a text to personal experiences.

Getting Started

1. Show images of the state capital and monuments from around your state. Tell students that all of these have one thing in common.
2. Allow students to guess, but don't confirm their responses. Instead, tell them that what they will read in the Student Book will give them one more clue or help them decide if they are correct.

Teaching

1. Have the class turn to p. 132 in the Student Book, and ask them to read the comic.
2. Explain what a state park is by showing examples from around your state. Talk about what people do at state parks.
3. Now ask students to revisit their inferences from the Getting Started activity. Confirm that all these locations are in your state.

Summarizing and Assessing

Have student pairs talk about what they would do at a state park. Have one partner draw the day at the park while the other partner writes a description. Alternatively, they can jointly draw and write/label. Collect and review the students' drawings and writings.

Modifications for Differentiation

Above Challenge these students to find the locations shown in the Getting Started activity on a state map to share with the class. Ask them to identify the three locations closest to your school.

Below and ELL Discuss the comic together. Talk about what the family is about to do and why they might be excited.

Lesson 1

Places in a State

Online Activity

- Vocabulary Activities

Literacy Links

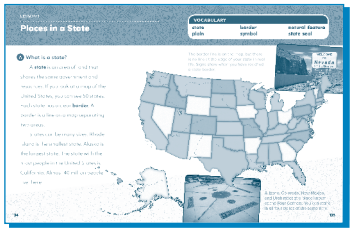
- *Celebrating Florida: 50 States to Celebrate,* by Marion Dane Bauer
- *The 50 States: Explore the U.S.A. with 50 Fact-Filled Maps!* by Gabrielle Balkan
- *Larry Gets Lost in Texas,* by John Skewes and Michael Mullin

Main Goals

- **A** **What is a state?** Locate a state by identifying borders on maps.
- **B** **What natural features does a state have?** Identify and define various landforms.
- **C** **How does a map show a state's features?** Use map symbols to enhance map-reading abilities.
- **D** **What symbols represent our state?** Identify and describe state symbols.

A What is a state?

Geography Speaking & Listening



pp. 134–135

New Vocabulary

border
state

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 2C/D
- map markers

Objectives

Students will be able to:

- Locate the United States on a globe.
- Locate their state on a map of the United States.
- Recognize the borders of the state.

Vocabulary Focus

Share the following riddle:

I am thinking of a place.
It is smaller than earth.
It is smaller than the United States.
It starts with the letter _____. (insert your state's initial letter)
Its name is _____. (insert your state's name)
It is our _____.

Answer: State

Getting Started

Display **U.S. Desk Map 2C** and point out that the United States has 50 states, not just one state. Explain that people need a way to know where one state stops and another state begins. That imaginary line between states is the *border*. Model tracing the border around your state.

Teaching

1. Separate the students into groups and distribute **Activity Globes** and map markers. Have students imagine they are in space looking down at the earth. Have them talk about what they would see.

2. Tell them that now they are going to zoom in on one part of the earth.

3. Have one person in the group rotate their globes, the rest hold their hands around their eyes (like binoculars) and focus on North America. Ask them to try to identify the color of the United States. (yellow) Ask one person in each group to circle the United States. Have them find Alaska and Hawaii too. Give hints as needed. Describe, roughly, where (top, bottom, left, right, middle, or follow a river) in the United States your state is found (no borders), and have them put a large dot there.

4. Distribute **U.S. Desk Map 2C** and have students discuss the differences and similarities between what they see on the globes and what they see on the map.

5. Have students leave their groups and work with their own desk maps. Leave the globes with one student of each group. On the desk maps, have them trace the United States with their fingers and then outline it with their markers. Have them label their maps with the remaining three cardinal directions (*N* for north is already given). Discuss the water on many sides of the country. Ask them why there are different colors on the map. Explain that each colored section is a state. The colors are just to make the states easier to see; states are not really different colors. Together these states make up our country. The states work together, so they are called the *United States*.

6. Have students explain how they can tell where one state ends and another begins. Ask them to look closely at their maps. Have them find two different kinds of border markings. Explain that the thick red lines are the borders between two countries and the thinner red lines are the

borders between states. Ask them to use their markers to outline the border between Alaska and Canada. Point out where Alaska actually lies compared to the rest of the country on a globe. Then have them look at the 48 states and find two borders between other countries.

7. Direct students to find your state (use color, initial letters, and cardinal directions to assist). Talk about the surrounding states and the border markings. Have students outline their state. Reinforce *border* as the vocabulary word. Have students with globes find your state on the globes.

8. Have students open their Student Books to p. 134 and read the text together or individually. Have them find the state borders in the second image on p. 135.

Summarizing and Assessing

Tell students you will be making some statements. They are to follow your directions. Observe student responses.

- Find water on your map. Point to the water with your marker.
- If our country has 65 states, hold up your hand.
- If our country has 50 states, hold up your marker.
- Trace a border between our country and another country.
- Hold up your marker if we live in the state of _____.

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students identify neighboring states, record their names, and read their names.

Below Seat a group together. Work with them to assist them in finding the state. Help them distinguish between a country and a state.

ELL If students have come from other countries or states, reference those and locate them on the map/globe, reinforcing the differences between countries and states, and the meaning of *border*.

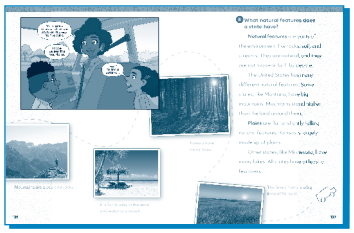
Extending

Art Tell students to imagine a new country. Use paint or markers to make a map of their imaginary country.

Writing Have students make simple riddles to help others find various states. For example, this state is colored pink, it has a border with another country, it is in the southern part of the United States. (Texas)

B What natural features does a state have?

Geography | Critical Thinking



pp. 136–137

New Vocabulary

natural feature
plain

Review Vocabulary

state

Materials

- Student Book
- "Natural Feature Cards," Teacher Resource 4
- coloring utensils
- craft materials
- mural paper
- sticky notes (five for each student)

Literacy Links

- *The Seashore Book*, by Charlotte Zolotow
- *The Sun, the Wind, and the Rain*, by Lisa Westberg Peters

Objectives

Students will be able to:

- Name and define various natural features.
- Employ these definitions to describe natural features in their state.

Vocabulary Focus

Show students cards from **Teacher Resource 4** (Teacher's Guide p. 258). Have them match the pictures with the words. After they have matched the cards and pictures, highlight the plains. Talk about what plains are like.

Getting Started

1. Play "going on a bear chase" with the students. When you go "chase a big one," pretend to float down a river, climb over a mountain, swim across a lake, and hike across a plain.
2. After the game is finished, list the natural features you trekked through on the board and post the natural features cards next to the words. *Hint:* You may also do this on a large sheet of paper to put up again at the end of the chapter for review.

Teaching

1. Distribute sticky notes and have students turn to pp. 136–137.
2. Ask students to read the text and look over the pictures and captions with their partners. Have them mark each natural feature that is mentioned using sticky notes.
3. Compare the natural features with the ones in the "bear chase." Have students identify the landforms that were missed in the game (beach/ocean) and decide together how they could be added to the "bear chase" game.
4. Review the images of each of the natural features and have students identify them. Talk about the features for each.

5. Ask students what natural features they see in their town and state. Remove words and cards from the board that are not natural features in your state.

6. Divide students into small groups. Give each group a piece of mural paper to cover their tables or desks. Ask them to build at least three different natural features from your state. Have them use markers, modeling clay, tissue paper, and other craft materials to make a three-dimensional state on their mural paper.

7. Have students clean, collect, and put away materials.

Summarizing and Assessing

Have students work in their small groups. (If possible, work in the gym or on a school field.) Distribute a different natural feature card to each group. Ask students to come up with a way to show the natural feature using only their bodies (and no words). After a few minutes, have each group present their natural feature and ask the rest of the students to guess which natural feature they are showing.

After each demonstration, identify the natural features by name, picture, and description. Ask students to help with descriptions by explaining in their own words. Observe and note students' understanding throughout.

Modifications for Differentiation

Above Give each student one natural feature. Have students write a description of their natural feature.

Below Read the text with a small group.

ELL Help students learn other words associated with each natural feature. Using the list of natural features from the Vocabulary Focus, add written descriptions/vocabulary or visual images associated with each natural feature. For example, words we associate with plains are *grasses*, *rolling*, *flat*, and *few trees*.

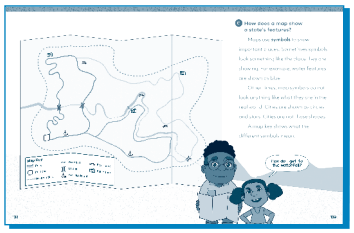
Extending

Art Draw an outline of your state on a large sheet of mural paper. Have students use papier-mâché to create a three-dimensional landscape of your state.

Reading Make available an assortment of relevant picture books. See also the Literacy Links.

C How does a map show a state's features?

Geography | Information Processing



pp. 138–139

New Vocabulary

symbol

Materials

- Student Book
- U.S./World Desk Map 2C/D
- Activity Sheet 5a
- Images of Symbols
- map markers
- coloring utensils

Online Activities

- How Does a Map Show a State's Natural Features?

Literacy Links

- *Franklin's Neighborhood*, by Paulette Bourgeois
- *Me on the Map*, by Joan Sweeney

Objectives

Students will be able to:

- Employ map symbols to distinguish features on a map.

Vocabulary Focus

Show students familiar symbols, like the recycling symbol. Ask them what all these things have in common. Elicit that they represent something. Tell them that each is a symbol.

Getting Started

1. Have students open to p. 138 of the Student Book.
2. Look closely at the map key and talk about what the symbols are for this map key.
3. Ask students to find a symbol on the map that corresponds with a symbol on the map key.

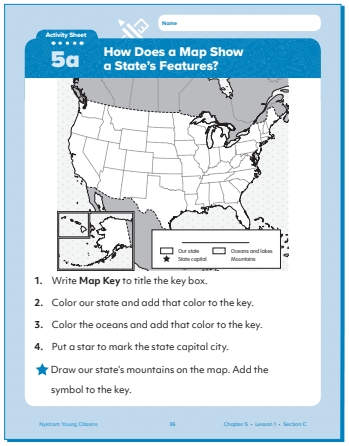
Teaching

1. Have students turn to pp. 138–139. Have students read the pages with their partners or in trios.
2. Distribute **U.S. Desk Map 2C** and map markers to all students. Ask students to find the map key. Talk about the symbols on the map key and what symbols are the same and different between the Student Book and the desk map key.
3. Have students find your state. Ask them to find a star on your state. Have them look for other stars on the map.
4. Direct their attention to the bottom of the map and have them look for the star again. Point out the words beside it. Explain that a star represents a state's capital city.
5. Identify the capital city in your state. Have students circle it and then help them pronounce it. Have students circle the capital city in two or three states near your state. Ask students to point out symbols they had looked at during a previous lesson. (borders)

6. Have students mark one example of each symbol on their desk maps. Then have students get in pairs or trios and compare their maps so they can see how many different places may use the same symbol.

Summarizing and Assessing

Distribute **Activity Sheet 5a**. Have students complete the map and map key to match. They may refer to **U.S. Desk Map 2C** if they wish. Collect and review their maps. Afterward, have students clean, collect, and put away materials.



Activity Sheet 5a

Modifications for Differentiation

Above Have students look at the map symbols on other maps and create a list of other symbols not shown in the Student Book map key or the **U.S. Desk Map 2C** key.

Below and ELL Pair students with stronger readers to complete the reading of p. 138. Provide images for each symbol when possible. For example, provide a picture of a trail and show students the symbol of the trail.

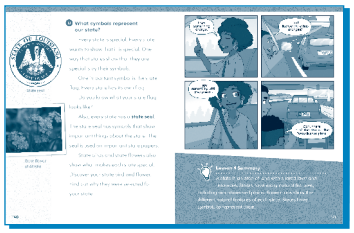
Extending

Geography Make a map key for the three-dimensional map of the state that the students made previously.

Language Arts Provide road maps and atlases and encourage students to find the map key and related symbols. Have them try reading the words.

D What symbols represent our state?

Civics | Information Processing



pp. 140–141

New Vocabulary

state seal

Materials

- Student Book
- Group Activity Cards
- Group Activity Role Cards
- Images of State Symbols
- construction paper
- glue
- outline of state seal or flag
- pictures of your state's symbols
- scissors

Objectives

Students will be able to:

- Describe the state seal and flag.
- Name the state bird and flower.

Vocabulary Focus
Introduced in Teaching.

Getting Started

1. Show students two or three pictures of car license plates. Ask them what they are.
2. Have them identify the license plate of your state and explain how they know.
3. Have them turn to p. 141. View the comic together and note how the different license plates each represent different states. Talk about what the family would notice if they saw your state license plate.

Teaching

1. Read aloud p. 140 in the Student Book.
2. Display or project an image of your state flag. Have students talk about what they observe.
3. Display an image of your state seal. Have students talk about what they observe. Help them identify the images in the seal. Pay special attention to your state flower and bird, if they appear on your state symbol.
4. Give each student an outline of your state flag or seal (determine which based on the complexity of the seal). Provide scissors, glue, and construction paper. Have students cut tiny pieces of paper and make a tile/mosaic picture by gluing the paper on their outlines.
5. While they are working on their flags/seals, form small groups of students. Give students the **Group Activity Cards**. Discuss the questions and activities.

6. Rotate between groups until all students have had the chance to work with the Group Activity Cards as well as complete their mosaics.

7. Have students clean, collect, and put away materials.

Summarizing and Assessing

Use the pictures of your state flag along with two others in any order, numbered 1 to 3. When you show the pictures, have students put their hands in the air with their fingers up indicating the number next to your state flag. Repeat for the state seal, license plate, flower, and bird. Observe and discuss their responses.

Modifications for Differentiation

For the group activity, assign students roles to match their needs.

Extending

Art Provide outlines of the American seal and flag for students to create mosaics.

Math Provide an outline of a mock state license plate or the state flag. Have students use pattern blocks to fill in the outline. Have them record how many of each type of block they used. Compare the data and talk about why people used different blocks to make the same images.

Lesson 1
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands when you read the correct answer. More than one answer can be correct.

Where is our state?

1. In the northern part of the country
2. In the southern part of the country
3. In the eastern part of the country
4. In the western part of the country
5. In the middle of the country

Which of these is a landform in our state?

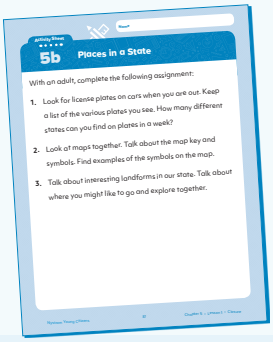
1. A lake
2. A beach
3. A mountain

What symbol might be in a map key for a map of the United States?

1. A river (correct)
2. A symbol for a capital city (correct)
3. A symbol for our school (not correct)

Which of these is a symbol for a state?

1. The state flag (correct)
2. The state computer (not correct)
3. The state seal (correct)


Activity Sheet 5b
Places in a State
With an adult, complete the following assignment:
1. Look for license plates on cars when you are out. Keep a list of the various plates you see. How many different states can you find on plates in a week?
2. Look at maps together. Talk about the map key and symbols. Find examples of the symbols on the map.
3. Talk about interesting landforms in our state. Talk about where you might like to go and explore together.

Review at Home

Ask students to complete **Activity Sheet 5b** with their families at home.

Lesson 2

Government of the State

Online Activity

- Vocabulary Activities

Literacy Links

- *Government and Community,* by Marne Ventura
- *Trampoline Boy,* by Nan Forler

Main Goals

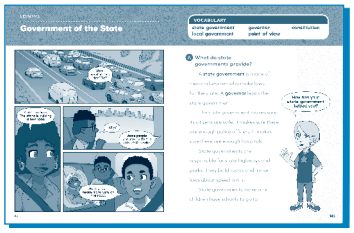
A **What do state governments provide?** Explain the role of the state government and how it helps your community.

B **What is the difference between local and state government?** Compare and contrast the responsibilities of local and state government.

C **Reading Skills: Comparing Different Points of View.** Identify different points of view and understand how a person's point of view may affect their decisions.

A What do state governments provide?

Civics Reading



pp. 142–143

New Vocabulary

governor
state government

Materials

- Student Book
- Think Book
- coloring utensils
- picture of governor (optional)
- pictures of school staff (optional)

Objectives

Students will be able to:

- Explain the role of state government.
- Classify the role of government officials.
- Connect the role of the state in meeting the needs of the students.

Vocabulary Focus

Write the words on the board and read them to students. Define each word. Emphasize that one is an actual person while the other is a group of people. Have students read the words. If possible, add a photo of the state governor.

Getting Started

1. Show students pictures of key adults in your school (e.g., principal, specialty teachers, other teachers, librarian, custodian) or describe their roles. Have students identify them and explain why they are important at school.

2. Review that these people help make the school a safe place to learn and play. They make and enforce rules, look after the building, make sure the classes have materials, and so on.

Teaching

1. Ask students to name your state and the name of the capital city.

2. Explain that each state has a government that is made up of people who make sure the state is a safe place for citizens to live and work. Compare the idea of government to the adults at school. You can note that the office is similar to the capital city, and the government has adults who make the laws and make sure the state runs well.

3. Have students open to p. 143 of the Student Book and read the first paragraph together.

4. Discuss the role of the governor. Encourage students to make links to the school context, but explain that a governor is elected, and not hired for a job.

5. Tell students that the remaining text will tell more about the responsibilities of the state government. Ask students to identify the first sentences of the remaining paragraphs. Explain that these are the topic sentences that will tell them the responsibilities of the state government.

6. Record the responsibilities that students note on the board and then have them copy these responsibilities in their **Think Books**.

7. Ask students to read the second paragraph individually or with their partners and look for ways that the state government makes sure its citizens are safe.

8. Repeat for the third and fourth paragraphs.

Summarizing and Assessing

Have students draw a line down the middle and a line across the middle of a page in their **Think Books** so that they have four boxes. In three of the boxes, have them draw the three different responsibilities of the state government. In the fourth box, tell them to draw a person and label it with the title of the person who leads the state government. Collect and review their notebooks. Afterward, have students collect and then put away materials.

Modifications for Differentiation

Above Have them write a sentence about the person they draw for the Summarizing and Assessing task.

Below Work with one group of students and create their charts with them.

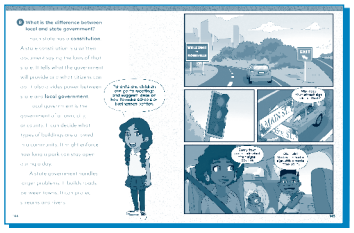
ELL Work with a small group to read and explain the text.

Extending

Dramatic Play Put out items that encourage students to act out state employee roles, such as a state police officer, a teacher, and a doctor in a hospital.

B What is the difference between local and state government?

Civics | Speaking & Listening



pp. 144–145

New Vocabulary

constitution
local government

Materials

- Student Book
- Activity Sheet 5c
- Images of State Constitutions
- coloring utensils
- student handbook, behavior code, or guide for parents

Objectives

Students will be able to:

- Explain the purpose of a constitution.
- Indicate responsibilities of local government.
- Compare and contrast local and state government roles.

Vocabulary Focus

Write the words on the board and read them to students. Show a copy of the school behavior handbook, behavior code, or guide for parents. Note that it tells everyone the rules of the school and what each person's rights and responsibilities are. Explain that a state also has a list of the most important laws of how the state is run. It is called the constitution. Provide images of the state constitution if possible.

Draw a simple diagram that shows jobs of the state government (from previous section) and local government. Add the responsibilities to this chart throughout the reading.

Getting Started

1. Display two or three options for a read-aloud. Ask students how to decide which book to read later. Discuss how we can talk about our choices and try to convince others to agree with us before voting.

2. Point out that the principal, secretary, or custodian will not need to be part of the discussion about the book. This is something that is done just in the classroom.

3. Introduce the idea that some issues are school-wide issues (When do we have recess? How can we be fair about gym time?) and some are classroom issues.

Teaching

1. Have students open to p. 145 of the Student Book and read the comic independently.

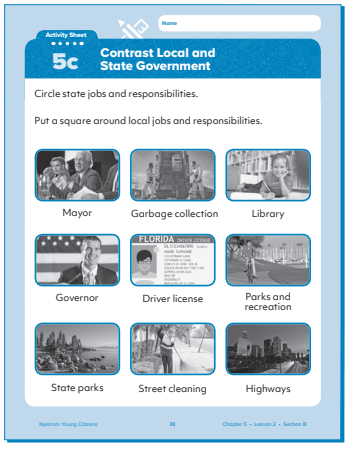
2. Read the first paragraph of p. 144 together. Refer to the diagram created in the Vocabulary Focus.

3. Read each paragraph together. Add the responsibilities mentioned in each paragraph to the diagram of local and state governments.

4. Add additional comparisons of items of interest to students. For example, local governments address parks and recreation, fire departments, public transportation, sewers, snow removal, and libraries; state government controls driver licenses, criminal courts, and three branches of government.

Summarizing and Assessing

Distribute **Activity Sheet 5c** and have students complete the task. Collect and review their work.


Activity Sheet
5c
Contrast Local and State Government
Name
Circle state jobs and responsibilities.
Put a square around local jobs and responsibilities.
Mayor
Garbage collection
Library
Governor
Driver license
Parks and recreation
State parks
Street cleaning
Highways

Activity Sheet 5c

Modifications for Differentiation

Above Have students research their local mayor and state governor and discuss a few things each person does.

Below and ELL Work with small groups of students who may have difficulty referring back to the text to find the answers to **Activity Sheet 5c**.

Extending

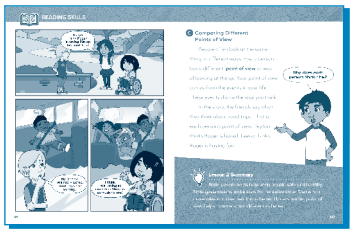
Art Provide a range of art tools to allow students to design a town sign.

Language Arts Print the opening paragraph(s) of your state's constitution. Have students highlight familiar high-frequency words.

Reading Skills

C Comparing Different Points of View

Critical Thinking | Reading



pp. 146–147

New Vocabulary

point of view

Review Vocabulary

constitution
governor
local government
state government

Materials

- Student Book
- Activity Sheet 5d
- Think Book
- glue
- scissors

Online Activities

- Comparing Different Points of View

Literacy Links

- *Honestly, Red Riding Hood Was Rotten!* by Trisha Speed Shaskan
- "Little Red Riding Hood" (traditional)
- "The Three Little Pigs" (traditional)
- *The True Story of the Three Little Pigs*, by Jon Scieszka

Objectives

Students will be able to:

- Read text independently.
- State a person's point of view.
- Evaluate why someone has a particular point of view.

Vocabulary Focus
Introduced in Getting Started and Teaching activities.

Getting Started

1. Place a chair in the front of the classroom. Ask students to describe the chair. Prompt them, as needed, with questions such as What does it look like? and What can you do with it? Then, ask students to pretend that they are an ant on the floor next to the chair. Now have them describe the chair through the ant's eyes.
2. Point out how different the same chair is, in function and appearance, depending on who is looking at it. Explain that this is called having a different *point of view*, different ways of looking at the same thing. In this section, students will be looking at people who have different ideas about the same thing and understanding why people have different points of view.

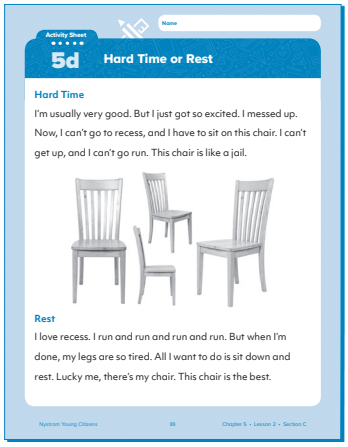
Teaching

1. Have students pair up and open their books to p. 146.
2. Have the pairs read the comic strip together.
3. Ask students to determine Peyton's point of view of Roger's trip. Then have them determine Leena's point of view of Roger's trip. Talk about possible reasons why they have different points of view.
4. Have the class read p. 147 independently. Discuss options for the "why" question. Point out that a "why" question can have more than one possible valid answer.

Summarizing and Assessing

Form students into pairs, distribute **Activity Sheet 5d,** and read aloud the two stories. (If your class has good readers, then cut the activity sheets in half, giving each student in a pair different stories.) Have one student in each pair imagine being from story A and the other from story B.

Have them talk to each other about how they feel about the chair from the point of view of their character. Have each student give their character a name and write it at the top of a page in their **Think Books**. Then have them write how their character feels about the chair. Have them circle in the paragraph on the activity sheet one reason why their character feels that way. Have them cut and glue the paragraph into their Think Books.


Activity Sheet
5d
Hard Time or Rest
Name
Hard Time
I'm usually very good. But I just got so excited. I messed up. Now, I can't go to recess, and I have to sit on this chair. I can't get up, and I can't go run. This chair is like a jail.
Rest
I love recess. I run and run and run and run. But when I'm done, my legs are so tired. All I want to do is sit down and rest. Lucky me, there's my chair. This chair is the best.
Nystrom Young Citizens
89
Chapter 5 • Lesson 2 • Section C

Activity Sheet 5d

Modifications for Differentiation

Above Have students pair up. Have them pick one of the books from the Literacy Links and practice reading it aloud. Help them to prepare questions about the characters' points of view.

Below Have students pair with a stronger reader during the independent reading of p. 147.

ELL Some students may be uncomfortable expressing their opinions because of cultural considerations. Find something familiar to them but not to most of the rest of the class, and compare points of view on that topic/item.

Extending

Reading As a class, read a pair of books that tells the same story from different points of view, such as "Little Red Riding Hood" and *Honestly, Red Riding Hood Was Rotten!* by Trisha Speed Shaskan, or "The Three Little Pigs" and *The True Story of the Three Little Pigs*, by Jon Scieszka. Discuss how the different points of view changed each story.

Lesson 2
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands and use American Sign Language to answer "yes" and "no" when you read the answers. More than one answer will be correct.

Yes

No

Which of these are parts of state government?

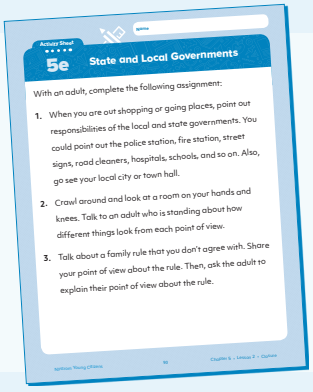
1. Looking after highways (correct)
2. The governor (correct)
3. Catching runaway dogs (not correct)

What is a responsibility of local government?

1. Looking after the Army (not correct)
2. Taking care of the corner park (correct)
3. Fixing stoplights (correct)

What is true about point of view?

1. Your point of view comes from the events in your life. (correct)
2. Everyone has the same point of view. (not correct)
3. Only your own point of view is important. (not correct)


Activity Sheet
5e
State and Local Governments
With an adult, complete the following assignment:
1. When you are out shopping or going places, point out responsibilities of the local and state governments. You could point out the police station, fire station, street signs, road cleaners, hospitals, schools, and so on. Also, go see your local city or town hall.
2. Crawl around and look at a room on your hands and knees. Talk to an adult who is standing about how different things look from each point of view.
3. Talk about a family rule that you don't agree with. Share your point of view about the rule. Then, ask the adult to explain their point of view about the rule.

Review at Home

Ask students to complete **Activity Sheet 5e** with their families at home.

Lesson 3

Economy of the State

Online Activities

- Vocabulary Activities

Literacy Links

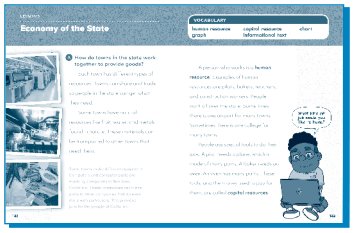
- *Heal the Earth,* by Julian Lennon and Bart Davis
- *Main Street Animal Shelter,* by Teacher Created Materials

Main Goals

- **A** **How do towns in the state work together to provide goods?** Classify capital, human, and natural resources.
- **B** **Researching Skills: Using Charts and Graphs.** Gather and organize information into a chart and graph.
- **C** **Communicating Skills: Writing Informational Texts.** Write an informational text and demonstrate an understanding of standard English grammar and conventions when writing.

A How do towns in the state work together to provide goods?

Civics Economics



pp. 148–149

New Vocabulary

capital resource
human resource

Review Vocabulary

natural resource

Materials

- Student Book
- Activity Sheet 5f
- Think Book
- coloring utensils
- custodian's tool kit or a first aid kit
- thin rope

Objectives

Students will be able to:

- Define *resource*.
- Compare and contrast natural, human, and capital resources.
- Explain how towns share and trade resources.

Vocabulary Focus

Define the word *resource*. Explain that a resource is something that is useful or valuable for a person or place. We need resources to do and build things.

Explain that there are different kinds of resources. Create a chart that shows the three resources they will read about in the text. Ask them to copy this in their **Think Books**.

Natural Resource	Human Resource	Capital Resource

Tell them that they will fill out the chart as they read the text.

Getting Started

1. Collect the Student Books, **Think Books**, and all the chairs and put them on one side of the room. Put all the desks and pencils on the other side of the room.

2. Put a thin rope down the middle of the room, with half the students on each side, and tell students they need to get to their seats, open their Think Books, and prepare to write down some new words. However, they may not cross the line.

3. Have students decide how to make sure everyone has what they need to get started. Help them get to trading, if they don't get there themselves.

4. Explain that towns and states do the same thing they did. They trade things they have to get things they need or want from another community.

Teaching

1. Have students open their Student Books to p. 148. Read the first and second paragraphs. Ask students to point to the examples of natural resources described in the text. Write these on the chart as students write or sketch them in their **Think Books**.

2. Read the third paragraph, which discusses human resources. Have students write or sketch four roles people can fill as a human resource.

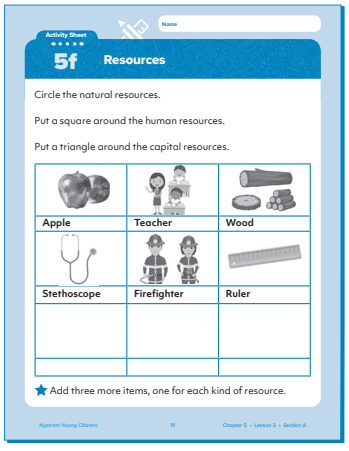
3. Show students the custodian's tool kit or a first aid kit. Talk about how these are resources needed for the custodian or nurse to do their jobs.

4. Read the fourth paragraph, which describes capital resources. Have students write or sketch the two jobs and the capital resources mentioned in the text.

5. Read the photo caption with the students and talk about the pictures. What types of resources do they represent?

Summarizing and Assessing

Give each student **Activity Sheet 5f**. Have them identify the types of resources. Collect and review their work. Afterward, have students collect and put away their materials.


Activity Sheet
Name
5f Resources
Circle the natural resources.
Put a square around the human resources.
Put a triangle around the capital resources.
Apple
Teacher
Wood
Stethoscope
Firefighter
Ruler
★ Add three more items, one for each kind of resource.

Activity Sheet 5f

Modifications for Differentiation

Above Have students add additional resources to **Activity Sheet 5f** during the Summarizing and Assessing activity. Challenge them to add at least one of each kind.

Below and ELL Read the words on **Activity Sheet 5f** to the students during the Summarizing and Assessing activity. Explain items that may be unknown.

Extending

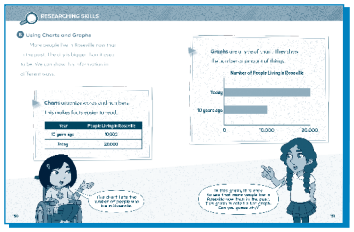
Math Provide pictures of each type of resource. Have students sort the pictures and make a tally chart to show how many of each type of resource was represented.

Researching Skills

B Using Charts and Graphs

Information Processing

Reading



pp. 150–151

New Vocabulary

chart
graph

Review Vocabulary

capital resource
human resource

Materials

- Student Book
- Think Book
- glue
- large sheet of paper
- lined paper
- sticky notes

Online Activities

- Using Charts and Graphs

Objectives

Students will be able to:

- Gather and organize information in a chart.
- Organize information in a pictograph and a bar graph.
- Explain information found in a chart and graph.
- Calculate the total number of data points in a chart and graph.
- Express how many data points are in a category in a chart and graph.
- Indicate the mathematical difference between two categories in a chart and graph.

Vocabulary Focus
Give students the definitions for *chart* and *graph*. Remind them that they created a chart in the previous section.

Getting Started

1. Ask students how they get to and from school. (bus car, train) Have them raise their hands to indicate their responses. Have them put their hands down before anyone can count them.

2. Talk about how hard it was to figure out people's responses. Tell students that in this section they will look at ways to show information quickly and efficiently.

Teaching

1. Have students turn to p. 150. As a class, read the pages.
2. Place a large sheet of paper on the board and distribute sticky notes.
3. On the top of the paper, write the title "How Old Are People in Our Class?" On the left side of the paper, write the categories **Five**, **Six**, and **Seven**.
4. Have students write their names on the sticky notes.
5. Have each student walk up to the chart and attach his or her name beside the appropriate title or beside the previous sticky note in that row. Point out that now you have created a chart similar to the one on Student Book p. 151. What makes it like the book's chart? What makes it different?
6. Distribute lined sheets of paper and have students write the title and categories. Tell students they will be creating a graph from this information.
7. As a class, count the number of students in each category. Have them draw the same number of stick figures as students for each category to create a pictograph. Have them leave space between each category. Tell them to make each stick figure the same size.
8. Below each category, have students draw a bar from one end of the pictograph to the other. Point out that this is a bar graph like the one on p. 151.
9. Have them glue their graphs into their **Think Books**.

How Old Are People in Our Class?

Five	
Six	
Seven	

Summarizing and Assessing

At the bottom of their graphs, have students write the answers to these questions. Present the questions orally.

- How many students are there in the class?
- How many students are five years old?
- How many students are six years old?
- How many students are seven years old?
- How many more students are six than seven (or five)?

Go over the answers as a class.

Modifications for Differentiation

Above With help, students who will benefit from additional challenges can turn their charts into bar graphs. This can be done in spreadsheet software or through a website.

Below and ELL Instead of asking students to copy the title and categories, hand out premade charts. Students may work with a partner or small group to answer the questions.

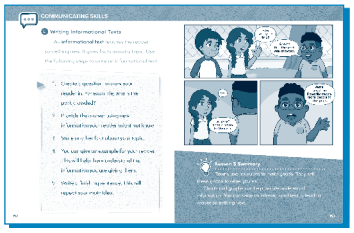
Extending

Math Put out math manipulatives such as bear counters, buttons, linking cubes, or pattern blocks. Have students select a handful of one manipulative and create first a chart and then a graph to show the distribution of manipulatives in the handful (sort by attributes such as color, shape, size, and number of holes).

Communicating Skills

C Writing Informational Texts

Reading Writing



pp. 152–153

New Vocabulary

informational text

Materials

- Student Book
- "Fiction vs. Informational Text," Teacher Resource 5
- Think Book

Objectives

Students will be able to:

- Write informational texts to examine and convey ideas and information clearly and accurately.
- Demonstrate command of the conventions of standard English grammar writing.
- Use a range of general and social studies words and phrases.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Read two excerpts from "**Fiction vs. Informational Text,**" **Teacher Resource 5** (Teacher's Guide pp. 259–260), one that is fiction and its paired nonfiction text. Or you may choose to find two of your own.
2. Have students identify which reading is nonfiction and which is informational.
3. Explain that today they will be learning to write their own informational texts.

Teaching

1. Have students turn to p. 153 in their Student Books.
2. Read the comic together and talk about the information Roger shared.
3. Tell them that they are going to write an informational text about Roger's experiences.
4. Read the text on p. 152 together.
5. Pick out the facts in the comic and list them on the board.
6. Have students work with you through the writing process to jointly create a short informational text following the procedure laid out on p. 152.
7. Talk about topics they could write about. Make a list for students to choose from.
8. Have students draft an informational text in their **Think Books** using the procedure outlined in the Student Book.

Summarizing and Assessing

Review students' informational texts and support simple editing of punctuation and high-frequency words. Collect and review their notebooks.

Modifications for Differentiation

Above Have students complete a two-paragraph text.

Below Have students make bullet-point notes about their text and then dictate full sentences for someone else to write down.

ELL Provide a frame based on the steps in the Student Book that they can fill in to complete their paragraph.

Extending

Language Arts Provide samples of informational text that can be read independently by the students. You may wish to include Leveled Student Readers from this program that have already been read, as well as topics of interest from the library.

Lesson 3
Closure

Classroom Assessment Activity

For each of the following questions, have students work in partners. Give each pair a sheet of paper with "yes" on one side and "no" on the other. When you read an option, let partners confer briefly before raising their answer. More than one answer can be correct.

Which of these is a human resource?

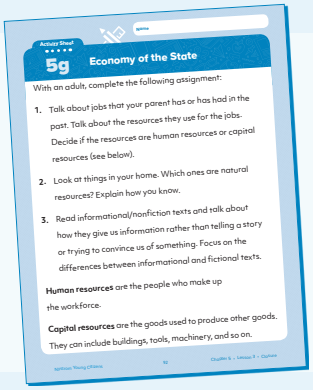
1. A computer repair person (correct)
2. A factory worker (correct)
3. A child reading a book (not correct)

Which of these is a capital resource?

1. A hammer (correct)
2. An apple (not correct)
3. An oven (correct)

Why do we make charts and graphs?

1. To write down a poem (not correct)
2. To keep track of how many there are of something (correct)
3. To compare information (correct)


Activity Sheet
5g
Economy of the State
With an adult, complete the following assignment:
1. Talk about jobs that your parent has or has had in the past. Talk about the resources they use for the jobs. Decide if the resources are human resources or capital resources (see below).
2. Look at things in your home. Which ones are natural resources? Explain how you know.
3. Read informational/nonfiction texts and talk about how they give us information rather than telling a story or trying to convince us of something. Focus on the differences between informational and fictional texts.
Human resources are the people who make up the workforce.
Capital resources are the goods used to produce other goods. They can include buildings, tools, machinery, and so on.

Review at Home

Ask students to complete **Activity Sheet 5g** with their families at home.

Lesson 4

Our State's History

Online Activities

- Vocabulary Activities

Literacy Links

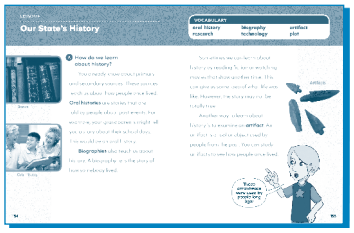
- *If You Were a Kid during the California Gold Rush,* by Josh Gregory
- *My Crazy Dog: My Narrative Essay,* by Darcy Pattison
- *Teamwork Isn't My Thing, and I Don't Like to Share!* by Julia Cook

Main Goals

- **A** **How do we learn about history?** Identify and classify different types of primary and secondary sources.
- **B** **Researching Skills: Researching as a Team.** Recognize and describe how communities and states change over time.
- **C** **What was our state like long ago?** Compare past and present lifestyles, with emphasis on the differences caused by new technology.
- **D** **Communicating Skills: Writing a Narrative.** Write a narrative demonstrating comprehension of English grammar and conventions.

A How do we learn about history?

History · Information Processing



pp. 154–155

New Vocabulary

artifact
biography
oral history

Objectives

Students will be able to:

- Recognize an oral history and a biography.
- Explain the historical value of an artifact.
- Compare historical information shared through various methods.

Vocabulary Focus

Create an outline or a chart that shows the words *primary sources* and *secondary sources*, as well as four more blank spaces. Ask students to help you define *primary source* and *secondary source* by pointing out definitions during the Teaching activity. Add to the spaces as you read about each source.

continued on next page

Materials

- Student Book
- Images of Artifacts
- Think Book
- artifact (arrowhead, clay pot, etc.)
- biography of a famous person from your state
- coloring utensils

Online Activities

- How Do We Learn about History?

Literacy Links

- *Dandelions*, by Eve Bunting
- *Elsie's Bird*, by Jane Yolen

Six ways we learn about _____
- Primary sources
- Secondary sources
-
-
-
-

Ask students to copy this chart in their **Think Books**.

Getting Started

1. Ask students to turn to p. 154 in the Student Book and read the title to figure out the missing words for the chart.
2. Explain that today they are going to be exploring other ways to learn about history and what it was like in the state in the past.

Teaching

1. Read p. 154, one paragraph at a time. Fill in the missing words for the chart, along with a brief description of each source (oral history, biography, historical fiction/movie, artifact).
2. Tell students a short story about your life as a child around the age of your students. Be sure to make it seem different from the lives of your students. Ask them to look at the chart and decide what kind of source it is.
3. Explain that it was an example of an oral history. It was true information about the past that they learned from you. Have them discuss what is alike and what is different today from your story.
4. Show students an example of an artifact. Ask them to look at the chart and decide what kind of source it is with their partners.
5. Hold up a biography and ask students to identify what kind of source it is. Ask them to turn and talk with their partners about how they know it is a biography instead of an oral history.
6. Finally, hold up an example of historical fiction. The Literacy Links or another age-appropriate text that falls under the category of historical fiction may be used.

Summarizing and Assessing

Ask students to draw and label pictures of four tools or objects they use today that might be interesting artifacts for a historian in the future in their **Think Books**. As students give you their notebooks, ask them to explain why they picked one of those objects. Review their notebooks.

Modifications for Differentiation

Above Have students write about their artifacts and explain why they would be interesting to a historian during the Summarizing and Assessing activity.

Below Have students read the text with a reading partner. Tell students that they both need to be able to show where each source of historical information is mentioned in the text.

ELL Work with a small group to read and explain the text. Show them samples of a biography, additional fictional history stories, and some pictures of old tools or other artifacts.

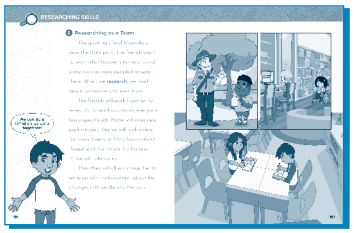
Extending

History Put out a range of artifacts for the students to handle and examine. Include things like gardening tools, a wooden ruler, a hand drill, a hand egg beater, a thimble, and so on.

Critical Thinking Have students consider the limitations of oral histories, biographies, and artifacts in learning about history. For example, people might not remember events exactly as they happened in an oral history.

B Researching as a Team

Information Processing | Reading



pp. 156–157

New Vocabulary

research

Materials

- Student Book
- Think Book
- applicable Leveled Student Readers (optional)
- applicable Group Activity Cards (optional)
- computer
- video of teamwork in sports

Objectives

Students will be able to:

- Define *research*.
- Recognize the importance of collaborative work in research.
- Demonstrate the ability to share group tasks.

Vocabulary Focus

Write the definition of *research* on the board. As a class, have students list some ways that they have researched a topic.

Getting Started

1. Show a video clip of a team working together. It could be a clip of soccer or basketball players passing to each other, a relay team passing the baton, or a team member helping another person through an obstacle course.
2. Talk about how everyone needed to work together to succeed.
3. Explain that today they will be learning about how people can work as a team to research and learn new information.

Teaching

1. Have students turn to p. 156 of the Student Book.
2. Read aloud the first paragraph. Talk about what the friends want to learn.
3. Have students finish reading the page together or independently. Ask them to identify the role of each of the friends. Tell them to check their ideas by viewing the comic on the next page. Talk about why it made sense to share the tasks.
4. Tell students that now they are going to research information too. Assign students to groups of about four. Using their social studies skills learned this year, students will research facts about your state. This can include the history of your state or town, famous people from your state, and old maps.

5. Have groups generate questions about their topic or list things they want to learn. Talk about how they can find the answers to their questions.

6. Have each group decide who will be responsible for researching each question.

7. Have them use the Student Book, **Group Activity Cards**, **Leveled Student Readers**, and the internet to collect information.

8. Each group must compile a list of facts gathered during the research activity. Optionally, groups can present their findings to the rest of the class (in which case you may want to add the role of presenter to the groups).

Summarizing and Assessing

Have each student think about how the research task was completed. Have them write what their job was and how they did it in their **Think Books**. Have them use a happy, sad, or neutral face to indicate how the group worked together. Collect and review their notebooks.

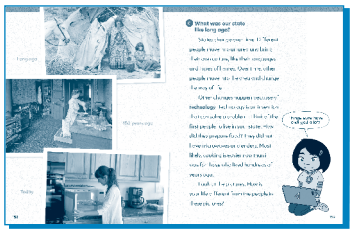
Modifications for Differentiation

Above In addition to the list, prepare a short written report about the group's findings. Groups can also add a visual component (e.g., images or drawings) to the written report.

Below and ELL Make sure that these students have text they can read or that they are responsible for finding visual information.

C What was our state like long ago?

Geography History Reading



pp. 158–159

New Vocabulary

technology

Materials

- Student Book
- Leveled Student Readers
- Activity Sheet 5h
- Think Book
- pictures and/or information about the state's first inhabitants

Online Activities

- What Was Our State like Long Ago?

Objectives

Students will be able to:

- Compare the past and present.
- Use time and sequence terms accurately.
- Evaluate the effect of geography on historical events.
- Discuss the effect of technological advances.

Vocabulary Focus

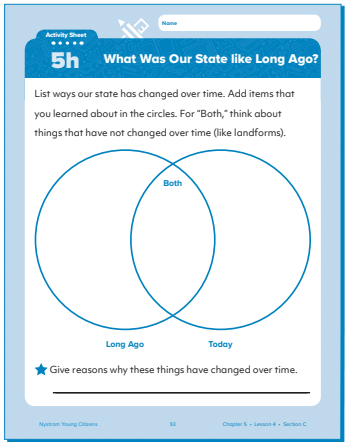
Read the new vocabulary word *technology*. Define it and have students find examples in the classroom. Post the word on the wall.

Getting Started

1. Start by asking "What was our state like long ago?" Ask students if they know who the state's first inhabitants were. Talk about how life was different hundreds of years ago in the state, in terms of people, shelter, and technology (tools and electronics). Write their thoughts on the board.
2. Tell students that the text will explain some ways that states change over time.

Teaching

1. Ask students to look at the images on p. 158 of the Student Book and think of ways that their state might have changed based on the images.
2. Read the Student Book together.
3. Create your own "state history" sequence based on the pictures from the Student Book. Write **Long Ago**, **150 Years Ago**, and **Today** on the board, spaced along a simple time line. For each era, discuss the people, types of shelter, and technology. If possible, supplement with specific historical pictures or information from your state. Students can copy the "state history" in their **Think Books**.
4. Work with small groups to read and discuss the **Leveled Student Readers**.


Activity Sheet 5h

What Was Our State like Long Ago?

List ways our state has changed over time. Add items that you learned about in the circles. For "Both," think about things that have not changed over time (like landforms).

Both

Long Ago

Today

★ Give reasons why these things have changed over time.

Summarizing and Assessing

Have students complete **Activity Sheet 5h**. Collect and review their activity sheets.

Modifications for Differentiation

Above Challenge these students to conduct an interview (or oral history) with adults around the school and have them ask how the state has changed.

Below and ELL Support students as necessary to complete **Activity Sheet 5h**.

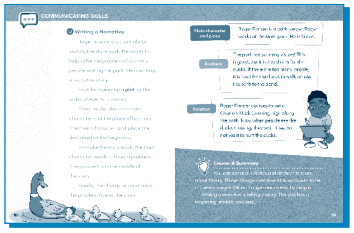
Extending

Geography Choose a significant geographical event or natural disaster in your state's history (flood, tornado, earthquake, snowstorm, drought, etc.). Provide images of this event so students can compare before and after and analyze how the geographic event changed the history of the state.

Communicating Skills

D Writing a Narrative

Speaking & Listening · Writing


pp. 160–161

New Vocabulary

plot

Materials

- Student Book
- Think Book
- book (read recently as a class)

Literacy Links

- *The Little Red Hen,* by Paul Galdone
- *The Princess and the Pea,* by John Cech (adapter)
- *Stone soup*, by Marcia Brown

Objectives

Students will be able to:

- Write narratives in which they recount two or more appropriately sequenced events.
- Include details and use temporal words correctly.
- Produce a sense of closure.
- Demonstrate command of the conventions of standard English when writing.

Vocabulary Focus

Write *plot* on the board. Review a story the class has read recently and identify the plot in one or two sentences. Repeat with other examples as necessary.

Getting Started

1. Have students turn to p. 161 and view the comic.
2. Review with students Roger's process.

Teaching

1. Read p. 160 together. Match Roger's comic to the text.
2. Have students turn back to the first lesson in this chapter (pp. 136–137) and view the pictures. Tell them that the class is going to write a story together based on a setting from those pages.
3. Have students vote for the picture they would like to write about.
4. Brainstorm and refine the writing procedure. Write notes on the board as you and the class plan the plot: main character and place (beginning), problem (middle), and solution (end) of the story. Add any additional characters or details.
5. With the class's help, fashion the notes into sentences, following the plan. Model using temporal language to link the events (e.g., *first*, *next*, *then*, *yesterday*, *later*). Then, decide on a title.
6. Read the story and ask students to make suggestions for revisions. Make edits as needed.
7. If there is time, have them copy the narrative into their **Think Books**.

Summarizing and Assessing

Have students plan a short narrative in their **Think Books** based on information learned in this chapter. Brainstorm ideas before they begin to plan their own work. Collect and review their notebooks. If time, allow students to write their narratives.

Modifications for Differentiation

Above Have these students independently write a short narrative.

Below Have students plan and outline their stories with your support and use the Narrative Writing Plan in Digital Resources. Encourage them to write the completed narrative independently or with limited support.

ELL Write a narrative in comic form.

Extending

Reading Provide grade-level reading material that consists of very clear narrative fiction. Fairy tales are often good choices for this.

Lesson 4
Closure

Classroom Assessment Activity

For each of the following questions, have students stand up when you read the correct answer. More than one answer can be correct.

Which of these helps us learn about history?

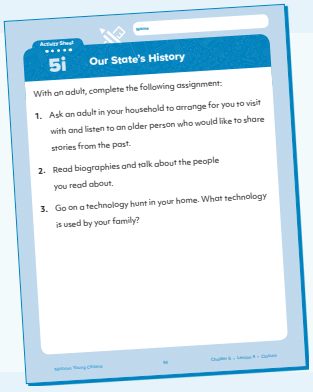
1. Oral history (correct)
2. Fairy tales (not correct)
3. Artifacts (correct)

What are ways we can research to learn new information?

1. Make up a story (not correct)
2. Ask experts or people who lived then (correct)
3. Read books (correct)

How is your state different today from how it was 150 years ago?

1. We use more advanced technology for cooking. (correct)
2. People's houses are more modern. (correct)
3. People don't live with their families. (not correct)


Activity Sheet 5i

Our State's History

With an adult, complete the following assignment:

1. Ask an adult in your household to arrange for you to visit with and listen to an older person who would like to share stories from the past.
2. Read biographies and talk about the people you read about.
3. Go on a technology hunt in your home. What technology is used by your family?

Review at Home

Ask students to complete **Activity Sheet 5i** with their families at home.

Chapter 5
Review

Review Vocabulary

artifact
biography
border
capital resource
chart
constitution
governor
graph
human resource
informational text
local government
natural feature
oral history
plain
plot
point of view
research
state
state government
state seal
symbol
technology

Materials

- Student Book
- Leveled Student Readers
- Group Activity Cards
- Activity Sheet Chapter 5 Review
- "Natural, Human, and Capital Resources," Teacher Resources 6
- coloring utensils
- images of the state capital in the past and present
- index cards (three for each student)
- objects that are examples of natural, human, and capital resources

Objectives

Students will be able to:

- Locate states, borders, and capital cities.
- Classify various natural features.
- Recognize and describe symbols of their state, including the seal and the flag.
- Explain the importance of the state constitution.
- Compare and contrast state and local government.
- Define and give examples of natural, human, and capital resources.
- Compare and contrast their state today and in the past.
- Use oral histories, biographies, artifacts, and other media to obtain information.
- Recognize and articulate various points of view.

Getting Started

1. Show students a picture of your state's capital city in the past and a picture of the capital today.
2. Talk about how the state has changed to become the place where they live today.

Teaching

1. Give each student three index cards, with one labeled *natural*, one labeled *human*, and one labeled *capital*.
2. Display images, using **Teacher Resource 6** (Teacher's Guide p. 261), or actual items that fall into one of the three categories. Have students hold up the card that shows the kind of resource you showed.

Summarizing and Assessing

Go over the **Chapter 5 Review Activity Sheet** with the class. Complete it in sections. Provide the Student Book, **Group Activity Cards**, and **Leveled Student Readers** for reference.

Chapter Test

Distribute and administer the **Chapter 5 Test** (Teacher's Guide pp. 262–269). Assist students as needed.

Chapter 5 Project
A Virtual Trip through Our State

Materials

Every Day
- Student Checklist
- Teacher Evaluation

Day 1
- pictures and information about selected parks
- sticky dots

Day 2
- tourist materials (e.g., brochures) about each park
- tourist materials about the capital city

Day 3
- coloring utensils
- construction paper
- glue
- poster board
- projector
- scissors

Day 4
- State Outline Map
- lined paper
- stapler or tape

Civics

Geography

Critical Thinking

Information Processing

Writing

Objectives

Students will be able to:

- Locate various parks on a map of the state.
- Describe the features of one or more parks.
- Describe natural features in their state.
- Locate and describe their capital city.
- Provide evidence to explain the highlights of their park or route.

Project Description

This project is a culminating activity that lets the students use skills and knowledge from the chapter. The students will work in teams to research and plan a virtual tour of their state. After the trip is planned and shared, each student will pick one highlight of the trip and write a short informational text describing the highlight selected.

TEACHER'S NOTE

Go over the **Student Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.

Instructions and Suggestions

Prior to the Project

1. Select five or six state and/or national parks that are in your state. Try to pick ones that offer varied experiences and showcase the diversity of the state. Also, if possible, select ones that cover a wide geographic area.
2. Collect and print out a small amount of information (pictures and statistics) about each park from the internet, tourist bureau, NPS, etc.

3. Collect and print out a small amount of information (pictures and statistics) about your state capital.

Day 1

1. Distribute the material about each park around the classroom. Put a sign with the appropriate park name above each area.

2. Remind students that Roger and his family traveled through their state to visit a state park. Tell students that they are going to be planning an imaginary trip to several parks in their state.

3. Briefly introduce each park and then have students explore the materials and talk about the parks.

4. Give each student three sticky dots and have them put the dots on the park signs to indicate their three favorite parks.

5. Have students count the dots and determine which parks are the most popular. They will be part of the pretend trip.

6. Form groups of students in a size that works best for your class structure. Then adapt the number of parks to give one park to every group but one. That group will research the capital city.

7. Have students meet and talk about what their tasks will be. These should include researching, organizing information, and creating the poster.

8. Talk as a group about what information would be useful for a visitor.

Day 2

1. Give the groups the resource materials for their park and the state capital. Have them make a list together of the types of information they may want to find. Make sure that each group has at least two different sources.

2. Tell students to create headings to help them organize the information. Possible headings include location, cost, opening hours, features, and highlights. For the group working on the state capital, headings might include location, population, important monuments, and government offices.

3. Rotate between groups as they find the necessary information.

4. Encourage them to share the tasks involved with research.

Day 3

1. Have students use their materials and notes to create a poster about their park or capital city.
2. The poster must include:
    a. The location of the park (or city).
    b. Details such as the cost and opening hours, population, and year of founding.
    c. Basic features of the park (or city).
    d. A description of the highlight (written independently and not copied from a source).

Day 4

1. Post the State Outline Map (Digital Resource) and place the posters around it. Using input from students, generally mark the parks and capital city on the map. As a group, have students plan a route to visit all of the parks and the capital. Trace their route on the "State Outline Map."
2. Talk about the trip together, and have groups describe what would be seen at each stop.
3. Distribute lined paper, and have each student pick one highlight of the trip and write a short summary that describes that highlight (three sentences).

Modifications for Differentiation

Above Have students find and list additional places to visit along the route.

Below and ELL Create heterogeneous groupings to complete the project. Ensure all students have a role in the group and contribute to the process and product. Transcribe their informational text from their oral instructions as needed.

Rubric

See **Teacher Evaluation** (Teacher's Guide pp. 270–271).

Teacher Resource 4

Natural Feature Cards

Mountains

Plains

Beaches

Lakes

Oceans

Rivers

Teacher Resource 5

Fiction vs. Informational Text

Sample excerpts

The Wonderful Wizard of Oz

Dorothy felt as if she were going up in a balloon.... In the middle of the cyclone the air is generally still, but the great pressure of the wind on every side of the house raised it up higher and higher, until it was at the very top of the cyclone; and there it remained and was carried miles and miles away as easily as you could carry a feather.

National Geographic Kids: Tornado

Most tornadoes start from a supercell. A supercell is a rotating thunderstorm (called a mesocyclone). Supercells create the deadliest tornadoes. In the eye, rather than dark clouds and rain, one might see blue sky or a starry night. It's known as the calm center of the storm.

Teacher Resource 5

Fiction vs. Informational Text

Sample excerpts

Goldilocks and the Three Bears

Inside the house there were three chairs. There was a great big chair for Father Bear. There was a middle-sized chair for Mother Bear, and a little chair for Baby Bear.

Kidzone: Cubs

Play fighting is very important for young bears because it teaches them to protect themselves and helps them get stronger. But if things get too rough, mama bear will discipline them by swatting them with her paw! Being a cub is not all fun and games. They are expected to follow their mother and learn how to find food or hunt. It's kind of like school and will help them to survive on their own.

Teacher Resource 6

Natural, Capital, and Human Resources

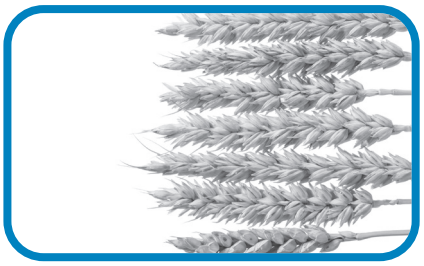
Name

Chapter 5 Test

1. Circle the pictures of natural resources. Put a square around the pictures of human resources. Put a triangle around the pictures of capital resources.

Screwdriver

Pineapple



Wheat

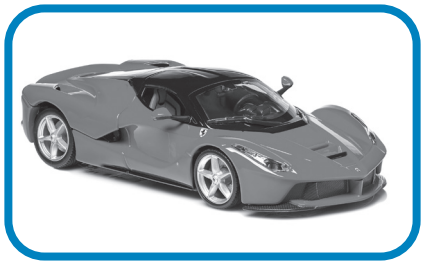
Fish

Forklift

Crossing guard

Someone writing

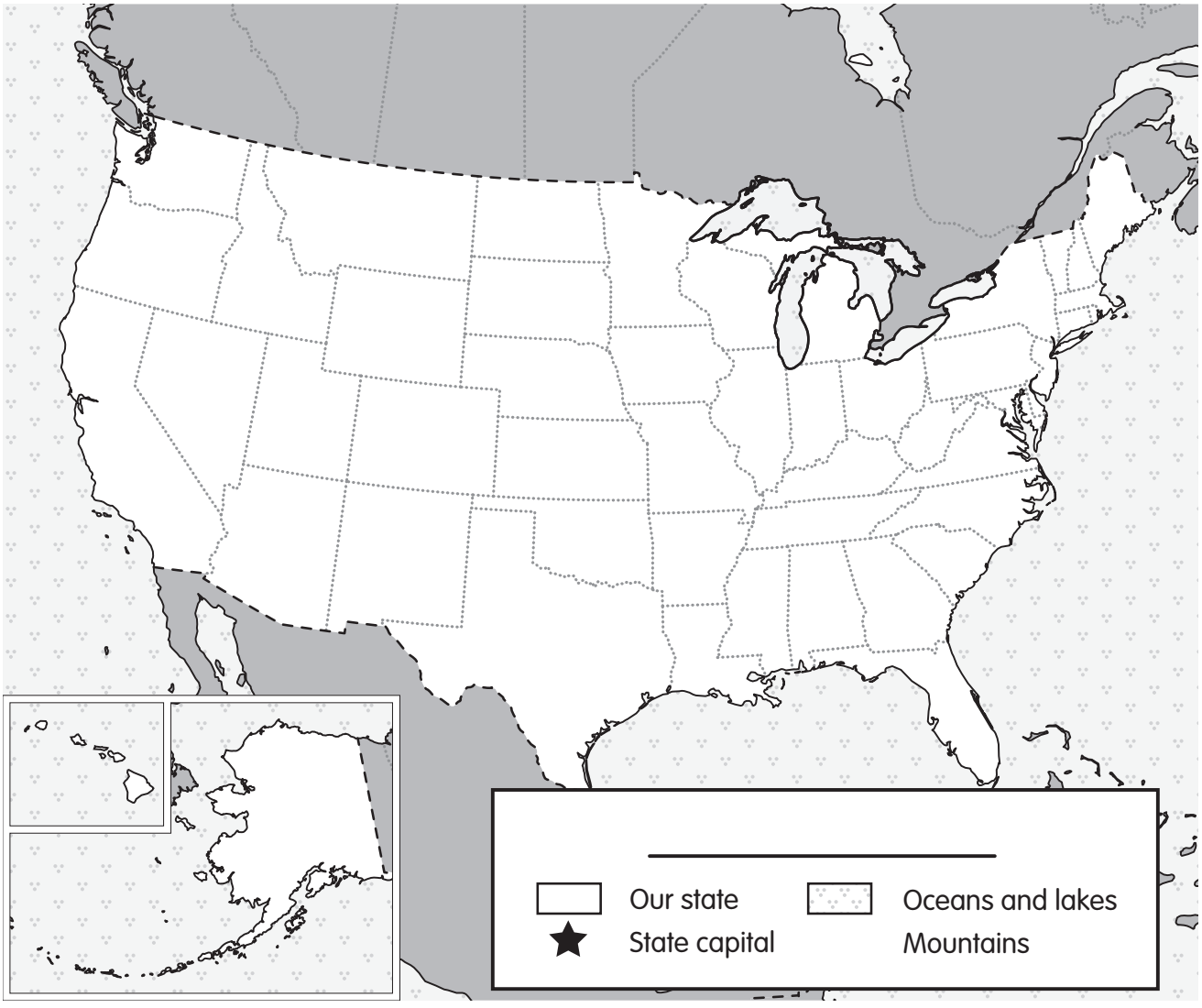
Firefighter



Car

Name

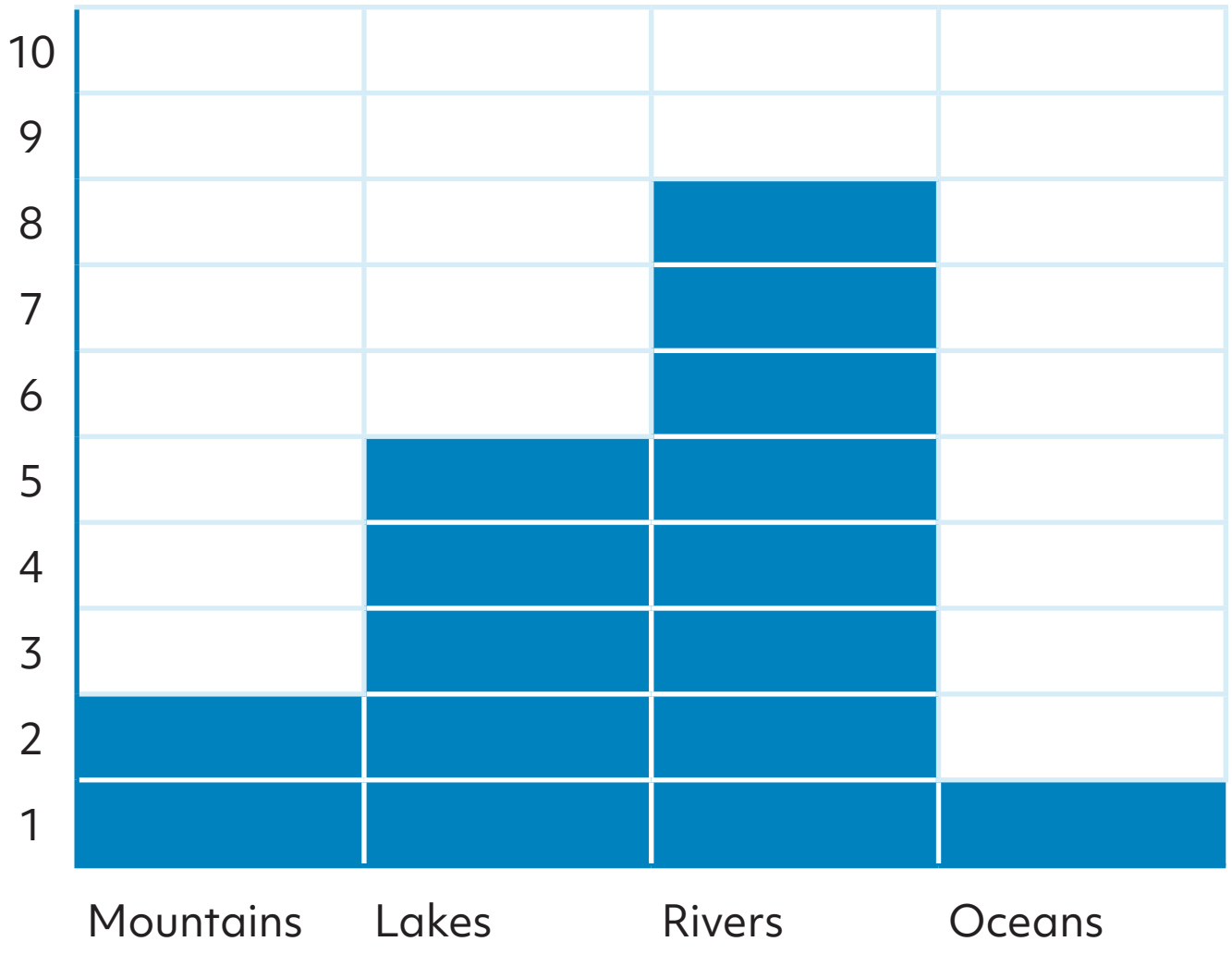
2. Look at the map. Use a crayon to color in our state.



Name

3. Look at the graph. Write the correct answer on each line on the next page.

State Landforms



a. What is the sum of all the landforms in this state? _____

b. How many lakes does it have? _____

c. Which landform does it have the least of? _____

d. What is the difference between how many mountains and how many rivers are in this state? _____

4. Read the text. Then answer the questions.

Ari jumped out of bed. He was excited. Today was the first day of school. He rushed to get dressed. He rushed to eat. He rushed to school. When he got there, he saw his friends. They all had new backpacks. Oh, no! Ari forgot his backpack at home. Ari jumped into his rocket and rushed home to get his backpack. Soon he was back at school ready to learn.

a. Is this an informational text? How do you know?

_____

b. What is the problem in this text?

_____

c. Who is the main character?

_____

5. Look at the word bank. Write the correct words under each box.

State government	Local government

This government looks after the town. It takes care of the streetlights and parking.

_____

This government looks after the state. It takes care of the highways, rivers, and hospitals. It keeps people safe.

_____

6. Read the passage. Then complete the task.

My family goes on a ski holiday every winter. Everyone in my family loves to ski. I always look forward to the trip! My brother is a very good skier, but this year he won't be able to ski because he hurt his knee. He is disappointed and sad, and he is not very excited about the trip.

Circle the correct answer:

The author's brother does not enjoy skiing.

The author's family goes on a ski trip every spring.

The author's brother has a different point of view from the rest of the family about this year's ski trip.

Name

Chapter 5 Test

7. Circle ways you can learn about the history of our state.

Listen to oral histories

Ask your baby sister

Read biographies

Make up stories

Look at photographs

Student Name:

Chapter 5 Project	Teacher Evaluation
Group Work	
The student spoke appropriately when sharing.	1 2 3 4
The student listened attentively to others.	1 2 3 4
Research	
The student followed conventions for gathering and creating materials.	1 2 3 4
The student used logical headings and organization.	1 2 3 4
The student followed learning conventions.	1 2 3 4
Poster (Knowledge and Understanding)	
The student participated in researching community resources.	1 2 3 4
The poster includes details such as cost and opening hours (or population and year of founding).	1 2 3 4

Student Name:

Chapter 5 Project	Teacher Evaluation
The student understood basic features of the site or city.	1 2 3 4
The poster includes a description of the highlight (written independently).	1 2 3 4
Research	
The summary has at least three sentences and explains why the student chose the highlight.	1 2 3 4

The highest rating is 4.

CHAPTER 6

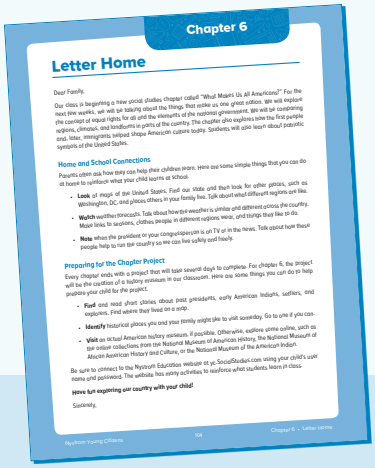
Compelling Question

What Makes Us All Americans?

Students will learn about various aspects and features of the United States.

Time Frame: 5 Weeks

1. They will understand the role of the national government and how it is divided into three branches.
2. They will discover the various regions, and see how people have used the land to meet their needs during different times.
3. They will learn about the people who contributed to the formation of the United States.
4. They will connect their learning to being a patriotic citizen.
5. Students will complete the chapter review, project, and assessment.


Chapter 6

Letter Home

Dear Family,

Our class is beginning a new social studies chapter called "What Makes Us All Americans?" For the next few weeks, we will be talking about the things that make us one great nation. We will explore the concept of equal rights for all and the elements of the national government. We will be comparing regions, climates, and landforms in parts of the country. The chapter also explores how the first people and, later, immigrants helped shape American culture today. Students will also learn about patriotic symbols of the United States.

Home and School Connections

Parents often ask how they can help their children learn. Here are some simple things that you can do at home to reinforce what your child learns at school.

- **Look** at maps of the United States. Find our state and then look for other places, such as Washington, DC, and places others in your family live. Talk about what different regions are like.
- **Watch** weather forecasts. Talk about how the weather is similar and different across the country. Make links to seasons, clothes people in different regions wear, and things they like to do.
- **Note** when the president or your congressperson is on TV or in the news. Talk about how these people help to run the country so we can live safely and freely.

Preparing for the Chapter Project

Every chapter ends with a project that will take several days to complete. For chapter 6, the project will be the creation of a history museum in our classroom. Here are some things you can do to help prepare your child for the project.

- **Find** and read short stories about past presidents, early American Indians, settlers, and explorers. Find where they lived on a map.
- **Identify** historical places you and your family might like to visit someday. Go to one if you can.
- **Visit** an actual American history museum, if possible. Otherwise, explore some online, such as the online collections from the National Museum of American History, the National Museum of African American History and Culture, or the National Museum of the American Indian.

Be sure to connect to the Nystrom Education website at ny.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what students learn in class.

Have fun exploring our country with your child!

Sincerely,

Nystrom Young Citizens 104 Chapter 6 • Letter Home

Letter Home

Ask students to share the **Letter Home** with their families.

Chapter 6
Pre-assessment

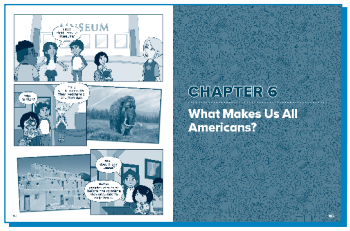
1. Have the class talk about things they have in common at school. Let students know that they can have ideas in common as well as things. Possible answers could include eating in the cafeteria, tests and homework, using the playground, wanting to be at recess instead of class (or some other humorous thing), and uniforms (if applicable). Next, if your school has a mascot, pose the chapter question but replace "Americans" with that mascot (e.g., "What makes us all Tigers?"). The idea here is to move from commonalities to group identity.

2. Write the chapter question on the board: "What makes us all Americans?"

3. Distribute cards to pairs or small groups. On the cards, have them write at least two answers to the question.

4. Collect the cards and use them as the basis for a whole-class discussion.

Chapter 6
Introductory Activity



pp. 162–163

Materials

- Student Book
- Think Book

History

Critical Thinking

Objectives

Students will be able to:

- Connect their own lives with the experiences of characters in a text.
- Recognize the context and plot of a story based on visual and written text.
- Infer why the characters are in a museum.

Getting Started

1. Ask students to tell about any experiences they have had visiting a museum or seeing one on TV or online.
2. Ask them to list in their **Think Books** things that they might see in a museum. Explain that in today's comic the class is visiting a museum together.

Teaching

1. Have the class turn to p. 162 in the Student Book. Ask students to view the first frame of the comic and describe what they see in this frame.
2. Have students look at the rest of the comic. Discuss how the museum leads the characters through history from long ago to closer to the modern day.
3. Have students discuss what they see in the two photographs, and decide together why they are in the museum.

Summarizing and Assessing

Ask students to think about the chapter question: "What makes us all Americans?" Ask students to relate some things, places, or ideals that people in our country share. Ask students to infer why a museum is included as something that Americans share. Accept reasonable responses and write them on the board. Have students copy the answers into their **Think Books**.

Modifications for Differentiation

Above Have students list reasons a person might go to a museum.

Below and ELL Show students images from different kinds of museums, such as art museums and history museums. Talk about what the images show and the purpose of the museums.

Lesson 1

Our Country's Government

Online Activities

- Vocabulary Activities

Literacy Links

- *Her Right Foot*, by Dave Eggers
- *House Mouse, Senate Mouse*, by Cheryl Shaw Barnes and Peter W. Barnes
- *What Is Government?* by Ann-Marie Kishel

Main Goals

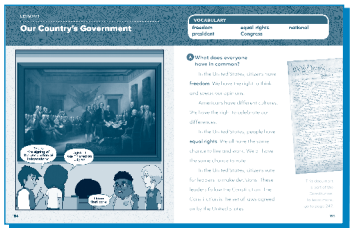
A **What does everyone have in common?** Identify foundational freedoms and rights that people of the U.S. share.

B **Who runs the national government?** Classify the three branches of government and define the role of the executive branch.

C **How are national and state governments alike and different?** Compare and contrast state, local, and federal responsibilities.

A What does everyone have in common?

Civics Cultures History



pp. 164–165

New Vocabulary

equal rights
freedom

Materials

- Student Book
- Think Book
- two picture books

Online Activities

- What Does Everyone Have in Common?

Objectives

Students will be able to:

- Define *equal rights*.
- Explain that Americans are free to live and think the way they want to.
- Distinguish between the Constitution and basic rules.

Vocabulary Focus

Write these words on the board. Tell students that they are going to learn more about these words as they read the student text. Emphasize the words as the text is read.

Getting Started

1. Set up the classroom so that there is a row of five or six chairs in front of where students normally sit.
2. Assign the chairs to a few students. Tell students you will be reading a story from a book that they choose. Ask only students in the row of chairs to vote and decide. Ignore the other students' opinions.

Literacy Links

- *Peaceful Fights for Equal Rights*, by Rob Sanders
- *Peyton and the Unfairy Godmother*, by Lana Gribas
- *Rosa Parks: Little People, Big Dreams*, by Lisbeth Kaiser

3. Before you begin to read, tell students that at recess, only the students in the chairs will get to go outside to play; the rest will have to stay to practice their handwriting and then clean their desks.

4. At this point, stop and remove the chairs. Ask students how they felt about what happened. They should realize that what you did was not fair, that you were not treating everyone equally, and that not all the students had the same rights in the classroom.

Teaching

1. On the board, write the section title: "What does everyone have in common?" followed by numbers **1–4**, and leave space between each number to write. Ask students to do the same in their **Think Books**.

2. Read each paragraph on p. 165 of the Student Book together, filling in the outline as you read each paragraph.

    a. Citizens have freedoms, such as the right to think and speak our opinions.

    b. People have the right to celebrate their cultures and differences.

    c. People have equal rights, so they all have the same chance to live and work.

    d. People vote for leaders, and these leaders must follow the Constitution.

3. Discuss whether the activity from the Getting Started section followed the ideal of equal rights. Refer to the way you had students choose the book to read. Link it to the idea of voting in the United States. Point out that each person's opinion should count equally.

4. Show the books for a read-aloud again. Encourage students to share their opinions on why they would prefer one book over another. Ask them to point to the section in the Student Book that matches what they are doing, then ask them to discuss if it would be okay for one student to tell another that their choice was stupid. Emphasize that people have the right to an opinion and can share it, even if others don't like that opinion.

5. Have students turn to p. 247 of the Student Book (Patriots' Handbook). Either individually or as a class, read the entry for the Declaration of Independence, then ask how the Declaration of Independence relates to the idea of equal rights. Have students view the comic and photo on p. 164. Talk about what the men who signed the Declaration of Independence wanted the document to accomplish.

6. Have students turn to p. 247 of the Student Book (Patriots' Handbook). Either individually or as a class, read the entry for the Constitution, then ask how the Constitution protects our rights.

Summarizing and Assessing

Ask students to write in their **Think Books** things that people in our country have in common. Collect their notebooks and review.

Modifications for Differentiation

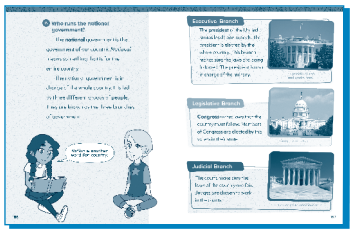
Below and ELL For students who have difficulty writing at length, provide a simple outline with most of the words already included and only a few spaces that students will fill in as they go. Ask students to glue these outlines in their **Think Books**.

Extending

Writing Distribute pieces of card stock. Ask students to come up with examples from their daily lives of how they or other people exercise their freedoms and have equal rights. Have students write their examples on the card stock and then decorate them. You can display the cards on a bulletin board or hang them around the room.

B Who runs the national government?

Civics Geography



pp. 166–167

New Vocabulary

Congress
national
president

Review Vocabulary

constitution

Materials

- Student Book
- U.S./World Desk Map 2C/D
- Activity Sheet 6a
- Think Book
- map markers
- glue
- picture of the current president

Literacy Links

- *If I Were President*, by Catherine Stier
- *One Vote, Two Votes, I Vote, You Vote*, by Bonnie Worth
- *We the Kids: The Preamble to the Constitution of the United States*, by David Catrow

Objectives

Students will be able to:

- Recognize and define the three branches of government.
- Explain the criteria for becoming president.
- Name the current president.

Vocabulary Focus

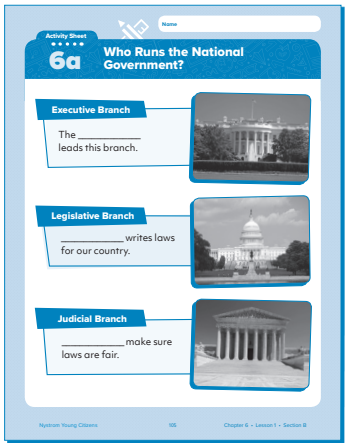
Provide students with **Activity Sheet 6a**. Ask them to fill in the words as they read the text.

Getting Started

1. Locate Washington, DC, on a map.
2. Look at the images of the White House, the U.S. Capitol, and the Supreme Court in the Student Book on p. 167. Explain that these images are important because they show places in Washington, DC, where people who run our national government work.
3. Explain that *national* means our whole nation, or country. Write *national* on the board and point out that it contains the word *nation*. Use a map marker to trace over the borders of the country, including Alaska and Hawaii, on **U.S. Desk Map 2C**. Ask students how many states there are.
4. Clean and put away the desk map.

Teaching

1. Have students turn to pp. 166–167.
2. Read the first two paragraphs together. Look at **Activity Sheet 6a** and have students underline the word *nation* in *national*. Above nation, ask them to write **U.S.** or **United States**. Next, ask them to draw lines between the three branches of government on the activity sheet. Talk about a tree that has main branches as well as many smaller branches. Explain that our government is similar in that it has three main branches and many smaller branches or groups that help run our country.


Activity Sheet 6a

Name

Activity Sheet 6a

Who Runs the National Government?

Executive Branch

The _____ leads this branch.

Legislative Branch

_____ writes laws for our country.

Judicial Branch

_____ make sure laws are fair.

Nystrom Young Citizens 105 Chapter 6 • Lesson 1 • Section B

3. Read about each branch of the government one at a time in the Student Book. After reading each one, ask students to fill in the missing word on **Activity Sheet 6a**. Next, ask which picture on p. 167 matches that branch.

4. Ask students if they know the name of the president of the United States. Write the president's name on the board and ask them to copy the name above *President* on their activity sheets. Show them a picture of the president. Ask where the president lives.

5. Ask them to glue their activity sheet in their **Think Books**.

6. Tell them that the Constitution has rules about which people can become president, and that students are going to figure out if they could be president. They will stand if they fit the rules and sit down if they don't.

   a. Have students stand up.

   b. Tell them that the president has to have lived in the United States for at least 14 years. Since they are too young to have lived here 14 years, they must sit down.

   c. Have students stand up again. Tell them to pretend they are old enough to have lived in the country for 14 years. Ask each of them to pick an older age.

   d. Tell them that both men and women can be president.

   e. Tell them that presidents have to be at least 35 years old. Those who picked an age less than 35 must sit down.

   f. Ask them if they have gone to a college or university. Tell them it does not matter, because the Constitution does not say how much education a president must have. You may want to note that most modern presidents have gone to a college or university, but not all presidents from long ago went.

   g. Ask if they were born in the United States or if their mom or dad was a citizen when they were born. If they were born somewhere else, they can become citizens who vote or serve in Congress, but they can't be president. Have those students sit down.

Summarizing and Assessing

Allow students to refer to **Activity Sheet 6a**. Ask the following questions. Have students put their hands up if the answer is yes. If the answer is no, ask the class for the correct answer.

- Can both men and women become president? (yes)
- Is the president the leader of our city? (no)
- Does Congress pass laws? (yes)
- Can you be president when you are six years old? (no)
- Are judges part of one of the branches of government? (yes)

Have each student write in their **Think Books** something they would do if they were president.

Modifications for Differentiation

Above Have them write several things in their **Think Books** that they would do if they were president.

Below Have them draw and label in their **Think Books** what they would do if they were president.

ELL Students may wonder what kind of government their country of origin had. Be ready to offer a few examples of different kinds of governments. Form a group of students and work with them to discuss what they might do if they were president.

Extending

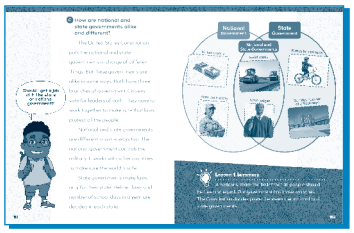
Art Have students paint a picture to send to one of their members of Congress. Add a note to go with the picture.

Language Arts Make available the Literacy Links or an assortment of relevant picture books. Read them with the students or allow them to delve into them as desired.

C How are national and state governments alike and different?

Civics

Critical Thinking



pp. 168–169

Materials

- Student Book
- Activity Sheet 6b
- Think Book
- glue
- large sheets of paper
- scissors

Objectives

Students will be able to:

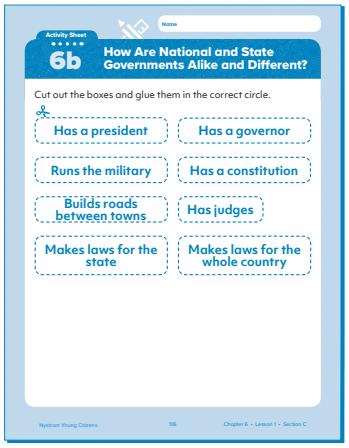
- Compare and contrast state and federal responsibilities.

Getting Started

Review state and national governments by projecting images of each or by looking back through the Student Book and **Think Books**.

Teaching

1. Have students turn to p. 168. Direct their attention to the Venn diagram. Discuss what it represents.
2. Draw just the outline of a Venn diagram on the board and have students do the same in their **Think Books**.
3. Read the text on pp. 168–169 together. Pause after each paragraph and discuss where each of the points would go on the Venn diagram. Fill these in on the board and have students add them to their notebooks.
4. Talk about how they learned about another type of constitution in an earlier chapter. Review the idea of a state constitution, and then explain that the U.S. Constitution is more powerful than state constitutions. States can't make laws that disobey the U.S. Constitution. Have students decide which of the following laws is the most important: that our leaders follow the U.S. Constitution, or that the park should close at sunset.


Activity Sheet 6b

Name

6b How Are National and State Governments Alike and Different?

Cut out the boxes and glue them in the correct circle.

Has a president	Has a governor
Runs the military	Has a constitution
Builds roads between towns	Has judges
Makes laws for the state	Makes laws for the whole country

Summarizing and Assessing

Ask students to think about why the Constitution would give some powers to the states and some powers to the national government. Have students work in pairs. Give each pair a copy of **Activity Sheet 6b** and a large sheet of paper. Make sure both students place their names at the top. Have them draw a Venn diagram on their paper and label the circles **State** and **National**. Have them cut out the sections of the activity sheet and glue them in the appropriate spots. Allow them to work with partners and use their **Think Books**. Collect and review the Venn diagrams.

Modifications for Differentiation

Above Have students complete a three-circle Venn diagram for the assessment task. The third circle should be labeled **Town**. They may work independently or with a partner.

Below and ELL Read the phrases on **Activity Sheet 6b** to students during the Summarizing and Assessing section, then reread each phrase and pause to let students identify the phrase as state or national. Ask them to write the label **S** or **N** beside the phrase on the activity sheet. Give clues as needed. After they have labeled each phrase, ask them to glue the phrases on the Venn diagram.

Extending

Art Fold a sheet of paper in half. Have students draw a picture in each section to represent one responsibility of each level of government.

Dramatic Play Provide materials for students to act out roles such as judge, police officer, or president.

Lesson 1
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands when you read the correct answer. More than one answer can be correct.

What are rights in the United States?

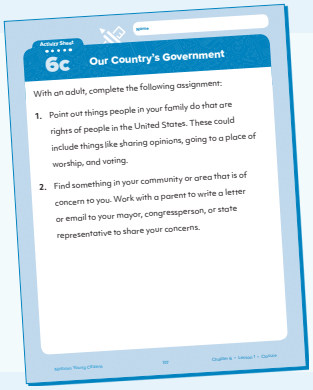
1. The right to vote (correct)
2. The right to speak our opinions, even if other people don't like them (correct)
3. The right to drive a car (not correct)

Which of these are branches of the national government?

1. Congress (correct)
2. The mayor (not correct)
3. The Supreme Court (correct)

Which of these are responsibilities of both the state and national government?

1. Making laws (correct)
2. Following the Constitution (correct)
3. Deciding how many days are in a school year (not correct)


Activity Sheet
6c
Our Country's Government
With an adult, complete the following assignment:
1. Point out things people in your family do that are rights of people in the United States. These could include things like sharing opinions, going to a place of worship, and voting.
2. Find something in your community or area that is of concern to you. Work with a parent to write a letter or email to your mayor, congressperson, or state representative to share your concerns.

Review at Home

Ask students complete **Activity Sheet 6c** with their families at home.

Lesson 2

Land of the United States

Online Activities

- Vocabulary Activities

Literacy Links

- *The Legend of the Bluebonnet*, by Tomie dePaola
- *National Geographic Little Kids First Big Book of Weather*, by Karen de Seve
- *What Are the U.S. Regions?* by Maureen Picard Robinson

Main Goals

A **What is weather like in the United States?** Define *weather* and connect weather patterns to locations.

B **What are different parts of the United States like?** Identify, compare, and contrast the main regions of the United States.

C **How did the first people live on this land?** Describe how natural features affected how people lived, and compare the ways people met their needs.

A What is weather like in the United States?

Geography Information Processing

pp. 170–171

New Vocabulary

humid
weather

Materials

- Student Book
- U.S./World Desk Map 2C/D
- Think Book
- map markers
- clothes (see Getting Started)

Objectives

Students will be able to:

- Define *weather*.
- Describe different types of weather.
- Link weather patterns to geographic locations.

Vocabulary Focus
Introduce the vocabulary words in the context of reading during the Teaching activity. Tell students to watch for the words in bold and to be ready to tell you what they mean.

Getting Started

1. Come to class wearing or carrying clothing and equipment that's very inappropriate for the weather. For example, have a beach bag, sunglasses, and sun hat in winter; have rain boots and an umbrella on a sunny day; or have a warm hat, scarf, and gloves during a heat wave.

2. Tell students you are really excited to be going to the beach (or splash in puddles, play in the snow) after school. Have them convince you that you are not prepared for the correct weather or activity.

3. Explain that today you will be working with them to make sure everyone knows about the weather.

Teaching

1. Have students open to p. 170. Read the text aloud. Tell students to watch for the words in bold and to be ready to tell you what they mean.

2. Write *weather* and *humid* on the board. Ask students to share the definitions of both words with you.

3. Talk about the images and map on p. 171 of the Student Book. Ask students how these images help answer the section question: "What is weather like in the United States?"

4. Distribute **U.S. Desk Map 2C** and map markers. Have students outline your state.

5. Ask them to mark **N**, **S**, **E**, and **W** on the borders of their desk maps.

6. Have students discuss the current weather, as well as recent weather patterns. Note that we usually expect specific types of weather at certain times of the year.

7. Remind students that these times are organized into seasons. Emphasize that the season does not make the weather; rather, we use the seasons to help keep track of the time of year and the weather we're likely to encounter. You may wish to review the season material from chapter 4. If possible, have students use a weather app or website that shows temperatures in different locations. Ask students to think of a state that may be of personal importance to them (where their grandparents live, where they've gone on vacation, etc.), find it on their maps, talk about the weather, and check the humidity in a variety of locations in that state.

8. Tell them that other things can affect the weather, not just location.

9. Tell students to imagine it is winter. Direct their attention to a specific state (e.g., Alaska or Maine) and ask them to predict the weather there. Next, draw their attention to another state, such as Florida or Nevada. Ask them to predict the weather there. Repeat for spring.

10. Tell them that location in the country can affect weather, but so can other things.

11. Make sure students know that landforms can also affect the weather. Discuss any such landforms in your state (e.g., mountains, ocean). Discuss how being farther north or farther south can also affect the weather.

Summarizing and Assessing

Ask students to respond verbally to the following questions. You can choose any state you want for the final two questions. Write appropriate responses on the board and have students copy the responses into their **Think Books**.

- What is the weather like in our state in the spring?
- What is the weather like in our state in the winter?
- Find [chosen state] on your map. What do you think the weather is like in the winter?
- Name a state that you think is warmer than [chosen state] in the winter, and explain why.

Modifications for Differentiation

Above Have students create a chart or graph in their **Think Books** that shows the weather over the past week. You can opt to have some students make a graph for the temperature, and others make a graph showing the humidity.

Below If students are unable to respond to the Summarizing and Assessing questions individually, pair them with another student. If students still struggle to answer the questions, reread or reteach how location affects weather.

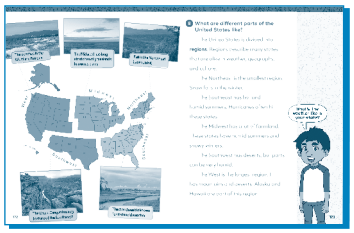
ELL Use the same method as above, but pair students in a group with one or more strong leaders to assist them.

Extending

Dramatic Play Have students act out different weather scenarios. If desired, you can provide props such as clothing, umbrellas, and suntan lotion.

B What are different parts of the United States like?

Geography Information Processing



pp. 172–173

New Vocabulary

region

Review Vocabulary

humid
weather

Materials

- Student Book
- U.S./World Desk Map 2C/D
- Activity Sheet 6d
- map markers
- scissors
- sticky notes

Online Activities

- What Are Different Parts of the United States Like?

Objectives

Students will be able to:

- List the regions of the United States.
- Describe characteristics of each region.
- Compare and contrast the regions.
- Locate their state in a larger region.

Vocabulary Focus
Write *region* on the board. Explain the word during Getting Started.

Getting Started

1. Divide students into small groups. Have an extra copy of **Activity Sheet 6d** for each group and cut the map into the regions listed on p. 172 of the Student Book. Give each group a set of the regions. Tell them that these pieces show *regions* of the United States. Ask if they can think of another word that means the same as regions. (part, area) Explain that regions are groups of states that are close to one another. Ask students to reassemble the map.
2. Write the word **West** on the board and read it to the students. Ask them which section should be called the West piece and have them explain why.
3. Explain that the United States is often divided into regions. The maps they put together were divided into those regions.

Teaching

1. Have students read the text on p. 173 of the Student Book. Ask them to use sticky notes to record something about each region and put them on their reconstructed maps.
2. Distribute **U.S. Desk Map 2C** and map markers, and have students outline the regions of the country, using their reconstructed maps to help them.
3. Have them mark the cardinal directions on the borders of the map.

4. Tell them that they are going to label each region.

    a. Have them mark **W** on the West region (based on the Getting Started activity).

    b. Tell them that one region is called the Southwest region. Have them predict which one is Southwest. When they find it, have them label it **SW**.

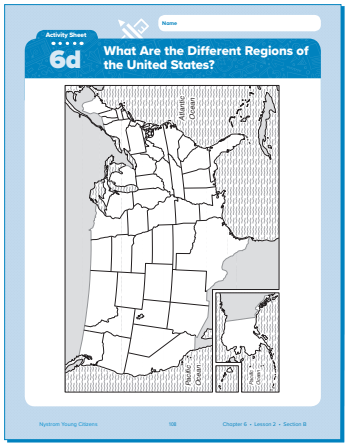
    c. Challenge them to find the Southeast and Northeast regions and label them **SE** and **NE**.

    d. Next, explain that one region is called the Midwest. Decide together which region is the Midwest and label it **MW**.

5. Have students find their state on the map and identify the larger region it is located in.

Summarizing and Assessing

Give each student a copy of **Activity Sheet 6d**. Have them outline the regions (they may refer to the text or their assembled maps to help with this) and label each of them using initials. Have them affix their sticky notes to their maps. Clean and put away their desk maps.


Activity Sheet 6d
6d
What Are the Different Regions of the United States?

Modifications for Differentiation

Above Have students research one region and learn more about its landforms.

Below Have students work in pairs to read the text, or read the text to them. If they have difficulty labeling the regions, have a partner help them label.

ELL Have students work in pairs to read the text or read the text to them. If they have difficulty labeling the regions, have a scribe help them label. Provide images that show each of the terms from the text (e.g., hurricane or snow).

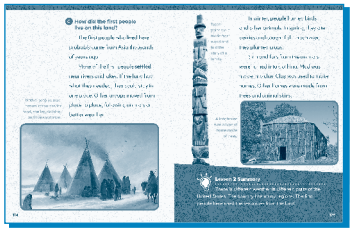
Extending

Art Divide students into groups and assign a region to each group. Have each group paint or use cut-and-paste to create a mural that depicts that region.

Writing Have students come up with clues to help others find various states. For example, this state is colored pink on the map, has a border with another country, and is the largest one in the southern part of the United States (Texas). Make sure you get a range of states, if not all 50. You can then use these clues as the basis for a full-class trivia game.

C How did the first people live on this land?

Geography History



pp. 174–175

New Vocabulary

settle

Review Vocabulary

region

Materials

- Student Book
- Activity Globes
- Group Activity Cards
- Group Activity Role Cards
- Think Book
- map markers

Objectives

Students will be able to:

- Name the first people who lived in North America.
- Describe how the geographic features of an area affected how people lived.
- Compare and contrast ways people used the land to meet their needs.
- Discuss folk tales from American Indian groups.

Vocabulary Focus
Introduce while reading the Student Book and ask students to first infer the meaning of *settled* from the text before confirming their responses.

Getting Started

1. Ask students to recall the basic needs of humans. Write the words **shelter**, **food**, and **clothing** on the board, then ask students where they can get these things.
2. Point out that today most people buy their food and clothing and live in a home that someone else built. However, that is not the only way people can obtain these needs. Challenge students to share other ways to fill those needs (e.g., grow your own food, make clothes, build a house).

3. Explain that today students are going to learn about people who had to meet all their needs without any stores or money.

Teaching

1. Read the first paragraph on p. 174 of the Student Book aloud.
2. Distribute **Activity Globes** and map markers. Have students point to Asia, then have them point to the United States. Next, ask students to trace a path from Asia to the United States. Let students infer how people might have gotten from Asia to North America. If they don't bring up a land bridge or walking across frozen water, give them clues.
3. Have students finish reading the text with their partners and discuss each picture. As they read, ask them to pay attention to the word *settled* and to be ready to give a definition of it or name a word similar to it.
4. After students finish reading, make sure they understand the word *settled*, either by telling them yourself or asking someone in the class to give a definition.
5. Ask them to think about how the first people might have used the land and water to help them meet their needs.
6. Direct students to look at the images on pp. 174–175. Ask students to look for evidence of how American Indians met their needs (e.g., using materials from nature to build their shelters). Focus on how these groups used the resources available to them.
7. Put students into small groups and distribute the **Group Activity Cards**. Each group will get a different Group Activity Card. Instruct them to complete the activities on both sides of the cards and explain that they will present their answers. The teacher can decide how to divide students and how to assign roles.
8. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to write down at least two answers to the section question—"How did the first people live on this land?" Have them record these answers in their **Think Books** so they have it for future reference.

Modifications for Differentiation

For the **Group Activity Cards**, assign students roles to match their needs.

Extending

Art Provide sticks and straw or modeling clay. Have students build models of the homes mentioned in the text.

Dramatic Play Have small groups look at the painting on p. 174 in the Student Book. Tell them to pretend they are the people in the mural, and that they are to create a skit that shows some of the ways these people met their needs. Have each group perform their skit for the class.

Lesson 2
Closure

Classroom Assessment Activity

For each of the following questions, have students stand up when you read the correct answer. More than one answer can be correct.

Which of these are kinds of weather?

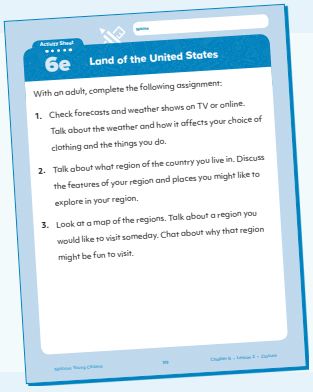
1. Rainy (correct)
2. Humid (correct)
3. Desert (not correct)

Which of these is a region of the United States?

1. Ocean region (not correct)
2. Midwest region (correct)
3. Southeast region (correct)

Where did many of the first people settle?

1. Near a store (not correct)
2. Near rivers (correct)
3. Near lakes (correct)


Activity Sheet 6e

Land of the United States

With an adult, complete the following assignment:

1. Check forecasts and weather shows on TV or online. Talk about the weather and how it affects your choice of clothing and the things you do.
2. Talk about what region of the country you live in. Discuss the features of your region and places you might like to explore in your region.
3. Look at a map of the regions. Talk about a region you would like to visit someday. Chat about why that region might be fun to visit.

Review at Home

Ask students to complete **Activity Sheet 6e** with their families at home.

Lesson 3

People of the United States

Online Activities

- Vocabulary Activities

Literacy Links

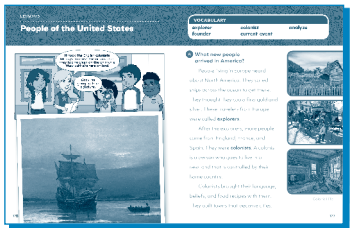
- *Explorers Who Got Lost*, by Diane Sansevere-Dreher
- *First Grade American History: Early Pilgrims of America*, by Baby Professor
- *You Wouldn't Want to Be an American Colonist!* by Jacqueline Morley

Main Goals

- **A** **What new people arrived in America?** Compare and contrast the actions and lifestyles of explorers and colonists.
- **B** **Reading Skills: Analyzing Sources.** Compare and contrast two texts on the same topic in order to gain a deeper understanding.
- **C** **What can we learn from the lives of important Americans?** Describe how individuals can make a difference.
- **D** **Reading Skills: Making Connections.** Connect ideas between texts in order to enhance understanding of a topic.

A What new people arrived in America?

Geography History



pp. 176–177

New Vocabulary

colonist
explorer

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 2C/D
- Images of Explorers and Colonists
- Think Book
- map markers
- coloring utensils

Objectives

Students will be able to:

- Summarize the actions and goals of explorers.
- Explain why colonists came to America.
- Compare and contrast explorers and colonists.

Vocabulary Focus

Write the words *explorer* and *colonist* on the board. If possible, show images/artistic renditions of European explorers and early American colonists.

Ask students if they can see the smaller word inside *explorers* (*explore*). Underline this part of the word. Tell them that there is part of a small word in *colonists* too, but the word looks a bit different (*colony*).

continued on next page

Literacy Links

- *Christopher Columbus*, by Stephen Krensky
- *Early Explorers*, by Ellen Mitten
- *If You Lived in Colonial Times*, by Ann McGovern

Act out the difference between an explorer and a colonist. Take the class or a group of students around the room, similar to a "follow-the-leader" game. Say *explorer* and have everyone pretend to look into the distance with a spyglass. Next, say *colonist* and have everyone sit or kneel down. Have some students pretend to cook, some pretend to sew, and some pretend to build. Explain that an explorer travels around while a colonist settles in one place.

Getting Started

1. Have students write the section question in their **Think Books**: "What new people arrived in America?" Underneath this, have them write *explorers* on one side and *colonists* on the other.
2. Have students open to p. 176 of the Student Book and read the comic together as a class.
3. Have students form groups. Distribute **World Desk Map 2D** and map markers. Have students locate United Kingdom, and then draw a line from United Kingdom to Massachusetts. Tell them to write **Mayflower** above this line. Connect this to the mention of the ship in the comic.
4. Emphasize that Massachusetts is part of North America to support their reading of the text.
5. Explain that the people on the *Mayflower* were colonists because they were trying to establish a colony, or a permanent village/settlement.

Teaching

1. Ask students to look and listen for a reason why explorers wanted to come to North America before beginning to read the first paragraph on p. 177 of the Student Book together. Make sure students understand that many explorers wanted to find gold and silver. Have students write or draw pictures of **gold** and **silver** underneath the Explorer heading in their **Think Books**.
2. Read the second paragraph together. Tell students to find France on the desk map.

3. Before reading the third paragraph together, tell students to look for things to add under the "Colonist" heading in their **Think Books**. Allow them to look closely at the images on p. 177 to see what else colonists did, and then have them write down any ideas before beginning the reading.

4. Read the third paragraph together. Let students suggest words to be added under the "Colonist" heading. Help them understand that colonists brought language, beliefs, and ways of preparing food (or customs and traditions). They also built towns.

5. Distribute and use **Activity Globes** to emphasize the distances and diversity of colonists' starting points. Tell the class that each of these people brought their languages, food, and ideas to America, helping to make the country an exciting and varied place to live.

6. Have students look at the map of Europe on p. 233 of the Student Book (Atlas) and find the United Kingdom (explain that England is part of the UK), France, and Spain. Tell them to use this information to find the same countries on their **Activity Globes**. Have them use the map markers to draw lines to North America from each country.

Summarizing and Assessing

Have students draw a line across the middle of a **Think Book** page, dividing it into two sections. On the top half, they are to draw a picture and explain underneath what an explorer does. On the bottom half, they are to draw a picture and explain underneath what a colonist does. Have students clean, collect, and put away materials. Collect and review their work.

Modifications for Differentiation

Above Have students read about an early colony (e.g., Plymouth or Jamestown) and share with the class what they've learned.

Below Discuss ideas with students for the Summarizing and Assessing task, then have students draw and write independently.

ELL Use a shared writing method to help students complete the assessment task.

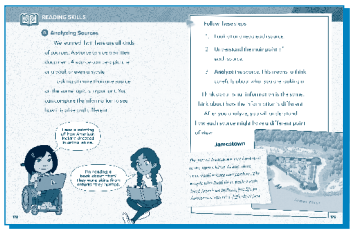
Extending

Language Arts See Literacy Links for books about life in colonial America and about key explorers. Have students explore one or more texts and talk about what they learn with a partner or small group.

Reading Skills

B Analyzing Sources

Critical Thinking | Information Processing



pp. 178–179

New Vocabulary

analyze

Materials

- Student Book
- Activity Sheet 6f
- Think Book
- coloring utensils
- index card

Online Activities

- Analyzing Sources

Objectives

Students will be able to:

- Explain why it is important to analyze more than one source when learning something new.
- Compare and contrast two sources.

Vocabulary Focus
Introduced in Getting Started.

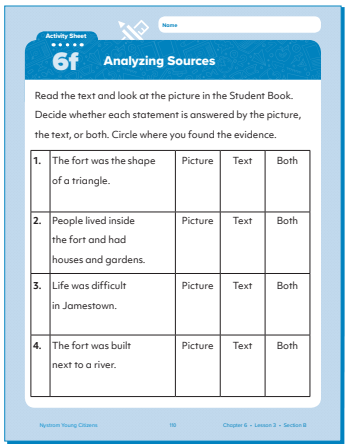
Getting Started

1. Write the word *analyze* on a card to be posted on the wall. Explain that *analyze* means to think carefully about something. Provide an example sentence, such as, "Because the section question is about analyzing sources, we're going to think carefully about sources." Remind students of previous lessons about primary and secondary sources.
2. Have students turn to p. 178 of the Student Book and read the comic.
3. Ask students what Minar and Leena have learned and how they learned it. Point out that each got the information from a different place: Leena from a painting and Minar from a book.
4. Explain that learning the same thing in two ways helps you better understand it. Tell students that pictures and books are both types of sources.

Teaching

1. Have students read the first paragraph on p. 178 with their partner and identify the four types of sources mentioned.
2. Read the text on p. 179 to the class.
3. Have students work in partners or in a small group. They will be allowed to discuss the topic with their partners, but they will each complete their own copy of **Activity Sheet 6f**.

4. Tell them they will be analyzing two sources. One is the picture on p. 179; the other is words written by someone about the Jamestown fort. The words and picture are about the same place. The students' job will be to listen carefully and compare the words and the picture.


Activity Sheet
6f Analyzing Sources
Name
Read the text and look at the picture in the Student Book. Decide whether each statement is answered by the picture, the text, or both. Circle where you found the evidence.

1.	The fort was the shape of a triangle.	Picture	Text	Both
2.	People lived inside the fort and had houses and gardens.	Picture	Text	Both
3.	Life was difficult in Jamestown.	Picture	Text	Both
4.	The fort was built next to a river.	Picture	Text	Both

Nystrom Young Citizens 115 Chapter 6 • Lesson 3 • Section B

Activity Sheet 6f

5. Read the text through once without stopping, then reread it slowly and explain vocabulary as needed.

6. Look at **Activity Sheet 6f**. Read each of the four statements together. If students think an answer can be found in the information from the written source, they should circle the word *text*.

7. Reread the four statements. If students think an answer can be found in the image of the fort, they should circle the word *picture*.

8. Have students review their activity sheets. If they circled both text and picture in the same row, have them now circle *both*.

9. Review together and discuss why it is important to learn something in more than one way.

Summarizing and Assessing

Tell students you will again be reading the entry about the fort. They can also look at the picture in the Student Book. In their **Think Books,** have them draw the fort and the land around it the way they imagine it based on both sources. Remind them that each person's drawing will be different because everyone will think about different parts of the information. However, they must base their drawings on information from the sources. Collect and review their notebooks.

Modifications for Differentiation

Above Have students write a description of their fort during the Summarizing and Assessing task. They should include ideas that they heard in the text you read aloud.

Below Instead of having students complete **Activity Sheet 6f** individually, allow them to work with a partner or small group.

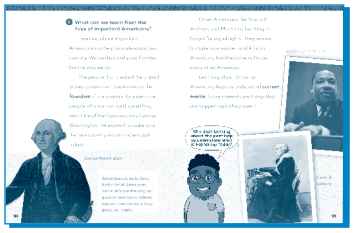
ELL Read the fort description line by line and talk about what each line means. You may wish to have students make sketches as you talk.

Extending

Language Arts Provide sets of traditional tales. Have students read/view them and analyze similarities and differences. You may wish to have them complete Venn diagrams or T-charts to show their thinking.

C What can we learn from the lives of important Americans?

Civics History Reading



pp. 180–181

New Vocabulary

current event
founder

Materials

- Student Book
- Leveled Student Readers
- Images of Significant Figures
- Think Book
- pictures of current events (optional)

Objectives

Students will be able to:

- Explain how individuals can make a difference in our country.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Write the two vocabulary words on the board. Under *founder*, list famous people such as George Washington, Thomas Jefferson, and Ben Franklin. Under *current events*, list some events with which students are familiar and/or show images of and text about current events.
2. Explain the meanings of *founder* and *current events,* or ask students to look at the things you've listed under each vocabulary word and see if they can come up with a definition that they can confirm or change after reading the student text.
3. Close to the word *founder*, write *leader*. Post names and/or several pictures of significant historical figures such as Abraham Lincoln or Rosa Parks.
4. Review the section question and then ask students to answer it. List their responses on the board.

Teaching

1. Have students turn to p. 180 of the Student Book.
2. Read the first paragraph together. Ask students if they want to delete, change, or add anything to their answers to the section question based on what they just read.

3. Read the second paragraph together. Point to the word *founder* on the board. If you have not defined this word, write the text definition on the board at this time. If you have time, reference the Founders involved in writing the Declaration of Independence or the Constitution.

4. Next, read the sidebar next to the picture of George Washington together. Point to the word *leader*. Ask students to think about the differences between a founder and a leader. (This requires some sophisticated inferencing.) Explain that a founder is someone who helped create the United States government, while a great leader is someone who works to make Americans' lives better. (You may wish to further clarify what makes a leader great, and possibly offer counter examples.)

5. Read the final paragraph about current events. If you haven't yet explained this term to the class, write the definition on the board.

6. Distribute the **Leveled Student Readers**.

Summarizing and Assessing

Have students write examples in their **Think Books** of a leader, a founder, and a current event. Afterward, collect and review their notebooks.

Modifications for Differentiation

Above Have students write in their **Think Books** about two people who have made a difference in different ways.

Below Have students identify the main idea in the **Leveled Student Readers** and find supporting details.

ELL In their **Think Books**, ask students to talk about (or draw) an important person who has made a difference for them.

Extending

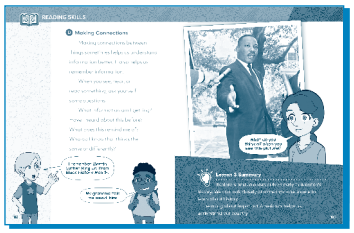
Language Arts Provide additional biographies that can be read independently by the students. You may wish to include **Leveled Student Readers** from this program that have already been read.

Current Events Have students prepare simple current events presentations. These could be created at school or at home, depending on the needs of the class. Give them a what/when/where/why frame to organize their thinking.

Reading Skills

D Making Connections

Geography | Critical Thinking | Information Processing



pp. 182–183

Materials

- Student Book
- Community Desk Map 2A/B
- masking tape or sticky notes

Online Activities

- Making Connections

Literacy Links

- *Maya's World: Mikale of Hawaii*, by Maya Angelou
- *My Abuelita*, by Tony Johnston
- *Why Mosquitoes Buzz in People's Ears: A West African Tale*, by Verna Aardema

Objectives

Students will be able to:

- Connect ideas between texts.
- Recognize similarities and differences between texts.

TEACHER'S NOTE

Before class, take half of the desk maps (**Community Desk Map 2A**) and use masking tape or sticky notes to cover the apartment building and houses in the upper right corner, the stores in the bottom middle, and the school.

Getting Started

1. Read aloud a simple, realistic fiction picture book that the students can easily relate to. As you read, model how to make a few connections to the text and encourage students to share connections as well.
2. Tell the class that in today's lesson they will explore connections between different texts and events that might happen.

Teaching

1. Have students work with their partners. Give each pair one **Community Desk Map 2A** on which you've taped over the specified sections. Tell students that the covered spots are farms.
2. Have the pairs examine the map with their partners and make a list of the buildings on the map.
3. Next, give each pair a desk map without any sections taped over. Tell them that it is a map of the same community several years later. Have them compare the maps and identify what has changed. (new businesses, new places to live, a school)
4. Ask students what likely happened over those years to produce the changes.

5. Point out that there are many connections between the first map and the second map. Discuss how connecting the older map with the newer map helps us infer what has been happening in the community.

6. Have students read p. 182 of the Student Book. Discuss the questions shown and have students talk about them in relation to the maps.

7. Finally, have them view p. 182 and ask them to identify the connections being made by Peyton and Roger.

Summarizing and Assessing

Say the statements below one at a time to the class, and have students hold up their desk maps if they think the statement is true.

- Making connections between things can help us understand information better. (true)
- Making connections between things does not help us remember. (false)
- When I read, view, or hear something, I should ask myself what it reminds me of. (true)
- I don't need to make connections when I read because the author tells me everything. (false)

Note student responses and comments.

Modifications for Differentiation

Above Have students think about changes that happened to the community over several years. Have them work together to create a time line of when they think the changes happened (i.e., order the events).

Below Have students verbally describe why city buildings might have replaced farms.

ELL Review vocabulary associated with **Community Desk Map 2A** to ensure students are able to communicate their understandings of the connections between the old map and the new one.

Lesson 3
Closure

Classroom Assessment Activity

For each of the following questions, have students work with a partner. Give each pair a sheet of paper with "yes" on one side and "no" on the other. When you read an option, let partners confer briefly before raising their answers. More than one answer can be correct.

Which of these came to North America about four to five hundred years ago?

1. Explorers (correct)
2. Colonists (correct)
3. The first peoples (not correct)

Which of these is a source?

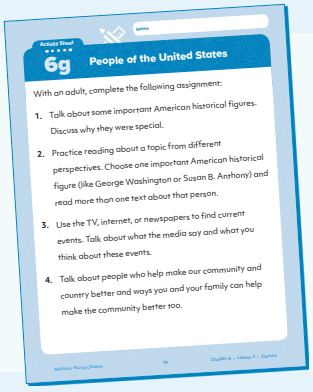
1. A movie (correct)
2. A soccer ball (not correct)
3. A newspaper (correct)

Which of these people was a founder?

1. George Washington (correct)
2. Susan B. Anthony (not correct)
3. Martin Luther King Jr. (not correct)

Why do we look for connections between things?

1. To help us understand information (correct)
2. To help us follow rules (not correct)
3. To help us remember information (correct)


Activity Sheet
6g
People of the United States
With an adult, complete the following assignment:
1. Talk about some important American historical figures. Discuss why they were special.
2. Practice reading about a topic from different perspectives. Choose one important American historical figure (like George Washington or Susan B. Anthony) and read more than one text about that person.
3. Use the TV, internet, or newspapers to find current events. Talk about what the media say and what you think about these events.
4. Talk about people who help make our community and country better and ways you and your family can help make the community better too.

Review at Home

Ask students to complete **Activity Sheet 6g** with their families at home.

Lesson 4

American Patriotism

Online Activities

- Vocabulary Activities

Literacy Links

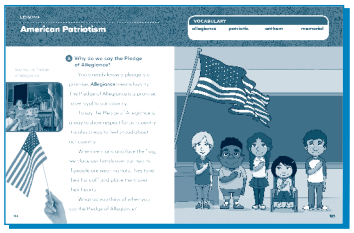
- *American Symbols: What You Need to Know,* by Melissa Ferguson
- *The Impossible Patriotism Project,* by Linda Skeers
- *Presidents' Day,* by Anne Rockwell

Main Goals

- **A** **Why do we say the Pledge of Allegiance?** Explain the importance of the Pledge of Allegiance.
- **B** **What do symbols of our country mean?** Identify and describe important U.S. symbols.
- **C** **What are some patriotic songs?** Identify common patriotic songs.
- **D** **How do we remember important times for our country?** Explain how holidays and memorials help remind us about important people, events, and ideas.

A Why do we say the Pledge of Allegiance?

Civics · Speaking & Listening



pp. 184–185

New Vocabulary

allegiance

Materials

- Student Book
- Activity Sheet 6h
- "Pledge of Allegiance," Teacher Resource 7
- Think Book
- coloring utensils
- highlighters

Objectives

Students will be able to:

- Define *allegiance*.
- Explain why they say the Pledge of Allegiance.
- Recite the Pledge of Allegiance.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Have students stand up if they have gone to a sporting event or watched one on TV. Ask them what many people do before the game begins. Explain that these people stand to sing the national anthem because they are proud of their country. They can celebrate the United States together.
2. Explain that another way many Americans show their pride for their country is by honoring the U.S. flag. You may also want to review the "What symbols represent our state?"

section (p. 140) from the previous chapter, and let students know that they'll learn more in the next lesson about what the flag symbolizes.

3. Introduce *allegiance* by writing the word on the board along with the definition from the Student Book. Have students copy the word and definition in their **Think Books**.

Teaching

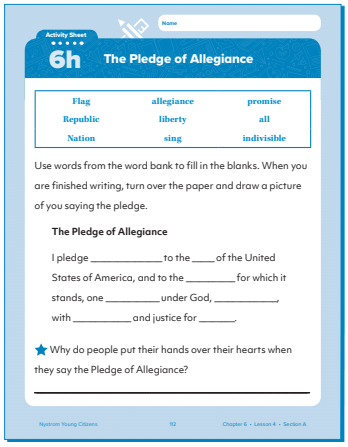
1. Have students turn to p. 185 of the Student Book and view the comic. Ask them to discuss how the children are behaving while they say the pledge. Ask students to pose like the characters in the comic.

2. Read p. 184 in the Student Book together and have students answer the question at the end. Explain that the Pledge of Allegiance is a promise Americans make to support and be loyal to the United States.

3. Have students turn to p. 243 of the Student Book (Patriots' Handbook). Read the words of the pledge to the students.

4. Distribute **"Pledge of Allegiance," Teacher Resource 7** (Teacher's Guide p. 319) and a highlighter to each student. Read the pledge slowly and have students highlight key words and phrases such as *pledge*, *allegiance*, *flag*, and *United States*. As you read, pause to discuss words that students don't know. Encourage students who are familiar with the words to provide explanations whenever possible.

5. Ask students to talk to their partners about why people say the Pledge of Allegiance. Have them record their responses in their **Think Books**.


Activity Sheet 6h

Name

Activity Sheet 6h

The Pledge of Allegiance

Flag	allegiance	promise
Republic	liberty	all
Nation	sing	indivisible

Use words from the word bank to fill in the blanks. When you are finished writing, turn over the paper and draw a picture of you saying the pledge.

The Pledge of Allegiance

I pledge _____ to the ____ of the United States of America, and to the _____ for which it stands, one _____ under God, _____, with _____ and justice for _____.

★ Why do people put their hands over their hearts when they say the Pledge of Allegiance?

_____

Nystrom Young Citizens 112 Chapter 6 • Lesson 4 • Section A

Activity Sheet 6h

Summarizing and Assessing

Give each student a copy of **Activity Sheet 6h**. Tell them to fill in the blanks on the sheet and then turn it over. On the back, tell them to draw a picture of a person saying the pledge. Have them collect and put away materials. Collect and review their work.

Modifications for Differentiation

Above Have students use print or digital sources to find out more about the history of the Pledge of Allegiance.

Below Have students use the Student Book or their highlighted pledges to help them complete the Summarizing and Assessing task.

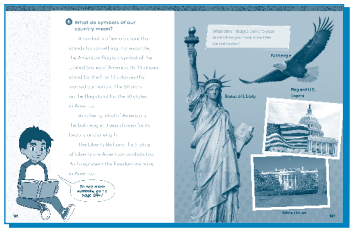
ELL Work with a small group to complete the Summarizing and Assessing task. Discuss the words as students select them.

Extending

Civics Have each student pick one way they can show their loyalty and respect for the United States. Have them write their ideas on index cards and post them to create a "pledge board."

B What do symbols of our country mean?

Civics History



pp. 186–187

Materials

- Student Book
- Images of Familiar Logos and Symbols
- craft materials for 2-D/3-D project
- small American flags

Online Activities

- What Do Symbols of Our Country Mean?

Objectives

Students will be able to:

- Name and describe symbols of the United States.
- Explain why we use symbols.

Getting Started

1. Show students some familiar logos or symbols of stores or restaurants as well as some map symbols they have learned (e.g., capital city). Ask them what these things represent.
2. Explain that these are symbols for places or ideas, and that there are symbols that represent the United States too.

Teaching

1. Ask students to brainstorm any symbols of the United States that they think of. Record their ideas on the board.
2. Have students turn to p. 186. Tell them to read the first paragraph, which is about the American flag.
3. Have students explain the meaning of the stars and the stripes. Let students know that the flag Francis Scott Key saw when he wrote the poem that became "The Star-Spangled Banner" had 15 stars. Ask how many states were in the Union at that time, then ask what happens when the United States adds a new state. Explain that no matter how many stars the flag has, it represents and symbolizes the country.
4. Have students finish reading the page together or independently. Ask them to explain what each of the three other symbols represents.

5. Have students turn to p. 244 of the Student Book (Patriots' Handbook) and read the sections about the flag and other symbols.

6. Have each student pick one symbol and create a two- or three-dimensional representation of it along with a written explanation of what their artwork shows.

7. Have students clean, collect, and put away materials.

Summarizing and Assessing

Give each student a small American flag. Tell them to close their eyes and raise their flags when you make a statement that is true. For example:

- Our national bird is the robin. (false)
- The Liberty Bell is a symbol of the United States. (true)
- The American flag has blue and white stripes. (false)

After each statement, let them look at the how the rest of the class responded and discuss. Make note of student responses and the confidence with which they answer.

Modifications for Differentiation

Above Have students research and write about the symbol they have chosen.

Below Have students verbally explain their artwork.

ELL Build a word bank together that students can use to verbally explain or write about their artwork.

Extending

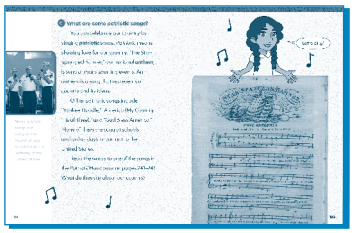
Math The flag over Fort McHenry was 30 feet by 42 feet. Each star was 2 feet from point to point. Have students find out the dimensions of the flag you have at your school or in your classroom, then have them measure a rectangle that is 30 feet by 42 feet and compare it to the school flag.

Language Arts Provide accessible text and images about the Statute of Liberty and Liberty Bell for students to read and learn more.

Research Have students work with a partner or group to research other symbols of the United States such as Uncle Sam, the national flower, or the Great Seal. They can make use of the Patriots' Handbook in the Student Book as well as other accessible resources. You may wish to access the Library of Congress website for additional ideas.

C What are some patriotic songs?

Civics History



pp. 188–189

New Vocabulary

anthem
patriotic

Materials

- Student Book
- Activity Sheet 6i
- Audio Clips of Patriotic Songs
- coloring utensils
- glue
- large sheets of paper
- scissors
- video of the national anthem being sung at a sporting event (optional)

Objectives

Students will be able to:

- Understand the importance of the national anthem.
- Recognize common patriotic songs.

Vocabulary Focus

Read the new vocabulary words and define them. Write the words on the board.

Getting Started

1. Play a short game of "name that tune" with the class. Play or hum the first few notes of a song that students will likely know very well. Have them identify the song. See how quickly they can recognize each song you play/sing.
2. End the game by singing or playing the opening of "The Star-Spangled Banner."

Teaching

1. Write the words of the anthem on the board and go over them with students by using a shared reading process. Talk about why the song may have become so important to Americans.
2. Talk about when people stand and sing the anthem at a sporting event. If possible, show a clip of the crowd singing the anthem at the opening of a sporting event, such as a baseball or hockey game. Ask students what they observe. Note for students that people around the world recognize the U.S. anthem. You may want to let students know that other countries have their own national anthems.
3. Have students turn to p. 188. Read the text together.
4. Give each student a large sheet of paper. Have them fold the paper into four equal parts and take out drawing implements.

5. Have students turn to pp. 242–243 of the Student Book (Patriots' Handbook), which has the lyrics of three other patriotic songs. Tell students to read along with the words as you sing the songs or play audio versions of them.

6. Play or sing "The Star-Spangled Banner." In one section of the drawing paper, have students sketch an image that they think represents the song. Tell them they can use any of the four parts of the paper; hopefully this will make it so that not all students start drawing in the same quadrant.

7. Play or sing each of the other three songs ("America," "Yankee Doodle," and "America the Beautiful") and have students use the other sections to sketch what they visualize as they listen to each song.

8. In pairs, have students share their drawings and ask their partner to guess which song goes with which picture.

Summarizing and Assessing

Have students complete **Activity Sheet 6i**. They will match the images provided to the name of one of the songs in the grid. Collect and review their activity sheets.

Modifications for Differentiation

Above Have students compose another verse for one of the songs.

Below During the Summarizing and Assessing activity, have students draw a new picture that could have been used on **Activity Sheet 6i** to represent one of the songs.

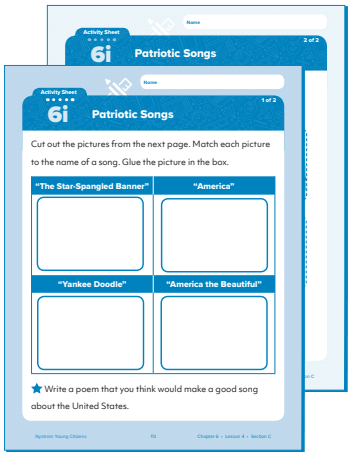
ELL During the Summarizing and Assessing activity, discuss each image on **Activity Sheet 6i** to ensure students know the English words for each one.

Extending

Music Teach students each of the songs explored in this lesson.

Art Color in a copy of the flag that Francis Scott Key saw when he wrote the anthem.

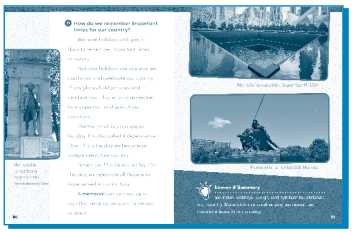
Language Arts Write out two or more of the songs on sentence strips. Mix up the strips and have students put the songs back together. You may wish to have them place the strips in order in their **Think Books**.



Activity Sheet 6i

D How do we remember important times for our country?

Civics History



pp. 190-191

New Vocabulary

memorial

Materials

- Student Book
- Activity Sheet 6j
- Image of George Washington
- glue
- scissors
- trophy

Objectives

Students will be able to:

- List major holidays that have significance for Americans.
- Explain how a memorial can help us remember important people or events in history.

Vocabulary Focus

Ask students to define the word *memory*. Talk about how we can have memories of what we ate, did, said, or other things. Write the words **memory** and **remember** on the board and then write the word *memorial*. Have a student circle the parts that are the same in each word (*mem*). Explain that a memorial is something we build or make to help us remember and honor someone or something that happened.

Getting Started

1. Show students a trophy and ask them what it is. Talk about how people get trophies or medals when they accomplish something special.
2. Explain that sometimes people build things called memorials, which are kind of like giant trophies. These memorials help them remember important things that have happened, or famous people.

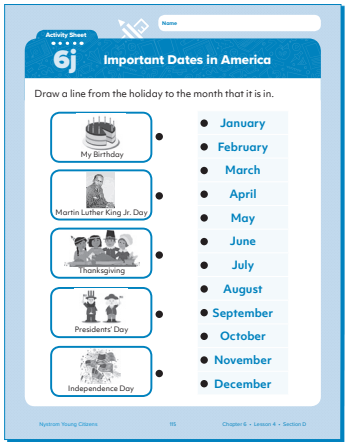
Teaching

1. Have students turn to p. 191 of the Student Book and view the photographs. Read the caption to the class and discuss the memorials and what they signify.
2. Have students turn to p. 246 of the Student Book (Patriots' Handbook) to view the Washington Monument. Show the class an image of George Washington. Ask students to tell you what they know about him. Explain that the Washington Monument was built to remember Washington because he was the first president and also the commander-in-chief of the Continental Army during the Revolutionary War. He also was one of the signers of the Constitution.

3. Tell students that Americans also remember George Washington on a special holiday called Presidents' Day, which is held in February near the birthdays of George Washington and Abraham Lincoln, another important president. It is a special day to remember all the people who have served our country as president.

4. Write **history** on the board and read it to the students. Circle the word *story*. Tell the class that when we learn about history we learn the stories of the people who lived before us. Many of the holidays we celebrate help us remember these stories.

5. Have students read pp. 238–240 of the Student Book (Patriots' Handbook), which talks about important American holidays.


Activity Sheet
6j
Important Dates in America
Name
Draw a line from the holiday to the month that it is in.
My Birthday
Martin Luther King Jr. Day
Thanksgiving
Presidents' Day
Independence Day
January
February
March
April
May
June
July
August
September
October
November
December

Activity Sheet 6j

Summarizing and Assessing

Distribute **Activity Sheet 6j**. Students will match the holidays to the appropriate month. Collect and review their activity sheets.

Modifications for Differentiation

Above Have students write a paragraph about one of the holidays.

Below Have students draw a picture of one of the holidays.

ELL Talk about the customs associated with one of the holidays, and have students draw a picture of themselves engaged in one such custom (e.g., watching fireworks, putting a flag on a grave).

Extending

Art Use the crayon-resist technique to paint a picture of one of the holidays.

Lesson 4
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands and use American Sign Language to answer "yes" and "no" when you read the answers. More than one answer can be correct.

Yes

No

Which of these words or phrases is in the Pledge of Allegiance?

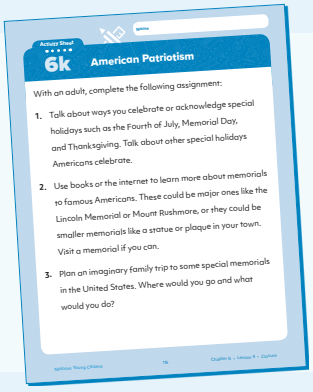
1. "Liberty" (correct)
2. "Yankee Doodle" (not correct)
3. "Flag of the United States of America" (correct)

Which of these are symbols of the United States?

1. The chicken (not correct)
2. The bald eagle (correct)
3. The Liberty Bell (correct)

Which of these are patriotic songs?

1. "God Bless America" (correct)
2. "Yankee Doodle" (correct)
3. "Twinkle, Twinkle Little Star" (not correct)


Activity Sheet 6k
American Patriotism
With an adult, complete the following assignment:
1. Talk about ways you celebrate or acknowledge special holidays such as the Fourth of July, Memorial Day, and Thanksgiving. Talk about other special holidays Americans celebrate.
2. Use books or the internet to learn more about memorials to famous Americans. These could be major ones like the Lincoln Memorial or Mount Rushmore, or they could be smaller memorials like a statue or plaque in your town. Visit a memorial if you can.
3. Plan an imaginary family trip to some special memorials in the United States. Where would you go and what would you do?

Review at Home

Ask students to complete **Activity Sheet 6k** with their families at home.

Chapter 6
Review

Review Vocabulary

allegiance
analyze
anthem
colonist
Congress
current event
equal rights
explorer
founder
freedom
humid
memorial
national
patriotic
president
region
settled
weather

Materials

- Student Book
- Leveled Student Readers
- Group Activity Cards
- Activity Sheet Chapter 6 Review
- Think Book
- coloring utensils
- glue
- scissors

Objectives

Students will be able to:

- Describe the roles of the three branches of government.
- Compare and contrast state and national governments.
- Explain how weather varies in different parts of the country.
- Identify the regions of the United States.
- Discuss the first peoples who lived in North America.
- Explain the goals of explorers and colonists.
- Name significant people who influenced and contributed to the growth of America.
- Define and provide examples of current events.
- Explain the Pledge of Allegiance.
- Recognize and explain the significance of American symbols and music.
- List national holidays and monuments.
- Analyze and compare texts.
- Make connections between texts.

Getting Started

Show students the picture of Mount Rushmore on p. 246 of the Student Book. Talk about how memorials or monuments can remind us of the many people who have helped build the country.

Teaching

1. Distribute Part 1 of the **Activity Sheet Chapter 6 Review**.
2. Have students cut out the words first people, explorers, and colonists.

3. Give clues such as the ones below, and have students hold up the word that matches each clue.

    a. They probably came from Asia thousands of years ago. (first people)

    b. They used skins and furs to make clothing. (colonists and first people)

    c. They came to North America, often in search of gold and silver. (explorers)

    d. They explored land that was new to them. (explorers)

    e. They built new towns. (colonists)

Summarizing and Assessing

Go over **Activity Sheet Chapter 6 Review** with the class. Complete it in sections. Provide the Student Book, **Think Books**, **Group Activity Cards**, and **Leveled Student Readers** for reference.

Chapter Test

Distribute and administer the **Chapter 6 Test** (Teacher's Guide pp. 320–325). Assist students as needed.

Chapter 6 Project
A Class Museum of U.S. History

Materials

Every Day
- Student Checklist
- Teacher Evaluation

Day 1
- Student Book
- Think Book

Day 2
- Student Book
- Leveled Student Readers
- Group Activity Cards
- coloring utensils
- computer
- craft materials for display
- poster board

Day 3
- coloring utensils
- craft materials for display
- poster board
- white paper

Day 4
- stapler or tape
- treats for visitors (optional)

Civics

Geography

Information Processing

Speaking & Listening

Objectives

Students will be able to:

- Describe groups of people who explored and lived in the United States before and after independence.
- Indicate and characterize the regions of the United States.
- Recognize and explain American symbols, patriotic music, and memorials.

Project Description

This project is a culminating activity that lets students use skills and knowledge they've learned from the chapter. Students will work in teams to research and prepare a museum of United States history in their classroom. Although students will work in groups, each student will be responsible for at least one section of an exhibit.

TEACHER'S NOTE

Go over the **Student Checklist** with students at the beginning of the project, and then remind them to review the checklist before turning in their projects.

Instructions and Suggestions

Prior to the Project

1. Make invitations for parents, school staff, and others to visit the class museum on Day 4 of the project.

Day 1

1. Tell students that they are going to be creating exhibits for a U.S. history museum and that they need to think about what should be in the museum.
2. Have students work in pairs and revisit chapter 6 in the Student Book. Have them follow the comics throughout the chapter and note the different exhibits the children see on their field trip.

3. Have the class discuss the different exhibits they saw in the comics.

4. Have students discuss the topics they think might make sense for their museum. Encourage them to consider things like the regions, who lived here long ago, early explorers and settlers, the basics of the government that was established, the founders and other people who made a difference, and symbols and memorials that reflect the country. They may have other ideas as well.

5. Have them list in their **Think Books** the three topics that interest them the most.

6. Collect the topics and review.

7. Form groups that are heterogeneous and also respect student wishes.

Day 2

1. Have the class make a list of ways they can share learning (murals, written explanations, maps, artifacts, music, models, etc.).

2. Discuss roles that might be useful in the groups; for example, each student could be responsible for researching a different topic (first inhabitants, early settlers, founders, government, etc.). Have students assemble in their groups.

3. Give them time to talk about what information they want to research, what they know, and the role for each student.

4. Have students use the Student Book, **Group Activity Cards**, **Leveled Student Readers**, and other resources such as age-appropriate websites to research their topics. Let students know that they must use more than one source.

5. Have students decide and then share with you the ways they plan to share their learning in the museum. Discuss the materials they will need.

6. Have them either continue to research or begin to create their exhibits.

Day 3

1. Have students create their exhibits using a range of media and forms.

2. Check to see that each student is contributing at least one item or report to the exhibit.

3. Plan as a group how the materials will be displayed in the classroom.

4. Make invitations for parents, school staff, and others to visit the museum.

Day 4

1. Set up the museum.

2. Have the groups present their exhibits.

3. Welcome visitors and, if desired, provide simple treats.

Modifications for Differentiation

Above Have students research people and locations beyond those introduced in the Student Book.

Below and ELL Create heterogeneous groups to complete the project. Make sure that all students have a role in the group and contribute to the process and final product. Scribe their informational text as needed. Adapt the rubric as necessary. For example, if making eye contact or using an appropriate voice level is difficult, work with students to set an appropriate goal for the presentation.

Rubric

See **Teacher Evaluation** (Teacher's Guide p. 326).

Teacher Resource 7

Pledge of Allegiance

I pledge allegiance

to the Flag

of the United States of America,

and to the Republic

for which it stands,

one Nation under God,

indivisible,

with liberty and justice for all.

Name

Chapter 6 Test

Answer each question.

1. Match the branch of government with its role.

Congress	●	●	In charge of the military
President's branch	●	●	Make sure laws are fair
The courts	●	●	Make the laws

2. Circle two things that can affect the weather.

a. High-elevation places, like mountains

b. Being in a certain region, like the South

c. A thermometer

Name

3. Put the phrases into the correct section of the T-chart.

- works with other countries to make sure the world is safe
- makes laws only for one state
- decides how many school days are in one year
- controls the United States military

National Government	State Government
_____	_____
_____	_____
_____	_____
_____	_____

Name

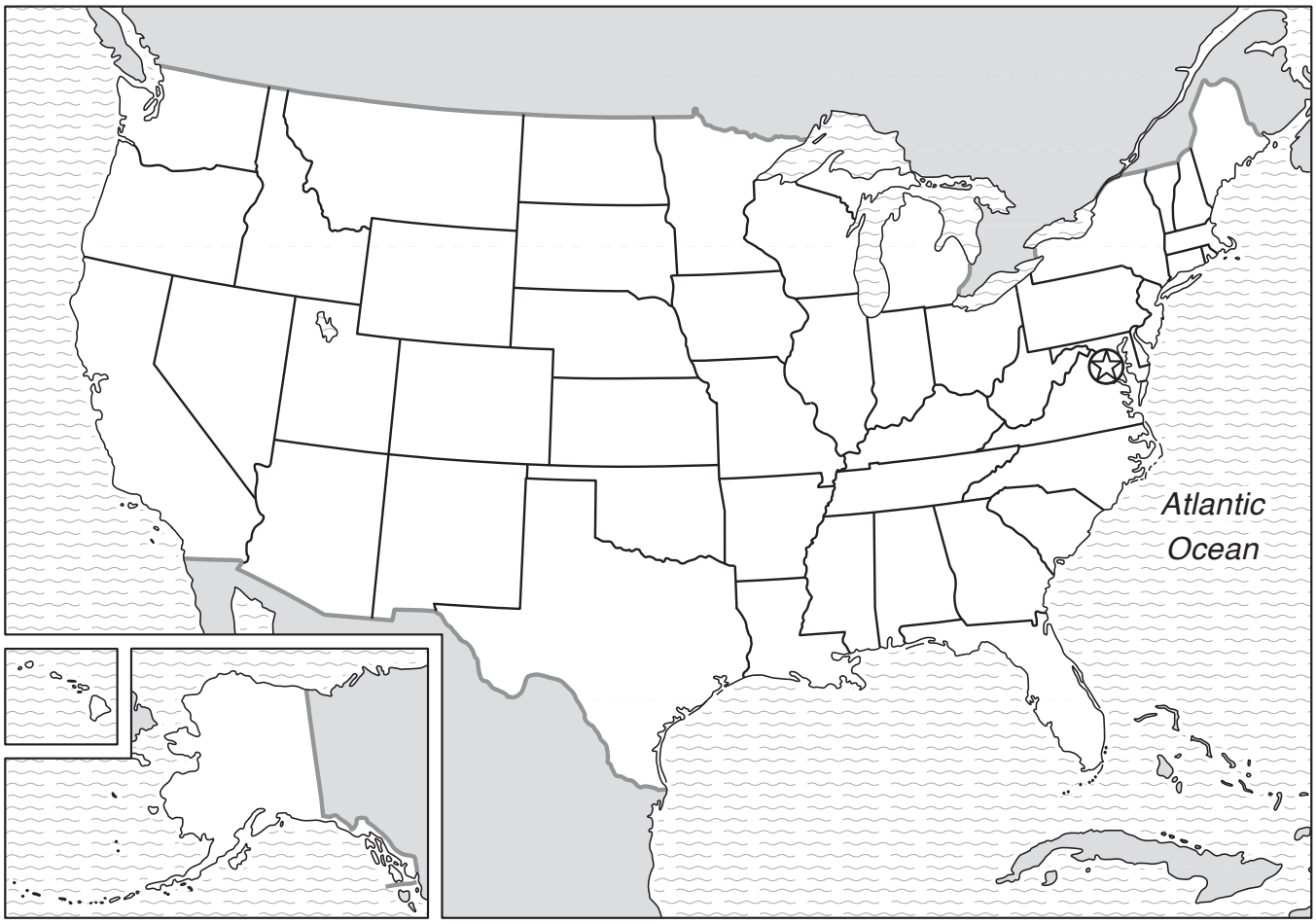
Chapter 6 Test

4. Look at the map below.

a. Outline our region.

b. Shade in the West region and the Northeast region.

c. Which of these regions would you rather visit? Why?

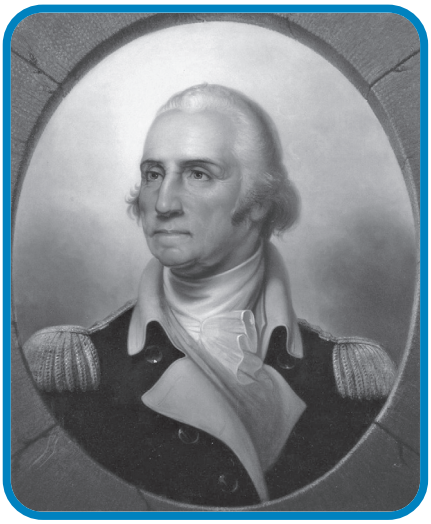


Name

Chapter 6 Test

5. Read the text and look at the picture. Circle true (T) or false (F) for each question.

George Washington was one of the founders of the United States. He fought in the American Revolution. He was the first president.



a. George Washington lived long ago. T / F

b. George Washington was an army leader. T / F

c. George Washington wanted to be king. T / F

6. What do we pledge allegiance to?

a. The bald eagle

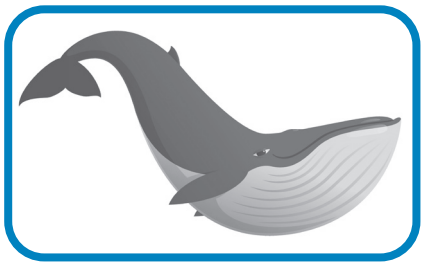
b. The flag

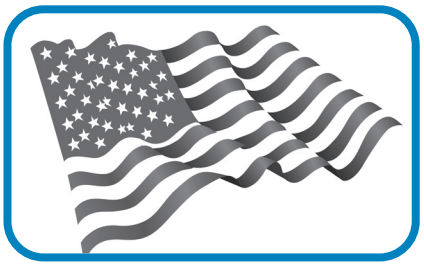
c. The Liberty Bell

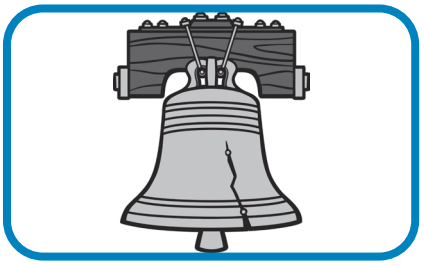
Name

Chapter 6 Test

7. Circle the symbols of the United States.





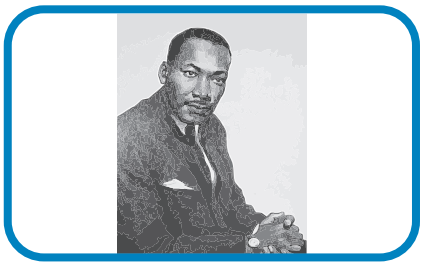
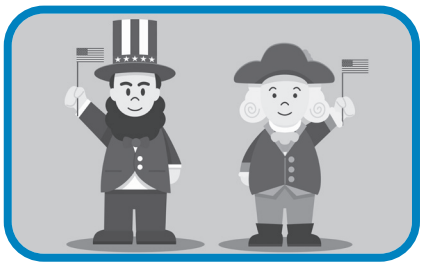


8. Circle the boxes that have words from a patriotic song.

He stuck a feather in his hat and called it macaroni.	He put in his thumb and pulled out a plum.
God bless America, land that I love	Gave proof through the night that our flag was still there.

Name

9. Match the holidays with the pictures.

Presidents' Day	●	● 
Martin Luther King Jr. Day	●	●
Veterans Day	●	● 
Independence Day	●	●

Student Name:

Chapter 6 Project	Teacher Evaluation
Group Work	
The student listened with respect when others shared.	1 2 3 4
The student offered his/her own ideas.	1 2 3 4
Research	
The student used more than one source.	1 2 3 4
The student organized the information and used headings.	1 2 3 4
Creating a Display	
The student created a display that is neat and shows he/she understands the content.	1 2 3 4
Presentation	
The student made eye contact.	1 2 3 4
The student spoke with appropriate volume.	1 2 3 4

The highest rating is 4.

CHAPTER 7

Compelling Question

How Are Other People the Same and Different from Me?

In this chapter, students will learn about cultures and traditions from around the world.

Time Frame: 5 Weeks

1. They will be able to locate our continent and nation, and learn about its place in relation to the rest of the world.
2. They will discover how the environment and climate can affect multiple aspects of a person's life, such as what they do for work and recreation.
3. They will compare and contrast the cultures and traditions of North America and South America.
4. Finally, they will compare and contrast the cultures and traditions of the continents of Africa, Europe, Asia, and Australia.
5. Students will complete the chapter review, project, and assessment.

Chapter 7

Letter Home

Dear Family,

Our class is beginning a new social studies chapter called "How Are Other People the Same and Different from Me?" For the next few weeks, we will be learning about maps and globes, and we will learn where our country, state, and community are in relation to the rest of the world. We will discover how climate and environment can help determine where we live and what we like to do. We will also learn about the lives of people across North and South America as well as other continents, and discuss how they are the same and different from our own. Students will learn a little bit about trade between countries.

Home and School Connections

Parents often ask how they can help their children learn. Here are some simple things that you can do at home to reinforce what your child learns at school.

- **Share** your family history. Where do different branches of your family come from originally? How they been here thousands of years, hundreds of years, or a few years?
- **Enjoy** family traditions and culture and compare them to the lives of others. Eat familiar and unfamiliar foods from many places.
- **Talk** about where we live. What is the climate like? What do you like to do at different times of the year?

Preparing for the Chapter Project

Every chapter ends with a project that will take several days to complete. For chapter 7, the students will be writing letters to come with another class of students. Here are some things you can do to help prepare your child for the project.

- **Practice** writing notes and letters to friends and family so students become more familiar with upper-case letters.
- **Talk** about your own family traditions and customs.
- **Practice** asking respectful questions to learn more about the heritage and traditions of other people.

Be sure to connect to the Nystrom Education website at yc.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what students learn in class.

Have fun exploring our world with your child!

Sincerely,

Nystrom Young Citizens 122 Chapter 7 • Letter Home

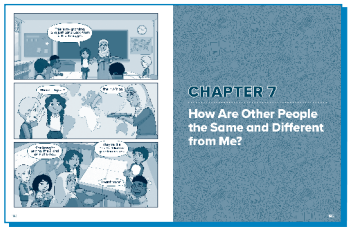
Letter Home

Ask students to share the **Letter Home** with their families.

Chapter 7
Pre-assessment

1. Write the chapter question on the board: "How are other people the same and different from me?"
2. Give each student two sticky notes and have them write one way they are similar to other children and one way they are different from other children.
3. Collect their sticky notes and read them aloud. Mix a few of your own notes into the pile to challenge their thinking (e.g., some children don't go to school, some children live in different kinds of homes, some children have never used a computer, some children eat insects). Have students help you sort the ideas into groups or categories.

Chapter 7
Introductory Activity



pp. 192–193

Materials

- Student Book
- Activity Globes
- Images of Flatbreads
- map markers
- coloring utensils
- different flatbreads (tortilla, naan, focaccia, pita, lavash, matzo, etc.)

Cultures Geography

Objectives

Students will be able to:

- Make inferences based on visual and written text.
- Demonstrate an ability to find geographic locations on a globe.
- Make connections between self and characters in a text.

Getting Started

1. Have the class turn to p. 192 in the Student Book.
2. Ask students to view the first frame of the comic. Have them describe what they see in this frame.
3. Ask them to infer why Minar's grandma has come to school.

Teaching

1. Distribute **Activity Globes** and map markers to groups of students. Read the text of the second frame to the students. Help students find Africa and then Egypt on their globes. (*Note:* Egypt is not marked on the globe. Show students where to mark it: at very top of Africa, part of it crossing into Asia.)
2. Have them find the United States on the globe, and draw a line from Egypt to the United States.
3. Read the third frame together. Ask students what the pita looks like. Let students see and then taste various flatbreads or show them images of a range of flatbreads from many cultures.
4. Ask students what they eat at home that is like these breads.

Summarizing and Assessing

Have students pick one flatbread that looks interesting to them and draw and color it in their **Think Books**. Have them share with a partner what they might put on their flatbread for a snack or meal. Ask them to create a Venn diagram in their **Think Books** to chart the similarities and differences between their flatbreads and toppings and that of their partner. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students find multiple recipes for a simple flatbread. Have them compare the ingredients in recipes from different countries.

Below Show additional images of flatbreads from different countries.

ELL Discuss the comic together. Talk about foods they eat that are like pita.

Lesson 1

Mapping the World

Online Activities

- Vocabulary Activities

Literacy Links

- *Mapping Penny's World*, by Loreen Leedy
- *Robby's Quest: Ocean Bound*, by D. C. Rush
- *There's a Map on My Lap! All about Maps*, by Tish Rabe

Main Goals

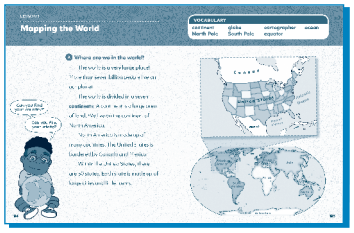
A **Where are we in the world?** Locate North America and the United States on maps and globes.

B **How do maps and globes show the whole world?** Compare and contrast the features on globes and maps.

C **What have people drawn on maps and globes?** Locate and define the North and South Poles as well as the equator.

A Where are we in the world?

Geography · Information Processing



pp. 194-195

New Vocabulary

continent

Materials

- Student Book
- Community Desk Map 2A/B
- U.S./World Desk Map 2C/D
- Activity Sheet 7a
- Image of Atlas Holding up the World
- Think Book
- coloring utensils
- glue
- map markers

Objectives

Students will be able to:

- State the number of continents on the earth.
- Identify and locate North America as the continent where they live.
- Locate the United States on a globe.
- Find the approximate location of their state and community.

Vocabulary Focus

Share the following riddle:

I am thinking of some land.
It is on our planet.
It is bigger than an island.
There are seven of these on the earth.
Ours is called North America.
What am I thinking of?

Answer: Continent

Literacy Links

- *Child's Introduction to Greek Mythology*, by Heather Alexander
- *Greek Myths for Young Children*, by Heather Amery
- *Illustrated Stories from the Greek Myths,* by Usborne Books

Getting Started

1. Show an image of Atlas holding the world on his shoulders. Tell students that this is an image of a person in a Greek myth and his name is Atlas. Explain that old stories said that he had to hold up the heavens, but often people show him holding up the world.

2. Discuss why he looks like it is such hard work. Talk about how big the world really is, and explain that the story of Atlas holding the heavens or the earth is a myth, not a true story.

Teaching

1. Read p. 194 of the Student Book together or individually.

2. Talk about the maps on p. 195 of the Student Book. Ask students to follow prompts such as:

   a. Put your finger on the words *North America*. Explain to students that even though they don't have a map key, they can see that the words *North America* are written in big red letters.

   b. Put two fingers on other titles that have the same kind of big red letters. Ask students how many big red titles are there.

   c. Put your finger on the words *United States*. Run your finger along the three lines that extend from the words *United States*. Ask students why the three lines are pointing to different places. If they don't know, use **U.S. Desk Map 2C** to show Hawaii and Alaska.

   d. Have students look at the letters in *United States*. Explain that they're smaller and black. Ask if anyone knows why that is.

   e. Make sure that students are able to link the idea of seven continents from the text to the seven titles that appear in red.

3. Have students look again at the third paragraph and have them reread the paragraph with you. Tell them that because they don't see Mexico or Canada labeled, they need to look at a different map.

4. Distribute **World Desk Map 2D** and map markers, and have students trace the outline of North America on the world map.

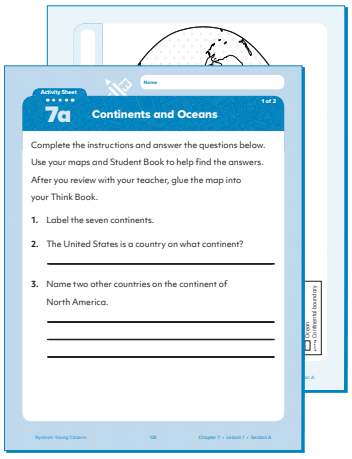
5. Ask students to look again at the map on p. 195. Ask students how many oceans they see (students may not notice that some oceans are named twice). Practice recounting so that they identify five oceans.

6. Discuss the pull-out image in the text. Compare it to **Community Desk Map 2A**. Discuss what is similar between all types of maps and globes.

7. Have students turn to p. 225 in the Student Book (Atlas). Explain that this section is called an atlas because it has many different maps. Reinforce discussion about similarities.

8. In the Atlas, have them go to the world map and trace with their fingers North America; then go to the North America map and have them trace the United States; then go to the U.S. map and guide them to finding your own state; then roughly show where your community is in the state.

9. Have students clean, collect, and put away materials.


Activity Sheet
7a
Continents and Oceans
1 of 2
Name
Complete the instructions and answer the questions below. Use your maps and Student Book to help find the answers. After you review with your teacher, glue the map into your Think Book.
1. Label the seven continents.
2. The United States is a country on what continent?
3. Name two other countries on the continent of North America.

Activity Sheet 7a

Summarizing and Assessing

Complete **Activity Sheet 7a** and review the answers as a class or collect and review. Then have them glue it into their **Think Books**. It will be accessed in the next activity and later for their chapter review.

Modifications for Differentiation

Above Compare the map in the Student Book with the **Activity Globes**. Challenge students to use their Student Book Atlas to add some countries to the activity sheet map.

Below Have students work in groups with someone who can help struggling writers as needed. Also include a specific conversation about the differences between continents and countries, which can be easily confused visually and semantically by novice readers.

ELL Work with the **Activity Globes**. Help students practice and pronounce each continent name. Ask them to identify the continents from which their families originated.

Extending

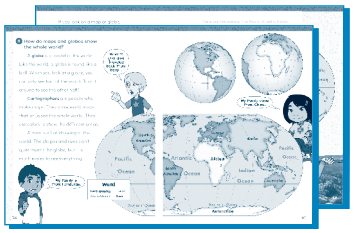
Art Paint a picture of earth as seen from space.

Reading Use the Literacy Links or other books to tell or read aloud the simple versions of Greek myths that include Atlas as a character.

Geography Put out several different atlases for students to explore and investigate.

B How do maps and globes show the whole world?

Geography Information Processing



pp. 196–199

New Vocabulary

cartographer
globe
ocean

Review Vocabulary

continent

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 2C/D
- Activity Sheet 7b
- Images of Our Planet
- map markers
- coloring utensils
- sticky notes

Online Activities

- What Are the Largest Places on Maps of the World?

Literacy Links

- *National Geographic Little Kids First Big Book of the Ocean*, by Catherine D. Hughes
- *The Rainbow Fish*, by Marcus Pfister
- *Seashells by the Seashore*, by Marianne Berkes

Objectives

Students will be able to:

- Connect the features on globes and maps.
- Find locations on a globe and a world map.
- Name the five oceans.
- Describe the job of a cartographer.

Vocabulary Focus

Hold up an **Activity Globe** and present the students with the following riddle.

We are very large.
We are all around the continents.
We are blue when you look at us on a globe.
We are very wet.
We are salty.
What are we?

Answer: Oceans

Getting Started

1. Show or project one or more views of our planet as seen from space (use NASA's online resources). Have students talk about what they observe.
2. Distribute **Activity Globes** to small groups. Compare the globes with the images they are looking at (e.g., explain that the classic "Blue Marble" image shows Africa down to the Antarctic ice cap).

Teaching

1. Ask students to have one person hold the **Activity Globe**. Have the rest of the group look directly at it. Talk about how much of the world they can see and what they have to do to see the rest of the earth. Discuss how astronauts in space eventually see the whole world. Explain that globes are models of the earth.

2. Distribute **World Desk Map 2D** and map markers, and have students turn to pp. 196–197 in their Student Books.

3. Ask students to read the text with their partners. Tell them to find the word that tells them who draws maps and mark it with a sticky note. (cartographer) Have them compare their desk maps with the map in the Student Book. Discuss similarities and differences.

4. Read the word *cartographer* with the students and write it on the board. Ask students to explain how cartographers show land as opposed to oceans. Talk about why blue is a good choice for oceans. Ask students why the Pacific Ocean appears on two different sides of the map. Allow them to respond. After their responses, show them the oceans on the globe, and explain that a flat map cannot show how the world really appears.

5. Have the class read the comic section of the text together. Tell students that China (a country) is in Asia. Challenge them to find China on their desk maps. Then explain that Honduras is in the little strip of North America that is south of Mexico. Tell them that Honduras is just north of Nicaragua, a pink country on their desk maps. Have them find Honduras.

6. Have them draw a line from China to Honduras. Ask them which ocean they need to cross to get there. (Atlantic, probably)

7. Ask students to find China and Honduras on their **Activity Globes**. Discuss how it is easier to figure out a route from China to Honduras using the globe because we can see how everything connects. Ask them now which ocean they need to cross to get there. (Pacific, probably)

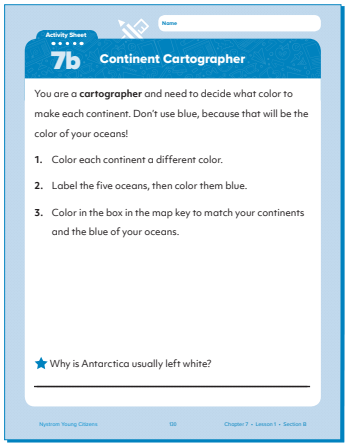
8. Have students turn to pp. 198–199 and read the text in unison, as a group.

9. Ask students to underline the five oceans on their desk maps using the Student Book as a reference. Circulate to ensure correct mark-up.

10. Have students collect, clean, and put away materials.

Summarizing and Assessing

Have students show with their bodies why we can only see part of a globe at a time. Give each student a copy of **Activity Sheet 7b**. Have them open their **Think Books** to the map from **Activity Sheet 7a**. Explain that they are to color each continent a different color and color the oceans blue. They should use the map key at the bottom to explain the meaning of each color.


Activity Sheet 7b

Name

Activity Sheet 7b Continent Cartographer

You are a **cartographer** and need to decide what color to make each continent. Don't use blue, because that will be the color of your oceans!

1. Color each continent a different color.
2. Label the five oceans, then color them blue.
3. Color in the box in the map key to match your continents and the blue of your oceans.

★ Why is Antarctica usually left white?

_____

Nystrom Young Citizens 130 Chapter 7 • Lesson 1 • Section B

Modifications for Differentiation

Above Have students complete the Summarizing and Assessing task as much as possible without a model.

Below Allow students to refer to the Student Book as needed during the Summarizing and Assessing task.

ELL Give them a partially completed map as a model for the Summarizing and Assessing task. Ask them to tell you the name of each continent on their maps.

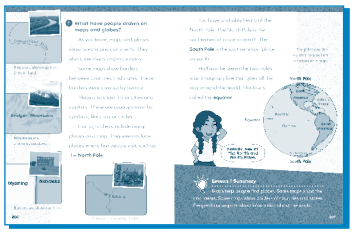
Extending

Geography Show students several different atlases. Give them time to examine them and see the many types of maps that cartographers create.

Geography and Writing Have them complete the following sentence stem and also explain why: If I were a cartographer, I would make maps of _____.

C What have people drawn on maps and globes?

Geography Reading


pp. 200-201

New Vocabulary

equator
North Pole
South Pole

Objectives

Students will be able to:

- Locate and define the North and South Poles.
- Compare and contrast the poles.
- Find the equator.

TEACHER'S NOTE

Create enough spheres of modeling clay for half of your class. The spheres should be different sizes. Cut each sphere into two halves along what would be the equator if the ball were a globe. Make a few extra spheres, not cutting them in half, and push straws through to represent the poles. These will be used if the students are unable to make their own successfully.

Review Vocabulary

continent
globe
ocean

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 2C/D
- Think Book
- map markers
- modeling clay
- straws or coffee stirrers

Vocabulary Focus
Introduce in the Getting Started and Teaching activities.

Getting Started

1. Give each student a half sphere of clay. Tell them to be sure not to squeeze or change the shape of their pieces.

2. Tell students to imagine that they each have half of a globe. Point out the globes are different sizes. Challenge students to find the person who has the other half of their globe and put the halves together. This person will be their partner for today's activities.

Teaching

1. Have students turn to pp. 196–197 of the Student Book. Have students discuss what information is shown on the world map.

2. Have students turn to the next spread, on pp. 198–199. Have students look for additional information that is included on this map (e.g., oceans).

3. Distribute **World Desk Map 2D** and map markers. Have each student pair make a list of the categories of things that are shown on these maps (e.g., country names, borders, oceans) in their **Think Books**. Record the information from the students' lists on the board.

4. Have students turn to pp. 200–201 and read the first three paragraphs together. Have students identify information that was on the class list as they read the section and compare and contrast the information.

5. Have students form small groups, and give each group an **Activity Globe**. Call on students to read the fourth paragraph aloud to the class. Have them find the poles on their globes.

6. Break the groups back into their pairs again and give each student pair a straw. Have them carefully push it through their clay globes to represent the poles. Have a few spares on hand to replace globes that get crushed. Have the pairs of students hold up their combined spheres and show where they would find the North Pole and then the South Pole on their clay globes.

7. Read the final paragraph to the students, and then have them pull apart their globes/spheres to show where the equator would be located.

8. Have them look at the last few maps in their Student Books and find the equator on each map.

9. Ask them to use the map markers to mark the equator on their desk maps. Then ask them to find where they live and discuss whether they are north or south of the equator. Check by having them form small groups again and by repeating this on their globes.

10. Ask them if there is an actual line on the oceans and land that is the equator. Be sure they understand it is an imaginary line used to help us find things on maps and globes.

11. Have students collect, clean, and put away materials.

Summarizing and Assessing

In their **Think Books,** have students add to their lists new information they have seen on different maps. Encourage them to refer to the maps in their Student Book as they make their lists. Collect their notebooks and check to see if all key information is included.

Modifications for Differentiation

Above Have students read about one of the poles and learn more about it.

Below Use the internet or provide them with images of places on the equator and compare with pictures of the poles.

ELL Find different countries on the globe and decide if they are north or south of the equator. Also find the pole closest to that country. When appropriate, include countries of origin or family origin of the students in the group.

Extending

Art Using round balloons as a base, make papier-mâché spheres and then paint globes.

Lesson 1
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands and use American Sign Language to answer "yes" and "no" when you read the answers. More than one answer will be correct.

Yes **No**

Which of these is a continent?

1. Australia (correct)
2. Greenland (not correct)
3. Africa (correct)
4. United States (not correct)

What does a cartographer do?

1. Draws maps (correct)
2. Makes ski lifts (not correct)
3. Draws borders between countries (correct)

What is an ocean?

1. A large body of salty water (correct)
2. Water around a continent (correct)
3. A big lake (not correct)

Which of these is sometimes shown on a map or globe?

1. The North Pole (correct)
2. The East Pole (not correct)
3. The equator (correct)

Activity Sheet 7c

Mapping the World

With an adult, complete the following assignment:

1. Look at pictures of earth taken from space. Talk about what you see and think.
2. Look at a globe or world map together. Find the continents and oceans. Point out places that your family has been to or would like to visit.
3. Look at a map of the United States and find your state and community on it.

Review at Home

Ask students to complete **Activity Sheet 7c** with their families at home.

Lesson 2

Where We Live Shapes How We Live

Online Activities

- Vocabulary Activities

Literacy Links

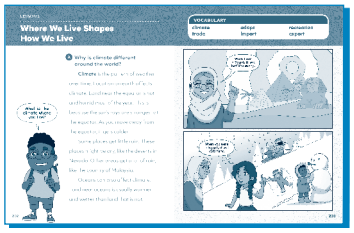
- *Around the World: Playtime*, by Kate Petty
- *A Different Pond*, by Bao Phi
- *The Polar Bears' Home: A Story about Global Warming*, by Lara Bergen

Main Goals

- **A** **Why is climate different around the world?** Explain the types of geographic factors that affect climate.
- **B** **How does environment shape how people live?** Connect how the climate and environment affect a person's lifestyle.
- **C** **How does environment shape how people play?** Make connections between an environment and choices of recreational activities.
- **D** **Why do different places trade with each other?** Define *import* and *export* as well as explain why entire communities trade with other communities.

A Why is climate different around the world?

Geography · Critical Thinking



pp. 202–203

New Vocabulary

climate

Review Vocabulary

humid

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 2C/D
- Think Book
- ruler

Objectives

Students will be able to:

- Define *climate*.
- Predict what the climate will be like in different regions.
- Explain what geographic factors affect climate.

Vocabulary Focus
Introduced in Getting Started.

Getting Started

1. Write the word *climate* on the board, along with the Student Book definition, and read it to the students. Describe the climate in your community and other climates that may be familiar to the students.
2. Pose the section question to students: Why is climate different around the world? Solicit students' ideas and write them on the board.

3. Have students turn to p. 203 of the Student Book and read the comic together. Point out to students that the comic mentions two types of weather. Ask students to identify what the climates would be if their weather was like that over time. (Egypt, hot and maybe dry; "Here," cold and maybe wet)

Teaching

1. Have students form small groups and distribute the **Activity Globes** and **World Desk Map 2D**.

2. Have students turn to p. 202 and read the first paragraph together. Using the globes and the world desk maps, have students locate the equator. Ask students to point to the sentence that tells what the climate is like near the equator (more than one sentence could be correct).

3. Have students read the remaining paragraph independently, in small groups, or as a class. Ask them to identify the state that was mentioned in the text (Nevada) and describe its climate. (dry)

4. Ask students to identify the *countr*y that was mentioned in the text (Malaysia) and describe its climate. (rainy, humid)

5. Help students locate Malaysia's and Nevada's approximate locations on the globe and world map. Have them measure the distance from each location to the equator with a ruler. Ask students which location we might expect to have a warmer climate. (Malaysia)

6. Have them measure the distance from each location to the nearest ocean. Ask which location we might expect to have a humid climate. (Malaysia) If students cannot answer these questions, direct them to reread the second paragraph and let them know that they'll have to infer from the information in the text.

7. Have students collect and put away materials.

Summarizing and Assessing

Have students make a simple T-chart in their **Think Books**. The column on the left will be labeled **What Affects Climate?** and the column on the right will be **How?** The Student Book described three things that can affect climate: location near the equator, the amount of rainfall, and location near an ocean. Students will label these as the three details under the column on the left on their

T-charts. Ask them to fill in the How based on what they read. Remind them that there can be a lot of rain or not enough, so there will be two different kinds of effects in that category. Collect and review their notebooks.

Modifications for Differentiation

Above Have students write full sentences about the three things that can affect the climate in an area during the Summarizing and Assessing activity.

Below Discuss the difference between climate and weather using familiar examples. Have students label their drawing or write a list rather than writing a sentence during the Summarizing and Assessing activity. Help students close-read the text to identify the three items from the Student Book.

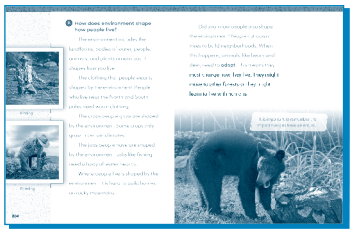
ELL Discuss the difference between climate and weather using familiar examples. Discuss descriptive language together and provide labeled sketches or images that they can refer to. Help students close-read the text to identify the three items from the Student Book.

Extending

Dramatic Play Put out items that encourage students to pretend to be in a different climate from their own.

B How does environment shape how people live?

Geography · Critical Thinking



pp. 204–205

New Vocabulary

adapt

Review Vocabulary

climate
environment

Objectives

Students will be able to:

- Analyze how climate shapes people's lives.
- Make connections between climate and the clothing/homes/farms in their area.
- Explain how humans can change or shape the environment.

Vocabulary Focus

Talk about ways you adjust your plans (e.g., for a picnic, for a trip to the beach, for cutting hay, for gardening) to accommodate weather changes. Tell students that this is an example of the new vocabulary word—*adapt*. Write the word on the board and read it aloud with the students.

Materials

- Student Book
- U.S./World Desk Map 2C/D
- Think Book
- large sheets of paper
- markers

Online Activities

- How Does Environment Shape How People Live?

Literacy Links

- *Animals of North America for Kids*, by John Davidson
- *Look for Ladybug in Plant City*, by Katherina Manolessou

TEACHER'S NOTE

In advance of the lesson, prepare four large sheets of paper, each with one of these questions:

- What do you like to do outside?
- What do you wear in winter?
- What jobs do people do outside, and when do they do them?
- What food grows near our community?

Getting Started

1. Tell students that you have decided to go camping this weekend. Talk about what you need to take with you and make a list together.
2. Then talk about how those choices would have to change if you went camping at another time of year or in a different place. Point out things like preventing bears from getting your food, or having access to fishing to get food for dinner, or having to canoe/hike/snowshoe to the campsite.
3. Explain that the environment, including the land, the expected weather, the animals, and so on, all influence what you need to take to go camping. Then tell them that today they will be thinking about how the environment can affect what people do and how they live.

Teaching

1. Place the labeled sheets of paper around the room. Have students form small groups, give them markers, and have the groups move from paper to paper adding their answers (words or pictures) to the papers. Let them know that it is okay not to be able to answer all the questions.
2. Have them turn to pp. 204–205. Read the text with the students. Stop after each relevant paragraph and compare the information in the Student Book with the ideas they wrote on their charts.
3. Distribute **U.S. Desk Map 2C** and map markers. Instruct students to find places to do the things on the large sheets of paper.

4. Discuss the images on the pages. Discuss why human communities can be a problem for wild animals native to the region.

Summarizing and Assessing

Ask students to draw a T-chart in their **Think Books**. Ask them to label one side of the T-chart **Ways the environment shapes people's actions.** Have them label the other side **Ways that people shape the environment**. Explain that they already thought about some ways that people are shaped by the environment, but for this activity, they are listing their evidence from the book. Allow them to use the book to find the answers.

Modifications for Differentiation

Above Challenge them to think of more ways that people shape and are shaped by the environment through their own thinking and other resources during the Summarizing and Assessing task.

Below Point out that each paragraph except the first paragraph contains an answer. Explain during the Summarizing and Assessing task that they should have four reasons from the text about ways that people are shaped by the environment and at least two reasons from the text about ways that people shape the environment.

ELL Make sure students understand what *shape* means. A T-chart with the headings and specified number of responses can be provided for the Summarizing and Assessing task so that students only fill in some of the reasons, allowing more discussion about the content.

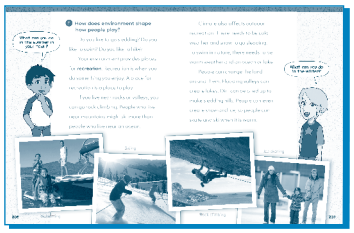
Extending

Art Use a range of media materials to create a group mural of the environment of your area.

Reading Read or make available to the students the Literacy Links or other books that explore the ways that humans are shaped by and shape the environment. Allow students to add ideas to their **Think Book** T-chart as they read new books.

C How does environment shape how people play?

Geography | Critical Thinking



pp. 206–207

New Vocabulary

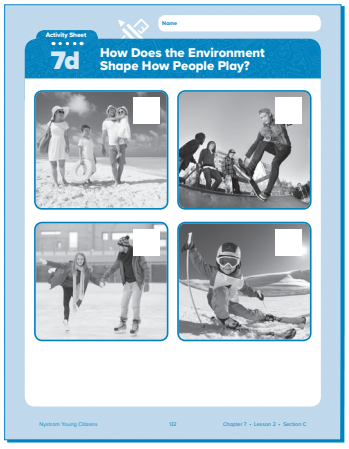
recreation

Review Vocabulary

adapt
climate

Materials

- Student Book
- U.S./World Desk Map 2C/D
- Activity Sheet 7d
- Think Book
- coloring utensils
- scissors



Activity Sheet 7d

Objectives

Students will be able to:

- Make connections between an environment and choices of recreational activities.
- Locate places where certain recreational activities can be done.
- Explain how humans change the environment for recreation.

Vocabulary Focus

Introduce *recreation* by writing the word and the definition on the board. Have students look at the images on pp. 206-207 of the Student Book and explain to them that these are examples of recreation and that they will be learning about other types of recreation in the lesson. Finally, write sentences on the board for the new and review vocabulary words. Allow students to match the sentences with the new and review vocabulary words. Encourage them to give examples of each word.

Getting Started

1. Distribute **Activity Sheet 7d** and put the four pictures from the activity sheet on the board.
2. Tell students you are thinking about one picture. You are going to give them clues. Let them know that sometimes a clue won't match a picture. Explain that each time a picture doesn't match, they should put an **X** in the box inside it (you can also move it off the board). After the last question, they should have just one picture left with no **X**, and that will be the one you are thinking of.
   a. People like to do this. (No picture is removed)
   b. You often wear a helmet or protective gear when you do this activity. (Remove beach)
   c. You wear warm clothes to do this. (Remove skateboarders)
   d. You need snow to do this. (Remove ice skaters)

Teaching

1. Explain that each of the pictures shows a form of recreation. Ask students to brainstorm types of recreation they like to do outdoors in their **Think Books**.
2. Look at the pictures again. Point out that some forms of recreation need nature. Ask them to decide which ones require nature to work well.
3. Ask them which ones need a certain climate or weather to work well. Then point out that sometimes people change the environment to make it work for recreational activities. Talk about how a skateboard park or indoor arena would change the environment. Have them discuss whether humans change the environment to ski or go to the beach.
4. Have students open their Student Books to pp. 206–207.
5. Look at the photos and have them decide which recreational activities would need people to change the environment and why. Also pick out ones that would not work well in some climates.
6. Have the class read the text with their partners.
7. Have the class discuss which activities would work in your area and which ones would not work well.
8. Distribute **U.S. Desk Map 2C**. Have students find places where the different activities could happen.
9. Have students draw themselves doing recreational activities that are new to them in their **Think Books**.

Summarizing and Assessing

Have students draw a three-column organizer in their **Think Books**. In one column, they should write or draw a recreational activity that can be done in their climate and area. In the second column, they should write or draw recreational activities that can be done in their area if humans make big changes. In the final column, they should write one or more recreational activities that would not work in their area. Collect and review their notebooks.

Modifications for Differentiation

Above Have students write about a recreational activity that is of interest. They should explain why the activity is one to try.

Below Use a guided or shared reading level of scaffolding to read the text with a small group of students.

ELL Work as a group to complete the Summarizing and Assessing task. Model and write necessary nouns and verbs for the students.

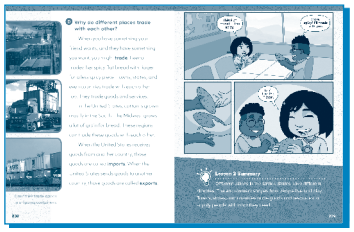
Extending

Art Create posters to encourage people to engage in recreational activities that are appropriate in your area.

Writing Have students pick one picture from **Activity Sheet 7d** and write about it. Let them decide the format of their writing. For example, they could write a how-to text, explain why they would like to do this, or create a fictional narrative.

D Why do different places trade with each other?

Economics Geography Critical Thinking



pp. 208–209

New Vocabulary

export
import
trade

Materials

- Student Book
- "Trading Partners," Teacher Resource 8
- Images of "Made in . . ." Labels
- crayons (two boxes of eight)
- items showing "made in . . ." labels (fruit, toys, etc.)
- scissors
- white paper

Objectives

Students will be able to:

- Make connections between an environment, natural resources, and trade.
- Compare and contrast export and import.
- Explain why people trade.

Vocabulary Focus
Introduce the new words during the Getting Started and Teaching activities.

Getting Started

1. Post two sheets of white paper to the board. Ask two students (or volunteers) to follow directions and make a sketch on one of the pieces of paper.
2. Give one student a regular box of eight crayons with two blue crayons and no yellow crayon. Give the other student a box of eight crayons with two yellow crayons and no blue crayon.
3. Tell students that they are to draw a picture of the beach on a sunny day. Tell them you want them to show the beautiful blue water and a big yellow sun.
4. When they discover they are lacking a crayon color, ask them what they can do. Encourage them to trade crayons.

Teaching

1. Ask students how their classmates solved their problem. Explain that they did not have all the resources they needed to do the task, so they traded to get what they needed. Towns, states, and countries make trades, too, to get the resources they need or want. Write *trade* and its definition on the board.

2. Have students open their Student Books to p. 209. Read the comic together and talk about the children's trade. Ask them to share things that they trade with friends or siblings.

3. Read aloud the first paragraph on p. 208. Have pairs read the second paragraph. Tell them to think about the resources mentioned in the paragraph and decide what kinds of resources are being traded.

4. Have students finish reading the text. Independently or in pairs.

5. Divide students into small groups, with six total groups, to begin trading activity. .

6. Distribute one picture from **"Trading Partners," Teacher Resource 8** (Teacher's Guide pp. 376–377) to each group, a different picture for each group. Explain that they will have to find another group to be their trading partner. Each group will have only one group as its trading partner. Student groups must talk to other groups and find a match. Help students as necessary.

7. When all groups have found a trading partner, have the groups explain why they chose their partner. (matched what they have with what they need)

8. Show students several items in the classroom that have a *made in* label. Supplement class items with some food labeling (e.g., fruit imports). Discuss whether the items are imports or if they could be exports.

Summarizing and Assessing

Give each student two pieces of paper (each a quarter of a page). Have students label one piece of paper with **Export** and the second piece of paper with **Import**. Describe trade situations and have students hold up which card they think is appropriate. After each situation, talk about why the item might be imported or exported.

- Coffee is grown in Colombia, and will be used in restaurants in our town. (import)
- Cars are built in Detroit, Michigan, and will be sold to Brazil in South America. (export)
- Cattle are raised on the prairies, and the meat is sold to South Korea. (export)
- Raspberries are grown in Mexico, and sold in Maine in December. (import)
- Gold is mined in Canada, and sold to banks in New York City. (import)

Modifications for Differentiation

Above Have students look for things at home that are imported. Ask them to take pictures or write a list and share the next day at school.

Below Match a weaker reader with a stronger reader for the pair work.

ELL Work as a group to complete the sorting task. Review the meaning of the vocabulary as needed.

Extending

Economics Invite a visitor to the class who manufactures, raises, or grows a product that is exported. Alternatively, invite a retailer who sells products that are imported.

Lesson 2
Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands when you read the correct answer. More than one answer can be correct.

Which of these could describe the climate in an area?

1. Hot and humid (correct)
2. Dry and hot (correct)
3. Good for vacations (not correct)

Which of these is affected by the environment?

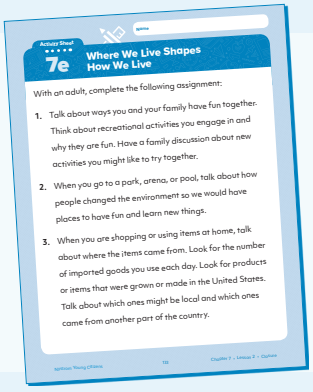
1. If you like to text or email (not correct)
2. The crops that will grow well (correct)
3. The clothing people wear (correct)

Which of these recreational activities changes the environment a lot?

1. Hiking (not correct)
2. Skating in an arena (correct)
3. Kayaking in a river (not correct)

How can we get goods that are not made or grown in the United States?

1. Trade (correct)
2. Import them (correct)
3. Export them (not correct)


Activity Sheet 7e
Where We Live Shapes How We Live

With an adult, complete the following assignment:

1. Talk about ways you and your family have fun together. Think about recreational activities you engage in and why they are fun. Have a family discussion about new activities you might like to try together.
2. When you go to a park, arena, or pool, talk about how people changed the environment so we would have places to have fun and learn new things.
3. When you are shopping or using items at home, talk about where the items came from. Look for the number of imported goods you use each day. Look for products or items that were grown or made in the United States. Talk about which ones might be local and which ones came from another part of the country.

Review at Home

Ask students to complete **Activity Sheet 7e** with their families at home.

Lesson 3

Cultures in North and South America

Online Activities

- Vocabulary Activities

Literacy Links

- *Marco's Travels: Hello, Brazil!* by Jason Louis
- *SkySisters*, by Jan Bourdeau Waboose

Main Goals

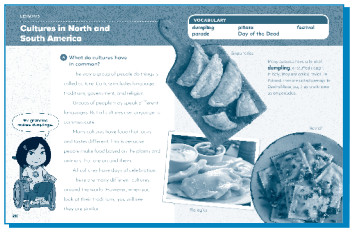
A **What do cultures have in common?** Compare and contrast different cultures and traditions.

B **What traditions do people have in North America?** Name countries in North America, and compare and contrast their cultures and traditions.

C **What traditions do people have in South America?** Describe common South American festivals and celebrations, and compare them to U.S. traditions and celebrations.

A What do cultures have in common?

Cultures Geography



pp. 210–211

New Vocabulary

dumpling

Review Vocabulary

culture

Materials

- Student Book
- U.S./World Desk Map 2C/D
- Activity Sheet 7f
- map markers
- glue

Objectives

Students will be able to:

- Define *culture*.
- Explain different aspects of culture.
- Compare and contrast American traditions.

Vocabulary Focus

Show students the pictures of variations on dumplings on p. 211 in the Student Book. Tell them that some languages use different words for *dumplings* but they are all dough wrapped around a filling. Ask students what kinds of dumplings they eat at home (if any).

Getting Started

1. Tell students you are going to tell them about a meal that a friend has every year. Describe a classic Thanksgiving dinner and ask students if they can guess what meal your friend celebrates. Note that Thanksgiving, with such a meal, is a common cultural tradition in the United States.

2. Then tell them that this person's family has their own little tradition that changes the meal a bit. Instead of pumpkin pie for dessert, they put out all sorts of ice cream and toppings, and everyone makes their own fancy sundae, having a great time comparing and enjoying. Give them a moment to tell a neighbor what they would put on a sundae if they were at dinner with your friend.

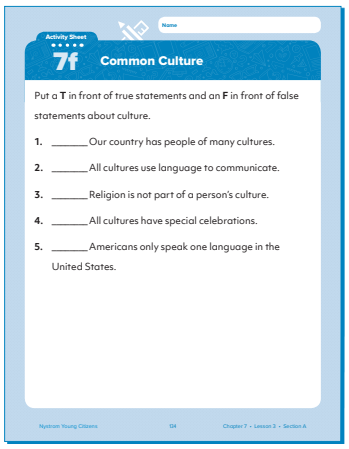
Teaching

1. Explain that Thanksgiving dinner is a tradition for many people in the United States. Not everyone eats the same food to celebrate, but Thanksgiving is something people in this country share. Americans share a Thanksgiving celebration because it is part of our American culture. Have students talk about Thanksgiving in their homes.

2. Have students open the Student Book to p. 210. Read the first paragraph to them. Point out that in the United States we have a mix of cultures (languages, religions) but also an American culture (our government, some celebrations and holidays, etc.).

3. Have students read the rest of the text with their partners. Have them talk together about traditions in their homes. Then, ask students to raise their hands it they have traditions in their homes that are not part of the general culture in the United States. If appropriate, have a few students share these traditions with the class.

4. List on the board the primary things that people have in common even if there are cultural differences (e.g., using language, having celebrations, having special traditions and foods).


Activity Sheet
7f
Common Culture
Name
Put a **T** in front of true statements and an **F** in front of false statements about culture.
1. _____ Our country has people of many cultures.
2. _____ All cultures use language to communicate.
3. _____ Religion is not part of a person's culture.
4. _____ All cultures have special celebrations.
5. _____ Americans only speak one language in the United States.

Activity Sheet 7f

5. Distribute **World Desk Map 2D** and map markers, and return to p. 211 of the Student Book. View the images of dumplings and read the various names and types. Give clues to help students find the various countries and regions on their desk maps. Mark the countries and the United States. Talk about dumplings that students may eat at home.

6. Have students collect, clean, and put away materials.

Summarizing and Assessing

Complete **Activity Sheet 7f** and review the answers as a class or collect and review. Then have them glue it into their **Think Books**.

Modifications for Differentiation

Above Have students find some recipes for dumplings. Compare the recipes they find.

Below Have them share a tradition they enjoy at home with a larger group, not just their partner. Support their ability to share confidently. Provide reading and verbal support for the Summarizing and Assessing activity.

ELL Have students share some words in their home language. Permit them to share in a small group if they are not confident with the whole class. Provide reading and verbal support for the Summarizing and Assessing activity.

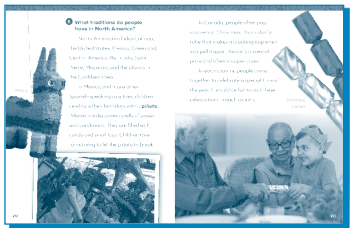
Extending

Math Ask students to contribute to a tally chart that records the languages spoken at home. Have them create bar graphs of the data. Discuss their observations of the data.

Culture If possible, make dumplings with the class or serve samples of commercially available dumplings (e.g., frozen pierogies).

B What traditions do people have in North America?

Cultures Geography



pp. 212–213

New Vocabulary

piñata

Materials

- Student Book
- U.S./World Desk Map 2C/D
- "Canada and Mexico," Teacher Resource 9
- Think Book
- map markers
- coloring utensils

Objectives

Students will be able to:

- Compare and contrast North American traditions.
- Name countries in North America.

Vocabulary Focus

Use images in the Student Book to show students several pictures of children playing. Include the one on p. 212 that has a *piñata* clearly visible (there is also a piñata in the comic on p. 24). Have them match the picture to the word.

Getting Started

1. Tell your students a little about a positive memory you have of a birthday party you had or attended as a child.

Online Activities

- What Traditions Do Children Have in North America?

2. Have them share short examples of fun birthday experiences. Explain that people of many cultures like to notice and celebrate birthdays, and that there are many different traditions.

Teaching

1. Have students form small groups and distribute **World Desk Map 2D** and map markers to them.

2. Ask students to turn to p. 212 of the Student Book and read the first paragraph to them.

3. Provide clues to help students find each of the places listed in the paragraph on their desk maps. Tell them they won't find *St. Pierre* and *Miquelon* labels but direct them to the approximate location of the islands off the east coast of Canada. Then direct them toward the long line of Caribbean Islands. Have students take turns marking the countries they find.

4. Have students share information they know about any of the countries in North America. Discuss the likely climates and environments of groups of countries (e.g., note proximity to the equator and a pole), and have students predict how these climates could affect culture and tradition.

5. Have each group talk about birthday celebrations. Have them write words and draw images of birthdays in their **Think Books**. They should draw multiple images and words, not just one picture.

6. As a class, share the responses and compare and contrast ideas about birthdays in your community.

7. Have the groups finish reading the text together.

8. Assign Mexico to half the groups and Canada to the other half. Distribute **"Canada and Mexico," Teacher Resource 9** (Teacher's Guide pp. 378–379). Have each group list ways their assigned country celebrates like the United States and how it celebrates differently.

Summarizing and Assessing

Have students complete a Venn diagram in their **Think Books** to compare and contrast the United States and either Canada or Mexico (let them choose). Alternatively, have them compare Canada and Mexico. Collect and review their notebooks. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have these students complete a three-circle Venn diagram to compare and contrast all three countries during the Summarizing and Assessing activity.

Below Brainstorm ways the countries are the same (e.g., parties for children, candy) as well as different before they make their group lists or Venn diagrams during the Summarizing and Assessing activity.

ELL Have students share ways they celebrate their birthdays to engage prior knowledge.

Extending

Physical Education Play or teach simple traditional party games such as hot potato; doggie, doggie, who's got your bone; pin the tail on the donkey; clothespin drop; suitcase relay; or a non-exclusionary version of musical chairs/hoops.

Art Have students create a birthday invitation to a birthday party they would like to have. You may wish to make available craft items, such as gel pens and fancy paper, to decorate the cards.

C What traditions do people have in South America?

Cultures Geography

pp. 214–215

New Vocabulary

Day of the Dead
festival
parade

Objectives

Students will be able to:

- Locate South America.
- Describe elements of common South American festivals and celebrations.

Vocabulary Focus
Show three images that represent the vocabulary words or refer to the Student Book. Under each image, write the vocabulary word. Explain that they will learn more about parades, festivals, and the Day of the Dead as they read the text.

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 2C/D
- Activity Sheet 7g
- Images of Day of the Dead, a Festival, and a Parade
- Think Book
- map markers
- coloring utensils

Online Activities

- What Traditions Do Children Have in South America?

Getting Started

1. Display an **Activity Globe**. Cover North America with your hand. Ask them what you are hiding. Remind them that this continent of the Americas is north of the equator. If necessary, elaborate that North America is between the equator and the North Pole. Ask them which continent of the Americas is south of the equator and which pole they are nearest to.

2. Have a student come up and cover South America with his or her hand. Point out that this continent is located between the equator and the South Pole.

3. Tell them that today they will be learning about some traditions and cultures in South America.

Teaching

1. Have students form small groups and distribute **World Desk Map 2D** and map markers.

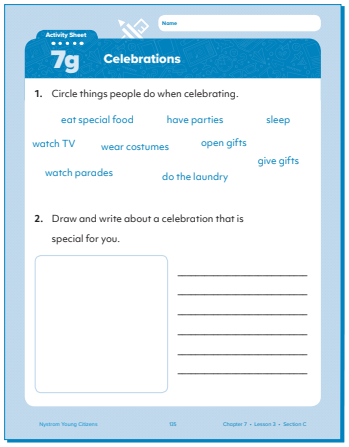
2. Have students find North America and then South America. Ask them to circle the continent of South America.

3. Read the first two paragraphs on p. 214 of the Student Book together. Have students talk about festivals or parades they have seen or participated in. Refer back to the images from the Vocabulary Focus.

4. Have everyone get up and parade around the classroom (or down the hall). Try marching and pretending to play instruments. Try being clowns, dancing, skipping, riding horses, and so on.

5. Read the third paragraph together. Make connections to Mardi Gras events in the United States if these are familiar to your students. Otherwise, encourage the groups to examine the pictures in the Student Book and talk about the elaborate costumes. Ask them how this reflects the importance of this celebration for the participants.

6. Ask each group to have one student to write. Have the groups read the rest of the text together. As they read they should talk about celebrations that might be seen in North and South America. The writer should list any celebrations they think of in their **Think Books**. Allow time for the other members to copy the list into their own **Think Books**.


Activity Sheet
7g
Name
Celebrations
1. Circle things people do when celebrating.
eat special food
have parties
sleep
watch TV
wear costumes
open gifts
give gifts
watch parades
do the laundry
2. Draw and write about a celebration that is special for you.

Activity Sheet 7g

Summarizing and Assessing

Have students complete **Activity Sheet 7g**. Collect and review their work. Afterward, have students clean, collect, and put away materials.

Modifications for Differentiation

Above Challenge these students to find out about the traditions and celebrations of people indigenous to South America, such as the Incas and Andean peoples.

Below Read the words/phrases on **Activity Sheet 7g** during the Summarizing and Assessing task before students begin working.

ELL Talk about the instructions and the items on the activity sheet before students begin the Summarizing and Assessing activity.

Extending

Art Provide materials to create Carnival style masks or headpieces. Give students pastels and drawing paper and have them draw the Carnival costume they would like to wear. Ask them to describe their costumes.

Lesson 3
Closure

Classroom Assessment Activity

For each of the following questions, have students work with a partner. Give each pair a sheet of paper with "yes" on one side and "no" on the other. When you read an option, let partners confer briefly before raising their answer. More than one answer can be correct.

Which of these is part of a community's culture?

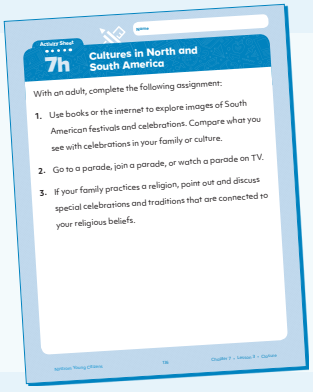
1. Language (correct)
2. Traditions (correct)
3. Cars (not correct)

Which of these is sometimes used to celebrate a birthday?

1. A piñata (correct)
2. A day at school (not correct)
3. A cake (correct)

What traditions do people have in South America?

1. They do not like to have festivals or parades. (not correct)
2. They celebrate Carnival, usually in February. (correct)
3. They celebrate Day of the Dead. (correct)


Activity Sheet 7h

Cultures in North and South America

With an adult, complete the following assignment:

1. Use books or the internet to explore images of South American festivals and celebrations. Compare what you see with celebrations in your family or culture.
2. Go to a parade, join a parade, or watch a parade on TV.
3. If your family practices a religion, point out and discuss special celebrations and traditions that are connected to your religious beliefs.

Review at Home

Ask students to complete **Activity Sheet 7h** with their families at home.

Lesson 4

Cultures in Other Continents

Online Activities

- Vocabulary Activities

Literacy Links

- *An Aussie Year: Twelve Months in the Life of Australian Kids*, by Tania McCartney
- *Mama Panya's Pancakes*, by Mary Chamberlin and Rich Chamberlin
- *Tikki Tikki Tembo*, by Arlene Mosel

Main Goals

- **A** **What traditions do people have in Africa?** Describe some of the cultures and traditions in Africa.
- **B** **What traditions do people have in Europe?** Describe some of the cultures and traditions in Europe.
- **C** **What traditions do people have in Asia?** Describe some of the cultures and traditions in Asia.
- **D** **What traditions do people have in Australia?** Describe some of the cultures and traditions in Australia.

A What traditions do people have in Africa?

Cultures Geography

pp. 216–217

New Vocabulary

ancestor
diverse

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 2C/D
- Group Activity Cards
- Group Activity Role Cards
- Images of African Shelters
- map markers

Objectives

Students will be able to:

- Locate Africa on a map or globe.
- Explain that Africa is made up of many countries and many diverse cultures.
- Examine traditions from different places in Africa.

Vocabulary Focus

Introduce the words *diverse* and *ancestor* in the context of reading by pointing out that *diverse* means different and by asking them who they think their ancestors might be.

Getting Started

1. Have students form a circle. Say a student's name and gently toss an **Activity Globe** to that student. Have that student catch the globe and see where his or her right palm is situated. Have the student identify the continent or ocean that is being covered by the palm.

Online Activities

- What Traditions Do Children Have in Africa?

Literacy Links

- *Children Just like Me: A New Celebration of Children around the World*, by DK
- *A Life like Mine: How Children Live around the World*, by DK and UNICEF
- *Whoever You Are*, by Mem Fox

a. Ask one student to keep a running tally on the board. This tally could be just two columns ("ocean/continent") or it could be 12 columns (each column being a specific continent or ocean).

2. Then tell the student with the globe to either toss the globe back to you or to another student, whichever you deem safer for your group of students.

3. Point out that during the last section they learned about traditions in the Americas, but there are five other continents. Over the next few days they will be learning about traditions in four of the other continents. Have them predict which continent they won't be discussing and why. (Antarctica)

Teaching

1. Have students form small groups. Give each group one **World Desk Map 2D** and map marker.

2. Have students turn to p. 217 of the Student Book. Have students look at each image and read the captions. Ask the groups to discuss what they see and think.

3. As a class, discuss what they have viewed, and ask them to share what is alike and different from their lives.

4. Read the question and opening paragraph on p. 216. Have students find the continent of Africa on their desk maps. Ask them to outline it with their fingers and then with a map marker. Have them count the countries that have their names labeled on the continent. (23 of the total 54 countries)

5. Have students find the equator. Ask them to predict the temperatures they would expect in many parts of Africa. Explain that Africa has many different environments, from deserts to grasslands to jungles. Have students talk about the kinds of shelters people might need in different parts of Africa. Share images of a range of African homes; you may use the images on p. 232 of the Student Book (Atlas). Point out that although some people may live in traditional homes or shelters, others live in modern cities.

6. Explain that each country has more than one traditional group and culture. Elaborate by giving them examples (e.g., South Africa has 15 official languages). Ask them to talk about what this suggests about the range of traditions, languages, and beliefs in Africa.

7. Have the groups finish reading the text. When they are done, briefly summarize what they read, and talk about what celebrations in North America might be similar to what they just read.

8. Distribute the **Group Activity Cards**. Read the cards and complete the activities, but not the assessment activities.

Summarizing and Assessing

Use the assessment activities from the **Group Activity Cards.** Afterward, have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students use the more detailed political map of Africa on p. 232 of the Student Book (Atlas) to fill in additional names of the countries missing from the World Desk Map.

Below Use a guided or shared reading technique to read the text with a small group of students.

ELL Encourage students to talk about rituals involving dance and/or ancestors in their native countries. If possible, supplement with images from the Yoruba dancers.

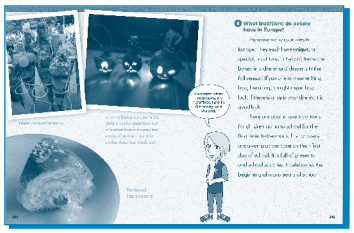
Extending

Reading Read and make available the Literacy Links or other picture books that show children around the world engaging in day-to-day life.

Math Investigate the data collected during the Getting Started activity. Have students analyze and talk about what they can deduce from the data. You may wish to use probability language as well as data management.

B What traditions do people have in Europe?

Cultures Geography



pp. 218–219

New Vocabulary

unique

Materials

- Student Book
- U.S./World Desk Map 2C/D
- Think Book
- map markers
- computer
- small pieces of paper

Objectives

Students will be able to:

- Locate Europe on a map or globe.
- Explain that Europe is made up of many countries and diverse cultures.
- Share examples of traditions found in Europe.

Vocabulary Focus
Introduce in Teaching.

Getting Started

1. Distribute **World Desk Map 2D** and map markers. Have students find the United States and then Africa. Tell them that today they are going to be learning about the traditions and cultures of another continent.
2. Have them listen to your clues, look at their maps, and figure out which continent they are learning about. When they know the continent, they should circle it. Read the following clues:

   It is north of the equator.
   It is west of China.
   Some of this continent borders the Atlantic Ocean.

   Answer: Europe

Teaching

1. Have students turn to p. 218 of the Student Book.
2. Talk about the images. Have students describe what they see and make connections to a tradition they know in North America. Use this time to use the word *unique* in conversation.
3. Remind them that while some differences between cultures have to do with holidays and celebrations, there are other differences too. Ask them to brainstorm other differences we might see (such as language, religion, schooling, homes) in their **Think Books**.

4. Have pairs or small groups compare and contrast Europe and Africa based on what they see on the map. Note that while the continents are very different in size, they both have a lot of countries and many languages and cultures. Encourage students to also consider the range of environments likely in Europe (from the Mediterranean to north of the Arctic Circle).

5. Have students read the names of five to six European countries that they can read on their maps. Write the names on a chart, and beside each one record the language spoken there. See if students can guess what language is spoken in the United Kingdom. Later, have the above-level students add to the list.

6. Use books, student knowledge, and the internet to find out how to say *hello* or *please* and *thank you* in each language on the list.

7. Have students read the text on p. 219 individually, in pairs, or in small groups.

Summarizing and Assessing

Give students a small piece of paper. Write on the board a chart of **Yes** and **No** written in several European languages. Have them pick a language and write **Yes** on one side of their paper and **No** on the other in a language of their choice. Tell students that they are to hold up their papers and show you the side they think answers the questions correctly.

- Do children on this continent need food? (yes)
- Do they need clothes? (yes)
- Do they need places to live? (yes)
- Do they live in the United States? (no)
- Do children on this continent have families? (yes)
- Do children on this continent have friends? (yes)
- Do all children on this continent speak English? (no)
- Do children on this continent go to school? (yes)
- Do children on this continent like to have fun? (yes)
- Do these children have traditions? (yes)

Observe and note their responses. Afterward, have students clean, collect, and put away materials.

Modifications for Differentiation

Above Give students an atlas and direct them to a clear political map of Europe. Have them write a complete list of European countries and find out the languages spoken in each.

Below Have students pick one country and learn one thing about it. Have them share what they learned with other students.

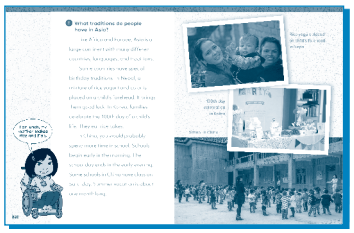
ELL Make a small group. Pick one country and together learn a little about a tradition (e.g., special food, holiday).

Extending

Music Teach the students simple songs from Europe (e.g., "Frère Jacques").

C What traditions do people have in Asia?

Cultures Geography Reading



pp. 220–221

Materials

- Student Book
- U.S./World Desk Map 2C/D
- Leveled Student Readers
- Activity Sheet 7i
- Think Book
- map markers
- computer

Online Activities

- What Traditions Do Children Have in Asia?

Objectives

Students will be able to:

- Locate Asia on a map or globe.
- Explain that Asia is made up of many countries and diverse cultures.
- Share examples of Asian traditions.

Getting Started

1. Distribute **World Desk Map 2D** and tell students not to say anything during this activity, just to use their bodies. Then tell students that you are exploring another continent today and that while it is the largest continent, it has the smallest name.
2. Have them point to the continent on their maps. Then have them hold up fingers to show how many letters are in the continent's name. Then have them make the first letter of the name using their fingers. Finally, have them stand up. Tell them you are going to count to three, and they are to jump and say the name of the continent. (Asia)

Teaching

1. Have students work with their partners and compare and contrast Asia with Europe and Africa. Ask them why they think Asia might have many different cultures.

2. Have them look on their desk maps and find the map key. Ask them to point to the symbol that indicates mountains. Then have them look at Asia. Stress that Asia has many different landforms and that this has led to the different cultures too. Point out that the many mountains and large rivers sometimes made it hard for people to travel—this helped separate languages, traditions, and religions to develop.

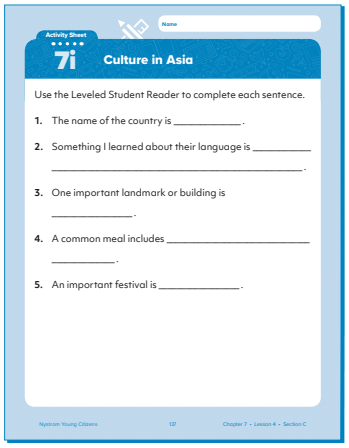
3. Have students turn to p. 220 of the Student Book and read the text with their partners. Ask them to write down things that are similar and different from their lives in their **Think Books**.

4. Ask students what three countries in Asia the book described. Find China, Nepal, and Korea on the world desk map. Then, using their map markers, have students draw a line from the Koreas to Nepal. Explain that this is the same distance as going from the Atlantic Ocean to the Pacific Ocean across the United States. Now have them draw a line from Nepal to Turkey or Lebanon. Discuss comparative sizes.

5. Introduce the **Leveled Student Readers**.

Summarizing and Assessing

Distribute **Activity Sheet 7i** and have students complete the task. Collect and review their work.


Activity Sheet
7i
Culture in Asia
Name
Use the Leveled Student Reader to complete each sentence.
1. The name of the country is _____.
2. Something I learned about their language is _____ _____.
3. One important landmark or building is _____.
4. A common meal includes _____ _____.
5. An important festival is _____.

Activity Sheet 7i

Modifications for Differentiation

Above Have these students write a summary of the **Leveled Student Readers**.

Below Have them find the setting of the **Leveled Student Readers** on their world desk maps. Have students practice reading aloud a section of the reader and then have them read it to a small group.

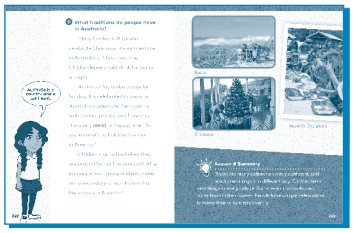
ELL Revisit each of the continents and their names. Look at spelling patterns (especially vowel sounds) and practice speaking and writing the words.

Extending

Math Use string to measure around the outside of each continent. Label each piece of string. Compare the strings and talk about continent size. If desired, students could also measure the strings in order to practice using standard measures.

D What traditions do people have in Australia?

Cultures Geography



pp. 222–223

New Vocabulary

jovial

Materials

- Student Book
- U.S./World Desk Map 2C/D
- Audio of "Waltzing Matilda"
- Think Book
- map markers

Objectives

Students will be able to:

- Locate Australia on a map or globe.
- Explain that Australia is one country but it has many cultures.
- Share examples of Australian traditions.

Vocabulary Focus

Act out several familiar emotions and have students identify the feeling expressed (e.g., angry, happy, sad). Then say you are going to act out several emotions and one will be the new vocabulary word. They are to raise their hands when you act out *jovial*. Act out the emotions of angry and frustrated, and then show what it's like to be jovial by being extremely happy and cheery.

Getting Started

1. Distribute **World Desk Map 2D** and map markers.
2. Tell students they will be learning about a new continent today. Explain that this continent is just one country and it is south of the equator.
3. Have students predict the continent they will be learning about today. Have them find and circle the continent of Australia.
4. Have them clean, collect, and put away materials.

Teaching

1. Have students turn to p. 223 and view the images. Ask students to talk about what they see, recognize, and wonder about.

2. Ask students to write **Australia** at the top of a new page in their **Think Books**. Have them make a T-chart on that page. One column should be for Australia and the second for the United States.
3. Read the first paragraph on p. 222. Model filling out the T-chart, noting how Australia and the United States celebrate Christmas alike and differently.
4. Read the second paragraph to the students. Have them turn to a partner to answer the question. Then ask them to record information from this paragraph on their T-charts.
5. Repeat with the final paragraph.
6. Tell students that Australia has another similarity with the United States. Explain that Australia had people who had lived there for thousands of years, and then Europeans came and settled there too. Since then, people from around the world have moved to Australia. Talk about how that makes a country with some shared traditions and culture and some different cultures too.
7. Tell students that Australia has developed its own version of English. Share a few examples such as *G'Day* (greeting), *Oz* (Australia), *dunnie* (toilet), *fair dinkum* (real, genuine), *heaps* (lots), and *barby* (barbecue). Let them try using the words with each other during the day.
8. Play the first verse and chorus of "Waltzing Matilda." Have students dance to the music. Ask them what they think it might be about. Then explain the chorus and opening verse of the story and have them act it out as the song plays.

Summarizing and Assessing

Distribute **World Desk Map 2D** once more for students to reference, and ask students to write **Australia** at the top of a new page in their **Think Books**. Have them answer the following questions:

- What continent is south of Australia? (Antarctica)
- What ocean is west of Australia? (Indian Ocean)
- What is a Christmas tradition in Australia? (Children leave a cold drink for Santa.)
- What American holiday is like Australia Day? (Independence Day)
- How many countries are in the continent of Australia? (One)

Collect and review their notebooks.

Modifications for Differentiation

Above Have these students independently read the text and complete their T-charts.

Below Use a shared writing process to complete models for their T-charts.

ELL Use the pictures on p. 223 to discuss gift-giving practices and group celebrations in their native countries. Connect this to Christmas traditions in the United States and Australia, emphasizing similarities and differences.

Extending

Music Show students a picture of a didgeridoo and play a sample of the music. Have students make their own didgeridoos using paper towel rolls.

Lesson 4
Closure

Classroom Assessment Activity

For each of the following questions, have students stand up when you read the correct answer. More than one answer can be correct.

What types of landforms do you find in Africa?

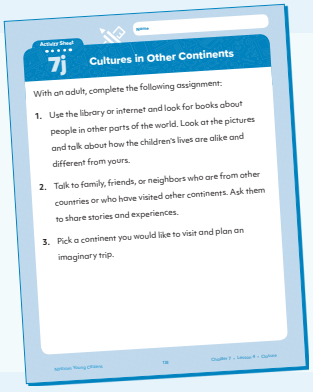
1. Desert (correct)
2. Ice cap (not correct)
3. Plains (savanna) (correct)

What do German children get when they begin first grade?

1. A vacation (not correct)
2. A paper cone with presents (correct)
3. School supplies (correct)

Which of these statements about Asia are true?

1. It is the biggest continent. (correct)
2. It has many countries and cultures. (correct)
3. Children in China don't go to school very often. (not correct)


Activity Sheet 7j

Cultures in Other Continents

With an adult, complete the following assignment:

1. Use the library or internet and look for books about people in other parts of the world. Look at the pictures and talk about how the children's lives are alike and different from yours.
2. Talk to family, friends, or neighbors who are from other countries or who have visited other continents. Ask them to share stories and experiences.
3. Pick a continent you would like to visit and plan an imaginary trip.

Review at Home

Ask students to complete **Activity Sheet 7j** with their families at home.

Chapter 7
Review

Review Vocabulary

adapt
ancestor
cartographer
climate
continent
Day of the Dead
diverse
dumpling
equator
export
festival
globe
import
jovial
North Pole
ocean
parade
piñata
recreation
South Pole
trade
unique

Materials

- Student Book
- U.S./World Desk Map 2C/D
- Leveled Student Readers
- Group Activity Cards
- Activity Sheet Chapter 7 Review
- coloring utensils

Objectives

Students will be able to:

- Locate the continents and oceans.
- Distinguish between continents and countries.
- Explain and locate the poles and the equator.
- Define *climate*.
- Analyze how humans change and adapt to different environments.
- Define *culture*.
- Describe familiar traditions.
- Compare and contrast cultures and traditions of North America.
- Examine the similarities and differences between cultures and traditions of people living on other continents with those of the United States.

Getting Started

1. Ask students to think again about the chapter question: How are other people the same and different from me?
2. Allow students to turn and talk with a partner. Listen as they talk to their partners, and write down their ideas on the board.

Teaching

1. Distribute the **World Desk Map 2D.** Have students locate each continent on the map. As each continent is located, ask students to think about and share something they learned about that continent.
2. Distribute Part 1 of the **Activity Sheet Chapter 7 Review** and have students complete independently.
3. Have students complete the rest of the review sheets.

Summarizing and Assessing

Go over the pages of the review with the class. Provide the Student Books, **Think Books**, **U.S./World Desk Map 2C/D**, **Leveled Student Readers**, and **Group Activity Cards** for reference.

Chapter Test

Distribute and administer the **Chapter 7 Test** (Teacher's Guide pp. 380–385). Assist students as needed.

Chapter 7 Project
Learning from a Pen Pal

Materials

Every Day
- Student Checklist
- Teacher Evaluation

Day 1
- hand-addressed envelope
- large sheets of paper
- markers

Day 2
- lists from day 1

Days 3 and 4
- envelopes
- paper for final letters

Civics

Cultures

Geography

Writing

Objectives

Students will be able to:

- Make connections between their lives and the lives of children in other parts of the world.
- Write a letter to communicate information to other children.
- Select appropriate media to share a message.
- Research other communities and countries.

Project Description

This project is a culminating activity that lets the students use skills and knowledge from the chapter. The students will initially explore reasons to communicate with people in other parts of the world. They will explore topics of interest to share with children living elsewhere. Each student will produce one or more texts to communicate with another child.

TEACHER'S NOTE

Go over the **Student Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their final projects.

Instructions and Suggestions

Prior to the Project

1. The students will be writing letters to share with another class of students. This may be done in more than one way. You may wish to link with another class in the United States. You might link to a class in an area with a significantly different climate. Alternatively, you might select an urban class if you are rural. You may prefer to reach beyond the United States and connect with a class in another country.
2. Check school and district rules regarding the sharing of personal information with other schools.

3. Connect with teachers, parents, neighbors, or friends who may have contacts overseas. They may be able to help you connect with a class in another country.

4. Alternatively, use systems from online resources such as Education World and PenPal Schools.

5. Explore organizations such as iEARN-USA to find an additional grade-appropriate project to participate in.

Day 1

1. Show students a postcard and an envelope with a handwritten address. Ask them what these things are and why they are used.

2. Write **communicate** in the center of an idea web. Ask students to share ways to communicate with people who do not live with them and add them to the web. Adjust the categories as needed.

3. Have students share ways they communicate with family and friends when they are at home (e.g., Skype, text, phone calls).

4. Form students into groups (the same number of groups as you have questions in step 6). Ask the groups to think about reasons adults might communicate with other people around the world. Have the groups share their ideas. (If needed, prompt them to think about trade, vacations, resources, etc.)

5. Then have students talk about why they might like to communicate with children in another part of the world. Explain the idea of pen pals with children who go to school in another place.

6. Post large sheets of paper with questions around the room. Give each group a marker. The headings might be:

   a. How can we communicate with other children?

   b. What would the other children want to know?

   c. What do we want to know about them?

   d. What could we send to them?

7. Read the questions on the large sheets of paper. Assign one paper to each group. On your signal, have the groups move from paper to paper adding ideas. After students have visited every list, read over the papers. Have students discuss the ideas. Put a star next to the ones they think might work.

Day 2

1. Tell students that first they need to help you write a letter to the pen-pal class telling them a bit about your community and school.

2. Use a shared writing process to write a letter to your partnered school telling them about your city/town/community and school. Encourage students to share information they have been learning, such as the name of your state, the climate, landforms, where it is located, and so on.

3. Review the lists from day 1 and focus on the question: "What would other children want to know?" Tell them that your shared letter tells the children about where you live but it doesn't tell them about the students in the class. Ask them what they would like to know about a new friend. Record ideas such as where they live, what they like to eat, what they do after school, how they get to school, what their homes are like, whether they do chores, what they like to do at school, and what celebrations they like.

Days 3 and 4

1. Revisit the topics the students brainstormed that they wanted to know about other children.

2. Make a list of topics on the board or a large sheet of paper using a sentence stem format (e.g., My name is _____, and I am _____ years old. I like to eat _____).

3. Review the parts of a letter and then have students write a letter to a potential pen pal using the sentence stems or their own ideas.

4. Students should include information on at least three of the following topics:

    a. Celebrations and traditions

    b. Foods they eat

    c. Games they play

    d. The school

5. Students should ask at least one question in their letters.

6. Afterward, collect and check the letters and then send them to the partner class. Alternatively, they can be scanned and sent electronically. Be sure to follow your district or school Acceptable Use Policy regarding posting student work and names online.

Modifications for Differentiation

Above Have these students develop a presentation about your class, school, or community by using a PowerPoint presentation or another presentation app that you have available for student use.

Below Provide a printed letter frame that allows them to fill in blanks.

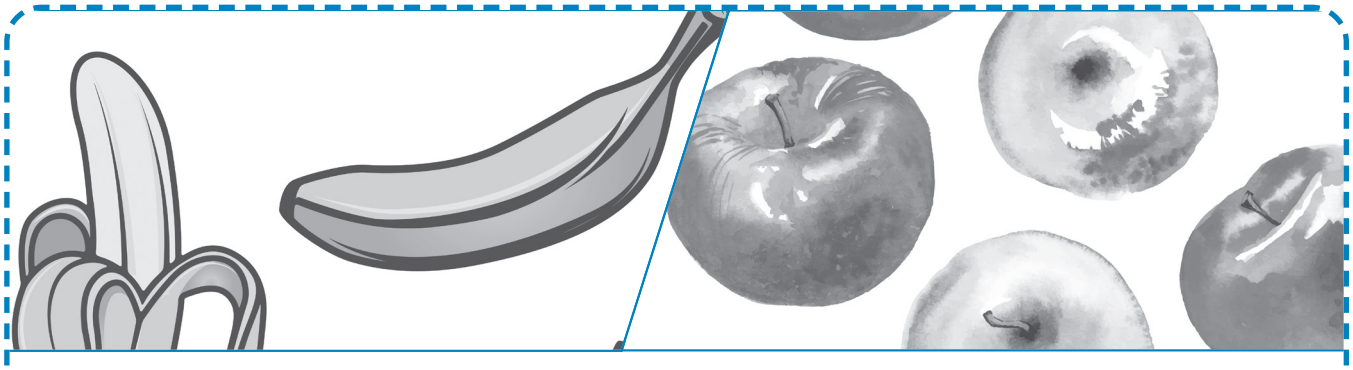
ELL If you have a dominant ELL population in your class, consider linking to a school that has students speaking that language and communicate in English and the other language. Alternatively, use a printed letter frame to reduce the English demands.

Rubric

See **Teacher Evaluation** (Teacher's Guide p. 386).

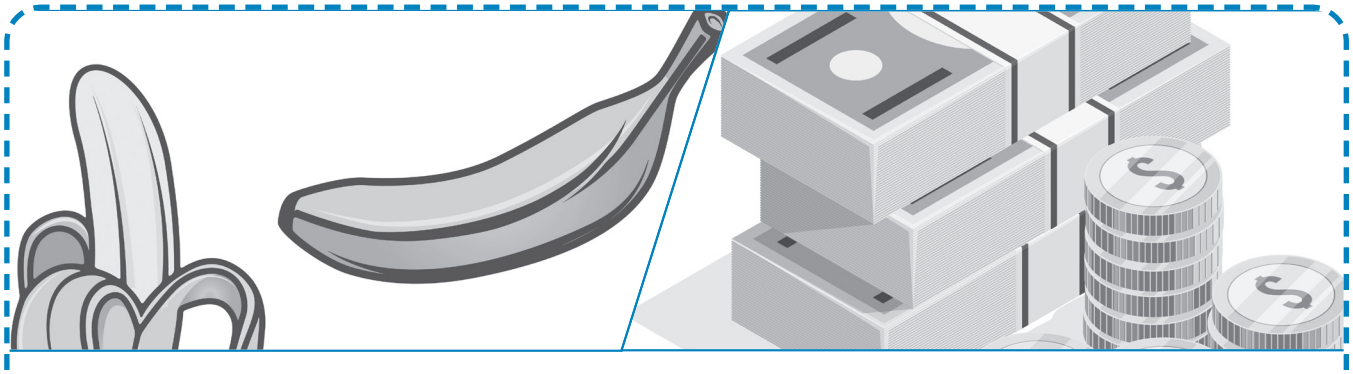
Teacher Resource 8

Trading Partners



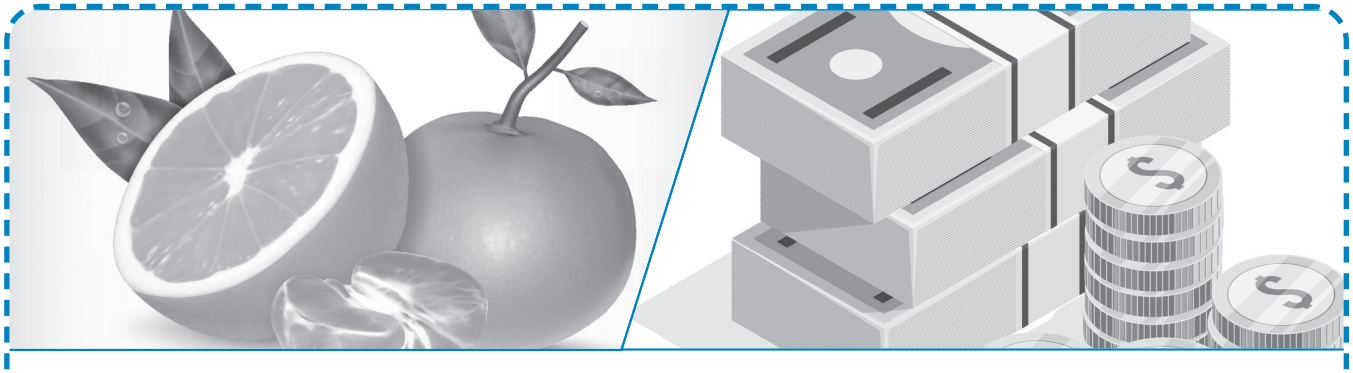
Needs bananas

Grows apples



Needs bananas

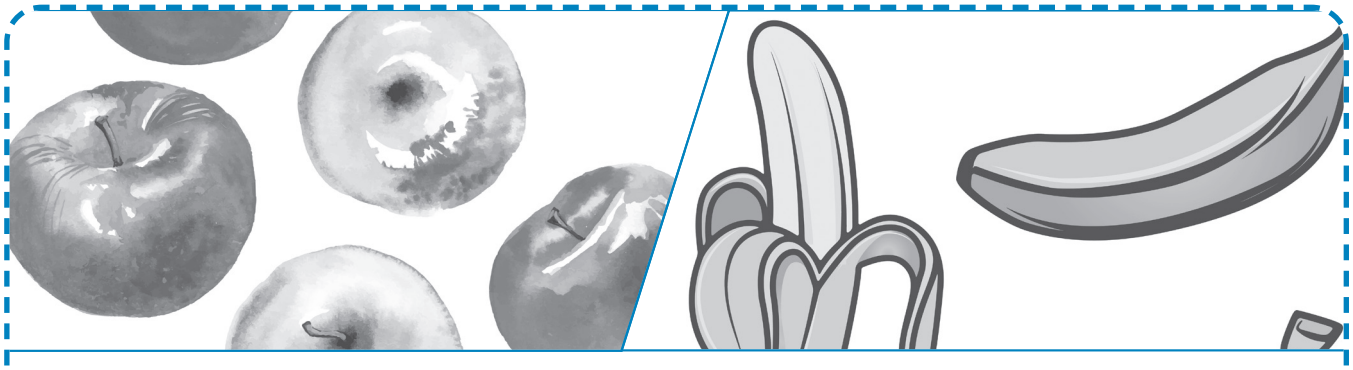
Has extra money



Needs oranges

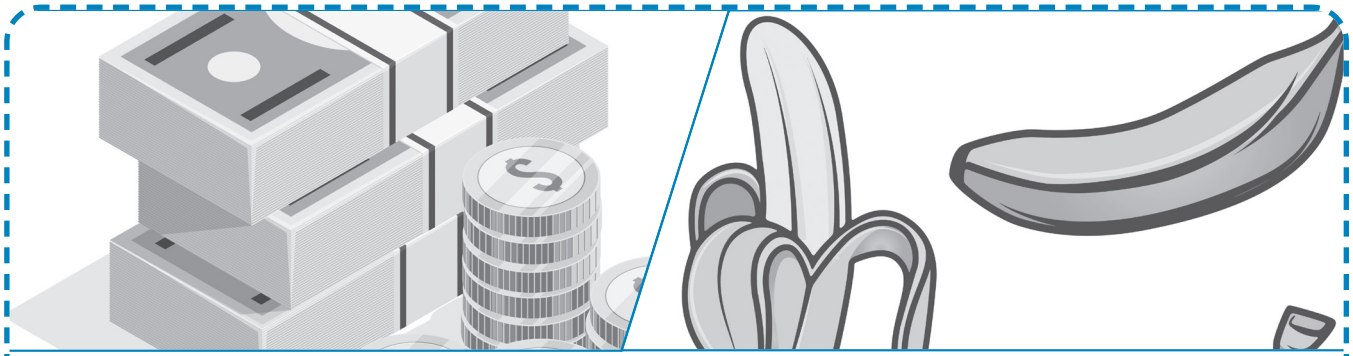
Has extra money

Teacher Resource 8



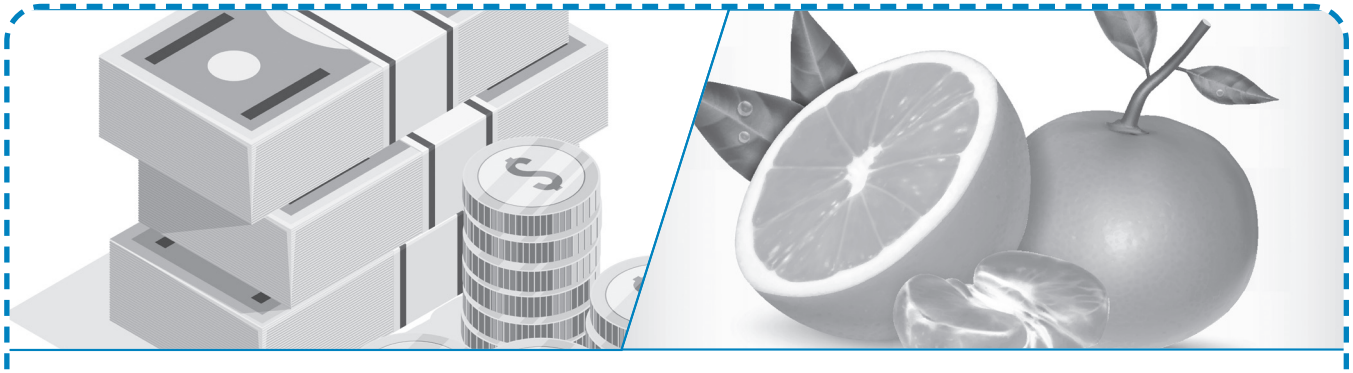
Needs apples

Grows bananas



Needs money

Grows bananas



Needs money

Grows oranges

Teacher Resource 9

Canada and Mexico

Canada

In Canada, Halloween is a very popular tradition. People love to dress up in costumes and go trick-or-treating. However, in Canada it is a custom for children to collect money for charity with the candy. Every year Canadians donate millions of dollars to charity on Halloween!

Canadians also celebrate Thanksgiving dinner with turkey and pie. Canadians celebrate their Thanksgiving every year in October before Halloween.

Teacher Resource 9

Mexico

In Mexico, one of the most important holidays is Three Kings Day. This holiday takes place 12 days after Christmas. Mexican children usually get presents on Three Kings Day instead of on Christmas. It is also a tradition to bake a sweet bread called *rosca de reyes* to celebrate!

Mexico has its own independence day like the Unites States has on July 4. They celebrate every year on September 16. They have parades and celebrate with food, parties, and fireworks. They also yell, "¡Viva México!" at midnight!

Name

Chapter 7 Test

1. Circle the correct pictures.

a. Circle any globe with an **X** on an ocean.

b. Circle the globe.

c. Circle the map that shows a colored-in North America.

d. Circle the map that shows a colored-in Africa.

2. Look at the map on the next page.

a. Color the United States red.

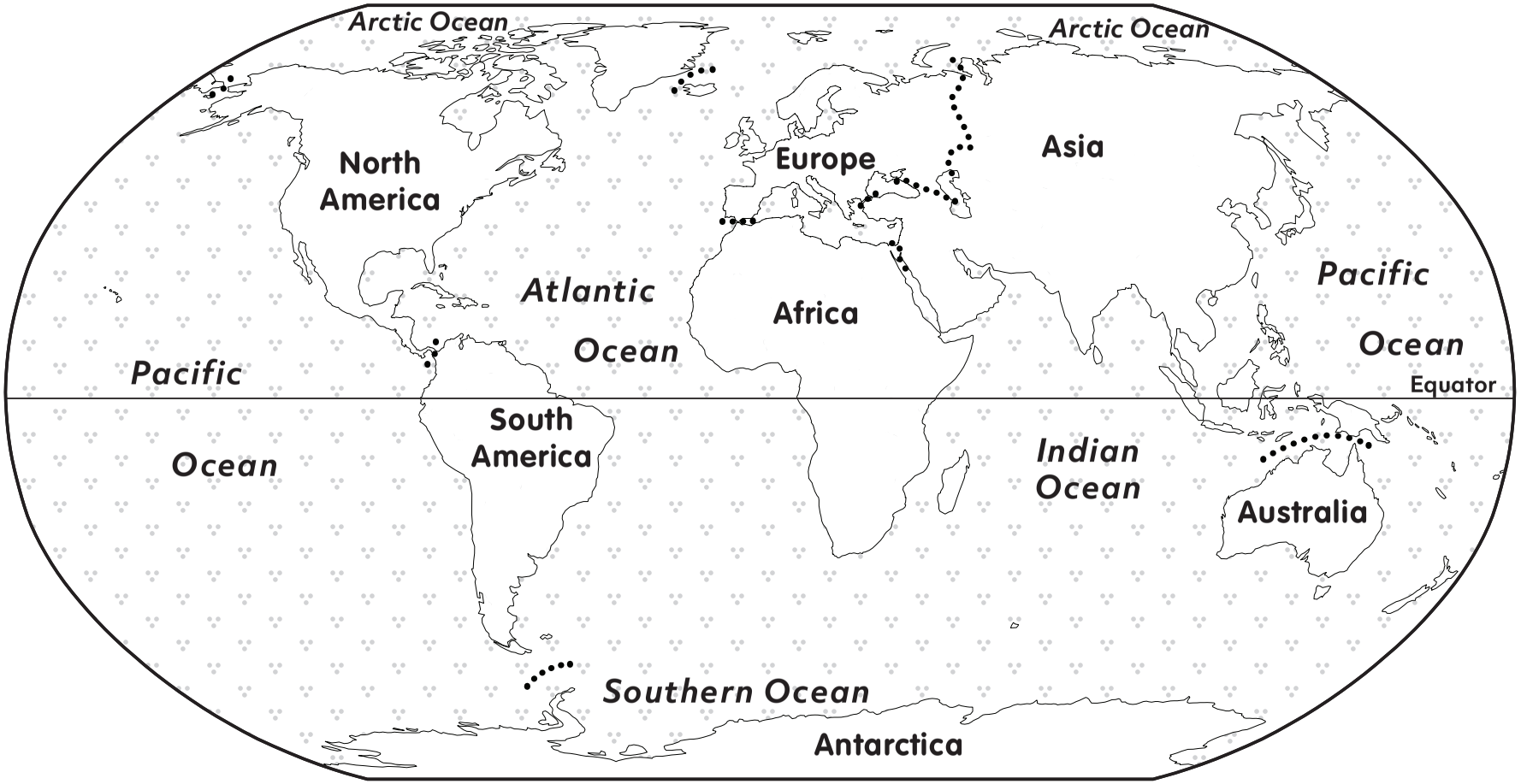
b. Put an X on two oceans.

c. Draw a line from our state to Europe.

d. Color green any continent that is completely below the equator.

Chapter 7 Test

Name



Name

3. Circle the things that are part of a culture.

food language religion clothing

4. Draw a line from the environment to the activity that can be done there.

Snowy slopes	●	●	Building sandcastles
Rocky cliffs	●	●	Fishing
Sunny beaches	●	●	Rock climbing
Big lakes	●	●	Sledding
Mountain rivers	●	●	Boating

5. Look at the word bank. Write the correct words under each box.

Word Bank

Nepalese children	Australian children	Mexican children

They may have a piñata at a birthday party.

_____

Rice yogurt and color is put on their foreheads on their birthdays.

_____

They leave a cool drink for Santa.

_____

6. What are ways children in other countries are like American children?

_____

_____

_____

7. What are ways children in other countries may be different from American children?

_____

_____

_____

Student Name:

Chapter 7 Project	Teacher Evaluation
Letter	
The letter includes appropriate topics and information.	1 2 3 4
The letter includes information about at least three of the following: celebrations and traditions, foods, games, and the school.	1 2 3 4
The letter has proper letter elements.	1 2 3 4
The letter asks at least one question.	1 2 3 4
The student followed writing conventions.	1 2 3 4
Group Work	
The student spoke appropriately when sharing.	1 2 3 4
The student listened attentively to others.	1 2 3 4

The highest rating is 4.

Answer Keys

Answer Keys

Introduction

Name

Activity Sheet

1a First Day of School

1 of 2

Circle the correct answers for questions 1 and 2. Write the answer to question 3.

Characters

1. Who was in the story?

Setting

2. Where was the story?

Events

3. What happened in the story?

The friends introduced themselves and visited the school library.

★ What do you think will happen next?

Name

Activity Sheet

1b What Is in This Book?

Look between pages 14 and 18 to answer the following questions:

1. What is happening in the comic on page 14?
   Minar's family is setting up for a reunion.
2. What is the chapter question for chapter 1?
   Why are families important?
3. Write two vocabulary words from chapter 1, lesson 1.
   Choose two: family, need, shelter, responsibility, and address
4. What is the first section question in chapter 1?
   Who is in a family?
5. What are the pictures on page 18 showing?
   Families
6. What do you think you will be studying in chapter 1?
   Families

Chapter 1

Name

Activity Sheet

1c How Do We Use This Book?

With an adult, complete the following assignment:

Using the Student Book or yc.SocialStudies.com, turn to pages 22 and 23. Use those pages to answer the questions below.

1. What is the name of this lesson?
   Family Rules
2. What is the first vocabulary word on the list?
   rule
3. How is the comic strip connected to the lesson?
   Minar wants to do something against the family's rules.
4. What do you think this lesson is going to be about?
   family rules

★ Turn to another page. Explain how the title and pictures on the page are related to each other.

Name

Activity Sheet

1a What Do Families Do for Us?

1 of 2

Cut out the pictures (next page) of things you **need** and glue them in the box. Who helps you get these needs?

My _____ makes sure I have

Choose: food, clothing, house

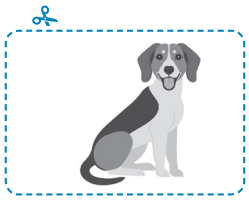
Name

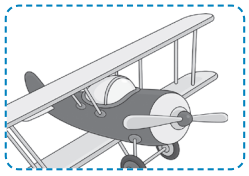
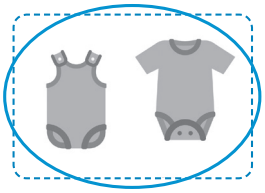
Activity Sheet

1a

What Do Families Do for Us?

2 of 2



Name

Activity Sheet

1c

Why Do We Obey Rules?

Answer the questions. Draw a picture and write about your picture.

1. Who helps us follow the rules?
   parents, teachers, police officers, crossing guards
2. What is a rule you don't like to follow?
3. Why is the rule you don't like an important rule?
4. On the back of this paper, draw a picture of you following an important rule. Write about your picture.

▼ *Chapter 1 Review*

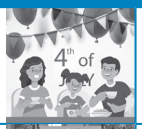
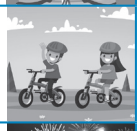
Name

Activity Sheet

1e

Compare *Alike* and *Different*

Compare the activities. Circle the activities that are alike. Put a square around the activities that only Minar does.

Minar		Roger	
On the Fourth of July, we go out for breakfast.		On the Fourth of July, I have breakfast at home.	
We go to the parade.		We go to the parade.	
We go to the games at the park. I run in the races.		We go home in the afternoon. I ride my bike.	
After dinner, we go to the fireworks.		After dinner, we go to the fireworks.	

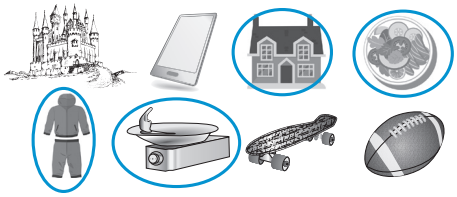
Name

1 of 2

Chapter 1 Review · Part 1

1. Circle the people who might be parents.

2. Who would you invite to a special family party? Why?
3. a. Circle the things that are needs.



b. Why are these needs?
Answers vary but may include, We need these things to survive.

Name

1 of 3

Chapter 1 Review · Part 2

Read the rules. Beside each rule write **S** if it helps keep you safe, **H** if it helps keep you healthy, or **C** if it helps you care for others.

Eat your dinner. H

Share your toys. C

Look before you cross the street. S

Don't touch the stove top. S

Take turns. C

Go to bed on time. H

1. Why is it important to follow the rules?

Answers vary but may include, To keep us safe and healthy and to care for others.

Name

2 of 3

Chapter 1 Review · Part 2

2. Circle people who help us follow the rules.

3. Circle the celebrations that people enjoy.

Name

2 of 3

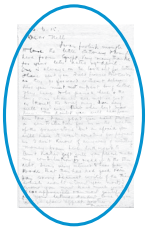
Chapter 1 Review · Part 3

3. Think about a parent or other adult when he or she was a child. Write one way your life is different. Write one way your life is the same.

a. Our lives are different

b. Our lives are alike

4. Circle the primary sources.



Name

3 of 3

Chapter 1 Review · Part 3

5. Circle the street address. Put a square around the state.

John Smith
10200 Jefferson Street
Culver City, CA 90232

Chapter 1 Test

Name

Chapter 1 Test 2 of 4

3. Look at the address. Put a line under the street name. Circle the town name. Put a square on the state name.

John Smith
10200 Jefferson Street
Culver City, CA 90232

4. Write your telephone number.

_____

5. Circle the primary source.

Nystrom Young Citizens 65 Chapter Test

Name

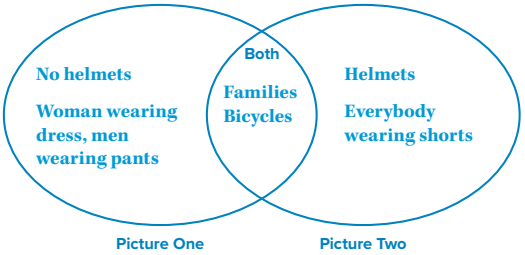
Chapter 1 Test 3 of 4

Picture One

Picture Two

6. Look at the pictures above.

a. Fill in the Venn diagram.



b. What are these families doing?

riding bicycles

Nystrom Young Citizens 66 Chapter Test

Chapter 2

Name

Activity Sheet

2c Who Makes Our School Better?

Match the worker to the job.

Principal

Custodian

Nurse

Librarian

Music teacher

Nystrom Young Citizens 29 Chapter 2 • Lesson 2 • Section A

Name

Activity Sheet

2f Avoiding Fights 2 of 2

Solution

Problem

Solution

Nystrom Young Citizens 33 Chapter 2 • Lesson 3 • Section C

Name

1 of 2

Chapter 2 Review · Part 1

1. Circle the people you might find working in a school.

2. Explain what you learn in these rooms.

Use pictures or words.

Classroom **Answers vary but may include rules, math, science, reading, etc.**

P.E. **Answers vary but may include how to play different sports, games, rules, etc.**

Music room **Answers vary but may include how to play an instrument, sing, etc.**

Name

2 of 2

Chapter 2 Review • Part 1

3. Read the events in the school year. Number the boxes, 1 to 4, to show when each event happens.

4 Last day of school

2 Thanksgiving

1 Meet my new teacher and classmates

3 Winter holiday

Name

1 of 2

Chapter 2 Review • Part 2

Answer the questions using words.

1. Explain how you can be a good listener.

Sit up straight with feet on the floor, look at the person speaking, and keep your hands on your desk.

2. What are the ABC steps to end a fight peacefully? Finish writing each step.

A: **Ask** what the problem is.

B: **Brainstorm** a solution to the problem.

C: **Choose** a solution to try.

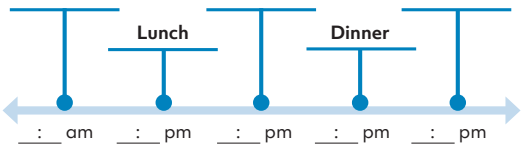
Name

2 of 2

Chapter 2 Review • Part 2

3. **a.** Fill in the time line.

b. Write the number for the time it happens.



4. What is your favorite part of the day? Why?

5. Underline the effect for each sentence.

a. Mom dropped a glass, and the glass broke.

b. I tripped then fell and cut my knee.

(either or both)

Name

1 of 2

Chapter 2 Review • Part 3

1. Circle the things that are wants.

2. Mark two respectful ways a class can decide what to plant in the garden.

- [ ] Follow directions
- [ ] Put your hands on the desk
- [X] Discuss and come to a consensus
- [ ] Make a pledge
- [X] Vote

Name

2 of 2

Chapter 2 Review • Part 3

3. Does the rule make the classroom safer or more respectful? Write **Y** for "yes" and **N** for "no" in front of each item.

- [Y] Raise your hand to talk
- [N] Turn your back on teachers while they're talking
- [Y] Listen quietly when someone else is talking
- [N] Run as fast as you can to get supplies

▼ *Chapter 2 Test*

Name

1 of 7

Chapter 2 Test • Part 1

Answer each question.

1. Read the events in the school year. Number the boxes to show the order of each event in the school year.

- [4] Summer holiday
- [1] Start a new grade
- [2] Winter concert
- [3] Spring play day

Name

3 of 7

Chapter 2 Test

3. What is your favorite part of the school day? Why?

_____

_____

_____

4. Circle the people you might find working in a school.

Name

Chapter 2 Test

4 of 7

5. Circle three things you should pledge to do at school.

be respectful

be silly

be responsible

be mean

be safe

6. Underline the **cause** in each sentence.

a. The plant gets sun and rain, and the plant grows.

b. The baby is hungry, and the baby cries.

Name

Chapter 2 Test

5 of 7

7. Circle the pictures of classroom rules that are safe or respectful.

8. Read the story. Answer the question.

Ari is at school. He cannot find his ball. Ari is sad.

What can Ari do?

Answers vary but may include ask other students for help, ask the teacher for help, etc.

Name

Chapter 2 Test

6 of 7

9. Draw one thing you have at school that schools in the past did not have.

10. How can the class decide what treat to eat at the party?

The class can vote; discuss and consensus

Name

Chapter 2 Test

7 of 7

11. Draw a picture of a person who wants a turn to talk in class.

12. We need plants in the garden. Circle what you want to plant.

flowers carrots trees

You can only pick one of those to plant. Write one reason why you think you can only pick one to plant.

Answers vary but may include there is not enough space, money, etc.

Chapter 3

Name

Activity Sheet

3b Writing Directions

1 of 3

Task 1

Start at the library.

End at the restaurant.

Go east on Fourth Street. The restaurant will be on your left after one block. (Other options are possible.)

Task 2

Start at the school.

End at the park.

Go east on Third Street. The park will be on your left after one block. (Other options are possible.)

Name

Activity Sheet

3b Writing Directions

2 of 3

Task 3

Start at the fire station.

End at the library

Go west on Fifth Street. Turn north on Cherry Street. Turn west on Fourth Street. The library will be on your right. (Other options are possible.)

Task 4

Start on the north side of the park.

End at the radio station.

Go west on Second Street. Turn south on Cherry Street. Turn west on Fourth Street. The radio station will be on your left. (Other options are possible.)

Name

Activity Sheet

3b Writing Directions

3 of 3

Task 5

Start at the north end of the park.

Go to the school.

Then go to the pink house.

Go west on Second Street. Turn south on Cherry Street. Turn west on Third Street. The school will be on your right. Continue west on Third Street. The pink house will be on your left at the corner of Third Street and Aspen Avenue. (Other options are possible.)

Task 6

Start at the café.

Go to the west side of the factory.

Then go to the senior center.

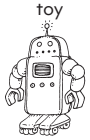
Go west on Fifth Street. Turn north on Aspen Avenue. The factory will be on your right. Continue north on Aspen Avenue. Turn east on Fourth Street. The senior center will be on your left. (Other options are possible.)

Name

Activity Sheet

3d What Do We Need and Want?

Needs or Wants?

sandwich Need	game Want	toy  Want
home Need	computer Want	shirt Need
skates Want	ball Want	carrot Need

Name

Activity Sheet

3e What Are Goods and Services?

Cut out the pictures. Decide if the person makes goods, sells goods, or provides a service.

Doctor Service	Chef Makes Goods	Candy-store clerk Sells Goods
Teacher Service	Police officer Service	Factory worker Makes Goods
Pet-store owner Sells Goods	Artist Makes Goods	

Name

Activity Sheet

3f Sellers and Consumers

Look at the pictures. Decide if the person is a seller or a consumer. Circle the right word. Draw your own idea in the last box, and ask a friend to circle the answer.

Seller (Consumer)

(Seller) Consumer

Seller (Consumer)

Seller Consumer

Name

Activity Sheet

3h Who Sells? Who Produces?

For the workers, decide if they sell or produce. Then fill in what they sell or produce. The first two rows are done. Fill in the rest of the chart.

Worker	Sells	Produces
Toy-store clerk	toys	
Toy-store factory worker		toys
Pharmacist	medicine	
Grocery-store cashier	food	
Chef		food
Shoemaker		shoes
Car salesperson	cars	

Name

Activity Sheet

3i Producers and Consumers

Listen to the story and answer the questions.

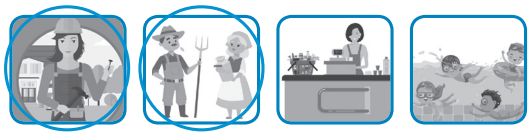
1. What problem did Jerry have?
   He needed new pants.
2. Where did Jerry go?
   to Ms. Kassam's house/business
3. In the story, is Jerry a producer or a consumer?
   a consumer
4. Is Ms. Kassam a producer or a consumer?
   a producer
5. Where does Ms. Kassam work?
   from her home
6. What is Ms. Kassam's job?
   tailor

Name

1 of 2

Chapter 3 Review • Part 1

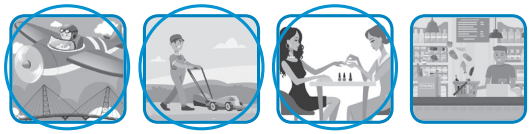
1. Circle the pictures of producers.



2. What do producers do?

Producers make things.

3. Circle pictures of people whose jobs are services.



Name

Chapter 3 Review • Part 1 2 of 2

4. What do people earn when they work?

People earn money.

5. What is something you could use to make a trade at home or school?

Answers vary but may include money, chore, etc.

6. What can you do if you don't have enough money to buy something you want?

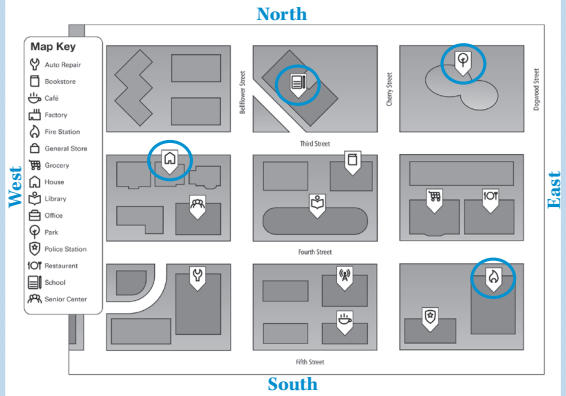
Answers vary but may include I can work, I can save money, and I can exchange what I have.

Name

1 of 2

Chapter 3 Review • Part 2

Look at the map.



1. Put North, South, East, and West on the sides of the map.

Name

Chapter 3 Review • Part 2 2 of 2

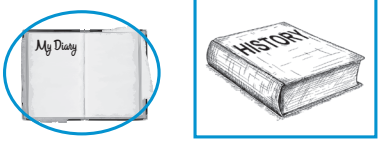
2. Circle these things that are shown on the map:

- House
- School
- Fire Station
- Park

3. Write directions to tell someone how to get from the library to the school.

Go west on Fourth Street. Turn north on Bellflower. The school will be on your right.

4. Circle the primary source and put a square around the secondary source.



Name

Chapter 3 Review • Part 3

1. Circle places you could find in a neighborhood.

2. What is one way a neighborhood can change?

Answers vary but may include neighborhoods can grow, more roads can be built.

3. Draw three things in your neighborhood.

Name

Chapter 3 Test

Answer each question.

1. Look at each picture. Write a **G** on the picture if the person is producing goods. Write an **S** if the person is providing a service.

2. Which of the following are producers and consumers? Use the word bank to help you fill in the T-chart.

buys things makes things grows food gets hair cut

Producer	Consumer
Makes things	Buys things
Grows food	Gets hair cut

Name

Chapter 3 Test

3. What is something you want? Tell what you can do to get your want.

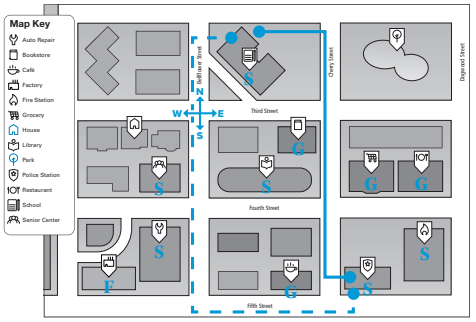
4. List two kinds of secondary sources.

Answers vary but may include a school history book, a movie about a past event, etc.

Name

Chapter 3 Test

5. Look at the map. Complete the instructions on the next page.



Chapter 4

Name

Activity Sheet

1 of 2

4a Changes to the Park

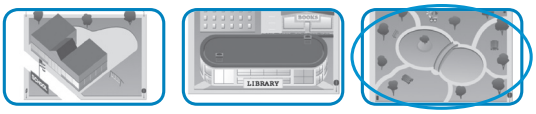
With your group, circle the correct answers for questions 1 and 2. Then write the answer to question 3. On the next page, draw a picture of what you think should be built in the park.

Characters

1. Who was in the comic?

Setting

2. Where was the comic?



Events

3. What happened in the comic?

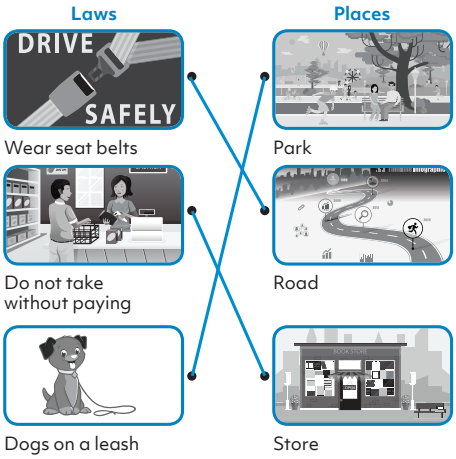
Leena and Carlos went to the park, but it was closed.

Name

Activity Sheet

4b What Are the Rules of a Town?

Connect the laws to where they are most important.



★ Write a law that would be most important on a highway.

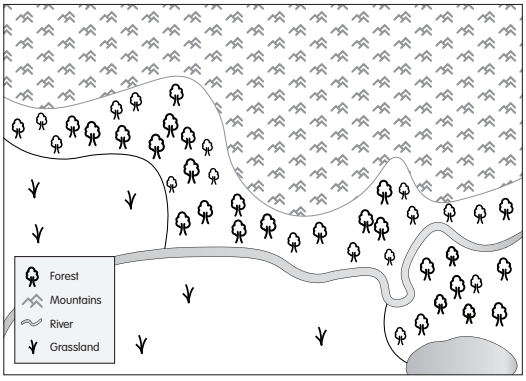
Answers vary but may include obey speed limits, etc.

Name

Activity Sheet

1 of 2

4d Why Did People Move to Maplewood?



1. On the map, label natural resources **NR**.
(Answers will vary but should include the forest and river.)

2. On the map, draw an **X** on the best place for a settler to build a cabin. (Answers will vary but should be near water.)

Name

Activity Sheet

2 of 2

4d Why Did People Move to Maplewood?

3. Answer these questions using the Student Book.

a. Who were the first people to use the Maplewood area?

American Indians

b. What natural resources did they use?

They fished in the Blue River and hunted in the forest.

c. Why did the Cornishes come to the area?

They wanted their own farm.

d. How did they get things they didn't make or grow?

They bought them (they were consumers).

e. How was their house different from one today?

Answers vary but may include their house was built from wood, etc.

★ On the map, draw four changes that new settlers probably made when they moved to the area.

Name

Activity Sheet

1 of 2

4g Using Sequencing

Texts make most sense in a certain order. Correct these texts so they make sense.

1. Put these sentences in the right order. Write 1, 2, or 3 by the correct sentence.

   3 Then, put the mix in the oven.

   1 First, get out the foods to make a cake.

   2 Next, mix the things.

2. Read the captions in each box on the next page. Underline the sequence words. Cut out the pictures. Paste them in the correct order.

Name

Activity Sheet

2 of 2

4g Using Sequencing

Then, I saw some volunteers planting trees in the park.

Next, I went to school.

Finally, I told my family about what I had seen in the park.

In the morning, I had breakfast.

After school finished, I passed the park on my way home.

_____

_____

★ What do you think happened next? Draw a picture and add it to the sequence.

▼ *Chapter 4 Review*

Name

Chapter 4 Review • Part 1

Read the paragraph. Then follow the instructions.

We have a lot to do during the day. In the morning, we go to school. In school, we learn. After school, we have homework. Then we can play before dinner. In the evening, we clean up our room. Finally, we go to bed. No wonder we are so tired!

1. Underline all of the sequencing words in the paragraph.
2. Circle the sentence that says the main idea.
3. Put a rectangle around a sentence that gives a detail.

Name

1 of 2

Chapter 4 Review • Part 2

Circle the correct answer to the questions below.

1. What type of community is this?

a. Rural
b. Suburban
c. Urban

2. What type of community is this?

a. Rural
b. Suburban
c. Urban

Name

Chapter 4 Review • Part 2

2 of 2

3. What type of community is this?

a. Rural

b. Suburban

c. Urban

4. What surroundings do people need to do this activity?

a. Warm beaches

b. Snowy mountains

c. Flowing rivers

5. What natural resource do people need to do this activity?

a. Water

b. Trees

c. Rocks

Name

Chapter 4 Review • Part 3

1 of 2

government	needs	transported
food	laws	Citizens

Complete the sentences below with words from the word bank.

1. A government keeps people safe and makes life better for people.
2. Special rules written by a government are called laws.
3. Citizens choose the leaders of a town.
4. Goods and services are transported to towns that need and want them.

Name

Chapter 4 Review • Part 3

2 of 2

5. Towns are started where people can meet basic needs.
6. People need water, houses, and food to survive.

Name

Chapter 4 Review • Part 4

Read the short story below. Draw an **X** on the map where the community in the story is located.

Ana lives in Wilmette, Illinois. Wilmette is next to Lake Michigan. It is also north of Chicago, Illinois.

Chapter 4 Test

Name

1 of 4

Chapter 4 Test

Circle the correct answers to the questions below. There can be more than one right answer.

1. Which of the following do governments do?

   a. Governments write laws.

   b. Governments keep people safe.

   c. Governments grow food.

2. Which would you probably find in a suburban community?

   a. Houses

   b. Farms

   c. Roads

Nystrom Young Citizens 212 Chapter Test

Name

2 of 4

Chapter 4 Test

3. Which of the following do citizens do?

   a. Citizens vote for leaders.

   b. Citizens volunteer.

   c. Citizens tell leaders what is important.

4. Which activity or activities are affected by outside surroundings?

   a. Video games

   b. Boating

   c. Office work

5. How do towns meet the needs and wants of their people?

   a. They produce goods and services in the community.

   b. They transport goods and services to the community.

   c. They consume goods and services in the community.

Nystrom Young Citizens 213 Chapter Test

Name

3 of 4

Chapter 4 Test

Read the story.

Franklin lives in Galveston, Texas. Galveston is next to the Gulf of Mexico. It is also near Houston, Texas.

6. Draw an **X** on the map where the town in the story is.

Nystrom Young Citizens 214 Chapter Test

Name

4 of 4

Chapter 4 Test

Read the passage. Then follow the instructions.

At first, John and Molly Cornish had a hard life in Maplewood. In the spring, they had to plant all their crops. At the same time, many of their animals had babies. In the summer, they had to keep birds and weeds away. The weather was hot. In the fall, they had to gather in all their crops. In winter, they worried about the food lasting until spring. It's a wonder they made it.

7. Circle the main idea of the passage.

8. Underline two sequencing words or phrases.

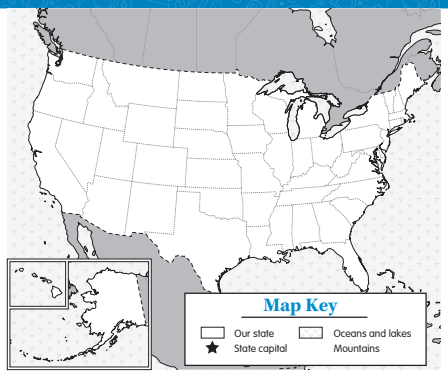
Nystrom Young Citizens 215 Chapter Test

Chapter 5

Name

Activity Sheet

5a How Does a Map Show a State's Features?



1. Write **Map Key** to title the key box.
2. Color our state and add that color to the key.
3. Color the oceans and add that color to the key.
4. Put a star to mark the state capital city.

★ Draw our state's mountains on the map. Add the symbol to the key.

Name

Activity Sheet

5c Contrast Local and State Government

Circle state jobs and responsibilities.

Put a square around local jobs and responsibilities.

Mayor

Garbage collection

Library

Governor

Driver license

Parks and recreation

State parks

Street cleaning

Highways

Name

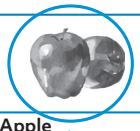
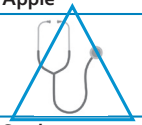
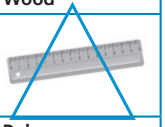
Activity Sheet

5f Resources

Circle the natural resources.

Put a square around the human resources.

Put a triangle around the capital resources.

 Apple	Teacher	Wood
 Stethoscope	Firefighter	 Ruler

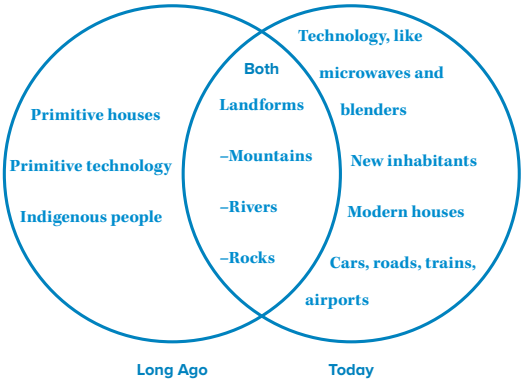
★ Add three more items, one for each kind of resource.

Name

Activity Sheet

5h What Was Our State like Long Ago?

List ways our state has changed over time. Add items that you learned about in the circles. For "Both," think about things that have not changed over time (like landforms).



★ Give reasons why these things have changed over time.

People invented things to make life easier.

Name

Activity Sheet

5j

Our State: Symbols and Leadership

Florida State Motto

- Our state motto is "In God We Trust."
- It is a symbol that represents Florida.

Where on the state seal does it say, "In God We Trust"? Circle it.

Pascua Florida Day

- Pascua Florida Day is a state holiday.
- It is celebrated on April 2.
- It is a symbol that represents Florida.

In what month do we celebrate Pascua Florida Day? April

Governor DeSantis

- The governor is the leader of the state.
- Ron DeSantis is our governor.

What symbols are behind the governor? The state seal and the flag

Name

1 of 3

Chapter 5 Review • Part 1

1. Read the paragraph. Then follow the instructions.

The early pioneers had to work hard to make homes in our state. First, they had to travel a long way to get here. Then they cut down trees. Next, they had to build homes. They also had to plant food to eat. At the same time, they had to find food, and they had to take care of their children and feed the animals. They worked all day long.

Circle the statement below that fits the writer's point of view best.

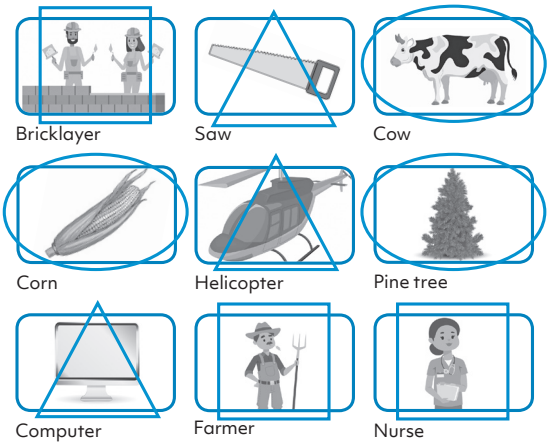
- Pioneers built our state.
- Pioneers were kind to their animals.
- Pioneers had to work very hard.

Name

2 of 3

Chapter 5 Review • Part 1

2. Circle the pictures of natural resources. Put a square around the pictures of human resources. Put a triangle around the pictures of capital resources.



Name

1 of 3

Chapter 5 Review • Part 2

1. Who leads the state government? governor

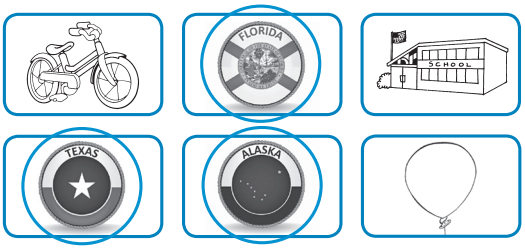
2. Label these as **TG** (town government) responsibilities or **SG** (state government) responsibilities.

TG Taking care of streetlights

SG Taking care of highways

TG Taking care of parking in towns

3. Circle the examples of a state symbol.



Name

Chapter 5 Review • Part 2

2 of 3

4. Match the words in column 1 with the pictures in column 2.

Mountain

Lake

River

Name

Chapter 5 Review • Part 2

3 of 3

5. Read the four sentences below. Number them in order to make an informational text about the animal. Remember the plan for good information texts: introduce the topic, include some facts, and include a finishing sentence.

3 Then, special laws were made to protect them.

1 The big bald eagle is a symbol for the United States.

4 Now they have come back, and they are still big and beautiful.

2 Although they are our national bird, they almost all died out.

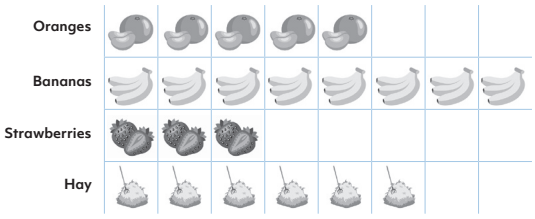
Name

Chapter 5 Review • Part 3

1 of 2

1. Look at the graph. Then read each sentence. Circle T if the sentence is true. Circle F if the sentence is false.

Acres of Natural Resources on Our Farm



a. There are 27 acres of natural resources shown on the graph. T / (F)

b. The most acres grow bananas (T) / F

c. The fewest acres grow hay. T / (F)

d. Two more acres of oranges are grown than strawberries (T) / F

Name

Chapter 5 Review • Part 3

2 of 2

2. Read the text and then answer the following question.

My grandmother likes to tell me about what she did when she was a little girl. She says that she had to walk a long way to school. She liked to play tag and skip at recess time. She worked hard at school so she could get a good job.

Circle how I learned about my grandmother's life when she was little.

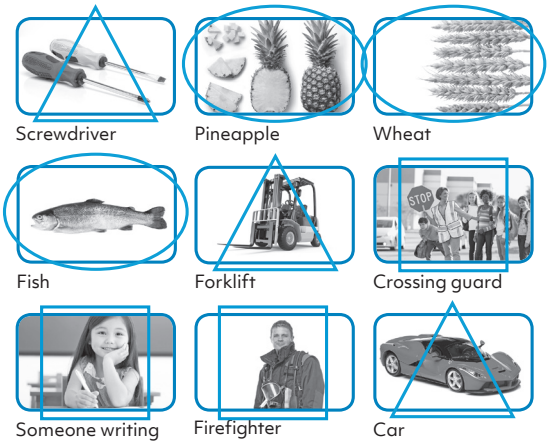
- I read a biography.
- I looked at artifacts.
- I listened to an oral history.

Name

1 of 8

Chapter 5 Test

1. Circle the pictures of natural resources. Put a square around the pictures of human resources. Put a triangle around the pictures of capital resources.



Name

4 of 8

Chapter 5 Test

a. What is the sum of all the landforms in this state? 16

b. How many lakes does it have? 5

c. Which landform does it have the least of? Oceans

d. What is the difference between how many mountains and how many rivers are in this state? 6

Name

5 of 8

Chapter 5 Test

4. Read the text. Then answer the questions.

Ari jumped out of bed. He was excited. Today was the first day of school. He rushed to get dressed. He rushed to eat. He rushed to school. When he got there, he saw his friends. They all had new backpacks. Oh, no! Ari forgot his backpack at home. Ari jumped into his rocket and rushed home to get his backpack. Soon he was back at school ready to learn.

a. Is this an informational text? How do you know?

No, because it is a fictional story.

b. What is the problem in this text?

Ari forgot his backpack.

c. Who is the main character?

Ari.

Name

6 of 8

Chapter 5 Test

5. Look at the word bank. Write the correct words under each box.

State government	Local government

This government looks after the town. It takes care of the streetlights and parking.

Local government

This government looks after the state. It takes care of the highways, rivers, and hospitals. It keeps people safe.

State government

Name

Chapter 5 Test 7 of 8

6. Read the passage. Then complete the task.

My family goes on a ski holiday every winter. Everyone in my family loves to ski. I always look forward to the trip! My brother is a very good skier, but this year he won't be able to ski because he hurt his knee. He is disappointed and sad, and he is not very excited about the trip.

Circle the correct answer:

The author's brother does not enjoy skiing.

The author's family goes on a ski trip every spring.

The author's brother has a different point of view from the rest of the family about this year's ski trip.

Name

Chapter 5 Test 8 of 8

7. Circle ways you can learn about the history of our state.

Listen to oral histories

Ask your baby sister

Read biographies

Make up stories

Look at photographs

Chapter 6

Name

Activity Sheet 6a

Who Runs the National Government?

Executive Branch

The president leads this branch.

Legislative Branch

Congress writes laws for our country.

Judicial Branch

The courts make sure laws are fair.

Name

Activity Sheet 6b

How Are National and State Governments Alike and Different?

Cut out the boxes and glue them in the correct circle.

Has a president	Has a governor
Runs the military	Has a constitution
Builds roads between towns	Has judges
Makes laws for the state	Makes laws for the whole country

State: has a governor, makes laws for the state, builds roads between towns

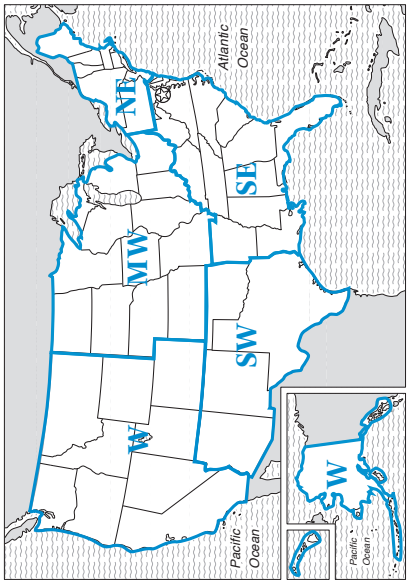
National: Has a president, runs the military, makes laws for the whole country

Both: Has judges, has a constitution

Name

Activity Sheet

6d What Are the Different Regions of the United States?



Name

Activity Sheet

6f Analyzing Sources

Read the text and look at the picture in the Student Book. Decide whether each statement is answered by the picture, the text, or both. Circle where you found the evidence.

1.	The fort was the shape of a triangle.	(Picture)	Text	Both
2.	People lived inside the fort and had houses and gardens.	Picture	Text	(Both)
3.	Life was difficult in Jamestown.	Picture	(Text)	Both
4.	The fort was built next to a river.	Picture	Text	(Both)

Name

Activity Sheet

6h The Pledge of Allegiance

Flag	allegiance	promise
Republic	liberty	all
Nation	sing	indivisible

Use words from the word bank to fill in the blanks. When you are finished writing, turn over the paper and draw a picture of you saying the pledge.

The Pledge of Allegiance

I pledge __allegiance__ to the __Flag__ of the United States of America, and to the __Republic__ for which it stands, one __Nation__ under God, __indivisible__, with __liberty__ and justice for __all__.

★ Why do people put their hands over their hearts when they say the Pledge of Allegiance?

Answers vary but may include to show respect, etc.

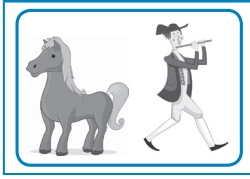
Name

Activity Sheet

6i Patriotic Songs

1 of 2

Cut out the pictures from the next page. Match each picture to the name of a song. Glue the picture in the box.

"The Star-Spangled Banner"	"America"
"Yankee Doodle"	**"America the Beautiful"**
	

★ Write a poem that you think would make a good song about the United States.

Name

Activity Sheet

6j Important Dates in America

Draw a line from the holiday to the month that it is in.

My Birthday

Martin Luther King Jr. Day

Thanksgiving

Presidents' Day

Independence Day

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

Name

Chapter 6 Review • Part 1

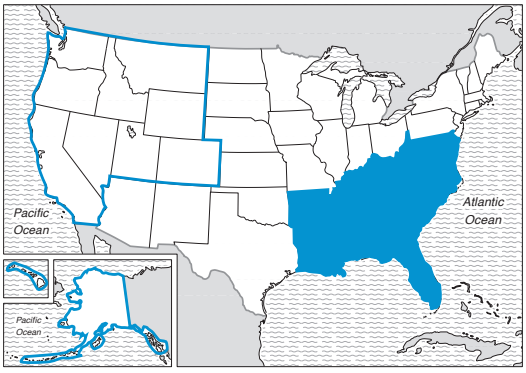
Answer the questions by crossing out the wrong answer.

1. In the United States, people have
   - a. freedom.
   - ~~b. a king.~~
   - c. the right to think and speak their opinions.
2. In the United States, people
   - a. can live and work freely.
   - b. vote for leaders.
   - ~~c. take what they want.~~
3. The president
   - ~~a. writes the laws.~~
   - b. makes sure the laws are being followed.
   - c. is in charge of the military.

Name

Chapter 6 Review • Part 1

4. Look at the map below.
   - a. Shade in the Southeast region.
   - b. Outline the West region.



Name

Chapter 6 Review • Part 1

5. What kind of weather do you expect in the summer where you live?

6. What kind of weather do people expect in the winter if they live north of you?
   North=colder

7. What is one thing that can affect the weather?
   Answers vary but may include where you live, your country, your region, etc.

Name

1 of 3

Chapter 6 Review • Part 2

1. Where did many of the first people settle?
   near water (like lakes and rivers)
2. What are two foods the first people ate?
   berries, fish, and different crops
3. What did explorers do?
   explored North America, often in search of gold and silver
4. What did colonists do?
   settled, or lived, in a new area, often making villages and towns

Name

3 of 3

Chapter 6 Review • Part 2

5. Read the text and look at the picture on the previous page. Do they tell you the same information? If not, in what ways are they alike and different?

Alike	Different
wagon, horses, people, the land	The text tells about the difficulties (e.g., fatigue, hunger, doubt, etc.), as well as new details (e.g., the dogs).

Name

1 of 2

Chapter 6 Review • Part 3

1. What did the founders do? Circle the answer.
   a. Found the lost treasure
   b. Created the United States government
   c. Created a new town
2. What is a pledge?
   A pledge is a promise.
3. Circle a symbol of the United States.

Name

2 of 2

Chapter 6 Review • Part 3

4. Which national holiday celebrates people who served in the military? Circle the correct answer.
   a. Veterans Day
   b. Presidents' Day
   c. Independence Day
5. Circle the song that people often sing before a sporting event. Draw a picture of someone singing that song.
   a. "Yankee Doodle"
   b. "The Star-Spangled Banner"
   c. "America the Beautiful"

Name

1 of 6

Chapter 6 Test

Answer each question.

1. Match the branch of government with its role.

Congress	In charge of the military
President's branch	Make sure laws are fair
The courts	Make the laws

2. Circle two things that can affect the weather.

a. High-elevation places, like mountains

b. Being in a certain region, like the South

c. A thermometer

Name

Chapter 6 Test 2 of 6

3. Put the phrases into the correct section of the T-chart.

- works with other countries to make sure the world is safe
- makes laws only for one state
- decides how many school days are in one year
- controls the United States military

National Government	State Government
works with other countries, controls the military	makes laws only for one state, decides how many school days

Name

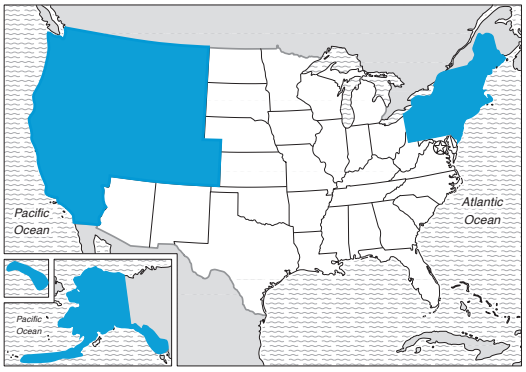
Chapter 6 Test 3 of 6

4. Look at the map below.

a. Outline our region.

b. Shade in the West region and the Northeast region.

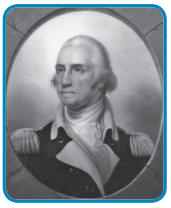
c. Which of these regions would you rather visit? Why?



Name

Chapter 6 Test 4 of 6

5. Read the text and look at the picture. Circle true (T) or false (F) for each question.



George Washington was one of the founders of the United States. He fought in the American Revolution. He was the first president.

a. George Washington lived long ago. (T) / F

b. George Washington was an army leader. (T) / F

c. George Washington wanted to be king. T / (F)

6. What do we pledge allegiance to?

a. The bald eagle

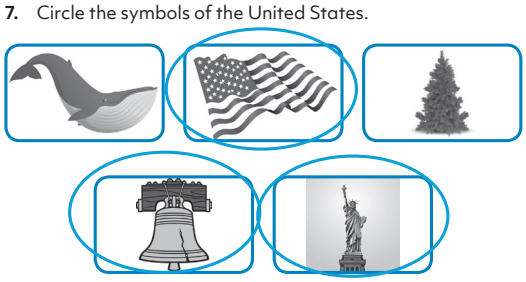
b. The flag

c. The Liberty Bell

Name

Chapter 6 Test 5 of 6

7. Circle the symbols of the United States.



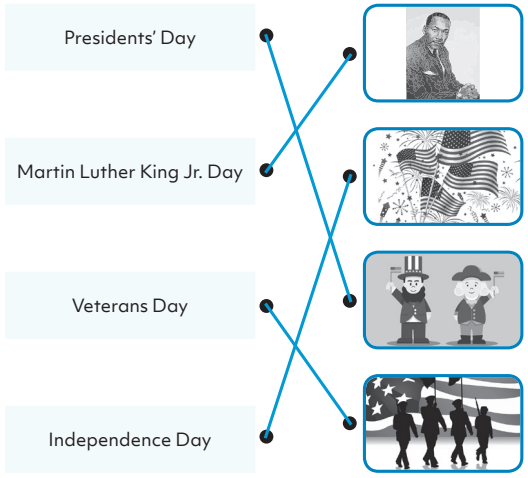
8. Circle the boxes that have words from a patriotic song.

He stuck a feather in his hat and called it macaroni.	He put in his thumb and pulled out a plum.
God bless America, land that I love	Gave proof through the night that our flag was still there.

Name

Chapter 6 Test 6 of 6

9. Match the holidays with the pictures.



Chapter 7

Name

Activity Sheet 7a **Continents and Oceans** 1 of 2

Complete the instructions and answer the questions below.

Use your maps and Student Book to help find the answers.

After you review with your teacher, glue the map into your Think Book.

1. Label the seven continents.

2. The United States is a country on what continent?

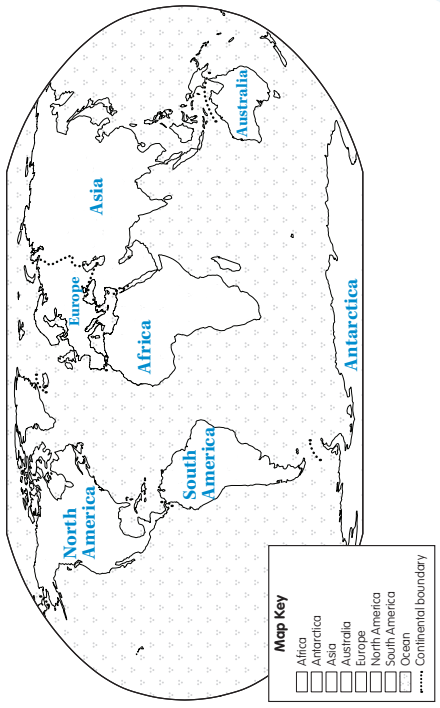
North America

3. Name two other countries on the continent of North America.

Canada and Mexico (most likely answer based on information provided; students may know other countries)

Name

Activity Sheet 7a **Continents and Oceans** 2 of 2



Name

Activity Sheet

7b Continent Cartographer

You are a **cartographer** and need to decide what color to make each continent. Don't use blue, because that will be the color of your oceans!

1. Color each continent a different color.
2. Label the five oceans, then color them blue.
3. Color in the box in the map key to match your continents and the blue of your oceans.

★ Why is Antarctica usually left white?

It is cold and icy/snowy

Name

Activity Sheet

7d How Does the Environment Shape How People Play?

Name

Activity Sheet

7f Common Culture

Put a **T** in front of true statements and an **F** in front of false statements about culture.

1. T Our country has people of many cultures.
2. T All cultures use language to communicate.
3. F Religion is not part of a person's culture.
4. T All cultures have special celebrations.
5. F Americans only speak one language in the United States.

Name

Activity Sheet

7g Celebrations

1. Circle things people do when celebrating.

eat special food, have parties, sleep, watch TV, wear costumes, open gifts, give gifts, watch parades, do the laundry

2. Draw and write about a celebration that is special for you.

Name

Activity Sheet

7i

Culture in Asia

Use the Leveled Student Reader to complete each sentence.

1. The name of the country is India.
2. Something I learned about their language is that in Hindi, people say "namaste" instead of "hello".
3. One important landmark or building is the Taj Mahal.
4. A common meal includes rice, vegetables, bread, and yogurt.
5. An important festival is Diwali.

Name

Chapter 7 Review • Part 1

1 of 2

1. Circle the names of continents.
   - a. Africa
   - b. United States
   - c. Europe
   - d. Asia
   - e. China
   - f. South America
2. Circle the job of a cartographer.
   - a. Paint carts
   - b. Make maps
   - c. Make graphs

Name

Chapter 7 Review • Part 1

2 of 2

3. What is the imaginary line that splits earth in two halves?
   the equator
4. What is the climate like at the North Pole?
   cold, snow, ice
5. Circle two things that are connected to the environment.
   - a. The crops we plant
   - b. The clothes we wear
   - c. The books we read

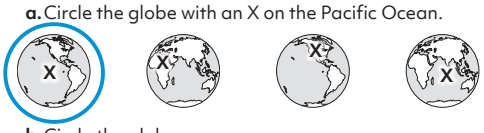
Name

Chapter 7 Review • Part 2

1 of 2

1. Circle the correct pictures.

a. Circle the globe with an X on the Pacific Ocean.



b. Circle the globe.

c. Circle the map that shows a colored-in North America.

d. Circle the map that shows a colored-in Africa.

Name

Chapter 7 Review • Part 2 2 of 2

2. What type of environment do you need to live in or visit if you want to ski and snowboard?

Answers vary but may include cold, winter, snow, etc.

3. What do we do when we want to get goods from other countries? Circle the answer.

a. Export

b. Import

c. Sell

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Name

Chapter 7 Review • Part 3 3 of 3

6. What are three traditions you like?

7. Circle things that are part of a culture.

language religion food

Nystrom Young Citizens 145 Chapter 7 Review

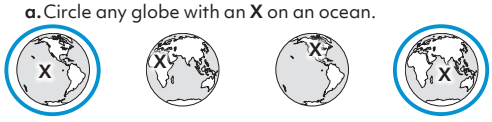
Chapter 7 Test

Name

Chapter 7 Test 1 of 6

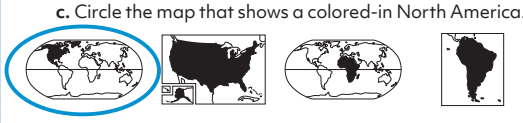
1. Circle the correct pictures.

a. Circle any globe with an **X** on an ocean.



b. Circle the globe.

c. Circle the map that shows a colored-in North America.



d. Circle the map that shows a colored-in Africa.

Nystrom Young Citizens 380 Chapter Test

Name

Chapter 7 Test 4 of 6

3. Circle the things that are part of a culture.

food language religion clothing

4. Draw a line from the environment to the activity that can be done there.

Snowy slopes	Building sandcastles
Rocky cliffs	Fishing
Sunny beaches	Rock climbing
Big lakes	Sledding
Mountain rivers	Boating

Nystrom Young Citizens 383 Chapter Test

Name

Chapter 7 Test

5 of 6

5. Look at the word bank. Write the correct words under each box.

Word Bank

Nepalese children	Australian children	Mexican children

They may have a piñata at a birthday party.

Mexican children

Rice yogurt and color is put on their foreheads on their birthdays.

Nepalese children

They leave a cool drink for Santa.

Australian children

Nystrom Young Citizens 384 Chapter Test

Name

Chapter 7 Test

6 of 6

6. What are ways children in other countries are like American children?

Answer will vary but may include go to school, speak a language, have traditions, celebrate holidays, play games.

7. What are ways children in other countries may be different from American children?

Answer will vary but may include speak a different language, have different traditions, celebrate different holidays, wear different clothes.

Nystrom Young Citizens 385 Chapter Test

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