

NYSTROM

Young Citizens

Discover

FLORIDA



K

TEACHER'S GUIDE

NYSTROM

Young Citizens

Discover Florida

TEACHER'S GUIDE



Dawn P. Dawson, Publishing Director
Naomi Adler Dancis, Project Lead, Senior Editor
Dr. Aaron Willis, Chief Learning Officer

Editorial

Chris Nelson, Senior Editor, Geographer
Alex Francis, Editor
Sarah Fuller, Associate Editor
Evan Burkin, Assistant Editor
R. Petkovsek, Assistant Editor

Art

Mark F. Gutierrez, Creative Manager
Michael Deverich, Production Manager
Grant Hubert, Cartographer
Joe Diaz, Graphic Designer
Justin Lucas, Senior Production Artist
Linda Deverich, Senior Production Artist
Elio Barajas, Production Artist
Dan Cota, Production Artist

Digital

Eytan Bernstein, Managing Editor, Digital and Adoptions
Charlie Fleiss, Editorial Assistant

Digital content is available at yc.SocialStudies.com

© 2022 Social Studies School Service
Nystrom Education, a Division of Social Studies School Service
PO Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

www.SocialStudies.com

All rights reserved. Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

Printed in the U.S.A.

ISBN: 978-0-7825-3163-3

Product Code: NYS6002FL v1.0

Consultants

Program

Elizabeth F. Russell, MAT

Program Development

Social Studies Development Consultant, Palo Alto, CA
Social studies teacher, editor, writer, curriculum developer, curriculum consultant, director of product development

Dixie Massey, PhD

Program Development, Curriculum Design, Literacy, Writer

Curriculum and Instruction, University of Washington, Seattle
Senior Lecturer and Program Coordinator, Reading Endorsement Program; PhD Literacy Education and Teacher Research; author

Tina L. Heafner, PhD

Program Development and Review

Cato College of Education, University of North Carolina, Charlotte
NCSS Board of Directors, NCCSS board of directors, past president NCPSE, K–12 social studies teaching and quality curriculum advocate, past chair NCSS's College and University Faculty Assembly, curriculum developer, author of books on policy, social studies curriculum issues, online learning, disciplinary literacies

Margit E. McGuire, PhD

Literacy, Development Review

Professor of Teacher Education, Seattle University, WA
Former president NCSS, NAEP Civics Advisory Board, chairperson Elementary Social Studies Framework for WA Office of Superintendent of Public Instruction, author and creator of the Storypath Program

Writers & Reviewers

Julia Garstecki, MA

Literacy, Writer

Teacher, Goodwin College, East Hartford, CT
BA Elementary Education, MA Reading Instruction, certified special education, lecturer, nonfiction children's author, teacher

Karen Gibson, MA

Writer

Instructional Designer, Norman, OK
Curriculum development, education technology, instructional design, nonfiction children's author, history specialist

Melissa Knowles, M.Ed

Development Review, Digital Curriculum Writer

Media Specialist, Scottsboro, AL
K–4 teacher, librarian, educational consultant, BS Elementary Education, M.Ed and Ed.S Library Media

Leslie Morrison, M.Ed

Curriculum Consultant, Writer

Center for Talent Development, Northwestern School of Education and Social Policy, IL
BA Education, M.Ed Curriculum Design—Language, Literacy, and Culture, classroom teacher, pre-K publisher, educational editor, educational program coordinator

Susan M. Walker, MA

Writer, Differentiation Specialist

Education Consultant, Chicago, IL
Editor, writer, educational publishing

Digital

Michael Tirenin, MA

Digital Product Design

Educational Technology Designer, New York, NY
Early education products and experiences specialist, media and creative direction, visual design

Angela Miller, MA

Digital Product Consultant

Teacher Candidate Supervisor, College of Education, University of Houston, TX
Veteran K–12 teacher, social studies curriculum director (Houston ISD), curriculum development, professional development coach, grant writer, BA History, MA Curriculum and Instruction

Tracey Adkins, BS

Curriculum Writer, Digital

Teacher, Madison, AL
Pre-K, K–2, ESL, and Title 1 teacher; certified teacher in Texas and Alabama

Frederika Jesus, M.Ed

Curriculum Writer, Digital

Teacher, Austin, TX
Teacher 1–5, ESL, GT educator, educational consultant, BA Applied Learning and Development, M.Ed Advanced Literacy

Emily Rose Oachs, BA

Curriculum Writer, Digital

Editor, Nonfiction children's author, Los Angeles, CA
Author, children and young adult nonfiction writer, editor

Lesa H. Roberts, PhD, NBCT

Curriculum Writer, Digital

Curriculum Specialist, Whitesburg Christian Academy, AL
Veteran public-school teacher, curriculum writer

Contents

Welcome to Nystrom Young Citizens	vii
Program Components.....	viii
Educational Integrity.....	ix
How to Use the Program.....	xviii
Additional Teaching Tips.....	xxxv
Scope and Sequence.....	xxxix

Introduction	1
How Do We Use This Book?	
Introductory Activity.....	3
Lesson 1.....	5
<i>What Is in This Book?</i>	
A. Who is in this book?.....	5
B. Where do our friends live?.....	8
◆ C. Using Parts of the Book	10
Lesson 1 Closure.....	13
Lesson 2.....	14
<i>How Do We Talk about Time?</i>	
A. How old are you?.....	14
B. Why do we use weeks and days?.....	16
C. How do we talk about time of day?.....	18
Lesson 2 Closure.....	20
Introduction Teacher Resources	21

Chapter 1	23
What Are Families Like?	
Introductory Activity.....	25
Lesson 1.....	27
<i>Family Members</i>	
A. Who are you?.....	27
B. How have you changed?.....	29
◆ C. Making a Time Line	31
Lesson 1 Closure.....	33
Lesson 2.....	34
<i>Family Changes</i>	
A. What makes a family?.....	34
B. How are families the same and different?.....	36
◆ C. Telling a Story	38
Lesson 2 Closure.....	40
Lesson 3.....	41
<i>Family Rules</i>	
A. How do family members get along?.....	41
B. Why are there rules?.....	43
◆ C. Settling Differences	45
Lesson 3 Closure.....	47
Chapter 1 Review.....	48
Chapter 1 Project.....	53
<i>The Story of Me and My Family</i>	
Chapter 1 Teacher Resources	55

NYSTROM Young Citizens Discover Florida



Reading Skills



Researching Skills



Communicating Skills



Collaborating Skills



Leveled Student Readers



Group Activity Cards

Chapter 2	71
What Do We Do in Our School?	
Introductory Activity	73
Lesson 1	74
<i>Working in Class</i>	
A. What makes a good classroom citizen?	74
B. What are the rules in the classroom?	76
C. Solving Problems	77
Lesson 1 Closure	80
Lesson 2	81
<i>The School Building</i>	
A. Who works at our school?	81
B. Reading a Map	83
C. Making a Map	85
Lesson 2 Closure	87
Lesson 3	88
<i>The School Year</i>	
A. What do we do in a school day?	88
B. What happens during the school year?	90
C. Reading a Calendar	92
Lesson 3 Closure	94
Chapter 2 Review	95
Chapter 2 Project	98
<i>The Book about My School</i>	
Chapter 2 Teacher Resources	101

Chapter 3	111
What Can We Discover in Our Neighborhood?	
Introductory Activity	113
Lesson 1	115
<i>Living in a Neighborhood</i>	
A. Where do people live?	115
B. How can we find places?	117
C. Giving Directions	119
Lesson 1 Closure	121
Lesson 2	122
<i>Getting around in the Neighborhood</i>	
A. What places are in the neighborhood?	122
B. How do we get around in the neighborhood?	124
C. Reading Traffic Signs for Safety	126
Lesson 2 Closure	128
Chapter 3 Review	129
Chapter 3 Project	132
<i>Neighborhood Model</i>	
Chapter 3 Teacher Resources	135

Chapter 4	143
How Do We Get and Use Money?	
Introductory Activity	145
Lesson 1	147
<i>Working in the Neighborhood</i>	
A. What is money for?	147
B. What jobs do people have?	149
C. What Comes Next?	151
Lesson 1 Closure	153

Lesson 2	154
<i>Buying and Selling in the Neighborhood</i>	
A. What do people buy?	154
B. What are goods and services?	156
C. When do we make choices?	158
Lesson 2 Closure	160
Chapter 4 Review	161
Chapter 4 Project	164
<i>Bake Sale</i>	
Chapter 4 Teacher Resources	167

Chapter 5	181
What Is the Story of Our Town?	
Introductory Activity	183
Lesson 1	185
<i>Making a Town</i>	
A. What was here before people?	185
B. Finding the Main Idea	187
C. How do people use land and water?	188
Lesson 1 Closure	191
Lesson 2	192
<i>Living in a Town</i>	
A. Who are the town leaders?	192
B. Respecting Different Opinions	194
C. How can people work together?	196
Lesson 2 Closure	199
Lesson 3	200
<i>Towns Change</i>	
A. What can change in a town?	200
B. Primary Sources	202
C. How can weather change a town?	203
Lesson 3 Closure	206
Chapter 5 Review	207
Chapter 5 Project	210
<i>The Story of Our Town</i>	
Chapter 5 Teacher Resources	213

Chapter 6	223
What Can We Find in a State?	
Introductory Activity	225
Lesson 1	228
<i>Places in a State</i>	
A. Where is our state?	228
B. Reading Map Symbols	230
C. What does our state look like?	232
Lesson 1 Closure	234
Lesson 2	235
<i>Living and Working in a State</i>	
A. Who are the leaders of a state?	235
B. What are the symbols of a state?	237
C. What jobs do people have in our state?	239
Lesson 2 Closure	241
Chapter 6 Review	242
Chapter 6 Project	244
<i>A Tour of My State</i>	
Chapter 6 Teacher Resources	247

Chapter 7	259
How Do People Make a State Special?	
Introductory Activity	261
Lesson 1	263
<i>People of the State in the Past</i>	
A. How did people live long ago?	263
B. What groups came to our state?	265
C. Supporting Details	267
Lesson 1 Closure	270
Lesson 2	271
<i>People of the State Today</i>	
A. What do people bring to our state?	271
B. How do people share their holidays?	273
C. Asking Questions	274
Lesson 2 Closure	276
Chapter 7 Review	277
Chapter 7 Project	280
<i>Holiday Foods and Traditions</i>	
Chapter 7 Teacher Resources	283

Chapter 8	289
What Is Special about the United States?	
Introductory Activity	291
Lesson 1	293
<i>Places in the United States</i>	
A. Where is the United States?	293
B. What are different parts of the United States?	295
C. Fact and Opinion	297
Lesson 1 Closure	300
Lesson 2	301
<i>People in the United States</i>	
A. Who are our leaders?	301
B. What are the symbols of the United States?	303
C. What do Americans share?	304
Lesson 2 Closure	306
Lesson 3	307
<i>United States in the Past</i>	
A. How did the United States grow and change?	307
B. Which holidays celebrate the past?	309
C. Who are important people of the past?	311
Lesson 3 Closure	313
Chapter 8 Review	314
Chapter 8 Project	316
<i>America Day Celebration</i>	
Chapter 8 Teacher Resources	319

Chapter 9	333
What Can We See in the Rest of the World?	
Introductory Activity	335
Lesson 1	337
<i>Continents and Oceans</i>	
A. What are continents?	337
B. What are oceans?	339
C. Where are you in the world?	342
Lesson 1 Closure	345

Lesson 2	346
<i>Countries and Landscapes</i>	
A. What are countries?	346
B. What do other countries look like?	348
C. Reading a Graph	350
Lesson 2 Closure	352
Chapter 9 Review	353
Chapter 9 Project	355
<i>World Map</i>	
Chapter 9 Teacher Resources	359

Chapter 10	377
How Do Families Live in Other Countries?	
Introductory Activity	379
Lesson 1	381
<i>Living and Working</i>	
A. How do people live and work in Honduras?	381
B. How do people live and work in Egypt?	384
C. Describing Same and Different	387
Lesson 1 Closure	390
Lesson 2	391
<i>Food and Fun</i>	
A. How do people celebrate in China?	391
B. How do people celebrate in England?	394
C. How are celebrations the same?	396
Lesson 2 Closure	398
Chapter 10 Review	399
Chapter 10 Project	401
<i>Folktales</i>	
Chapter 10 Teacher Resources	406

Answers	415
Introduction	416
Chapter 1	416
Chapter 2	417
Chapter 3	419
Chapter 4	419
Chapter 5	421
Chapter 6	422
Chapter 7	423
Chapter 8	424
Chapter 9	425
Chapter 10	426

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.”

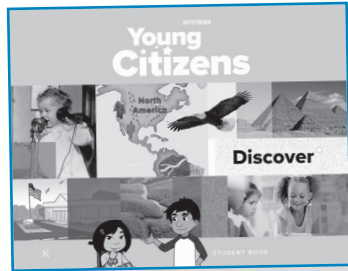
Nystrom Young Citizens steps up to meet this challenge in the classrooms of young learners. Maintaining Nystrom Education’s established leadership in hands-on, engaged, sequenced learning, this program blends these strengths with extensive and diverse student development through literacy roads, collaboration 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.

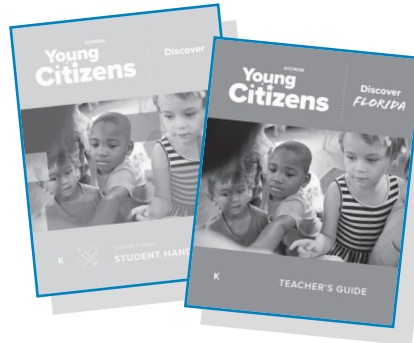
Nystrom Young Citizens has a strong foundation in civics. Students will study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism. Students will also reflect upon United States civic history, so they understand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

Program Components

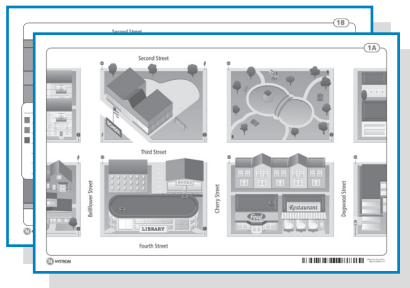
Nystrom Young Citizens meets the needs of today's classrooms with streamlined instruction and dynamic materials. Your program includes:



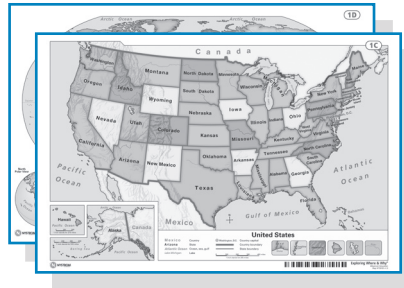
Student Books



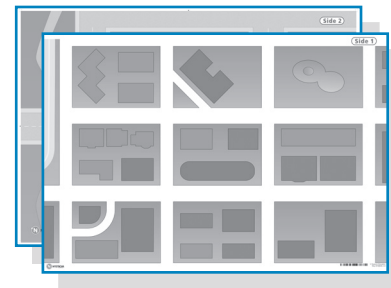
Teacher's Guide and Teacher's Guide: Student Handouts



Markable Community Desk Maps



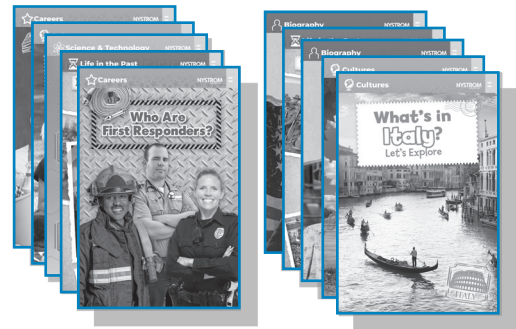
Markable U.S. and World Desk Maps



Floor Map
1 per class



Markable Activity Globes
6 for small groups



Leveled Student Readers
10 sets at 2 levels



Group Activity Cards
11 sets



Digital Platform



Wet-Erase 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 help develop skills in reading, writing, and 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.	• 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 as well as other key words 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. There are frequent photos and illustrations from the past. Both Leveled Student Readers and Group Activity Cards include activities for the students to examine and study primary sources. Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.

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.

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

One of the strengths of the Young Citizens program is its attention to differentiated learning. Each section's teaching plan includes recommendations for above-level students, below-level students, and English language learners. These additions provide the teacher with ideas for reaching students that may find the work too easy or too difficult, as well as strategies for how to address differentiation when doing group work.

Above These modifications target students who may finish the assigned work more quickly than their peers. The Above modifications usually add more challenging or in-depth assignments to the regular lesson plan; instead of sitting and waiting for their classmates to finish their work, above-level students will remain intellectually engaged by creative additions to the lesson plan.

Below These modifications provide ideas about how to help below-level students who may struggle with reading, writing, or other classroom activities. Below modifications may focus on a specific part of the lesson and provide suggestions for how to keep students from falling behind; they also provide strategies for cooperative learning and for utilizing small groups to optimize the learning process.

ELL Language learners can present a unique challenge in the classroom. The goal of this program is to seamlessly integrate social studies and language arts, and that includes modifications for ELL students. Because Nystrom Young Citizens has such a strong geography component, many of these modifications use maps and other geographical components to help students learn new vocabulary. The program values diversity and encourages students from other cultures to share their backgrounds with their peers. This helps to create a sense of pride among ELL students and wonder and curiosity among their classmates.

Another 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

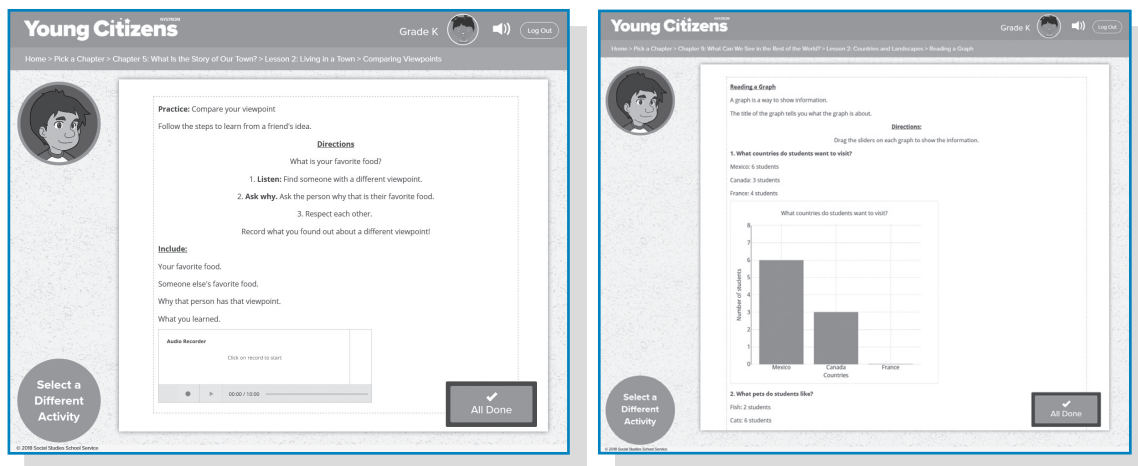
Through its online environment, Nystrom Young Citizens offers complete integration of print and digital materials. Depending on available time and resources, students and teachers can use online materials seamlessly both at home and in school.

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.

The Patriots' Handbook is its own section on the digital platform. Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens through the print and digital version of the Patriots' Handbook.

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, Vocabulary Word Cards, state maps, the atlas, 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 information 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 information 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 Project Checklist and refer to it throughout the project. Solicit student input on what outcomes they would like to see to stress the topic’s importance 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 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 2 shows the young citizens helping Leena find her pencil.

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

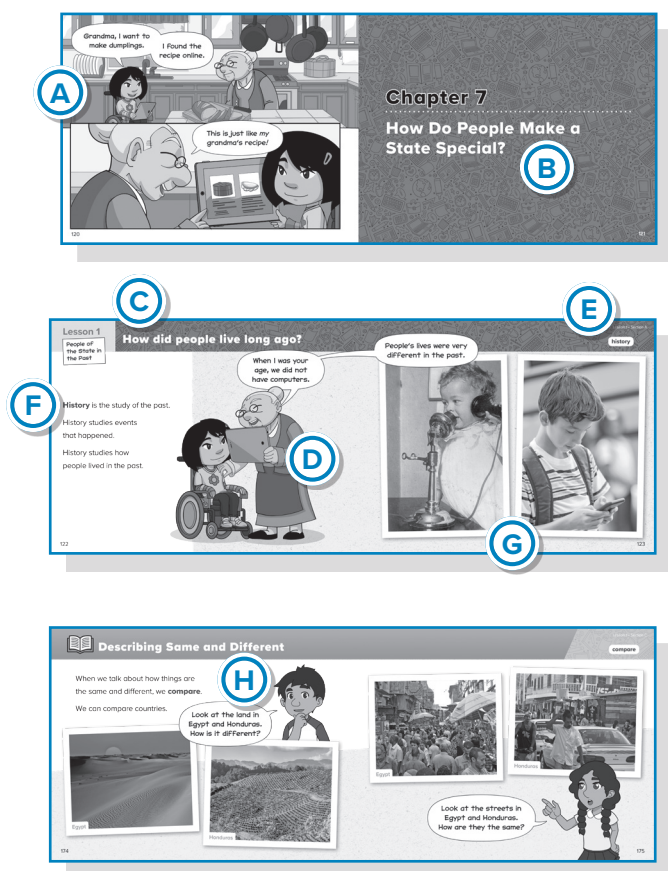
All the components of Nystrom Young Citizens are designed to work hand-in-hand. Led by the Student Book, each component supports and expands student learning.

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 ten chapters. Each chapter has 2–3 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.

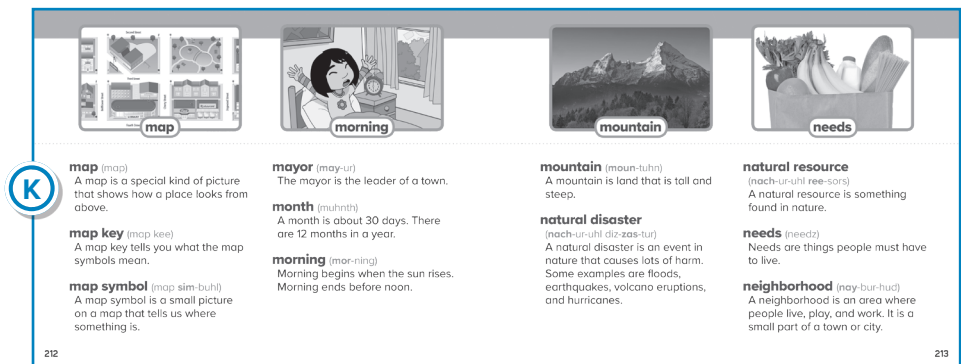
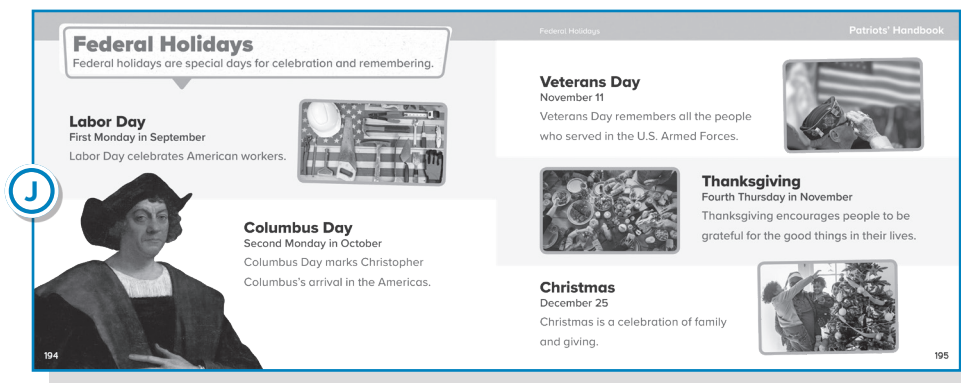
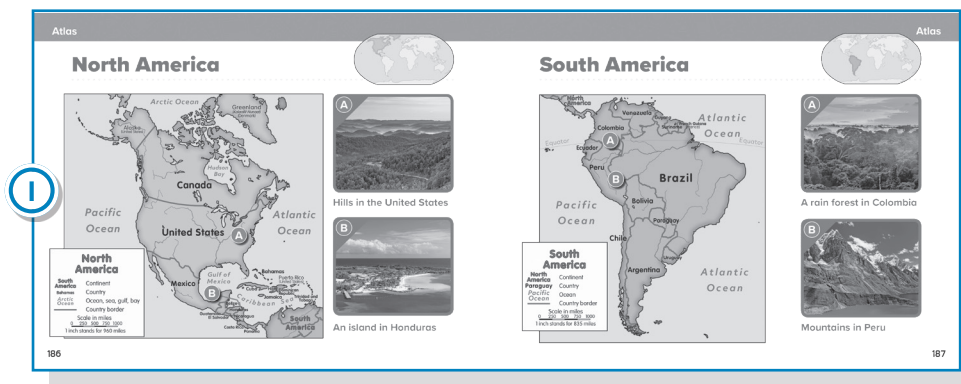
Chapter Elements



- 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 have a comic relating the main story to the subject of the section.
- E.** Vocabulary words appear at the top of the section in which they're introduced.
- F.** Each vocabulary word is in boldface where it is defined in the main text.
- G.** Pictures help students visualize the concepts in the main text.
- H.** Characters ask questions to encourage critical thinking.

Reference Sections

- I. The Atlas provides not only maps of the world, the United States, and the seven continents but also photos describing places on each continent. This section is especially useful in chapters 9 and 10.
- J. 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 8.
- K. The Glossary gives pronunciations and definitions of vocabulary words for the students. It also includes many visual representations of the words.

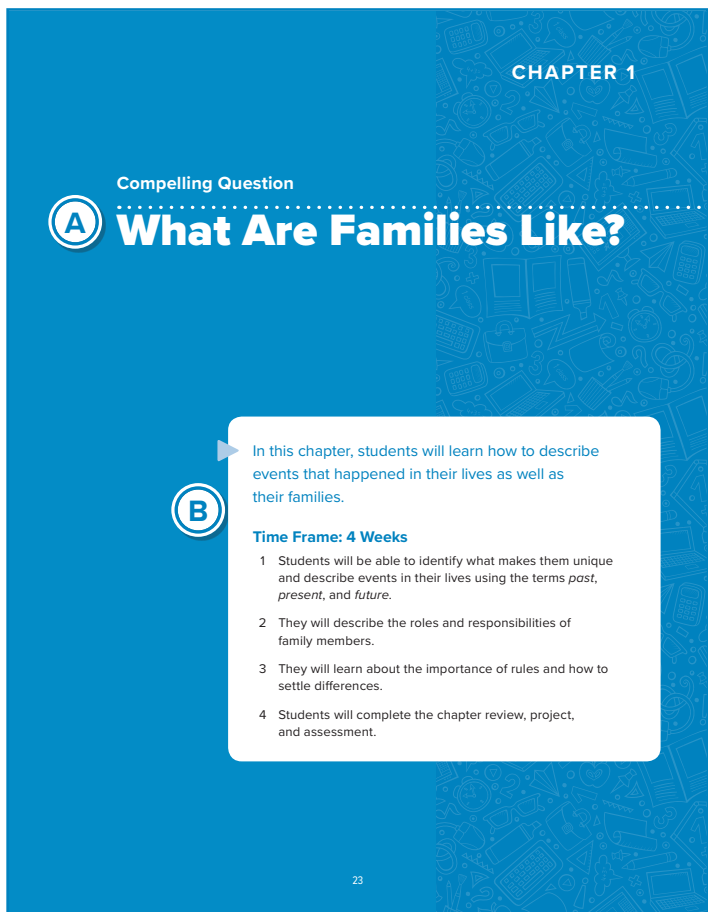


Understanding the Teacher's Guide

The Teacher's Guide parallels the Student Book and is also divided into a "How Do We Use This Book?" introduction and ten chapters. Each chapter has 2–3 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 about what it could mean.

B. Time Frame

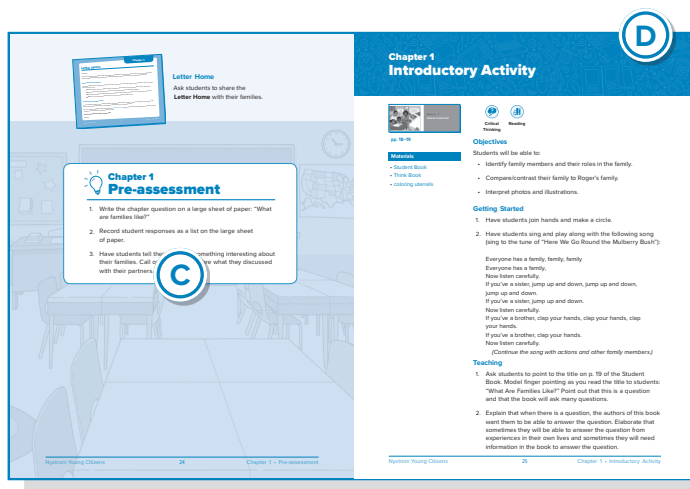
The suggested time frame helps you maintain pacing for the school year. In general, it assumes one week for each lesson and one week for chapter review, test, and culminating project.

C. 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.

D. 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

E. Lesson Title

Each chapter has 2–3 lessons. The lesson title provides a general overview of each lesson. Read the lesson title with the students to introduce the topic.

F. Lesson Main Goals

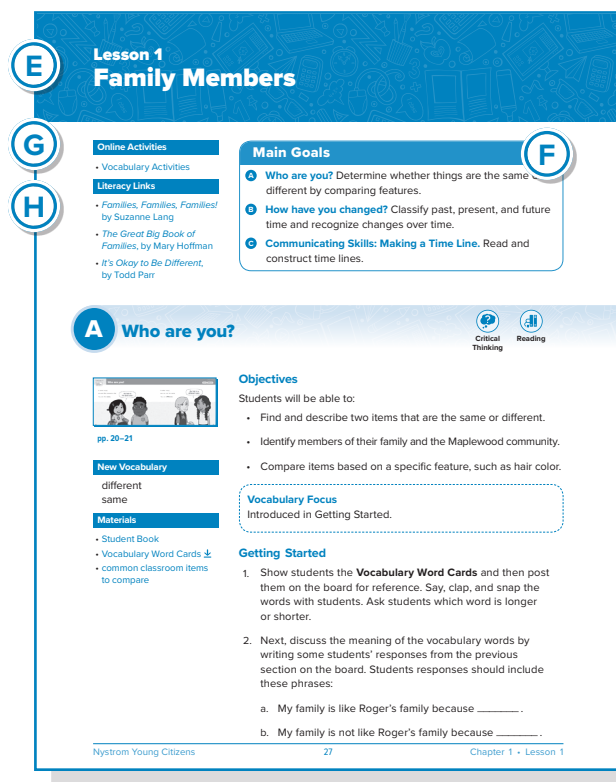
The lessons are divided into 3 sections, with an activity for each section. Each activity is listed in Main Goals with a brief description of its objectives. This will help you plan where to focus your class's attention.

G. 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.

H. Literacy Links

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



Activity Sections

I B What do families do for us?

K

L

M

N

O

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 different homes. Ask students what they see and how they have homes. Explain that homes provide shelter. Have students write 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

- 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.
- Discuss the idea that water might not be a need, but this is not a need. It is something that you might want.
- 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

- Have students turn to p. 18 of the Student Book.
- As a class or individually, read p. 18.
- Ask students to match images with the paragraphs in the text. Have them state a need: shelter, food, and clothing.
- 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.

Summarizing and Assessing

Have students complete **Activity Sheet 1a**. They will identify and cut out images of needs, wants, and needs. 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 strategies to the group exploring the need for shelter. Remind them of the group's 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 people 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.

I. Activity Title

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

J. 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

K. New Vocabulary

Most sections include new vocabulary. In the Student Book, the words appear at the top of the section page 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.

New vocabulary words have corresponding word cards on the digital platform. Each Vocabulary Word Card displays the word with a representative image to assist comprehension. The word cards can be conveniently used to create word walls.

L. Review Vocabulary

Especially important words for the activity are listed here. This can include words that were introduced in earlier sections as well as commonly understood words that have not been previously introduced but will be used in the lesson. Read them to the students to be sure they remember what the words mean.

M. 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: .

N. 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.

O. Literacy Links

These are recommended book titles for outside, or library, reading that support the activity topic at an appropriate reading level for kindergartners. 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.

P. 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.

Q. 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.

R. 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.

S. 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 completed by the whole class, small groups, pairs, individual students, 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. xxxiii) 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.

T. 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 .

U. 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.

V. 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.

W. 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, provide 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.

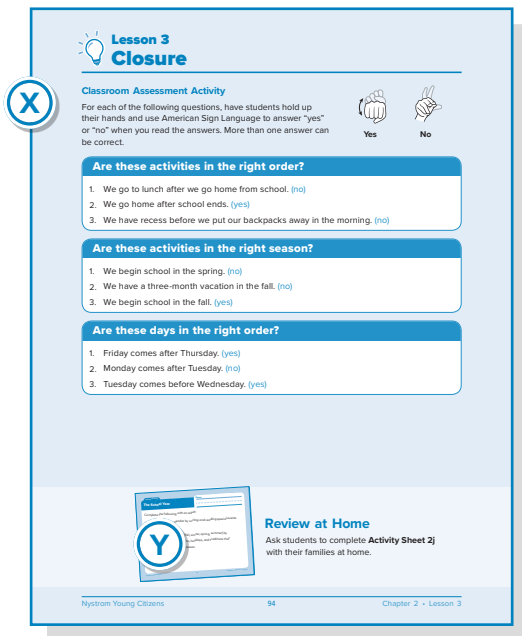


Communicating Skills These activities support developing clear self-expression. They can be verbal, written, or artistic expression. Some sections in this category include writing a narrative, using sequencing words, and creating time lines.



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



X. 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.

Y. 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 activities are organized around review centers that cover the main points of the chapter. Working in small groups, students are provided with an opportunity to review material and receive any 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

For the review activities, the class is divided into groups to visit review centers. The number of centers ranges from 3 to 6, depending on the chapter. Centers reflect concepts and skills presented in the chapter. Instructions and resources for each center are provided. Prepare all the materials and locations for the review centers ahead of time for quick and easy setup.

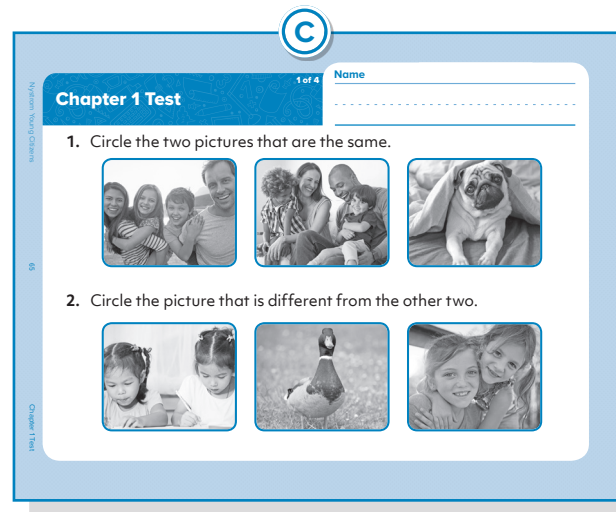
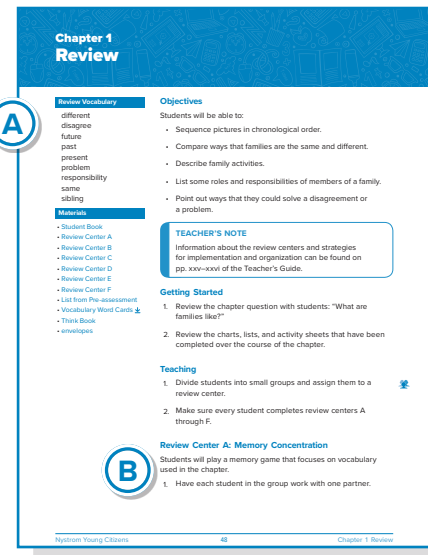
Review centers can take place over a day or several days, depending on the number of days you have for review and on the number of adults or older student helpers you have available during the review period. Options include:

- Introduce each review center to the class. Divide the class into small groups and assign each group to a center. Rotate the groups through all the centers for as long as it takes for students to complete the activities. (This option can be done in one day but requires multiple review center leaders.)
- Introduce two or three centers each day. Divide the class into groups and complete those centers. (This option is ideal for a classroom with 2–3 adults.)
- Introduce one review center each day. During playtime, work with small groups one at a time at the review center of the day. Repeat until all students have had time at the review center. (This option is best when only one adult is available to run the review centers.)

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.

Chapter 1 Project
The Story of Me and My Family

Mission

Every Day

- Project Checklist
- Project Evaluation

Days 1-2

- shoeboxes for dioramas
- Family puppets from lesson 2, section B
- art supplies for 3-D display
- coloring utensils
- examples or images of dioramas

Day 3

- Family rule poster from lesson 3, section B
- Family story from lesson 2, section C
- Invitations

Objectives

Students will be able to:

- Work cooperatively to
- Appreciate family members' roles in the family.
- Tell a family story in a variety of ways.

Project Description

Each student will make a diorama of his or her family doing a favorite activity together. Each student will also create a family rule poster, and a family story will be presented.

TEACHER'S NOTE

More information about chapter projects can be found in the Teacher's Guide, pp. xxvii–xxviii.

Go over the **Project Checklist** with students at the beginning of the project and then review it again with students before presenting their projects.

Send a note to parents asking students to bring in a shoebox or other small box for their projects.

Instructions and Suggestions

Days 1-2

- Have students decide on a family activity that they would like to create in a 3-D diorama.
- Show them images of dioramas and talk about what props they might include. Have students describe the art supplies you have made available for their dioramas: crayons, construction paper, glue, stickers, etc.
- Have students create their dioramas inside a small box. Have students use their family puppets from lesson 2, section B, as part of the diorama.

A. Materials

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

B. Objectives

Student objectives for the activity are itemized here. 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.

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.

Project Checklist
The Story of Me and My Family

Name: _____

- ☐ My project includes a rule poster and my family story.
- ☐ My diorama includes my family puppet.
- ☐ My diorama is neat.
- ☐ I described one of my family rules.
- ☐ I named the people in my family.
- ☐ I listened respectfully to the presentations of others.

Chapter 1 Project
The Story of Me and My Family

Student Name: _____

Diorama	Project Evaluation	
	Emerging	Developing
The student's work for the diorama is neat and includes a family puppet.		
The student included a family rule poster.		
The student included a family story.		
Presentation	Project Evaluation	
	Emerging	Developing
The student explained the diorama and other components clearly.		
The student listened respectfully to the presentations of others.		

Check the columns that are most appropriate.

E. Project 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. Project Evaluation

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

Project Plan
The Book about My School

Name _____

Contents	Page _____
My School	Page _____
Classroom Citizen Chant	Page _____
Classroom Rule Picture	Page _____
Reading a Map	Page _____
Making Maps	Page _____
What Do We Do in a School Day?	Page _____
Thank You Note	Page _____
Calendar	Page _____
Project Checklist	Page _____

Nystrom Young Citizens 20 Chapter 2 Project Plan

G. Project Plan

Project Plans are worksheets that students complete in class and are integral to the completion of the chapter project.

Evaluating the Chapter Projects

Begin each project by distributing a copy of the chapter Project 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 Project Checklist for student self-evaluation (in the Teacher's Guide: Student Handouts), and the Project 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 resources. 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.

Review Center Sheets

Some of the review centers in the chapter review activities rely on resource sheets, which may need to be copied and cut apart, as well as student activity sheets. Each review center sheet is clearly labeled with its corresponding review center letter.

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.

Project Evaluation

The rubric provides a project-specific assessment tool.

Answer Keys

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

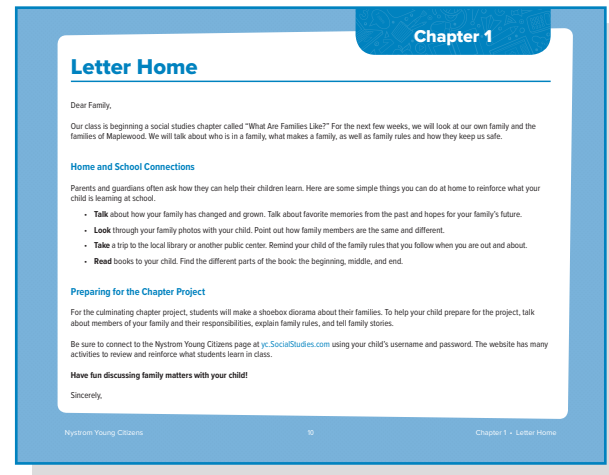
Understanding the Teacher's Guide: Student Handouts

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 sheets are arranged in the order that they appear in the chapters. You will find here blackline masters for the following items.

Letter Home

The program strongly encourages the development of social studies education outside of the classroom. The Letter Home tells parents and guardians 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.



Activity Sheets

Some activities have worksheets. 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. The final activity sheet for each chapter is the Project Checklist.

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

Project Plan

See description on p. xxviii.

Project Checklist

See description on pp. xxvii–xxviii.

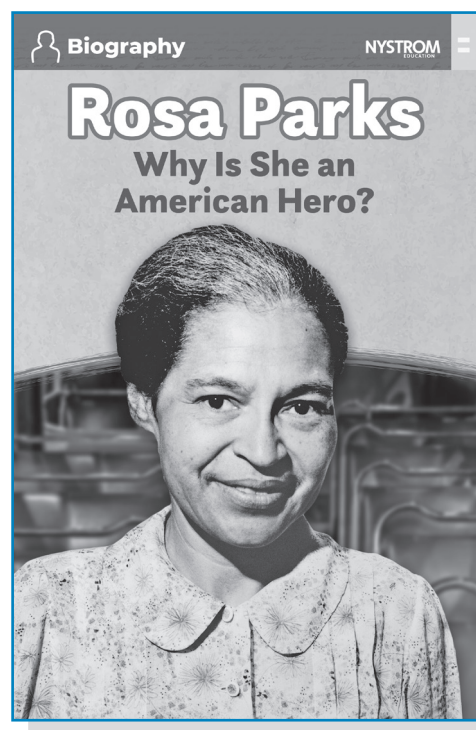
Understanding the Leveled Student Readers

Each chapter has an activity that includes Leveled Student Readers. The Leveled Student Readers are nonfiction books that cover the same topics at two different reading levels. The reading levels are

- at expected grade level and
- above expected grade level.

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

- Covers the same basic content at two 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 Readers.
- 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 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. Guide 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 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 a Group Activity Card. The Materials list in the Teacher's Guide indicates which activities use the cards.

- The program includes eleven 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.
- Activities encourage collaborative learning and effective communications.
- They employ reading strategies to improve student depth of knowledge.

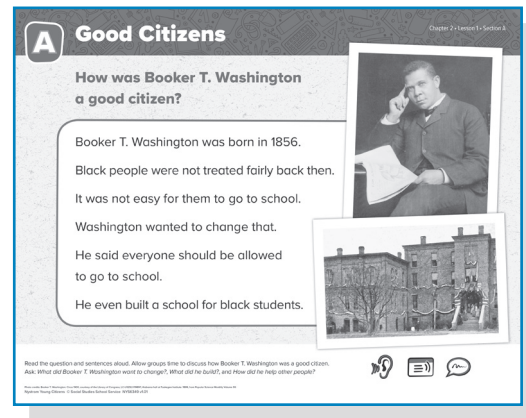
Teaching with Group Activity Cards

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. The Teaching Note at the bottom of each card gives suggestions for how to structure each activity and provides questions that can help foster discussion. The icons indicate which skills students will be using during the activity. Skills are as follows:

- Listening
- Talking
- Reading
- Writing
- Drawing
- Acting

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 share their findings at the end of the activity time.



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 four blocks of the town, including homes, businesses, and a school.
- 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 and oceans clearly labeled.
- Has natural and political features of the United States and the world at an appropriate level for kindergarten.
- Is fully markable with the included map markers for hands-on activities.

Activity Globe

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

Floor Map

- Shows the fictional town of Maplewood on side 1, the same town that appears in the Student Book and Community Desk Map.
- Shows a basic street plan on side 2 that allows students to create their own community maps.
- Is large enough for multiple students to work cooperatively.
- 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 dry 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 themselves 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 Citizens 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, the floor map, 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. 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.

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.

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

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 to ask students 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 boldface 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, the table of contents, and the glossary. Ask them how each feature helps the reader.

Critical Thinking

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

- **Predict** Have students scan the page 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

Many kindergartners start the school year not knowing how to write. Nystrom Young Citizens acts as a springboard for emerging writers, providing opportunities for students to practice writing throughout the curriculum. As the school year progresses, so too does the amount of writing, ranging from single words to complete sentences. The program also realizes that, at the kindergarten level, drawing and dictating sentences are acceptable substitutes for writing, and this is provided for in the lessons. The Think Book is also a great tool for developing writing skills and is utilized throughout the program.

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 to speak, or, in open discussions, take turns speaking one 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; and
- 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. What Is in This Book?	1 week	Characteristics of a place	- Parts of a book (text features) - Essential and supporting questions
2. How Do We Talk about Time?	1 week	- Chronological vocabulary - Calendars - Retelling events	Sequencing events
Chapter 1: What Are Families Like?			
1. Family Members	1 week	- Describing self - Retelling events - Chronological vocabulary - Describing changes - Time lines	- Sequencing events - Similarities and differences
2. Family Changes	1 week	- Describing self - Describing changes - Family members - Responsibilities at home - Comparing families - Retelling events	- Similarities and differences - Creating narratives - Expressing self verbally - Revising own work - Reviewing peer work
3. Family Rules	1 week	- Rules - Reasons for rules - Consequences of breaking rules - Respect for differences - Defining rules as standards of responsible behavior	- Conflict resolution - Class discussion - Appropriate class behavior - Expressing self verbally
- Chapter 1 Test - Chapter 1 Project: The Story of Me and My Family	1 week	- Describing self - Family members - Rules - Reasons for rules - Retelling events	- Creating narratives - Expressing self verbally
Chapter 2: What Do We Do in Our School?			
1. Working in Class	1 week	- Citizens and citizenship - Contributing to the community - Rules - Reasons for rules - Authority figures	- Solving problems - Class discussion - Appropriate class behavior - Expressing self verbally
2. The School Building	1 week	- Authority figures - Different jobs - Maps and models - Making maps - Characteristics of a place	- Using visual sources - Describing places

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
3. The School Year	1 week	- Calendars - Chronological vocabulary - Holidays - Seasons - Time lines	- Sequencing events - Using graphic organizers
- Chapter 2 Test - Chapter 2 Project: The Book about My School	1 week	- Authority figures - Calendars - Seasons - Holidays - Characteristics of a place	- Sequencing events - Using graphic organizers - Working cooperatively
Chapter 3: What Can We Discover in Our Neighborhood?			
1. Living in a Neighborhood	1 week	- Personal location - Maps and models - Making maps - Characteristics of a place - Relative directions	- Using visual sources - Sequencing events - Expressing self verbally
2. Getting around in the Neighborhood	1 week	- Rules - Reasons for rules - Maps and models - Characteristics of a place - Types of transportation	- Using visual sources - Using symbols
- Chapter 3 Test - Chapter 3 Project: Neighborhood Model	1 week	- Maps and models - Making maps - Characteristics of a place	- Using visual sources - Using symbols - Expressing self verbally - Reviewing peer work - Appropriate class behavior - Working cooperatively
Chapter 4: How Do We Get and Use Money?			
1. Working in the Neighborhood	1 week	- Use of money - Different jobs - Needs and wants	- Developing questions - Using information from oral and visual sources - Cause and effect - Connections
2. Buying and Selling in the Neighborhood	1 week	- Needs and wants - Scarcity and choice - What affects choices - Goods and services - Consumers	Cause and effect
- Chapter 4 Test - Chapter 4 Project: Bake Sale	1 week	- Use of money - Different jobs - Needs and wants - Scarcity and choice - Goods and services - Buying - Consumers	- Working cooperatively - Cause and effect
Chapter 5: What Is the Story of Our Town?			

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
1. Making a Town	1 week	• Comparing past and present • Changes • Natural and human features • Human-environmental interactions • Using maps • Needs and wants • Technology	• Main ideas and details • Similarities and differences • Sequencing events • Compare and contrast
2. Living in a Town	1 week	• Authority figures • How rules and laws are made • Voting • Rights and responsibilities • Respect for diversity • Good citizenship • Contributing to the community	• Viewpoints • Compare and contrast • Listening to others
3. Towns Change	1 week	• Natural and human features • Authority figures • Primary sources • Human-environmental interactions • Weather and climate	• Similarities and differences • Using information from oral and visual sources • Analyzing sources • Compare and contrast
• Chapter 5 Test • Chapter 5 Project: The Story of Our Town	1 week	• Human-environmental interactions • Natural and physical features • Describing changes • Time lines • Primary sources • Comparing past and present • Holidays • Characteristics of a place	• Working cooperatively • Cause and effect • Compare and contrast • Viewpoints • Sequencing events • Researching • Answering questions • Writing
Chapter 6: What Can We Find in a State?			
1. Places in a State	1 week	• Using maps • Parts of maps • Natural features • Locating places	• Using information from visual and oral sources
2. Living and Working in a State	1 week	• Authority figures • How rules and laws are made • Citizens and citizenship • Voting • Rights and responsibilities • State symbols and products • Human-environmental interactions • Types of resources	• Using information from visual and oral sources
• Chapter 6 Test • Chapter 6 Project: A Tour of My State	1 week	• Natural features • Using maps • State symbols • Human-environmental interactions • Characteristics of a place	• Using information from visual and oral sources • Working cooperatively • Expressing ideas orally and in writing • Appropriate class behavior • Creating visuals • Writing informational texts
Chapter 7: How Do People Make a State Special?			

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
1. People of the State in the Past	1 week	- Human-environmental interactions - Technology - Comparing past and present - Primary sources - Elements of cultures - Immigration	- Compare and contrast - Main ideas and details - Connections - Cause and effect - Supporting reasons
2. People of the State Today	1 week	- Holidays - Elements of cultures - Shared identities and commonalities	- Asking and answering questions - Using information from visual and oral sources
- Chapter 7 Test - Chapter 7 Project: Holiday Foods and Traditions	1 week	- Elements of cultures - Shared identities and commonalities - Holidays	- Working cooperatively - Expressing ideas orally and in writing - Writing instructions - Researching
Chapter 8: What Is Special about the United States?			
1. Places in the United States	1 week	- Maps and globes - Cardinal directions - Natural and human features	- Using information from visual and oral sources - Creating visuals - Comparing viewpoints - Fact and opinion - Writing opinion pieces
2. People in the United States	1 week	- Authority figures - How laws are made - Voting - Citizens and citizenship - National symbols - Shared identities and commonalities	Expressing ideas orally and in writing
3. United States in the Past	1 week	- Human-environmental interactions - Important historical figures - Revolutionary War - Immigration - Holidays - Biographies	Researching
- Chapter 8 Test - Chapter 8 Project: America Day Celebration	1 week	- Voting - Holidays - Elements of cultures - Shared identities and commonalities	- Working cooperatively - Expressing ideas orally and in writing - Writing instructions - Researching
Chapter 9: What Can We See in the Rest of the World?			
1. Continents and Oceans	1 week	- Maps and globes - Locating places - Major world land and water features	Using information from visual and oral sources
2. Countries and Landscapes	1 week	- Maps and globes - Natural and human features - Locating places	Using information from visual and oral sources
- Chapter 9 Test - Chapter 9 Project: World Map	1 week	- Maps and globes - Making maps - Cardinal directions - Major world land and water features - Natural and human features	- Working cooperatively - Expressing ideas orally and in writing - Creating visuals - Researching

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
Chapter 10: How Do Families Live in Other Countries?			
1. Living and Working	1 week	- Human-environmental interactions - Elements of cultures - Natural and human features - Describing work - Maps and globes	- Similarities and differences - Writing informational pieces
2. Food and Fun	1 week	- Holidays - Elements of culture - Maps and globes	- Similarities and differences - Writing informational pieces
- Chapter 10 Test - Chapter 10 Project: Folktales	1 week	- Locating places - Natural and human features - Elements of cultures	- Working cooperatively - Expressing ideas orally and in writing - Creating visuals - Connections - Folktales - Reading plays

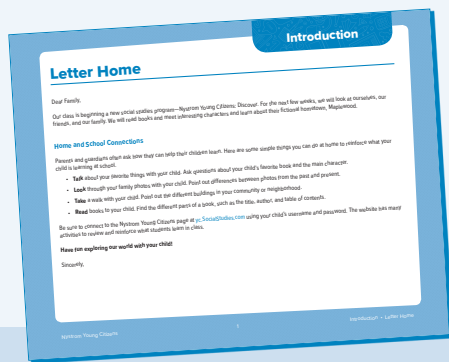
Compelling Question

How Do We Use This Book?

In this introductory chapter, students will learn about the different features of their new Student Book and how to talk about time.

Time Frame: 2 Weeks

- 1 Students will learn about the comic characters and where they live. Students will also learn some text features used in this book in order to help them navigate it.
- 2 Students will learn about words that describe time, such as *month*, *year*, *morning*, and *evening*.



Letter Home

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



Introduction Pre-assessment

1. Create a T-chart on the board with the left side labeled **Before** and the right side labeled **After**.
2. Ask students what they notice when they look at books. List their responses on the board in the left section.
3. Reread a recent classroom read-aloud or favorite class book. From time to time, stop and ask a question to promote reflection.
4. After reading, have students work with a partner and discuss the question of what they notice when they look at books.
5. Have students share their new responses to the question. List the responses in the right section of the T-chart.



Introduction

Introductory Activity



pp. 4–5

Materials

- Student Book
- Think Book
- coloring utensils
- your favorite children's book (optional)



Reading



Speaking &
Listening

Objectives

Students will be able to:

- Engage in group reading activities with purpose and understanding.
- Appreciate that each person is unique.

TEACHER'S NOTE

Read the poem ahead of time and prepare accompanying actions. One action is suggested in italics to connect the poem repeatedly to books. There should be at least one and often two actions per line of poetry.

Getting Started

1. Recite the following poem with actions.
2. When done, repeat and explain any difficult words or concepts in the context of the poem.

“Adventure” (by anonymous)

Here's an adventure! What awaits
Beyond these closed, mysterious gates?
(hands/palms together and open like a book)
Whom shall I meet, where shall I go?
Beyond the classroom doors I know?
Above the sky, across the sea?
What shall I learn and feel and be?
Open, strange doors, to good or ill!
(hands/palms together and open like a book)
I hold my breath a moment still
Before the magic of your look.
What shall you do to me, O book?
(hands/palms together and open like a book)

Teaching

1. Wonder aloud about which children's book is your favorite. If there is time, read this book to your students.
2. Afterward, have students discuss their favorite book with a partner. 
3. Ask them to describe, if they know, what kind of book it is (comic, fiction, nonfiction, kids' book, scary book, etc.).
4. Have students use a variety of coloring utensils to create a picture of themselves reading their favorite book in their **Think Books**. For more information on the Think Books, see Teacher's Guide p. xxxiii. 
5. If possible, help students label the picture with the book title.

Summarizing and Assessing

Have students share their pictures in small groups. Have the other students ask questions. Afterward, read pp. 4–5 to students to begin to learn about the friends in the Student Book. Ask students to say what they think is happening in the comic. What can they guess about the friends and where they are? How many friends are there? Let students know that they will get to know the friends much better during the year. 

Modifications for Differentiation

Above Students who are able to write more than labels can add a sentence to explain why the book is their favorite. Students can also write words that describe the book, such as *funny*, *animals*, *colorful*, and *I want to be a pirate*.

Below Target those students who struggle making a book choice. Confer with them. Interview them by asking, for example, what kind of books they like best. Ask them to explain why. From this information, find a few types of books or genres in the classroom, discuss each with students, and guide students to making a choice. Discuss how students can then illustrate their picture.

ELL Have students choose a book from the classroom library. Read the book with students. Have students draw or paint a picture about the book. Encourage students to write the title beside the picture.

Lesson 1

What Is in This Book?

Online Activities

- Vocabulary Activities

Literacy Links

- *Goldilocks and the Three Bears*, by Candice Ransom
- *We Were Tired of Living in a House*, by Liesel Moak Skorpen
- *Wild about Books*, by Judy Sierra

Main Goals

- A Who is in this book?** Name and describe the comic friends in the text.
- B Where do our friends live?** Describe a make-believe place and compare it to their community.
- C Reading Skills: Using Parts of the Book.** Use text features to find information in a book.

A Who is in this book?



Critical
Thinking



Reading



pp. 6–7

New Vocabulary

social studies

Materials

- Student Book
- Activity Sheet 1a
- Vocabulary Word Cards [↓](#)
- glue
- scissors

Objectives

Students will be able to:

- Identify and describe the comic friends.
- Work cooperatively in a group.
- Recognize that social studies is about ourselves, other people, and places.

Vocabulary Focus

Show students the **Vocabulary Word Card**. Show students how the word is bigger and colored purple in the Student Book. Explain that the authors of the book want them to pay special attention to these words. Define *social studies* as learning about different people and places, about ourselves and our place, and about people and places from different times.

TEACHER'S NOTE

If your class is large, assign roles to pairs of students, or run two circles at the same time.

Getting Started

1. Prepare to read or sing a version of “The Farmer in the Dell” by first assigning the roles (farmer, friend, child, nurse, dog, etc.). Emphasize that even though these roles are pretend, we can still learn from what our make-believe roles say, feel, and do.
2. After the roles are assigned, have students join hands and walk in a circle. Have the farmer stand in the middle. Additional characters will join the farmer as the game is played.

“The Farmer in the Dell”

The farmer in the dell

The farmer in the dell

Hi-ho, the derry-o

The farmer in the dell

The farmer picks the friend

The farmer picks the friend

Hi-ho, the derry-o

The farmer picks the friend

(The farmer chooses the friend character to stand in the middle of the circle.)

Verses:

The friend picks the child.

The child picks the nurse.

The nurse picks the dog.

The dog picks the cat.

The cat picks the rat.

The rat picks the cheese.

The cheese stands alone.

(Students gather around the cheese and clap hands above the cheese’s head.)

Teaching

1. Explain to students that they are going to explore a new book, the Student Book, because it is going to help them learn about social studies, themselves, and others.
2. Have pairs work together to examine the book and identify what type of book it is: comic, nonfiction, picture, etc. Prompt students as needed.
3. Have students share and give evidence for their responses. For instance, they could say that they know this is a cartoon book, because they see some cartoons in the book.



Activity Sheet 1a

4. Ask students if this book reminds them of their favorite book from the previous lesson. Have students explain their responses.
5. Read pp. 6–7 to students and have students identify the friends. Have students think about and discuss what they guess our friends are like or what each likes to do.
6. Have students get into pairs and distribute **Activity Sheet 1a**.
Read the four sentence descriptions aloud while students look at pp. 6–7. Pause on the key words (animals, skateboard, to read, to build) and connect to the pictures.
7. Ask students to cut out the sentence circles on the second page and place each circle (direct them not to use glue yet) above the appropriate friend on the first page. Allow students to refer to the images on pp. 6–7 to help them decide which friend likes what.
8. Monitor their responses. When everyone has the circles above the correct characters, allow them to glue the sentences on the activity sheet.

Summarizing and Assessing

Create a chart with four columns on the board and write a character's name (Peyton, Minar, Leena, Roger) at the top of each column. Ask partners to discuss and decide on which character they are most like. Have each student come up and write his or her name in the column of the character that is most similar to him or her. Read the chart and ask students questions such as which friends have the most and least names written underneath them. Finally, ask students, "What are we studying when we study ourselves and others?" (social studies)

Modifications for Differentiation

Above Have these students work in pairs and play a simple guessing game involving the characters from the Student Book. For example, students can ask their partners, "Which character likes to build things?" When they have completed the game for all of the characters, they can switch partners and play again.

Below Monitor and support pair discussions. For instance, ask which friend they like, and why. Ask if the comic friend is like them and have them explain their answer.

ELL Give students sticky notes with the friends' names.

Encourage students to look in the Student Book and put the sticky note beside characters found there. Have students clap, snap, and stretch the friends' names to support phonemic awareness skills. Have students talk about initial letters and sounds.

Extending

Reading Have students choose a favorite book and identify all the characters in the story. Ask them to choose which character or characters they are most like and have them list ways that they are similar.

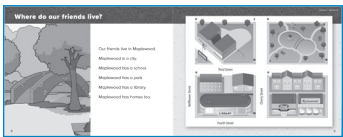
B Where do our friends live?



Geography



Critical Thinking



pp. 8–9

Materials

- Student Book
- Community Desk Map 1A/B
- Activity Sheet 1b
- map markers
- coloring utensils
- white paper

Literacy Links

- *Alphabet Adventure*, by Audrey Wood
- *Chicka Chicka Boom Boom*, by Bill Martin Jr.
- *The Z Was Zapped*, by Chris van Allsburg

Objectives

Students will be able to:

- Name and describe a make-believe place.
- Recall familiar places in their neighborhood.
- Compare their own neighborhood or community with others.

Getting Started

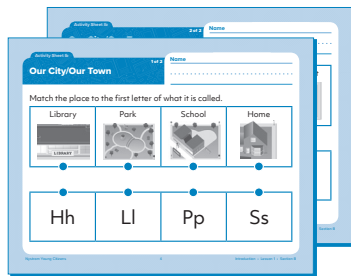
Recite the nursery rhyme “Jack and Jill,” and have students identify where the rhyme takes place. ([hill](#), [home](#), [bedroom](#)) Explain that hills, homes, and bedrooms can be real places. They can also be pretend places in stories.

“Jack and Jill”

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.
Up Jack got, and home did trot,
As fast as he could caper,
He went to bed to mend his head,
With vinegar and brown paper.

Teaching

1. Distribute **Community Desk Map 1A** and map markers. More information about program maps can be found on p. xxxii of the Teacher’s Guide.



Activity Sheet 1b

2. Read pp. 8–9 of the Student Book to students. Slowly read the sentences that list the four places in Maplewood. Have students look at the map and circle those places when you read them.
3. Have students look at the map and describe other places in Maplewood.
4. Distribute **Activity Sheet 1b** to students. Have them name the four Maplewood locations from the Student Book and have them identify the initial letter/sound of the places. Then, have them match the pictures in the first row to the first-letter box in the second row.
5. As a class or independently, have students complete the same instructions as above for page 2 of the activity sheet.
6. Next, have students name places in their own neighborhoods or towns and list those on the board.
7. Have each student choose a place from the board and draw a picture of it on a white sheet of paper. Have students put the first letter of their place at the top of the page and write a label for their pictures.
8. Make a book with the pictures. Include a cover page with the title “Community Places” and a blank page that will become the table of contents during the next section’s activity.
9. Have students clean, collect, and put away materials.

Summarizing and Assessing

Have students compare the setting of Maplewood to their own town. Ask students how they are the same and how they are different.

Modifications for Differentiation

Above Students can read a variety of ABC books. Students can write an ABC book by choosing a topic and writing a word on that topic for every letter of the alphabet.

Below Students can participate in word play (ABC puzzles, alphabet songs). If students cannot segment the initial sound, model separating the initial sound. Then offer students the option of connecting the word to picture in only two places. For example, say “*Park*. The beginning sounds like pah-pah-park. Should I put pah-park under ‘P’ that says /p/ or under ‘S’ that says /s/?” (The // indicates using the sound of the letter instead of its name.)

ELL In addition to the Below modification, encourage students to use a place word (e.g., city, railroad) from their native language and add that word to their pages.

Extending

Visual Arts Students can identify places in their paintings, drawings, and photos.



Reading Skills

C

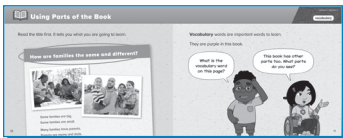
Using Parts of the Book



Information
Processing



Reading



pp. 10–11

New Vocabulary

vocabulary

Review Vocabulary

lesson
table of contents
title

Materials

- Student Book
- Group Activity Cards
- Community Place book from lesson 1, section B
- Vocabulary Word Cards [↓](#)
- books (Summarizing and Assessing)

Online Activities

- Using Parts of the Book

Objectives

Students will be able to:

- Recognize title, table of contents, and other parts in a book.
- Use text features to find information in a book.

Vocabulary Focus

Show students the **Vocabulary Word Card**. Have students identify the initial sound of the word. Introduce the word further in Teaching.

Getting Started

1. Prepare to read the “Community Places” book that students made. Hold it upside down and backward and allow students to protest.
2. Have students show you how to hold the book and have them explain their reasoning. For example, the title is always on the front of the book, and the letters must always be right side up.

Teaching

1. Explain to students that knowing about different parts of a book will help them read it, such as how they knew where the front of the book was or how the letters should be positioned.
2. Read pp. 10–11 of the Student Book to students. Slowly read the word *vocabulary* and its definition. Have students find some other vocabulary words in the book.
3. Explain that students will now add more information to their “Community Places” book to help others understand and read it.

4. Show students a book from the classroom that clearly displays the author's name. Explain that most books have the author's name printed on the front cover. Next, identify and record the authors responsible for the "Community Places" book (your class) on its cover. Rather than listing each student, write a line such as, **Ms. Smith's kindergarten class**.
5. Show students the page numbers of the Student Book. Then have students count the number of pages in their "Community Places" book. Record these numbers on the pages as students count.
6. Using the Student Book, ask students to find the table of contents (Contents).
7. Make a table of contents page by calling up each student by the page that he or she created and having each student write his or her page's letter and page number on the table of contents.
8. Model how to use the table of contents page. Point to the page title and follow across the page to the number. Explain that many parts of the book can have titles, including the Atlas, Glossary, and lessons.

Summarizing and Assessing

Create a list of the parts of a book, along with a simple sketch or picture. Gather several books, some that have the parts listed in this lesson and some that do not. As you hold up a book, say, "I'm going to look at the first pages. Does this book have a table of contents? The next word on my list is *lesson*. Does this book have lessons like our social studies book?"

If students seem to understand the concepts, allow them to work with a partner to identify the parts in a book not previously viewed.

Modifications for Differentiation

Above Students can explore other books looking for the text features (e.g., table of contents, author, illustrator). Students can read the class "Community Places" book independently or with a partner.

Below Make sure students understand the different types of titles. Also, the word *lesson* may confuse some students who may think it has to do with moral teaching or learning from experience. You may need to define these words more closely. In addition, students can look at simple ABC books with a partner to extend their vocabulary. Students can play simple letter games with a partner such as ABC puzzles as well as upper- and lowercase matching card games.

ELL In addition to the Below modification, provide three-dimensional letters for students to manipulate. Encourage them to spell out their names or the word *title*. If necessary, write their names or *title* on a card so they can refer to it.

Extending

Language Arts Divide students into groups and distribute the introductory **Group Activity Cards**. Lead students through the activity to practice using the Group Activity Cards. More information about using the cards can be found in the Teacher's Guide, p. xxxi.



Reading During reading time, make sure students look at the author's name, title, and any other identifiable parts of their books prior to beginning the reading lesson.



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 do we learn about in social studies?

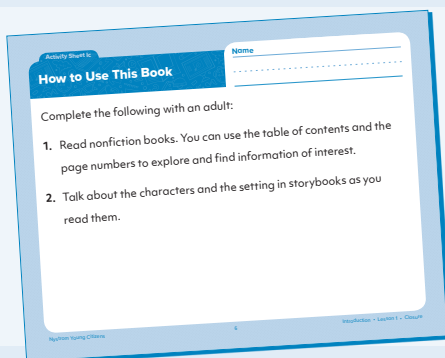
1. Different people and places (correct)
2. Math (not correct)
3. History (correct)

What places can we find in our town?

1. School (correct)
2. Restaurant (correct/not correct)
3. Post office (correct/not correct)

Which items can be part of books?

1. Table of contents (correct)
2. Title (correct)
3. Bookcase (not correct)



Review at Home

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

Lesson 2

How Do We Talk about Time?

Online Activities

- Vocabulary Activities

Literacy Links

- *Chicken Soup with Rice*, by Maurice Sendak
- *Forever or a Day*, by Sarah Jacoby
- *What Time Is It, Daniel Tiger?* (Daniel Tiger's Neighborhood), by Maggie Testa

Main Goals

- A** **How old are you?** Use vocabulary associated with time.
- B** **Why do we use weeks and days?** Name the days of the week and recognize routines.
- C** **How do we talk about time of day?** Sequence events according to morning, afternoon, and evening.

A How old are you?



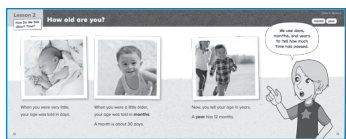
Critical
Thinking



Information
Processing



Speaking &
Listening



pp. 12–13

New Vocabulary

month
year

Materials

- Student Book
- Activity Sheet Id
- Vocabulary Word Cards [↓](#)
- coloring utensils
- glue
- magazines
- poster paper
- scissors

Literacy Links

- *Mousekin's Special Day*, by Jane Belk Moncure

Objectives

Students will be able to:

- Use correct vocabulary associated with time.
- Interpret photos and illustrations.
- Express ideas orally and in simple writing.
- Collaborate with peers in group discussions.

Vocabulary Focus

Introduced in Getting Started.

Getting Started

1. Show students the **Vocabulary Word Cards**. Introduce the words *month* and *year* by using sentences like the following:
 - a. “Today is _____” (day of the week).
 - b. “If this is the month of September, then next month it will be _____.”
 - c. “This year is _____. Next year will be _____.”

2. Explain that months and years are ways we measure time. Elaborate by giving students examples, such as telling them that some of them are five years old, and so five years have passed since they were born.
3. Reinforce the vocabulary during the Teaching activity.
4. Read the poem “More Precious than Gold” to students slowly. Have students create actions for the poem while you read.

“More Precious than Gold” (by Cathy Cotton and Melanie Joye)

When you were just a baby
 You were only a few days old.
 And as the days went by
 Your age in months was told.
 Now you are even bigger,
 You say you are five years old.
 And as each year goes by,
 You are more precious than gold.

Teaching

1. Read pp. 12–13 of the Student Book to students.
2. Create a list on the board and title it “How Do We Talk about Time?”
3. Have students brainstorm ways that they talk about or hear others talk about time. Answers can include ideas about clocks, birthdays, age, sleeping habits, being late, etc.
4. Record students’ responses on the list.
5. Have small groups make a poster about time. Students can write words, draw images, and add magazine pictures. Make sure that students also write their own age somewhere on the poster. Have students collect and put away materials.



Summarizing and Assessing

Have groups present their posters to the class and explain some of their choices. Distribute **Activity Sheet 1d** and have students circle the words *days*, *months*, and *years* in the poem “More Precious than Gold.”



Modifications for Differentiation

Above Students can work independently to create their own poster. Students can tally classmates’ ages.



Activity Sheet 1d

Below Students can practice reading the poem and find familiar words. Reinforce the concept of time, specifically months and years by looking at calendars and continuing statements like the ones in the Getting Started activity.

ELL In addition to the Below modification, make word cards for *day*, *month*, and *year*. Create groups of 1, 30, and 12 from math materials such as unit blocks. Have students match the cards to the correct group.

Extending

Language Arts Students can share a favorite story about when they were a baby, a toddler, or a preschooler. You can record the stories and upload them onto a classroom blog.

B

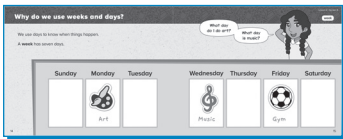
Why do we use weeks and days?



Information
Processing



Reading



pp. 14–15

New Vocabulary

week

Review Vocabulary

month

year

Materials

- Student Book
- Activity Sheet 1e
- Vocabulary Word Cards [↓](#)
- calendar

Literacy Links

- *Cookie's Week*, by Cindy Ward

Objectives

Students will be able to:

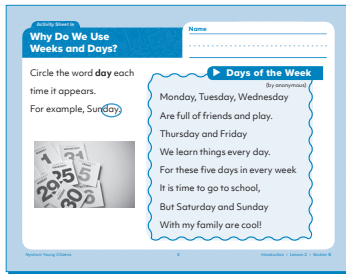
- Name the days of the week.
- Recognize basic weekly routines.

Vocabulary Focus

Introduced in Getting Started activity.

Getting Started

1. Review the terms *month* and *year*.
2. Explain that you have a riddle for students with today's vocabulary word:
 - a. A _____ has 7 days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. (*week*)
3. Show students the **Vocabulary Word Card**.
4. Distribute **Activity Sheet 1e** and have students read the verse aloud together.
5. Have students circle the word *day* in all the words.



Activity Sheet 1e

Teaching

1. Read pp. 14–15 of the Student Book to students.
2. Show students the class calendar and have them count the days of the week on the calendar.
3. Ask students why people use calendars.
4. Create a chart on the board with seven columns and enough room for a sentence per column. Title it “Days of the Week.” For each column, write down the sentence starter **On (day of the week), we _____**.
5. Have seven small groups, each representing one day of the week, finish the sentence starters. 

Summarizing and Assessing

Read the chart on the board as a class. Ask questions to support student comprehension, such as asking what they do on Thursday.

Modifications for Differentiation

Above Students can work independently to complete the sentence starters.

Below Students can practice reading the chart to reinforce concepts of print, such as left to right sweep.

ELL Students can teach the class how to say the days of the week in their first language.

Extending

Information Processing Write the names of the days of the week on pieces of paper, one day per paper. Choose a day and post it on the board. Ask students to choose the day that comes before and the day that comes after. Repeat with other days to practice sequencing.

C How do we talk about time of day?



Critical
Thinking



Information
Processing



pp. 16–17

New Vocabulary

afternoon
evening
morning

Review Vocabulary

month
week
year

Materials

- Student Book
- “Morning, Afternoon, Evening,” Teacher Resource I.1
- Vocabulary Word Cards [↓](#)
- coloring utensils
- tape
- thin rope (optional)
- white paper

Online Activities

- How Do We Talk about Time of Day?

Literacy Links

- *My Day from A to Z*, by F. Isabel Campoy

Objectives

Students will be able to:

- Sequence events according to morning, afternoon, and evening.
- Interpret photos and pictures.
- Use correct vocabulary to describe time.

Vocabulary Focus

Review previous time words such as *week*, *month*, and *year*. Show students the new **Vocabulary Word Cards**.

Play the game “morning, afternoon, evening” by showing pictures of different daily activities from **Teacher Resource I.1** (Teacher’s Guide p. 21), or others you have found, to students. Have students hold their hands above their heads for *morning*, at their waist for *afternoon*, and below their waist for *evening*. Students can have different responses and can choose to explain.

Getting Started

1. Write the following sentences on the board:
 - a. When we come to school early in the day we say, “Good _____. ” (*morning*)
 - b. When we leave our school to go and play, we say, “Good _____. ” (*afternoon*)
 - c. Late in the day at dinner or home, we say, “Good _____. ” (*evening*)
 - d. When we brush our teeth and go to bed, we say, “Good _____. ” (*night*)
2. Create a word bank with the words *morning*, *afternoon*, *evening*, and *night*. Read through the sentences and see if students know which word goes in each blank. If not, introduce the words and talk about some of the differences.
3. Practice saying “good morning” and “good afternoon” as greetings. Include other ways of greeting one another that represent other cultures, such as bows.

Teaching

1. Read pp. 16–17 of the Student Book to students.
2. Have pairs dramatize a daily activity that they do in the morning and have the other students guess the activity. Continue with afternoon and evening activities. 
3. Create a visual schedule for the classroom. Have pairs
 - a. choose one daily activity that occurs at school,
 - b. draw a picture of this activity, and
 - c. label each picture. Each pair's activity must be different.

Summarizing and Assessing

Have students put the visual schedule in order for the day. The pictures can be taped to a thin rope or to a wall. Have the class use these pictures as a class visual schedule and reorganize them daily.

Modifications for Differentiation

Above Students can create a small illustrated book telling about four activities in their day. Label each with the vocabulary of the time of day. Students can be leaders in organizing a daily visual schedule.

Below Students can retell three events in their day to a partner in proper sequence. Students take an active role in organizing a daily visual schedule.

ELL Students can orally share the time of day vocabulary in their first language. Students can review the visual schedule to become aware of daily routines.

Extending

Critical Thinking Have students think about their daily schedule at home on a weekend. Have them draw what they like to do in the morning, afternoon, and evening while at home.



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 options, let the partners confer briefly before raising their answer. More than one answer can be correct.

Which words do we use to talk about time?

1. Car (no)
2. Day (yes)
3. Week (yes)

What do we use to tell time?

1. Thermometers (no)
2. Scales (no)
3. Calendars (yes)

Which words describe the time of day?

1. Summer (no)
2. Morning (yes)
3. Hot (no)



Review at Home

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

Morning, Afternoon, Evening



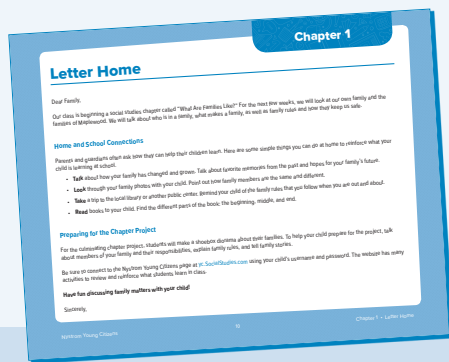
Compelling Question

What Are Families Like?

In this chapter, students will learn how to describe events that happened in their lives as well as their families.

Time Frame: 4 Weeks

- 1 Students will be able to identify what makes them unique and describe events in their lives using the terms *past*, *present*, and *future*.
- 2 They will describe the roles and responsibilities of family members.
- 3 They will learn about the importance of rules and how to settle differences.
- 4 Students will complete the chapter review, project, and assessment.



Letter Home

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

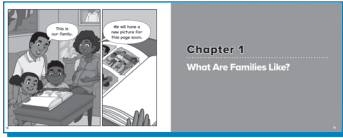


Chapter 1 Pre-assessment

1. Write the chapter question on a large sheet of paper: “What are families like?”
2. Record student responses as a list on the large sheet of paper.
3. Have students tell their partners something interesting about their families. Call on students to share what they discussed with their partners.

Chapter 1

Introductory Activity



pp. 18–19

Materials

- Student Book
- Think Book
- coloring utensils



Critical
Thinking



Reading

Objectives

Students will be able to:

- Identify family members and their roles in the family.
- Compare/contrast their family to Roger's family.
- Interpret photos and illustrations.

Getting Started

1. Have students join hands and make a circle.
2. Have students sing and play along with the following song (sing to the tune of “Here We Go Round the Mulberry Bush”):

Everyone has a family, family, family

Everyone has a family,

Now listen carefully.

If you've a sister, jump up and down, jump up and down,
jump up and down.

If you've a sister, jump up and down.

Now listen carefully.

If you've a brother, clap your hands, clap your hands, clap
your hands.

If you've a brother, clap your hands.

Now listen carefully.

(Continue the song with actions and other family members.)

Teaching

1. Ask students to point to the title on p. 19 of the Student Book. Model finger pointing as you read the title to students: “What Are Families Like?” Point out that this is a question and that the book will ask many questions.
2. Explain that when there is a question, the authors of this book want them to be able to answer the question. Elaborate that sometimes they will be able to answer the question from experiences in their own lives and sometimes they will need information in the book to answer the question.

3. Allow students to look at the comic on p. 18 and talk about what they think is happening.
4. Read the comic on p. 18 to students.
5. Have students predict what the next photo for the photo album will show.
6. Have students compare and contrast their family to Roger's family. Ask questions such as:
 - a. How many sisters does Roger have? How many sisters do you have?
 - b. How many brothers does Roger have? How many brothers do you have?
 - c. Roger lives with his mom and dad. How many adults live with you?

Summarizing and Assessing

Have students draw a picture of their family in their **Think Books**. Have students point to their picture and say one way their family is like Roger's family or one way it is different from Roger's family. Record some of these answers for the activities in the next section.



Modifications for Differentiation

Above Students can practice rereading the comic from p. 18 to a friend. Ask students to label or add a sentence to describe the people in their family drawings.

Below Support these students' oral language by offering a sentence stem for the comparison in the Summarizing and Assessing task. Possible sentence stems are:

- My family is like Roger's family because _____.
- My family is not like Roger's family because _____.

ELL In addition to the Below modification, help students understand two different meanings of *like*. Gather a collection of small objects including a doll or puppet and several pairs of objects that are similar but not identical (e.g., buttons, crayons). Pick up the doll or puppet, give it a hug, and say, "I like the (doll/puppet)." Then pick up two similar objects and say, "This one is like that one." Choose a paired object and ask a child to find one like it and repeat the sentence.

Lesson 1

Family Members

Online Activities

- Vocabulary Activities

Literacy Links

- *Families, Families, Families!* by Suzanne Lang
- *The Great Big Book of Families*, by Mary Hoffman
- *It's Okay to Be Different*, by Todd Parr

Main Goals

- A Who are you?** Determine whether things are the same or different by comparing features.
- B How have you changed?** Classify past, present, and future time and recognize changes over time.
- C Communicating Skills: Making a Time Line.** Read and construct time lines.

A Who are you?



Critical
Thinking



Reading



pp. 20–21

New Vocabulary

different
same

Materials

- Student Book
- Vocabulary Word Cards [↓](#)
- common classroom items to compare

Objectives

Students will be able to:

- Find and describe two items that are the same or different.
- Identify members of their family and the Maplewood community.
- Compare items based on a specific feature, such as hair color.

Vocabulary Focus

Introduced in Getting Started.

Getting Started

1. Show students the **Vocabulary Word Cards** and then post them on the board for reference. Say, clap, and snap the words with students. Ask students which word is longer or shorter.
2. Next, discuss the meaning of the vocabulary words by writing some students' responses from the previous section on the board. Students responses should include these phrases:
 - a. My family is like Roger's family because _____.
 - b. My family is not like Roger's family because _____.

3. Show students how these sentences can be said in different ways and still mean the same thing.
 - a. My family is the *same* as Roger's family because _____.
 - b. My family is *different* from Roger's family because _____.
4. Tell students that *same* means "like" and *different* means "not like."
5. Assemble pairs of items that are the same and different (an apple and an orange, two pencils, etc.). Ask students which pairs are the same and which are different. Draw a quick sketch of the pairs underneath the correct vocabulary word on the board.

Teaching

1. Have students open to pp. 20–21 of the Student Book. Show them that the bold, purple words on the pages are the same words that are on the board.
2. Read pp. 20–21 to students.
3. Invite students to read the comics with you. Explain that they might not know all the words, but they can follow along and use the picture clues to figure out some of the words. Show them how to read a comic and how to tell who's speaking. Point out clues like the speaker has an open mouth and the speech bubble is pointing toward the speaker.
4. Say to students, "Leena has black _____," and pause to let students fill in the word *hair*. Praise them for figuring out what that word was by using the picture and by listening for what made sense.
5. Repeat this practice by saying, "Peyton's hair is _____." Students may say *yellow*. Praise them for using a word that made sense and tell them this word means a light color similar to yellow and it is *blond*. If appropriate, point out that it starts with a *b*. Repeat this format for as many sentences as students have attention and interest for completing.
6. Have students sort themselves into groups according to their hair color. 
7. Count the number of students in each group.

8. Compare amounts. For instance, which groups have the same or different amounts.

Summarizing and Assessing

Ask students to sit with their partners. Ask partners to find one way that they are the same. Ask partners to find one way that they are different. Afterward, have students decide which friend from the Student Book is closest to being the same as them. Have them explain to their partners, using the word *same*. Then have students decide which character in the book is most different from them. Have them explain to their partners, using the word *different*.



Modifications for Differentiation

Above Students can make a tally that shows the number of students with each hair color in the classroom. Compare/contrast hair colors—more, less, equal, same, different.

Below Students can practice sorting a variety of materials in the classroom.

ELL Provide color word/picture cards to support comprehension. Refer students to a visual word wall where pictures and word cards are displayed. Students can have a personal folder as a substitute for a visual word wall.

Extending

Math Students can make their own tallies of items based on a different feature or preference.

B How have you changed?



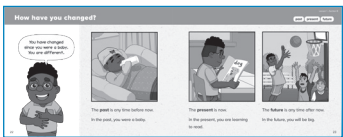
History



Critical
Thinking



Reading



pp. 22–23

New Vocabulary

future
past
present

Objectives

Students will be able to:

- Recognize changes over time.
- Distinguish past, present, and future time.
- Use correct vocabulary associated with time.

Vocabulary Focus

Show students the **Vocabulary Word Cards** and read the words aloud. The definitions are introduced in the Getting Started and Teaching activities.

Materials

- Student Book
- Activity Sheet 1a
- Visual schedule from Introduction, lesson 2, section C (optional)
- Vocabulary Word Cards [↓](#)
- glue
- scissors

Getting Started

1. Read the section question to students: “How have you changed?” Explain that *change* is another word for becoming different.
2. Have students turn to pp. 22–23 of the Student Book. Ask them how Roger has changed from the first picture to the last picture.

Teaching

1. Read the text on pp. 22–23 of the Student Book to students beginning with “The past is. . .”. Compare the changes represented in the comic to the changes described in the text.
2. Discuss the words *past*, *present*, and *future*. Ask students to look at the images on the pages and describe what is happening.
3. Read the speech bubble on p. 22 to students.
4. Ask students to answer the section question. Encourage them to use the vocabulary words as they answer by offering sentence starters such as:
 - a. In the past, I used to _____.
 - b. In the present, I now _____.
 - c. In the future, I hope to _____.
5. Refer to the visual schedule created in the Introduction chapter, lesson 2, section C, or create a simple time line on the board. Discuss the past, present, and future of the day.

Summarizing and Assessing

Distribute **Activity Sheet 1a** and explain to students that they will need to decide which picture belongs in each column, “Past,” “Present,” and “Future.” Have students complete the activity sheet and then arrange students in small groups to discuss the activity sheet and review their choices.



Modifications for Differentiation

Above Have students choose/find their own pictures to place on a “Past, Present, and Future” chart. Pictures can be brought from home or found in magazines.

Activity Sheet 1a

Below Discuss/explain each picture in **Activity Sheet 1a** during the Summarizing and Assessing task. Together determine why it is past, present, or future.

ELL In addition to the Below modification, together, determine why it is past, present, or future. If available, use first-language vocabulary for *past*, *present*, and *future* to support understanding. Create copies of the vocabulary word cards for students to add to a personal word folder.

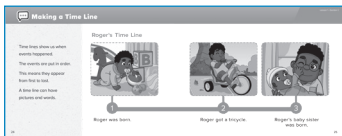
Extending

History Take a trip to a local museum to discover how life was different and the same in the past.

History Have students bring in a family photo album to show how they and their family have changed.

Communicating Skills

C Making a Time Line



pp. 24–25

Review Vocabulary

order

Materials

- Student Book
- Think Book
- coloring utensils
- glue
- tape
- white paper

Online Activities

- Making a Time Line

Objectives

Students will be able to:

- Sequence pictures in chronological order.
- Read and construct a time line.

Getting Started

1. Read the text on p. 24 of the Student Book with students. Encourage students to try to read with you by asking them to point to the words, pausing at difficult words.
2. Have students reread the text chorally.
3. Ask students to identify the way the comic shows how Roger's family has changed from the previous comic on p. 18. (*addition of new sister*)

Teaching

1. Ask students to look at the time line on pp. 24–25. Explain that this image is a *time line*. Talk about the time line by asking students to identify what event is happening.
2. Read the time line to students, pausing to explain how the image illustrates the information in the text.

3. Tell students that now you'll make a time line together. Model making a time line by drawing pictures of three events on separate sheets of white paper and taping them in order on the board. Emphasize that order in a time line is from the earliest to the latest.
4. Add labels to your time line pictures.

Summarizing and Assessing

Have pairs discuss three events they will choose to place on their own time lines. Have each student draw three pictures and assemble his or her time line (using tape) following your model in their **Think Books**. Check students' time lines before letting them glue their time lines in their Think Books.



Modifications for Differentiation

Above Students can make a time line and include more events or they can create a time line of events that happened in a familiar story.

Below Students may be unfamiliar with the word *event* in the definition of *time line*. Explain that *events* are simply what happened. Students can also label pictures if they are unable to master a full sentence (e.g., "Roger was born" can be labeled **born** or **baby**).

ELL In addition to the Below modification, help students understand the meaning of *order*. Make number cards from 1–10. One at a time place the cards to make a numerical sequence and have students say the numbers in English or their home language. Randomly remove half the cards and have students help you put the remaining cards in order. Some students may be able to place the cards so that the distance between them is proportional if you give them a number line for reference.

Extending

Science Students write and/or draw pictures that show how plants or animals change over time, such as the progression from seed to plant or caterpillar to butterfly. Take a trip to the library and find books that demonstrate plant and animal change.



Lesson 1

Closure

Classroom Assessment Activity

For each of the following questions, have students stand up and face you when the statement is correct and turn their backs to you when the statement is not correct. More than one answer can be correct.

How are we all the same?

1. We have ears. (correct)
2. We have antennas. (not correct)
3. We have noses. (correct)
4. We have tails. (not correct)

How have you changed since you were a baby?

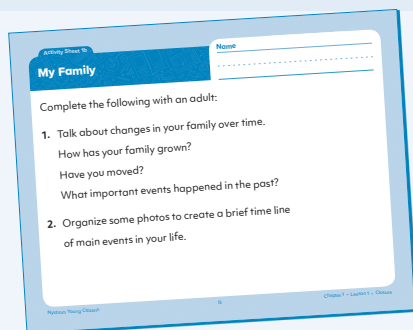
1. You are taller. (correct)
2. You can talk. (correct)
3. You can drive a car. (not correct)

What is happening in the present?

1. You are at home. (not correct)
2. You are at school. (correct)
3. You are traveling in outer space. (not correct)

Which are in the correct order?

1. Baby, child, adult (correct)
2. Egg, chick, bird (correct)
3. Lunch, breakfast, supper (not correct)



Review at Home

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

Lesson 2

Family Changes

Online Activities

- Vocabulary Activities

Literacy Links

- *Mail Harry to the Moon*, by Robie Harris
- *The Sorely Trying Day*, by Russell Hoban
- *A Squiggly Story*, by Andrew Larsen

Main Goals

- A What makes a family?** Describe the roles and responsibilities of family members.
- B How are families the same and different?** Compare how families are the same and different.
- C Communicating Skills: Telling a Story.** Categorize the beginning, middle, and end of a story.

A What makes a family?



Critical
Thinking



Reading



pp. 26–27

New Vocabulary

responsibility

Materials

- Student Book
- Leveled Student Readers
- Vocabulary Word Cards [↓](#)
- Think Book
- coloring utensils

Objectives

Students will be able to:

- Describe family activities.
- List some roles and responsibilities of members of a family.

Vocabulary Focus

Show students the **Vocabulary Word Card**. The definition is introduced in the Getting Started and Teaching activities.

Getting Started

1. Look at the images on pp. 26–27 of the Student Book. Introduce the word *responsibility*.
2. First explain some of your responsibilities as a teacher. Then give some examples of your responsibilities at home. Ask students to share some responsibilities they have in their families, as well as some responsibilities that other members of their families have.

Teaching

1. Read pp. 26–27 to students. Emphasize the word *responsibilities*.

2. Explain that families work together by sharing responsibilities. Then reread the sentence, “Families play together.” Ask students if they think playing a family game is a responsibility. Allow for various answers as long as they are supported with a logical reason. However, the intent is that playing games is not a responsibility.
3. Work with small groups and read the **Leveled Student Readers**. For more information on using the Leveled Student Readers, see p. xxx of the Teacher’s Guide.



Summarizing and Assessing

Ask students to draw a line across the middle of a page (horizontally) in their **Think Books** to have two sections. Ask them to draw one job or responsibility that they have at home in the top section. In the bottom section, ask them to draw one thing their family does together for fun.



Modifications for Differentiation

Above Have students choose a responsibility or job, such as making the bed or raking the leaves, and write/draw the step-by-step instructions for it.

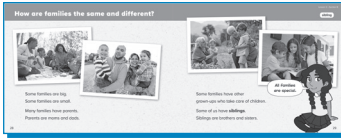
Below Students may benefit from understanding that we have many words that mean the same or similar things. In this lesson, “job” is used to define *responsibility*. Brainstorm pairs or lists of words that mean the same thing or almost the same thing, such as *happy* and *glad*. Have students discuss their responsibilities and jobs with you.

ELL In addition to the Below modification, discuss responsibilities in the classroom. Use complete sentences to describe the child’s job, for example, “Joey collects the library books,” or “Joey is responsible for collecting the library books.”

Extending

Art Students can make posters of families at home doing a variety of jobs, and label them.

Math Ask students to print or draw one job or responsibility that they have at home on a sticky note. Have students stick their notes on a board. Students can sort the sticky notes according to jobs/responsibilities and report which is the most and least popular.



pp. 28–29

New Vocabulary

sibling

Materials

- Student Book
- Vocabulary Word Cards [↓](#)
- craft sticks
- envelopes
- glue
- scissors

Online Activities

- How Are Families the Same and Different?

Objectives

Students will be able to:

- Name members of a family.
- Describe a variety of roles of family members.
- Compare ways that families are the same and different.

Vocabulary Focus

Show students the **Vocabulary Word Card**. The definition is introduced in Teaching.

TEACHER'S NOTE

The day before, ask students to bring a picture of their families to school. It should be a photo that they are allowed to cut up. They can also draw a picture of their families and bring that to class.

Getting Started

1. Have students play the “stand-up” game.
2. Have students stand up (and then sit down) if:
 - a. Their family is big.
 - b. Their family is small.
 - c. They have a sibling.
 - d. They have a brother.
 - e. They have a sister.
 - f. They have a grown-up (parent) who takes care of them.
3. Read the section question to students: “How are families the same and different?” Ask students to work with their partner and try to find one way their families are different and one way their families are the same. 

Teaching

1. Read pp. 28–29 of the Student Book to students.
2. Make sure each student has a picture (a photograph or a drawing) of his or her family. Practice the vocabulary word and other family words by first modeling and then having students talk about their families to their partners by saying sentences such as the following:
 - a. These are my parents. Their names are _____.
 - b. These are my siblings. Their names are _____.
3. If there is time, assign students to a new partner. Have the partners repeat the introductions of their families by using the sentence stems for family members, especially *siblings*. Then have them try to find one way their families are different and one way their families are the same.
4. Have students cut out each family member's figure and glue the image to a craft stick.
5. Have students find a partner whose family is the same in one way. For instance, they can have the same number of people or have a baby.
6. Have students find a partner whose family is different in one way.
7. Have students place their puppets in envelopes. Keep the envelopes; students will use the puppets in the chapter project.

Summarizing and Assessing

Listen for understanding as pairs of students use the word *siblings*, as well as the way students describe things that are the same and different to their partners. Have students point to different families in the pictures that illustrate the words and descriptions in the text, such as *big family* and *small family*. Have students decide how their family is the same as or different from the families shown in the pictures.

Modifications for Differentiation

Above Students can share what their partner said.

Below If partners struggle to find how their families are the same or different, provide more support by offering specific questions such as, “Do you have pets in your family?” and then leading them to the conclusion of how that makes their families the same or different.

ELL Students can describe their own family using their first language and English.

Extending

Drama Students can use their puppets to tell stories about their families.

C Communicating Skills

Telling a Story



Information
Processing



Speaking &
Listening



pp. 30–31

Materials

- Student Book
- Group Activity Cards
- children's book (fairy tale)
- coloring utensils
- white paper

Literacy Links

- *Annie Bananie*, by Leah Komaiko
- *Clifford series*, by Norman Bridwell
- “Little Red Riding Hood” (traditional)

Objectives

Students will be able to:

- Recognize the beginning, middle, and end of a story or event.
- Retell a story orally in proper sequence.

Getting Started

1. Read a short children's book that clearly demonstrates a beginning, middle, and end. Fairy tales, such as the traditional “Little Red Riding Hood,” are a good starting point.
2. Afterward, define *story* and explain how the story you just read had a beginning, middle, and end.

Teaching

1. Read the comic on p. 31 of the Student Book. Ask students if this is a story. If students don't immediately identify it as a story, show them that it fits the definition of *story* because it has a beginning, middle, and end.
2. Read p. 30 of the Student Book to students.
3. Read the **Group Activity Cards** and complete the activities. More information about using the Group Activity Cards can be found in the Teacher's Guide, p. xxxi.

Summarizing and Assessing

Tell your own story about a fun family event. Model drawing a picture of each of the three parts, the beginning, middle, and end. Add labels or sentences below the three parts. Next, have students brainstorm what fun family event their story can be about. Have students identify the three parts of their story. Have students draw three pictures on a white sheet of paper and then

write labels underneath or verbally explain the pictures. Collect and save these sheets for the chapter project.

Modifications for Differentiation

Above Students can read a selection of stories and identify parts—beginning, middle, and end. Then have students discuss decisions with their partner and provide evidence for their reasoning. You may also have them identify the main character(s) and the place, or setting, of the story.

Below Students can listen to a story and orally identify parts—beginning, middle, and end. Review sequence words (such as *first, next, then*) by drawing the events of a story on the board and then writing sequence words as labels and placing them on the events.

ELL In addition to the Below modification, ask a media specialist or reading coach for a few sets of story sequence cards. Place a set of cards in the wrong order and then ask students to put the cards in the correct order. Continue with the remaining sets of story sequence cards. After cards are placed correctly, ask students to point to the correct card as you say “beginning,” “middle,” and “end.” Add a challenge by saying the words out of order.

Extending

Drama Students can dramatize their stories. The other members of the group can identify the beginning, middle, and end.



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” or “no” when you read the answers. More than one answer can be correct.



Yes



No

Which of these are family responsibilities?

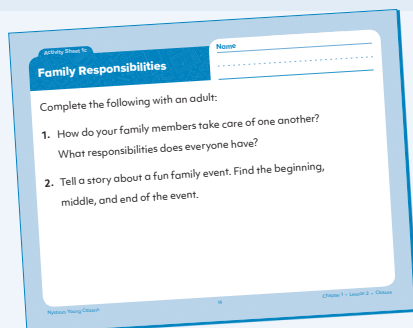
1. Going to the movies (no)
2. Washing the dishes (yes)
3. Playing a video game (no)

How are families the same?

1. All families have pets. (no)
2. All families have sisters. (no)
3. Families play and work together. (yes)

What do we find in all stories?

1. Lots of true information (no)
2. A beginning, middle, and an end (yes)
3. Animals (no)



Review at Home

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

Lesson 3

Family Rules

Online Activities

- Vocabulary Activities

Literacy Links

- *The Jelly Donut Difference*, by Maria Dismondy
- *Rules of the House*, by Mac Barnett
- *17 Things I'm Not Allowed to Do Anymore*, by Jenny Offill

Main Goals

- A How do family members get along?** Name and describe important family rules.
- B Why are there rules?** Explain the importance of family rules by understanding why they were created.
- C Collaborating Skills: Settling Differences.** Demonstrate ability to resolve differences in an appropriate manner.

A

How do family members get along?



Civics



Speaking &
Listening



pp. 32–33

Materials

- Student Book
- Think Book
- coloring utensils

Literacy Links

- *Do unto Otters*, by Laurie Keller
- *The Golden Rule*, by Ilene Cooper
- *Sister Bear and the Golden Rule* (The Berenstain Bears), by Mike Berenstain

Objectives

Students will be able to:

- Name family rules.
- Appreciate the importance of rules.
- Define and demonstrate the Golden Rule.

Getting Started

1. Play a game like “Simon says” or “musical chairs” with students.
2. Ask students how they know how to play the game. Ask them what the rules are.
3. Tell students that just like games and schools, families often have rules too.

Teaching

1. Read pp. 32–33 of the Student Book. Discuss with students rules in their families, writing several on the board. Then discuss how the rule either keeps family members safe or how it helps them to get along.
2. Write the Golden Rule on the board: **Treat others as you want to be treated.** Have students copy it down in their **Think Books**. 
3. Have students orally list ways they would like to be treated, such as with kindness. Write their responses on the board and have them draw a picture showing how they are kind to their families in their **Think Books**.
4. Have small groups create a short drama that shows a group of children following the Golden Rule. 

Summarizing and Assessing

Have each group present their drama to the class and have the audience identify how the Golden Rule was shown. Have students explain how the Golden Rule helps families get along.

Modifications for Differentiation

Above Have students interview a family member about a time when they demonstrated the Golden Rule in a way that helped the family get along better. Alternatively, have students find/capture moments throughout the day when the Golden Rule is applied.

Below Read stories about the Golden Rule to students. Alternatively, help students (or have a buddy help them) identify moments throughout the day when the Golden Rule is applied.

ELL Have students find pictures in magazines or elsewhere that demonstrate the Golden Rule.

Extending

Cultures Students can learn how the Golden Rule is found in many cultures by listening to stories such as those listed in the Literacy Links.

Art Students can capture the Golden Rule in photos and drawings and create mobiles.

B Why are there rules?



Critical
Thinking



Reading



Writing



pp. 34–35

Review Vocabulary

fair
safe

Materials

- Student Book
- coloring utensils
- large sheets of paper
- poster paper
- puppet or stuffed animal

Literacy Links

- *Know and Follow Rules*, by Cheri J. Meiners
- *What If Everybody Did That?* by Colleen M. Madden

Objectives

Students will be able to:

- List some rules at home.
- Explain how rules keep them safe.
- Classify and categorize rules.

Getting Started

1. Use a puppet or a stuffed animal to act out common situations on the playground or classroom (such as when students are running in places where they shouldn't be, and it isn't safe; or when someone doesn't get a turn, and it isn't fair for that person). Make sure all students understand the words *safe* (not hurt or in danger), *get along* (be kind and friendly), and *fair* (treated the same).
2. Repeat acting out other situations and ask students to decide when to use the words *safe*, *get along*, and *fair*.
3. Explain that the last lesson described how rules can help families get along and now this lesson will help them understand why they need rules in other places besides families.

Teaching

1. Read pp. 34–35 of the Student Book.
2. Ask students to look at the images on the pages. Ask them which picture shows a rule that keeps people safe. Then ask them which picture shows a rule that treats people fairly.
3. Have students identify an important family rule or rules.
4. Have students decide if each rule promotes family safety, fairness, harmony, or some combination.
5. Record students' responses on a large sheet of paper as a chart or list.

Summarizing and Assessing

Have students draw a family rule on poster paper. As they complete the drawing, talk to individual students about the rule and monitor to check for understanding. Have students present their posters. Have the class identify if the family rule makes sure that the family is safe, fair, gets along with each other, or some combination. Write these sentences on a large sheet of paper and ask students to complete them verbally.

- Rules help families g_____. (*get along*)
- Rules help keep people s_____. (*safe*)
- Rules help make things f_____. (*fair*)

Collect and save posters for the chapter project.

Modifications for Differentiation

Above Read and listen to stories about rules and discuss. Students can identify moments throughout the day when the rules are applied.

Below Students may need more support understanding the concepts of *safety*, *getting along*, and *fairness*. Use the puppets or stuffed animals to act out more examples of how rules support these concepts.

ELL In addition to the Below modification, remind students of rules in your classroom and school. After each rule, ask students to say whether the rule keeps them safe or is a way to be fair. Depending on students' language skills, you may ask them to respond with a sentence, for example, "Taking turns on the computer is a way to be fair."

Extending

Civics Students can take a trip to the police or fire station to discuss the importance of rules.

Art Students can use a camera to capture rules and solutions throughout the day, and then make a class book or class video to share what they captured.



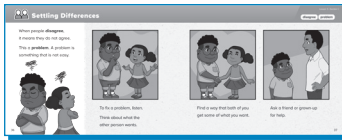
Settling Differences



Civics



Critical Thinking



pp. 36–37

New Vocabulary

disagree
problem

Materials

- Student Book
- Vocabulary Word Cards [↓](#)
- Think Book
- large sheet of paper
- puppets or stuffed animals (two)

Online Activities

- Settling Differences

Objectives

Students will be able to:

- Point out ways that they could solve a disagreement or a problem.
- Describe fair ways to make decisions.

Vocabulary Focus

Show students the **Vocabulary Word Cards**. Say the words aloud and have students repeat them. The definitions are introduced in Getting Started.

Getting Started

Explain that a disagreement is one kind of problem. Use puppets or stuffed animals to act out a disagreement. Have the puppets use the words *disagree* and *problem*. Stop the scenario before the characters solve the disagreement.

Talk about the puppets' disagreement. Explain that the Student Book has three steps that can help the characters get along.

Teaching

1. Read the text on pp. 36–37 of the Student Book to students.
2. Reread the pages and write the steps for solving a disagreement on a large sheet of paper with numbers:
 - a. Think about what the other person wants.
 - b. Try to figure out how both of you can get some of what you want.
 - c. Ask a friend or grown-up for help.
3. Talk about these statements and ask questions such as, “Why do you think asking a grown-up for help is last instead of first?” and “How can we find out what the other person wants?”
4. Look over the comic with students and ask them which steps Roger and his sister, Cecilia, followed to resolve their problem.

5. Revisit the puppet/stuffed animal disagreement. Have students repeat the steps as the characters work through the problem.
6. Have students verbally list ways to solve a problem, such as walking away, taking turns, sharing, changing their mind. Write these beneath the steps on the large sheet of paper and have students copy the list in their **Think Books** afterward if they are able to do so. Those unable to write can draw a disagreement being settled. 

Summarizing and Assessing

Have students form small groups and create a skit about a disagreement and its resolution (e.g., sharing, tidying up). Have students watching the skits identify the problem or disagreement and how it is solved. 

Modifications for Differentiation

Above Students can make a book of rules to share with the class that includes a title and table of contents page. Students can refer to the book for solutions when they are in conflict.

Below Students can add pictures to the list of solutions during the Teaching activity to support comprehension.

ELL In addition to the Below modification, write *disagree* and *agree* on the board. Point to and read aloud *disagree* and shake your head no. Repeat with *agree*, nodding your head yes. Tell students that you will say a few sentences and they should reply with “I disagree” or “I agree.” Make common observations about the weather, the number of students in the room, and so on. As appropriate, encourage students to reply with longer sentences, such as “I disagree that the classroom is empty.”

Extending

Reading Have students find a book that describes a disagreement. Students can explain how the characters settled their differences and suggest other ways the problem might have been solved.



Lesson 3 Closure

Classroom Assessment Activity

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

What can help families get along?

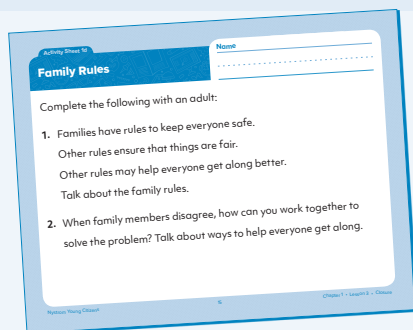
1. They can follow the Golden Rule. (correct)
2. One person in the family does all the work. (not correct)
3. They can be kind to each other. (correct)

Which rules keep you safe?

1. Cross the street with an adult. (correct)
2. Run in the street. (not correct)
3. Ride your bike with a helmet. (correct)

How can you settle differences?

1. You can shout loudly. (not correct)
2. You can ask for help. (correct)
3. You can talk together. (correct)



Review at Home

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

Chapter 1 Review

Review Vocabulary

different
disagree
future
past
present
problem
responsibility
same
sibling

Materials

- Student Book
- Review Center A
- Review Center B
- Review Center C
- Review Center D
- Review Center E
- Review Center F
- List from Pre-assessment
- Vocabulary Word Cards [↓](#)
- Think Book
- envelopes

Objectives

Students will be able to:

- Sequence pictures in chronological order.
- Compare ways that families are the same and different.
- Describe family activities.
- List some roles and responsibilities of members of a family.
- Point out ways that they could solve a disagreement or a problem.

TEACHER'S NOTE

Information about the review centers and strategies for implementation and organization can be found on pp. xxv–xxvi of the Teacher's Guide.

Getting Started

1. Review the chapter question with students: “What are families like?”
2. Review the charts, lists, and activity sheets that have been completed over the course of the chapter.

Teaching

1. Divide students into small groups and assign them to a review center.
2. Make sure every student completes review centers A through F.

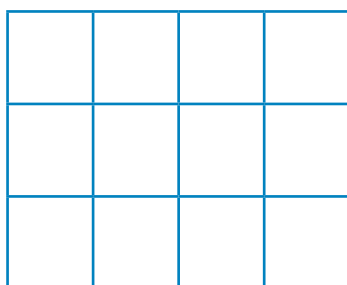


Review Center A: Memory Concentration

Students will play a memory game that focuses on vocabulary used in the chapter.

1. Have each student in the group work with one partner.

2. Use **Vocabulary Word Cards**, playing cards, dominoes, **Review Center A** cards (Teacher's Guide pp. 55–56), and other similar items in pairs.
3. Prepare several 4 x 3 grids made up of six pairs each.
4. Mix the cards and place them face down.
5. You may make the grids larger, smaller, or various sizes depending on your students' abilities by adding or subtracting pairs.
6. Make sure there are enough grids for each set of partners in the group (i.e., if there are 4 sets of partners in the group, there should be at least 4 grids).
7. Playing the game:



Sample Grid

- a. Have each set of partners determine between them who will go first in the first game and who will go first in the second game, switching thereafter. 
- b. Students will take turns flipping two cards/tiles over; they can keep them if they match, but they must flip them back over if they don't match.
- c. Students will play until there are no unmatched cards left.
- d. Have students reset the grids when they are done.
- e. Have them rotate through different grids until their time at this center is done.

Review Center B: Sequencing

Students will work together to create an accurately sequenced time line.

1. Create sequence picture series by cutting out images and placing them in individual envelopes. Each sequence should have three pictures that students must correctly sequence.
2. You may create your own sequences or use **Review Center B** (Teacher's Guide pp. 57–60).

3. Have students pull the images from each envelope, one set at a time. They must work together to put the images in the correct order. When they have done so satisfactorily, they may move on to the next envelope.
4. After the activity is completed, students must return all images to the envelopes.

Review Center C: The “Stand-up” Game

Students will listen to statements and stand up or sit down in response. They will also discuss how many in their group fit each description.

1. Prepare several cards with one-sentence statements about families on each. Place all the cards in one envelope.
2. You may create your own cards or use **Review Center C** (Teacher’s Guide p. 61).
3. Choose a “caller” to pick and read one of the cards from the envelope. In response, students must either stand up (if the statement describes them) or sit down (if the statement does not describe them).
4. After each card is read and students respond, the group will take a count of how many stood and how many sat. (Stress tolerance for differences and be particularly aware of sensitivities among students.)
5. You may decide to use one “caller” for each group or rotate among different students in the group. Repeat until all the cards are read aloud.
6. After the activity is completed, students must return all cards to the envelope.

Review Center D: Family Activity Skits

Students will prepare and perform skits based on typical family activities.

1. Prepare several family activity scenarios and write them on cards. Place all the cards in one envelope.
2. You may create your own cards or use **Review Center D** (Teacher’s Guide p. 62).
3. Have each student in the group work with one partner. Have each pair pick one card from the envelope.



4. Each pair must prepare and perform a brief skit for the rest of the group. Each partner should choose a family role. It is important that they don't tell the rest of the group what scenario they have. 
5. Challenge the audience to identify each player's role and his/her responsibility, along with the general scenario.
6. Repeat until all groups have performed.
7. After the activity is completed, students must return all cards to the envelope.

Review Center E: Providing Solutions

Students will look at problem situations. For each problem, they will determine a solution.

1. Provide six problems that require a solution. Three of the problems should be read aloud and three should be visual.
2. You may create your own problems or use **Review Center E** (Teacher's Guide p. 63).
3. Have students work in pairs. Each pair will read/look at one problem and determine a solution. 
4. After students have enough time to reach a conclusion, they will present their problems and solutions to the rest of the group.
5. All groups must present their problems and solutions.

Review Center F: Word Sorts

Students will categorize and sort words according to differing criteria.

1. Place all the **Vocabulary Word Cards** from the chapter in one envelope.
2. Place sorting instructions in another envelope.
3. You may create your own criteria for sorting or use **Review Center F** (Teacher's Guide p. 64).

4. Place all the **Vocabulary Word Cards** on the floor, with the words facing up. Have one student choose an instruction card from the second envelope and show the rest of the group. Collaboratively students must find all cards that match the instruction (e.g., words with 4 letters are *past*, *same*). After they have found all the matching words, they must return the cards to the original pile.
5. Alternate the student who chooses the instruction. Repeat the steps until all of the instructions are completed.
6. After the activity is completed, students must return all the cards to their proper envelopes.

Summarizing and Assessing

Have small groups discuss what was easy and difficult, and name one new thing they learned.



Modifications for Differentiation

Above Have students explain to each other how they completed a difficult task. Did they break the task into smaller chunks? Did they ask for help? Did they watch someone else do it? Have the group list in words or pictures ways other students can approach tasks they find difficult.

Below Ask students to dictate the one new thing they learned so you can write it as a caption on drawing paper. Then have students draw a picture to illustrate the sentence.

ELL In addition to the Below modification, pair students from the ELL and Above groups and have them share something they thought was difficult. They can use pictures, pantomime, or speaking to share their experiences. For students who are learning English, it can be reassuring to know that all students face difficulties from time to time.

Chapter Test

Distribute and administer **Chapter 1 Test** (Teacher's Guide pp. 65–68). Assist students as needed.

Chapter 1 Project

The Story of Me and My Family

Materials

Every Day

- Project Checklist
- Project Evaluation
- shoeboxes for dioramas

Days 1–2

- Family puppets from lesson 2, section B
- art supplies for 3-D display
- coloring utensils
- examples or images of dioramas

Day 3

- Family rule poster from lesson 3, section B
- Family story from lesson 2, section C
- Invitations [↓](#)



History



Critical
Thinking



Writing

Objectives

Students will be able to:

- Work cooperatively to meet objectives.
- Appreciate family members and their roles in the family.
- Tell a family story in a variety of ways.

Project Description

Each student will make a diorama showing his or her family doing a favorite activity together. The diorama, family rule poster, and family story will be presented together as a family display.

TEACHER'S NOTE

More information about chapter projects can be found in the Teacher's Guide, pp. xxvii–xxviii.

Go over the **Project Checklist** with students at the beginning of the project and then review it again with students before presenting their projects.

Send a note to parents asking students to bring in a shoebox or other small box for their projects.

Instructions and Suggestions

Days 1–2

1. Have students decide on a favorite family activity that they would like to create by making a 3-D diorama.
2. Show them images or sample dioramas and talk about what props they might include in their diorama. Describe the art supplies you have made available for their dioramas: crayons, construction paper, glue, stickers, etc.
3. Have students create their diorama inside a small box. Have students use their family puppets from lesson 2, section B, as part of the diorama.

Day 3

1. Have students color invitations to their families, school staff, or other classes to view their displays.
2. Have students set up for their presentations.
 - a. Have students post the family rule poster from lesson 3, section C, behind their diorama.
 - b. Also, have them place the family story from lesson 2, section C, beside it.
3. Have students present their displays.

Modifications for Differentiation

Above Students can create a storytelling presentation. To present a storytelling drama, parts of their diorama can be movable, such as the puppets or a background setting that changes from day to night. Students' storytelling presentations should include a beginning, middle, and end.

Below Students can spend extra time talking about their ideas for this diorama before they begin. Students can identify the *who*, *what*, *when*, and *where* of their family activity and how each can be represented in the diorama. Students can focus on a simple creation that includes labels. Some students will struggle to create the diorama because they don't have the fine motor skills necessary yet (aren't yet able to hold scissors or represent items accurately). Consider providing them with specific props or provide them with a different way to share their work.

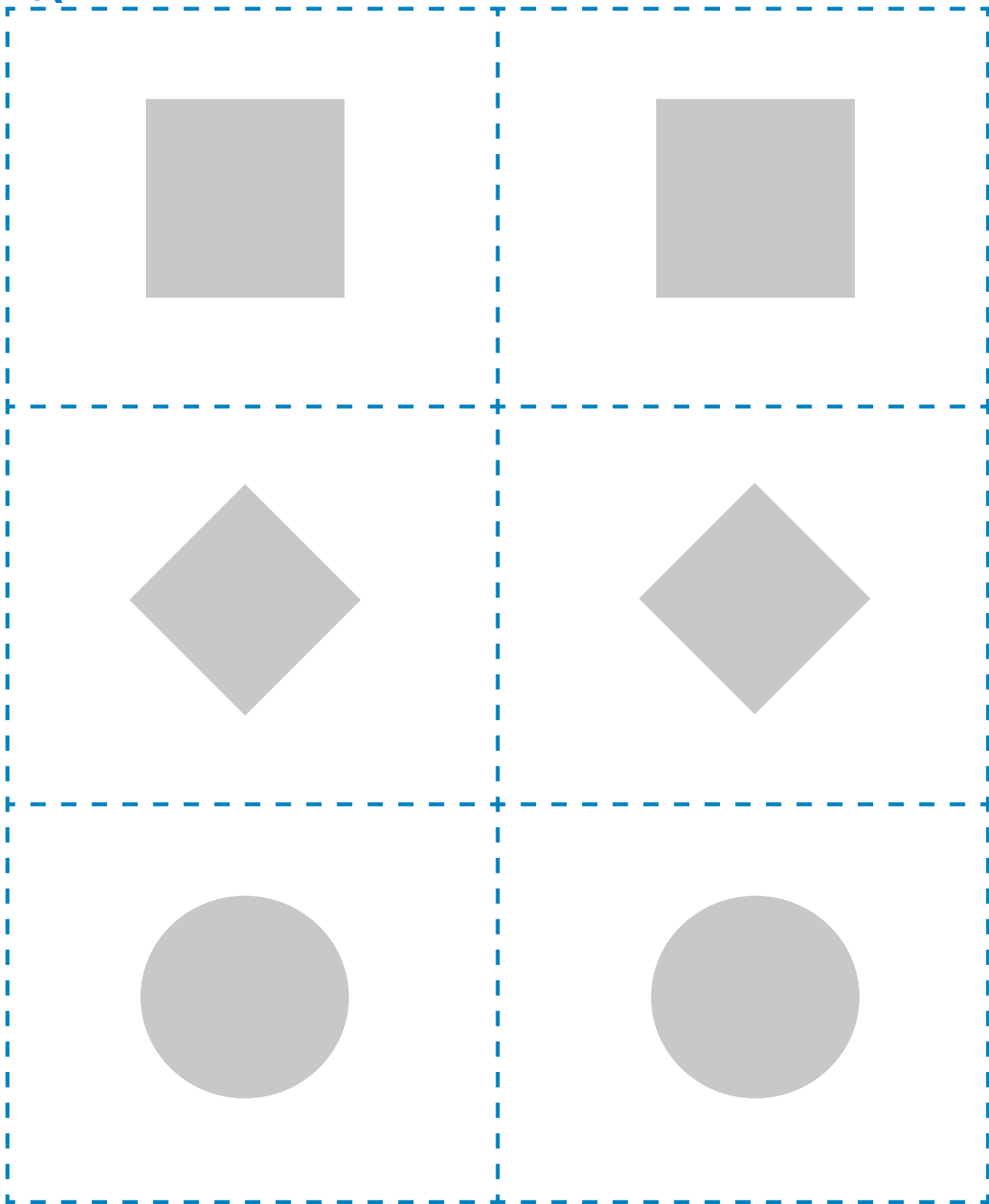
ELL In addition to the Below modification, you may have students draw a picture of their family doing a favorite activity. As needed, help students cut out parts of their drawing and tape them to craft sticks that can be inserted into balls of clay so they stand up. Have students dictate a few sentences about the activity and why it is a favorite. Encourage them to use the words *first*, *next*, and *last*.

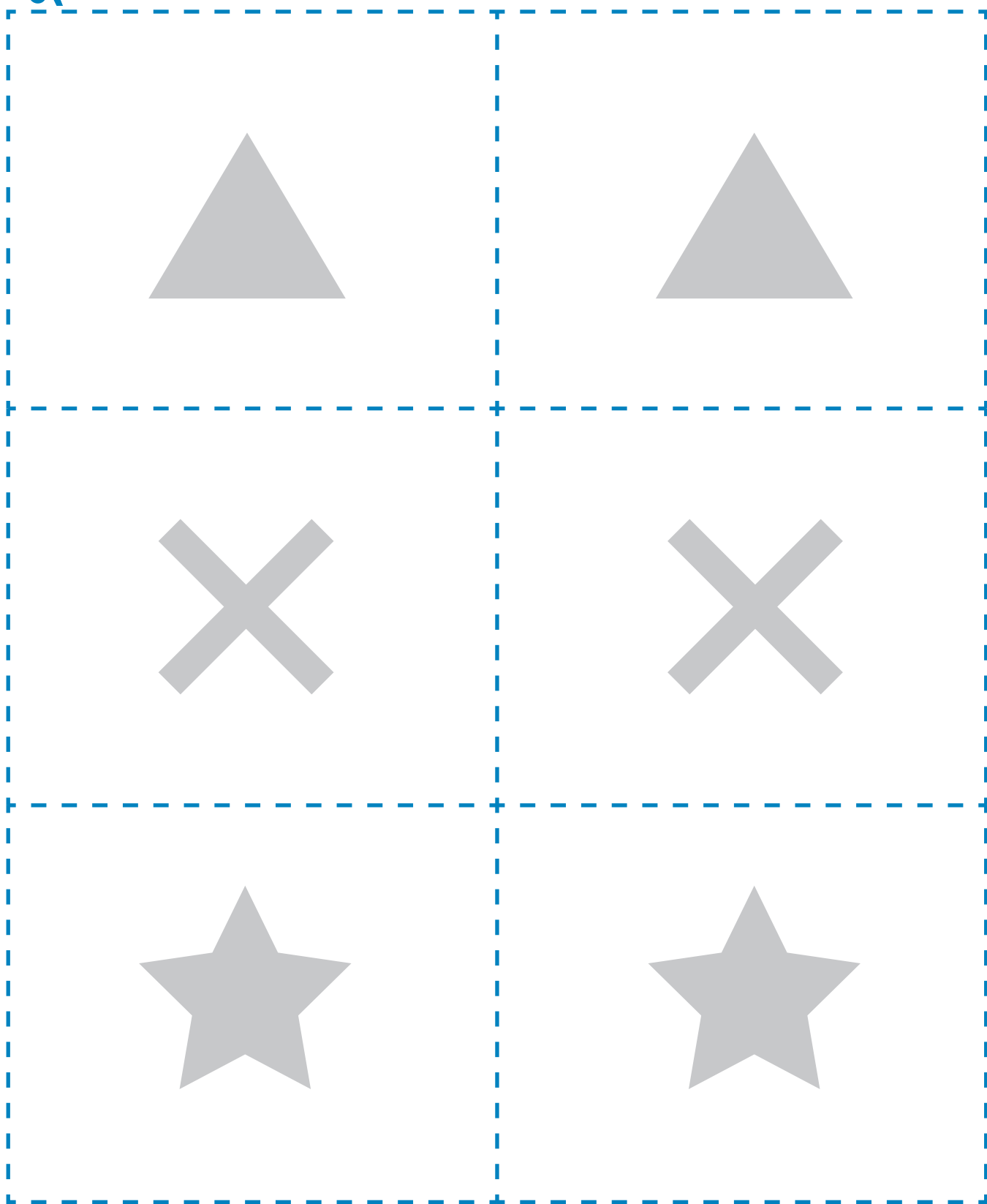
Rubric

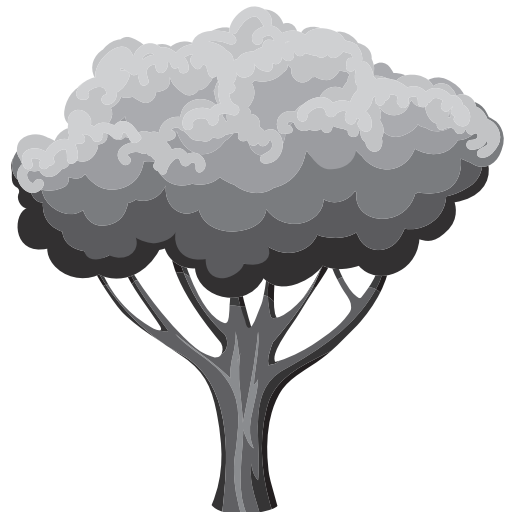
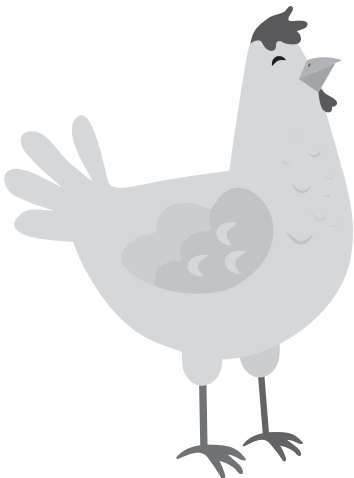
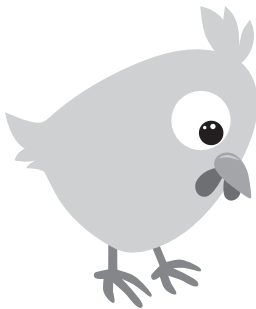
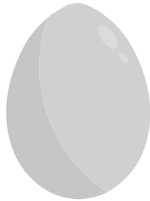
See **Project Evaluation** (Teacher's Guide p. 69).

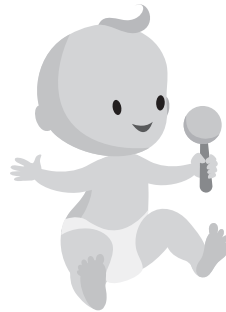
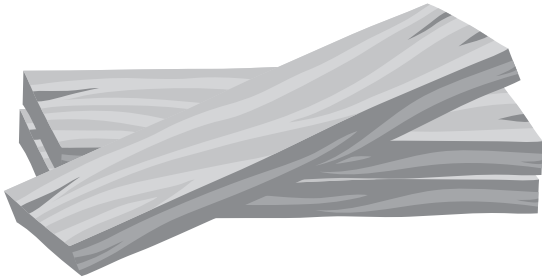
Review Center A

1 of 2

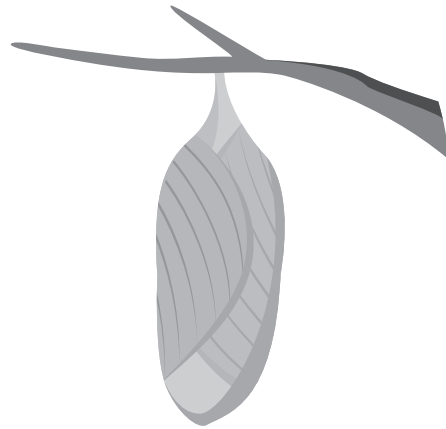
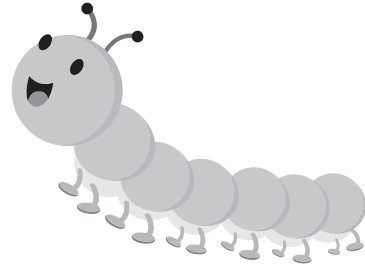












Review Center C



My family is big.

My family is small.

I have a sibling.

I have a brother.

I have a sister.

I have a grown-up
who takes care of me.

Review Center D



Supper time

Feeding the baby

Cleaning the house

Walking the dog
(one person will have to
be the dog!)

Cooking

Washing and drying the dishes

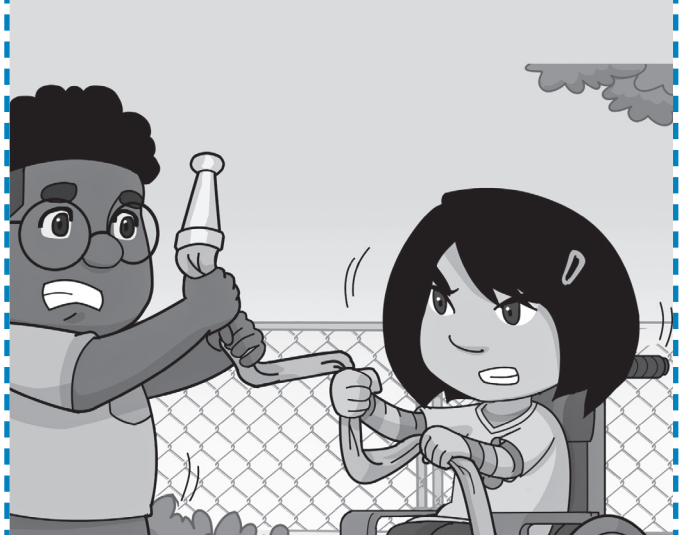
Review Center E



There is only one book left for two students.



A new student is alone and crying in the corner of the room.



After playtime, there are toys all over the floor.



Review Center F



words with 4 letters

words with 5 or more letters

words that begin with a D

words that begin with an S

words that end with an E

words that end with a T

Chapter 1 Test

Name _____

1. Circle the two pictures that are the same.



2. Circle the picture that is different from the other two.



Chapter 1 Test

Name _____

3. Kevin is 6 years old. Circle the picture that shows Kevin in the past.



4. Remember that Kevin is 6. In these pictures, circle the one that best shows Kevin in the future.



Chapter 1 Test

Name _____

5. Look at this picture story.

Circle the picture that shows what happened in the middle.



6. Circle the picture that shows people following the rules.



Chapter 1 Test

Name _____

7. Circle the pictures that show what to do when we have disagreements.

You may circle more than one picture.



8. Circle the picture that shows helping at home.



Student Name:

Chapter 1 Project

The Story of Me and My Family

Project Evaluation

Diorama

The student's work for the diorama is neat and includes a family puppet.

The student included a family rule poster.

The student included a family story.

Emerging

Developing

Presentation

The student explained the diorama and other components clearly.

The student listened respectfully to the presentations of others.

Emerging

Developing

Check the column that is most appropriate.

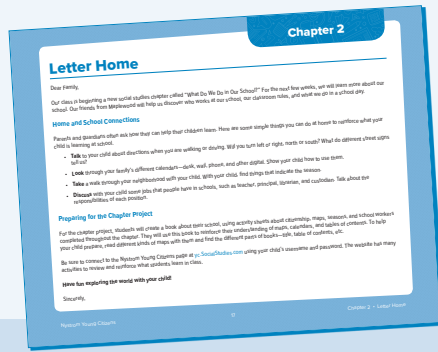
Compelling Question

What Do We Do in Our School?

In this chapter, students will learn more about the activities and time lines that make up a school day as well as a school year.

Time Frame: 4 Weeks

- 1 Students will learn about classroom rules and how to be a good classroom citizen.
- 2 They will be introduced to maps and learn about the types of jobs and responsibilities that keep the school running.
- 3 They will learn about the activities that make up a school day as well as how the seasons correspond with activities.
- 4 Students will complete the chapter review, project, and assessment.



Letter Home

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



Chapter 2 Pre-assessment

1. Write the chapter question on a large sheet of paper: “What do we do in our school?”
2. Have students discuss the question in pairs.
3. Record their responses on the large sheet of paper with sketches and labels. Keep this list for the introductory activity and for students to reference throughout the chapter.

Chapter 2

Introductory Activity



pp. 38–39

Materials

- Student Book
- Activity Sheet 2a
- List from Pre-assessment
- coloring utensils



Critical
Thinking



Speaking &
Listening

Objectives

Students will be able to:

- Name and describe things they like about school.

Getting Started

Have students look at the comic on p. 38 of the Student Book. Discuss what is happening in the comic, emphasizing cooperation among students.

Teaching

Display the Pre-assessment list and ask students if they can think of new things to add to the list. Write their appropriate answers, and be sure to add **decorate the classroom** if it isn't mentioned.

Summarizing and Assessing

Distribute **Activity Sheet 2a** and have students draw an image in the space provided that shows one of their favorite things about school. If some students can write, have them use words or sentences to write their answers as well. Have students present their activity sheets in small groups. Collect their activity sheets for the chapter project.

A thumbnail image of Activity Sheet 2a. It is a worksheet titled 'My School' with a 'Name' field at the top right. The main body of the sheet has a large rectangular box for drawing, preceded by the text 'The best thing about school is'. Below the drawing box, there is a line for writing, preceded by a star icon and the text '★ The best thing about school is'. At the bottom, there are small, faint lines for 'Teacher's Name' and 'Date'.

Activity Sheet 2a

Modifications for Differentiation

Above Students can write short sentences explaining what they like about school in their **Think Books**.

Below Students can work together to complete the activity sheet or complete it verbally.

ELL In addition to the Below modification, go over daily activities with students and have them raise their hands if they like that activity.

Lesson 1

Working in Class

Online Activities

- Vocabulary Activities

Literacy Links

- *Click, Clack, Quack to School!* (A Click Clack Book), by Doreen Cronin
- *Oh No, School!* by Hae-Kyung Chang
- *Yoko's World of Kindness*, by Rosemary Wells

Main Goals

- A What makes a good classroom citizen?** Describe what makes a good classroom citizen.
- B What are the rules in the classroom?** List rules in a classroom and explain their importance.
- C Collaborating Skills: Solving Problems.** Identify problems and develop possible solutions, independently and collaboratively.

A

What makes a good classroom citizen?



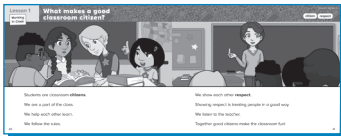
Civics



Critical
Thinking



Reading



pp. 40–41

New Vocabulary

citizen
respect

Materials

- Student Book
- Group Activity Cards
- Activity Sheet 2b
- Vocabulary Word Cards [↓](#)
- large sheet of paper

Objectives

Students will be able to:

- Identify themselves as classroom citizens.
- Name some qualities of a good classroom citizen.

Vocabulary Focus

Show students the **Vocabulary Word Cards** and place them on the board for reference. The definitions are introduced in the Getting Started and Teaching activities.

Getting Started

1. Start a chart by writing the section question on a large sheet of paper: “What makes a good classroom citizen?”
2. Introduce the vocabulary word *citizen*. Explain that a *citizen* is a part of a group. Tell them that they are citizens of your class, which means they’re part of your class.

3. Tell students that as they read they should listen for what makes a good classroom citizen.

Teaching

1. Read pp. 40–41 of the Student Book to students. Pause to explain that the word *respect* means to treat others politely and kindly. Ask students if they can demonstrate what it looks like to be listening respectfully. Prompt with questions such as “Where would you be looking? Where would your hands be?”
2. After finishing both pages, repeat the section question and see if students can answer the question. Write students’ responses on the large sheet of paper. If they do not provide answers or do not include the answers provided in the book, then do as follows:
 - a. Reread p. 40 and ask students how they can be good classroom citizens. (*help each other learn, follow the rules*) Write these under the section question.
 - b. Reread p. 41 and ask students how they can be good classroom citizens. (*show each other respect, listen to the teacher*) Write these under the section question.
3. Post the large paper in the classroom for students to reference.
4. Read and complete the activities on the **Group Activity Cards**.

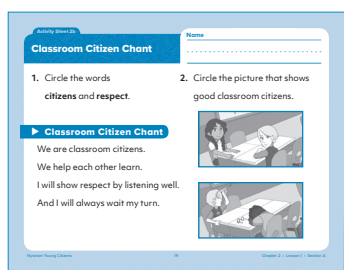
Summarizing and Assessing

Distribute **Activity Sheet 2b**. Read through the chant with students. Have them circle the vocabulary words: *citizens* and *respect*. Have them circle the picture of good classroom citizens. Have students identify and discuss how characters in the comics on the activity sheet or in the Student Book demonstrate citizenship. Collect their activity sheets for the chapter project.

Modifications for Differentiation

Above Have students write a second verse to the chant using at least one of the vocabulary words.

Below Students will point to each word as they read the chant. They can find words that begin or end in specific letters or sounds.



Activity Sheet 2b

ELL Encourage children to make up actions to go with the chant. For example, they point to themselves and other children on the word *we*, and they point to their ears on the word *listen*.

Extending

Music Have students learn the chant (perhaps with additional verses written by students) and present it in a school assembly.

B What are the rules in the classroom?



Civics



Critical Thinking



pp. 42–43

Review Vocabulary

fair
rule
share

Materials

- Student Book
- books (Getting Started)
- coloring utensils
- large sheet of paper
- white paper

Literacy Links

- *David Goes to School*, by David Shannon

Objectives

Students will be able to:

- List rules in the school and classroom.
- Describe traits of good citizens.
- Appreciate the need for rules.

Getting Started

1. Review the words *rule* and *fair* if needed. Ask students if anyone knows what the word *share* means. If four or more students raise their hands, select four, place in pairs, give each pair a book, and have one pair model sharing and the other pair model not sharing the book. Make sure the word is modeled both by what it is and what it isn't. If not enough students know the word, then tell student pairs how to model sharing (doing it together, taking turns) and not sharing (hiding the book from their partners, walking away with it).
2. Start a list by writing the section question on a large sheet of paper: "What are the rules in the classroom?"
3. List the rules for your classroom on the paper. Remind students that rules help people know how to be good classroom citizens.

Teaching

1. Read pp. 42–43 of the Student Book to students.
2. Have students look at the images on pp. 42–43. Ask them what classroom rules the students might be following in the images.

Summarizing and Assessing

Have students choose one rule and draw a picture that illustrates it on a white piece of paper. Have students keep the paper in a landscape orientation. Help students label their drawings. Have students present their rules and pictures and explain why the class needs this rule. Collect and save these drawings to include in the chapter project.

Modifications for Differentiation

Above Students can compare and contrast family rules to classroom rules by creating a Venn diagram in their **Think Books**.

Below Assign a rule to students. Talk about the rule and plan what they can draw. Illustrate using puppets or stuffed animals if students need additional concrete examples.

ELL In addition to the Below modification, have students work together to draw a mural of a classroom full of good citizens. You may provide a large sheet of paper or have students create their work on the board. Photograph the mural—in sections, if necessary—so it can be included in the chapter project.

Extending

Civics Continue the lesson with rules about the school. Have students think about what rules apply to the hallways, cafeteria, gym, etc. Students can choose one rule and draw a picture of it.



Collaborating Skills

C

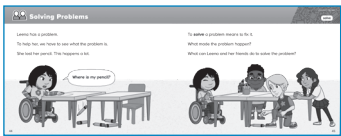
Solving Problems



Critical
Thinking



Speaking &
Listening



pp. 44–45

New Vocabulary

solve

Review Vocabulary

problem

Materials

- Student Book
- Solving Problems Song [↓](#)
- Vocabulary Word Cards [↓](#)

Objectives

Students will be able to:

- Point out some problems and a variety of solutions for the problems.
- Work together cooperatively to meet objectives.
- Describe fair ways to make decisions.

Vocabulary Focus

Introduced in Teaching.

• Solving Problems

Getting Started

Have students sing the following song to the tune of “Mary Had a Little Lamb.”

When we have a problem, problem, problem,
When we have a problem,
What can we do?
Let’s talk, let’s share, let’s be fair,
Let’s be fair, let’s be fair.
Let’s talk, let’s share, let’s be fair,
And follow the Golden Rule.

Teaching

1. Read p. 44 of the Student Book to students.
2. Ask students to explain what Leena’s problem is. (lost her pencil)
3. Read the first sentence on p. 45 to students. Ask students to point to the bold word. Say the word *so/ve* and have them repeat it. Shows students the **Vocabulary Word Card**.
4. Read the second sentence on p. 45. Explain that to solve a problem, we first ask, “What caused the problem, or what made it happen in the first place?”
5. Read the last sentence on the page. Tell students to look at the comic to answer the question. (find her pencils, close the gap between desks, put pencils in an organizer)
6. Ask students how they solve problems. Student responses can include share, flip a coin, ask for help, take turns, count to ten, and take a time out.

Summarizing and Assessing

Assign small groups a problem that is common for their age. Ask each group to say what the problem is, discuss what caused the problem, and offer at least two ways to solve the problem. Groups may respond verbally or act out the scenario. Have students in the audience discuss which of the two solutions they think would work best.



Possible scenarios to discuss:

- No one wants to play with Tanner at recess.
- Several students want to play the same classroom game.
- Nathan is sitting on Juan’s spot at the carpet.

- Daniella’s lunch fell out of her backpack on the way to school.
- Ms. Smith’s class is talking out of turn and not listening to instructions.
- The kids need to pick fair teams at recess.

Modifications for Differentiation

Above Students can work alone or in a group to prepare actions for the Getting Started song and present their versions to the class.

Below Have students point to each word as they read the song. They could also find words that begin or end in specific letters or sounds.

ELL Write the Golden Rule on the board: **Treat others as you want to be treated.** Read it aloud. As you present the problem scenarios, check that students understand the problem. You may want to pantomime the problem. Then ask students to imagine the problem was theirs. Ask, “How would you want to be treated?” If students act out their responses during the Summarizing and Assessing activity, provide simple sentences to describe what they are doing.

Extending

Writing Students can write additional verses to the song from Getting Started.



Lesson 1

Closure

Classroom Assessment Activity

For each of the following statements have students hold their thumbs up when you read a correct answer. Have them hold their thumbs down when you read an incorrect answer. More than one answer can be correct.

What makes a good classroom citizen?

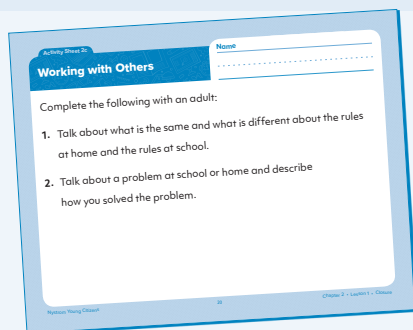
1. Sharing with our friends at school (correct)
2. Talking when the teacher is talking (not correct)
3. Cleaning up after ourselves (correct)

What are the rules in the classroom?

1. Raise your hand and wait to be called on. (correct)
2. Draw on the walls. (not correct)
3. No running in the classroom. (correct)

What are ways to solve a problem?

1. You should ignore the problem. (not correct)
2. Sharing can solve many problems. (correct)
3. You should yell at your friends. (not correct)



Review at Home

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

Lesson 2

The School Building

Online Activities

- Vocabulary Activities

Literacy Links

- *Henry's Map*, by David Elliot
- *Is It This Way or That?* by Baby Professor
- *Workers at My School*, by Teacher Created Materials

Main Goals

- A Who works at our school?** Name the workers in a school and describe their responsibilities.
- B Researching Skills: Reading a Map.** Read a map and compare it to a photo.
- C Communicating Skills: Making a Map.** Create a simple map using shapes.

A Who works at our school?



Careers



Reading



pp. 46–47

Review Vocabulary

librarian
principal

Materials

- Student Book
- Leveled Student Readers
- Think Book
- camera (optional)
- coloring utensils
- large sheet of paper

Objectives

Students will be able to:

- Name the workers in a school and describe their responsibilities.
- Comprehend that each person is unique and valued.

Getting Started

1. Take a “detective walk” through the school.
2. Have students keep an eye out for people who work in their school.
3. If a camera is available and with workers’ permission, take pictures of them.

Teaching

1. Start a list by writing the section question on a large sheet of paper: “Who works at our school?”

2. Read the text and then the comic on pp. 46–47 of the Student Book to students. Pause to emphasize the review vocabulary words and add the job titles from the text (teacher, principal, and librarian) to the paper.
3. See if students can recall details about the principal and librarian of their school (where they work, their names, etc.). List appropriate responses on the paper.
4. Ask students what other people they saw working in their school. Have students provide responses and write them on the paper.
5. Working with small groups, read the **Leveled Student Readers**. 

Summarizing and Assessing

Ask students to retell what they read in the **Leveled Student Readers** to a partner. Afterward, ask students to name at least two people who work at their school and draw what jobs they do in their **Think Books**.  

Modifications for Differentiation

Above Students can write “Who Am I?” riddles about people who work in schools. They could also dramatize roles and have others guess who they are.

Below Students who need additional support with the **Leveled Student Readers** will benefit from listening to you read the text before they read it. Next, have students in the same group read it chorally. Finally, ask them to try reading a page or more independently.

ELL Write the names of school workers listed in the **Leveled Student Readers**, including *principal* and *custodian*, on sticky notes and give them to students. Pronounce each of the words so students know which word they have. Then, as you read aloud the book, pause before reading the name of a school worker so students can say the word and place the sticky note on the worker, if he or she is pictured in the book.

Extending

Careers Distribute photos of various people in your school (or stock images of workers in schools) and coloring utensils. Have student pairs choose one photo and glue it on a white sheet of paper. Then help them write the person's name and job (e.g., Mrs. Cunningham, Librarian). Next, have them decorate the page. Make a class book using the completed pages. Students can display the class book in the school library or office.



Researching Skills

B

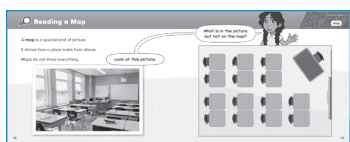
Reading a Map



Geography



Information
Processing



pp. 48–49

New Vocabulary

map

Materials

- Student Book
- Floor Map Side 1/2
- Activity Sheet 2d
- Vocabulary Word Cards [↓](#)
- cup

Online Activities

- Reading a Map

Literacy Links

- *As the Crow Flies*, by Gail Hartman
- *Flying*, by Donald Crews
- *Me on the Map*, by Joan Sweeney

Objectives

Students will be able to:

- Recognize that a map shows how a place looks from above.
- Read a simple map.
- Compare and contrast pictures and maps.

Vocabulary Focus

Introduced in Teaching.

Getting Started

1. Display a cup and then copy the two views below on the board, with space between them.



2. Ask students which view is from above.
3. Write **above** beneath the circle when students answer correctly or if students don't respond.
4. Tell students that today they will learn how a map shows real places.

Teaching

1. Read the first sentence on p. 48 of the Student Book to students. Emphasize *map* by displaying the **Vocabulary Word Card** and pointing to the floor map and the map in the Student Book.

2. Read the rest of p. 48.
3. Use the image and map on pp. 48–49 to answer the text question: “What is in the picture but not on the map?” Responses may include pencils, notebooks, and windows.
4. Place **Floor Map Side 1** on the floor and have students stand in a circle around the map. Tell them that this is a map of a town. Have students guess what most of the shapes on the map might represent. (buildings)
5. Explain to students that most of the shapes they see are the tops of buildings.
6. Play “I spy” with the shapes of rooftops and see if students can locate the different buildings.

Summarizing and Assessing

Distribute **Activity Sheet 2d** and have students draw lines to connect the images to the map of the park. Collect their activity sheets for the chapter project.

Modifications for Differentiation

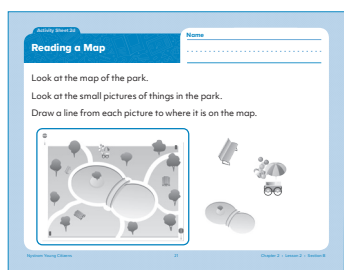
Above Have students look at a school map, such as a fire escape map, and ask them to list in their **Think Books** what the map doesn’t show.

Below Spend time with students viewing and talking about the pictures and the map to support critical thinking. Complete **Activity Sheet 2d** in a teacher-led group or in small student groups.

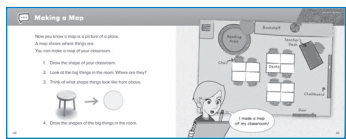
ELL In addition to the Below modification, review the multiple meanings of the word *place* from p. 48 of the Student Book. It can mean an action, or it can mean a location. Use both meanings of *place* as you discuss the map. For example, you might ask a student to place his or her finger on a photo from the Student Book. You could also ask a student to name the place where you can find, for example, a book.

Extending

Geography Students can use **Floor Map Side 2** and blocks to build a town.



Activity Sheet 2d



pp. 50–51

Review Vocabulary

map

Materials

- Student Book
- Floor Map Side 1/2
- Activity Sheet 2e
- blocks or models
- coloring utensils

Online Activities

- Making a Map

Objectives

Students will be able to:

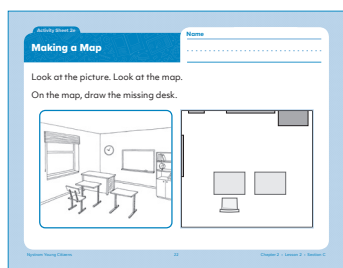
- Find locations on a simple map.
- Create a simple map using shapes.

Getting Started

Tell students to imagine that there is no ceiling or roof in their classroom and that they are birds flying over the classroom. Play “I spy” from the perspective of the bird above, spying shapes like a round rug or a rectangular desk. Have students take turns leading the game.

Teaching

1. Select a few students to place blocks or models (homes, apartment buildings, business buildings, etc.) on **Floor Map Side 2** to create a town.
2. Model making a map of this town on the board. Begin by drawing the shape of the floor map. Then think out loud about where the river or the blocks or models would go on your map. Have students point on the map where you would draw these items; then draw them on the map.
3. Have students collect and put away materials.
4. Read p. 50 of the Student Book to students and list the directions for creating a map of the classroom on the board.
5. Go over the images on pp. 48–49 to show the result of following the steps. Hand out **Activity Sheet 2e** and help students complete the map of the classroom. Have students color each object in the image on the left of the activity sheet a different color. Then, have them color the corresponding objects on the map on the right side the same colors.



Activity Sheet 2e

Summarizing and Assessing

Have students share their maps. Have students ask questions about their classmates' maps. Collect their activity sheets for the chapter project.

Modifications for Differentiation

Above Students can create maps of your classroom in their **Think Books**.

Below Point out and name the objects in the map with students.

ELL In addition to the Below modification, cut a rectangle out of paper to represent the teacher's desk for the activity sheet. Label this piece and discuss with students what it represents and where it makes the most sense to put it. Have students glue the item onto their maps.

Extending

Geography Hide a treasure in the classroom. Re-create a map on the board and add arrows to show the way to the treasure. Have students follow the arrows to find the treasure.



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.

Who works at our school?

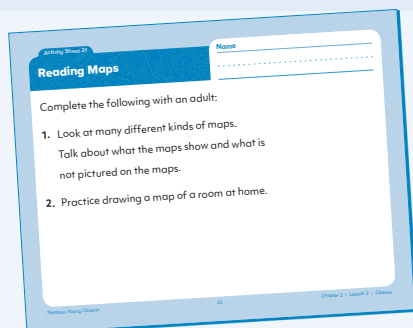
1. A principal (yes)
2. An astronaut (no)
3. A librarian (yes/no)

What do they do?

1. The librarian sells food. (no)
2. The principal is the leader of the school. (yes)
3. The cafeteria worker serves lunch. (yes)

What do maps tell us?

1. A map shows us where things are located. (yes)
2. A map gives us a view from above. (yes)
3. A map is a special kind of picture. (yes)



Review at Home

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

Lesson 3

The School Year

Online Activities

- Vocabulary Activities

Literacy Links

- *Albert Starts School: Days of the Week* (Mouse Math), by Eleanor May
- *My Four Seasons*, by Dawid Ryski and Amy Visram
- *Tolly's First Day of Kindergarten* (Tolly Turtle), by Lorraine Gowans

Main Goals

- A What do we do in a school day?** Distinguish between events that come before and after.
- B What happens during the school year?** Name and sequence the four seasons as well as connect school experiences to the seasons.
- C Reading Skills: Reading a Calendar.** Read the day and date from a calendar and use proper vocabulary to talk about time.

A What do we do in a school day?



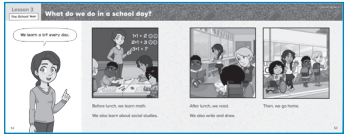
Critical
Thinking



Information
Processing



Reading



pp. 52–53

Review Vocabulary

after
before

Materials

- Student Book
- Activity Sheet 2g
- “Before and After,” Teacher Resource 2.1
- coloring utensils
- tape
- thin rope (optional)
- white paper

Objectives

Students will be able to:

- Sequence daily classroom activities in chronological order.
- Distinguish between events that come before and after.

Getting Started

1. Review definitions of *before* (another word for “earlier”) and *after* (another word for “later”).
2. Play the “before and after” game by cutting out corresponding pictures from **Teacher Resource 2.1** (Teacher’s Guide p. 101) and giving each student a picture. Distribute pictures so that each student will be able to find a partner.
3. Tell students that they need to find someone with a picture that comes before or after their pictures. Have students find and stand with a person who has a corresponding picture card. After everyone has found a partner, have students return their pictures to you and then return to their seats.

Teaching

1. Read the text and look at the comics on pp. 52–53 of the Student Book. Ask students to follow along and complete some words with you as you read.
2. Chart the activities in the text as a schedule or time line on the board to further illustrate sequencing *before*, *after*, and *then* or *last*.
3. Next, have students organize a visual schedule for their day's activities. Have pairs choose one activity that will occur at school today. Have pairs draw a picture of this activity and label it. Each pair's activity must be different. 
4. Have students create the visual schedule for the day by arranging their pictures in chronological order. The pictures can be taped to a thin rope or to a wall.
5. Then, have students compare the text schedule to their class schedule.

Summarizing and Assessing

Have students complete **Activity Sheet 2g**. Read the sentence starters together. Have students tell a neighbor their answers before drawing their pictures. If they can, they may write a one- or two-word answer on the activity sheet. Have students compare their activities in small groups. Collect their activity sheets for the chapter project. 

The image shows a worksheet titled "What Do We Do in a School Day?". It has a header with "Activity Sheet 2g" and "What Do We Do in a School Day?". Below the header, there are two large empty boxes for drawing. To the left of the first box is the text "Before I come to school, I" and to the right of the second box is "After I come to school, I". There are also lines for writing answers.

Activity Sheet 2g

Modifications for Differentiation

Above Students can create playing cards to add to the “before and after” game. Students can label their own picture cards.

Below Some students will need additional practice with the sequencing words *before* and *after*. Show students three simple pictures of familiar events, such as waking up, going to school, and going to bed. Have them put the pictures in order. Reiterate the vocabulary words as you point to the picture that is before school and the picture that is after school. Repeat as necessary. Students who need support with the activity sheet can respond orally while someone else writes for them.

ELL Use a doll or stuffed animal with removable socks and shoes to reinforce the meanings of *before* and *after*. Alternatively, you might use an unmatched sock from home and a shoe. Demonstrate how to put the sock on the doll's or stuffed animal's foot. Say sentences such as, "Before I put on the shoe, I put on the sock. After the sock is on, I put on the shoe. Before I can take off the sock, I take off the shoe." Then have children work with the sock and shoe and comment on their actions.

Extending

Writing Have students create a T-chart with the headings **Before** and **After**. Have them write word pairs, such as those used in the Getting Started activity.

Reading Students can create a classroom center about time using books from the library.

B What happens during the school year?



Information
Processing



Reading



pp. 54–55

New Vocabulary

grade
vacation

Materials

- Student Book
- Activity Sheet 2h
- "Seasonal Pictures," Teacher Resource 2.2
- Vocabulary Word Cards [↓](#)
- Think Book
- glue
- scissors

Literacy Links

- *Four Seasons for Toby*, by Dorothy Joan Harris

Objectives

Students will be able to:

- Name and sequence the four seasons.
- Connect school experiences to the seasons.

Vocabulary Focus

Show the **Vocabulary Word Cards**. The definitions are introduced in Teaching.

Getting Started

1. Review the four seasons by posting the images from **Teacher Resource 2.2** (Teacher's Guide p. 102) on the board.
2. Look over the images on pp. 54–55 of the Student Book with students. Match the activities in the comics to the images of the seasons.

Teaching

1. Read the first three sentences on p. 54. Emphasize the word *grade* and talk about what grade they will be in next year, what grade is the last in your school, etc.

2. Read the next sentence and pause to mention one or two things students will have learned.
3. Read the next sentence. Talk about things that people do during winter break.
4. Read the “spring” sentences. Again pause to mention one or two things students will have learned. . . .
5. Read the remainder of p. 55. Emphasize the word *vacation* and talk about things that people do on vacation during the summer and what first grade might be like.

Summarizing and Assessing

Have students label the top of four pages in their **Think Books** with the names of the seasons. Distribute **Activity Sheet 2h**, scissors, and glue. Have students sort the pictures into the correct seasons and glue them under the appropriate heading.



Activity Sheet 2h

Modifications for Differentiation

Above Students can write a sentence about each season in their **Think Books**.

Below Talk about each image on the activity sheet before asking students to sort the images so that they know what the images are. Students may need help labeling the pages.

ELL In addition to the Below modification, realize that students who have lived in other parts of the world may not be familiar with seasons, or if they have lived in the Southern Hemisphere, their school year may have been on a different schedule. If necessary, provide photos of the seasons without references to school and ask students to put them in order in a circle to create a cycle of the seasons.

Extending

Dance Students can create a dance to pieces of Antonio Vivaldi’s violin concerto *The Four Seasons*.



C

Reading a Calendar

Information
Processing

Reading



pp. 56–57

New Vocabulary

calendar

Materials

- Student Book
- Activity Sheet 2i
- Vocabulary Word Cards [↓](#)
- Think Book
- calendar
- glue

Online Activities

- Reading a Calendar

Objectives

Students will be able to:

- Find special events on a calendar.
- State on what day of the week an event occurs.
- Use proper vocabulary to talk about time.
- Read the day and date from a calendar.

TEACHER'S NOTE

Before class and before duplicating, fill out **Activity Sheet 2i** with actual or fictional events for the month. Be sure to include one federal holiday.

Vocabulary Focus

Show students the **Vocabulary Word Card**. Ask students if they know what a calendar is used for. Go over the definition together and use a sentence starter like “I use a calendar to _____.”

Getting Started

Sing aloud the days of the week so students can hear the phonetics of each word. Repeat and have students join in.

Teaching

1. Read pp. 56–57 of the Student Book to students. Explain that we read a calendar like a book: left to right and top to bottom. Using the calendar on p. 57, do the following:
 - a. Have students run their fingers along each row, like they are reading (side to side), noting that the numbers get bigger. Also explain that every row is one week on the calendar.
 - b. Next, have them run their fingers up and down each day of the week, while explaining that all Mondays are stacked, then all Tuesdays are stacked, etc.

2. Display the class calendar and demonstrate how to locate specific days. Say lines such as, “Let’s find the third Monday,” and then locate the word *Monday* on the calendar and run your finger down the column.
3. With students, add or review important events that will happen this month (e.g., birthdays, trips, assemblies, and library visits).

Activity Sheet 2i
Reading a Calendar

Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Activity Sheet 2i

Summarizing and Assessing

Distribute **Activity Sheet 2i** to students and have them work in small groups. Challenge students to find the calendar numbers, words, and events. Give directions such as “Underline the number three,” and “Circle a day that begins with *W*.” Check students’ work and then have them glue the activity sheet in their **Think Books**.



Modifications for Differentiation

Above Students can add numbers and words to a personal or class calendar.

Below Students who struggle to locate events on the calendar may be the ones to lead the game so you can model to the class how to find events.

ELL Students can make days of the week cards that have their first language on one side and English on the other.

Extending

Art Students can prepare a calendar for use at home.



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” or “no” when you read the answers. More than one answer can be correct.



Yes



No

Are these activities in the right order?

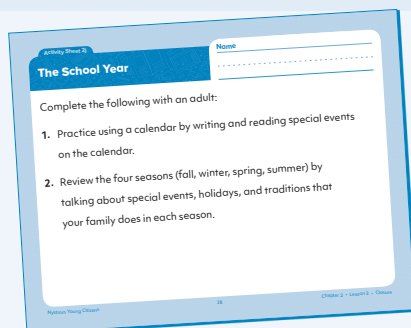
1. We go to lunch after we go home from school. (no)
2. We go home after school ends. (yes)
3. We have recess before we put our backpacks away in the morning. (no)

Are these activities in the right season?

1. We begin school in the spring. (no)
2. We have a three-month vacation in the fall. (no)
3. We begin school in the fall. (yes)

Are these days in the right order?

1. Friday comes after Thursday. (yes)
2. Monday comes after Tuesday. (no)
3. Tuesday comes before Wednesday. (yes)



Review at Home

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

Chapter 2 Review

Review Vocabulary

calendar
citizen
grade
map
respect
solve
vacation

Materials

- [Student Book](#)
- [Floor Map Side 1/2](#)
- [Review Center B](#)
- [Activity Sheet 2h](#)
- “Seasonal Pictures,”
Teacher Resource 2.2
- [Vocabulary Word Cards](#) [↓](#)
- [Think Book](#)
- [blocks](#)
- [coloring utensils](#)

Objectives

Students will be able to:

- Create a simple map using shapes.
- Recognize that a map shows how a place looks from above.
- Name the workers in a school and describe their responsibilities.
- Comprehend that each person is unique and valued.
- Name and sequence the four seasons.
- Connect school experiences to the seasons.

TEACHER’S NOTE

Information about the review centers and strategies for implementation and organization can be found on pp. xxv–xxvi of the Teacher’s Guide.

Getting Started

1. Review the chapter question with students: “What do we do in our school?”
2. Review the vocabulary with the **Vocabulary Word Cards**.
3. Review the charts, lists, and activity sheets that were completed over the course of the chapter.

Teaching

1. Divide students into small groups and assign them to a review center.
2. Make sure every student completes review centers A through C.



Review Center A: Mapping a Community

Students will build a community on **Floor Map Side 2**.

1. Place **Floor Map Side 2** on a designated area for building.
2. Distribute blocks to students.
3. Instruct students to build a simple town.
4. After they finish building their town, have students identify all the different structures in their town.
5. After the activity is completed, have students put away the blocks that they used.

Review Center B: Thank You Note

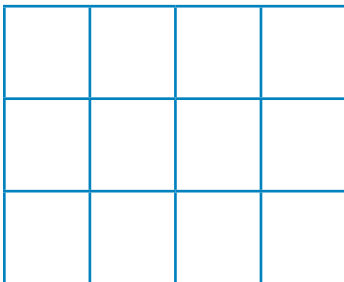
Students will write thank you notes for school employees.

1. Have students return to the pictures they drew of workers in their **Think Books** (from lesson 2, section A). 
2. Ask students to choose one of the workers they drew.
3. Distribute **Review Center B** (Teacher's Guide p. 103) and have them draw a picture for the worker that they chose. If possible, have them write a short note for the person (e.g., **You are a good librarian.**) or sign their names at the bottom.

Review Center C: Memory Concentration

Students will play a memory game that focuses on the seasons.

1. Have each student in the group work with one partner.
2. Cut out and use images from **Teacher Resource 2.2** (Teacher's Guide p. 102) and **Activity Sheet 2h** as cards.
3. Prepare several grids (4 by 3) made up of 6 pairs each.
 - a. Mix the cards and place them face down.
 - b. You may make the grids larger, smaller, or various sizes depending on your students' abilities by adding or subtracting pairs.
 - c. Make sure there are enough grids for each set of partners in the group (i.e., if there are four sets of partners in the group, there should be at least four grids).



Sample Grid

4. Have students play the game:
 - a. Have each set of partners determine between them who will go first in the first game and who will go first in the second game, switching thereafter.
 - b. Students will take turns flipping two cards over; they can keep them if they match, but they must flip them back over if they don't match.
 - c. Students will play until there are no unmatched cards left.
 - d. Once all the cards have been matched, have students identify the proper season for each pair.
 - e. Check students' work.
5. Have students reset the grids when they are done.
6. Have them rotate through different grids until their time at this center is done.

Summarizing and Assessing

Have small groups discuss what was easy and difficult and name one new thing they learned.



Chapter Test

Distribute and administer **Chapter 2 Test** (Teacher's Guide pp. 104–109). Read the questions and help students as needed.

Chapter 2 Project

The Book about My School

Materials

Every Day

- Project Checklist
- Project Evaluation
- Project Plan
- Review Center B
- Activity Sheet 2a from Introductory section
- Activity Sheet 2b from lesson 1, section A
- Activity Sheet 2d from lesson 2, section B
- Activity Sheet 2e from lesson 2, section C
- Activity Sheet 2g from lesson 3, section A
- Classroom rule picture from lesson 1, section B
- calendar page for current month
- coloring utensils
- paper fasteners (e.g., stapler, round-head paper fasteners)
- white paper



Geography



Information
Processing



Reading



Writing

Objectives

Students will be able to:

- Recognize the value of members of the school community and school activities.
- Identify themselves as members of a community.

Project Description

Students will create a book about their school, using the activity sheets about citizenship, maps, seasons, and school workers completed throughout the chapter. Additionally, they will add a page with a calendar to reinforce their understanding of days of the week.

TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before presenting their projects.

If possible, invite some school staff members to the project presentations on day 2.

Instructions and Suggestions

Day 1

1. Distribute the **Project Plan**, the completed activity pages, and the calendar page.
2. Help students sequence the pages into the correct order.
 - a. Contents (Project Plan)
 - b. My School (Activity Sheet 2a)
 - c. Classroom Citizen Chant (Activity Sheet 2b)
 - d. Classroom Rule Picture
 - e. Reading a Map (Activity Sheet 2d)

- f. Making Maps (Activity Sheet 2e)
 - g. What Do We Do in a School Day? (Activity Sheet 2g)
 - h. Thank You Note (Review Center B)
 - i. Calendar of the current month
 - j. Project Checklist
3. Have students number each page, including the Contents page (one through ten).
 4. Complete the Contents page with students, showing them how to put the correct page number onto the blank line.
 5. Have students draw and color a cover for their books. Make sure they put their names on the cover.
 6. Instruct students to leave the calendar blank for now; they will write on the calendar on day 2 of the project.
 7. Help students “bind” their books.
 8. Ask students to use the table of contents to find different pages in the book.
 9. Collect students’ work.

Day 2

1. Distribute students’ work for Day 1 of the project.
2. Have students work on the calendar (page 9).
 - a. Have students mark today’s date with a star.
 - b. Instruct students to mark a few more dates on the calendar. This can include holidays, school events, birthdays, etc.
3. Review with students the **Project Checklist**.
4. Have students present their books to a friend. If possible, students can present the book to the school worker to whom they wrote the thank you note.
5. Collect and display students’ completed projects.



Modifications for Differentiation

Above Ask students to help you think of questions to ask the class about their books.

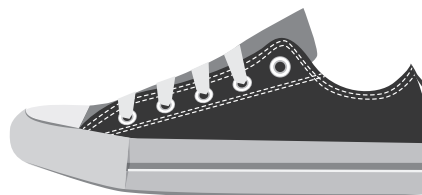
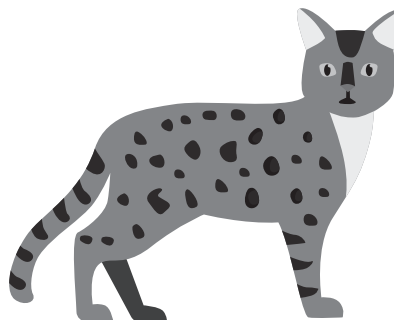
Below If students struggle to sequence pages, give them a few pages to sequence instead of all ten pages or make sure that the pages are sequenced before giving them back to students. Provide a number line for reference to help students label the pages.

ELL In addition to the Below modification, work with students in a group. Each student should have his or her pages and enough space to sort them. Read each line of the Contents and have each child find that page, number it and add the number to their Contents page. Be aware that some students may not have all the pages, so help them number the pages appropriately.

Rubric

See **Project Evaluation** (Teacher's Guide p. 110).

Before and After



Seasonal Pictures



Review Center B Thank You Note

Name

Dear

Thank you for all you do.

Chapter 2 Test

Name _____

1. Circle the season when we start school.
2. Draw a star above the picture that shows winter.



Chapter 2 Test

Name _____

3. Circle the picture that shows listening to the teacher.
4. Draw a triangle on pictures that show sharing.



Chapter 2 Test

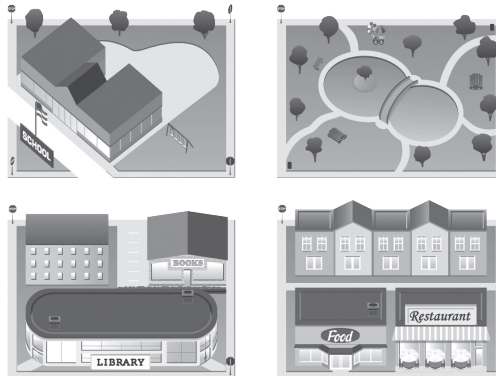
Name _____

5. Draw a line from the word to its picture.

map

share

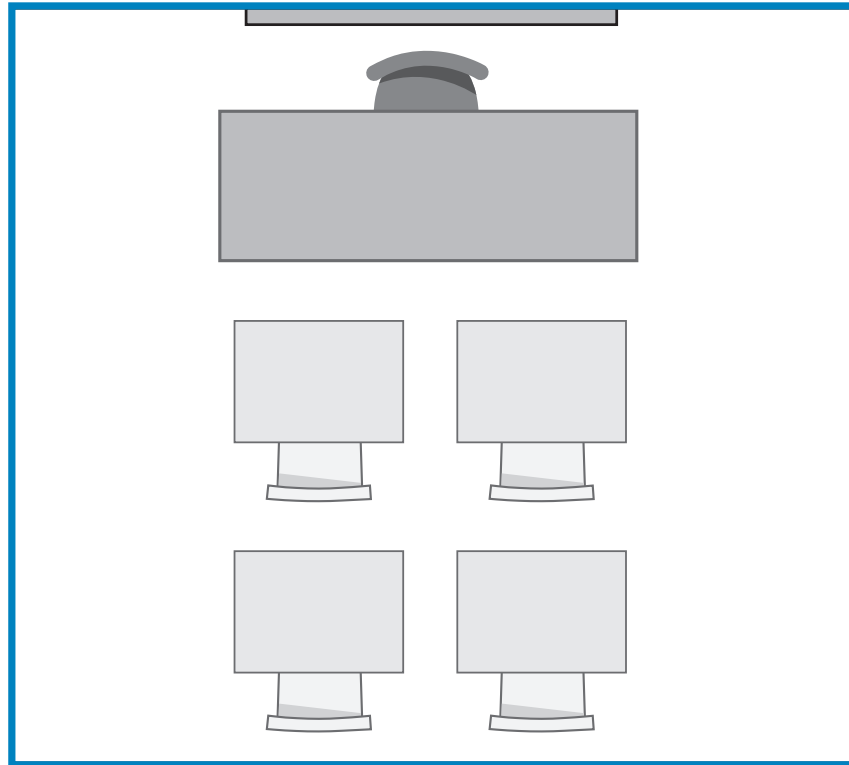
vacation



Chapter 2 Test

Name _____

6. Circle the teacher's desk.
7. Draw an **X** on one student's desk.



Chapter 2 Test

Name _____

8. Circle what we do before school.
9. Draw an **X** above what we do after we get to school.



Chapter 2 Test

Name _____

10. Mark words that complete the sentence.

I am a good classroom citizen when I _____

☐

raise my hand.

☐

run to the door.

☐

help my partner.

Student Name:

Chapter 2 Project

The Book about My School

Project Evaluation

Book

Emerging

Developing

All pages of the student's book are completed.

All pages are in the correct order and match the Contents.

The book is neat and numbered correctly.

The student can use the Contents to find information in his or her book.

Check the column that is most appropriate.

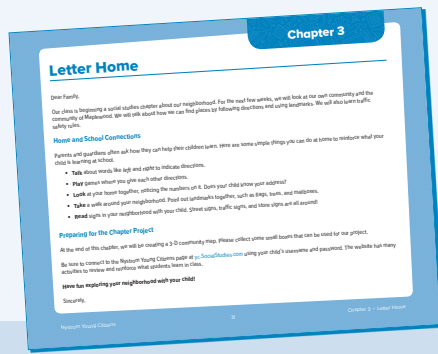
Compelling Question

What Can We Discover in Our Neighborhood?

In this chapter, students will learn about what makes up a neighborhood.

Time Frame: 3 Weeks

- 1 Students will be able to read signs in a neighborhood and understand directions.
- 2 They will be able to name places in a neighborhood and recognize means of transportation.
- 3 Students will complete the chapter review, project, and assessment.



Letter Home

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



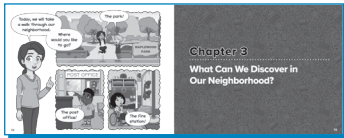
Chapter 3 Pre-assessment

1. Prepare a list on a large sheet of paper with the following sentence starter repeated several times: **In our neighborhood, we will find _____.**
2. Have pairs discuss what is in the neighborhoods where they live.
3. Record students' responses on the paper. Use words and draw pictures to record student responses. Keep this paper for the introductory activity.



Chapter 3

Introductory Activity



pp. 58–59

Materials

- Student Book
- List from Pre-assessment
- clipboards, or other portable drawing surfaces
- coloring utensils
- white paper, 4 sheets per pair



Geography



Information
Processing

Objectives

Students will be able to:

- Describe what makes a community.
- Gather and sort data.

Getting Started

1. Introduce the chapter question: “What can we discover in our neighborhood?”
2. Have students read the list from the Pre-assessment activity.
3. Prepare for a neighborhood walk and distribute clipboards, paper, and coloring utensils.

TEACHER’S NOTE

If weather or safety prevent you from actually walking around the school’s neighborhood, take a virtual walk using **Community Desk Map 1A**.

Teaching

1. Have partners pretend to be detectives as the class takes a walk through the neighborhood around the school. 
2. Have partners look for and record four interesting things that they discover about the neighborhood; one item per page. Students can use pictures, words, numbers, and symbols to record their discoveries.
3. Have pairs sort or sequence their data when they return to the classroom.
 - a. Have pairs discuss and put the most interesting page on top and sort the rest, in order, to the least interesting. Select a few students to share their top item.

- b. Have students sort their pages again, putting any with plants on top and others below. Select a few different students to share their top item.
 - c. Have students sort their pages once again, this time putting items found closest to the school on top. Select a few different students to share their top item.
 - d. Each pair can contribute one item to a wall display titled **Our Neighborhood**. Collect one item from each pair and attach them to a classroom wall.
4. Have students open the Student Book to pp. 58–59. Read the chapter title on p. 59. Then, read the comic strip.
 5. Have students compare the things in the comic with the things they saw on their walk.
 6. Have partners choose one interesting item that is associated with a park, fire station, or post office and discuss as a class. 

Summarizing and Assessing

Repeat the chapter question: “What can we discover in our neighborhood?” Have students review the Pre-assessment list (“In our neighborhood, we will find _____.”) once more and talk about what students found and what they didn’t find.

Modifications for Differentiation

Above Ask students to come up with additional ways to sort their data. For each sort, have students demonstrate with their pages from the activity.

Below If students have difficulty with sorting, reduce the number of pages. Start each sort activity with two pages, then add pages one at a time.

ELL Encourage students to talk about things that they could find in neighborhoods in their countries of origin. Additionally, and if students are comfortable doing so, have them teach the class some words for things commonly found in neighborhoods in different languages.

Lesson 1

Living in a Neighborhood

Online Activities

- Vocabulary Activities

Literacy Links

- *A House That Once Was*, by Julie Fogliano
- *This Way, Watson! A Map and Directions Primer*, by Claudia Pearson
- *Windows*, by Julia Denos

Main Goals

- A Where do people live?** Recognize and read signs in the neighborhood.
- B How can we find places?** Understand directions (left and right) and name landmarks in their neighborhoods.
- C Communicating Skills: Giving Directions.** Give simple directions orally in correct sequence.

A Where do people live?



Geography



Critical
Thinking



Information
Processing



pp. 60–61

New Vocabulary

address
neighborhood

Materials

- Student Book
- Community Desk Map 1A/B
- Vocabulary Word Cards [↓](#)
- Think Book
- map markers
- clipboards, or other portable drawing surfaces
- coloring utensils
- large sheet of paper
- lined paper
- slips of paper

Objectives

Students will be able to:

- Recognize signs in the neighborhood.
- Read house numbers and notice street signs.
- Compare and contrast one of Maplewood's neighborhoods with their own neighborhood.

Vocabulary Focus

Show students the **Vocabulary Word Cards**. Post the cards on the board. Explain that they will learn more about these words in the lesson.

Getting Started

1. Write numerals 1–10 on slips of paper and play “fingers up” by showing students the numbered slips of paper and having them hold up fingers to show the amount.
2. Explain to students that they will be doing an activity today that requires them to pay close attention to numbers.

TEACHER'S NOTE

If weather or safety prevent you from actually walking around the school's neighborhood, take a virtual walk using **Community Desk Map 1A**. Make up addresses and signs and have students write down the numbers for buildings and draw in signs on the map.

Teaching

1. Explain that a *neighborhood* is part of a town. Explain that they will be walking in the neighborhood that is around their school.
 - a. Distribute clipboards and lined paper before taking students out for a neighborhood numbers-and-signs walk.
 - b. Neighborhood walk: Play “I spy” for numbers and signs in the neighborhood.
 - c. Have student pairs record numbers that they see on a clipboard. Point out that these numbers are the addresses of buildings. Emphasize *address* as a vocabulary word. 
2. Back in class, have students open to pp. 60–61 of the Student Book and look over the comic. Read the text to them as they follow the words with their fingers.
3. Have them compare the Maplewood neighborhood to the school's neighborhood.
4. Record their responses on a large sheet of paper using a Venn diagram or T-chart. Post this chart for students to reference throughout the chapter.

Summarizing and Assessing

Talk about things that students see in their own neighborhoods. Distribute **Community Desk Map 1A** and map markers. Have them circle anything on the map that they can find in their own neighborhood.

Have students draw a picture of the school in their **Think Books**. Write the school's address on the board and have them add it to the drawing if they are able to do so. Have students clean, collect, and put away materials. 

Modifications for Differentiation

Above Have students add more buildings to their **Think Book** drawing, including other neighborhood buildings that were discussed as a group. If possible, provide a few addresses or help students look up addresses online to add to the drawing.

Below During the walk, have students point out signs they see in the neighborhood and help them write a few street addresses. Encourage students to draw stop signs or traffic lights in their **Think Books** as well.

ELL In addition to the Below modification, help children understand the vocabulary word *address*. Because most children will be familiar with phones and know that each phone has its own number, explain that an address is like a phone number; each building or part of a building has its own address. Unlike phone numbers, an address includes numbers and the name of a street.

Extending

Art Students can take photos or draw pictures of important landmarks and create a neighborhood collage.

B How can we find places?



Geography



Information
Processing



pp. 62–63

New Vocabulary

directions
landmark
left
right

Materials

- Student Book
- Floor Map Side 1/2
- Vocabulary Word Cards ↓
- blocks (craft materials)
- clipboards, or other portable writing surfaces
- lined paper

Objectives

Students will be able to:

- Begin to follow simple directions, such as left and right.
- Classify landmarks in the neighborhood.

Vocabulary Focus

Show students the **Vocabulary Word Cards**. The definitions are introduced in the Getting Started and Teaching activities.

Getting Started

Model *left* and *right*. Have students hold both their hands out making an “L” shape with their thumb and index finger. The hand with the proper “L” shape is the left hand. The other hand is the right hand.



Teaching

1. Read the section question to students and write it on the board: “How can we find places?”
2. Read the text on p. 62 and then look at the map. Ask students questions about which direction they would have to turn to get from one place to another. For example, “If you were to walk from the front of the School to the Park, which direction would you turn at the Park to get to the pond?”
3. Read the text on p. 63 and look over the comic.
4. Distribute clipboards and lined paper and take students outside to look for landmarks.
5. Have students choose a landmark that is easy to see.
6. Practice following directions using a landmark such as, “Face the swings (the landmark). Take two steps toward the swings. Now turn right. Take three steps.”
7. Have students record a list of landmarks that they see.
8. Once in the classroom, have partners use blocks or craft materials to build a model of one of the landmarks they saw. Have students choose an appropriate spot on **Floor Map Side 2** to place their models.



Summarizing and Assessing

Play “I spy” with the landmarks students built on the floor map. Choose a landmark and provide clues until the specific landmark is identified by students. Have students collect and put away materials.

Modifications for Differentiation

Above Students can include multiple landmarks on the floor map and label each landmark. Students can compare and contrast their landmarks to landmarks they see in Maplewood pictures.

Below Pair students with partners who are able to use *right* and *left* correctly. Provide additional support for students who need help translating a landmark to a map representation.

ELL Tell students that the direction words *left* and *right* are multiple-meaning words. Illustrate another meaning of *left* by asking a student to come over and stand next to you. Say, “(Child’s name) left the rug/table/desk.” Then put a book on your desk and walk away. Say, “Oh, I left my book on the desk.” Some children may know the other meaning of *right*. Ask them if *right* means “correct” or “incorrect.”

Extending

Art Students can research photos of famous landmarks and build models.

Communicating Skills

Giving Directions



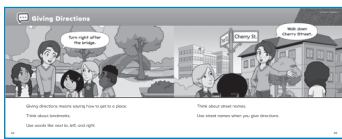
Geography



Critical
Thinking



Speaking &
Listening



pp. 64–65

Review Vocabulary

landmark
left
right

Materials

- Student Book
- Community Desk Map 1A/B
- map markers

Online Activities

- Giving Directions

Objectives

Students will be able to:

- Give simple directions orally in correct sequence.
- Recognize some concepts of direction.
- Locate places by following directions.

Getting Started

Introduce the “two-step” game. Have students stand. Call out a direction and have students take two steps in that direction—left, right, backward, or forward. Use arm signals to support comprehension. Deliberately use the opposite hand when facing them so they can mirror you.

Teaching

1. Review vocabulary by writing the following chant on the board:

Left, right, left, right.
Where shall we go?
Find a landmark.
Read a sign.
Then we will know.

2. Practice learning the chant.
3. Circle review vocabulary words (*left*, *right*, and *landmark*).

4. Underline common words (*we, go, will, and where*).
5. Practice reading/memorizing it. Point to words as students read to promote word recognition skills.
6. Read the text on pp. 64–65 of the Student Book to students and then explain the comic on the pages.
7. Distribute **Community Desk Map 1A** and map markers. On the map, have them circle where the students are in the comic on p. 64. [\(the Park\)](#)
8. Have students look at the comic on p. 65. Have them locate Cherry Street on Community Desk Map 1A. Instruct students to draw a line along Cherry Street from the Park to the Library. Tell students to stop at the Library and to circle it.
9. Then have partners take turns giving each other directions to various locations. 
10. Have students clean, collect, and put away materials.

Summarizing and Assessing

Have students start in one location in the classroom and give them directions to another location using classroom landmarks and the directions *left, right, and forward*.

Invite a volunteer from the school staff or the community to follow student directions to find a room in the school. Have students take turns telling the person which direction to go. Remind them to say “stop” when enough steps have been taken. Have them focus on using *left, right, and forward*.

Modifications for Differentiation

Above Students can give directions to a partner to arrive at a specific location in the classroom or school.

Below Students can practice following two-step directions to arrive at a specific location in the classroom.

ELL In addition to the Below modification, review the names of classroom landmarks before giving directions. If children are still learning the meanings of *left* and *right*, play a quick game of “Simon says,” concentrating on *left* and *right*.

Extending

Geography Students can look at various local maps to find landmarks, find street signs, and study directions.



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 parts of an address?

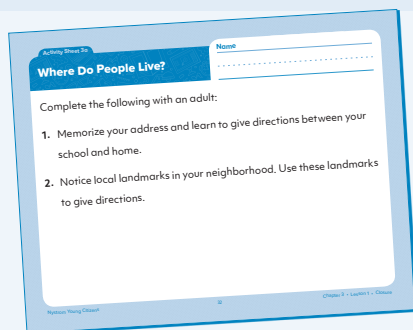
1. Street names (correct)
2. Dates (not correct)
3. Numbers (correct)

What can you say to help a person find a location?

1. Turn left. (correct)
2. Run quickly. (not correct)
3. Go right. (correct)

How can we help someone who is lost?

1. Ignore them. (not correct)
2. Show them a map. (correct)
3. Give them directions. (correct)



Review at Home

Ask students to complete **Activity Sheet 3a** with their families at home.

Lesson 2

Getting around in the Neighborhood

Online Activities

- Vocabulary Activities

Literacy Links

- *Quinito's Neighborhood/El Vecindario de Quinito*, by Ina Cumpiano
- *Signs in My Neighborhood*, by Shelly Lyons
- *Transportation in My Neighborhood*, by Shelly Lyons

Main Goals

- A What places are in the neighborhood?** Name places that are found in a neighborhood.
- B How do we get around in the neighborhood?** Identify how people travel in a community and compare different methods of travel.
- C Reading Skills: Reading Traffic Signs for Safety.** Recognize and follow important traffic signs.

A

What places are in the neighborhood?



Geography



Information
Processing



Reading



pp. 66–67

Materials

- Student Book
- Community Desk Map 1A/B
- large sheet of paper

Online Activities

- What Places Are in the Neighborhood?

Objectives

Students will be able to:

- Name places that are found in a neighborhood.
- Compare the Maplewood neighborhood to their own.

Getting Started

Remind students about the places they saw on the neighborhood walks and list these places on a large sheet of paper.

Teaching

1. Have students open to pp. 66–67 of the Student Book and look at the pictures. Help students identify what each picture shows.
2. Compare the pictures in the Student Book with the list on the large sheet of paper.
3. Read the first two sentences on p. 66 to students. Then read the sentence below the first picture. Have students point to the photo of the post office as you read. Pause to discuss what happens at the post office. Repeat with each sentence.

- a. For the second picture, ask students if they know other words that mean the same thing as *market* (listen for *grocery store* or even specific names of chain stores).
4. Return to the initial list of places in the school neighborhood. Add to the list other common places in neighborhoods that are not listed and then post the list on a wall for students to reference.
5. Survey the class for their favorite places to visit in their home neighborhoods. Record with a tally or a graph.
6. Discuss the results of the survey with students. Ask which places are the most and least popular.
7. Distribute **Community Desk Map 1A** and have students locate which buildings on the map were discussed in the Student Book. Have them point to each as you mention it.

Summarizing and Assessing

Reread pp. 66–67 in the Student Book. After each sentence, have students give thumbs up if the places pictured in the book are places they saw in the neighborhood around the school, and thumbs down if they are not.

Modifications for Differentiation

Above Give students a list of five or six places in the neighborhood such as favorite restaurants, libraries, stores, and more. Have students order the list from their favorite places to their least favorite places.

Below If students cannot accurately complete the Summarizing and Assessing activity, review the places that they visited in the neighborhood by showing them images of the locations or revisiting the posted list.

ELL Write **post office**, **market**, **library**, and **school** on sticky notes and review their functions with students. As you do so, be sure to use the word *food* when you review the function of a market. Draw a T-chart on a sheet of paper and label the columns **In Our Neighborhood** and **Not in Our Neighborhood**. Have students place the sticky notes in the correct column. Ask students if they remember any other places in the neighborhood, and add them to the chart.

Extending

Math Students can conduct a survey at home with family and friends about their favorite places in the neighborhood. Present or post the results in class.

B

How do we get around in the neighborhood?



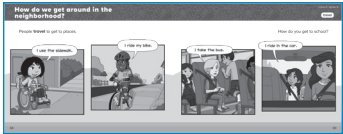
Geography



Critical
Thinking



Reading



pp. 68–69

New Vocabulary

travel

Materials

- Student Book
- Leveled Student Readers
- Vocabulary Word Cards [↓](#)
- coloring utensils
- poster board
- sticky notes (3"x3" or larger)

Objectives

Students will be able to:

- Recognize ways that people travel in the community.
- Compare and contrast methods of travel.
- Display and read information on a graph.

Vocabulary Focus

Show the **Vocabulary Word Card** to students. The definition is introduced in Getting Started.

Getting Started

1. Ask students to travel around the room as if they were animals, such as fish, birds, horses, and rabbits.
2. Remind them that people travel around, too, but not in the same way.
3. Write the section question on the board: “How do we get around in the neighborhood?” Talk about the question, specifically the phrase *get around*. Link this phrase to the word *travel*.
4. Have students open to pp. 68–69 of the Student Book and look at the images. Explain that these pictures show ways that people get around, or travel. Invite them to share other ways that people travel.

Teaching

1. Read p. 68 to students. Emphasize the word *travel* as you read.
2. Create a six-column chart on a poster board titled, “How Do We Get around the Neighborhood?” Label the columns **Train, Bus, Car, Bike, Foot, and Other**.

3. Have students draw their method of travel to school on a sticky note.
4. Have them place their drawing in the correct column on the graph. Talk about the results of the pictograph by finding the most common way of traveling to school, the second most common, etc. Keep this graph for students to reference and for use in a review center at the end of the chapter.
5. Distribute the **Leveled Student Readers**. As a class, read the book and complete the activities in it.

Summarizing and Assessing

Revisit the section question, “How do we get around in the neighborhood?” Ask students to tell you another way to say *get around*. Then ask students to restate ways that they and their classmates get around their neighborhood.

Modifications for Differentiation

Above After reading the **Leveled Student Readers**, ask students to create their own transportation book about the pictograph, using a sentence starter such as, “Students in our class travel to school by _____.”

Below If students cannot read the **Leveled Student Readers** independently, read the text to them and then read the text together. If students are still not able to read the text independently, ask them to say and point to the words that are repeated on each page while you read.

ELL In addition to the Below modification, provide support for *get around*. Explain that it means “go to different places.” Ask students to look at pp. 68–69 in the Student Book. Write on the board “Leena _____ the neighborhood with her wheelchair.” Call on students to complete the sentence. Provide similar sentences about the other children on the pages.

Extending

Art Students can create models of different means of transportation using a variety of materials.



C

Reading Traffic Signs for Safety



pp. 70–71

Materials

- Student Book
- Group Activity Cards
- Activity Sheet 3b

Online Activities

- Reading Traffic Signs for Safety

Objectives

Students will be able to:

- Recognize important traffic signs.
- Summarize how traffic rules keep them safe.
- Follow signs and rules in their environment.

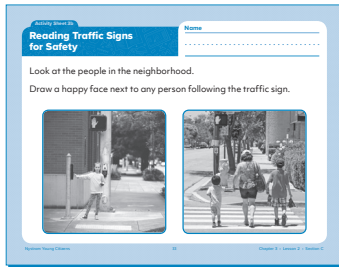
Getting Started

Play “red light, green light.”

- Select one student as the caller—the traffic cop.
- All the other players are pedestrians and stand on the starting line.
- The traffic cop stands at the finish line with his or her back to the pedestrians.
- When the traffic cop says “Green light,” pedestrians should try to get to the finish line.
- When the traffic cop says “Red light,” he or she turns around and pedestrians have to stop in their tracks.
- Any pedestrian caught moving by the traffic cop must go back to the starting line.
- The first pedestrian to reach the finish line becomes the next traffic cop.

Teaching

- Have students open to pp. 70–71 of the Student Book and look at the pictures. Ask students what each sign means. Explain that all of these are called *traffic signs*. Read the text on pp. 70–71 to further explain *traffic signs*.
- Have partners talk about the signs and signals they have seen in their neighborhoods. 
- Distribute **Group Activity Cards**. Have each group complete the activities on the card. 



Activity Sheet 3b

Summarizing and Assessing

Have groups dramatize traffic rules that they encountered in the Student Book and **Group Activity Cards**. Have the rest of the class identify the sign and traffic rules for it. Then have students complete **Activity Sheet 3b** individually after you read the instructions to them.



Modifications for Differentiation

Above Students can draw traffic signs and post them in the classroom and/or around the school.

Below Talk about the images on **Activity Sheet 3b** before asking students to complete the activity sheet. If more support is needed, allow them to work with you or a small group.

ELL In addition to the Below modification, play a finger-walking game. First, show children how to hold up two fingers and then make them “walk” across a surface. Explain that when you point to a traffic sign that means it is safe to walk, students should “walk” their fingers. Then, point to the traffic signs on pp. 70–71 in the Student Book or on the **Group Activity Cards**.

Extending

Civics Students can create a book of important traffic signs to place in the classroom library.



Lesson 2 Closure

Classroom Assessment Activity

For each of the following questions, have students hug themselves when you read a correct answer. Have them put their hands on their hips for a wrong answer. More than one answer can be correct.

Which places are found in a neighborhood?

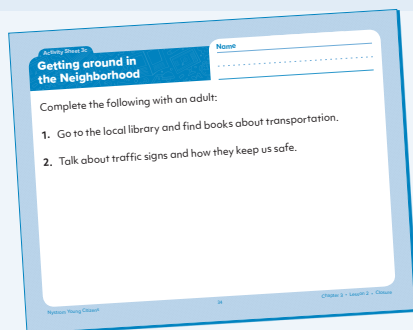
1. Market (correct)
2. Jungle (not correct)
3. Post office (correct)

How can you travel to school?

1. Walking (correct)
2. Flying (not correct)
3. In a car (correct)

What do traffic signs tell drivers to do?

1. Stop (correct)
2. Watch out for people crossing the street (correct)
3. Go home (not correct)



Review at Home

Ask students to complete **Activity Sheet 3c** with their families at home.

Chapter 3 Review

Review Vocabulary

address
directions
landmark
left
neighborhood
right
travel

Materials

- Student Book
- Floor Map Side 1/2
- Review Center A
- Review Center B
- Pictograph from lesson 2, section B
- Think Book
- map markers
- coloring utensils
- game marker (ball, book, coin, etc.)
- white paper

Objectives

Students will be able to:

- Recognize and follow important traffic signs.
- Discuss ways that people travel in the community.
- Display and read information on a graph.
- Locate places by following directions.
- Name places that are found in a neighborhood.

TEACHER'S NOTE

Information about the review centers and strategies for implementation and organization can be found on pp. xxv–xxvi of the Teacher's Guide.

Getting Started

1. Review the chapter question with students: "What can we discover in our neighborhood?"
2. Review the charts, lists, and activity sheets that have been completed over the course of the chapter.

Teaching

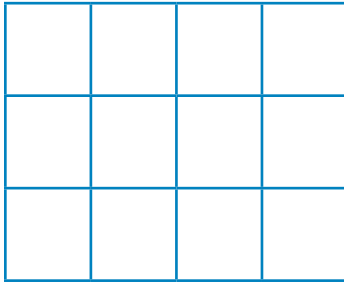
1. Divide students into small groups and assign them to a review center.
2. Make sure every student completes review centers A through D.



Review Center A: Memory Concentration

Students will play a memory game that focuses on traffic signals, matching images and word cards.

1. Have each student in the group work with one partner.
2. Cut out and use images from **Review Center A** (Teacher's Guide pp. 135–136) as cards.



Sample Grid

3. Prepare grids (4 by 4) made up of pairs of cards. (See instructions from chapters 1 and 2, review centers.) Each grid should contain one of each image and one of each word card. Students will play until there are no unmatched pairs left.
4. Have students reset the grids when they are done.

Review Center B: Pictographs

1. Display and review the pictograph from lesson 2, section B, “How Do We Get around in the Neighborhood?”
2. Distribute **Review Center B** (Teacher’s Guide p. 137). Read each question and work with students to use the pictograph to answer the questions. For questions 3 and 4, have students trace the correct answer.

Review Center C: Directions

1. Begin by having students recite the following chant to remind them of the directions and the use of landmarks and signs:

Left, right, left, right.
Where shall we go?
Find a landmark.
Read a sign.
Then we will know.
2. Next, play a “directions” game.
 - a. In preparation for the game, choose a starting point and an ending point on **Floor Map Side 1** for students to navigate between. Use a map marker to write street names on the map. Draw shapes (triangles, stars, circles, etc.) to represent landmarks on the map. These can be drawn on buildings or on street corners as points of reference to help students give directions.
 - b. Use a game marker to show the group’s current location on the map.
 - c. Have students work together to get the marker from the starting point to the ending point.

- d. Have students in Team A take turns giving directions while students in Team B take turns following them. For example, if a student on Team A says, “Go forward on Cherry Street until you get to the star,” a student on Team B would move the marker as directed. Remind students to use direction words like *left*, *right*, *forward*, and *backward*.
- e. Once the ending point is reached, move the starting and ending points and switch roles so that each team has a turn giving directions and following directions.

Review Center D: Places in the Neighborhood

1. Have students view and read pp. 66–67 of the Student Book again.
2. Ask students to brainstorm what other places are found in a neighborhood.
3. Have students draw a picture of one of the new places on a piece of paper. They should add a label to their picture. If appropriate for your class, ask them to add a short sentence as well.

Summarizing and Assessing

Have small groups discuss what was easy and difficult, and name one new thing they learned.



Chapter Test

Distribute and administer **Chapter 3 Test** (Teacher’s Guide pp. 138–141). Read the questions and assist students as needed.

TEACHER’S NOTE

Before starting the test, have students label their papers with **L** and **R** to reinforce directions. Have students follow along as you read a sentence prompt and then give them time to answer the question.

Chapter 3 Project

Neighborhood Model

Materials

Every Day

- Project Checklist
- Project Evaluation

Day 1

- blank maps or sheets of paper
- clipboards

Days 2–3

- blocks
- coloring utensils
- craft sticks
- glue
- large sheet of paper (5 ft. by 5 ft.)
- modeling clay
- paint supplies

Day 4

- coloring utensils
- small boxes (e.g., shoe boxes)
- sticky notes



Geography



Critical
Thinking



Information
Processing

Objectives

Students will be able to:

- Work together cooperatively to meet objectives.
- Create representations of buildings, streets, and other structures found in the community.
- Organize and place items in appropriate locations on a map.

Project Description

Students will create a 3-D model of different aspects of their neighborhood, including familiar buildings, streets, signs, and their homes.

TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before presenting their projects.

Instructions and Suggestions

Prior to the Project

Before the neighborhood walk, create a blank map with the school at the center and a few unmarked streets in the surrounding area. Students can use this map on their walk to mark the location of their aspect (see Day 1 instructions).

If weather or safety prevent you from walking around the school's neighborhood, then use an interactive online map to take a virtual tour or gather photos of places in the school's neighborhood. Be sure to take photos of community buildings, private buildings, street signs, and parks. Explain to students the location of these things and allow students to use these photos to help them create models.

Day 1

1. Assign small groups one aspect that they will map in the school's neighborhood (e.g., community buildings such as libraries; private buildings such as houses; street signs; streets; and parks). Ensure that each group has a different aspect so that the map will be complete.
2. Take students on a neighborhood walk and have them work in their small groups to identify and record the location of their aspect(s) on blank maps or sheets of paper. Assist students as needed.



Days 2–3

1. Work with students to create a 3-D neighborhood map on a large sheet of paper. Have your school be at the center of the map. Assist with the general layout/grid of the map. For example, draw the roads and land areas.
2. Have small groups identify the location of their aspects on the neighborhood map and mark them.
3. When each area has been marked, have students create a model of their aspect. For example, the community group can build a local fire station or a police station; the street signs group can build street signs; the streets group can label roads; and the park group can make trees or representations of other natural features.

Day 4

1. Have each student paint a cardboard building to represent his or her house. Have them write down their addresses on large sticky notes and stick them to the buildings where they live. Some students may choose to work together if they live in the same apartment building, house rental, or duplex.
2. Direct students to place their houses along the edge of the map that represents the direction in which they live in relation to the school. Assist students as needed.
3. Have students place all the items on the classroom's neighborhood map.

Modifications for Differentiation

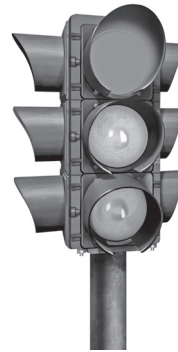
Above Students can label additional features in the neighborhood display, such as railroad tracks. Students can build transportation vehicles or add sidewalks.

Below Students can pretend to travel through the classroom neighborhood model to visit different locations and talk about directions.

ELL In addition to the Below modification, have children narrate their travels through the neighborhood model. Begin by reviewing terms, such as *get around*, *left*, *right*, *traffic sign*, and *address*. Occasionally model how students can expand their narration, for example, from one word to a short sentence or from a short sentence to a more descriptive one. Ask students to echo your model sentences.

Rubric

See **Project Evaluation** (Teacher's Guide p. 142).



Review Center A

2 of 2



Stop Sign

Railroad Crossing

Traffic Light

Walking Traffic Signal

School Crossing

No Parking

Yield

Winding Road

Review Center B

Name _____

1. How many students travel by car?



2. How many students travel by foot?



3. How do you travel to school?



I travel by

bus bike car foot

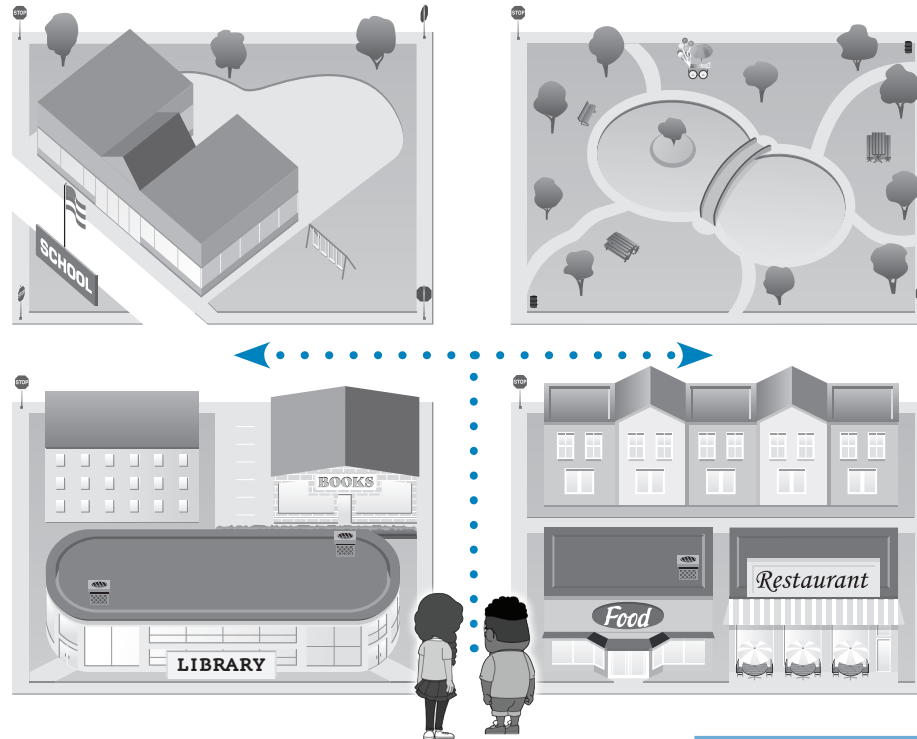
4. Do more people travel by bus or car?

bus car

Chapter 3 Test

Name _____

1. Roger and Minar want to go to school. Trace the arrow that shows which way they should turn.



2. Did Roger and Minar go right or left?

Chapter 3 Test

Name _____

3. Circle the traffic sign that shows people when they may walk across the street.



3 of 4

Chapter 3 Test

Name _____

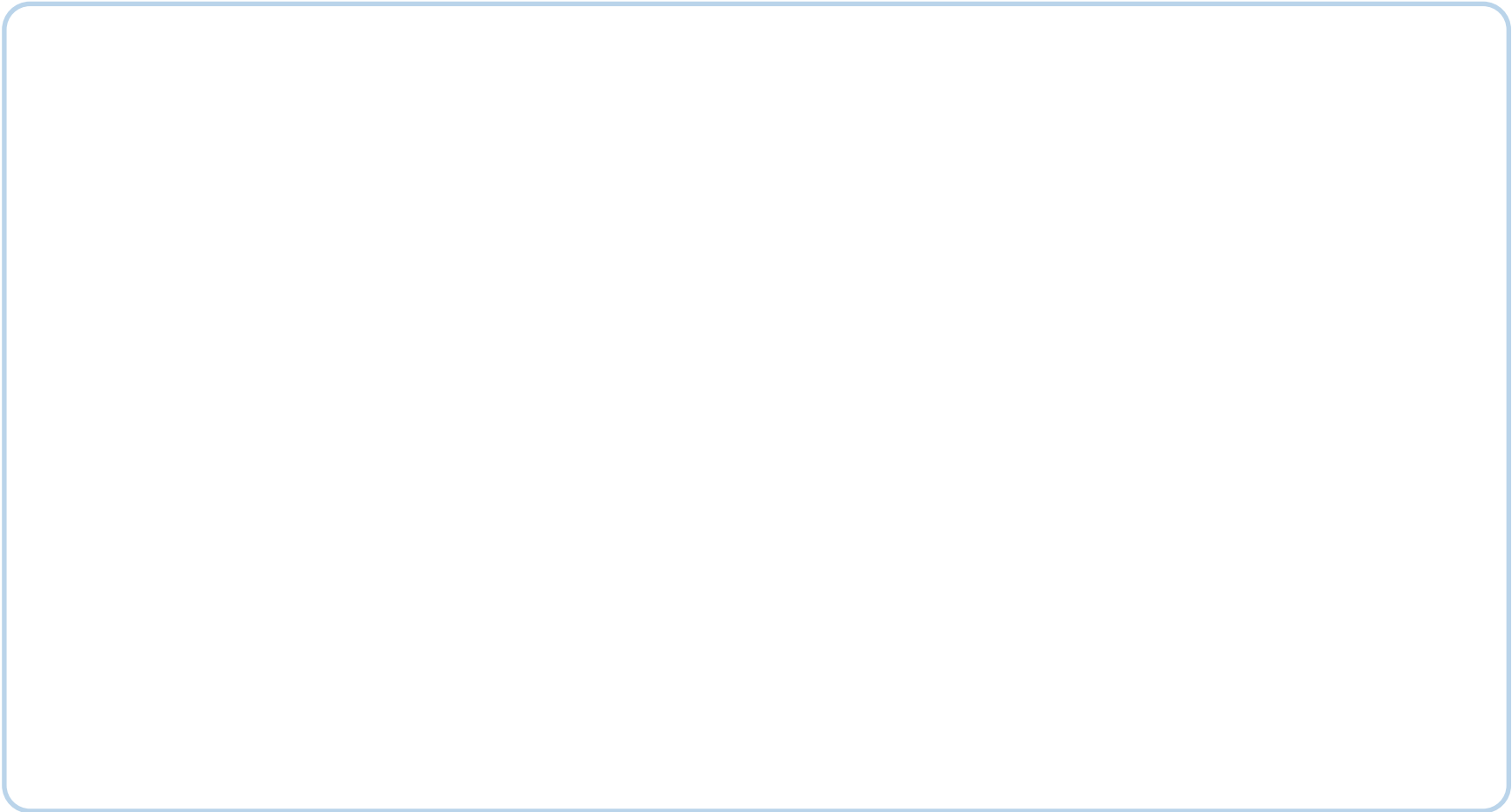
4. Circle the traffic sign that shows drivers to stop and look both ways.



Chapter 3 Test

Name _____

5. Draw and label a picture of you traveling in your neighborhood.



Student Name:

Chapter 3 Project
Neighborhood Model

Project Evaluation

Model

Emerging

Developing

The model is neat.

The model is in the right location.

The student created a model of his/her home and placed it in the correct location.

The student labeled his/her home with an address.

Check the column that is most appropriate.

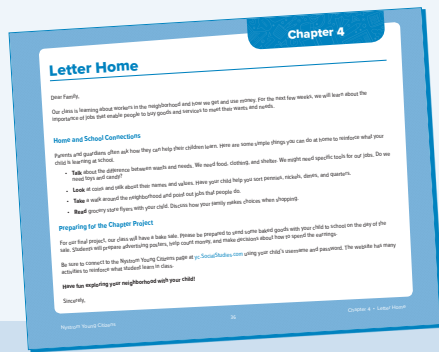
Compelling Question

How Do We Get and Use Money?

In this chapter, students will learn about jobs and the role money plays in society.

Time Frame: 3 Weeks

- 1 Students will be able to name different jobs and recognize the tools needed for them.
- 2 Students will develop critical-thinking skills as they learn about needs and wants and how to make proper choices.
- 3 Students will complete the chapter review, project, and assessment.



Letter Home

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



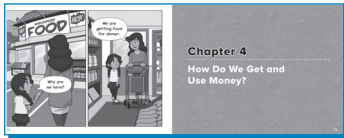
Chapter 4 Pre-assessment

1. Create a list on a large sheet of paper titled “How Can We Get What We Need in Our Neighborhood?”
2. Pose the question to the class for discussion.
3. Record student responses on the paper.



Chapter 4

Introductory Activity



pp. 72–73

Materials

- Student Book
- Community Desk Map 1A/B
- Activity Sheet 4a
- coloring utensils
- common classroom items
- sack



Economics



Geography



Speaking &
Listening

Objectives

Students will be able to:

- Locate places in the neighborhood where needs can be met.

Getting Started

1. Fill a bag or sack with common classroom items (books, pencils, etc.) so that every student gets one item.
2. Have students take one item from the bag. Then, tell them to decide if they want to keep the item or trade it.
3. Have students mingle to trade items. After a short time, stop the trading.
4. Ask who was satisfied with their item or trade and who was not. Have students explain their answers.
5. Have students return their items to you.

Teaching

1. Distribute **Community Desk Map 1A** to students, and have students turn to p. 72 of the Student Book.
2. Read the comic on p. 72 to students and ask students to point to the Food store on their desk maps. Then, ask them to mention items that are sold there. Repeat for the Restaurant and the Book store.

Summarizing and Assessing

Have students complete **Activity Sheet 4a**. Circulate to ensure student success with the fill-in sentence. Assist students as necessary. Make a class book with these completed activity sheets.

Activity Sheet 4a

Name _____

In the Neighborhood

Draw a picture of a place in a neighborhood.

I can go to _____

when I want _____

Activity Sheet 4a

Modifications for Differentiation

Above Encourage students to write their own sentences without the sentence frame, or to copy the sentence frame and complete it to practice handwriting. Students can also play “I spy” using **Community Desk Map 1A**.

Below Students who need additional writing and drawing support can explain the picture on the activity sheet while someone scribes the words for them. Students can place pictures of neighborhood locations on a word wall.

ELL Encourage students who speak Spanish to say the words for *supermarket* (*supermercado*), *bookstore* (*librería*), and *restaurant* (*restaurante*). Point out the similarities, including the similarity of *librería* to *library*. Invite other students to share these words in their home language and look for similarities, if any.

Lesson 1

Working in the Neighborhood

Online Activities

- Vocabulary Activities

Literacy Links

- *Alice and Lucy Will Work for Bunk Beds*, by Jaime Temairik
- *Clothesline Clues to Jobs People Do*, by Kathryn Heling and Deborah Hembrook
- *Frog and Beaver*, by Simon James

Main Goals

- A What is money for?** Tell the value of U.S. currency and describe what it is used to buy.
- B What jobs do people have?** Name jobs and match workers to their workplaces and tools.
- C Reading Skills: What Comes Next?** Connect causes to effects by predicting outcomes of simple activities.

A What is money for?



Economics



Information
Processing



pp. 74–75

Review Vocabulary

money

Materials

- Student Book
- Group Activity Cards
- “Images of Coins,” Teacher Resource 4.1
- map markers
- paper money and coins

Objectives

Students will be able to:

- Recognize, name, and classify currency.
- Tell the value of different U.S. coins and bills.
- Discuss different uses of money.

Getting Started

1. Show different denominations of paper money and coins. Explain that denominations have names: a penny is one cent, a dime is ten cents, and so on.
2. Ask students if they can fill in your sentence with one word: “All of these coins and bills are examples of _____.” (**money**) If not, give them a clue such as “It starts with the letter *m*” or “It rhymes with honey.” Explain that they will be learning about money today.
3. Have partners play a comparison game with the images of pennies, nickels, and dimes from **Teacher Resource 4.1** (Teacher’s Guide p. 167).



- a. Give each student a set of nine images from **Teacher Resource 4.1**. Print the page, cut out the images, and shuffle them for each student.
- b. Have partners place their sets face down on a surface between them.
- c. Have each partner turn over one image from their set, and then have them compare their two images.
- d. The player whose image is a higher amount receives the pair of cards.
- e. The player who first calls “Match” on equal images receives the pair of images.
- f. Players continue to turn over the top image and compare until all the images have been played.
- g. The player with the most images at the end of the game wins.

Teaching

1. Read the comic on p. 74 of the Student Book with students, encouraging them to first look at the image and then follow along as you read.
2. Read the section question aloud: “What is money for?” Pause and allow them to respond. (to pay for things)
3. Read pp. 74–75 to students. Ask students to suggest other things that people use money for.

Summarizing and Assessing

Distribute **Group Activity Cards**. Have students complete the activities on the cards in small groups.



Modifications for Differentiation

Above Have students find books in the library that show currency from a variety of locations.

Below Students may not understand how to tell which picture cards of coins are worth more. Label the images with their appropriate value: **5 cents**, **10 cents**, and **25 cents**; or, serve as the moderator of the game for these students.

ELL In addition to the Below modification, help students compare the coins. If you are comfortable demonstrating with actual coins, consider doing so. Point out that a dime is physically smaller (in diameter, thickness, and weight) than a nickel or a penny, but it is worth more. Arrange the actual coins or picture cards in order by value and help students name the coins and tell their value. In contrast to the United States, many other countries use color to identify the value of paper money. If you work with paper money, point out the numerals in the corners of the bills. Explain that the numbers are the best way to identify a bill's value.

Extending

Economics Students can make shopping lists. Students can make and play at a classroom store center. Students can label money amounts on classroom items.

B What jobs do people have?



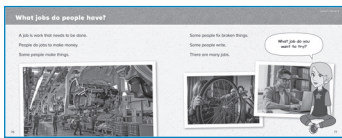
Careers



Economics



Reading



pp. 76–77

Review Vocabulary

job

Materials

- Student Book
- Leveled Student Readers
- “Images of Workers and Tools,” Teacher Resource 4.2
- large sheet of paper

Objectives

Students will be able to:

- List jobs in the town.
- Match workers to the tools they use.

Getting Started

1. Create a list by writing on a large sheet of paper the current section's question: “What jobs do people have?”
2. Emphasize the word *jobs* and explain that another word for *job* is “work.”
3. Ask students if they can name some place where people work or if they know what jobs their parents have. Record students' responses on the paper.
4. Play a riddle game about a worker at the school, such as the librarian or custodian. Give students clues until they can guess the worker. Be sure to mention the tools they use and their surroundings.

Teaching

1. Read pp. 76–77 to students. See if their list from the Getting Started activity has any jobs that relate to the text. If so, point out these jobs. If not, ask students if they can name jobs that involve making things, fixing things, and writing. Add these to the list.
2. Using **Teacher Resource 4.2** (Teacher’s Guide p. 168), have small groups play a game of concentration with images of workers and their tools. Their task is to match each worker photo with a tool. Have students return the images to you when the game is completed. 
3. Distribute the **Leveled Student Readers**. In groups or independently, have students read the book and complete the activities in the book.

Summarizing and Assessing

Review the “What jobs do people have?” list. Afterward, have partners choose and dramatize the actions of a worker. Have the class guess the identity of the worker. 

Modifications for Differentiation

Above Encourage students to look at other books and identify jobs that workers have. Have students play a concentration game with matching word cards rather than photos.

Below If students have difficulty reading the **Leveled Student Readers** independently, read it to them first, then read it together chorally, and finally allow them to practice reading a page or the whole book independently. Have students always verbalize the name of the worker and the site or tool to ensure vocabulary development.

ELL Create vocabulary word cards for the **Leveled Student Reader** and distribute them to students. Have students chorally read the cards and pantomime them if possible. Then read aloud the Leveled Student Readers. When you come to a word on a student’s card, pause so the student can say it.

Extending

Drama Students can collect and make props and costumes for a variety of jobs and place them in a dress-up center.

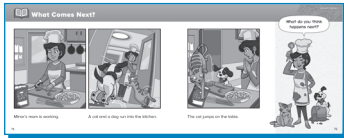


C

What Comes Next?

Critical
Thinking

Reading



pp. 78–79

Materials

- Student Book
- Activity Sheet 4b
- coloring utensils

Online Activities

- What Comes Next?

Objectives

Students will be able to:

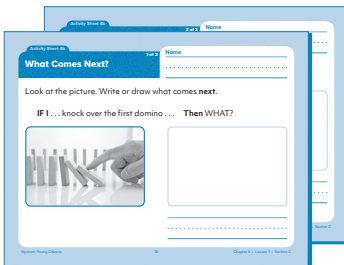
- Connect actions (causes) to reactions (effects).
- Predict outcomes of simple activities.

Getting Started

1. Ask students to predict the outcome of some actions, such as raising their hands in class and turning off the lights.
2. Have students read and discuss the comic on pp. 78–79 of the Student Book.
3. Discuss options for what might happen next, such as the cat makes a mess.

Teaching

1. Explain to students that guessing what comes next is a tool used in learning. Today, they are going to practice figuring out what comes next.
2. Hand out **Activity Sheet 4b** and read through the instructions on the first page.
 - a. Allow time for students to complete the activity sheet.
 - b. Monitor progress and provide assistance as needed.
 - c. Have students complete the second page of the activity sheet.



Activity Sheet 4b

Summarizing and Assessing

Give students several scenarios and have them predict what will happen next. Make sure every student responds at least once. Scenario examples may include:

1. A giant sits on a baby's chair. (the chair breaks)
2. A bear catches a fish. (the bear eats the fish)
3. I splash in the bathtub. (the floor gets wet)
4. I practice basketball every day. (get better at basketball)

5. The squirrel gathers nuts. (has enough to eat for winter)
6. I plant pumpkin seeds. (pumpkins grow)
7. I pet the cat. (the cat purrs)

Modifications for Differentiation

Above Give students a blank piece of paper and have them come up with their own examples of “what happens next” either through words or drawings. If possible, introduce more academic vocabulary surrounding the concept: *predicting*, *if/then*, and *cause and effect*.

Below Allow students to discuss answer options on the activity sheet with a partner. If writing is difficult, let them draw the answers only.

ELL In addition to the Below modification, you may need to simplify the instructions to what comes first and what comes second: what comes first makes what comes second happen. Place a pencil or marker on a table and brush it with your hand so that it rolls. Tell students that the first thing was your hand and the second was the rolling of the pencil or marker.

Extending

Science Students can research and present “what comes next” science experiments (such as volcano in a bottle).



Lesson 1

Closure

Classroom Assessment Activity

For each of the following questions, have students hug themselves when you read the correct answer and place their hands on their hips when the answer is incorrect. More than one answer can be correct.

How do people get money?

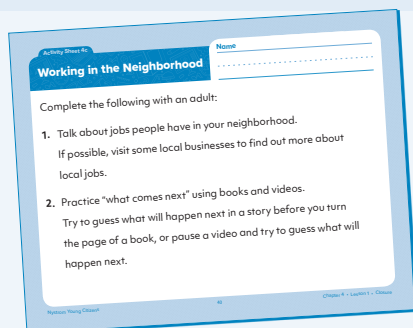
1. It falls from the sky. (not correct)
2. They work for it. (correct)
3. They grow it. (not correct)

What do people do to make money?

1. They can make things that are sold. (correct)
2. They can get a job taking care of others, like a nurse. (correct)
3. They can swing on the swings at the park. (not correct)

If you see a pile of dirt and someone with a broom, what comes next?

1. The person with a broom turns on music and begins to dance. (not correct)
2. The person sweeps the dirt with the broom. (correct)
3. The person with a broom sits down in the dirt. (not correct)



Review at Home

Ask students to complete **Activity Sheet 4c** with their families at home.

Lesson 2

Buying and Selling in the Neighborhood

Online Activities

- Vocabulary Activities

Literacy Links

- *At the Supermarket*, by Anne Rockwell
- *Needs and Wants*, by Marne Ventura
- *What Pet Should I Get?* by Dr. Seuss

Main Goals

- A What do people buy?** Differentiate between wants and needs.
- B What are goods and services?** Differentiate between goods and services.
- C When do we make choices?** Make choices and explain their reasoning.

A What do people buy?



Economics



Critical Thinking



pp. 80–81

New Vocabulary

needs
wants

Materials

- Student Book
- Activity Sheet 4d
- ABC Chart [↓](#)
- Images of Needs and Wants [↓](#)
- Vocabulary Word Cards [↓](#)
- Think Book
- coloring utensils
- glue

Online Activities

- What Do People Buy?

Objectives

Students will be able to:

- Compare and classify items that people buy.
- Differentiate between *wants* and *needs*.

Vocabulary Focus

Introduced in Getting Started.

Getting Started

Show students the **Vocabulary Word Cards** and post them on the board. Model each word by showing a picture and talking about it being a *need* or a *want*. You may find your own images or use the ones provided in the Digital Resources. Place one image under the Vocabulary Word Card for *needs* and one image under the Vocabulary Word Card for *wants* as models for students to reference. Then begin a game of “thumbs up.”

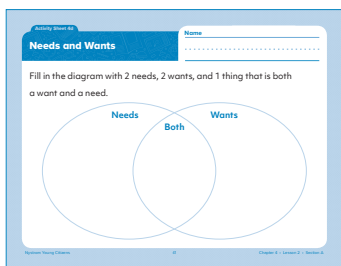
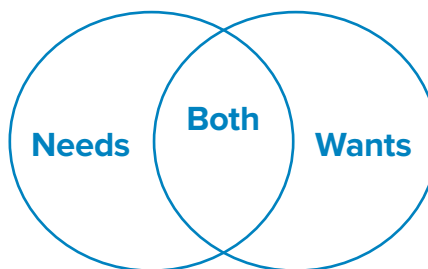
- Show pictures or say the names of items, such as toys and different types of food.
- Have students put their thumbs up if they want it.
- Have students put two thumbs up if they need it.

Teaching

1. Write the section question on the board: “What do people buy?”
2. Read pp. 80–81 of the Student Book to students.
3. Create an ABC chart on the board or project the Digital Resource page. Have students make suggestions to fill in each box with something they can buy that begins with that letter. Have them suggest words that are food, drinks, clothing, household items, and toys. For example, *apple* can be used for *A*.
4. Read the speech bubble text on p. 80 and p. 81. Explain that the wheelchair is a need for Leena, because she must have it to get places. But not all people need wheelchairs. Examples of things that are both needs and wants include items such as cars (parents may need them for work, kids may want them even if they cannot drive), pencils (students need them for lessons but might want a fancy one with cartoons on it), or exercise (we need to move for health but may want to be an Olympic athlete).
5. Explain to students that they are now going to help you categorize whether each thing listed in the ABC chart is a *want*, *need*, or both. Go through the list and decide with students what each thing is. Color or mark *wants* red, *needs* blue, and things that can be both, green.

Summarizing and Assessing

Introduce students to Venn diagrams by drawing two large, interconnected circles on the board. Explain that this is a tool we can use to compare different things. Write **Needs** in one circle, **Wants** in the other circle, and **Both** in the interconnected area:



Activity Sheet 4d

Have students complete **Activity Sheet 4d** in small groups by coming up with two wants, two needs, and one thing that could be both for the Venn diagram. Have students print or draw the items in their own Venn diagrams. Afterward, have the groups present the completed Venn diagrams. Have the class discuss and ask questions. Have them glue their activity sheets in their **Think Books**.



Modifications for Differentiation

Above Students can work independently or with a partner and fill in their own ABC chart of wants and needs.

Below Students can reread the ABC chart together with the support of pictures to develop vocabulary.

ELL Write **food**, **clothing**, and **place to live** on the board. Ask students to name or point to examples of food and clothing. Then show students pictures of homes. Provide the sentence starter *We need _____*. Call on volunteers to complete the sentence with the words on the board. Using pictures from discarded magazines, show students simple clothing and very fancy clothing to help them distinguish needs from wants.

Extending

Critical Thinking Have students write their own questions about whether something is a *need* or *want*. For example, “Is going to a movie a want or a need for you?” Have students share their questions and tally the responses.

B

What are goods and services?



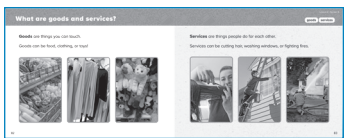
Careers



Economics



Critical Thinking



pp. 82–83

New Vocabulary

goods
services

Materials

- Student Book
- Activity Sheet 4e
- “Images of Workers and Tools,” Teacher Resource 4.2
- Vocabulary Word Cards [↓](#)
- Think Book
- coloring utensils
- glue
- large sheet of paper

Objectives

Students will be able to:

- Differentiate between goods and services.
- Recognize that people sell goods and services.

Vocabulary Focus

Show the **Vocabulary Word Cards**. Introduce the words further in Teaching.

Getting Started

Have students play a game of concentration again using images of workers and their tools (**Teacher Resource 4.2**, Teacher’s Guide p. 168) to refresh their memories about what jobs people have. Have students keep the images.

Teaching

1. Read the text on pp. 82–83 of the Student Book. Point to the **Vocabulary Word Cards** as you read over the definitions of *goods* and *services* from the Student Book.
2. Reinforce comprehension of the vocabulary words by discussing the images on pp. 82–83 and explaining why each picture shows either *goods* or a *service*.
3. Have students think about your job as a teacher. Ask students whether you provide a good or a service.
4. Create a T-chart on a large sheet of paper titled “What Are Goods and Services?” Label one side **Goods** and the other **Services**. Have students suggest answers. Have them refer to the images from the Student Book as well as those from Getting Started for ideas. Post this chart in the room for students to reference.

Summarizing and Assessing

Have students complete **Activity Sheet 4e**. Have them glue their activity sheets in their **Think Books** and return the images from the Getting Started activity to you.

The image shows a worksheet titled "What Are Goods and Services?". At the top, there is a line for the student's name. Below the title, there are two instructions: "Circle the pictures of goods." and "Put a star above the pictures showing services." At the bottom, there are four small square images: a car, a person working at a desk, a person working at a computer, and a person working at a desk with a computer.

Activity Sheet 4e

Modifications for Differentiation

Above Have students label the photos of workers from **Teacher Resource 4.2** with the name of their jobs. Challenge them to extend the T-chart by adding other workers that are not listed.

Below Students may not know what workers do even if they know the names of the workers. Talk through each picture before asking them to sort and match jobs and tools. Have students play a game of concentration to reinforce vocabulary by adding cards with the names of the jobs.

ELL Write the words *goods* and *services* on the board. Explain that *goods* are things you can touch and *services* are things you cannot touch. Provide pictures of a farmer's market and farmer, bakery and chef, or furniture display and salesperson. Also provide a picture of a doctor or dentist and a patient or a teacher and a classroom of students. Use the pictures to help students understand the difference between goods and services.

Extending

Careers Students can invite parents, grandparents, or other family members to the classroom to talk about their jobs.

C When do we make choices?



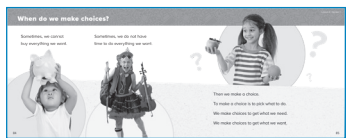
Economics



Critical
Thinking



Speaking &
Listening



pp. 84–85

Review Vocabulary

choice

Materials

- Student Book
- Activity Sheet 4f
- Images of Items to Pack [↓](#)
- Think Book
- coloring utensils
- glue
- items for students to choose (Teaching)

Objectives

Students will be able to:

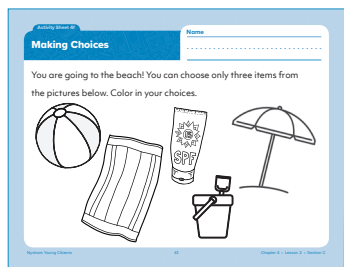
- Gather information to make choices.
- Explain reasons for choices.

Getting Started

1. Tell a story about going on a summer trip. Talk about all the things that you want to take on the trip, including some items that are obviously not appropriate such as a winter coat to go to the beach. If possible, show an image of a large pile of items you might take. Ask them if they think you can keep adding items.
2. When a student says “no,” ask, “Why can’t I take everything?” Allow students to respond. Ask them to help you decide on three items you must take and three items you shouldn’t take.
3. Explain that they are helping you make a choice. Exemplify the definition of *choice* by linking choices students make in school.

Teaching

1. Read pp. 84–85 of the Student Book to students.
2. Write “Why can’t we have everything we want?” on the board. Record students’ responses.
3. Perform a simple activity to demonstrate *choice*. Show students two options and explain that they may choose only one. This can be two different kinds of fruit, classroom supplies like pencils and erasers, or other things. Encourage students to complete the sentence starter *My choice is _____* when making their decisions.



Activity Sheet 4f

Summarizing and Assessing

Distribute **Activity Sheet 4f** and talk about the choices. Explain that there aren't right or wrong choices on this sheet, and that what's most important is that they can give a reason for why they choose or don't choose something. Have them explain their reasons verbally and then glue their activity sheets in their **Think Books**.

Modifications for Differentiation

Above Encourage students to add a written explanation by answering the section question, "When do we make choices?"

Below When explaining their choices for the activity sheet, encourage students to move beyond reasons such as, "I like it" and "I don't like it" by adding more details. Review the concepts of *needs* and *wants*.

ELL Show students **Activity Sheet 4f** and ask students to point to the images. Have students say a complete sentence, such as "Here is the ball" or "This is a towel." Then show a picture of a beach. Have students point to the water. As needed, explain that the land in the picture is called sand or a beach. Then have students choose three pictures to color. When they finish, ask them to complete this sentence: *My choices are* _____

Extending

Math Students can make up their own questions and survey the class on the choices.

Language Arts Have students describe the first thing they do when they get home from school. Then have them explain why that is the first thing.



Lesson 2 Closure

Classroom Assessment Activity

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

What do people need?

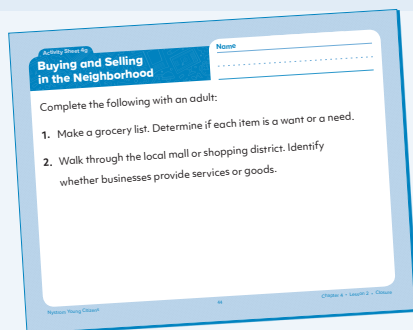
1. Food (correct)
2. Clothes (correct)
3. Video games (not correct)

What are some goods people sell?

1. Toys (correct)
2. Haircuts (not correct)
3. Cars (correct)

When can we choose?

1. When we have more than one pencil, we choose which pencil to use. (correct)
2. When we have a lot of time to play, we choose how many games to play. (correct)
3. When we are at the store and we are allowed to pick one gift, we make a choice. (correct)



Review at Home

Ask students to complete **Activity Sheet 4g** with their families at home.

Chapter 4 Review

Review Vocabulary

goods
needs
services
wants

Materials

- Student Book
- Review Center A
- Review Center B
- Review Center C
- “Images of Coins,” Teacher Resource 4.1
- “Images of Workers and Tools,” Teacher Resource 4.2
- Think Book
- coloring utensils

Objectives

Students will be able to:

- Predict outcomes of simple activities.
- Differentiate between wants and needs.
- Differentiate between goods and services.
- Recognize that people work to provide goods and services.
- Recognize and name currency.

TEACHER’S NOTE

Information about the review centers and strategies for implementation and organization can be found on pp. xxv–xxvi of the Teacher’s Guide.

Getting Started

1. Review the chapter question with students: “How do we get and use money?”
2. Review the charts, lists, and activity sheets that have been completed over the course of the chapter.

Teaching

1. Divide students into small groups and assign them to a review center.
2. Make sure every student completes review centers A through D.



Review Center A: What Happens Next

Complete **Review Center A** (Teacher’s Guide p. 169).

Review Center B: Wants and Needs

Complete **Review Center B** (Teacher’s Guide pp. 170–171).

Review Center C: Goods and Services

Have students use **Activity Sheet 4e** (which should be glued in their **Think Books**) to complete **Review Center C** (Teacher's Guide pp. 172–173).

Review Center D: Games

1. Students will play a comparison game using **Teacher Resource 4.1** (Teacher's Guide p. 167), as in lesson 1, section A.
 - a. Give each student a set of nine images. Images of coins are available in **Teacher Resource 4.1**.
 - b. Have partners place their sets face down on a surface. 
 - c. Have partners turn over the top image from their set and compare their two images.
 - d. The player whose image is a higher amount receives the pair of cards.
 - e. The player who first calls “Match” on equal images receives the pair of images.
 - f. Players continue to turn over the top image and compare until all the images have been played.
 - g. The player with the most images at the end of the game wins.
2. Students will play a concentration game using images of workers and their tools. Their task is to match each worker photo with a tool.
 - a. Use a similar structure as in concentration games used in previous chapters for review centers.
 - b. Images are available in **Teacher Resource 4.2**, (Teacher's Guide p. 168)
3. Students will play the memorization game of “I packed my suitcase.”
 - a. The first person begins by saying, “I packed my suitcase and I put in _____.”
 - b. The next person repeats the phrase and the items already chosen, and then adds their item.
 - c. The game continues until a player is unable to repeat the list or add an item. That player can then start a new round.

Summarizing and Assessing

Have small groups discuss what was easy and difficult, and name one new thing they learned.



Chapter Test

Distribute and administer the **Chapter 4 Test** (Teacher's Guide pp. 174–178). Read the questions and assist students as needed.

Chapter 4 Project

Bake Sale

Materials

Every Day

- Project Checklist
- Project Evaluation

Day 1

- coloring utensils
- poster paper

Day 2

- a large sheet of paper
- tape

Day 3

- cleaning supplies
- dining utensils (plates, forks, etc.)
- money box
- tables

Day 4

- List from Day 2
- computer



Economics



Critical
Thinking



Information
Processing



Speaking &
Listening

Objectives

Students will be able to:

- Work together cooperatively to meet objectives.
- Earn money by selling goods.
- Make choices given limited resources for wants and needs.

Project Description

The goal of this project is for students to go shopping and demonstrate an ability to make choices given limited resources. Students require money to shop. To earn money for shopping, the class will hold a bake sale with help from students' families.

Students who are able can bring baked goods from home and sell them to the school community at a bake sale. The profits from the sale will be used to purchase an item (or items) for the classroom. Students will decide which items are wants and which are needs.

TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist daily during the project.

Inform students' parents, you may want to send a letter home, about the bake sale ahead of time and encourage each family to participate by bringing a baked good to school. Tell school staff of the date of the bake sale and ask them to contribute to the class project by buying some goods. Prepare an announcement for the school P.A. system if possible.

For the bake sale, you may need to get permission and arrange for some tables or other furniture ahead of time. Be sure to have plenty of change to give out on the day of the sale.

Instructions and Suggestions

Day 1

1. Describe the concept of a bake sale to students. Inform them that they will advertise the bake sale, sell the goods in school, and use the money to buy something for the classroom.
2. Advertising
 - a. In small groups, have students make posters for the bake sale that can be placed around the school. (Posters can be displayed in hallways, the teachers' lounge, the cafeteria, auditorium, etc.) 
 - b. Posters should include the title "Bake Sale," the date and time of the event, the location of the sale, and drawings of baked goods. Establish Day 3 of the project as the date of the bake sale.
 - c. Have students decorate the posters and draw cookies, cakes, and other examples of baked goods on the posters.

Day 2

1. Remind students that tomorrow will be the sale and that they will need to bring in their baked goods.
2. Complete any unfinished posters from Day 1.
3. Ask students for ideas about where to place the advertisements. Take the class around the school to put the posters up with tape.
4. Discuss how the sale will work and explain that everyone will help in setting up, selling, and cleaning up after the bake sale.
5. Have students brainstorm ideas for things they would like to buy for the classroom. Do not reject any ideas. Record answers on a large sheet of paper. Be sure to explain that the purchase will depend on how much they earn from the bake sale.

Day 3

1. Have students set up the sale in the classroom, cafeteria, or another appropriate place in the school.
2. Monitor students' effort and collaboration during the sale.

3. Have students help with counting money and giving change to customers.
4. After the sale, all students should help clean up the area.

Day 4

1. Practice counting the earnings together.
2. Show students their purchase ideas from Day 2. Ask students if each item is a *need* or a *want*. Help guide them to the correct answer if necessary.
3. Research prices of the items on the list.
4. Have students vote to make a final choice of item(s) that will be purchased for the class. Be prepared to have other suggestions that accurately reflect the amount of money earned during the bake sale.
5. Take a class trip to the mall or order online to make purchases.

Modifications for Differentiation

Above Students can lead small groups in assigned tasks.

Below Students can explain the purpose of the posters to support oral language and comprehension.

ELL Guide students in making price tags for the various items in the sale.

Rubric

See **Project Evaluation** (Teacher's Guide p. 179).

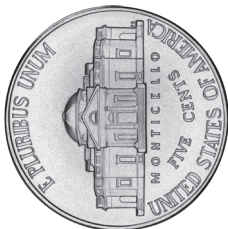
Images of Coins



Penny
1 Cent



Nickel
5 Cents



Dime
10 Cents



Penny
1 Cent



Nickel
5 Cents



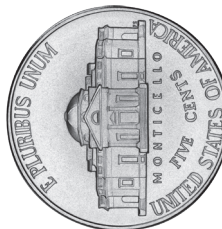
Dime
10 Cents



Penny
1 Cent



Nickel
5 Cents



Dime
10 Cents



Images of Workers and Tools



Review Center A

Name _____

Connect the images on the top to what happens next.

First . . .



Then . . .



Review Center B

Name _____

Finish the sentence and draw a picture.

I want _____

because _____.

Review Center B

Name _____

I need _____

because _____

_____.

Review Center C

Name _____

Use Activity Sheet 4e (in your Think Book) to complete the tasks.

1. Circle the picture that shows someone providing a service.



2. Circle the picture that shows goods.



Review Center C

Name _____

- 3.** What job do you want when you grow up?
Draw your answer.

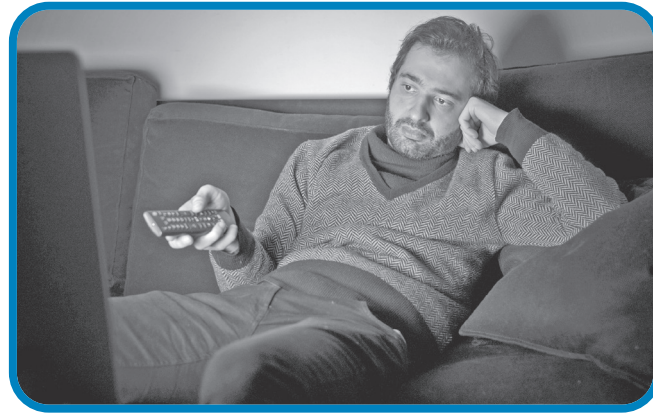
- 4.** Will your job provide goods or a service?
Write or draw your answer.

1 of 5

Chapter 4 Test

Name _____

1. Circle the pictures that show people working.



Chapter 4 Test

Name _____

2. Circle what people get when they work.



Chapter 4 Test

Name _____

3. Circle things that we need to live.



Chapter 4 Test

Name _____

4. Circle things that are wants.



5 of 5

Chapter 4 Test

Name _____

5. Circle the pictures that show goods.



Student Name:

Chapter 4 Project Bake Sale

Project Evaluation

Bake Sale

Emerging

Developing

The student helped create a poster.

The student helped put up posters around the school.

The student helped set up and clean up the bake sale.

Purchases

Emerging

Developing

The student helped decide what item to purchase.

The student was able to distinguish between a *need* and a *want*.

Check the column that is most appropriate.

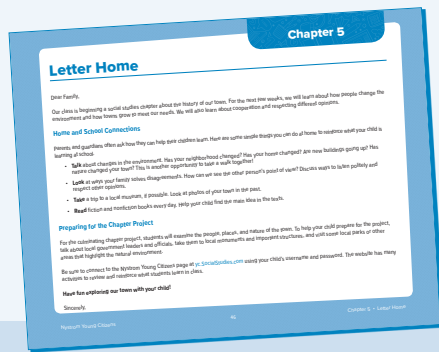
Compelling Question

What Is the Story of Our Town?

In this chapter, students will learn about the importance of history.

Time Frame: 4 Weeks

- 1 Students will learn about what their area looked like over 300 years ago and how settlers changed the land.
- 2 They will be able to describe the roles of local leaders and demonstrate skills needed to collaborate effectively.
- 3 They will know how to compare and contrast changes in a town.
- 4 Students will complete the chapter review, project, and assessment.



Letter Home

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



Chapter 5 Pre-assessment

1. Create an idea web on a large sheet of paper. Start by writing the chapter question (“What is the story of our town?”) in the middle and circling it.
2. Draw three bubbles extending out from the center question:
 - Plants
 - Animals
 - People
3. Ask students to suggest some plants, animals, and people that can be found in town. Write them in the appropriate bubbles.
4. Explain that they will learn more about the story of the town throughout the chapter and add more to the web.



Chapter 5

Introductory Activity



pp. 86–87

Materials

- Student Book
- Idea web from Pre-assessment



History



Critical
Thinking

Objectives

Students will be able to:

- Describe ways they can learn about their town.

Getting Started

1. Say aloud the chapter question: “What is the story of our town?”
2. Discuss what a *story* is and explain that stories can be used to talk about something that is true.
3. Before reading pp. 86–87 of the Student Book to students, ask students to look over the images in the chapter and guess where the Maplewood characters are going to learn more about their town.

Teaching

1. Read the comic on p. 86 of the Student Book to students, pausing to confirm that the characters are going to a museum.
2. Have partners talk about what items the characters might see in a museum about the town. 
3. Record responses on the board.
4. Ask students what other ways they could learn about the town. If they don't suggest answers, suggest such things as libraries, newspapers, books, and interviews.

Summarizing and Assessing

Review the chapter question. Remind students that they can learn about a town from many different sources. Review the idea web from the Pre-assessment activity. Ask students where they might find out more about their town.

Modifications for Differentiation

Above Print copies of old newspapers or photos from your town. Allow students to explore these sources and share one thing they learned.

Below Help students understand what a museum is by showing images of museums and items that are found in museums.

ELL In addition to the Below modification, use photos from the Above modification along with present-day photos to help students understand the meaning of *history*. Write **Now** and **Long Ago** on the board. Be aware that most kindergarten students won't have a well-developed sense of time, but they should be able to sort photos into these two categories. As students sort the photos, encourage them to say complete sentences, such as "This photo shows our town now/long ago."

Lesson 1

Making a Town

Online Activities

- Vocabulary Activities

Literacy Links

- *Mighty, Mighty Construction Site*, by Sherri Duskey Rinker
- *The Town*, by Christian Broutin
- *Where Am I?* by Bobbie Kalman

Main Goals

- A What was here before people?** Name and describe common landforms and bodies of water.
- B Reading Skills: Finding the Main Idea.** Isolate the main idea of a text.
- C How do people use land and water?** Explain how people use their environment.

A

What was here before people?



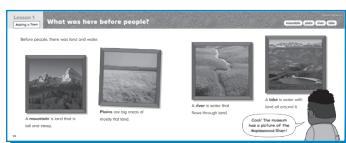
Geography



History



Critical Thinking



pp. 88–89

New Vocabulary

lake
mountain
plain
river

Materials

- Student Book
- Community Desk Map 1A/B
- Vocabulary Word Cards [↓](#)
- historical photos of your town (optional)

Objectives

Students will be able to:

- Describe common landforms and natural features.
- List landforms and bodies of water in their own area.

Vocabulary Focus

Introduced in the Getting Started and Teaching activities.

Getting Started

1. Have students look at the images on pp. 88–89 of the Student Book. Go over each image and display its corresponding **Vocabulary Word Card**.
2. Ask students to think about the town they live in. Ask them to think about what the land looked like before there were houses or schools. Record their responses on the board.
3. Point to the section question on p. 88 and read it to students, then have them read it with you: “What was here before people?”

Teaching

1. Read pp. 88–89 to students.
2. Distribute **Community Desk Map 1A**. Discuss with students how this community might have looked before people came (e.g., a forest, a large plain of grass). Ask them what features were added to the area when people came.
(roads, buildings)
3. Ask students why people might want to live next to natural features. Introduce the idea that people use many natural features and resources to live (e.g., water, food for their animals, food for themselves, transportation on rivers).

Summarizing and Assessing

As a class, discuss what natural features were in your town before it was built. If possible, show them historical images of your town that show some of the natural features before more people arrived. Reinforce the terms *before* and *after* as you discuss these images.

Modifications for Differentiation

Above Allow students to explore a set of texts that show people and natural features. Ask them to use sticky notes to identify which things in the pictures were there before people came.

Below Review the vocabulary terms by showing other pictures of mountains, plains, lakes, rivers, and other natural features. Hand motions can be added to help students connect the word and the feature.

ELL Write the words *form*, *land*, and *water* on the board. Point to *form* and have students say the word with you. Explain that *form* means “shape.” If necessary draw a square, triangle, and circle on the board to support the word *shape*. Tell students that *land* and *water* can have different forms, and that the word *landform* means “the shape of the land.” Use the pictures from the Below modification to support the names of different landforms and bodies of water.

Extending

Music Students can learn songs about the United States such as “America the Beautiful,” found on p. 199 of the Student Book (Patriots’ Handbook). Students can add actions to songs to support comprehension.

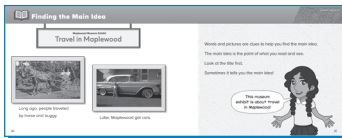


B

Finding the Main Idea

Critical
Thinking

Reading



pp. 90–91

Review Vocabulary

travel

Materials

- Student Book
- Activity Sheet 5a
- Images for “Odd One Out” Game [↓](#)

Online Activities

- Finding the Main Idea

Objectives

Students will be able to:

- Isolate the main idea in simple text and pictures.
- Interpret photos and illustrations.

Getting Started

1. Play a game of “odd one out.” Show four pictures, such as a bear, a zebra, a dog, and a carrot (see Digital Resources).
2. Have students identify the picture that doesn’t belong and say, “The odd one out is the _____ because _____.” Explain that the three pictures that belong are all alike in some way. Ask students to identify how the three pictures are alike (e.g., all animals).
3. Another version of the “odd one out” game is to have students list four things. Their partners then choose the item that doesn’t belong and say, “The odd one out is the _____ because _____.”

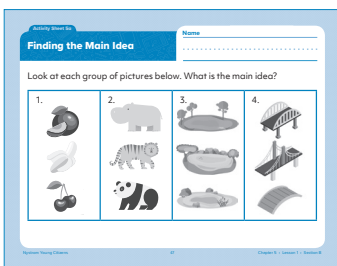


Teaching

1. Go over the images and accompanying text on p. 90 of the Student Book with students.
2. Read p. 91 to students. Explain that finding the main idea is like finding how all the pictures were alike in the “odd one out” game.
3. Ask students to look at the images on p. 90 again and think about how the images are alike.
4. Practice finding the main idea with the first two picture groups on **Activity Sheet 5a**. (fruit, animals)

Summarizing and Assessing

Ask students to complete the rest of **Activity Sheet 5a** in pairs. Call on pairs to share their answers. (water, bridges) Return to pp. 90–91 of the Student Book and have students suggest main ideas for the picture set.



Activity Sheet 5a

Modifications for Differentiation

Above Students can make pictures for the “odd one out” game.

Below Help students complete the activity sheet by allowing them to respond verbally or providing them with a list of possible main ideas and allowing them to select and copy the correct word.

ELL Students may not have the vocabulary to identify the main idea, so provide them with objects from the classroom or photos cut from discarded magazines. Write main-idea labels on cards and have students match them to the groups of objects or pictures.

Extending

Language Arts As you read a book aloud to students, pause and see if they can determine a main idea from the words and pictures.

C How do people use land and water?



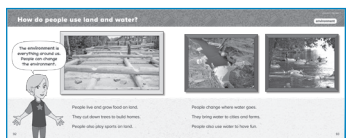
Geography



Critical Thinking



Reading



pp. 92–93

New Vocabulary

environment

Materials

- Student Book
- Floor Map Side 1/2
- Leveled Student Readers
- Activity Sheet 5b
- Vocabulary Word Cards [↓](#)
- coloring utensils
- large sheet of paper

Objectives

Students will be able to:

- Describe some landforms and bodies of water.
- Explain how people use and change their environment.

Vocabulary Focus

Introduced in Getting Started.

Getting Started

1. Review what the land looked like before people came from chapter 5, lesson 1, section A, using **Floor Map Side 2**. Explain that unlike this map there were no roads before people came, so there was only a river and grass.
2. Display **Floor Map Side 1** and talk about what has been built by people, such as buildings. Explain that people can also make ponds for wildlife and plant trees, things that weren't on the other side of the floor map.
3. Explain that people make changes to their environment. Define *environment* (the surroundings of living things) and show the **Vocabulary Word Card**.

Teaching

1. Read the speech bubble and text on p. 92 of the Student Book to students. Pause and list some ways that people use their environment on a large sheet of paper, like cutting into mountains (mining), building walls along the oceanfront (to keep coastlines from washing away), planting lawns and gardens, and building roads. Point out that these are ways that people also change their environment.
2. Before reading the text on p. 93, ask students to listen for more ways that people use the environment. Read the text and add students' responses to the list. Spend some time on the last example (use water to have fun) and brainstorm other ways that people use the environment for recreation.
3. Add additional ways that people use the environment to the list.
4. Choose one example from the list. Have students explain why people might use the environment in this way. Repeat with other items from the list. Post this list for students to reference.
5. Have students read the **Leveled Student Readers** and complete the activities.

Summarizing and Assessing

Have students complete **Activity Sheet 5b**. Have student pairs discuss what they circled and why.

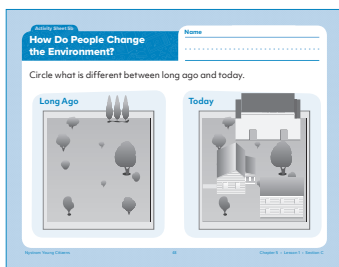


Modifications for Differentiation

Above Students can add detail to the environment by labeling items on **Activity Sheet 5b**.

Below Use images to show students more examples of ways that people use their environment. Encourage students to talk about and explain the environment from their activity sheet to support oral language skills.

ELL In addition to the Below modification, show students pictures of wildlife refuges, national parks, or other areas that have not been modified by people and compare them to your neighborhood or town.



Activity Sheet 5b

Extending

Geography Ask students to create a natural environment, such as a forest, before people made changes to it, using construction paper, dioramas, sand tables, etc. Label this environment as **Before People**. Have them create a second environment after people made changes to it and label it **After People**.



Lesson 1 Closure

Classroom Assessment Activity

For each of the following questions, have students hug themselves when you read the correct answer. Have them put their hands on their hips for a wrong answer. More than one answer can be correct.

What was here before people?

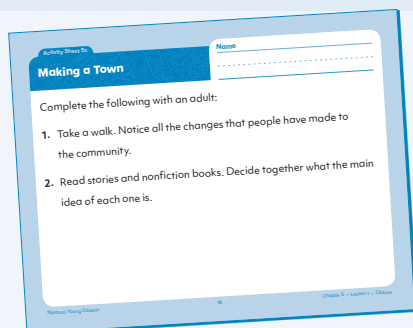
1. Rivers (correct)
2. Mountains (correct)
3. Houses (not correct)

What is true about the main idea?

1. Words and pictures are clues to help you find the main idea. (correct)
2. The main idea is the point of what you see and read. (correct)
3. Everything on the page is the main idea. (not correct)

How do people use the environment?

1. Cut down trees (correct)
2. Plant a garden (correct)
3. Play ball in a park (correct)



Review at Home

Ask students to complete **Activity Sheet 5c** with their families at home.

Lesson 2

Living in a Town

Online Activities

- Vocabulary Activities

Literacy Links

- *The Berenstain Bears and Mama for Mayor!* by Jan Berenstain and Mike Berenstain
- *Great Choice, Camille!* (I See I Learn), by Stuart J. Murphy
- *You're Not a Duck!* by Maria Yiangou

Main Goals

- A Who are the town leaders?** Name and describe the role of local authority figures.
- B Communicating Skills: Respecting Different Opinions.** Communicate opinions and respect the views expressed by others.
- C How can people work together?** Cooperate in a group activity and describe fair ways to make a decision.

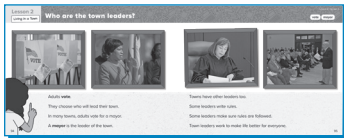
A Who are the town leaders?



Civics



Speaking & Listening



pp. 94–95

New Vocabulary

mayor
vote

Materials

- Student Book
- Vocabulary Word Cards [↓](#)
- Think Book
- picture of town mayor
- stuffed toys (two)

Objectives

Students will be able to:

- Identify local authority figures.
- Describe the role of local authority figures.
- Demonstrate an understanding of how voting is used.
- Discuss the useful traits of a leader.

Vocabulary Focus

Show students the **Vocabulary Word Cards**. The definitions are introduced in the Getting Started and Teaching activities.

Getting Started

1. Conduct a quick vote for a class mascot. Students can choose between two stuffed toys. (Note that the focus is on the process, not the result. Toys cannot be leaders.)
2. Explain that each student gets one vote, or chance to raise their hands.
3. Emphasize the word *vote* and what it means. Show the **Vocabulary Word Card**.

Teaching

1. Read p. 94–95 of the Student Book to students. Reinforce the word *vote*. As you read, connect the text with the images by asking questions such as, “Which picture shows a voting booth?”
2. When reading p. 94, explain that adults who live in the city get to vote for the city mayor. If possible, show a picture of the mayor.
3. Ask students to describe attributes of a good leader for the town of Maplewood or for their town, class, or community. If students do not mention attributes like fairness, patience, and kindness, introduce these traits to the conversation.

Summarizing and Assessing

Propose the silly idea that the class mascot (stuffed toy from Getting Started) can be the class leader of the day. Ask students to think about how the class leader should behave. Draw an idea web on the board with **Class Leader** in the middle. With students’ help, create bubbles of the attributes of a good class leader. Have students copy the idea web in their **Think Books**.



Modifications for Differentiation

Above Students can make a card to be sent to the mayor. The card can include a drawing and a simple sentence or two.

Below Support students’ understanding of leaders, such as the mayor, by making analogies and drawing visual representations. For example, the *mayor leads a town* can be represented with a person, a short connecting arrow, and a few buildings to represent the town. Write underneath the visual representation a short sentence, such as: **The mayor is the leader of the town.** Help students talk about why we need leaders and what makes a good leader.

ELL In addition to the Below modification, play several short games of “Follow the leader.” Because students may not be familiar with the game, you should be the first leader to demonstrate how the game is played.

Extending

Language Arts Read stories about famous leaders to students. Have students explain the attributes that made the person a good leader.

Math Students can conduct votes on various questions or topics and tally the results.

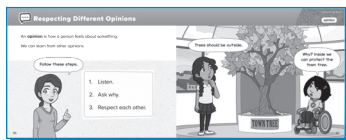


B

Respecting Different Opinions



Civics

Critical
ThinkingSpeaking &
Listening

pp. 96–97

New Vocabulary

opinion

Materials

- Student Book
- Vocabulary Word Cards [↓](#)
- hula hoops (two)
- index cards

Online Activities

- Respecting Different Opinions

Objectives

Students will be able to:

- Discuss different opinions in a respectful manner.
- Appreciate that each person is unique.

Vocabulary Focus

Show students the **Vocabulary Word Card**. The definition is introduced in Getting Started.

Getting Started

Play “thumbs up” by asking students questions about their opinions and having them put their thumbs up if their answers to the questions are “yes.” Explain that their opinions are what they think or feel about something. There is no right or wrong answer. Ask them questions such as:

- Should recess be longer?
- Should animals be caged at zoos?
- Should we have more music time?

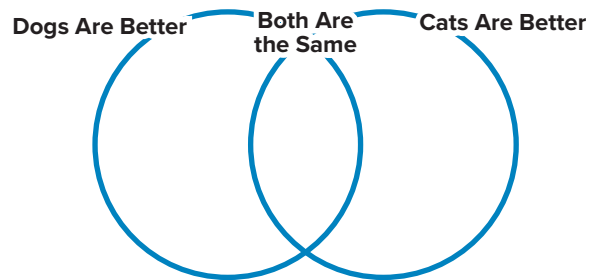
Teaching

1. Remind students that not everyone had the same opinion when they played “thumbs up.”
2. Have students open to the comic on p. 97 of the Student Book. Ask students to listen for what Leena’s and Minar’s opinions are in the comic. Read the comic and discuss why Leena and Minar might have different opinions.
3. Read the text on p. 96 to students. Have students identify the three steps needed when discussing opinions. Write the three steps on the board.
4. Have students practice these skills by sharing their thoughts on whether dogs or cats are better (or a similar question) by performing the following activity.

TEACHER'S NOTE

If hula hoops are not available, this same activity may be done with the Venn diagram drawn on the board and students using sticky notes, or the Venn diagram drawn on a large sheet of paper and students writing an **X** or their initials in the appropriate space.

- a. Create a Venn diagram using two hula hoops placed on the floor.
- b. Write headings on index cards and place them on the Venn diagram (e.g., “Cats Are Better,” “Dogs Are Better,” and “Both Are the Same”).



- c. Have students state their preferences and provide their reasons. Record each student's response on an index card.
- d. Have students place their cards in the appropriate space in the hula hoops.

Summarizing and Assessing

Have students refer again to p. 96 about what they should do when they discuss differing opinions. Divide the class into pairs in which each partner had a different opinion on the Teaching activity question. Have them discuss their opinions and follow the three steps (listen, ask why, and respect each other). Ask if anyone changed their opinion after their respectful discussion.



Modifications for Differentiation

Above Students can help write responses on cards. You may also want to include two additional steps for Above students to practice: 1. Listen; 2. Ask why; 3. Affirm and re-say the other person's "why" (to show understanding); 4. State your different opinion; 5. Respect each other.

Below Pair these students with those who are more comfortable with processing the three steps of discussing opinions.

ELL In addition to the Below modification, help students develop their vocabulary. Determine if there is understanding of similar words: feeling, view, belief. Work through more examples of the “thumbs up” game in Getting Started.

Extending

Language Arts Read fairy tales and have students identify characters’ opinions.

Math Use the information from the Teaching activity to make a graph showing student responses. Teachers can introduce different ways of showing information with different graphs.

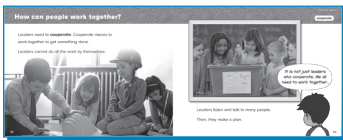
C How can people work together?



Civics



Geography



pp. 98–99

New Vocabulary

cooperate

Materials

- Student Book
- Floor Map Side 1/2
- Vocabulary Word Cards [↓](#)
- blocks
- large sheet of paper

Objectives

Students will be able to:

- Collaborate with peers in group discussions and on group projects.
- Describe fair ways to make decisions.

Vocabulary Focus

Show students the **Vocabulary Word Card**. The definition is introduced in Getting Started.

Getting Started

1. Have students work in groups to complete a group project, such as building a block city on **Floor Map Side 2**. Note: Groups may need to spread out to work and then move their group projects onto the floor map when complete since not all groups can work around it at the same time.
2. Have small groups discuss the challenges of working cooperatively as a team.
3. Ask what happens when students don’t work together.



4. Introduce the word *cooperate*. Give examples of times when you saw students cooperating during the group project by saying, “I saw group A cooperate when _____. ” Ask students to use the same sentence starter and give other examples.
5. Have students collect and put away materials.

Teaching

1. Read pp. 98–99 of the Student Book to students.
2. Ask students if the pictures on pp. 98–99 show students cooperating or not cooperating. Ask students to give reasons for their answers.
3. Create a list on a large sheet of paper of problem-solving strategies to use to help students work together cooperatively. This list should refer to the respecting different opinions from the previous section (listen, ask why, respect others) and things such as speak clearly, take turns, and don’t quit.
4. Post this list on a wall and have students refer to the list when needed.

Summarizing and Assessing

Suggest a problem or situation that requires cooperation among students. For example, ask students how they would decorate and arrange the classroom for a special guest. Ask students to discuss their ideas about how to solve this problem. Return to the problem-solving strategies list and recite the strategies as a class.

Modifications for Differentiation

Above Ask students to identify places in books where the characters are cooperating and where the characters are not cooperating. Share these examples with the class.

Below Provide students with additional practice cooperating by acting out different scenes when a group is cooperating and when a group isn’t cooperating. Identify ways to help a group cooperate and practice language to support cooperation such as, “It makes me feel _____ when you _____.” Students can refer to charts from previous lessons about opinions, class citizens, and traits of a leader to help them work in a group effectively.

ELL In addition to the Below modification, explain that *cooperate* is a big word that means “work together.” Give students a classroom task to act out, such as washing the tables after lunch or a messy art project. Ask students to show you what not cooperating on the task looks like, and then to show you what cooperating looks like.

Extending

Civics Invite a local government official or business owner to the class as a special guest to discuss cooperation and leadership. Have the class work together to decorate and prepare the classroom in a special way.



Lesson 2 Closure

Classroom Assessment Activity

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

Who is the city leader?

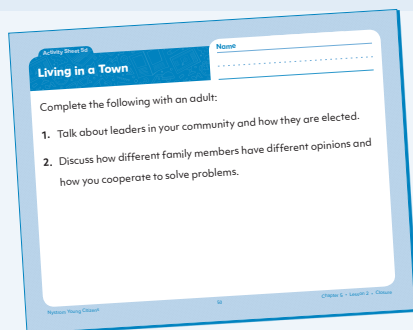
1. Doctor (not correct)
2. Mayor (correct)
3. Garbage collector (not correct)

What is an opinion?

1. A spot on a hill (not correct)
2. The view from a castle (not correct)
3. The way a person feels about something (correct)

How can people cooperate?

1. Push and shove (not correct)
2. Take turns (correct)
3. Help each other (correct)



Review at Home

Ask students to complete **Activity Sheet 5d** with their families at home.

Lesson 3

Towns Change

Online Activities

- Vocabulary Activities

Literacy Links

- *Tinyville Town Gets to Work*, by Brian Briggs
- *Tornadoes*, by Seymour Simon
- *What Do Grown-Ups Do All Day?* by Virginie Morgand

Main Goals

- A What can change in a town?** Describe, compare, and contrast changes in a town.
- B Researching Skills: Primary Sources.** Recognize and analyze primary sources.
- C How can weather change a town?** Analyze how weather affects people and their town.

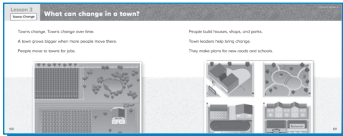
A What can change in a town?



Geography



Information
Processing



pp. 100–101

Materials

- Student Book
- Community Desk Map 1A/B
- butcher paper (at least 19 by 25 inches)
- coloring utensils
- large sheet of paper

Objectives

Students will be able to:

- Point out ways and reasons that towns can change.
- Compare and contrast the changes in a town.
- Predict changes needed in a town.

Getting Started

1. Distribute **Community Desk Map 1A** to small groups.
2. Pose the problem: Maplewood is growing, and more people are planning to move to Maplewood.
3. Have groups identify changes that must happen in the town to accommodate the town's new people. Remind them that people need more than just houses.
4. Create a list by writing students' responses on a large sheet of paper.



Teaching

1. Read pp. 100–101 of the Student Book to the groups. Note that change happens over time. Also note that towns and cities can get smaller too.

2. Look at the images on the pages and talk about changes in Maplewood. The image on p. 100 is Maplewood long ago and the image on p. 101 is Maplewood today.
3. Return to the list created in the Getting Started activity. Ask students if they have any additional changes they would like to add. Write down their responses and post the paper in the room.
4. Distribute butcher paper to each group. The paper must be larger than the desk map (at least 19 x 25 inches) so as to accommodate additions to the map. Have them place their desk maps on top of the papers. Ask them to add to the map by drawing new buildings or natural features on the paper that extends beyond it. Provide ideas as necessary.

Summarizing and Assessing

Compare and contrast the changes listed in the Student Book to changes drawn for the desk maps. Have students collect and put away materials.

Modifications for Differentiation

Above Students can work independently to compare and contrast the changes that two groups added to their desk maps.

Below If students struggle to identify how one change creates successive changes over time, choose one concrete example that can be illustrated with **Floor Map Side 1**, such as adding a house. Talk about what would happen if you added the house to certain places around the town. Repeat with other changes, such as adding a road.

ELL In addition to the Below modification, talk with students about how your classroom would change if five new students joined your class. Ask questions, such as “Where would they sit or put their coats? Will we need more books? What else would we need?”

Extending

Geography Allow students to play with the floor map. Have them build simple structures, then ask them to show how a town can change over time by adding or removing different structures on the map. Present students with different scenarios (e.g., the mayor wants to build a new road) and have them demonstrate how the town will change.

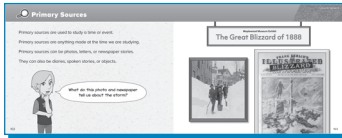


B

Primary Sources



History

Critical
ThinkingInformation
Processing

pp. 102–103

Materials

- Student Book
- Group Activity Cards
- [personal primary source](#)

Online Activities

- [Primary Sources](#)

Objectives

Students will be able to:

- Recognize examples of primary sources.
- Analyze evidence.
- Interpret photos and illustrations.

Getting Started

1. Present a show-and-tell to your students. Show an artifact proving that you went somewhere or did something, such as a photo of a birthday party, a party hat, a balloon, or a ticket stub from a movie.
2. Ask students if they believe you really did this. Ask them how they know it is true. Ask them what their proof (or evidence) is.

Teaching

1. Turn to pp. 102–103 of the Student Book and read the first two sentences.
2. Make sure students understand that primary sources can only be created at the time of the event being studied. Ask students to provide examples of things they think could be primary sources.
3. Read the next two sentences, then discuss further what things can be primary sources.
4. Have students look at the pictures on p. 103 while you read the text.
5. Have them answer Peyton's question and also say what their proof, or evidence is from the images. Possible answers include the following: the storm was windy—snow blowing sideways, hats flying, people tumbling; it was cold—people in big coats and hats; lots of snow—city streets covered in snow, snow piled above windows and doors.
6. Distribute the **Group Activity Cards** and have students complete the activity.

Summarizing and Assessing

Have students share what they learned from their **Group Activity Cards**. Make sure everyone has a chance to share something.

Modifications for Differentiation

Above Create a collection of primary sources about a single topic. Allow students to talk about what they learned from the primary sources and what questions they still have. Students can make a poster explaining an event that includes a primary source, such as a photo.

Below If students struggle to understand primary sources and evidence, provide additional practice by showing different kinds of primary sources, asking what the primary sources show, and asking for evidence of that event or topic.

ELL Students might benefit from comparing primary sources from the past and present. In addition to the Below modification, display present-day pictures of your school. Compare the pictures with pictures of your school from years ago (use school yearbooks if available). Point out similarities and differences between the photos. Explain that primary sources help us learn about a particular time.

Extending

History Students can take photos of classroom, school, and community activities to use as primary sources for a bulletin board display called “Life in Our Town.” Students can bring in photos and/or photo albums to show past experiences. Students can participate in show-and-tell.

C How can weather change a town?



Geography



Critical Thinking



pp. 104–105

New Vocabulary

natural disaster
weather

Objectives

Students will be able to:

- Analyze how weather affects people and their town.
- Discuss the connection between weather and different activities.
- Recognize that weather can cause natural disasters.

Review Vocabulary

flood
hurricane

Materials

- Student Book
- Images of Weather Affecting People [↓](#)
- Vocabulary Word Cards [↓](#)
- Think Book
- large sheet of paper

Literacy Links

- *Hurricanes*, by Seymour Simon
- *Tornadoes*, by Seymour Simon

Vocabulary Focus

Show students the **Vocabulary Word Cards**. The definitions are introduced in Teaching.

Getting Started

Assign someone the role of weatherperson. Say the chant:

What is the weather, weather, weather?
What does the weatherperson say today?
(The weatherperson looks out the window and reports.)
She'll say it's (sunny), (sunny), (sunny).
(Sunny) says the weatherperson today.

Teaching

1. Introduce the section question: "How can weather change a town?" Say the word *weather* and share the definition from the text.
2. Lead students outside, if possible. Instruct them to think about what the weather is like and how it personally affects them. Examples include wind blowing their hair, putting on or taking off specific clothing like a sweater or boots, and wearing sunglasses.
3. Back in the classroom, make a chart on a large sheet of paper titled "How Weather Causes Us to Change." Show how weather can personally affect a person. Use the weather conditions students observed outside and add others, like in the sample chart below. Consider complementing this chart with images of weather affecting people.

Weather	Change
Hot	You take off your coat.
Cold	You put on a coat and winter hat.
Rain	You use an umbrella.
Sunny	You put on sunscreen and a hat

4. Read p. 104 of the Student Book to students.
5. Tell students to look at the pictures on p. 104 and ask what activities the people in the pictures are doing and what weather is required.

6. Read the text on p. 105. Explain *floods* and *hurricanes* and ask if students can name other weather-related disasters. (tornadoes, blizzards, cyclones, hailstorms, droughts, heat waves) Connect students with any severe weather event that may have happened in your region that they may remember.

Summarizing and Assessing

In their **Think Books**, have students draw a picture of themselves doing a favorite activity in hot, cold, snowy, or windy weather. Make sure students include the weather conditions in the drawing.



Modifications for Differentiation

Above Students can label their drawings and write a sentence to explain.

Below Help students add labels to their drawing to support literacy development.

ELL In addition to the Below modification, ask students to share words about *weather*. If necessary, prompt them by acting out being cold or hot, and being outside on a windy or rainy day. List students' responses on the board. If necessary, add *rain* to the list.

Extending

Science Have students build a model house made of sand, craft sticks, or something similar. It can be built outside or in a sand table that can be brought outside each morning and brought inside at the end of each day. Have students observe the structure daily to understand how weather can affect a house. Have students think of ways to protect the house against the effects of weather.



Lesson 3 Closure

Classroom Assessment Activity

For each of the following questions, have students reach for the sky with both hands when you read the correct answer and reach for the ground when it is not correct. More than one answer can be correct.

What can change in a town?

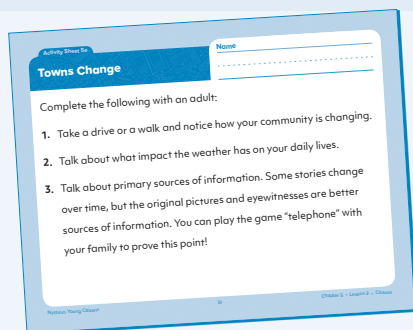
1. The number of people who live there (correct)
2. Roads and houses (correct)
3. Leaders (correct)

What is a primary source?

1. Photograph (correct)
2. Interview with people who saw an event (correct)
3. Nursery rhyme (not correct)

What kinds of weather can change a town?

1. Snakes (not correct)
2. Snow (correct)
3. A hurricane (correct)



Review at Home

Ask students to complete **Activity Sheet 5e** with their families at home.

Chapter 5 Review

Review Vocabulary

cooperate
environment
lake
mayor
mountain
natural disaster
opinion
plain
river
vote
weather

Materials

- Student Book
- Floor Map Side 1/2
- Review Center A
- Think Book
- blocks (craft materials)
- camera (optional)
- coloring utensils
- glue
- white paper

Objectives

Students will be able to:

- Isolate the main idea of a text.
- Explain how people use their environment.
- Recognize and analyze primary sources.
- Compare and contrast the changes in a town.
- Analyze how weather affects people and their town.

TEACHER'S NOTE

Information about the review centers and strategies for implementation and organization can be found on pp. xxv–xxvi of the Teacher's Guide.

Getting Started

1. Review the chapter question: "What is the story of our town?"
2. Review the charts, lists, and activity sheets that have been completed over the course of the chapter.

Teaching

1. Divide students into small groups and assign them to a review center
2. Make sure every student completes review centers A through E.



Review Center A: Main Idea

Distribute **Review Center A** (Teacher's Guide pp. 213–214) and have students complete the second page.

Review Center B: Land and Water Use

Set up **Floor Map Side 1**. Provide blocks or craft materials for building. Ask students to build a town. Once they have constructed the town, they should explain why they built certain structures. Focus on how the group used land and water. Then, have students deconstruct the town and repeat with **Floor Map Side 2**. Talk about how they might use the river and land. When students are finished, have them collect and organize materials for the next group.

Review Center C: Primary Sources

Have students take a photo or draw a picture of themselves participating in their favorite school activity. Ask questions, and let students answer verbally, about the picture and what it proves, such as:

- Who is in the picture?
- What does the picture show?
- Where is the picture taken?

Have students glue their picture in their **Think Books**.



Review Center D: Important Places in Town

Have each student decide which place in the town is the most important one. For example, they might choose the market, the mall, the library, the park, or the school.

1. Have students draw a picture of the chosen place on a piece of white paper.
2. If appropriate, tell them to complete the following sentence starter: The _____ is the most important place because _____.
3. Have students present their choices and try to persuade the others that their choice is the best. Remind them to listen politely and try to see each other's different opinions.
4. Have students glue their picture in their **Think Books**.



Review Center E: Weather

Have students think about outdoor activities.

1. Instruct students to draw a picture of themselves outdoors in nature on a piece of white paper. Examples might include skiing, wearing sunglasses, or playing ball.

2. Have them label the picture.
3. Tell them to explain why they are wearing particular clothes or participating in certain activities by completing the sentence starter: I am wearing _____ because the weather is _____.
4. Have students glue their picture in their **Think Books**.



Summarizing and Assessing

Have small groups discuss what was easy and difficult, and name one new thing they learned.

Chapter Test

Distribute and administer the **Chapter 5 Test** (Teacher's Guide pp. 215–220). Read the questions and assist students as needed.

Chapter 5 Project

The Story of Our Town

Materials

Every Day

- Project Checklist
- Project Evaluation

Day 1

- primary sources

Days 2–4

- camera
- coloring utensils
- computer
- newspapers
- white paper

Day 5

- camera (optional)
- coloring utensils
- glue
- poster board
- scissors



Geography



History



Critical
Thinking



Speaking &
Listening

Objectives

Students will be able to:

- Work together cooperatively to meet objectives.
- Utilize primary sources to tell the story of a town.
- Develop critical-thinking skills by analyzing information.

Project Description

Students will create a display that conveys the story of their town. This story will include displays about people, places, and nature.

TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then review the checklist with them before they turn in their projects.

In this activity, students will be divided into three groups, and ideally each group will have an adult or helper to supervise. If it is not possible to have three adults in the room during this project, consider working with individual groups during playtime and rotating so that each group has time to work on their drawings.

At the end of the project, students will present their displays. Consider inviting the school principal and town mayor or other community leader for the presentations ahead of time.

Instructions and Suggestions

Prior to the Project

1. Prepare six primary source objects for the project:
 - a. A picture of the town mayor (or city council members if there is no mayor)
 - b. A picture of the school principal

- c. A picture of city hall
 - d. A picture of the school
 - e. Two natural objects from around the town. Examples include a leaf, plant, flower, or rock.
2. If possible, provide a few other images from around town that will help students during the project, such as:
- a. Important buildings/businesses
 - b. Monuments
 - c. Statues of famous people
 - d. Lakes, rivers, parks, or other natural features

Day 1

1. Place the primary sources on a desk or table in front of students.
2. One at a time, pick a primary source from the collection (or call on a student to choose one). Ask the class what the object is. Then ask which group it belongs in: people, places, or nature. (It may help to describe these words before categorizing the primary sources.)
3. Make three separate piles of primary sources:
 - a. People
 - b. Places
 - c. Nature
4. Divide students into three groups and explain that these are the three main ideas for the project—people, places, and nature. 
5. Explain that each group will create a display for the chapter project. The displays must include the following:

People Group

- a. A picture of the town mayor (or city council members if there is no mayor), provided by the teacher
- b. A picture of the school principal, provided by the teacher
- c. Townspeople; each student must draw one person who lives in town

Places Group

- a. A picture of city hall, provided by the teacher
- b. A picture of the school, provided by the teacher
- c. Structures in town; each student must draw one building, monument, house, or other structure from the town

Nature Group

- a. Two natural objects, provided by the teacher
- b. Each student must make one drawing, either of an outdoor activity or of a natural feature in town.

Day 2

1. Separate students into their groups.
2. Have them work on their drawings for the display on a sheet of paper. Ask them to label their drawings when possible.

Day 3

1. Allow students to finish their individual drawings. Meanwhile, those who have finished can start making the display.
2. Have each group create its display by attaching all pictures, drawings, and objects to a large poster board or sheet of paper. The display must have a title (People, Places, Nature).
3. Allow each group to present its display. Each student can show and explain his or her drawing.
4. If possible, invite the principal or other town dignitaries to the presentation.

Modifications for Differentiation

Above Students can lead small groups in assigned tasks. They can also help with writing labels and titles.

Below Provide individualized attention to help with labels for their drawings.

ELL In addition to the Below modification, group ELL students with others who have stronger language skills.

Rubric

See **Project Evaluation** (Teacher's Guide p. 221).

Review Center A

Name _____

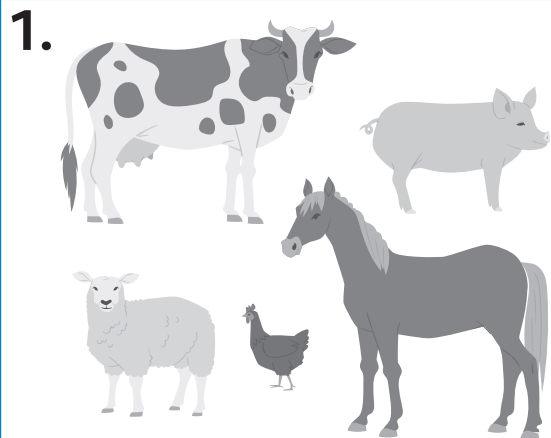
Find the main idea of each group of pictures. Pick the matching main idea from the word bank. Write it on the line or describe the main idea verbally.

Word Bank

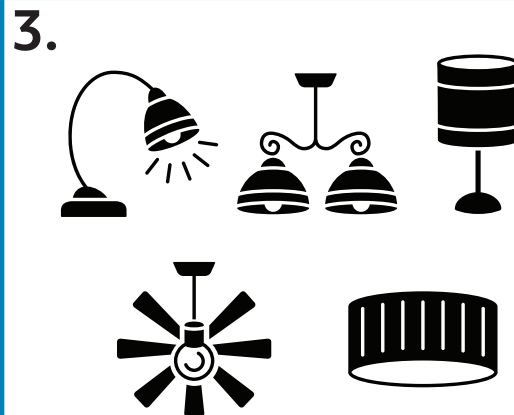
Cars	Animals	Houses	Lights
Dogs	Hats	Water	Weather

Review Center A

Name _____







Chapter 5 Test

Name _____

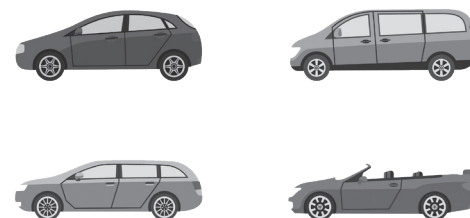
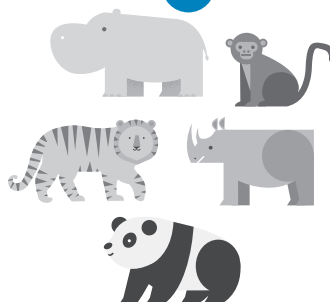
1. Match the main idea to the set of pictures.

Write the word below the picture.

cars

fruit

animals



Chapter 5 Test

Name _____

2. Circle the ways that we can learn from other people's opinions.

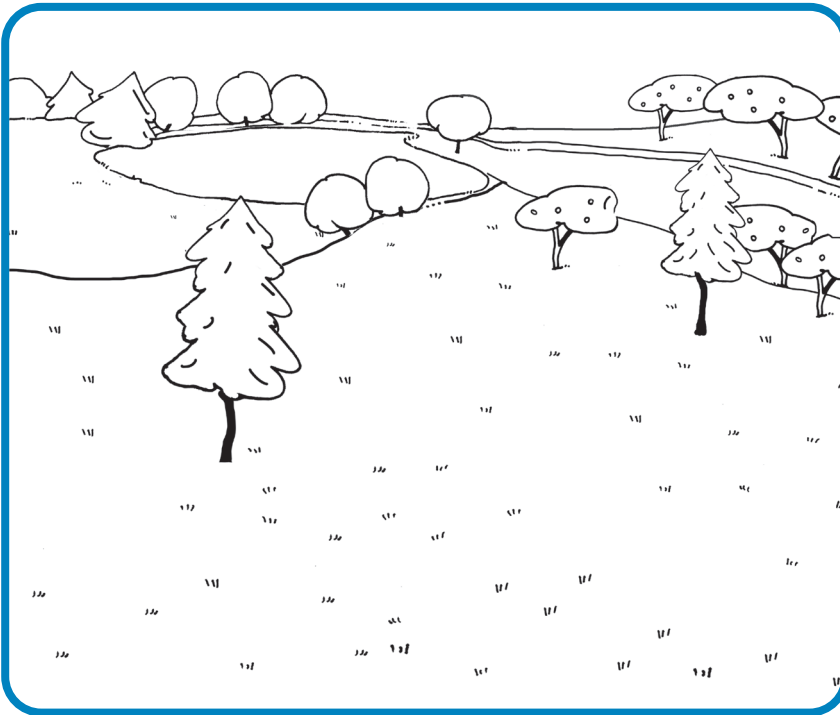
- a. Listen
- b. Ask why
- c. Show respect
- d. Yell

Chapter 5 Test

Name _____

3. Look at both pictures. Circle the ways that the town changed in the second picture.

Before



After



Chapter 5 Test

Name _____

4. Circle the primary source document for the snow storm.



Chapter 5 Test

Name _____

Talk to a partner about food, games, or animals. Draw a picture of what your friend likes and complete the sentence if possible.

My friend likes

Chapter 5 Test

Name _____

Sometimes people have different opinions and like different things. We can learn from each other. Draw a picture of what you like and complete the sentence if possible.

I like _____

Student Name:

Chapter 5 Project

The Story of Our Town

Project Evaluation

Display

The student drew something for the display.

The student helped to create the display with the group.

Emerging

Developing

Group Work

The student helped to present the display to the class.

The student worked with other group members respectfully.

Emerging

Developing

Check the column that is most appropriate.

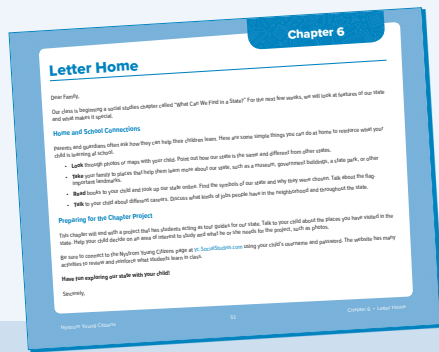
Compelling Question

What Can We Find in a State?

In this chapter, students will learn about the environmental and political aspects of their state.

Time Frame: 3 Weeks

- 1 Students will be able to locate their state on a map and describe its natural features.
- 2 Students will learn about the leaders and jobs present in their state.
- 3 Students will complete chapter review, project, and assessment.



Letter Home

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



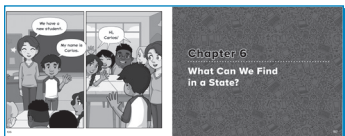
Chapter 6 Pre-assessment

1. Write the title “What We Enjoy about Our State” on a large sheet of paper.
2. Have pairs discuss what they like about their state. If necessary, focus attention on natural features.
3. Record responses on the large sheet of paper and post it in the room. This list will be used in the chapter project.



Chapter 6

Introductory Activity



pp. 106–107

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 1C/D
- map markers
- coloring utensils
- construction paper
- glue
- large sheet of paper
- long sheet of butcher paper
- scissors



Geography



Writing

Objectives

Students will be able to:

- Find locations using maps and globes.
- Identify themselves as members of different groups.
- Create charts and graphs to organize information.

Getting Started

1. Create a chart on a large sheet of paper that matches the one below.

Where We Come From

Our State	Another State	Another Country

2. Have students place their names in the appropriate column to indicate where they were born. Allow students who are unsure to place their names in the “Our State” column.
3. Count with students the total number of names in each column and write the number on the last row. Determine with them if “Another State” has more, fewer, or the same (equal) number of students compared to “Our State.” Do the same for “Another Country.”

Teaching

1. Read p. 106 of the Student Book to students.
2. Ask students to turn to p. 186 (Atlas). Explain to students that Honduras is part of North America and show them where the country of Honduras is located. Compare the size of Honduras and the United States.

3. If any students are from another country, use the Atlas to find their countries. If students are from another state, distribute **U.S. Desk Map 1C** and map markers so that students can compare that state and your own. When comparing states, do the following:
 - a. Have students trace the outline of your current state.
 - b. Have students trace the outline of the other state.
 - c. Have students draw a line from one state to the other.
 - d. Analyze the distance and have students compare the size and shape of each state.
 - e. Ask students if the other states touch an ocean or have many mountains.
 - f. Have students clean their maps and repeat with another state.

TEACHER'S NOTE

If there are no students, or not enough students, born in another state, then you should select various states for the comparison exercise.

4. Have pairs discuss how they would welcome a new person such as Carlos into their classroom, and what would they tell him about the state. 
5. Cut out a large, long piece of butcher paper to make a banner. Write on it **Welcome to Our Classroom and State**.
6. Have small groups work on specific areas of the banner by drawing pictures, making decorations out of construction paper, and writing words that represent their class and state. Remind them of things they listed about their state in the Pre-assessment activity. 
7. Hang the banner in the classroom.

Summarizing and Assessing

Ask students where Carlos's name would go on the "Where We Come From" chart. Ask them how the addition of his name changes the chart's tally. Responses can include ideas about total participants and references to *more*, *fewer*, and *equal*.

Distribute **Activity Globes** to small groups. Have students find and trace the outline of North America. See if students can trace the border of the United States using p. 186 (Atlas) as a reference. Challenge students to place a star in the general location of their state using **U.S. Desk Map 1C** as a reference. Have students clean, collect, and put away materials. 

Modifications for Differentiation

Above Students can find the places on maps where they, friends, and family members were born.

Below Have students count and record the number of names in each column of the “Where We Come From” chart. Provide support for the concepts of *more*, *fewer*, and *equal (same)*.

ELL Students can share what *hello* is in their language. Encourage everyone to learn to say *hello* in the languages represented in the class.

Lesson 1

Places in a State

Online Activities

- Vocabulary Activities

Literacy Links

- *Hello, Texas!* by Martha Zschock
- *Larry Gets Lost in Washington, D.C.*, by Andrew Fox and John Skewes
- *Mount Rushmore* (Wonders of America), by Marion Dane Bauer

Main Goals

- A Where is our state?** Locate the state on a map and use language such as *size*, *shape*, and *color* to describe locations on a map.
- B Researching Skills: Reading Map Symbols.** Read and use map keys and symbols.
- C What does our state look like?** Describe how the environment influences human activity.

A Where is our state?



Geography



Speaking &
Listening



pp. 108–109

New Vocabulary

state

Materials

- Student Book
- U.S./World Desk Map 1C/D
- Vocabulary Word Cards [↓](#)
- map markers

Objectives

Students will be able to:

- Locate the United States and individual states on a map.
- Use language such as *size*, *shape*, and *color* to describe locations on a map.

Vocabulary Focus

Show students the **Vocabulary Word Card**. Explain that the word *state* means an area of land that has the same government and laws. You may also note that the word *state* has other meanings, but you are only using it in this way in this lesson. See if students know which state they live in. Write on the board: **We live in _____**. Ask students to finish the sentence.

Getting Started

TEACHER'S NOTE

Rewrite the chant below to go with your state: (1) reorder the cardinal directions of the first line so that the region in which your state resides is the last word, (2) make that region the last word of the second line, (3) fill in the blanks for lines two and three with your state name. For the actions, have students reach up for North!, down for South!, to the east (or right) for East!, and to the west (or left) for West! and put their hands over the hearts (or on their heads or hips) for their state name; or, if there is time, work with them to develop your own choreography.

1. Have students say the chant:

North! South! East! West!
(your state name) in the (region) !
Yay, (your state name) .

2. Create actions for the chant.

Teaching

1. Read the text on p. 108 of the Student Book to the class.
2. Ask students what state they live in. Ask if they can name any other states.
3. Read the speech bubble on p. 108. Ask students to try to find and point to their state on p. 109.
4. Distribute **U.S. Desk Map 1C** and map markers and have students point to your state. Give direction hints to get all students pointing correctly. Have them draw a circle around your state with a map marker.
5. Have them name the states that touch your state. If applicable, have them name the country, ocean, or Great Lake that touches it. Have students clean their desk maps.

Summarizing and Assessing

On **U.S. Desk Map 1C**, ask students to point to your state once more (give direction hints as needed) and to trace its outline. Ask students to point to and trace a specific small state (choose one that students will be able to trace easily, such as Vermont or New Hampshire). Ask students to point to and trace a large state (California or Texas). Have students compare the three states verbally. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Students can find information or images about your state from other sources.

Below Provide a cutout of your state and tell students to look for its outline on **U.S. Desk Map 1C**.

ELL In addition to the Below modification, as needed, draw a large square that includes your state on the map and tell students to look inside the square for your state.

Extending

Art Students can create an advertisement for your state that invites others to come visit your state by showing some of the nice things about it.



Researching Skills

B

Reading Map Symbols



Geography



Information
Processing



Reading



pp. 110–111

New Vocabulary

map key
map symbol

Materials

- Student Book
- U.S./World Desk Map 1C/D
- Vocabulary Word Cards [↓](#)
- map markers

Online Activities

- Reading Map Symbols

Objectives

Students will be able to:

- Use map keys and map symbols.
- Locate information on a map.

Vocabulary Focus

Show students the **Vocabulary Word Cards** and display **U.S. Desk Map 1C**. Show students where the map key and map symbols are.

Getting Started

Hold up **U.S. Desk Map 1C**. Call on students to show the class various things or locations on the map such as your state, a small state, a green state, or a long state.

Teaching

1. Divide the class into small groups and read the first three sentences on p. 110 of the Student Book to students. Look over the map on p. 111 and point out the symbols without naming them. For example, tell students, “These trees are symbols for something.”
2. Read the last two sentences on p. 110, and then have groups look at the map and key on p. 111. Ask students to find and name the symbols on the map. Help students with the vocabulary on the map key as needed.



Summarizing and Assessing

Distribute **U.S. Desk Map 1C** and map markers and have students do the following:

- Draw a circle around the map key.
- Draw a square next to the country capital.
- Trace one coastline.
- Draw three triangles over a mountain range.
- Trace the route of one river.

Monitor students’ responses. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Give students **Community Desk Map 1B** and have students fill in the map key and some symbols for it.

Below If students cannot find symbols and the corresponding locations on the map, create a simple map with larger and fewer symbols for practice.

ELL In addition to the Below modification, show students a key (perhaps one from your key ring) and invite students to tell you what it is and what it does. [\(It opens a lock\)](#) Explain that a map key unlocks the meaning of a map.

Extending

Geography Students can create a map of the classroom or of a room in their house. Have them create map symbols for large items.



What does our state look like?



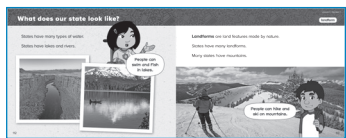
Geography



Critical
Thinking



Speaking
& Listening



pp. 112–113

New Vocabulary

landform

Materials

- Student Book
- U.S./World Desk Map 1C/D
- Activity Sheet 6a
- [Images of Land and Water](#) ↓
- [Vocabulary Word Cards](#) ↓

Objectives

Students will be able to:

- Use map keys and map symbols.
- Describe how the environment influences human activity.

Vocabulary Focus

Show students the **Vocabulary Word Card**. The definition is introduced in Getting Started.

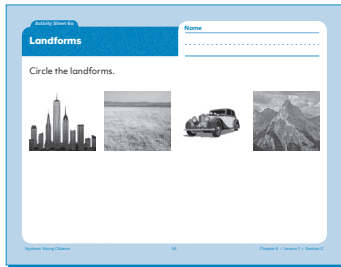
Getting Started

1. Show students a variety of natural features, ideally from your state. Help students sort the images into two categories: land and water.
2. Introduce the word *landform* (forms, or shapes, of land) and emphasize that all the pictures in the “land” category show landforms. Explain that landforms are types of land created by nature. Further explain the vocabulary word by saying that landforms are not buildings or cars.

Teaching

1. Read pp. 112–113 of the Student Book to students.
2. Distribute **U.S. Desk Map 1C** to small groups. Ask them to find the map key.
3. Remind students that lakes and rivers are water features. Review the map symbols and then ask students to point to a lake. Next, help students find a river.
4. Remind students that mountains are land features, or landforms. Review the map symbol for mountains, and then ask students to point to mountains. Next, help students find an island.
5. Have groups discuss activities connected to the landforms (e.g., skiing, hiking, rock climbing).
6. Have each group prepare a dramatization of one or more activities.





Activity Sheet 6a

7. Have the groups present their dramatization to the whole class. Challenge the audience to identify what the activity is.

Summarizing and Assessing

Distribute **Activity Sheet 6a**. Have students complete it. Provide help as needed.

Modifications for Differentiation

Above Provide students with a list of landforms in your community and see if they can locate them on a local map.

Below Support students' understanding of the activity sheet by identifying the subject of each picture so students know what the image is representing.

ELL In addition to the Below modification, show students pictures of water features, such as a river, lake, and an ocean. Point out that in the pictures, the water looks blue. Point to water features on the map and ask students what color they are. (blue) If time permits, show students tourism brochures or websites and help them identify landforms in the photographs.

Extending

Geography Students can create symbols of landforms in their community. Students can add these symbols to a local map.



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” or “no” when you read the answers. More than one answer can be correct.



Yes



No

How are states the same?

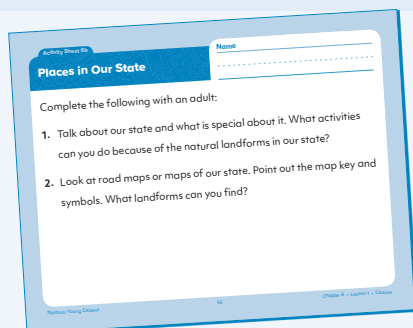
1. They are the same shape. (no)
2. They are the same size. (no)
3. They are part of the United States. (yes)

What can you find on U.S. Desk Map 1C?

1. States (yes)
2. A map key (yes)
3. A bumblebee (no)

Which are landforms?

1. Mountains (yes)
2. Buildings (no)
3. Roads (no)



Review at Home

Ask students to complete **Activity Sheet 6b** with their families at home.

Lesson 2

Living and Working in a State

Online Activities

- Vocabulary Activities

Literacy Links

- *Being a Leader*, by Cassie Mayer
- *Buddy Bison's Yellowstone Adventure*, by Ilona E. Holland
- *T Is for Texas*, by Boys and Girls Club of Greater Fort Worth

Main Goals

- A Who are the leaders of a state?** Discuss traits of leaders and what leaders do.
- B What are the symbols of a state?** Recognize state and national symbols and explain their purposes.
- C What jobs do people have in our state?** Name and describe various occupations.

A

Who are the leaders of a state?



Civics



Geography



Reading



pp. 114–115

New Vocabulary

governor

Review Vocabulary

mayor
principal

Materials

- Student Book
- U.S./World Desk Map 1C/D
- Leveled Student Readers
- Vocabulary Word Cards [↗](#)
- Think Book
- map markers
- picture of the state capitol (optional)
- picture of the state governor (optional)

Objectives

Students will be able to:

- Discuss traits of good leaders and what leaders do.
- Recognize the importance of leadership in groups.

Vocabulary Focus

Show students the **Vocabulary Word Cards**. The definitions are introduced in Teaching.

Getting Started

1. Invite the school principal to the class to describe his or her job. Have students ask questions.
2. After the principal's visit, create a chart on the board:

Place	Leader
School	principal

3. Ask students, “Who is the leader of the school?” (**principal**) Write the correct response down.
4. In the second row of the “Place” column, write **Town**. Ask students if they can remember who the leader of a town is. (**mayor**) Write the correct response down, and remind students that people vote for a mayor, and the mayor needs many other helpers to be able to run a town.
5. Distribute **U.S. Desk Map 1C** and map markers. Have students trace the outline of your state.
6. Tell students that they will learn about state leaders. In the third row of the “Place” column, write **State**.

Teaching

1. Read pp. 114–115 of the Student Book, pausing to go over the pictures accompanying each section of text.
2. Afterward, refer to the chart and ask students who the leader of the state is. (**governor**) Write the correct response down and have students write a **G** inside or next to their state on the desk map.
3. Write the name of your state governor on the board and show a picture if possible. Remind students that just like a mayor needs help, governors also need help. Many people help the governor run the state.
4. If possible, show students a picture of your state’s main legislative building. Tell students that the governor works there. Explain that the building is in the state’s capital city. Name your state capital.
5. Have students clean, collect, and put away materials.
6. Review the qualities of a good leader (see the idea web from chapter 5, lesson 2, section A, in students’ **Think Books**). Discuss how politicians are not a state’s only leaders; sometimes ordinary citizens can help lead movements. Distribute and read the **Leveled Student Readers**. 

Summarizing and Assessing

Write on the board the following sentences: **We live in the state of _____ . Our state capital is _____ . The governor of our state is _____ .** Read aloud the sentences and see if students can verbally provide the missing information. Write the correct answers on the board.

Modifications for Differentiation

Above Students can work independently to make a poster showing who leads a school, town, and state to accompany the chart (from Getting Started).

Below If students cannot read the **Leveled Student Readers**, read to them, then reread chorally. Students may need additional review before answering the summarizing sentences.

ELL In addition to the Below modification, write the names of your town and capital city next to the name of the governor on the board. As students are able, ask them to read aloud some or all of the names. Have students respond with complete sentences as you pose these questions to them: “Which town do we live in? What is the capital of our state? Who is the governor of our state?”

Extending

Civics Assign students or groups of students a law of your state. Students can make a poster showing why the law is important and how it keeps everyone safe.

B What are the symbols of a state?



Civics



History



Critical Thinking



pp. 116–117

New Vocabulary

state symbol

Materials

- Student Book
- Group Activity Cards
- Images of State Symbols [↓](#)
- Images of Symbols [↓](#)
- Vocabulary Word Cards [↓](#)
- Think Book
- coloring utensils

Online Activities

- What Are the Symbols of a State?

Objectives

Students will be able to:

- Recognize state and national symbols.
- Explain the purpose of a symbol.

Vocabulary Focus

Show students the **Vocabulary Word Card**. The definition is introduced in Teaching.

Getting Started

1. Have a stack of images of common symbols (e.g., heart, shamrock, jack-o'-lantern, peace symbol, star). Do not let students see the images.
2. For each image, orally give clues that describe and define the symbol until students have made several good guesses.
3. Show the symbol after students have made good guesses or have guessed correctly.

Teaching

1. Read pp. 116–117 of the Student Book to students and have them look at the images.
2. Show students symbols of your state, including your state flag, flower, and bird. Discuss when and where students may have seen these symbols. Explain that these symbols represent things that are important to the state.
3. Explain that your school also has symbols. Show students the school mascot or logo. Explain the symbol(s) of your school and compare these symbols to the symbols of your state.
4. Distribute and complete the activities on the **Group Activity Cards**.

Summarizing and Assessing

Ask students to restate what your state symbols are. Ask students to restate why states have symbols. Have students draw your state symbols in their **Think Books**. 

Modifications for Differentiation

Above Provide materials to help students learn more about your state; include the state animal, state motto, or how the state flag was created.

Below If students cannot answer the Summarizing and Assessing questions, provide sentence stems and practice a choral response.

ELL In addition to the Below modification, show students a U.S. flag and remind or explain to students that the flag is a symbol of our country. Explain what the stars and stripes stand for.

Extending

Art Students can create a collage of images that represent your state.

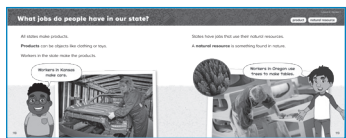
C What jobs do people have in our state?



Careers



Economics



pp. 118–119

New Vocabulary

natural resource
product

Materials

- Student Book
- Images of Natural Resources [↓](#)
- Vocabulary Word Cards [↓](#)
- Think Book
- coloring utensils

Objectives

Students will be able to:

- Name various occupations.
- Recognize connections between natural resources and finished products.

Vocabulary Focus

Show students the **Vocabulary Word Cards**. The definitions are introduced in Teaching.

Getting Started

Discuss the images on pp. 118–119 of the Student Book. Talk about what is happening, particularly what the workers are doing in each image.

Teaching

1. Read p. 118 to students, emphasizing *product*.
2. Talk about how the image of the factory shows a product (a car).
3. Look around the classroom. Name some products that were purchased at a store. Talk about workers who made those products.
4. Read p. 119 to students, emphasizing *natural resources*.
5. Look at the two images on the page. Talk about how the images show natural resources (trees) and a product (a table).
6. Show images of other natural resources (such as cotton) and talk about what products are made from these natural resources (clothes, towels) and the workers who make them.

Summarizing and Assessing

Ask students to draw an image of a product that workers make and provide a label in their **Think Books**. Ask students to draw a second picture of a natural resource and provide a label.



Modifications for Differentiation

Above Students can write a sentence about the products and natural resources they draw during the Summarizing and Assessing activity.

Below Provide support labeling the images in the Summarizing and Assessing activity or ask students to respond verbally. If additional support is needed, ask students to use the images in the Student Book to help them.

ELL In addition to the Below modification, have students act out common jobs in your state or jobs they would like to have when they are adults. To provide more challenge, ask students to work in pairs and assume speaking roles as they present a short skit about the job.

Extending

Careers Students can make classroom centers that represent different community businesses and jobs. These centers can include a doctor's office, post office, hair salon, farm, and newsstand. Also, students can find out more about specific jobs by asking family members to describe their jobs and sharing with the class.



Lesson 2 Closure

Classroom Assessment Activity

For each of the following statements have students hold their thumbs up when you read a correct answer. Have them hold their thumbs down when you read an incorrect answer.

Who is the leader of the state?

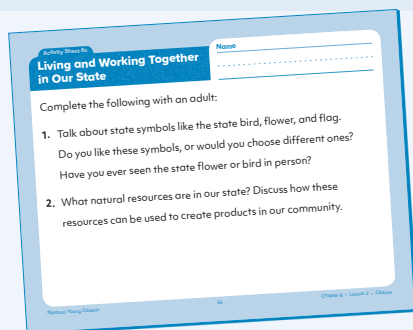
1. President (not correct)
2. Governor (correct)
3. Mayor (not correct)

What symbols does a state have?

1. Flower (correct)
2. Cell phone (not correct)
3. Bird (correct)

What is a natural resource?

1. Trees (correct)
2. Books (not correct)
3. Basketballs (not correct)



Review at Home

Ask students to complete **Activity Sheet 6c** with their families at home.

Chapter 6 Review

Review Vocabulary

governor
landform
map key
map symbol
natural resource
product
state
state symbol

Materials

- Student Book
- U.S./World Desk Map 1C/D
- Review Center A
- Review Center B
- Think Book
- coloring utensils
- drama props
- white paper

Objectives

Students will be able to:

- Use map keys and map symbols.
- Describe relative locations.
- Discuss traits of good leaders and what leaders do.
- Recognize the importance of leadership in groups.
- Explain the purpose of a symbol.
- Name various occupations.

TEACHER'S NOTE

Information about the review centers and strategies for implementation and organization can be found on pp. xxv–xxvi of the Teacher's Guide.

Getting Started

1. Review the chapter question with students: “What can we find in a state?”
2. Review the charts, lists, and activity sheets that have been completed over the course of the chapter.

Teaching

1. Divide students into small groups and assign them to a review center.
2. Make sure every student completes review centers A through D.



Review Center A: Mapping Skills

Have students use the **U.S. Desk Map** to practice mapping skills by completing **Review Center A** (Teacher's Guide pp. 247–248).

Review Center B: Leadership

Have students think about leaders by completing **Review Center B** (Teacher's Guide pp. 249–250).

Review Center C: Symbols

Have students draw a symbol about themselves on a white sheet of paper. Their symbol should represent something about them. Have them explain their choices to you or write a sentence description.

Review Center D: Occupations

Have students act out an occupation from the list below or one of your choosing. Have the rest of the group guess what job is being portrayed. Have students ask the group if the job is related to natural resources. Provide students with props (such as a stethoscope) to assist the dramatization.

- Farmer
- Police officer
- Baker
- Teacher
- Tailor
- Firefighter
- Carpenter/construction worker
- Doctor

Summarizing and Assessing

Have small groups discuss what was easy and difficult, and name one new thing they learned.



Chapter Test

Distribute and administer **Chapter 6 Test** (Teacher's Guide pp. 251–256). Read the directions to students and assist them as needed.

Chapter 6 Project

A Tour of My State

Materials

Every Day

- Project Checklist
- Project Evaluation

Day 1

- List from Pre-assessment
- Facts and photos from Prior to the Project

Day 2

- State Outline Map [↓](#) (Prior to the Project)
- coloring utensils
- glue
- poster board
- scissors
- white paper



Geography



Critical
Thinking



Speaking &
Listening



Writing

Objectives

Students will be able to:

- Work cooperatively to meet objectives.
- Recognize and differentiate between human-made and natural landmarks and sites in their state.
- Take responsibility for managing class, school, and family materials.
- Express ideas orally and in writing.

Project Description

Students create a poster about a specific feature in their state. Students research, organize, and present the information to an audience.

TEACHER'S NOTE

Go over the **Project 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. Gather at least three facts about and six photos of a state park. Try to select a park that students will be able to pronounce. Facts should be presented on plain sheets of paper.
 - a. One fact should indicate who works at the park (e.g., Park rangers work at Redwood State Park.).
 - b. One fact should indicate where the park is located. This should include a city name and the general location in the state (e.g., Redwood State Park is near Eureka. It is on the northern California coast.).

- c. One fact should indicate what natural resources can be found there (e.g. Redwood State Park has many trees.).
2. Gather at least three facts and six photos of the state capital.
 - a. One fact should indicate that the main state legislative building can be found here.
 - b. One fact should indicate that the governor works in this city.
 - c. One fact should indicate when the city was founded.
3. Gather at least three facts and six photos of one of the major landforms or water features in your state.
 - a. One fact should indicate the natural resources found in or around the landform or water feature.
 - b. One fact should indicate specific dimensions about the landform or water feature.
 - c. One fact should indicate the location of the landform or water feature. This should include a city name and the general location in the state.
4. Label the relevant cities, landforms, and water features on the State Outline Map before duplicating for students.

Day 1

1. Refer students back to the Pre-assessment list, “What We Enjoy about Our State,” which was created at the beginning of this chapter. Have students add more ideas, if necessary.
2. Explain to students that they will be tour guides for their state. Divide the class into three groups. Assign one of the topics (state park, major landform or water feature, state capital) to each group. 
3. Explain to groups that they will be making a poster about this topic.
4. Group all pictures and information together and challenge students to pick out information relating to their topics. If students struggle, then read the information to them and provide extra clues.

Day 2

1. Have students begin making their posters about their topics.
2. Have groups glue a copy of the State Outline Map in the middle of their poster boards.
3. Have students draw a star over the city that is mentioned with the facts for their topic.
4. Have groups add the facts, pictures, and drawings about their topics around the state map.
5. Have them add labels to their pictures. For example, they could write the name of the governor under a photo of the governor or they could write **trees** under a picture of a forest.

Day 3

1. Have groups present their posters. Have the audience ask questions about the posters.
2. Display the posters.

Modifications for Differentiation

Above Students can lead small groups in assigned tasks. They can also help with writing labels.

Below Students can be given a variety of descriptive words to choose from to label their pictures.

ELL In addition to the Below modification, read aloud the facts so that students can hear the name of the cities, the state park, and the major landform.

Rubric

See **Project Evaluation** (Teacher's Guide p. 257).

Review Center A

Name _____

Read and follow the directions using the map on the next page.

1. Circle a state that begins with the letter A.
2. Trace the boundary lines of that state.
3. Put an X on a small state.
4. Put a happy face on a big state.
5. Color the state that you live in.

Review Center A

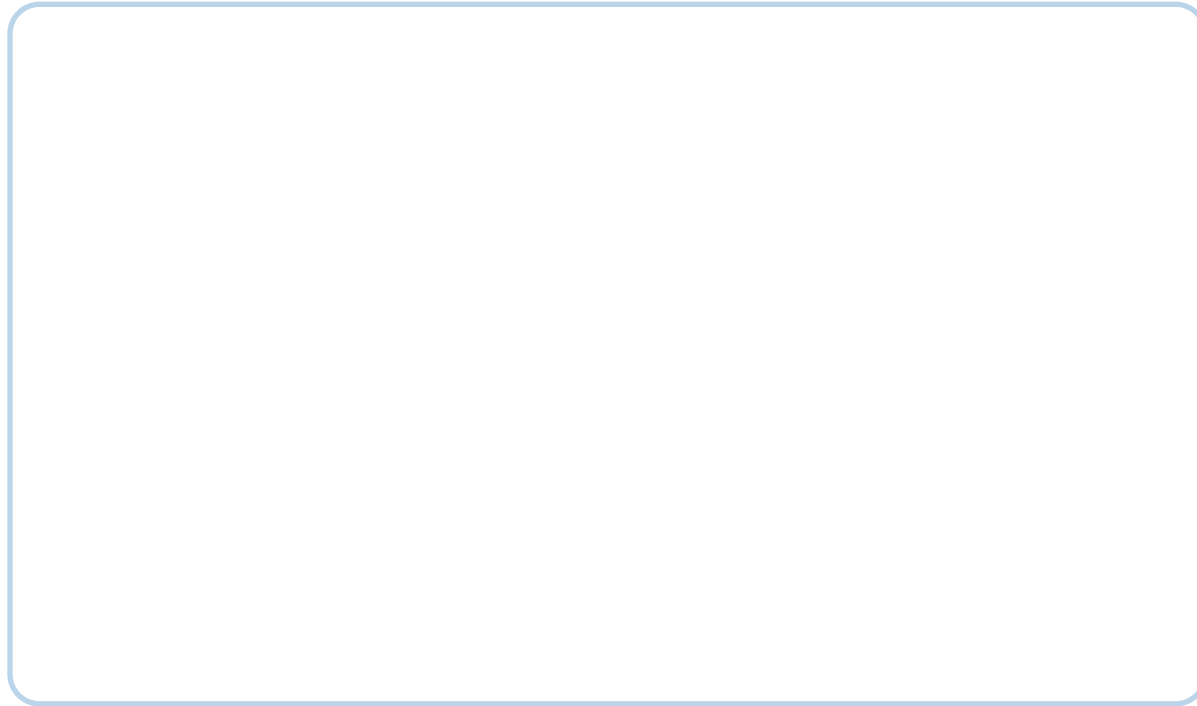
Name _____



Review Center B

Name _____

1. Draw a picture of a leader you know. Label the picture.



Review Center B

Name _____

Circle the correct answer.

2. The leader of the state is the

mayor.

principal.

governor.

3. How is the governor picked?



Chapter 6 Test

Name _____

1. Draw a line from each word to its matching picture.

natural resource

map symbol

product

states



Chapter 6 Test

Name _____

- 2.** Use the map and map key on the following page to complete the activity:
- a.** Trace the railroad with yellow.
 - b.** Color the pond blue.
 - c.** Color the school red.
 - d.** Count the number of stores and write the number in one of the stores.

Chapter 6 Test

Name _____

Map Key



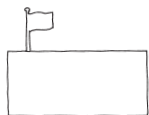
Railroad



House



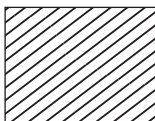
Store



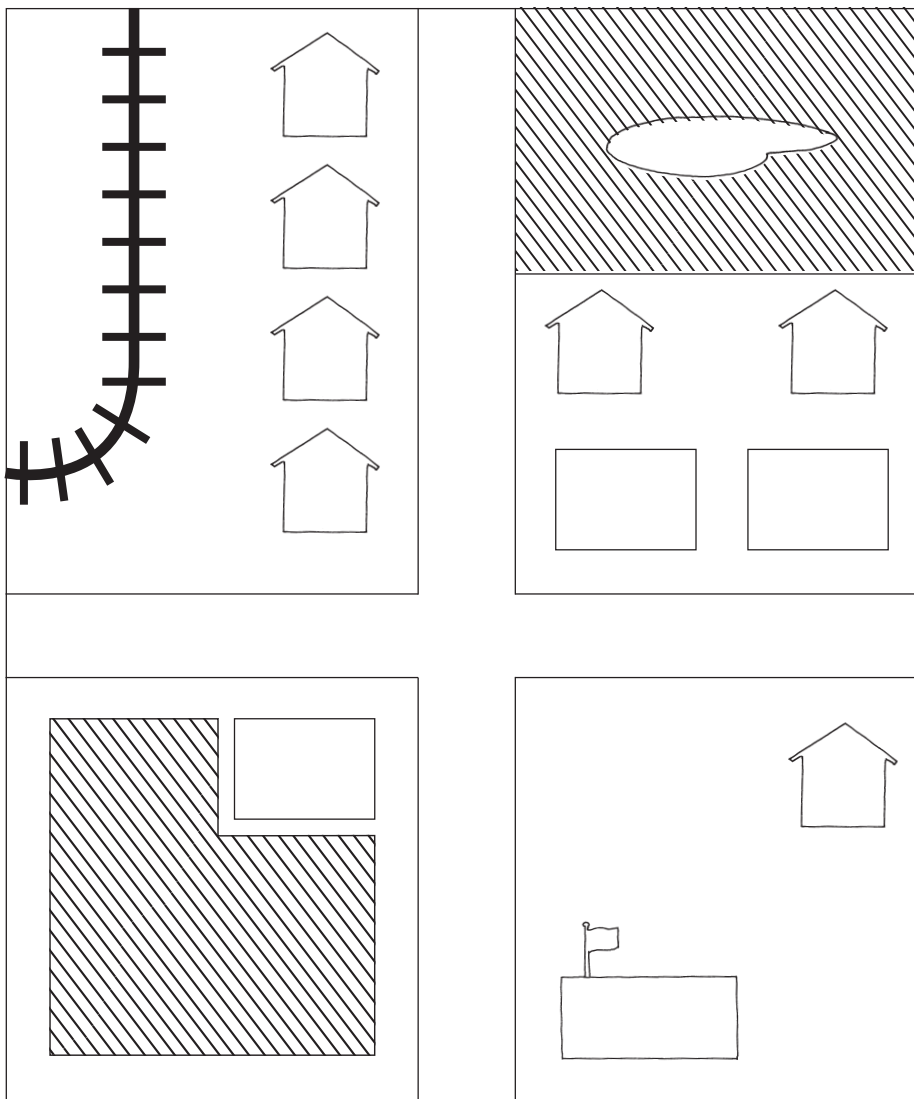
School



Pond



Park



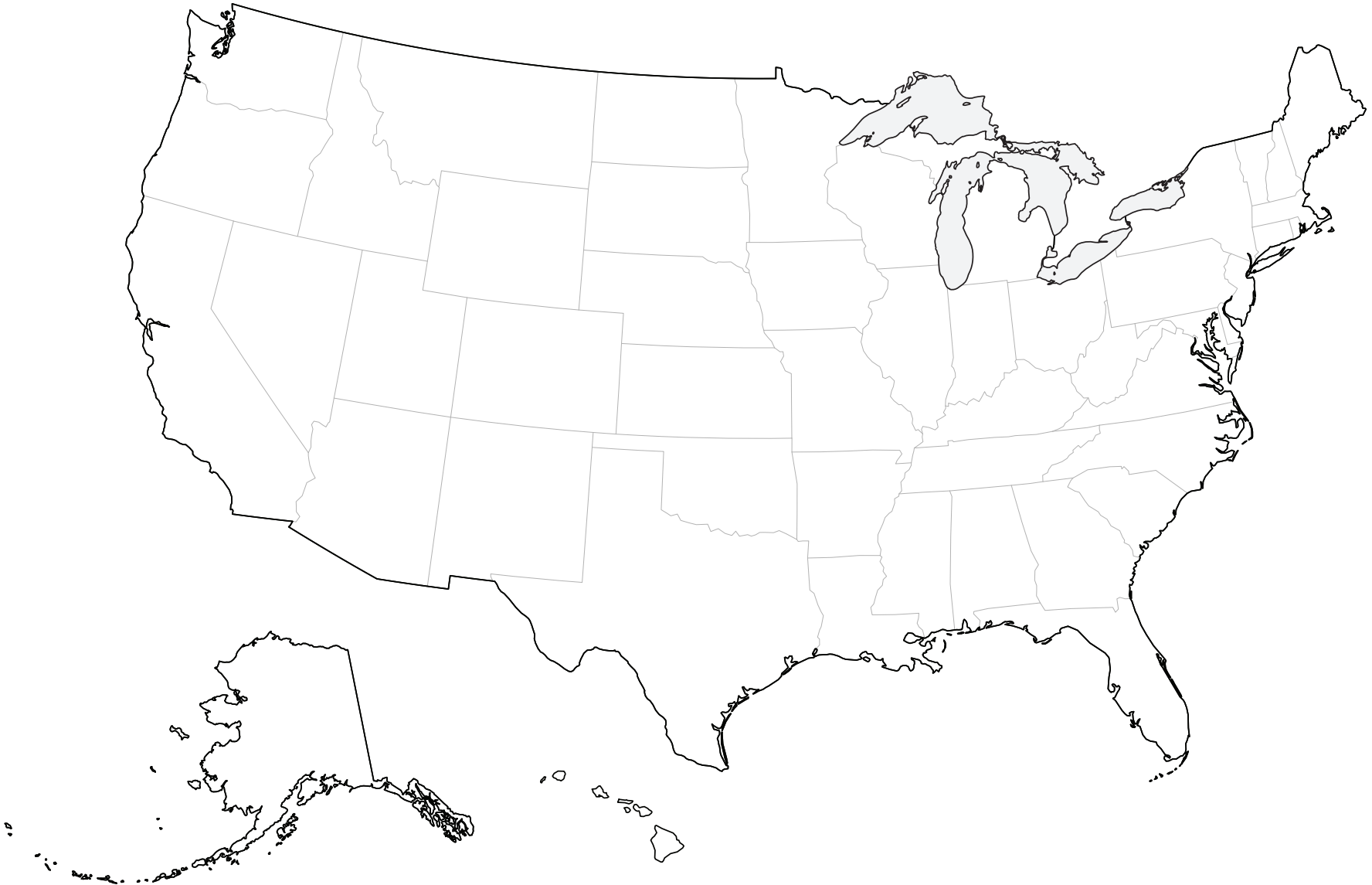
Chapter 6 Test

Name _____

- 3.** Use the map on the following page to complete the activity:
- a.** Color your state red.
 - b.** Draw a circle around a lake.
 - c.** Color a small state yellow.
 - d.** Color a large state purple.

Chapter 6 Test

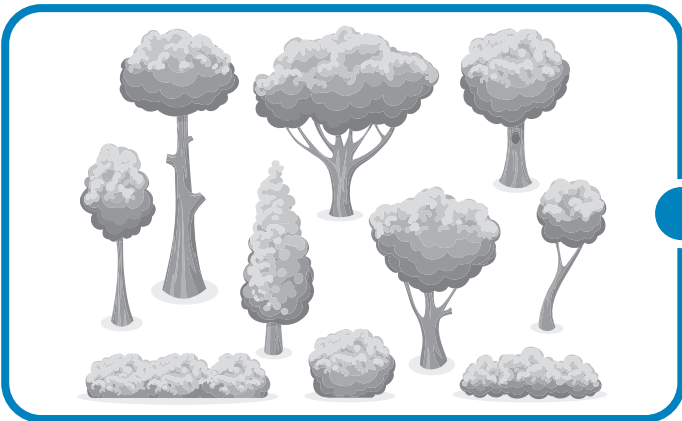
Name _____



Chapter 6 Test

Name _____

4. Draw a line from the natural resource to its product.



Student Name:

Chapter 6 Project

A Tour of My State

Project Evaluation

Poster

The student helped pick out the information about his or her topic.

The student helped make the poster.

The poster is neat and labeled clearly.

Emerging

Developing

Presentation

The student helped present the poster.

The student worked with other group members respectfully.

Emerging

Developing

Check the column that is most appropriate.

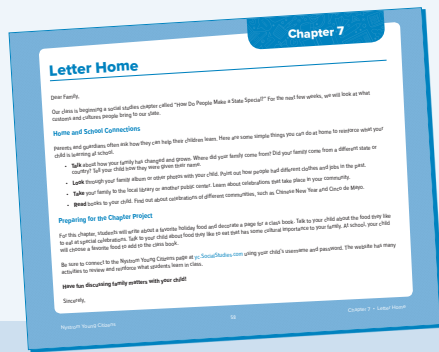
Compelling Question

How Do People Make a State Special?

In this chapter, students will learn about various aspects of their state, from how it has changed to what its symbols are.

Time Frame: 3 Weeks

- 1 Students will define *history* and learn about the history of their state.
- 2 Students will be able to describe cultural differences among groups of people in their state and how holidays and celebrations bring people together.
- 3 Students will complete the chapter review, project, and assessment.



Letter Home

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



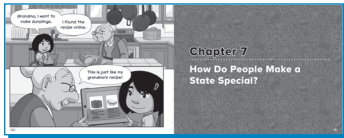
Chapter 7 Pre-assessment

1. Write the chapter question on a large sheet of paper:
“How do people make a state special?”
2. In pairs, have students discuss how they can make a place special.
3. Record their responses on the large sheet of paper.
Keep this chart for the chapter review.



Chapter 7

Introductory Activity



pp. 120–121

Materials

- Student Book
- State Outline Map [↓](#)
- Think Book
- coloring utensils
- glue

Literacy Links

- *The Best Part of Me: Children Talk about Their Bodies in Pictures and Words*, by Wendy Ewald
- *I Like Me!* by Nancy Carlson
- *We're All Wonders*, by R. J. Palacio



Critical
Thinking



Writing

Objectives

Students will be able to:

- Explain how everyone is special and has something to offer.
- Explain how a state is special.

Getting Started

1. Explain that everyone in your class is special.
2. Ask students what special gifts or talents they each have. Have students share in a small group a talent they notice in another group member (such as solving problems). 
3. In pairs, have students discuss why they think their names are special and how they got their names. 
4. Write the following song on the board and sing it to the tune of “Frère Jacques.”

“We Are Special”

We are special. We are special.

If you look, you will see.

Someone very special. Someone very special.

You and me. You and me.

Teaching

1. Read and discuss the comic on p. 120 of the Student Book. Explain to students that the way food is made can be special too. Ask students if they have any special family recipes. If not, share one of your favorite recipes.
2. Explain to students how many things can be special, from the food they eat to the games they play.
3. Explain to students that the state they live in must be special, because it’s full of special people like them.

Summarizing and Assessing

Using your State Outline Map, have students write their names in the state and then color the state. Optionally, you can have students create “name art” with the shape of the state. Have students glue their sheets into their **Think Books**.



Modifications for Differentiation

Above Students can organize names of classmates by the number of letters in them.

Below Students may not know the story behind their names. Allow them to talk about other things that make them special.

ELL In addition to the Below modification, encourage students to incorporate colors that are related to their heritage in their name art and designs. For example, students of Chinese heritage may want to use lots of red, which is related to good luck in Chinese culture.

Lesson 1

People of the State in the Past

Online Activities

- Vocabulary Activities

Literacy Links

- *Fancy That*, by Esther Hershenhorn
- *Goody O'Grumpity*, by Carol Brink
- *The Legend of the Indian Paintbrush*, by Tomie dePaola

Main Goals

- A** **How did people live long ago?** Define *history* as a study of the past and explore changes in technology.
- B** **What groups came to our state?** Locate your state as part of a region and identify groups of people who have lived there.
- C** **Reading Skills: Supporting Details.** Differentiate between main idea and supporting details.

A How did people live long ago?



History



Information
Processing



pp. 122–123

New Vocabulary

history

Review Vocabulary

past
present

Materials

- Student Book
- Activity Sheet 7a
- Vocabulary Word Cards [↓](#)
- Think Book
- glue
- scissors
- your childhood photos

Objectives

Students will be able to:

- Define *history* as a study of the past.
- Analyze how changes in technology have made life different now from in the past.

Vocabulary Focus

Show students the **Vocabulary Word Card**. The definition is introduced in Getting Started.

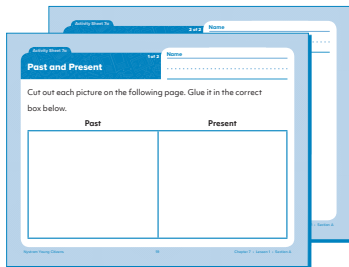
Getting Started

1. Show and discuss some of your childhood photos. Compare and contrast some of the things from your past to your present.
2. Introduce the word *history*. Explain that history is the study of the past. Explain to students that by studying your photos, they were studying history.
3. Ask students to write the word *history* and its definition in their **Think Books**.



Teaching

1. Read the comic on pp. 122–123 of the Student Book to students. Tell students that Leena’s grandmother is talking about how her childhood was different. Explain that Leena is learning about history.
2. Read p. 122 to students and talk about how homes and phones have changed over the years. Challenge students to think of other things that might have changed.
3. Distribute **Activity Sheet 7a**. Have students complete it.



Activity Sheet 7a

Summarizing and Assessing

Have small groups discuss their completed activity sheets. Collect their activity sheets for the chapter review.



Modifications for Differentiation

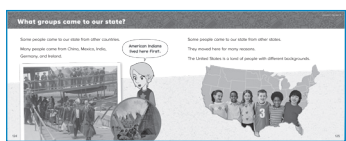
Above Have students find pictures of old technology to share with the class, such as hand mixers, manual can openers, pencil sharpeners, and inkwells, and talk about the way these items or the need for these items have changed.

Below Provide historic and current pictures of items not pictured on **Activity Sheet 7a** (for example, shoes, clothing, toys, vehicles, and other everyday items) and help them sort the pictures into groups for past and present.

ELL Have students help you place and label pictures of old and new technology on a visual word wall. Students may not be able to talk about how items have changed. Show students actual old and new objects and talk about how the items have changed.

Extending

History Students can interview family members about changes they have seen in their lives.



pp. 124–125

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 1C/D
- Think Book
- map markers
- photos of American Indian tribes and early settlers from your state

Objectives

Students will be able to:

- Find their state on a map.
- Analyze primary sources.
- Find states and countries that people traveled from to their state.

TEACHER'S NOTE

Before this section, research early settlers of your state and local American Indian tribes (both past and present).

Before class, label **Honduras** and **U.S.** or mark each country with an **X** on an **Activity Globe** or **World Desk Map 1D**.

Getting Started

1. Using an **Activity Globe** or **World Desk Map 1D**, talk about Carlos, and help students recall that he came from another country to live in the United States.
2. Point out Honduras to students on the globe or desk map and draw a line from it to the United States.
3. Next, tell students that people come from all over the world to the United States. Draw lines from different countries to the United States to illustrate the point.
4. Explain that everyone in the class had relatives who came from another part of the world, unless they are full-blooded American Indian.

Teaching

1. Read the section question to students: “What groups came to our state?” Explain that just like how people from all over the world come to the United States, people from all over the world come to our state.
2. Distribute **U.S. Desk Map 1C** and map markers. Remind students which state they live in. Ask students to trace the outline of the state with their map markers. Point out the state on your own desk map if students need assistance.

3. Read p. 124 of the Student Book to students.
4. Tell students about the American Indian tribes that lived and still live in your area. If possible, display historical photos or illustrations of these tribes.
5. Read p. 125. Show students photos of early settlers that came to your state. Tell students the country or state of origin of these settlers. Tell students why the settlers settled in the state.
6. Ask students whether their families came from another state or country. Tally the number of students from different states and countries. If necessary, mention people you know from other states and countries and create a tally from this information.
7. Explain to students how special it is that their state has people from so many different places.

Summarizing and Assessing

Have students write the name of your state in the middle of a page in their **Think Books**. Have them draw a circle around it. Write down the countries and/or states that early settlers came from on the board. Have students write each of these names around your state and then have them draw a line from each name to your state. Explain how the people that came from these other countries and states have helped make your state special. 

Alternatively, write down the names of different states that students come from on the board. Using **U.S. Desk Map 1C**, have students draw lines from these states to your state.

Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Students can explore various maps of the United States and the world. Students can identify states, regions, and countries that they know or that represent their heritage or family history.

Below Help students spend time exploring **U.S. Desk Map 1C** and **Activity Globes** to familiarize themselves with these hands-on resources.

ELL In addition to the Below modification, place two desk maps on a visual word wall (one displaying **U.S. Desk Map 1C** and the other displaying **World Desk Map 1D**). Help students mark the states and/or countries that their families came from.

Extending

Geography Students can interview school workers and family members to learn about the states they have lived in. Then they can find these states on **U.S. Desk Map 1C**. Students could also research the states and decide which they want to visit, and why.



Reading Skills

C

Supporting Details



Information
Processing



Reading



pp. 126–127

New Vocabulary

detail

Materials

- Student Book
- Vocabulary Word Cards [↓](#)
- large sheet of paper

Online Activities

- Supporting Details

Literacy Links

- *Chinye: A West African Folk Tale*, by Obi Onyefulu
- “Cinderella” (traditional)
- “Little Red Riding Hood” (traditional)
- *Lon Po Po*, by Ed Young

Objectives

Students will be able to:

- Indicate the main idea.
- Find supporting details in the text and pictures.
- Relate supporting details to the main idea.

Vocabulary Focus

Show the **Vocabulary Word Card**. The definition is introduced in Getting Started.

Getting Started

1. Create a morning message to explain the concept of *supporting details*. For example, write on a large sheet of paper:
 - a. Friday is the best day.
 - b. On Friday, we have gym and art.
 - c. The cafeteria serves pizza on Friday.
2. Underline the first sentence and explain that it is the main idea.
3. Read aloud the second sentence and ask students if this could be a reason why Friday is the best day. Talk about how this sentence explains or supports the idea that Friday is the best day.
4. Repeat with the third sentence.
5. Explain to students that the second and third sentences are supporting details.

6. If needed, revisit pp. 90–91 of the Student Book—Reading Skills: Finding the Main Idea—to review further the concept of *main ideas*.

Teaching

1. Read the comic on p. 126 of the Student Book to students.
2. Ask students if they can point out the main idea in the comic. (*Leena’s grandma learns to make dumplings.*)
3. Next, have them identify the supporting details that help them understand the main idea.
4. Record their responses on the board.
5. Read p. 127 and compare student responses to the explanation in the Student Book.

Summarizing and Assessing

Write the following frame on the board:

- I like _____.
- I like it because _____.

In small groups, have students talk about activities they like. Have them refer to the frame on the board to guide their discussions. Have each group pick one person’s activity and present it to the class. After each presentation, ask students in the audience what the main idea and supporting details are.



Modifications for Differentiation

Above Students can read and/or listen to traditional fairy tales or other simple books and identify main ideas and supporting details.

Below Students can retell favorite stories about themselves, about others, or from books to identify the main idea and supporting details.

ELL Act out a short scenario, such as looking for your phone or keys. Describe your actions as you go through the scenario. For example, you might say, “I need to find my phone. Maybe it’s in my desk drawer. Did I leave it in my coat pocket? Oh, here it is. It’s under my book.” Tell students the main idea of the scenario is finding the phone and have them identify supporting details such as looking in your desk and coat pocket.

Extending

Reading Read to students similar stories from various cultures and compare and contrast them. For example, read “Little Red Riding Hood” and *Lon Po Po*, by Ed Young, which have similar story lines, and ask students how the main ideas and supporting details are the same and different.



Lesson 1 Closure

Classroom Assessment Activity

For each of the following questions, have students hold up their hands when you read a correct answer.

What do people have now that they did not have in the past?

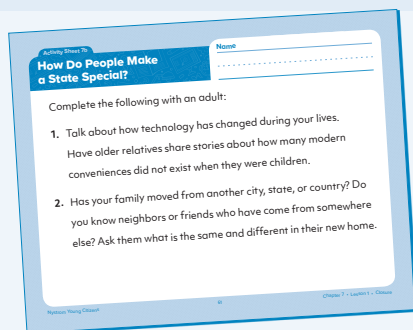
1. Computers (correct)
2. Cell phones (correct)
3. Candles (not correct)

Where do people in our state come from?

1. Other countries (correct)
2. Other states (correct)
3. Outer space (not correct)

What are supporting details?

1. The main idea (not correct)
2. Long stories (not correct)
3. Little bits of information that help explain the main idea (correct)



Review at Home

Ask students to complete **Activity Sheet 7b** with their families at home.

Lesson 2

People of the State Today

Online Activities

- Vocabulary Activities

Literacy Links

- *City Moon*, by Rachael Cole
- *Different Cultures* (Bullfrog Books: Celebrating Differences), by Rebecca Pettiford
- *Nanook*, by Austin Hulseay and Larry Hulseay

Main Goals

- A What do people bring to our state?** Describe cultural differences among groups of people in the state.
- B How do people share their holidays?** Name holidays and talk about traditions.
- C Researching Skills: Asking Questions.** Ask a question effectively.

A

What do people bring to our state?



Cultures



Geography



Reading



pp. 128–129

New Vocabulary

culture
language

Materials

- Student Book
- Leveled Student Readers
- Activity Sheet 7c
- Vocabulary Word Cards [↓](#)
- Think Book
- glue

Literacy Links

- *Bread, Bread, Bread*, by Ann Morris
- *Can You Say Peace?* by Karen Katz
- *We All Went on Safari*, by Laurie Krebs

Objectives

Students will be able to:

- Recognize different aspects of culture.
- Describe cultural similarities and differences.

Vocabulary Focus

Show the **Vocabulary Word Cards**. The definitions are introduced in Getting Started.

Getting Started

1. Say, snap, clap, and stretch the vocabulary words.
2. Ask students if they can count or speak in another language. Have these students demonstrate.
3. Further students' understanding of different languages by teaching them how to say *thank you* in various languages. Have them repeat each word several times.
 - a. *Merci* (mair see) French
 - b. *Gracias* (GRAH syahs) Spanish

- c. *Shieh-shieh* (SH sh) Chinese (Mandarin)
 - d. *Asante* (a sant EH) Swahili
 - e. *Shukraan* (SHUHK rahn) Arabic
 - f. Touch fingers to lip and pull them away and down—ASL.
4. Explain that people from different places use different languages. People in different places also have different music, food, and history. These things make up a person's culture.

Teaching

1. Read p. 128 of the Student Book to students, and have them discuss their favorite food with a partner. 
2. Read the text next to the first picture on p. 129. Review with students how to say *thank you* in different languages.
3. Read the rest of p. 129 and then discuss other aspects of culture, such as clothing and traditions, with students.
4. Have students read the **Leveled Student Readers** and complete the activities.



Activity Sheet 7c

Summarizing and Assessing

Distribute **Activity Sheet 7c**. Explain to students that each picture is showing a different aspect of culture. Work with students to connect each picture to the matching word (food, music, language). Have them glue their activity sheets into their **Think Books**. 

Modifications for Differentiation

Above Have students make a country chart in their **Think Books** with three countries listed at the top of three columns. Students can research words, musical instruments, and food from that country and add them in the columns.

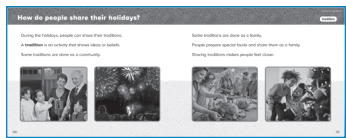
Below Provide additional examples of different cultures and their languages to ensure understanding of the vocabulary words.

ELL In addition to the Below modification, have students teach classmates words in their first language.

Extending

Cultures Students can listen to music and learn dances from various cultures.

B How do people share their holidays?



pp. 130–131

New Vocabulary

tradition

Materials

- Student Book
- Group Activity Cards
- Vocabulary Word Cards [↓](#)
- coloring utensils
- glue
- large sheets of paper
- pictures for a holiday/ customs collage
- scissors

Literacy Links

- *Corduroy's 4th of July*, by Don Freeman
- *The 4th of July Story*, by Alice Dalgliesh
- *Red, White and Boom!* by Lee Wardlaw

Objectives

Students will be able to:

- Name holidays and talk about traditions.
- Recognize and appreciate cultural differences.

Vocabulary Focus

Show students the **Vocabulary Word Card**. The definition is introduced in Getting Started.

Getting Started

1. Tell students about a special activity you do every year during a holiday. Explain to students that your activity is a tradition (in your family or in your culture). Have students repeat *tradition* after you.
2. Next, have student pairs discuss special holidays and traditions that their families observe. 
3. Have partners find one tradition that they share.

Teaching

1. Have student pairs view and discuss the photos on pp. 130–131 of the Student Book. 
2. Read the text on pp. 130–131. Discuss the text by asking the following questions?
 - a. What holidays are being celebrated?
 - b. What traditions are being followed?
 - c. What traditions do you share?
3. Read the **Group Activity Cards** and complete the activities.

Summarizing and Assessing

Have small groups make a collage on a large sheet of paper about traditions they have or holidays they observe. Each group will present their collage and discuss the differences and similarities within their own group. Have students collect and put away materials. 

Modifications for Differentiation

Above Students can choose one favorite holiday and research it. They can present this information to the class. For example, they could find out how Veterans Day got its name.

Below Students can collect books representing a variety of holidays, view the pictures, and discuss what they learn.

ELL *Tradition* may be hard for students to distinguish from *celebration*. Provide images that show various types of traditions so that students see they are not always parties or celebrations.

Extending

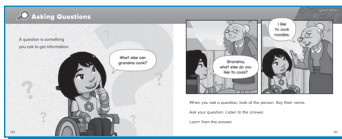
Music Choose a song connected to a holiday and teach the class to sing along. Explain that music, songs, and dances are a fun way that people share holidays. If students know any holiday songs, encourage them to teach and lead the class.



Critical
Thinking



Speaking &
Listening



pp. 132–133

Review Vocabulary

question

Materials

- Student Book
- Activity Sheet 7d
- “Asking a Question,” Teacher Resource 7.1

Online Activities

- Asking Questions

Objectives

Students will be able to:

- Ask a question effectively.
- Listen to and repeat answers.

Getting Started

Play a game of “ten questions.”

- Choose a mystery student or object in the room.
- Students can ask up to ten questions to determine the mystery person or object. They must ask questions to which you can respond yes or *no*.

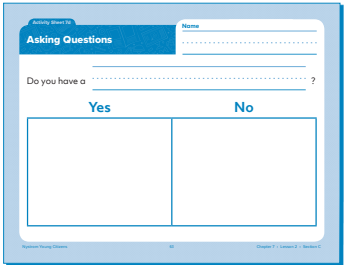
TEACHER’S NOTE

Arrange stacks of **Teacher Resource 7.1** cards (Teacher’s Guide p. 283) out of order to distribute to small groups. Make enough for one stack per group.

Teaching

1. View and read the comic on pp. 132–133 of the Student Book.
2. Read the written text on pp. 132–133.

3. Display, or project if possible, **Teacher Resource 7.1**. Go over the correct sequence with students. Explain to students that it has the same directions as the Student Book, but that the sequence is further divided.
4. Distribute **Teacher Resource 7.1** cards out of order to small groups and have them put the sequence in order. Monitor each group's progress. Collect the cards. 
5. Next, model the sequence by asking each student the same yes–no question, such as “Does your name have a *p* in it?”
6. Create a T-chart, with one side labeled **Yes** and the other side labeled **No**, to record their answers on the board. For each answer, write the student's name in the “yes” or “no” column. Discuss the results.
7. Distribute **Activity Sheet 7d**. Read aloud the question that has been started on the sheet: “Do you have a _____?” Ask students to finish the question that was started for them with a word of their choice.
8. Next, have students ask their questions to several other students, following the sequence for asking questions. Have them record their answers.



Activity Sheet 7d

Activity Sheet 7d

Summarizing and Assessing

In small groups, have students present their questions and findings. Collect their activity sheets for the chapter review. 

Modifications for Differentiation

Above Students can create more complex questions that require more than a yes or *no* in response. For example, “Which do you prefer in the cafeteria, hot dogs or hamburgers?”

Below Provide copies of **Teacher Resource 7.1** and tell students to refer to it as they ask their questions.

ELL Have students work with a buddy to practice asking and answering a question. Provide a list of words students can use to finish the question on the activity sheet.

Extending

Language Arts Students can conduct radio-like interviews using good question and answer techniques. Students can focus on the five *W* questions: *Who*, *What*, *When*, *Where*, and *Why*.



Lesson 2

Closure

Classroom Assessment Activity

For each of the following questions, have students hug themselves when you read a correct answer and place their hands on their hips when an answer is not correct.

What can be different in other cultures?

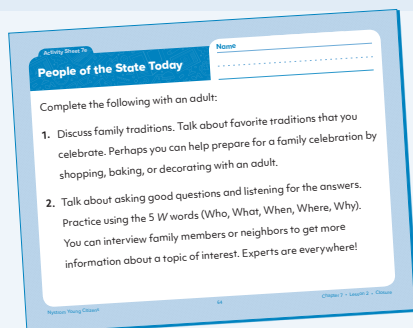
1. Food (correct)
2. Language (correct)
3. Music (correct)

What traditions do many Americans share?

1. Fireworks (correct)
2. Feasts (correct)
3. Traveling to outer space (not correct)

Why do we ask questions?

1. To eat dinner (not correct)
2. To get information (correct)
3. To go to bed (not correct)



Review at Home

Ask students to complete **Activity Sheet 7e** with their families at home.

Chapter 7 Review

Review Vocabulary

culture
detail
history
language
tradition

Materials

- Student Book
- Review Center B
- Activity Sheet 7a from lesson 1, section A
- Activity Sheet 7d from lesson 2, section C
- Think Book
- coloring utensils
- white paper

Objectives

Students will be able to:

- Analyze how changes in technology have made life different now from in the past.
- Ask a question effectively.
- Listen to and repeat answers.
- Describe some customs and holidays.
- Recognize a main idea and find supporting details.

TEACHER'S NOTE

Information about the review centers and strategies for implementation and organization can be found on pp. xxv–xxvi of the Teacher's Guide.

Getting Started

1. Review the chapter question with students: “How do people make a state special?”
2. Review the charts, lists, and activity sheets that have been completed over the course of the chapter.

Teaching

1. Divide students into small groups and assign them to a review center.
2. Make sure every student completes review centers A through E.



Review Center A: Groups of People

Have students draw a picture about a group of people from the past who lived in the United States or who came to the United States. Have them add labels to explain their pictures. Allow them to look in the Student Book (pp. 124–125) for assistance. Provide pictures of other groups of people who came to your region.

Review Center B: Past and Present

Have students complete **Review Center B** (Teacher's Guide p. 284)

Review Center C: Interviews

Have students ask their peers a question. Students can design their own sheets to collect the information or use a new copy of **Activity Sheet 7d**. At the bottom of the sheet, have students write two things they learned from the answers.

Review Center D: Holidays and Traditions

Have students draw a picture about a special holiday or tradition that they share with friends and family. Have them add labels to explain their pictures. Allow them to look in the Student Book for assistance.

Review Center E: Main Idea and Supporting Details

Create "Main Idea Bags" by putting simple toys or other objects in paper bags.

1. Write or place a label on each bag that says, "What is the main idea?"
2. Put objects that easily lead to a main idea in each bag. Ideas include:
 - a. School supplies (crayon, pencil, scissors, book, etc.)
 - b. Baking utensils (measuring cups, wooden spoon, cookie cutters, etc.)
 - c. Animals (toy or stuffed animals)
 - d. Transportation (toy cars, buses, trucks, etc.)
 - e. Winter (mittens, hat, scarf, paper snowflakes, etc.)
3. Students must take the contents out of each bag and identify the main idea and supporting details. The supporting details will be a list of the contents in the bag.
4. Once they have correctly identified the main idea and supporting details, they will return all items to the bag.

Summarizing and Assessing

Have small groups discuss what was easy and difficult, and name one new thing they learned.



Chapter Test

Distribute and administer **Chapter 7 Test** (Teacher's Guide pp. 285–287). Read the directions to students and assist them as needed.

Chapter 7 Project

Holiday Foods and Traditions

Materials

Every Day

- Project Checklist
- Project Evaluation

Day 1

- Think Book
- large sheet of paper

Day 2

- Project Plan
- lined paper

Day 3

- Project Plan
- coloring utensils
- construction paper
- glue
- pictures of holidays/celebratory meals
- scissors
- stapler



Cultures



Information
Processing



Writing

Objectives

Students will be able to:

- Work cooperatively to meet objectives.
- Recognize that people make a state special by sharing their customs and culture.
- Take responsibility for managing class, school, and family materials.
- Express ideas orally and in writing.

Project Description

Students will choose and write about a favorite holiday food to put into a class book.

TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.

You will need to monitor the holidays and food choices made by students. You want to ensure that there are no duplicates if possible. After step 3 on Day 1, you may want to group students by selected holiday and let them decide on different foods. Encourage cultural diversity in holidays and food selections.

Instructions and Suggestions

Day 1

1. Explain to students that they will be making a class book, that each student is responsible for adding a page to it, and that each page will be different. It will be a book of favorite food they traditionally eat during a holiday.

2. Tell students to write down in their **Think Books** a list of their favorite holidays. 
3. Have students look over their lists and circle the holiday when they eat the most delicious food.
4. Ask students to think about or list the food they eat on that day and to pick the part of the meal they like the most (e.g., pumpkin pie on Thanksgiving).
5. On a large sheet of paper, list the holidays. Then start adding food with students' names as it is determined which food they will write about. Use this list to gather pictures for students to use as decoration on Day 3.

Day 2

1. Model writing a holiday food sentence with students (e.g., We eat turkey on Thanksgiving; My grandpa cooks the turkey) on lined paper.
2. Distribute the **Project Plan** to students, and have them write a holiday food sentence on the page.

Day 3

1. Have students rewrite their sentences on lined paper.
2. Instruct students to glue the lined paper to construction paper.
3. Stack the pictures or resources (such as magazines) you gathered and have students look for images that match their food and holidays. Have students glue images and create their own drawings about the celebration and food on the back of their construction paper. Their drawings should exemplify something about the tradition associated with the food. Does the whole family eat together? Is there a special ingredient or decoration?
4. Have students present their favorite food and tradition orally to a small group. 
5. Staple, or bind in another fashion, the pages together to make a class book: "Favorite Holiday Foods and Traditions."

Modifications for Differentiation

Above Students can create a Contents page for the book.

Below Students can orally explain their food, and an adult can scribe for them. Or students can add labels, and the adult can scribe the rest.

ELL In addition to the Below modification, with a family member's prior approval, some students may be able to photograph some steps in making a favorite or common food from their cultures. Send a letter home to explain the project and enlist a family member's help.

Rubric

See **Project Evaluation** (Teacher's Guide p. 288).

Asking a Question



Think about what you want to know.



Look at the person.



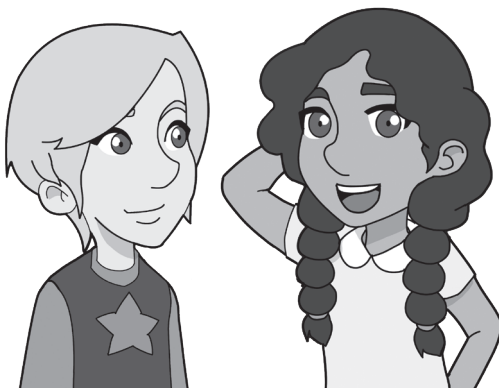
Say the person's name, so they know you are talking to them.



Ask your question.



Listen to the answer.



Learn from the answer.

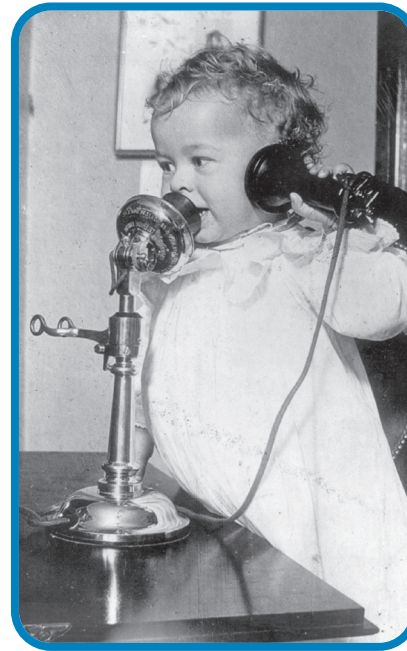
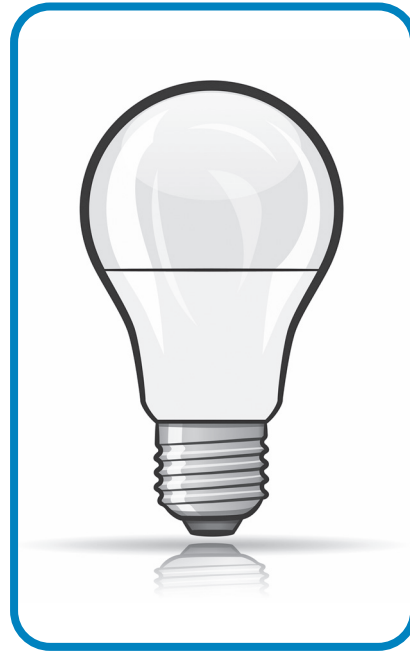


Review Center B

Name _____

Circle the pictures that show what people used in the past.

Put a triangle on the pictures that show what people use in the present.



Chapter 7 Test

Name _____

1. Draw a picture to show what a phone and TV look like today.

Past



Present



Chapter 7 Test

Name _____

2. Draw a picture of special food you eat on a holiday!

Label your picture with the name of the holiday and the food.

Chapter 7 Test

Name _____

3. Listen to the story. Draw a line under a supporting detail.

There were once three happy children.

Their names were Ava, Noah, and Leo.

They were happy, because they got gold stars on a project.

Student Name:

Chapter 7 Project

Holiday Foods and Traditions

Project Evaluation

Recipe

The student wrote about a holiday food.

The student added pictures to the page.

The page is done neatly.

Emerging

Developing

Presentation

The student presented the food and tradition.

The student spoke clearly and explained the details of the food and tradition.

Emerging

Developing

Check the column that is most appropriate.

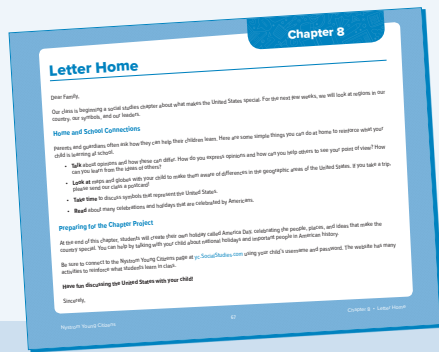
Compelling Question

What Is Special about the United States?

In this chapter, students will learn about various physical and social features of the United States.

Time Frame: 4 Weeks

- 1 Students will be able to locate geographic features and compare and contrast regions in the United States.
- 2 Students will recognize and explain the roles of American leaders and symbols.
- 3 They will distinguish how America has changed over the years, and they will be able to name individuals who have brought about change.
- 4 Students will complete the chapter review, project, and assessment.



Letter Home

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



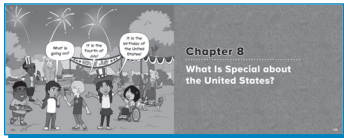
Chapter 8 Pre-assessment

1. Write the chapter question on a large sheet of paper: “What is special about the United States?”
2. Record students’ responses on the paper to create a list that can be referenced in later sections.
3. Have students write **U.S.A.** in their **Think Books**. Model how to make the letters on the board and assist students as necessary.



Chapter 8

Introductory Activity



pp. 134–135

Materials

- Student Book
- List from Pre-assessment
- Fourth of July Symbols [↓](#)



Cultures



Reading

Objectives

Students will be able to:

- Name an American celebration.
- Describe why the Fourth of July is important in the United States.

Getting Started

1. Read the comic on p. 134 of the Student Book to students.
2. Look at the Pre-assessment list. Help students check to see if the Fourth of July is listed.

Teaching

1. Explain why the United States celebrates the Fourth of July or, officially, Independence Day.
2. Explain and show common symbols of the Fourth of July such as flags; red, white, and blue colors; and fireworks. For example, explain that fireworks are often a symbol for celebrations and a common symbol of many celebrations around the world.

Summarizing and Assessing

Ask students to summarize by reading or reciting what Peyton and Minar say on p. 134: “It’s the Fourth of July!” and “It’s the birthday of the United States!” Remind students they will be learning other things about what makes the United States special in this chapter.

Modifications for Differentiation

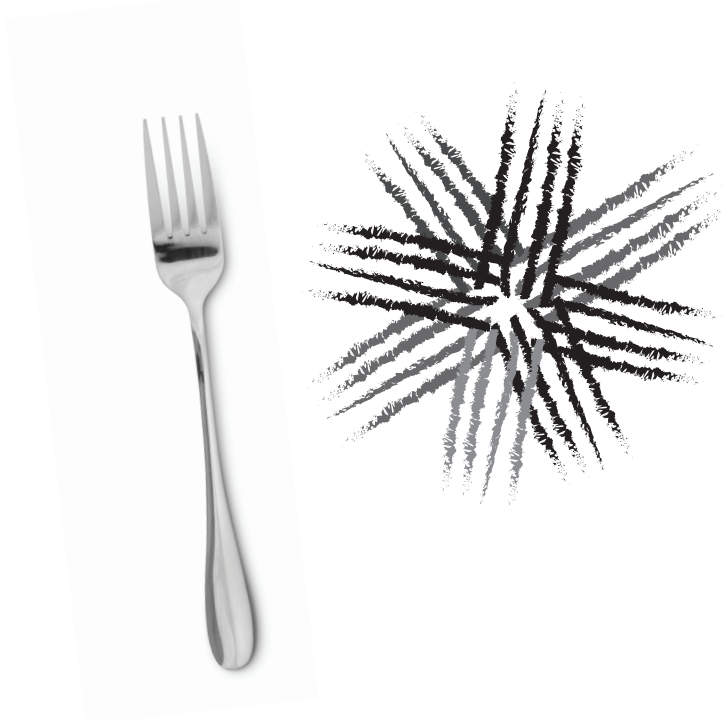
Above Allow these students to find more information about why people celebrate Independence Day from print and online sources.

Below Offer more opportunities to talk about and see examples of symbols so students have a better understanding of how a symbol is meant to remind us of other ideas.

ELL In addition to the Below modification, help students provide a sentence about celebrations in other countries they are familiar with. For example, Mexico celebrates its independence from Spain on September 16, India became independent of Great Britain on August 15, and Nigeria became independent of Great Britain on October 1.

Extending

Art Direct students to create images of fireworks. Using forks and paint, have students make simple images of fireworks explosions on paper. Simply press the fork's flat side into some paint, then press the fork onto white paper. Repeat with the prongs facing out from the center in different directions and using different colors until you have something that looks like a fireworks explosion. See the example below.



Lesson 1

Places in the United States

Online Activities

- Vocabulary Activities

Literacy Links

- *In My Opinion*, by Deb Bird
- *My First Book of the 50 States of America: With Maps, Dates, and Fun Facts!* by Anness Publishing
- *1, 2, 3 Moose: An Animal Counting Book*, by Andrea Helman

Main Goals

- A Where is the United States?** Locate different geographic features like continents, oceans, and countries.
- B What are different parts of the United States?** Understand that there are different regions within the United States.
- C Communicating Skills: Fact and Opinion.** Learn the difference between a fact and an opinion.

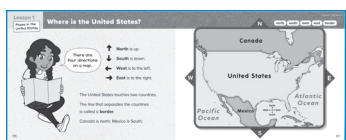
A Where is the United States?



Geography



Information
Processing



pp. 136–137

New Vocabulary

border
east
north
south
west

Materials

- Student Book
- U.S./World Desk Map 1C/D
- Activity Sheet 8a
- Images of Borders [↓](#)
- Vocabulary Word Cards [↓](#)
- map markers
- coloring utensils
- large sheet of paper
- white paper

Objectives

Students will be able to:

- Define *border* as the line where two countries or regions touch each other.
- Locate continents, oceans, and countries on a map.

Vocabulary Focus

Show students the **Vocabulary Word Cards**. Introduce the words further in the Getting Started and Teaching activities.

Getting Started

1. Draw a large compass rose, with the cardinal directions (N, S, E, and W), on a large sheet of paper and post it on the board. Review with students.
2. Next, put the same compass rose in the middle of the room on the floor. Additionally, write **north**, **south**, **east**, and **west** on sheets of paper and post them on classroom walls. Match the compass rose on the floor to the signs on the wall, so that *N* points to the “north” sign, *E* points to the “east” sign, etc.

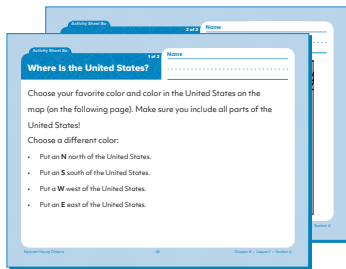
Online Activities

- [Where Is the United States?](#)

3. Play a direction game:
 - a. Choose one student to be “it.” The “it” student will stand in the middle of the room on the compass rose.
 - b. Have “it” close his or her eyes and count to 10. While this is happening, the other students must move to a wall of their choosing.
 - c. After counting to 10, “it” will keep his or her eyes closed and call out one direction: north, south, east, or west.
 - d. Any student standing in the direction called by “it” must sit down and stay seated.
 - e. Repeat steps 2–4. Inform the remaining standing students that they must move to a different wall during each new round.
 - f. Continue until no students are left standing.

Teaching

1. Read p. 136 of the Student Book to students. Look at the map of the United States on the next page and have them identify borders between countries.
2. Explain that borders aren’t actual lines drawn on the ground or in the water. Show students images of border crossings between states and between countries. Include some images that show a river as the border (e.g., the Columbia River between Oregon and Washington).
3. Distribute **U.S. Desk Map 1C** and map markers to students.
4. Displaying your own **U.S. Desk Map 1C**, identify the borders around your state. Have them trace the borders of your state with their markers.
5. Next, talk about the borders between the countries. Have students find the United States, Canada, and Mexico.
6. Have students look at the map key to see what kinds of lines are used for country borders. Have students follow country borders by tracing them with their markers.
7. Monitor students’ work after each step to ensure they are accurately locating the features.



Activity Sheet 8a

Summarizing and Assessing

Have students use **U.S. Desk Map 1C** and the Student Book to complete **Activity Sheet 8a**. Ask students to demonstrate their understanding of location by asking questions about oceans, countries, and borders. Include directions (north, south, east, west) whenever possible. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Students can explore other world and U.S. maps. Provide students with sample questions or allow students to give each other directions such as “I am thinking of a country that is south of the United States.”

Below Students may struggle with directions. Start with North and South America, as they already have directions in their names. Provide support as necessary.

ELL In addition to the Below modification, write the words *north*, *south*, *east*, and *west* on the board and draw a simple compass rose. Have volunteers write the direction words for each point of the compass rose. Then help students find the small compass rose on **World Desk Map 1D** (between South America and Africa) and label the compass points with **E**, **W**, and **S**. Students may work in pairs to complete the activity.

Extending

Geography Students can find their family’s countries of origin.

B What are different parts of the United States?



pp. 138–139

New Vocabulary

island
region

Objectives

Students will be able to:

- Compare common characteristics of communities or regions.
- Describe some locations and directions in the United States and its borders.
- Compare, contrast, and classify different regions of the United States.

Materials

- Student Book
- U.S./World Desk Map 1C/D
- “U.S. Puzzle,” Teacher Resource 8.1 and 8.1a
- Images of the United States [↓](#)
- Vocabulary Word Cards [↓](#)
- Think Book
- map markers
- coloring utensils
- glue
- plastic bags
- scissors
- tape

TEACHER’S NOTE

Cut apart **Teacher Resource 8.1** (Teacher’s Guide p. 319), one per student, before class starts and randomly place puzzle pieces in separate plastic bags. For more advanced students or classes, use **Teacher Resource 8.1a** (Teacher’s Guide p. 320). These pieces have more complicated cuts, introduce named regions within the United States, and reinforce the compass rose directions.

Vocabulary Focus

Show students the **Vocabulary Word Cards**. Introduce the words further in the Getting Started and Teaching activities.

Getting Started

Read “America the Beautiful” on p. 199 of the Student Book (Patriots’ Handbook) and then show students images that highlight regions of the United States.

Teaching

1. Read pp. 138–139 to students. Point to the vocabulary words in the text.
2. Give a classroom example of the word *region* by talking about student desks/tables that are close to the window as one region. This can be called the “window region.” Ask students to help come up with names for other regions. Explain that their desks can be in more than one region simultaneously (e.g., near a door *and* near a window).
3. Use the image on p. 139 to talk about the word *island*.
4. Distribute **U.S. Desk Map 1C** and map markers. Have students:
 - a. Label one state that borders the Atlantic Ocean **A**.
 - b. Label one state that borders the Pacific Ocean **P**.
 - c. Label one state that borders Mexico **M**.
 - d. Label one state that borders Canada **C**.
 - e. Label one state that is separate from the United States **S**.
 - f. Label one state that is or has islands **I**.
5. Ask if states must only be in one region. (no)

Summarizing and Assessing

Have students piece together **Teacher Resource 8.1** (or **8.1a**) using  tape. Have them color in their state. Monitor their work. When everyone has pieced together the United States correctly, have them glue their completed puzzles in their **Think Books**. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Students can use **Activity Globes** to find and show the list of locations (see Teaching).

Below Give students more opportunities to talk about the words *island* and *region* by showing additional examples. Help students find locations in the Teaching activity and on the activity sheet by allowing them to work in partners or by leading a small group.

ELL In addition to the Below modification, have children point to the Atlantic coast of the United States and the borders of Mexico and Canada as they identify the states in the corresponding areas. Remind them to move their finger from top to bottom or left to right as they identify the states.

Extending

Geography Have students ask school staff and family members where they have traveled in the United States. Track these on a display map.



Communicating Skills



Fact and Opinion



Critical
Thinking



Writing



pp. 140–141

New Vocabulary

fact

Review Vocabulary

opinion

Objectives

Students will be able to:

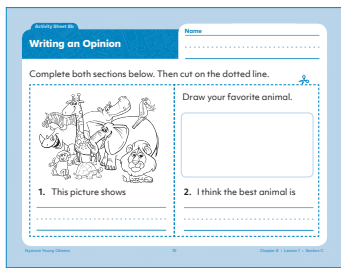
- Appreciate that each person is unique and has opinions and feelings.
- Explain the difference between a fact and an opinion.
- Express an opinion in writing.

Vocabulary Focus

Show students the **Vocabulary Word Card**. Introduce the word further in the Getting Started and Teaching activities.

Materials

- Student Book
- Activity Sheet 8b
- Vocabulary Word Cards [↓](#)
- Think Book
- coloring utensils
- hula hoops (two)
- index cards (two)
- scissors



Activity Sheet 8b

Getting Started

Put students into pairs. Read the question and standalone comic on p. 140 of the Student Book to students, emphasizing the vocabulary word.



Teaching

1. Read p. 141 of the Student Book. Assess students' understanding by writing two sentences on the board, one a fact and one an opinion. For example, write **Some people have pets**, and **Dogs are the cutest pets**. Ask students which sentence states a fact and which is an opinion. Explain that not everyone will have the same opinion, and that is fine; emphasize tolerance for different opinions.
2. Revisit the comic on p. 141. Peyton and Carlos make comments; ask students who is stating an opinion and who is stating a fact. (Fact = Peyton. Opinion = Carlos.)
3. Distribute **Activity Sheet 8b** and have students complete it. Provide assistance to those students who need help writing. Supervise as they cut their activity sheet into two pieces.
4. Place two hula hoops on the floor and use index cards to label one **Fact** and the other **Opinion**.
5. Have students read their statements from **Activity Sheet 8b**. Decide which is a fact and which is an opinion, and place the sheets in the appropriate hoop.

Summarizing and Assessing

Have students write their own statements from the fact/opinion hoops in their **Think Books**. If possible, have them write additional sentences giving more facts and opinions. They can also add a drawing.



Modifications for Differentiation

Above Students can write or verbally express more opinions about things like sports, games, colors, etc.

Below Students can respond verbally to **Activity Sheet 8b** and the assessment. These students might also benefit from working on the activity sheet with a partner.

ELL In addition to the Below modification, write the words *fact* and *opinion* on the board and review their meanings. Say a fact, such as “We are at school,” and point to *fact*. Repeat with an opinion, such as “Horses are better than cows.” Then invite students to take turns saying a fact or opinion for other students to identify.

Extending

Reading Students can identify facts and opinions when reading books during other times of the day.



Lesson 1 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 options, let the partners confer briefly then raise their consensus answer. More than one answer can be correct.

Where is the United States?

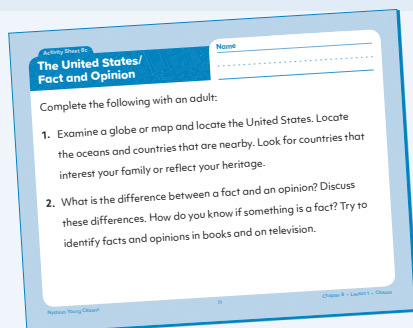
1. North of Mexico (correct)
2. North of Canada (not correct)
3. West of the Atlantic Ocean (correct)

Which state is a group of islands?

1. Iowa (not correct)
2. Hawaii (correct)
3. Nevada (not correct)

What is a fact?

1. The United States has 50 states. (correct)
2. North Dakota is the best state. (not correct)
3. The United States is between two oceans. (correct)



Review at Home

Ask students to complete **Activity Sheet 8c** with their families at home.

Lesson 2

People in the United States

Online Activities

- Vocabulary Activities

Literacy Links

- *The Bald Eagle*, by Mari Schuh
- *Sweet Clara and the Freedom Quilt*, by Deborah Hopkinson
- *Where's Your Hat, Abe Lincoln?* by Misti Kenison

Main Goals

- A Who are our leaders?** Explain the jobs of the president and Congress.
- B What are the symbols of the United States?** Recognize American cultural and historical symbols.
- C What do Americans share?** List some rights and freedoms of Americans.

A Who are our leaders?



Civics



Reading



Writing



pp. 142–143

New Vocabulary

Congress
president

Materials

- Student Book
- Leveled Student Readers
- Activity Sheet 8d
- Images of Presidents [↓](#)
- Vocabulary Word Cards [↓](#)
- Think Book
- glue
- picture of current president and Congress
- U.S. coins

Objectives

Students will be able to:

- Explain the jobs of the president and the Congress.
- Identify some American presidents.

Vocabulary Focus

Show students the **Vocabulary Word Cards**. Introduce the words further in the Getting Started and Teaching activities.

Getting Started

1. Show images of George Washington and Abraham Lincoln.
2. Ask students if they know who George Washington was, then make sure they understand he was a famous president in U.S. history. He was our first president.
3. Ask students if they know who Abe Lincoln was, then make sure they understand he was a famous president in U.S. history. Long ago, he helped free enslaved African Americans in the United States.

Teaching

1. Review that a mayor leads the town and a governor leads the state. Ask students how these leaders were chosen. **(voting)** Remind students that these leaders can't work by themselves. They need people to help them.
2. Write the section question on the board: "Who are our leaders?" Allow students to respond verbally and write their answers on the board.
3. Read pp. 142–143 of the Student Book to students and look at the images.
4. Show a picture of the current president and Congress. Review the characteristics of a good leader listed in their **Think Books** from chapter 5, lesson 2, section A. **T**
5. Introduce places where we see famous presidents, such as on some currency and on Mt. Rushmore. Introduce the presidents on U.S. coins—Lincoln, Jefferson, Roosevelt, Washington, and Kennedy—and talk about one contribution each made.
6. Distribute and complete the **Leveled Student Readers**.

Summarizing and Assessing

Ask students to complete **Activity Sheet 8d**. When they are finished, have them glue their completed activity sheets in their **Think Books**. Review the roles of the president and Congress. **T**

Modifications for Differentiation

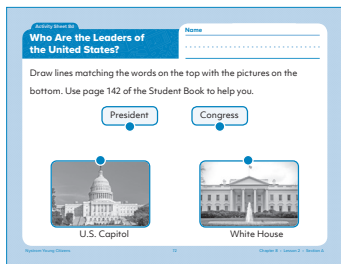
Above Students can find out more about U.S. presidents and write a couple sentences about their favorite presidents in their **Think Books**.

Below Students can work in pairs to complete the activity sheet. They can also work in pairs to read the **Leveled Student Readers** and write a sentence about a president in their **Think Books**.

ELL In addition to the Below modification, write on the board in one column **Town**, **State**, and **United States** and in another column **President**, **Mayor**, and **Governor**. Ask students to draw lines to match the leader with what he or she leads.
(President=United States, Mayor=Town, Governor=State)

Extending

Art Students can do coin rubbings using a variety of currency.



Activity Sheet 8d

B What are the symbols of the United States?



Cultures



Information
Processing



Reading



pp. 144–145

Materials

- Student Book
- “American Symbols,” Teacher Resource 8.2
- Think Book
- glue
- scissors

Online Activities

- What Are the Symbols of the United States?

Objectives

Students will be able to:

- Recognize symbols of the United States.
- Interpret photos and illustrations.

Getting Started

1. Review the symbols of your state from chapter 6, lesson 2, section B.
2. Explain that there are symbols of the United States also.

Teaching

1. Look at the images on pp. 144–145 of the Student Book, and talk about symbols that students recognize.
2. Read pp. 144–145 to students. Then have students turn to pp. 202–205 of the Student Book (Patriots’ Handbook). Go over each symbol and what it represents.
3. Distribute two sets of **Teacher Resource 8.2** (Teacher’s Guide p. 321) to partner groups.
 - a. Have students cut out the images on each page, mix them up, and lay them face down on a desk or the floor.
 - b. Instruct students to play a concentration game by matching the symbols.



Summarizing and Assessing

Make sure each student has a full set of symbols (9 altogether). One by one, hold up or project an image from **Teacher Resource 8.2** in front of the class. Have each student hold up a matching symbol. Challenge students by asking if they can name the symbol and explain what it represents. Monitor students’ understanding.

After you have reviewed all nine symbols, have students glue their images in their **Think Books**. Then, have students collect and put away materials.



Modifications for Differentiation

Above Students can collect more symbols and labels for the game, such as Old Faithful and Mount Rushmore.

Below Students can explore the school and find various symbols and identify their meanings, such as bathroom signs, flags, safety signs, and Braille labels.

ELL In addition to the Below modification, have students point out symbols in your classroom or school. Begin with the symbols that help students put away books, math materials, games, and so on. By this time in the year, the symbols may be a little worn, and, if so, invite students to help you make new symbols that you can use now if you like, or you can use them next year.

Extending

Art Students can create a symbol for their class, school, or family. Students can take a walk in their neighborhood and look for symbols.

C What do Americans share?



Civics



Cultures



pp. 146–147

New Vocabulary

freedom

Materials

- Student Book
- Activity Sheet 8e
- Vocabulary Word Cards [↓](#)
- Think Book
- books
- cardboard rolls or craft materials
- coloring utensils

Objectives

Students will be able to:

- List some of the rights and freedoms of Americans.

Vocabulary Focus

Show students the **Vocabulary Word Card**. Introduce the word further in the Teaching activity.

Getting Started

1. Have students turn the image of the Statue of Liberty on p. 203 of the Student Book (Patriot's Handbook). Ask students if they remember this symbol from the previous section, and, if so, what they remember about it.
2. Have students imitate the pose of the Statue of Liberty. They can hold any book in their left hands and a “torch” in their right; torches can be pantomimed, simple cardboard rolls, or something more elaborate, as may be available.
3. Discuss how the Statue of Liberty represents *freedom*. Tell students that today's lesson will explain some freedoms that Americans have.

Teaching

1. Write the section question on the board: “What do Americans share?”
2. Tell students to listen for three rights or freedoms that we have in America. Read pp. 146–147 to students. Help them identify the freedom of speech, the right to choose (or not choose) a religion, and the right to vote. Write these on the board and, if students are able, have them copy these rights in their **Think Books**. **T**
3. Talk about families coming to America because it is special. They can practice their cultures and be a part of American culture. For example, they can celebrate traditions from their country of origin as well as the Fourth of July.
4. Return to the section question on the board and ask students to answer it. Optionally, have students try to act out or physically show the freedoms and rights discussed.

Summarizing and Assessing

Distribute **Activity Sheet 8e** and have students complete it. Allow them to write or draw their responses to the second part of the activity sheet.

Modifications for Differentiation

Above Students can work independently to find more American freedoms and add them to the list in their **Think Books**.

Below Talk about the concepts of rights/freedoms and give additional examples. Use images to support understanding. Assist students as necessary as they copy ideas into their **Think Books**.

ELL Have students fold drawing paper in half. In each section of the paper, have them draw a picture of an American who is doing (exercising a freedom or right) or seeing something (symbol) American. Help students write captions for each picture.

Extending

Civics Students can conduct interviews of school staff and family about why they think the United States is special.

Art Students can make collages of their favorite things about the United States.

The image shows a worksheet titled "What Do Americans Share?". At the top, there is a line for the student's name. Below the title, it says "Circle pictures of American freedoms." and shows three small images: a person speaking into a microphone, a person at a ballot box, and a person in a religious setting. Below these images, it says "Describe or draw an American freedom." and provides a large rectangular area for the student to write or draw.

Activity Sheet 8e



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” or “No” when you read the answers. More than one answer will be correct.



Yes



No

Who are the leaders of the United States?

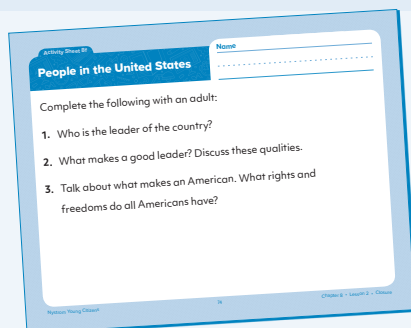
1. The king (not correct)
2. The president (correct)
3. The Congress (correct)

What are some symbols of the United States?

1. The heart (not correct)
2. The eagle (correct)
3. The White House (correct)

What do all Americans share?

1. Rights (correct)
2. Boats (not correct)
3. Freedom (correct)



Review at Home

Ask students to complete **Activity Sheet 8f** with their families at home.

Lesson 3

United States in the Past

Online Activities

- Vocabulary Activities

Literacy Links

- *All Are Welcome*, by Alexandra Penfold
- *Blue Sky, White Stars*, by Sarvinder Naberhaus
- *The Story of America's Birthday*, by Patricia A. Pingry

Main Goals

- A** **How did the United States grow and change?** Distinguish changes over time.
- B** **Which holidays celebrate the past?** Compare and contrast different celebrations.
- C** **Who are important people of the past?** Recognize and name famous Americans past and present.

A

How did the United States grow and change?



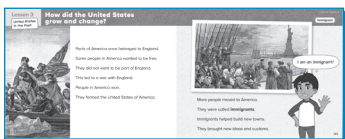
History



Information
Processing



Reading



pp. 148–149

New Vocabulary

immigrant

Review Vocabulary

island

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 1C/D
- Group Activity Cards
- Activity Sheet 8g
- Vocabulary Word Cards [↓](#)
- map markers
- glue
- scissors

Objectives

Students will be able to:

- Sort and classify pictures along a simple time line.
- Defend their reasoning orally.
- Distinguish change over time.
- Read and construct a simple time line.

Vocabulary Focus

Introduced in Teaching.

TEACHER'S NOTE

The Teacher's Guide and Student Book both refer to England, while most maps will show the official name: the United Kingdom. England is one part of the United Kingdom, along with Wales, Scotland, and Northern Ireland. You may or may not decide to explain this to students.

Getting Started

1. Display **World Desk Map 1D** to students and label the country of England. Next, distribute **Activity Globes, World Desk Map 1D**, and map markers to small groups. Help students find England first on their desk maps and then on their globes.
2. Ask students if they remember the name for a landform that is surrounded by water. (island)
3. Ask students to think about how someone from England could have traveled to the United States. Have students trace a path with their markers across the ocean from England to the United States, first on the desk map and then on the globe.
4. Have students clean, collect, and put away materials.



Teaching

1. Read pp. 148–149 of the Student Book to students.
2. Show the **Vocabulary Word Card** and say the word. Write the following sentences on the board, leaving a line for the word *immigrant*:
 - a. An _____ is a person who comes to live in a new country.
 - b. _____ brought many changes to their new country.
3. Distribute the **Group Activity Cards** and have student groups do the activities on the cards.



Summarizing and Assessing

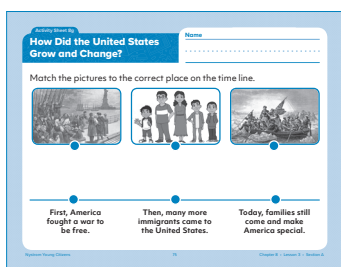
Distribute **Activity Sheet 8g** and help students complete it. If time allows, have each group share what they learned from the **Group Activity Cards** with the rest of the class.



Modifications for Differentiation

Above Students can find their own examples of pictures that show America's past, present, and future, and then glue them on the time line instead.

Below Students can work in small groups to discuss the pictures and clarify vocabulary and understanding.



Activity Sheet 8g

ELL In addition to the Below modification, say a short sentence about each of the pictures on **Activity Sheet 8g**. Say the sentences again in chronological order, and have students point to them and place the pictures in order on the time line.

Extending

History Students can explore books, videos, and local museums to learn more about America's immigrants and war for independence.

B Which holidays celebrate the past?



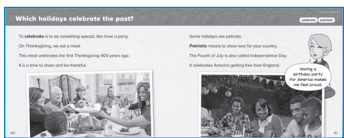
Cultures



History



Speaking &
Listening



pp. 150–151

New Vocabulary

celebrate
patriotic

Materials

- Student Book
- Activity Sheet 8h
- Vocabulary Word Cards [↓](#)
- large sheet of paper

Online Activities

- Which Holidays Celebrate the Past?

Objectives

Students will be able to:

- Compare and contrast different celebrations.
- Recognize cultural diversity and appreciate its benefits.
- Discuss celebrations and holidays around the world.

Vocabulary Focus

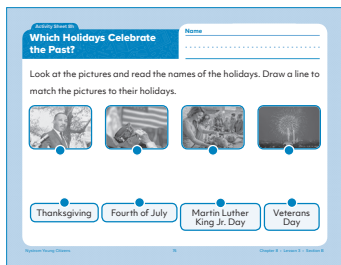
Show students the **Vocabulary Word Cards** and post them to the board for reference. Introduce the words further in the Getting Started and Teaching activities.

Getting Started

1. Ask students if their families throw parties for their birthdays or during the holidays.
2. Explain to students that their families are celebrating when they have such parties.
3. Ask students about what they like to celebrate. Record their answers on a large sheet of paper.
4. Read aloud the section question, “Which holidays celebrate the past?” See if any student responses answer this question, mark those responses with a **P**, and then discuss those responses with students.

Teaching

1. Read pp. 150–151 of the Student Book to students.
2. Review the previous section, as well as the additional information from this section to make a specific link between the Fourth of July and the war with England. Ask students:
 - a. Why did we have a war with England? (*People in America wanted to be free from England.*)
 - b. Who won this war? (*United States*)
 - c. When do we celebrate this victory? (*the Fourth of July*)
 - d. What is another name for the day we celebrate victory? (*Independence Day*)
3. Explain the word *patriotic*. Identify the Fourth of July as a patriotic holiday.
4. Ask students to turn to pp. 194–197 of the Student Book (Patriots' Handbook). Discuss the holidays listed with students.



Activity Sheet 8h

Summarizing and Assessing

Complete **Activity Sheet 8h** as a class. Have a class discussion about how students celebrate the holidays on the activity sheet, as well as other holidays celebrating the past.

Modifications for Differentiation

Above Students can invent a new patriotic celebration. Students can plan how they would like to celebrate it.

Below Instead of asking students to remember past information, use picture cues to remind students of symbols and information.

ELL In addition to the Below modification, explain that Thanksgiving is a holiday that is celebrated when the crops that have been growing all summer are ready to be harvested. Tell students that many countries and cultures celebrate the harvest. The Moon Festival, which celebrates the rice harvest, is well known in China and Vietnam. In Ghana, people celebrate when yams, a vegetable like a sweet potato, is ready to harvest. Encourage students to share holidays from their home countries.

Extending

History Have students draw a side-by-side comparison of how people celebrated a certain holiday in the past versus the present. Help students by showing them images and explaining about different traditions, decorations, and styles of dress.

C Who are important people of the past?



Cultures



History



Reading



pp. 152–153

Materials

- Student Book
- Think Book
- coloring utensils
- large sheet of paper

Objectives

Students will be able to:

- Recognize and name some U.S. leaders and famous Americans past and present.

Getting Started

1. Look at the images on pp. 152–153 of the Student Book. Ask students if they recognize any of these people.
2. Tell students that these are important people from the past, or America's history.
3. Tell students to listen for who these people are and why they were important in American history.

Teaching

1. Read pp. 152–153 to students.
2. Review each image and help students identify who the person is and why they are important to our history. Reread as necessary.
3. On a large sheet of paper, write a question about what makes a person important. Have students respond to the question and record their answers on the paper.
4. Talk about students' answers and compare them to qualities they have identified as important for leaders. Post or save this list for students to reference for later lessons.

Summarizing and Assessing

In their **Think Books**, have students choose one of the important people from the Student Book, pp. 152–153, or choose a different person whom they believe to be important. Instruct them to draw a picture of that person and write a sentence about what makes that person important.

T

Modifications for Differentiation

Above Allow students to identify other people who are important in America's history by using print and online sources. If possible, have them write one sentence or label about the important person.

Below Assist students as necessary with writing; for example, the sentence can be scribed by you or another student.

ELL In addition to the Below modification, have students work in a small group. Then, point out that the three important people on pp. 152–153 of the Student Book were concerned about people’s rights. Write the names of the important people on the board in one column and the rights they fought for in another. Then have students match the important person with the reason he or she is important.

Extending

Writing Students can write questions or letters to famous people.

Drama Students can pretend to be famous people and others can interview them.



Lesson 3 Closure

Classroom Assessment Activity

For each of the following questions, have students reach for the sky with both hands when you read a correct answer and reach for the ground when it is not correct.

What do immigrants bring to a new country?

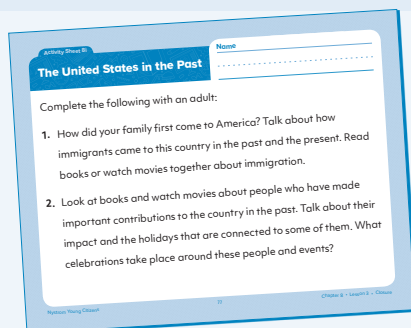
1. New customs (correct)
2. New ideas (correct)
3. A birthday cake (not correct)

Which are holidays we celebrate in America?

1. Thanksgiving (correct)
2. The queen's birthday (not correct)
3. Independence Day (correct)

Which important things did leaders in the past do?

1. They helped people. (correct)
2. They fought for people to have rights. (correct)
3. They were pirates. (not correct)



Review at Home

Ask students to complete **Activity Sheet 8i** with their families at home.

Chapter 8 Review

Review Vocabulary

border
celebrate
Congress
east
fact
freedom
immigrant
island
north
patriotic
president
region
south
west

Materials

- Student Book
- U.S./World Desk Map 1C/D
- Leveled Student Readers
- Review Center B
- Review Center D
- Think Book
- coloring utensils
- glue
- scissors

Objectives

Students will be able to:

- Locate the United States on a map.
- Express an opinion in writing.
- Explain the jobs of the president and the Congress.
- Discuss celebrations and holidays around the world.

TEACHER'S NOTE

Information about the review centers and strategies for implementation and organization can be found on pp. xxv–xxvi of the Teacher's Guide.

Getting Started

1. Review the chapter question and section questions with students.
2. Review the charts, lists, and activity sheets that have been completed over the course of the chapter.

Teaching

1. Divide students into small groups and assign them to a review center. 
2. Make sure every student completes review centers A through D.

Review Center A: Fact and Opinion

Have students write about what they most like to do in their **Think Books**. Have them provide one fact, one opinion, and one reason for their opinion. Students can work independently or in pairs on this assignment, as some students might need more support.



Review Center B: Geography

Have students refer to **World Desk Map 1D** as they complete **Review Center B** (Teacher's Guide pp. 323–324).

Review Center C: American Leaders

Establish a reading center to learn/review about famous Americans. This center can include the Student Book (pp. 152–153), any **Leveled Student Readers** dealing with American leaders, and any other resources from the classroom and library. Allow students time to read and ask them to report on something that they learned. Have students write the name of the leader (or leaders) they read about in their **Think Books**.



Review Center D: Holidays

Complete **Review Center D** (Teacher's Guide pp. 325–326).

Summarizing and Assessing

Have small groups discuss what was easy and difficult, and name one new thing they learned.



Chapter Test

Distribute and administer **Chapter 8 Test** (Teacher's Guide pp. 327–330). Read the directions and assist students as needed.

Chapter 8 Project

America Day Celebration

Materials

Every Day

- Project Checklist
- Project Evaluation

Days 1–2

- Student Book
- U.S./World Desk Map 1C/D
- “Holiday Celebrations,” Teacher Resource 8.3
- banner (Teacher’s Note)
- coloring utensils
- poster paper
- white paper (optional)

Day 3

- snacks (optional)



Cultures



History



Speaking &
Listening

Objectives

Students will be able to:

- Work together cooperatively to meet objectives.
- Describe ways that the United States is special.
- Incorporate information from the chapter into a presentation.

Project Description

Students will draw on their learning from this chapter and prepare a presentation about a new holiday celebrating the United States.

TEACHER’S NOTE

Create a banner for the new holiday, America Day. Establish the date of the holiday as that of the final day of the project. Students can help color and decorate the banner when they have completed their aspects of the project. You may decide (or ask a parent) to prepare some red, white, and blue snacks for the final day. You may also decide to invite parents or school staff to the final presentations.

Go over the **Project 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. Review with students that holidays celebrate important events, people, and traditions. Explain that for the chapter project, the class will create a new holiday called America Day! This holiday will celebrate some of the great things about the country and will take place on the last day of the project.

2. There are three themes for America Day: people, places, and ideas. Divide students into small groups and assign each group one of the following tasks for the presentation of America Day:



Groups 1 and 2: People Assign each group one person from pp. 152–153 of the Student Book (or from additional in-class sources). Make a poster drawing of the historical person, including the person’s name. If possible, add a sentence or two about the person’s contributions to America.

Group 3: Places Have this group color in the United States on **Teacher Resource 8.3** (Teacher’s Guide p. 322), using the Student Book and **U.S./World Desk Map 1C/D** for guidance. The group should label as many items as possible, including the United States, oceans, regions, and natural features.

Group 4: Places Have the group make a poster drawing of either the White House or Capitol, using images from pp. 140–141 of the Student Book. Students should add a label and, if possible, a sentence or two about the buildings.

Group 5: Ideas Using pp. 146–147 of the Student Book, have the group make a poster titled “Things Americans Share.” This can include words (like *rights*, *freedoms*, and *culture*) and drawings. Have the group label any drawings and add descriptive sentences if possible.

Group 6: Ideas Instruct this group to make a poster showing American symbols. Students can use pp. 144–145 and 202–205 (Patriots’ Handbook) of the Student Book (or additional in-class sources) to choose one or more symbols to draw on the poster. Have them label the poster and add descriptive sentences if possible.

3. Have each group begin work on its assignment.

Day 2

1. Groups will continue their work. Monitor and assist as needed.
2. As groups finish, give students additional tasks:
 - a. Help color and decorate the “America Day” banner (see Teacher’s Note above); and
 - b. Make simple invitations to the America Day celebration for parents and/or school staff. Make a sample invitation for students to copy.

Day 3

1. Collect the work from each group and display it to the class. Allow each group to present its work.
2. Celebrate with guests, snacks, games, and activities (optional).

Modifications for Differentiation

Above Students can lead small groups in assigned tasks. Students can use in-class or online sources to research additional information pertaining to their theme.

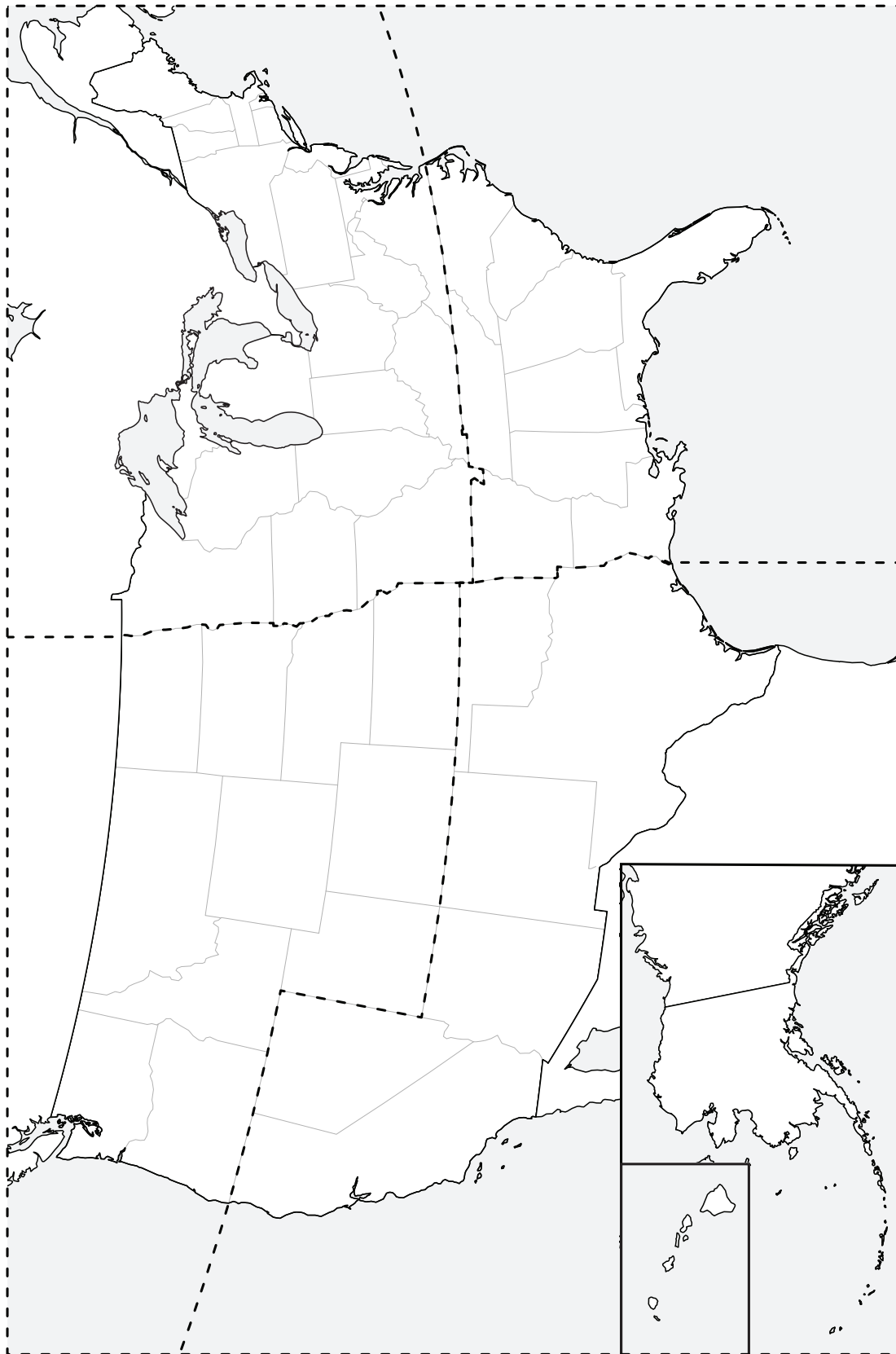
Below Students can work closely with a partner chosen from their group to complete simple tasks.

ELL Students can share a holiday celebration from their country of origin with the class. Students can share a song or poem about this holiday celebration in their first language.

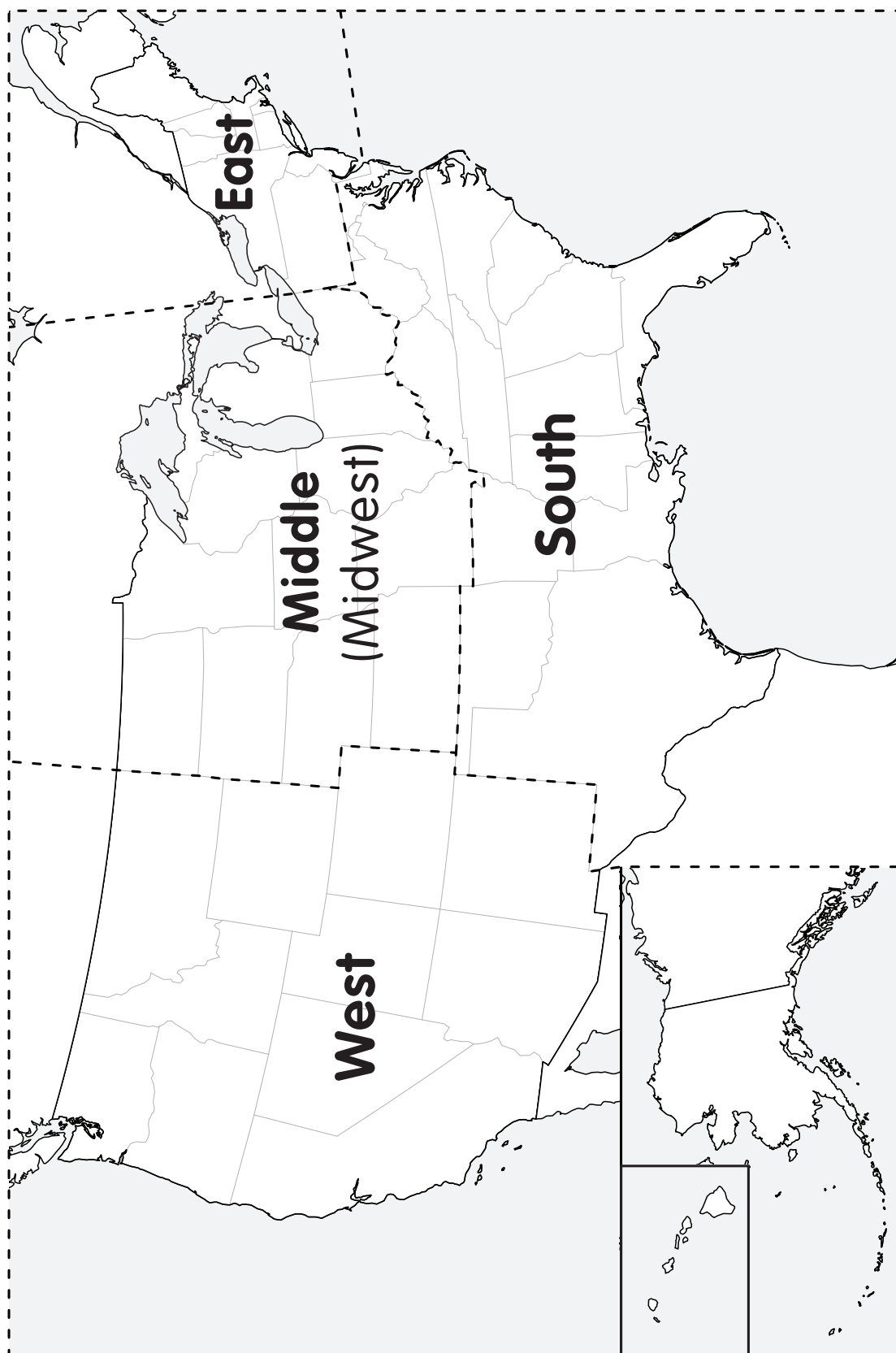
Rubric

See **Project Evaluation** (Teacher’s Guide p. 331).

U.S. Puzzle



U.S. Puzzle



American Symbols



Holiday Celebrations



Review Center B

Name _____

Read the directions and complete each task on the Review Center B map.

1. Put a blue X on the United States.
2. Put a red square on Mexico.
3. Print a green P on the Pacific Ocean.
4. Color our state orange.
5. Print a brown A on the Atlantic Ocean.

Review Center B

2 of 2

Name _____



1 of 2

Review Center D

Name _____

Look at the pictures and read the names of the holidays. Draw a line to match the pictures to their holidays.



Presidents'
Day

Thanksgiving

Martin Luther
King Jr. Day

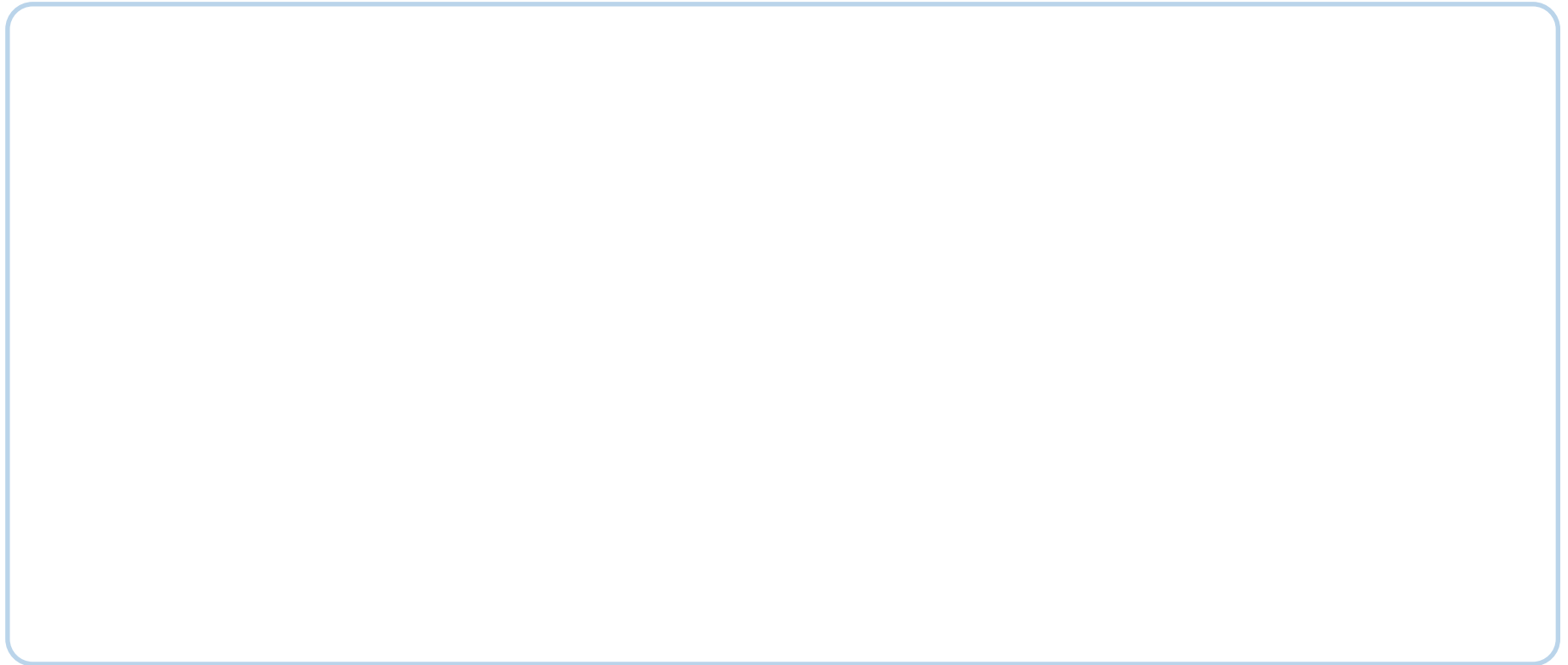
Memorial
Day

Review Center D

Name _____

Draw a picture of yourself celebrating a holiday.

Label as much as you can.



Chapter 8 Test

Name _____

1. Look at the three images.



a. Write a fact about one of the pictures.

Chapter 8 Test

Name _____

b. Write an opinion about one of the pictures.

c. Ask a classmate for an opinion about one of the pictures.

Write his or her opinion.

Chapter 8 Test

Name _____

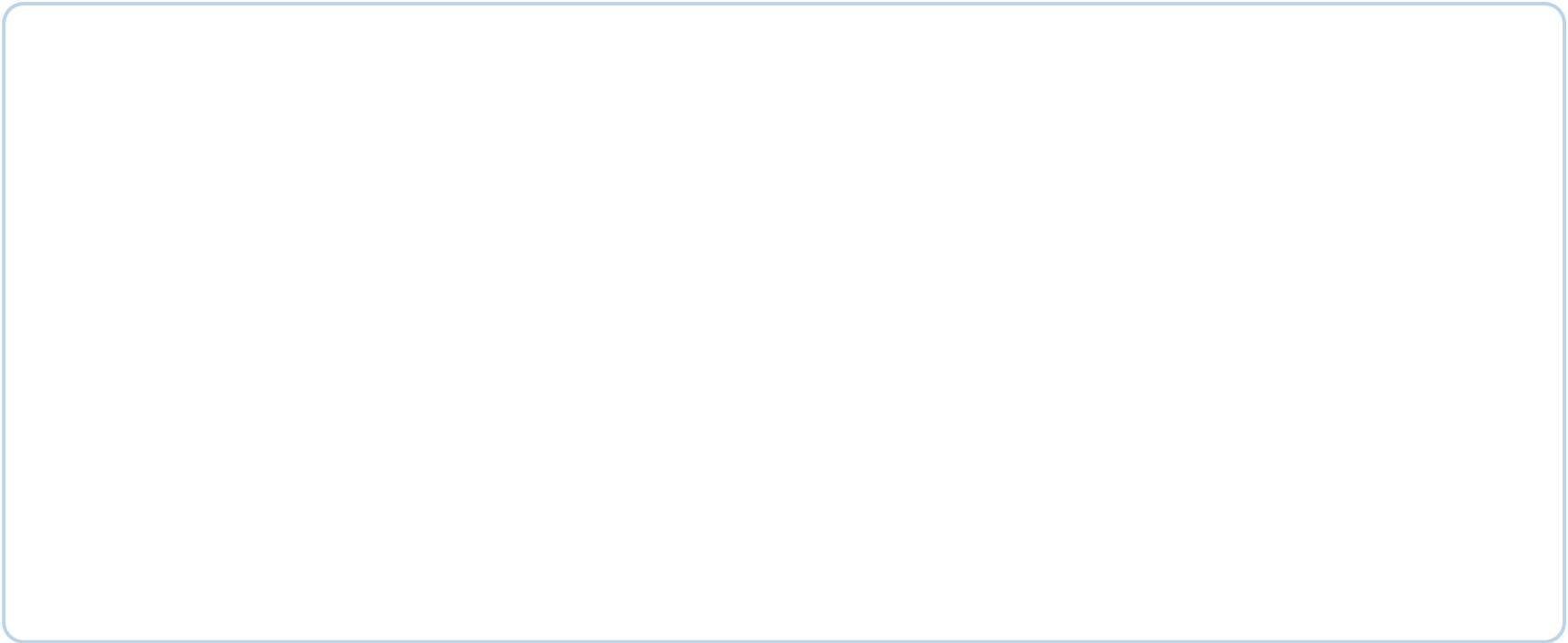
2. Look at the images below. Circle the ones that are symbols of the United States.



Chapter 8 Test

Name _____

3. Draw a picture of your favorite family celebration.



I like to celebrate

Student Name:

Chapter 8 Project America Day Celebration

Project Evaluation

Group Work

Emerging

Developing

The student worked cooperatively and respectfully within the group.

The student used the Student Book (or additional sources) to complete the assignment.

The student participated in making the project poster/map.

Presentation

Emerging

Developing

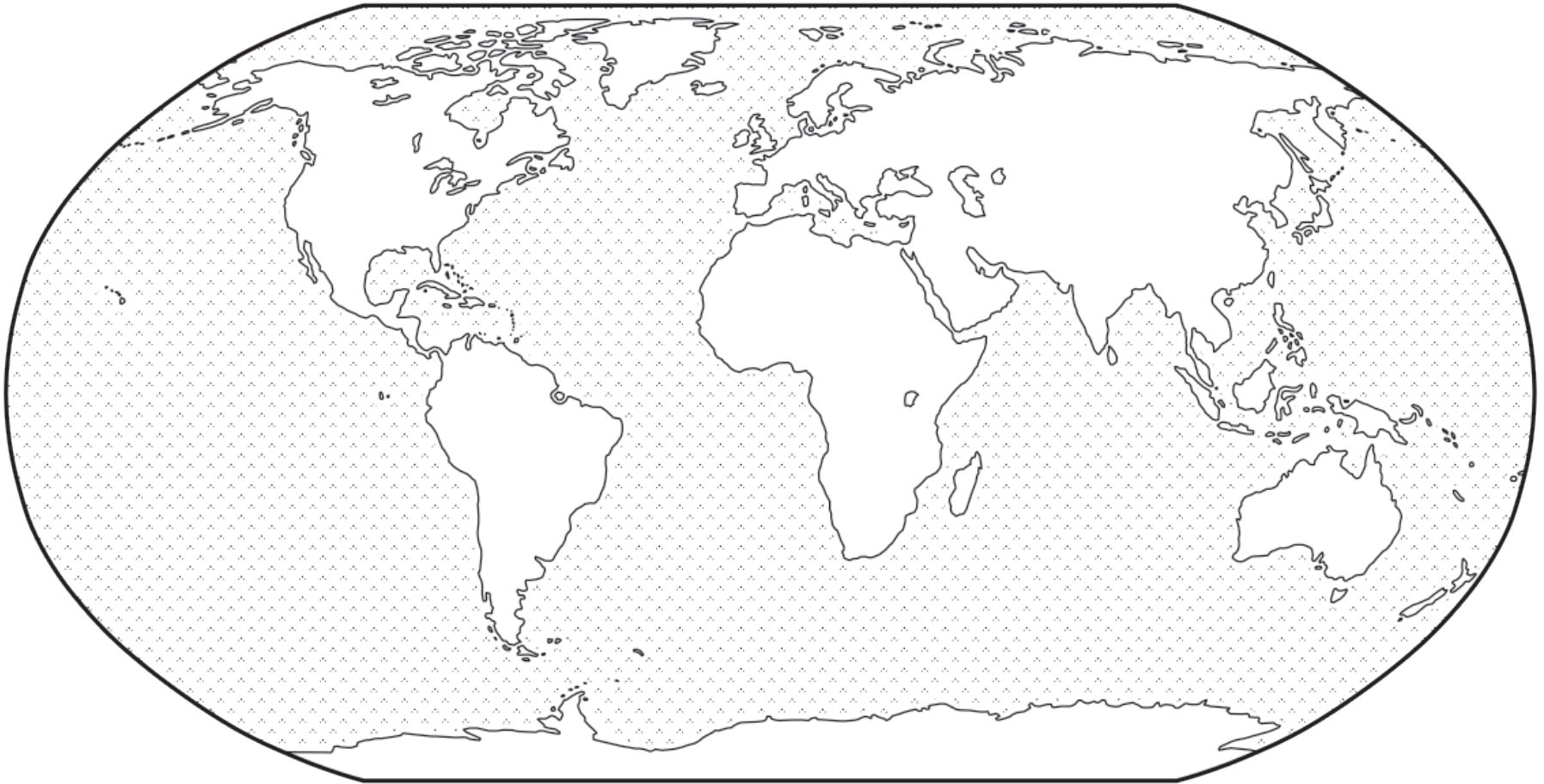
The group presented its work.

The student listened respectfully to the presentations of other groups.

Check the column that is most appropriate.

Review Center A

Name _____



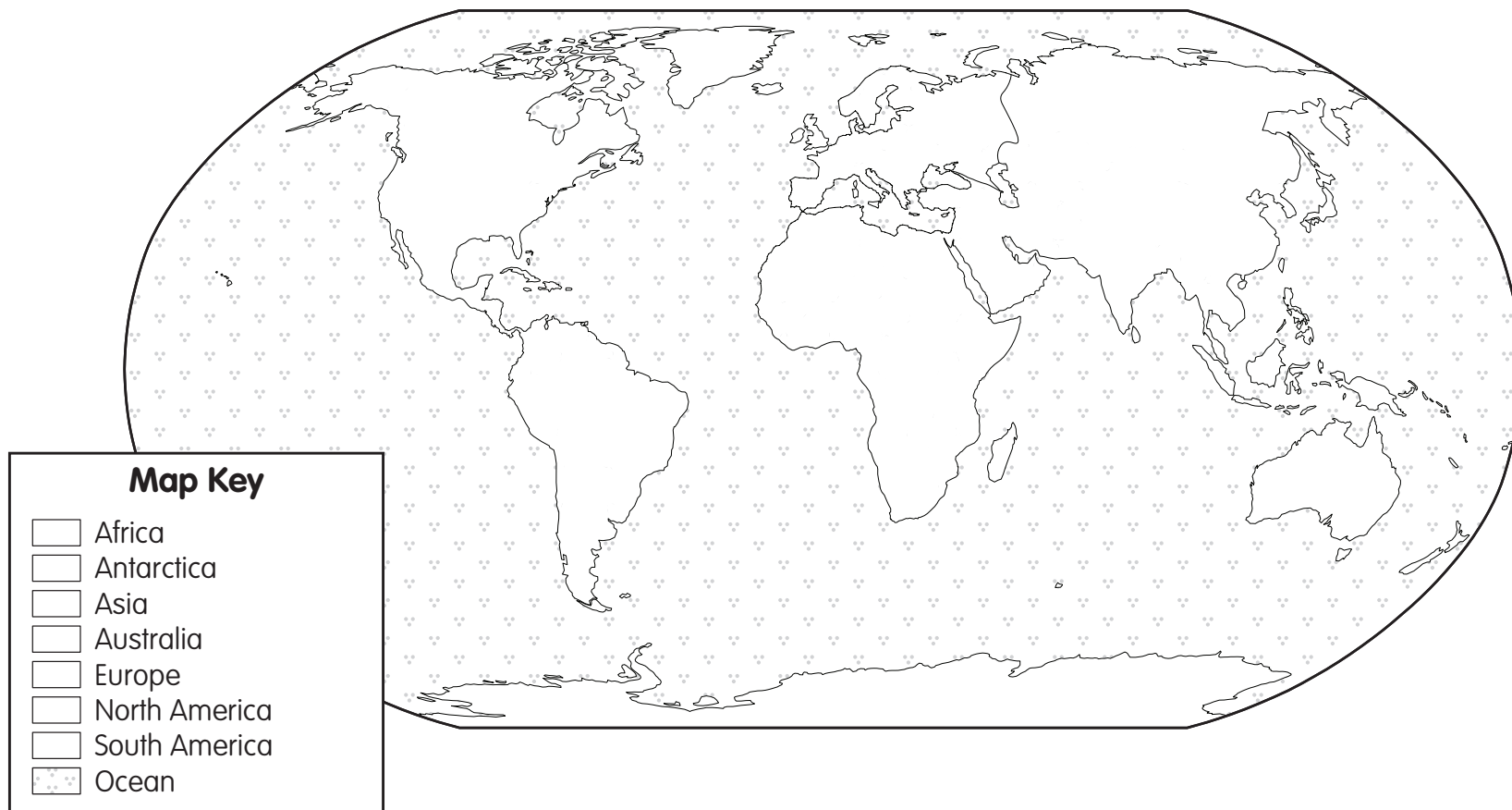
Chapter 9 Test

Name _____

1. Complete the map on the next page. Use World Desk Map 1D to help you.
 - a. Color each continent a different color.
 - b. Color the oceans.
 - c. Show colors in the map key.
 - d. Circle the continent where you live.

Chapter 9 Test

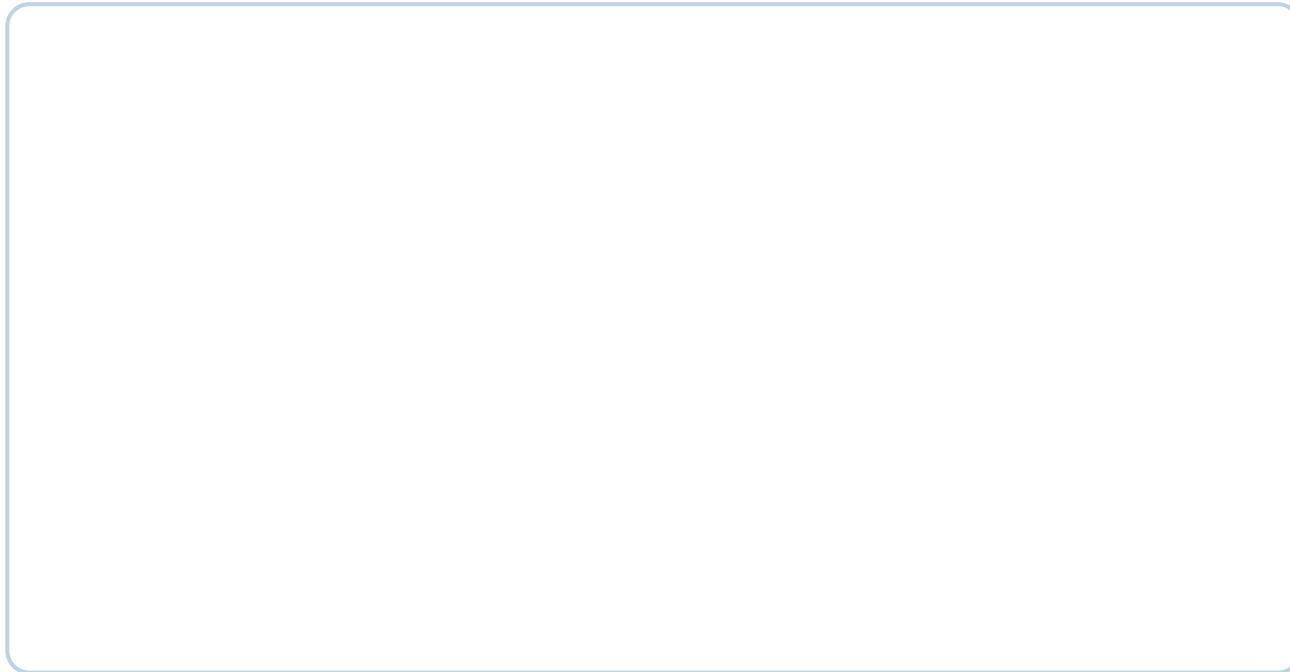
Name _____



Chapter 9 Test

Name _____

2. The world has many wonderful places. Draw a picture of your perfect place to live. In your picture, show at least one landform of this place. Label your picture.



Chapter 9 Test

Name _____

3. Use the graph to answer the questions on the following page.

What country do students want to visit?

Mexico



Canada



France



= one student

Chapter 9 Test

Name _____

a. Circle the graph key.

b. How many students want to visit Mexico?

c. How many students want to visit France?

d. How many students want to visit Canada?

e. Which country has the most students who want to visit it?

Student Name:

Chapter 9 Project World Map

Project Evaluation

Group Work

Emerging

Developing

The student worked cooperatively and respectfully within the group.

The student's group painted its continent and added landforms.

The student helped paint and label the oceans.

Presentation

Emerging

Developing

The group attached its map to the class map in the correct location.

The student actively participated in the presentation of landforms and labeling of the oceans.

Check the column that is most appropriate.

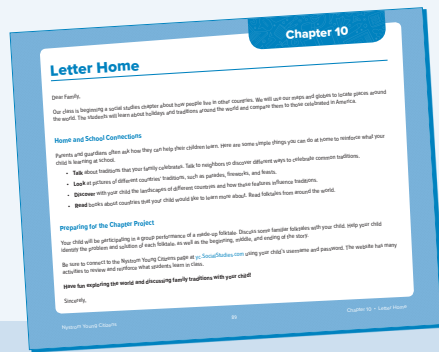
Compelling Question

How Do Families Live in Other Countries?

In this chapter, students will learn about how people live in other countries.

Time Frame: 3 Weeks

- 1 Students will compare physical features and home and work life in countries around the world.
- 2 Students will compare traditions and celebrations in countries around the world.
- 3 Students will complete the chapter review, project, and assessment.



Letter Home

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



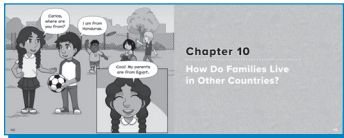
Chapter 10 Pre-assessment

1. Create a list on a large sheet of paper by writing down the chapter question: “How do families live in other countries?”
2. Record students’ responses.
3. Have students record some of the responses on the list by adding letters, words, phrases, and pictures to their **Think Books**.
4. Have students underline responses that are similar to how Americans live, such as living in neighborhoods.
5. Keep this list for the chapter review.



Chapter 10

Introductory Activity



pp. 168–169

Materials

- Student Book
- coloring utensils
- corkboard
- slips of paper (4 by 6)
- tape (pins)



Cultures



Information
Processing

Objectives

Students will be able to:

- Discuss activities, shared and unique, in the United States.

Getting Started

Have pairs discuss one of their favorite family activities, such as popcorn and movie night, singing carols at Christmas, or watching their favorite sports team.



TEACHER'S NOTE

Make sure there are enough slips of paper for the whole class. It is okay for the slips to overlap while taping or pinning them to the corkboard.

Teaching

1. Read the comic strip on p. 168 of the Student Book. Remind students that people from all over the world come to the United States. Ask students what Carlos may miss about Honduras. Students may answer that he misses his friends. Explain to students that he may also miss certain activities that he could only do in Honduras.
2. Distribute slips of paper to students and ask them draw one of their favorite activities on the slips of paper. Ask them to add a label to describe their drawings.

Summarizing and Assessing

Show students the corkboard and tell them that they will make a collage of activities, using their drawings. Have students come up individually to place their drawings on the corkboard. Let them know it's okay for the drawings to overlap. As students come up, have them present their drawings and explain their activities. After students have presented their drawings, discuss with students how the activities are different and alike and how such activities make their community an exciting place. Explain to students

that they will learn how exciting the world is as they learn about activities all over the world in this chapter.

Modifications for Differentiation

Above Have students categorize the activities. For example, one category can be “holiday activities.”

Below Students can work in pairs to draw and label their pictures.

ELL In addition to the Below modification, pull a small group and allow students to describe their drawings in their native language. When students present, invite them to share the word in their native language with the class.

Lesson 1

Living and Working

Online Activities

- Vocabulary Activities

Literacy Links

- *Meet the Howlers!* by April Pulley Sayre
- *South America*, by Christine Juarez
- *We're Sailing down the Nile*, by Laurie Krebs

Main Goals

- A** **How do people live and work in Honduras?** Compare life in Honduras and the United States.
- B** **How do people live and work in Egypt?** Compare life in Egypt and the United States.
- C** **Reading Skills: Describing Same and Different.** Compare and contrast cultural and physical features of countries around the world.

A

How do people live and work in Honduras?



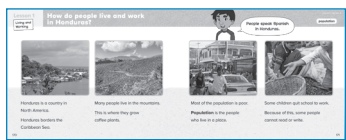
Cultures



Economics



Geography



pp. 170–171

New Vocabulary

population

Review Vocabulary

culture
landform
map key

Objectives

Students will be able to:

- Locate and compare the United States and Honduras by size and cardinal directions.
- Compare an element of Honduran culture with American culture.

TEACHER'S NOTE

Circle the United States and Honduras on the **Activity Globes** before class. Page 186 of the Student Book (Atlas) has a labeled map of North America that might prove useful for students.

Vocabulary Focus

Show the **Vocabulary Word Card** to students. The definition is introduced in Teaching.

Getting Started

1. Distribute **Activity Sheet 10a**. Explain to students that they will learn about Honduras today.

Activity Sheet 10a	
Honduras	
Land and Water	Culture

Activity Sheet 10a

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 1C/D
- Activity Sheet 10a
- Image of a Piñata [↓](#)
- Vocabulary Word Cards [↓](#)
- Think Book
- map markers
- bag
- coloring utensils
- gifts (for Getting Started)

2. Ask which student from Maplewood came from Honduras. ([Carlos](#))
3. Explain to students that on September 10 each year, people in Honduras celebrate Child's Day. Children celebrate through dance, playing with piñatas, and receiving gifts. Explain that children are in charge on Child's Day. Display an image of a piñata to enhance their understanding; or fill a paper bag with gifts such as stickers or erasers, hang it, and have students pretend it is a piñata.
4. Ask students if this type of celebration reminds them of celebrations they have.
5. Have students look at **Activity Sheet 10a**. Ask them if Child's Day is part of the culture or the land and water of the country. ([culture](#)) Have them write **Child's Day** and 1–2 words that describe Child's Day in the "Culture" column and draw a picture to go with it.

Teaching

1. Ask students to look at the section question, "How do people live and work in Honduras?"
2. Have students look at the images on pp. 170–171 of the Student Book. Ask students to share ideas about how people live and work in Honduras based on the images. Prompt with things such as what the weather might be like.
3. Read pp. 170–171 to students. Pause to discuss the meaning of the vocabulary word. Help students see that *population* is a synonym for "number of people." Use examples such as "The population of our class room is _____," and practice counting the people in the classroom.
4. After finishing the text, compare students' responses about what they thought Honduras was like from the pictures to the information in the text. Have students write 1–2 words about the country's land and water features (may include Caribbean Sea) on **Activity Sheet 10a** and draw a picture to go with the words.

5. Distribute **Activity Globes** and map markers. Point out and name the countries that have been circled before asking small groups to do the following on their globes (as you model):
- a. Determine which continent both countries are in.
 - b. Compare the sizes of the United States and Honduras. On the United States, have students write **L** for *larger* or **S** for *smaller*.
 - c. Compare the locations of the United States and Honduras in North America. Have students draw an arrow from the United States to Honduras and write an **S** on the country that is farther south.
6. Distribute **World Desk Map 1D**, and as a class do the following:
- a. Find and circle Honduras. Have them reference the **Activity Globes** or p. 186 of the Student Book (Atlas) before providing further assistance.
 - b. Using the map key, determine the land and water features of Honduras that are visible on the desk map. (coastline, mountains) Circle the two types of features on the map key.



Summarizing and Assessing

Review the activity sheet as a class and then have students glue it in their **Think Books**. Have students clean, collect, and put away materials.



Modifications for Differentiation

Above Students can learn new information about Honduras and/or Latin America using print and online resources, such as the Literacy Links. Allow students to share additional facts with the class.

Below Pair students with a partner who can help them find the locations on the desk map. For students who cannot write all of the information on **Activity Sheet 10a**, provide them with a T-chart that has the answers written down and ask them to draw the accompanying pictures.

ELL In addition to the Below modification, encourage students to describe the photographs on pp. 170–171. As needed, ask questions such as, “What kind of buildings do you see?” Point out the water and help students read the last word (sea) under the first image. Explain that *sea* means a large body of water that is smaller than an ocean. Ask students where they have seen rows of plants like they see in the second image on p. 170. (*gardens, farms*) Point to the second image on p. 171 and ask students to describe the people. (*young, children*)

Extending

Dance Teach students the *Los Caballitos* dance, which means the horse (rocking horse) or merry-go-round. This is a traditional dance in Honduras and Latin America. Explain that the dance is comprised of various circle formations and that students always walk in the same direction. Have students get into pairs and decide who will be dancer 1 and dancer 2.

- Have pairs join hands with the rest of class to form one large circle. Then have them walk in a circle.
- Have dancers 1 join hands and walk in an inner circle. Have dancers 2 join hands and walk in an outer circle.
- Have dancers repeat steps, this time galloping rather than walking, pretending to be horses.

B How do people live and work in Egypt?



Cultures



Geography



History



pp. 172–173

New Vocabulary

tourist

Review Vocabulary

culture
landform
map key

Objectives

Students will be able to:

- Locate and compare the United States and Egypt by size and cardinal directions.
- Analyze the influence of physical features on a population.
- Compare an element of Egyptian culture with American culture.

TEACHER'S NOTE

Circle and label the United States and Egypt on the **Activity Globes** before class. Page 188 of the Student Book (Atlas) has a labeled map of Africa that might prove useful for students.

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 1C/1D
- Activity Sheet 10b
- “Chart of Ancient Egyptian Hieroglyphics,” Teacher Resource 10.1
- Sample of Arabic writing [↓](#)
- Vocabulary Word Cards [↓](#)
- Think Book
- map markers
- glue

Activity Sheet 10b

Egypt	
Name: _____	
Land and Water	Culture

Activity Sheet 10b

Vocabulary Focus

Show the **Vocabulary Word Card** to students. Introduce the word further in the Teaching activity.

Getting Started

1. Distribute **Activity Sheet 10b**. Explain to students that they will learn about Egypt today.
2. Ask students which character from Maplewood has family from Egypt. ([Minar](#))
3. Have students look at **Teacher Resource 10.1** (Teacher's Guide p. 406).
4. Write a name on the board using the hieroglyphics. Challenge students to decode it. Point out that no one in modern Egypt uses hieroglyphics for writing today, but that the Egyptians use a different alphabet from the one we use. If possible, show students some Arabic writing.
5. Ask students if hieroglyphics are part of Egyptian culture or Egypt's land and water. ([culture](#)) Have students write down in hieroglyphics the first letter of their names on the activity sheet in the "Culture" column.

Teaching

1. Ask students to look at the section question, "How do people live and work in Egypt?" Show students it is the same question that was asked about Honduras.
2. Have students look at the images on pp. 172–173 of the Student Book. Ask students to share ideas about how people live and work in Egypt based on the images. Prompt with things such as what the weather might be like.
3. Read pp. 172–173 to students. Pause to explain what *tourist* means. Point out the smaller word, *tour*, within it. Explain that it gives them a hint about what a *tourist* is. Discuss the times when students have been tourists. Have students show on **World Desk Map 1D** which area they would like to visit so they could be tourists.

4. After finishing the text, compare students' responses about what they thought Egypt was like from the pictures to the new information in the text. Have students write 1–2 words about the country's physical features in the “Land and Water” column on **Activity Sheet 10b** and draw a picture to go with the words.
5. Distribute **Activity Globes** and map markers to small groups. Ask students to do the following on their globes as you model:
 - a. Determine which continent the United States is in. Circle the label of the continent. Repeat for Egypt (most of Egypt is in Africa, but a small part is in Asia). Discuss with students the size of these three continents. 
 - b. Compare the size of the United States and Egypt. On the countries, have students write **L** for *larger* and **S** for *smaller*.
 - c. Compare the locations of the United States and Egypt. Have students draw an arrow from the United States to Egypt. Have them label the arrow with **E** or **W**, depending on the appropriate direction.
6. Distribute **World Desk Map 1D**, and as a class do the following:
 - a. Find and circle Egypt. Have students reference the **Activity Globes** or p. 188 of the Student Book (Atlas) before providing further assistance.
 - b. Using the map key, determine the land and water features of Egypt that are visible on the desk map. (coastline, river) Circle the two types of features on the map key.

Summarizing and Assessing

Review the activity sheet together and then have students glue it in their **Think Books**. Have students clean, collect, and put away materials.



Modifications for Differentiation

Above Students can learn new things about Egypt and/or Africa using print and online resources. Allow students to share additional facts with the class.

Below Pair students with a partner who can help them find the locations on the desk map. For students who cannot write all of the information on **Activity Sheet 10b**, provide them with a chart that has the answers written down and ask them to draw the images.

ELL In addition to the Below modification, realize that some students may not be familiar with the idea of *tourism* or *vacation*. Explain that on a vacation, people stop working for a short time and just relax and have fun. They might go to another city, state, or country to learn about it. If they do, they are called *tourists*.

Extending

Language Arts Ask students to write additional messages in hieroglyphics. Read students a story from Egypt, such as *The Egyptian Cinderella*, by Shirley Climo.

Music Have students listen to traditional Egyptian music.



Reading Skills

C

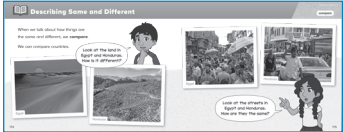
Describing Same and Different



Critical
Thinking



Reading



pp. 174–175

New Vocabulary

compare

Review Vocabulary

different

same

Materials

- Student Book
- Leveled Student Readers
- Activity Sheet 10c
- Images to Compare [↓](#)
- Vocabulary Word Cards [↓](#)
- Think Book
- coloring utensils

Objectives

Students will be able to:

- Use positional language to describe locations.
- Compare and contrast cultural and physical features of countries.

Vocabulary Focus

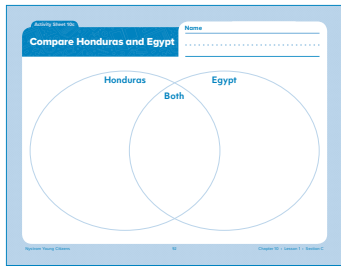
Show students the **Vocabulary Word Card**. The definition is introduced in Getting Started.

Getting Started

1. Have students play a game called “find the difference.” Place or draw two pictures that are almost the same on the board. Explain that while they are almost the same, they do have some differences. Have students study the pictures to compare and find the features that are alike and different.
2. When students have pointed out all the similarities and differences, point to the **Vocabulary Word Card** for *compare*. Explain that when they looked to find how the pictures were the same and different, they were comparing the pictures.

Online Activities

- Describing Same and Different



Activity Sheet 10c

Teaching

1. Read pp. 174–175 of the Student Book to students.
2. Look at the images on the two pages. Tell students they can do the same thing that they did in their Getting Started activity. They can compare by looking for what is alike and what is different. As a class, compare the pairs of pictures of Honduras and Egypt.
3. Distribute **Activity Sheet 10c**. Have students fill in the Venn diagram with drawings or descriptive words. Have them reference **Activity Sheets 10a** and **10b** in their **Think Books** for more ideas.
4. Distribute **Leveled Student Readers**, and have students read and complete the books.



Summarizing and Assessing

As a class, go over **Activity Sheet 10c** by drawing the Venn diagram on the board and drawing or listing appropriate student responses. Next, discuss with students the similarities and differences between Egypt, Honduras, and the United States.

Modifications for Differentiation

Above Students can create their own barrier games (see Extending activity) by creating the placement and choosing the appropriate items.

Below Pair students with a partner who can help them find the locations on the desk map. For students who cannot write all of the information on **Activity Sheet 10c**, provide them with a diagram that has the answers written down and ask them to draw the images. For students who need additional support with the **Leveled Student Readers**, read the text to them, then read the text chorally, and then allow them to try independent reading.

ELL In addition to the Below modification, reinforce the meaning of *same* and *different* using objects. Begin with simple items that are identical (such as math manipulatives) and then use items that are similar but not identical, such as a plastic block and a wooden block. Discuss how the items are the same shape, but they are made of different materials.

Extending

Art Students can do art activities that practice symmetry, such as paper folding, paint stamping, and shadow drawing.

Language Arts Have students play a “barrier” game. A barrier game is played with at least two players. Each player receives the same items, such as six blocks or seven cars and a placemat. A barrier is placed between the players so that neither can see the other’s items. Players choose who will be the director and who will be the follower. The director gives directions, one at a time, as to where to place the items. For example, “Place the red block on the middle of the placemat. Place the blue block above the red block. Place the green block beside the red block.” When the director is finished, the barrier is lifted, and the players compare the placement of their items to see how alike or different they are. Players switch roles, and the next round begins.



Lesson 1

Closure

Classroom Assessment Activity

For each of the following statements have students hold their thumbs up when you read a correct answer. Have them hold their thumbs down when you read an incorrect answer.

What are some land features in Honduras?

1. Honduras has mountains. (correct)
2. Honduras is covered in frozen land all year. (not correct)
3. Honduras has a coastline. (correct)

What is true about Egypt?

1. It is a country in South America. (not correct)
2. Most of the land is a desert. (correct)
3. Most drinking water comes from the ocean. (not correct)

How are Honduras and Egypt the same?

1. Their languages are the same. (not correct)
2. They both have populations. (correct)
3. They both have deserts. (not correct)
4. They both have coastlines. (correct)



Review at Home

Ask students to complete **Activity Sheet 10d** with their families at home.

Lesson 2

Food and Fun

Online Activities

- Vocabulary Activities

Literacy Links

- *Katie in London*, by James Mayhew
- *Living in . . . China*, by Chloe Perkins
- *A Ticket around the World*, by Natalia Diaz and Melissa Owens

Main Goals

- A** **How do people celebrate in China?** Examine Chinese cultural celebrations.
- B** **How do people celebrate in England?** Examine English cultural celebrations.
- C** **How are celebrations the same?** Compare and contrast holidays and celebrations around the world.

A

How do people celebrate in China?



Cultures



Geography



Writing



pp. 176–177

Review Vocabulary

celebrate
culture
holiday
landform

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 1C/1D
- Activity Sheet 10e
- Think Book
- map markers
- coloring utensils
- glue

Online Activities

- How Do People Celebrate in China?

Objectives

Students will be able to:

- Locate and compare the United States and China by size and cardinal directions.
- Compare an element of Chinese culture with American culture.

TEACHER'S NOTE

Circle and label the United States and China on the **Activity Globes** before class. Page 190 of the Student Book (Atlas) has a labeled map of Asia that might prove useful for students.

Getting Started

1. Distribute **Activity Sheet 10e**. Explain to students that they will learn about China today.
2. Ask students which friend from Maplewood has family that came from China. (*Leena*)
3. Have small groups use the **Activity Globes** and map markers to do the following:



China	
Name:	
Land and Water	Culture

Activity Sheet 10e

- a. Determine which continent China is in. Circle the label of the continent. Have students do the same for the United States. Discuss with students which continent is larger.
 - b. Compare the size of the United States and China. On the United States, have students write **L** for *larger* or **S** for *smaller*. This may be hard for them to tell. If they have difficulty, tell them that China is slightly larger than the United States.
 - c. Tell students to imagine they are going to board a plane and fly to China. In groups, have students examine their globes and choose a flight route from the United States to China. Have them draw an arrow for their route and label the arrow with **N** or **S** and **E** or **W**, depending on the route they choose. Note, flights to Asia from North America can fly east over the Atlantic, west over the Pacific, and north over the Arctic.
4. Distribute **World Desk Map 1D**, and as a class do the following:
 - a. Find and circle China. Have students reference the **Activity Globes** or p. 190 of the Student Book (Atlas) before providing them with further assistance.
 - b. Using the map key, determine the land and water features of China that are visible on the desk map. (coastline, river, mountains) Circle the types of features on the map key.
 - c. Have students write these features in the “Land and Water” column of **Activity Sheet 10e**.

Teaching

1. Read pp. 176–177. Pause and review the word *holiday*. List other holidays that students in your class have celebrated and have students copy the list in their **Think Books**. 
2. Talk about the images on pp. 176–177 as symbols of Chinese New Year and ask what symbols we use for other holidays, such as Thanksgiving and Fourth of July.
3. Explain to students that holidays are part of culture. Have students draw an image that represents Chinese New Year in the “Culture” column of **Activity Sheet 10e**. Monitor students’ responses.

Summarizing and Assessing

Review **Activity Sheet 10e** as a class and then have students glue it in their **Think Books**. Have students clean, collect, and put away materials. 

Modifications for Differentiation

Above Students can learn more about China using print and online resources. Allow students to share additional facts with the class.

Below Pair students with a partner who can help them find the locations on the desk map. For students who cannot write all of the information on **Activity Sheet 10e**, provide them with a chart that has the answers written down and ask them to draw the images.

ELL In addition to the Below modification, explain that lion dances in Chinese communities are performed by dancers who often dance through the neighborhood while most of the people watch. Ask students to share special dances from their families' countries of origin or activities that involve the whole neighborhood. Alternatively, point out the red envelope that contains money and ask children to share occasions when gifts are given in their families.

Extending

Art Show students pictures of Chinese New Year as inspiration to make Chinese New Year crafts. Have students connect paper chains or glue paper streamers on a cup and add eyes and a mouth to make a dragon or lion. Keep these crafts at school for chapter 10, lesson 2, section C.

Dance Students can perform a dragon dance or lion dance using props while dancing to traditional Chinese music.

B How do people celebrate in England?



Cultures



Geography



Writing



pp. 178–179

Review Vocabulary

parade
tradition

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map 1C/1D
- Activity Sheet 10f
- Think Book
- map markers
- coloring utensils
- construction paper
- craft materials to make royal props
- glue

Online Activities

- How Do People Celebrate in England?

Activity Sheet 10f	
Name _____	
England	
Land and Water	Culture

Activity Sheet 10f

Objectives

Students will be able to:

- Locate and compare the United States and England by size and cardinal directions.
- Compare an element of England's culture with American culture.

TEACHER'S NOTE

Circle the United States and England on the **Activity Globes** before class. Page 189 of the Student Book (Atlas) has a labeled map of Europe that might prove useful for students.

Please note that the map on p. 189 of the Student Book (Atlas) uses the label "United Kingdom" rather than listing the countries of England, Northern Ireland, Scotland, and Wales.

Getting Started

Look at the images on pp. 178–179 of the Student Book. Talk about what students notice. Ask students what country these images represent (**England**) before reading the section question together: "How do people celebrate in England?"

Teaching

1. Distribute **Activity Sheet 10f**, and have small groups use the **Activity Globes** and map markers to do the following:
 - a. Determine which continent England is in. Circle the label for the continent. Repeat for the United States.
 - b. Compare the size of the United States and the United Kingdom (where England is). On the United States, have students write **L** for *larger* or **S** for *smaller*.
 - c. Compare the locations of the United States and England. Have students draw an arrow from the United States to England. Have groups determine which is closer to the United States, England or China? (**England**)



2. Distribute **World Desk Map 1D**, and as a class do the following:
 - a. Find and circle the United Kingdom (where England is). Have them reference the **Activity Globes** and p. 189 of the Student Book (Atlas) before providing further assistance.
 - b. Using the map key, determine the land and water features of England that are visible on the desk map. (coastline, island) Point out that England is situated on an island. Circle the features on the map key.
3. Have students write these features in the “Land and Water” column of **Activity Sheet 10f**.
4. Read pp. 178–179 of the Student Book to students, and have students compare the information they gathered on the map to the information in the Student Book about England.
5. Have students fill in the “Culture” column on **Activity Sheet 10f**.

Summarizing and Assessing

Review the activity sheet as a class. Have students glue it in their **Think Books**. Have students clean, collect, and put away materials.



Modifications for Differentiation

Above Students can learn more about England using print and online resources. Allow students to share additional facts with the class.

Below Pair students with a partner who can help them find the locations on the desk map. For students who cannot write all of the information on **Activity Sheet 10f**, provide them with a completed chart and ask them to draw the images.

ELL In addition to the Below modification, write **queen** and **king** on the board. Explain that a queen is a woman and a king is a man. In England, the queen or king is not a leader like the president of the United States. Instead, the queen or king is a symbol of the country’s long history.

Extending

Art Students can build a castle. Students can collect props, such as crowns, and decorate chairs to look like thrones.



How are celebrations the same?



Cultures



Critical
Thinking



Speaking &
Listening



pp. 180–181

Materials

- Student Book
- Group Activity Cards
- Collage from Introductory Activity
- Think Book
- coloring utensils
- large sheet of paper

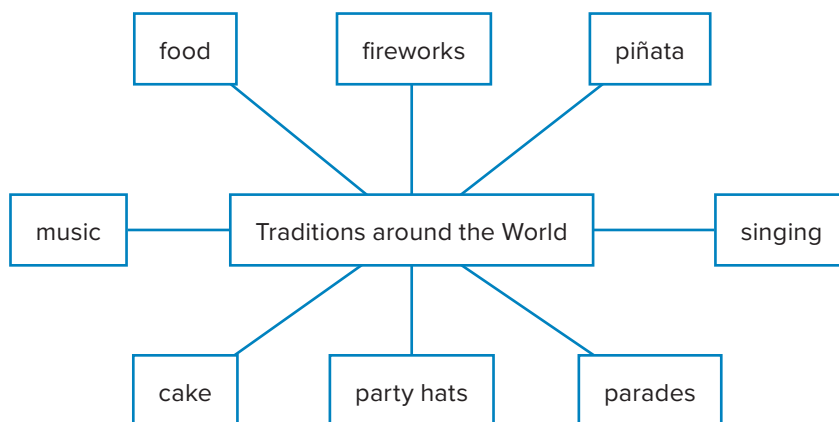
Objectives

Students will be able to:

- Compare and contrast holidays and celebrations around the world.

Getting Started

1. Have students brainstorm different traditions or activities that occur in various cultures. Have students refer to chapter 10 in the Student Book and their past activity sheets as needed.
2. Record students' responses as an idea web on a large sheet of paper. (The following is an example web.)



3. Have students copy the chart in their **Think Books**.



Teaching

1. Have students read the section question with you: “How are celebrations the same?” Explain that in the last lesson you compared countries around the world. In this activity, you are going to compare celebrations around the world.
2. Read pp. 180–181 of the Student Book with students.
3. Distribute the **Group Activity Cards** and have student groups complete the activities on the cards.



Summarizing and Assessing

Have groups share what they learned from their **Groups Activity Cards**. Have students circle the traditions on the “Traditions around the World” web that are similar to their own in the United States (use the collage from the chapter 10 Introductory activity). Have students explain how these circled traditions are similar.

Modifications for Differentiation

Above Students can use print or online resources to find information about traditions from countries that were not covered.

Below Students can point to words as they read the Student Book to support their word concept skills.

ELL In addition to the Below modification, draw a T-Chart on the board. Title one column “Big and Loud” and the other column “Small and Quiet.” Have children look at the pictures on pp. 180–181 or other pictures of celebrations and identify them as big and loud or small and quiet. As they do so, record their responses. Encourage students to describe other celebrations that their family has and add them to the chart.

Extending

Writing Students can write a plan for a parade to celebrate a tradition that they know, such as St. Patrick’s Day or Valentine’s Day. Have them write about the colors and the imagery that would be a part of the parade (for example, green and shamrocks for St. Patrick’s Day).



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 options, let the partners confer briefly then raise their consensus answer. More than one answer can be correct.

How do people in China celebrate Chinese New Year?

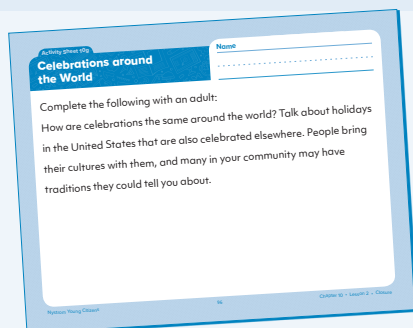
1. They give red envelopes with money. (correct)
2. They decorate trees. (not correct)
3. They dance in dragon costumes. (correct)

Which of the following are traditions and celebrations in England?

1. The Fourth of July (not correct)
2. The queen’s birthday (correct)
3. Christmas (correct)

How do many countries celebrate events?

1. Parades (correct)
2. Fireworks (correct)
3. Family meals (correct)



Review at Home

Ask students to complete **Activity Sheet 10g** with their families at home.

Chapter 10

Review

Review Vocabulary

compare
population
tourist

Materials

- Student Book
- Review Center A
- Review Center B
- Review Center C
- List from Pre-assessment
- Think Book
- coloring utensils

Objectives

Students will be able to:

- Compare the physical features and cultural differences between several countries.
- Compare and contrast holidays and celebrations around the world.
- Recognize similarities and differences.

TEACHER'S NOTE

Information about the review centers and strategies for implementation and organization can be found on pp. xxv–xxvi of the Teacher's Guide.

Getting Started

1. Revisit students' initial responses to the Pre-assessment activity list. Ask students what they would add to the list. Incorporate appropriate responses.
2. Review the charts, lists, and activity sheets that were completed over the course of the chapter.

Teaching

1. Divide students into small groups and assign them to a review center. 
2. Make sure every student completes review centers A through C.

Review Center A: Countries

Have students play a game of concentration with pictures of the countries they learned about in the Student Book. Cut out the images from the **Review Center A** (Teacher's Guide p. 407) handout and create a 4 x 4 grid with the pictures facing down (make two copies of the handout for a total of 16 images). Create as many grids as there are partner teams.

1. Have students work with a partner. 
2. Students will take turns turning over cards; when they find a match, they can keep the cards.
3. Students will play until there are no cards left in the grid.
4. After finishing, students must try to identify which country each picture comes from. They should use the Student Book to help them, looking at pictures from throughout chapter 10.
5. When students are finished, they should reset the grids.

Review Center B: Traditions in Other Countries

Complete **Review Center B** (Teacher's Guide p. 408).

Review Center C: Describing Same and Different

Have students work with a partner. 

1. Have them complete **Review Center C** (Teacher's Guide pp. 409–410). Check their work and talk about what is the same and different in the pictures.
2. Ask the partners to discuss how they themselves are the same and different from each other. If students are unsure how to compare themselves, suggest topics like age, grade, home, hobbies, family, etc. Have them report a few things that they found.

Summarizing and Assessing

Have small groups discuss what was easy and difficult, and name one new thing they learned. 

Chapter Test

Distribute and administer the **Chapter 10 Test** (Teacher's Guide pp. 411–413). Read the directions to students and assist them as needed.

Chapter 10 Project

Folktales

Materials

Every Day

- Project Checklist
- Project Evaluation
- Think Book

Days 2–4

- Project Plan
- coloring utensils
- poster paper



Cultures



Geography



Reading



Writing

Objectives

Students will be able to:

- Work cooperatively to meet objectives.
- Write and perform their own folktale.
- Recognize features of several countries around the world.
- Structure a story with a beginning, middle, and ending.

Project Description

Students will learn about folktales. They will then create their own class folktale using information from the countries studied in this chapter. Students will prepare visuals and put on a folktale play.

TEACHER'S NOTE

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects.

You may wish to invite parents and school staff to view the folktale plays.

Instructions and Suggestions

Day 1

1. Read the following folktale from the Yokut people of California to students:

How Duck Built the Mountains

Many years ago, earth was covered with water. Eagle and Crow were flying through the sky. They were tired and wanted a place to land. Eagle and Crow saw Duck swimming. They saw Duck dive down and catch a fish. There was mud on his bill! They asked Duck to bring up more mud.

Duck placed the mud in two piles. One for Eagle, and one for Crow. The piles of mud grew higher and higher, and Eagle's pile grew the highest. The sun warmed the mud and baked the piles until they became hard.

Eagle's mud pile became the Sierra Nevada. Crow's mud pile became the Coast Ranges. And this is how Duck built the mountains of California.

2. Review the folktale with students.

- a. Discuss the list of characters with students. (Duck, Eagle, Crow)
- b. Talk about the structure and sequence. Help students recognize the beginning, middle, and ending.
- c. Identify the issue being addressed, and its resolution. (earth has no land; in helping Eagle and Crow, Duck builds land)

3. If time permits, read and review the following story from the Coughatta people with students for further practice.

Many years ago, Bear owned Fire. Bear would carry Fire everywhere. One day, Bear came to a place that had many acorns. Bear put Fire down and began to eat the acorns. Fire needed sticks to stay alive. But Bear was too busy eating acorns to feed Fire.

"Feed me!" Fire called. But Bear did not hear.

Fire began to die. Then Man walked by. Man saw Fire crying for help.

"Feed me sticks!" called Fire.

Man gave sticks to Fire. Since then, Fire belonged to man.

4. Tell students that they will create their own folktale for the class project. Then, they will make their folktale into a play and act it out.
5. Tell students that every folktale has an issue, or topic, and a solution, resolution, or moral. Brainstorm with students ideas for a folktale issue by discussing some characteristics of the United States. These can be anything from major landforms to common notions about the country (education for all, freedom). If students don't suggest is, introduce the notion of America's unique mix of many different peoples, cultures, arts, and religions. Let students know that their folktale will be about America's strength in having many different people and traditions in one country (diversity).

TEACHER'S NOTE

You may decide that one of the students' brainstorm ideas will work equally well for the project and use it.

6. Have students write the folktale topic in their **Think Books**. 
7. Next, let students know that their project groups will each represent a different people or culture that comes to the United States. Have students brainstorm ways that their folktale can show or resolve how these different cultures come together in a unified way (a celebration, a new landform, a holiday). Have students write the resolution in their **Think Books**.

Day 2

1. Review the folktale topic and resolution from the first day with students.
2. Explain that their folktale will have four characters that represent countries: Deer (the white-tailed deer is the national animal of Honduras), Eagle (the steppe eagle is the national animal of Egypt), Panda (the giant panda is the national animal of China), and Whale (many species of whales live in the waters surrounding England).
3. Divide students into the four groups. Assign each group one country and distribute the appropriate page from the **Project Plan** and materials for making a poster. The four groups are: Honduras/Deer, Egypt/Eagle, China/Panda, and England/Whale. 
4. Have each group discuss and decide on a main character trait for their animal that reflects an aspect of American character. For example, these could be brave, strong, sturdy, loyal, free, independent, proud. (You may want to provide a list on the board to help students choose.) If possible, also let students decide on a personality trait for their animals as well, such as funny, smart, quiet, quick, wise, or happy. Have groups complete the last sentence on the Project Plan handouts with the word, or words, to describe their animal's personality.
5. Have each group make a poster with a picture of the animal in their natural habitat (from the **Project Plan**: deer in forest; eagle in desert; panda in bamboo forest; whale in ocean). Then, have them write all sentences from the **Project Plan** on the poster. Assist as necessary.

TEACHER'S NOTE

Depending on time and resources, groups can create more involved representations of their animal. Other ideas for the presentation include costumes, cut-outs, and puppets.

Day 3

1. Have groups finish their posters if they have not already done so.
2. The structure of the folktale will be as follows:
 - a. Beginning: The four characters will come from countries around the world to the United States.
 - b. Middle: They meet, introducing their different qualities and personalities.
 - c. Ending: The characters resolve their differences through shared events.
3. Have students act out and rehearse the folktale. You will narrate the story and students will react in their groups. Groups can also decide if everyone in their group plays the animal individually (so, the England group may have five whales) or if they all play the animal together (all five kids together make up one whale).
 - a. First, introduce each animal to the story. For example, "This is Deer. Deer is from a forest in Honduras. Deer is brave and smart. Deer ran to the United States." Student groups will enter the stage holding their posters and acting like their animals.
 - b. When all animals are introduced and on stage, explain that they came from very different lands and customs. Discuss with students how they might act out this problem, incorporating the personality traits that they came up with for their animals.
 - c. Narrate the resolution that brings them together, stronger. Discuss with students how they might act out this resolution.
4. Rehearse the play several times. Provide students with feedback and guidance.

Day 4

1. Have students present their play in front of an audience and allow the audience to ask them questions.

Modifications for Differentiation

Above Students can lead small groups in assigned tasks such as writing parts or coordinating stage movements.

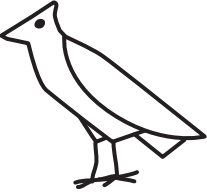
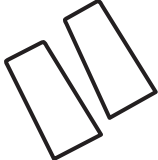
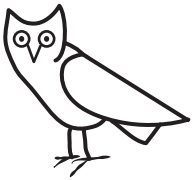
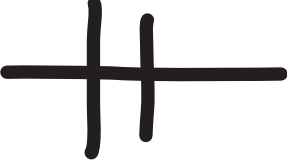
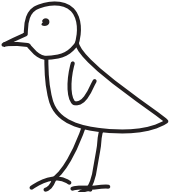
Below Students can be responsible for simple tasks such as coloring in the poster.

ELL In addition to the Below modification, provide folktales from each student's family's country of origin if possible. You might check with your media specialist to see if your library has picture books of some of the folktales.

Rubric

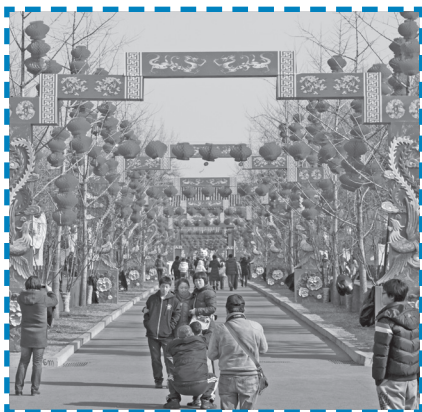
See **Project Evaluation** (Teacher's Guide p. 414).

Chart of Ancient Egyptian Hieroglyphics

A 	B 	C.K 	D 
E 	F 	G 	H 
I 	J 	L 	M 
N 	O 	P 	Q 
R 	S 	T 	U 
WU 	Y 	Z 	CH 

Review Center A

Name _____

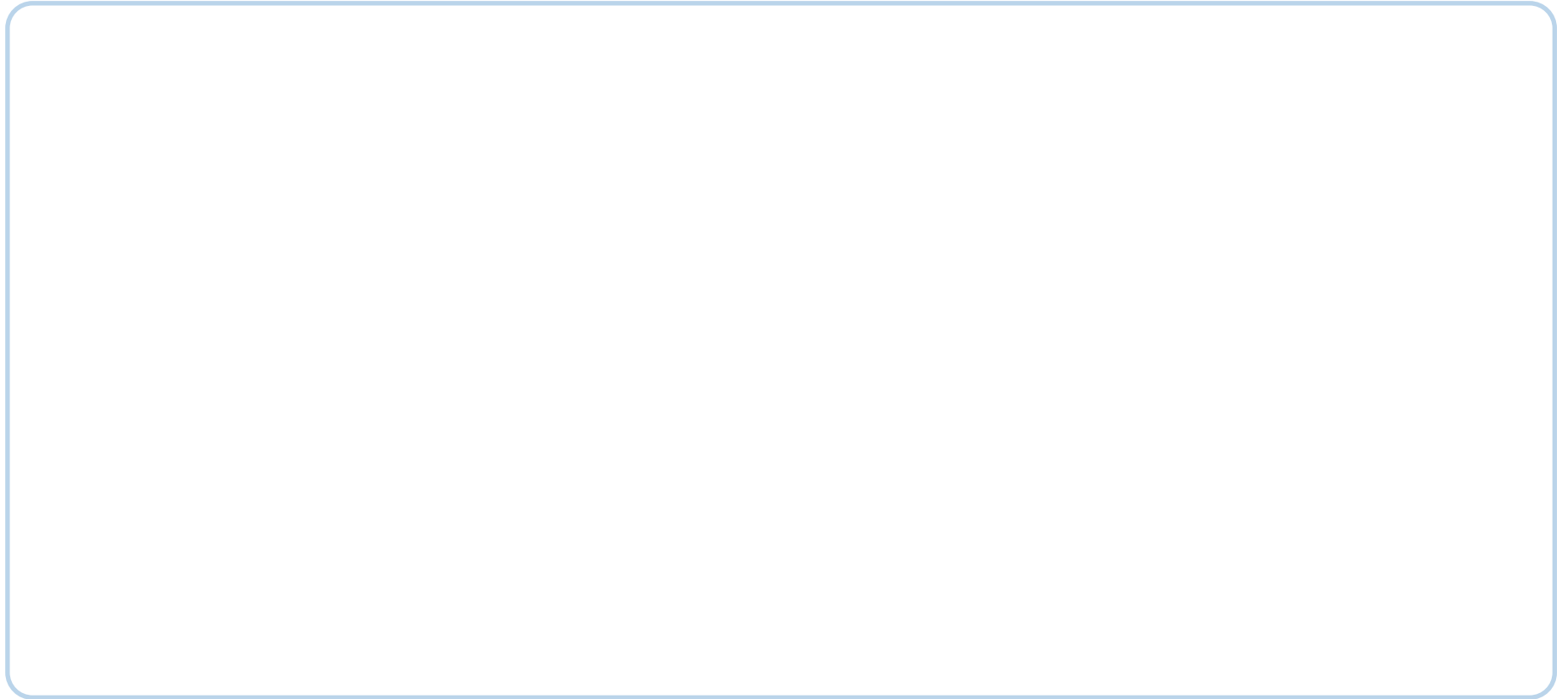


Review Center B

Name _____

Choose a tradition from Honduras, Egypt, China, or England.

Draw a picture of the tradition and label it.



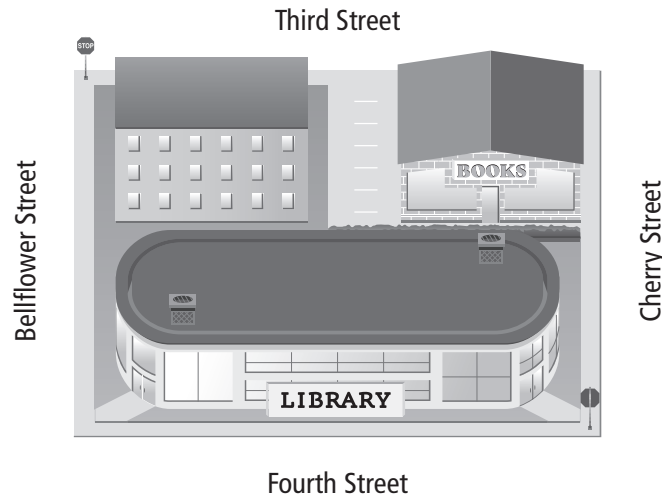
Review Center C

1 of 2

Name _____

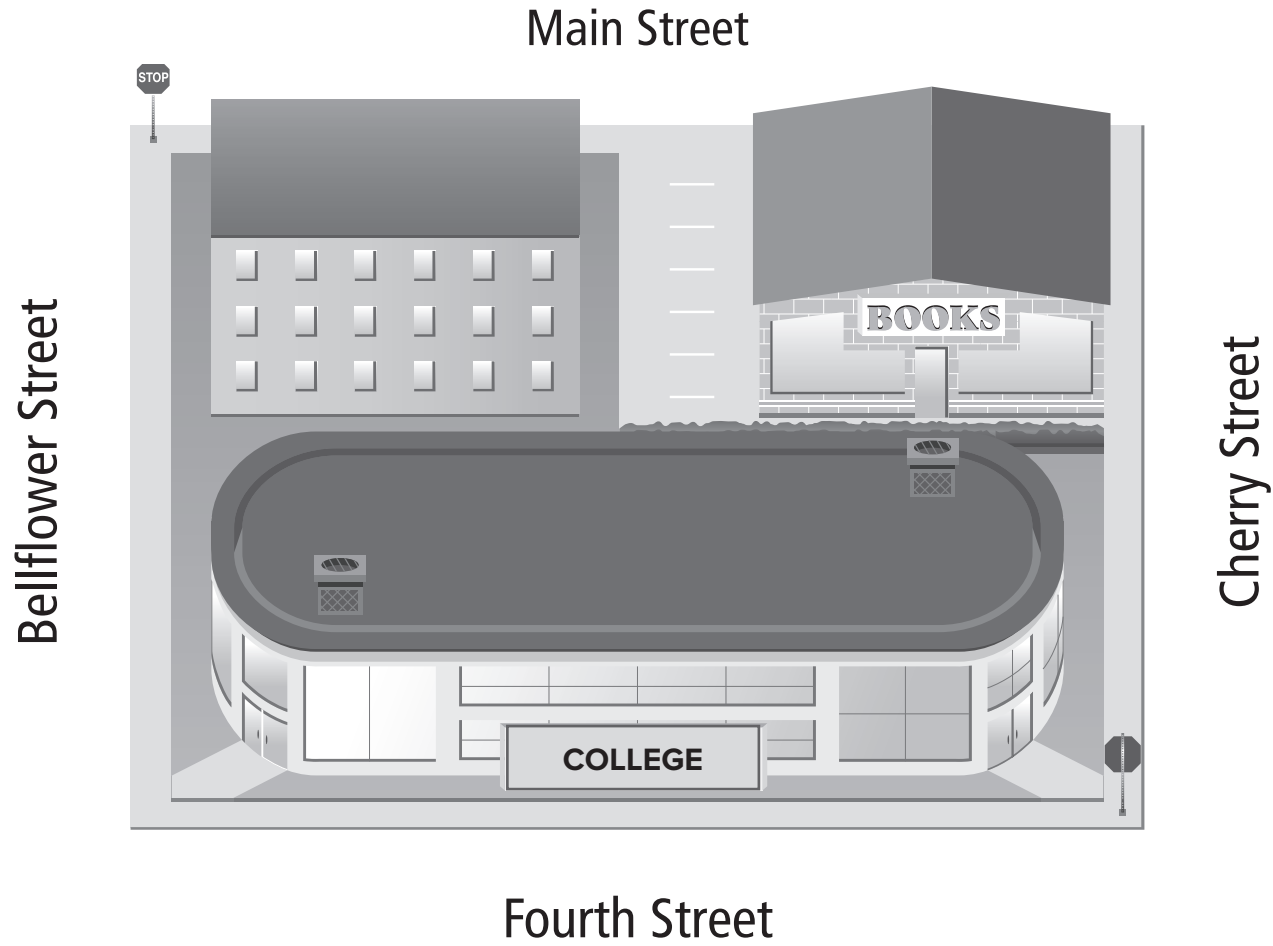
Compare the pictures on this page and on the next.

1. On the next-page picture:
 - a. Draw a triangle over 3 things that are the same.
 - b. Circle 2 things that are different in the pictures.



Review Center C

Name _____



Chapter 10 Test

Name _____

1. Use the pictures to answer the questions. On the first picture:
 - a. Circle things that are the same in the pictures.
 - b. Draw a triangle over things that are different in the pictures.

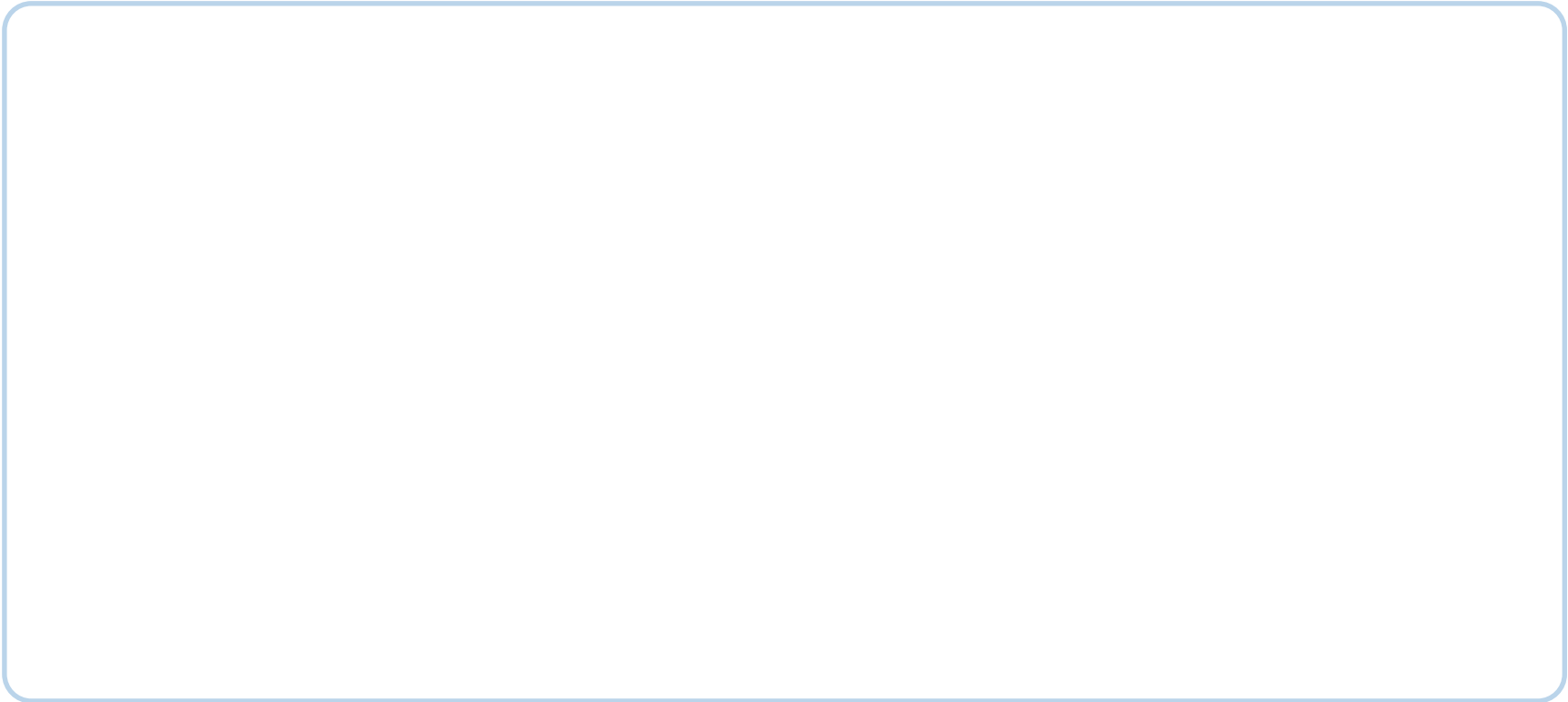


Chapter 10 Test

Name _____

2. Choose one country you would like to visit from chapter 10.

Draw a picture of its main landform or body of water.



Chapter 10 Test

Name _____

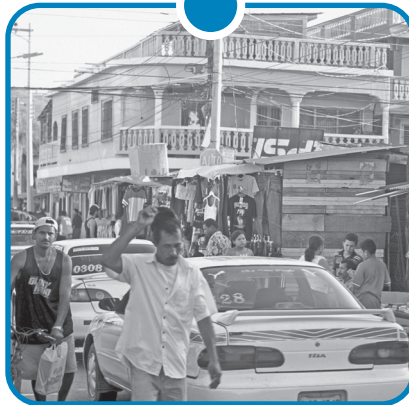
3. Match each country with the correct picture.

Honduras

Egypt

China

England



Student Name:

Chapter 10 Project Folktales

Project Evaluation

Folktale

The student helped suggest a problem and solution for the folktale.

The student spoke and listened appropriately when sharing.

Group Work

The student helped prepare the poster.

The student worked with others in the group respectfully.

Presentation

The student participated in the presentation of the folktale.

Emerging

Developing

Emerging

Developing

Emerging

Developing

Check the column that is most appropriate.

Answer Keys

Introduction

Activity Sheet 1a 1 of 2 Name _____

Who Am I?

Cut out the speech bubbles on the next page. Match the bubbles to the correct characters below. Glue the bubbles above the correct character.



I like to skateboard.



I like building things.



I like to read.



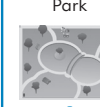
I like animals.

Nystrom Young Citizens 2 Introduction • Lesson 1 • Section A

Activity Sheet 1b 1 of 2 Name _____

Our City/Our Town

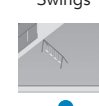
Match the place to the first letter of what it is called.

Library 	Park 	School 	Home 
Hh	Ll	Pp	Ss

Nystrom Young Citizens 4 Introduction • Lesson 1 • Section B

Activity Sheet 1c 2 of 2 Name _____

Our City/Our Town

Food store 	Bookstore 	Swings 	Restaurant 
Bb	Ff	Rr	Ss

Nystrom Young Citizens 5 Introduction • Lesson 1 • Section B

Activity Sheet 1d Name _____

How Old Are You?

Circle the "time" words
day, month, and year.



► **More Precious than Gold**

When you were just a baby
You were only a few days old.
And as the days went by
Your age in months was told.
Now you are even bigger,
You say you are five years old.
And as each year goes by,
You are more precious than gold.

Nystrom Young Citizens 7 Introduction • Lesson 2 • Section A

Chapter 1

Activity Sheet 1e Name _____

Why Do We Use Weeks and Days?

Circle the word **day** each time it appears.
For example, Sunday.



► **Days of the Week**
(by anonymous)

Monday, Tuesday, Wednesday
Are full of friends and play.
Thursday and Friday
We learn things every day.
For these five days in every week
It is time to go to school,
But Saturday and Sunday
With my family are cool!

Nystrom Young Citizens 8 Introduction • Lesson 2 • Section B

Activity Sheet 1f 1 of 2 Name _____

Past, Present, and Future

Cut out each picture on the next page, and glue it in the correct column.

Past	Present	Future
 I was a baby.	 I am in school.	 I will be in high school.

Nystrom Young Citizens 11 Chapter 1 • Lesson 1 • Section B

Chapter 1 Test

Nystrom Young Citizens 65

Chapter 1 Test

1 of 4 Name _____

Chapter 1 Test

- Circle the two pictures that are the same.




- Circle the picture that is different from the other two.





Chapter 1 Test

Nystrom Young Citizens 66

Chapter 1 Test

2 of 4 Name _____

Chapter 1 Test

- Kevin is 6 years old. Circle the picture that shows Kevin in the past.




- Remember that Kevin is 6. In these pictures, circle the one that best shows Kevin in the future.





Chapter 1 Test

Nystrom Young Citizens 67

Chapter 1 Test

3 of 4 Name _____

Chapter 1 Test

- Look at this picture story. Circle the picture that shows what happened in the middle.




- Circle the picture that shows people following the rules.




Chapter 1 Test

Nystrom Young Citizens 68

Chapter 1 Test

4 of 4 Name _____

Chapter 1 Test

- Circle the pictures that show what to do when we have disagreements. You may circle more than one picture.




- Circle the picture that shows helping at home.





Chapter 1 Test

Chapter 2

Nystrom Young Citizens 19

Activity Sheet 2a

Classroom Citizen Chant

Name _____

- Circle the words **citizens** and **respect**.
- Circle the picture that shows good classroom citizens.

► **Classroom Citizen Chant**

We are classroom citizens.
 We help each other learn.
 I will show respect by listening well.
 And I will always wait my turn.

Chapter 2 • Lesson 1 • Section A

Nystrom Young Citizens 21

Activity Sheet 2a

Reading a Map

Name _____

Look at the map of the park.
 Look at the small pictures of things in the park.
 Draw a line from each picture to where it is on the map.

Chapter 2 • Lesson 2 • Section B

Activity Sheet 2c

Making a Map

Name _____

Look at the picture. Look at the map.

On the map, draw the missing desk.

Nystrom Young Citizens

22

Chapter 2 • Lesson 2 • Section C

Chapter 2 Test

1 of 6

Name _____

- Circle the season when we start school.
- Draw a star above the picture that shows winter.

Nystrom Young Citizens

104

Chapter 2 Test

Chapter 2 Test

2 of 6

Name _____

- Circle the picture that shows listening to the teacher.
- Draw a triangle on pictures that show sharing.

Nystrom Young Citizens

105

Chapter 2 Test

Chapter 2 Test

3 of 6

Name _____

- Draw a line from the word to its picture.

map share vacation

Nystrom Young Citizens

106

Chapter 2 Test

Chapter 2 Test

4 of 6

Name _____

- Circle the teacher's desk.
- Draw an X on one student's desk.

Nystrom Young Citizens

107

Chapter 2 Test

Chapter 2 Test

5 of 6

Name _____

- Circle what we do before school.
- Draw an X above what we do after we get to school.

Nystrom Young Citizens

108

Chapter 2 Test

Chapter 3

Chapter 2 Test 6 of 6 Name _____

10. Mark words that complete the sentence.

I am a good classroom citizen when I _____

☒ raise my hand.

☐ run to the door.

☒ help my partner.

Activity Sheet 3b Name _____

Reading Traffic Signs for Safety

Look at the people in the neighborhood.

Draw a happy face next to any person following the traffic sign.

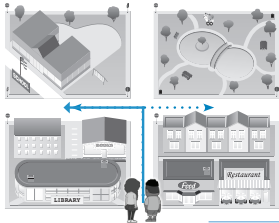


Nystrom Young Citizens 33 Chapter 3 • Lesson 2 • Section C

Chapter 3 Test

Chapter 3 Test 1 of 4 Name _____

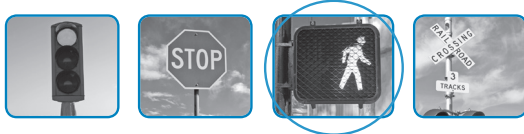
1. Roger and Minar want to go to school. Trace the arrow that shows which way they should turn.



2. Did Roger and Minar go right or left? left

Chapter 3 Test 2 of 4 Name _____

3. Circle the traffic sign that shows people when they may walk across the street.



Chapter 4

Chapter 3 Test 3 of 4 Name _____

4. Circle the traffic sign that shows drivers to stop and look both ways.



Activity Sheet 4b Name _____

What Comes Next? 1 of 2

Look at the picture. Write or draw what comes **next**.

IF I . . . knock over the first domino . . . Then WHAT?



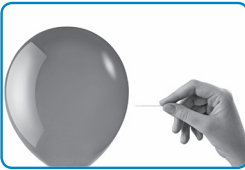
The rest will fall.

Nystrom Young Citizens 38 Chapter 4 • Lesson 1 • Section C

Activity Sheet 4b 2 of 2 Name _____

What Comes Next?

IF I ... poke the balloon with a pin ... Then WHAT?



It will pop.

Nystrom Young Citizens 39 Chapter 4 • Lesson 1 • Section C

Activity Sheet 4c Name _____

What Are Goods and Services?

Circle the pictures of goods.
Put a star above the pictures showing services.

★

★






Nystrom Young Citizens 42 Chapter 4 • Lesson 2 • Section B

Chapter 4 Review

Review Center A Name _____

Connect the images on the top to what happens next.

First ...





Then ...



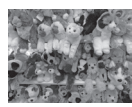


Nystrom Young Citizens 109 Chapter 4 Review

Review Center C 1 of 2 Name _____

Use Activity Sheet 4c (in your Think Book) to complete the tasks.

- Circle the picture that shows someone providing a service.




- Circle the picture that shows goods.




Nystrom Young Citizens 122 Chapter 4 Review

Chapter 4 Test

Chapter 4 Test 1 of 5 Name _____

- Circle the pictures that show people working.






Nystrom Young Citizens 124 Chapter 4 Test

Chapter 4 Test 2 of 5 Name _____

- Circle what people get when they work.





Nystrom Young Citizens 125 Chapter 4 Test

Nystrom Young Citizens 176 Chapter 4 Test

3 of 5 Name _____

Chapter 4 Test

3. Circle things that we need to live.

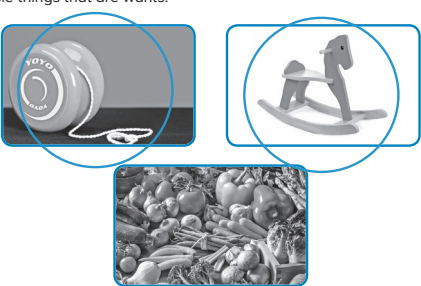


Nystrom Young Citizens 177 Chapter 4 Test

4 of 5 Name _____

Chapter 4 Test

4. Circle things that are wants.



Chapter 5

Nystrom Young Citizens 178 Chapter 4 Test

5 of 5 Name _____

Chapter 4 Test

5. Circle the pictures that show goods.



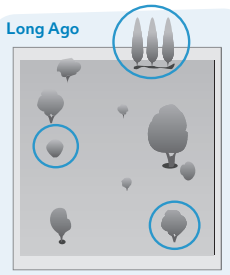
Nystrom Young Citizens 48 Chapter 5 • Lesson 1 • Section C

Activity Sheet 5b

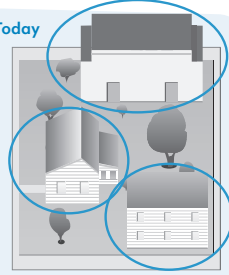
How Do People Change the Environment?

Circle what is different between long ago and today.

Long Ago



Today

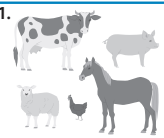
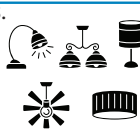


Chapter 5 Review

Nystrom Young Citizens 214 Chapter 5 Review

2 of 2 Name _____

Review Center A

1. 	2. 	3. 
<u>Animals</u>	<u>Weather</u>	<u>Lights</u>

Chapter 5 Test

Nystrom Young Citizens 215 Chapter 5 Test

1 of 5 Name _____

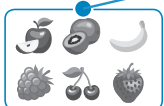
Chapter 5 Test

1. Match the main idea to the set of pictures.
Write the word below the picture.

cars

fruit

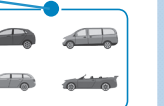
animals



fruit



animals



cars

Nystrom Young Citizens
Chapter 5 Test
2 of 6
Name _____

Chapter 5 Test

2. Circle the ways that we can learn from other people's opinions.

- a. Listen
- b. Ask why
- c. Show respect
- d. Yell

Nystrom Young Citizens
Chapter 5 Test
216

Nystrom Young Citizens
Chapter 5 Test
3 of 6
Name _____

Chapter 5 Test

3. Look at both pictures. Circle the ways that the town changed in the second picture.

Before **After**

Nystrom Young Citizens
Chapter 5 Test
217

Chapter 6

Nystrom Young Citizens
Chapter 5 Test
4 of 6
Name _____

Chapter 5 Test

4. Circle the primary source document for the snow storm.

Nystrom Young Citizens
Chapter 5 Test
218

Nystrom Young Citizens
Activity Sheet 6a
Name _____

Landforms

Circle the landforms.

Nystrom Young Citizens
Chapter 6 • Lesson 1 • Section C
54

Chapter 6 Review

Nystrom Young Citizens
Review Center A
2 of 2
Name _____

Review Center A

Nystrom Young Citizens
Chapter 6 Review
219

Nystrom Young Citizens
Review Center B
2 of 2
Name _____

Review Center B

Circle the correct answer.

2. The leader of the state is the
mayor. principal. governor.

3. How is the governor picked?

Nystrom Young Citizens
Chapter 6 Review
220

Chapter 6 Test

Chapter 6 Test 1 of 6 Name _____

1. Draw a line from each word to its matching picture.

natural resource	map symbol	product	states

Chapter 6 Test 6 of 6 Name _____

4. Draw a line from the natural resource to its product.

Chapter 7

Activity Sheet 7a 1 of 2 Name _____

Past and Present

Cut out each picture on the following page. Glue it in the correct box below.

Past	Present

Activity Sheet 7c Name _____

What Do People Bring to Our State?

Language	Food	Music

Chapter 7 Review

Review Center B Name _____

Circle the pictures that show what people used in the past.
Put a triangle on the pictures that show what people use in the present.

--	--	--	--

Chapter 7 Test

Chapter 7 Test 3 of 3 Name _____

3. Listen to the story. Draw a line under a supporting detail.

There were once three happy children.
Their names were Ava, Noah, and Leo.
They were happy, because they got gold stars on a project.

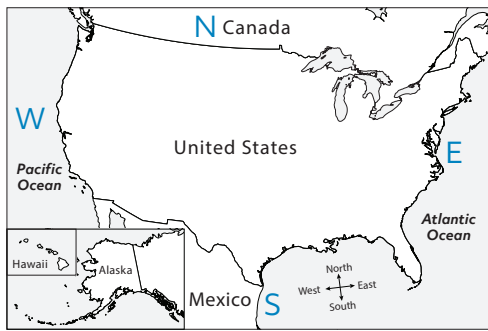
Chapter 8

Activity Sheet 8a

2 of 2

Name _____

Where Is the United States?



Nystrom Young Citizens

68

Chapter 8 • Lesson 1 • Section A

Activity Sheet 8b

Name _____

Writing an Opinion

Complete both sections below. Then cut on the dotted line.



1. This picture shows

animals

Draw your favorite animal.

2. I think the best animal is

Nystrom Young Citizens

70

Chapter 8 • Lesson 1 • Section C

Activity Sheet 8d

Name _____

Who Are the Leaders of the United States?

Draw lines matching the words on the top with the pictures on the bottom. Use page 142 of the Student Book to help you.

President

Congress



U.S. Capitol



White House

Nystrom Young Citizens

72

Chapter 8 • Lesson 2 • Section A

Activity Sheet 8e

Name _____

What Do Americans Share?

Circle pictures of American freedoms.



Describe or draw an American freedom.

Nystrom Young Citizens

73

Chapter 8 • Lesson 2 • Section C

Activity Sheet 8g

Name _____

How Did the United States Grow and Change?

Match the pictures to the correct place on the time line.



First, America fought a war to be free.

Then, many more immigrants came to the United States.

Today, families still come and make America special.

Nystrom Young Citizens

75

Chapter 8 • Lesson 3 • Section A

Activity Sheet 8h

Name _____

Which Holidays Celebrate the Past?

Look at the pictures and read the names of the holidays. Draw a line to match the pictures to their holidays.



Thanksgiving

Fourth of July

Martin Luther King Jr. Day

Veterans Day

Nystrom Young Citizens

76

Chapter 8 • Lesson 3 • Section B

Chapter 8 Review

Review Center D 1 of 2 Name _____

Look at the pictures and read the names of the holidays. Draw a line to match the pictures to their holidays.

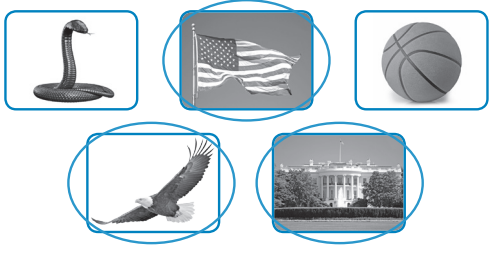


Presidents' Day Thanksgiving Martin Luther King Jr. Day Memorial Day

Chapter 8 Test

Chapter 8 Test 3 of 5 Name _____

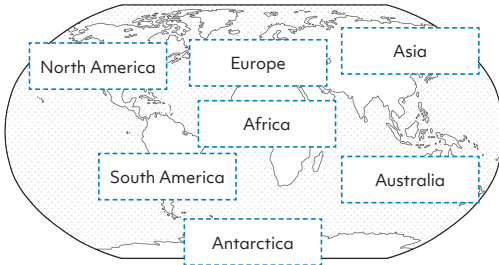
2. Look at the images below. Circle the ones that are symbols of the United States.



Chapter 9

Activity Sheet 9a 2 of 2 Name _____

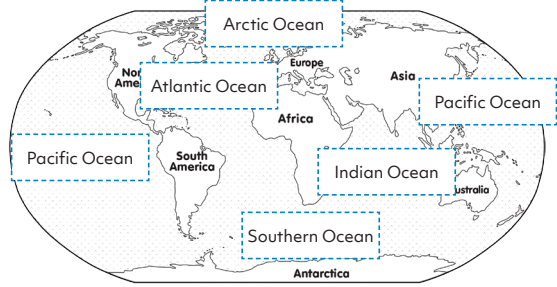
Continents



Nystrom Young Citizens 82 Chapter 9 • Lesson 1 • Section A

Activity Sheet 9c 2 of 2 Name _____

Oceans



Nystrom Young Citizens 84 Chapter 9 • Lesson 1 • Section B

Activity Sheet 9e Name _____

Landforms

Read the sentences. Match the picture to the country.

- Nepal has mountains.
- Slovenia has a lake.
- Brazil has a river.
- Zimbabwe has waterfalls.

Nepal Brazil Slovenia Zimbabwe



Nystrom Young Citizens 86 Chapter 9 • Lesson 2 • Section B

Chapter 9 Test

Chapter 9 Test 4 of 5 Name _____

3. Use the graph to answer the questions on the following page.

What country do students want to visit?

Mexico	    
Canada	 
France	  

 = one student

Chapter 10

Chapter 9 Test 5 of 5 Name _____

a. Circle the graph key. _____

b. How many students want to visit Mexico? 5

c. How many students want to visit France? 3

d. How many students want to visit Canada? 2

e. Which country has the most students who want to visit it?
Mexico

Activity Sheet 10a Name _____

Honduras

Land and Water	Culture
Caribbean Sea mountains coastline	Child's Day

Nystrom Young Citizens 90 Chapter 10 • Lesson 1 • Section A

Activity Sheet 10b Name _____

Egypt

Land and Water	Culture
desert Nile River coastline river	hieroglyphics

Nystrom Young Citizens 91 Chapter 10 • Lesson 1 • Section B

Activity Sheet 10c Name _____

Compare Honduras and Egypt

Honduras	Both	Egypt
mountains Child's Day Caribbean Sea	coastline	desert hieroglyphics Nile River

Nystrom Young Citizens 92 Chapter 10 • Lesson 1 • Section C

Activity Sheet 10d Name _____

China

Land and Water	Culture
coastline river mountains	New Year

Nystrom Young Citizens 94 Chapter 10 • Lesson 2 • Section A

Activity Sheet 10f Name _____

England

Land and Water	Culture
coastline island	Christmas celebrate queen's birthday

Nystrom Young Citizens 95 Chapter 10 • Lesson 2 • Section B

Chapter 10 Review

Review Center C 2 of 2 Name _____

Chapter 10 Test

Chapter 10 Test 1 of 3 Name _____

1. Use the pictures to answer the questions. On the first picture:

- Circle things that are the same in the pictures.
- Draw a triangle over things that are different in the pictures.

Chapter 10 Test 3 of 3 Name _____

3. Match each country with the correct picture.

Honduras	Egypt	China	England
----------	-------	-------	---------

Photo Credits

Abbreviations: iStock.com (iS), Library of Congress (LOC)

Photo locators: Top (T), Middle (M), Bottom (B), Left (L), Right (R)

Cover: iS/monkeybusinessimages

Introduction: 21 TL: iS/Choreograph, TR: iS/gradyreese, ML: iS/Ridofranz, MR and BL: iS/monkeybusinessimages, BR: iS/tatyana_tomsickova

Chapter 1: 57 L: iS/Jirafic, TR and MR: iS/lumpynoodles, BR: iS/vectortatu; **58** TL: iS/incomible, ML: iS/dumayne, BL: iS/AnvilArtworks, TR: iS/MicrovOne, MR: iS/FARBAI, BR: iS/pijama61; **59** TL and ML: iS/ShowVectorStudio, BL: iS/Iuliia Kanivets, R: iS/askmenow; **60** TL: iS/Bannosuke, ML: iS/brgfx, BL: iS/Naddiya, R: iS/graphic-bee; **63** iS/Lisa5201; **65** TL: iS/monkeybusinessimages, TM: iS/Ridofranz, TR: iS/Alexandr Zhenzhairov, BL: iS/Sasiistock, BM: cruphoto, BR: iS/PeopleImages; **66** TL: iS/monkeybusinessimages, TM: iS/MangoStar_Studio, TR: iS/Imgorthand; **67** BL: iS/JayLazarin, BR: iS/400tmax; **68** TL: iS/Wavebreakmedia, TM: iS/praetorianphotob, TR: iS/chuckcollier, BL: iS/kiankhoon, BM: iS/Kerkez, BR: iS/SanyaSM

Chapter 2: 101 FirstL: iS/VectorMoon, FirstR: iS/luplupme, SecondL and SecondR: iS/TatianaNikulina, ThirdL: iS/Nikiteev_Konstantin, ThirdR: iS/ONYXprj; **102** TL: Courtesy of Blake Everett/Public domain via Wikimedia Commons, TR: iS/ChristopherBernard, BL: iS/Imgorthand, BR: iS/natalie_board; **104** L: iS/Imgorthand, R: iS/kamisoka; **105** L: iS/shironosov, M: iS/monkeybusinessimages, R: iS/Steve Debenport; **106** L: iS/pijama61, R: iS/FatCamera; **108** L: iS/ziggy_mars, R: iS/Weedesign

Chapter 3: 117 iS/omergenc; **135** FirstL: Courtesy of the United Nations, FirstR: © Atlantic Training/CC BY-SA 3.0, SecondL: Courtesy of California Department of Transportation, SecondR, ThirdL, and FourthR: Courtesy of the Manual on Uniform Traffic Control Devices, ThirdR: iS/Big_Ryan; **137** T: iS/Andrew_Rybalko, M: iS/Jesadaphorn, B: iS/macrovectro; **139** First: iS/ClarkandCompany, Second: iS/ronniechua, Third: iS/cscredon, Fourth: iS/Taku Sanada; **140** Second: iS/Bet_Noire, Fourth: iS/AlbertPego

Chapter 4: 167 Courtesy of the U.S. Mint; **168** FirstL: iS/FatCamera, FirstR: iS/Michael Burrell, SecondL: iS/Pekic, SecondR: iS/WendellandCarolyn, ThirdL: iS/M_a_y_a, ThirdR: iS/Michael Burrell, FourthL: iS/kate_sept2004, FourthR: iS/xxmmxx; **169** TL: iS/jacoblund, TM: iS/sculplies, TR and BM: iS/akova, BL: iS/JamesBrey, BR: iS/tbralnina; **172** TL: © Ruth Hartnup/CC BY 2.0, TR: iS/stock_colors, BL: iS/Georgijevic, BR: iS/davelogan; **174** TL: iS/sturti, TR: iS/tommaso79, BL: iS/jacoblund, BR: iS/skynesher; **175** TL: iS/dzika_mrowka, TR: iS/-Oxford-, B: iS/MarioGuti; **176** TL: iS/pinkomelet, TR: iS/fcafotodigital, B: iS/Onandter_sean; **177** TL: iS/RapidEye, TR: iS/chictype, B: iS/seb_ra

Chapter 5: 214 L: iS/ShowVectorStudio, M: iS/browndogstudios, R: iS/Tetiana Mykhailyk; **215** L: iS/Hein Nouwens, M: iS/openeyed11, R: iS/iylaliren; **218** L: Courtesy of Keene Public Library/hsykbzl007, R: iS/Imgorthand

Chapter 6: 250 L: iS/adamkaz, M: iS/molchanovdmity, R: iS/eli_asenova; **251** L: iS/DNY59, R: iS/Vladimiroquai; **256** TL: iS/pamela_d_mcadams, TR: iS/venakr, BL: iS/vectortatu, BR: iS/TheCrimsonMonkey

Chapter 7: 284 First: iS/bombuscreative, Second: iS/nickylarson974, Third: Courtesy of LOC/LC-USZ62-70571, Fourth: iS/Natle; **285** T: iS/Pedro_Turrini, B: iS/suteishi

Chapter 8: 292 iS/subjug; **321** TL: iS/AlbertPego, TM: iS/dpetrakov, TR: iS/EdwardSnow, MM: iS/BDphoto, MR: © zoonabar/CC BY 2.0, BL: iS/zrpfphoto, BM: iS/Vacclav, BR: iS/upthebanner; **325** First: Courtesy of LOC/LC-USZ62-122988, Second: iS/MivPiv, Third: © Pjuskline/CC BY-SA 3.0, Fourth: iS/skynesher; **327** L: iS/artisteer, M: iS/Dixi_, R: iS/ChubarovY; **329** TL: iS/EduardHarkonen, TR: iS/Alter_photo

Chapter 10: 406 iS/tomograf; **407** TFirst: iS/Jodi Jacobson, TSecond: iS/MarcPo, TThird: iS/cinoby, TFourth: iS/karimhesham, BFirst: iS/loonger, BSecond: iS/hanhanpeggy, BThird: iS/Alexey_Fedoren, BFourth: iS/kylieellway; **413** First: iS/oversnap, Second: iS/urf, Third: iS/P_Wei, Fourth: iS/Harry Green

NYSTROM

Young Citizens

K



Social Studies
SCHOOL SERVICE

v1.0

NYS6002FL 978-0-7825-3163-3



9 780782 531633