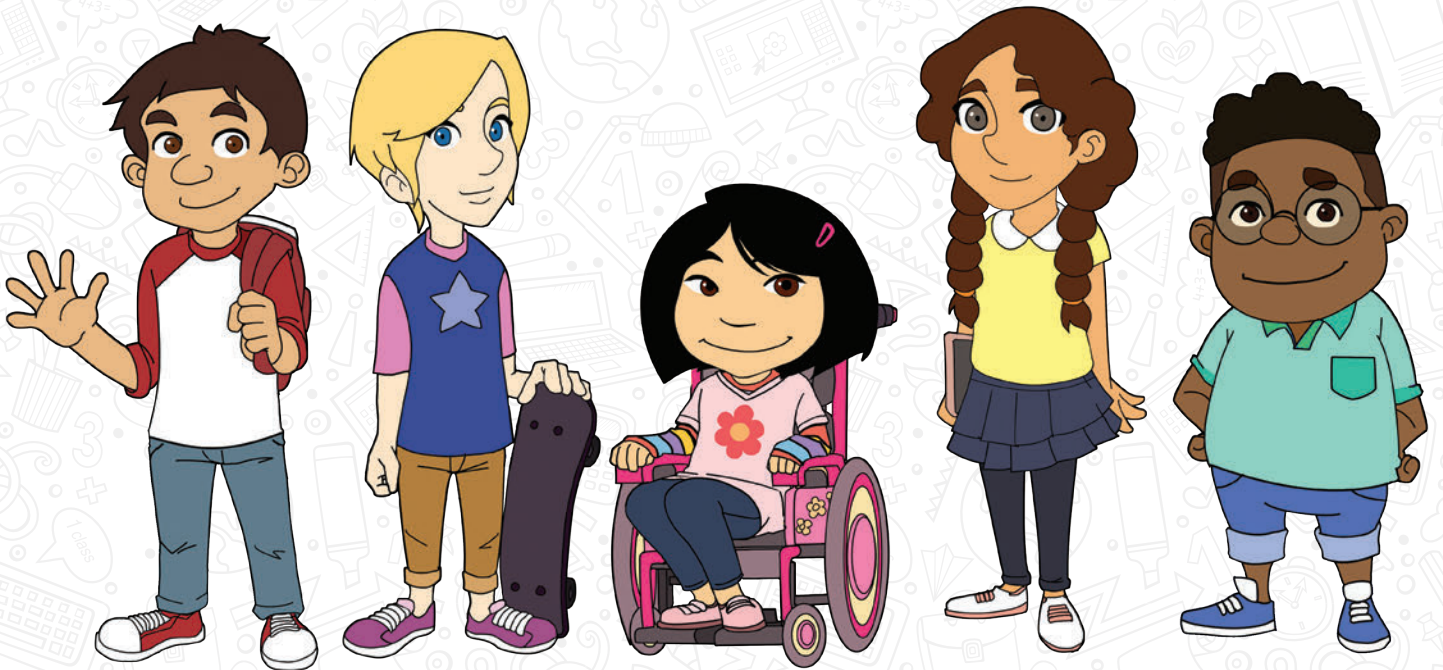


NYSTROM

Young Citizens



Instructional Strategy

Nystrom Young Citizens

This brochure is intended to provide you with a detailed overview of the Nystrom Young Citizens program including how to use the various components and the program’s many benefits to you and your students.

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.

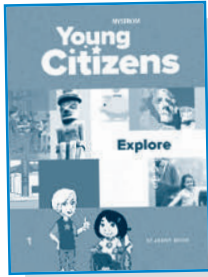
Our mission is to partner with educators to help build tomorrow’s citizens—community members who can understand concepts and content, think critically, solve problems, collaborate well with others, use technology appropriately, and responsibly manage their own time and behavior. These attributes have 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 geared toward informed action. 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.

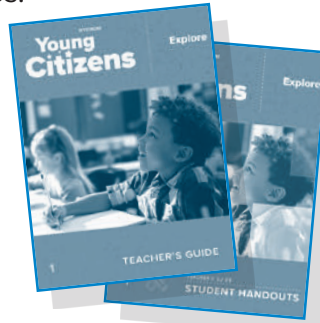
Within Nystrom Young Citizens there are multiple ways for students to interact with content that combines reading, writing, thinking, speaking and listening skills with hands-on experiences that your students will remember for years to come. Equipped with knowledge and skills, students grow into thoughtful,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

Program Components

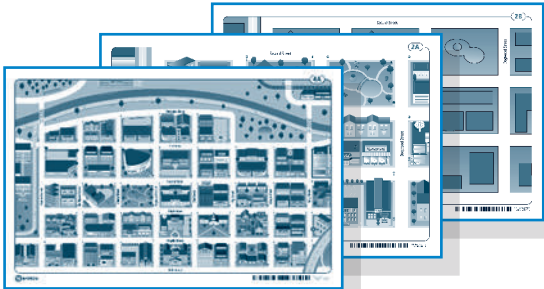
Nystrom Young Citizens meets the needs of today's classrooms with streamlined instruction and dynamic materials. Your program includes:



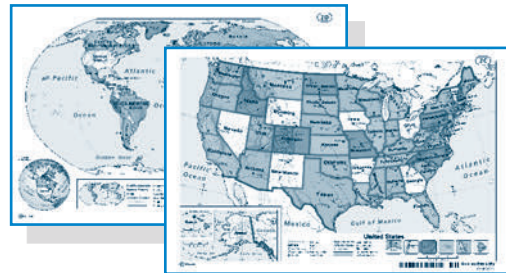
Student Books



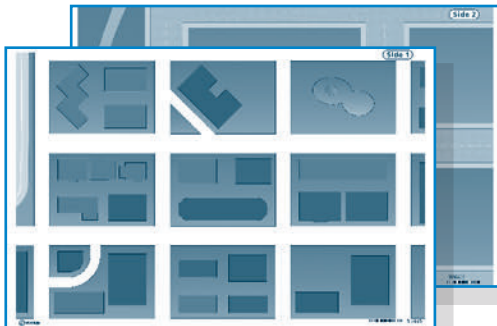
**Teacher's Guide and
Teacher's Guide:
Student Handouts**



Markable Community Desk Maps



Markable U.S. and World Desk Maps



Floor Maps



**Markable
Activity Globes**
6 for Small Groups



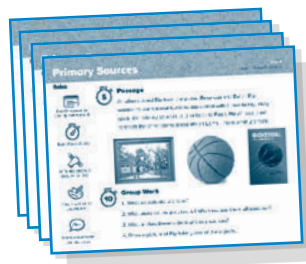
3-D Raised Relief Maps



**Leveled
Student Readers**



Digital Platform



Group Activity Cards



Map Markers

Educational Integrity

Nystrom Young Citizens contains several features designed to ensure educational integrity.

Content

Nystrom Young Citizens has been carefully developed according to three measures of educational content integrity, using national and state social studies standards; the College, Career, and Civic Life Framework for social studies; and the progression of depth of knowledge.

Standards

Standards tell us **what** students need to learn. The content of Nystrom Young Citizens addresses state social studies standards as well as the National Council of Social Studies themes of social studies. You will find a correlation to general social studies standards in the Scope and Sequence section.

In addition, Nystrom Young Citizens promotes language growth through commonly recognized standards for English language arts and literacy. Activities throughout the program build proficiency in reading both nonfiction texts and literature; in writing narrative, informational, and opinion pieces; and in speaking and listening.

The College, Career, and Civic Life (C3) Framework and Inquiry-Based Learning

The C3 Framework for Social Studies State Standards 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.” The C3 Framework recommends an inquiry-based approach to learning through a process it calls the “Inquiry Arc of the C3 Framework.” 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.

You will find the C3 Framework at <https://www.socialstudies.org/c3>.

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
1. Recall/Reproduction asks students to recall a fact, a piece of information, or a procedure. Students process information on a low level.	<ul style="list-style-type: none">• Can you recall _____?• Who was _____?• Who discovered _____?• How would you describe _____?
2. Skill/Concept requires using information or conceptual knowledge in two or more steps.	<ul style="list-style-type: none">• How are _____ and _____ alike? Different?• What steps are needed to _____?• What do you notice about _____?
3. Strategic Thinking involves reasoning, developing a plan or sequence of steps, and more than one reasonable approach.	<ul style="list-style-type: none">• How is _____ related to _____?• What is the best answer? Why?• What facts would you select to support _____?
4. Extended Thinking requires connections and extension, high cognitive demands, and complex reasoning. Needs time for extended thinking.	<ul style="list-style-type: none">• 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

Public education in the United States was established because democracy depends on literate, informed citizens. This need is as critical today as it was when our country was young. Students' ability to read, write, speak, and listen are the essential foundations not only for learning in social studies but also for participating in civic life. For this reason, Nystrom Young Citizens promotes literacy throughout all its components, smoothly integrating language arts with social studies.

Reading

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

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

Vocabulary

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

Visual Literacy

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

Primary Sources

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

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

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

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

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 ...

We know that an active democracy depends on informed dialogue among citizens. Likewise, engagement in the social studies classroom, especially for young students, calls for lots of student dialogue and oral participation. Every lesson in the program involves some form of discussion and oral participation by students.

... and Listening

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

Modifications for Differentiation

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

One way to have more time for differentiation is to combine social studies and language arts teaching. Nystrom Young Citizens has a formidable base in language arts. Each teaching plan builds on reading the Student Book in different ways to develop language skills as well as social studies knowledge. Since many states' standards emphasize nonfiction, 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

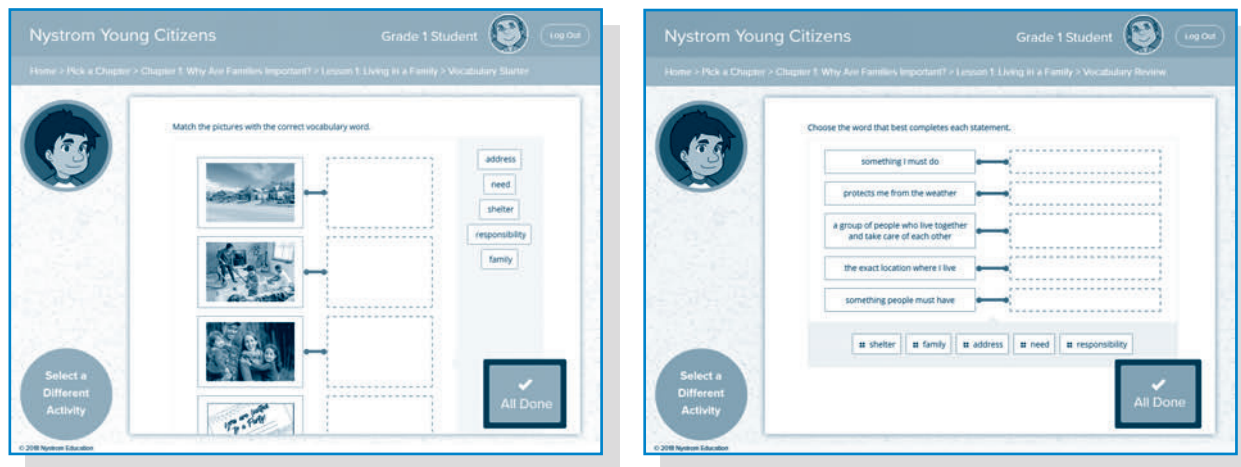
Through its online environment, Nystrom Young Citizens offers complete integration of print and digital materials. Depending on available time and resources, students and teachers can use online materials seamlessly both at home and in school.

The online environment

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

Student Materials

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



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

Teacher Materials

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

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

Hands-on Learning

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

Manipulatives

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

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

Project-Based Learning

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

1. **Engage** Start projects by discussing what is to be accomplished. Hand out the Student Checklist and refer to it throughout the project. Solicit student input on what outcomes they would like to see. Introduce students to the importance of the topic on a personal, internal level.
2. **Compelling Question** Revisit the chapter-opening question—it is the compelling question for the project. The question focuses the direction of the overall project. The specifics of the final project should reflect the students’ path to an answer, their own concerns, issues, interests, and identities.
3. **Student Decision** Students need to develop not just what to say but how to say it. Student groups, with guidance from the teacher, discuss and plan how they will address the issues of the project. The more each student is able to contribute at this stage, the more they will be invested and learn from the project as a whole.
4. **Twenty-First-Century Skills** All projects encourage collaboration, communication, critical thinking, time management, and use of technology at a grade-appropriate level.

5. **Discovery and Exploration** The initial brainstorming should create a path of exploration based on the students' own questions and ideas (within the framework of the project). This exploration of resources (traditional research, interviews, surveys, etc.) allows the student groups room to explore and develop the project on their own.
6. **Discussion and Revision** After two days of development, students in the group will take time to review each other's work to determine their progress. This allows not only for constructive feedback but also for revision of the group's project.
7. **Communicating Results, Publicly** The end result of the project, the "product" (which represents a form of an answer to the compelling question), is presented to the class, the school, or some other larger group. In most cases, the verbal presentation is accompanied by a physical product to be displayed.

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

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 guardians 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. Extended review materials help students prepare for the chapter test.

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

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

Digital Assessments

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

How to Use the Program

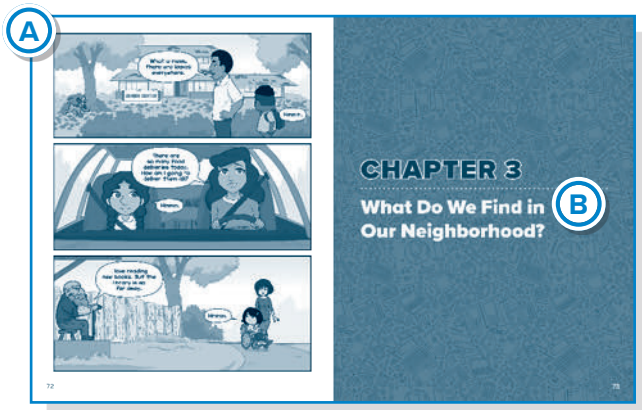
All the components of Nystrom Young Citizens are designed to work hand-in-hand. Led by the Student Book, each component supports and expands student learning.

Understanding the Student Book

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

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

Chapter Elements



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

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

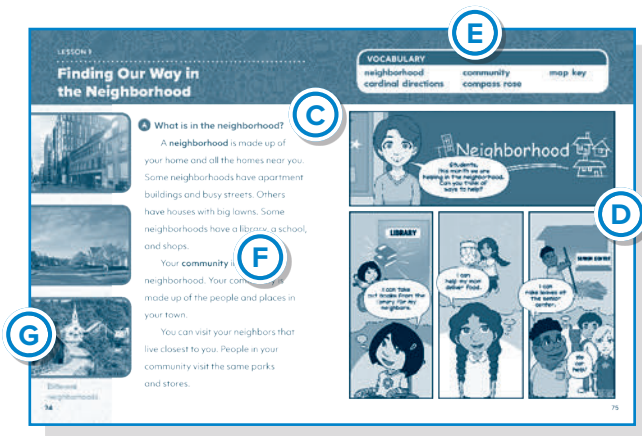
C. Each section title is a supporting question for the chapter’s compelling question.

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

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

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

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



- H. Characters ask questions to encourage critical thinking.
- I. Brief summaries of the main points of the lesson are found at the end of each lesson.


C How are the laws of a town made?

The town government makes the town's laws. **Citizens**, or the people that live in the town, help make the laws. The people that live in Maplewood are citizens of Maplewood. In all towns, citizens make the laws. This happens in the United States because it is a **democracy**. In a democracy, citizens choose leaders and help make laws.

There are two basic ways a town can make laws.


In most towns, citizens vote for the mayor and town council. These people make laws for the town.

In some towns, citizens vote for the laws at a special meeting.



Citizens can tell their town's government what they think is important.

H Do you remember what the government does?



I Lesson 1 Summary

Town governments make the laws for people. Governments make laws. These laws help us solve. Town citizens help make the laws.

Reference Sections

- J. The Atlas provides not only maps of the world, the United States, and the seven continents but also photos describing each continent. This section is especially useful in chapter 7.
- K. The Patriots' Handbook provides pictures and explanations of American holidays and symbols as well as the words and background for the Pledge of Allegiance and patriotic songs. This section is especially useful in chapter 6.
- L. The Glossary gives pronunciations and definitions of vocabulary words for the students. It also includes many visual representations of the words.

Africa



1 Egypt, Nigeria is the largest city in Africa.

2 The pyramids in Egypt are over 4,000 years old.

3 A whole of Niger in Niger is an area.

Europe




4 Belgium is well known for its waffles.


5 This monument in Germany is over 100 years old.

6 There is a picture on the clock in Italy.


Presidents' Day
Third Monday in February



Memorial Day
Last Monday in May



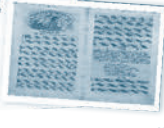
Independence Day
July 4



Patriotic Songs and the Pledge of Allegiance

"The National Anthem"
The words of the song are:

O say can you see, by the dawn's early light,
What so proudly we hail at the twilight's gleam,
Whose broad stripes and bright stars
through the sky's raiment,
O'er the ramparts we watch,
as our heroes' exultation,
And the rocket's red glare,
the bombs bursting in air,
give proof through the night
that our flag was still there,
O say does that star-spangled banner yet wave
O'er the land of the free
and the home of the brave?



A **adapt** (uh-APT)
When people adapt, they change how they live.

address (uh-DRIS)
To speak or tell someone something in a formal way.

allegiance (uh-LEJ-ee-ahns)
To have allegiance means to be loyal to something.

analyze (uh-NAI-zee)
To analyze means to think carefully about what you are looking at.

ancestor (uh-AN-see-ter)
An ancestor is someone in your family who lived a long time ago.

anthem (uh-NEM)
An anthem is a song that represents a country, group, or idea.

artifact (uh-ART-ee-kuh-let)
An artifact is an item used by people in the past.

B **biography** (by-uh-GRAH-ee)
A biography is the story of how somebody lives.

border (buh-DAH)
A border is a line or an edge separating two areas.

brainstorm (brayn-STORM)
When you are brainstorming, you are thinking hard about something.

C **capital resource** (KAP-ee-tul REE-sou-see)
You can use the money used to pay for them on other capital resources.

cardinal direction (KAR-dih-nul)
The cardinal directions are north, east, south, and west.

care (keer)
To care for someone means that the person is important to you.

careful (keer-ful)
When you are being careful, you are less likely to get hurt or make a mistake.

cartographer (KART-uh-uh-GRAH-ee)
A cartographer is a person who makes maps.

cause (kooz)
A cause is why something happened.

celebrate (seh-LEH-brayt)
To celebrate is to do something special to honor an event, person, or time. Many people celebrate their birthdays with cake.

chart (churt)
A chart begins with words and numbers.

choice (choise)
When you pick one thing over another, you are making a choice.

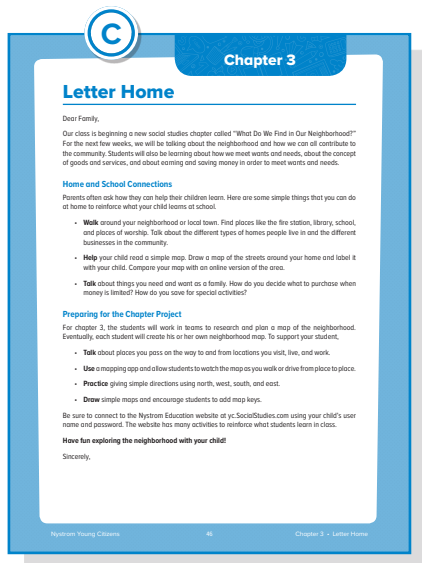
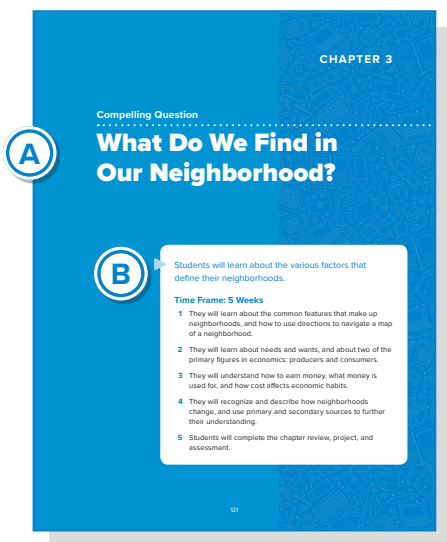
citizen (si-ti-zhuhn)
A citizen is a person who lives in a town and is under the protection of the town's government.

Understanding the Teacher's Guide

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

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

Chapter Openings



A. Compelling Question

Chapter titles are compelling questions, following the fundamental principles of inquiry-based learning and the Inquiry Arc practice of the College, Career, and Civic Life Framework. The lessons of the chapter will help students develop answers to the compelling question.

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

B. Time Frame

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

C. Letter Home

The program strongly encourages the development of social studies education outside of the classroom. The Letter Home 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.

D. Pre-assessment

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

E. Chapter Introductory Activity

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

Letter Home
Ask students to read the Letter Home with their families.

Chapter 3 Pre-assessment

1. Write the chapter question on the board: "What do we find in our neighborhood?"

2. Form the students into five small groups. Post five sheets of chart paper around the classroom and give each group a different color marker. Chart papers: Places to Live, Places to Buy Things and Things, Places to Play, Places to Learn, and Places to Work. Assign each group to one chart paper. Read the titles and have them draw and label places in their neighborhood on the area around the school that match the title on their sheet. After a few minutes, have the groups rotate to a new sheet of chart paper. Tell them to look at the ideas the previous group(s) recorded and then add more ideas. Repeat until the students are running out of new ideas.

3. Assign each group to one chart paper. Read the titles and have them draw and label places in their neighborhood on the area around the school that match the title on their sheet. After a few minutes, have the groups rotate to a new sheet of chart paper. Tell them to look at the ideas the previous group(s) recorded and then add more ideas. Repeat until the students are running out of new ideas.

4. Have each group return to their original chart and look at the ideas.

5. Have them share their thoughts with the whole group. Post the charts together to be referred to at the beginning and end of the chapter.

Chapter 3 Introductory Activity

Objectives
Students will be able to:

- 1. Articulate a story line based on visual and written text.
- 2. Make connections between self and characters in a text.

Getting Started
Have the class turn to p. 72 in the Student Book.

Teaching

1. Introduce students to the idea of a silent status. Silent status helps students understand facial expressions and make inferences accordingly. Start by modeling a silent status who is happy, show students a happy expression. Then model a sad silent status and have students guess the emotion. You can also have students demonstrate different emotions (sad, angry, etc.).

2. Ask students to reveal the first frame of the comic. Perform (or have a student perform) a silent status of Roger. Ask students to infer what Roger is thinking about or feeling.

3. Have students look at the other frames. Have them think about what the children are thinking and feeling in each frame.

4. Read the text of frames two and three aloud. Ask them to predict what the children might do next.

Summarizing and Assessing
Have students draw something they might do at a library or senior center in their Think Books. Have them share their responses.

Modifications for Differentiation
Color Discuss why a person might say "hmm."

CTE Discuss the comic together. Talk about the places the characters are thinking about.

Lesson Openings

F. Lesson Title

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

G. Lesson Main Goals

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

H. Online Activities

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

I. Literacy Links

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

Lesson 1 Finding Our Way in the Neighborhood

Online Activities

- Vocabulary Activities

Literacy Links

- Follow *That Map! A First Book of Mapping Skills*, by Scott Ritchie
- Welcome to the *Neighborhood*, by Shawn Sheehy

Main Goals

1. What is in the neighborhood? Define *neighborhood* and identify common buildings that make up a neighborhood.
2. How do maps show places and things? Use a map key to support comprehension of the information a map provides.
3. Researching Skills: Using a Map. Identify and use the four cardinal directions on maps and globes to locate places.
4. Communicating Skills: Writing Directions. Find a route to a location and write the appropriate directions for that route.

A What is in the neighborhood?

Objectives
Students will be able to:

- 1. Indicate places on a model and map.
- 2. Name places in a neighborhood.
- 3. Define *neighborhood*.

New Vocabulary
community
neighborhood

Vocabulary Focus
Read the following riddle to the students:

I have houses and apartments.
I have lots of families and pets too.
I have a school.
I have streets, stores, and maybe a park.
I have three syllables and I rhyme with should and could.
What am I?
Answer: Neighborhood

Activity Sections

J B What do families do for us?

L **M** **N** **O** **P**

New Vocabulary

- need
- shelter

Review Vocabulary

- family

Materials

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

Online Activities

- What Do Families Do for Us?

Literacy Links

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

Objectives

Students will be able to:

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

Vocabulary Focus

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

Getting Started

- 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 is something you might enjoy a can of soda, 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 the 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 provided amid an assortment of images of the needs in the space provided. They will then write down one person in their family who makes sure that they receive that need. Have students collect and put away materials. Afterward, collect and review the activity sheets.

Modifications for Differentiation

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

Below Assign these students to the group exploring the need for shelter. Remind them of the 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 that people need. Use the images to create a class collage of things that people need.

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

J. Activity Title

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

K. Subject Icons

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

Curriculum Topics



Careers



Civics



Cultures



Economics



Geography



History

Skills



Critical Thinking



Information Processing



Reading



Speaking & Listening



Writing

L. **New Vocabulary**

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


M. **Review Vocabulary**

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

N. **Materials**

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

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

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

O. **Online Activities**

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

P. **Literacy Links**

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

Q. **Objectives**

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

R. **Vocabulary Focus**

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

S. Getting Started

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



T. Teaching

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

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

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

U. Group Work

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

V. Summarizing and Assessing

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

W. Modifications for Differentiation

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

X. Extending

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

Skills-Based Activity Sections

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



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



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



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



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

Lesson Closure

Lesson 3 Closure

Classroom Assessment Activity

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

Which of these is a producer?

1. A farmer (correct)
2. A factory worker (correct)
3. A child buying an ice cream (not correct)

How can people get an income?

1. Work for someone who pays them (correct)
2. Buy food at the store (not correct)
3. Sell goods (correct)

Which of these is an opinion?

1. This classroom is beautiful. (correct)
2. I am your teacher. (not correct)
3. Jumping up and down is fun. (correct)

Review at Home

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

Nystrom Young Citizens 53 Chapter 3 - Lesson 3

Y. Classroom Assessment Activity

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

Z. Review at Home

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

Chapter Review

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

A. Review Vocabulary

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

B. Review Activity

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

C. Chapter Test

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

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

Chapter 3 Review

Review Vocabulary

- cardinal directions
- community
- complex rise
- consumer
- environment
- evolve
- exchange
- geography
- goods
- income
- map key
- neighborhood
- population
- producer
- save
- secondary source
- seller
- service
- spend
- work

Materials

- Student Book
- Leveled Student Readers
- Group Activity Cards
- Activity Sheet Chapter 3 Review
- coloring materials
- index cards

Objectives

Students will be able to:

- List places in a neighborhood.
- Locate places on a map using information in a map key.
- Use cardinal directions to locate places and to provide directions.
- Compare and contrast goods and services.
- Distinguish between producers and consumers.
- Apply an understanding of the use of money in classroom contexts.
- Recognize the role of saving in helping a person fulfill wants and needs.
- Compare and contrast a community over time.
- Examine how geography can influence decisions about a community.
- Contrast primary and secondary sources.

Getting Started

1. Briefly tell students about where you lived when you were six years old. Tell them a few ways in which your community has changed.
2. Tell them about a place you liked to go and how you got there.

Teaching

1. Write the words producer, consumer, north, south, east, and west on index cards.
2. Give each student a card. Have them find a partner who has a card that is the opposite of their card.

Summarizing and Assessing

Go over the **Activity Sheet Chapter 3 Review** with the class. Complete the sheets in sections. Provide the Student Book, **Group Activity Cards**, and **Leveled Student Reader** for reference.

Chapter Test


Distribute and administer the **Chapter 3 Test** (Teacher's Guide pp. 165–168). Assist students as needed.

Nystrom Young Citizens 163 Chapter 3 Review

Chapter 3 Test • Part 1

Answer each question.

1. Look at each picture. Write a **G** on the picture if the person is producing goods. Write an **S** if the person is providing a service.



2. Which of the following are producers and consumers? Use the word bank to help you fill in the T-chart.

buys things	makes things
grows food	gets hair cut

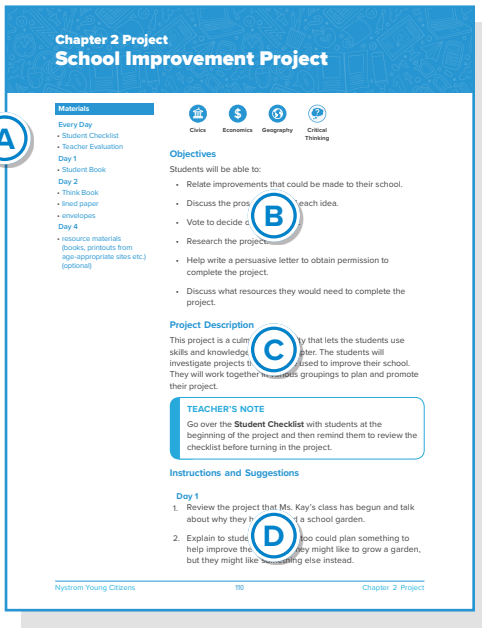
Producer	Consumer

Nystrom Young Citizens 165 Chapter Test

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 C3 Framework Inquiry Arc process in action: ask questions, gather information, evaluate, communicate conclusions, and if possible take informed action.



A. Materials

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

B. Objectives

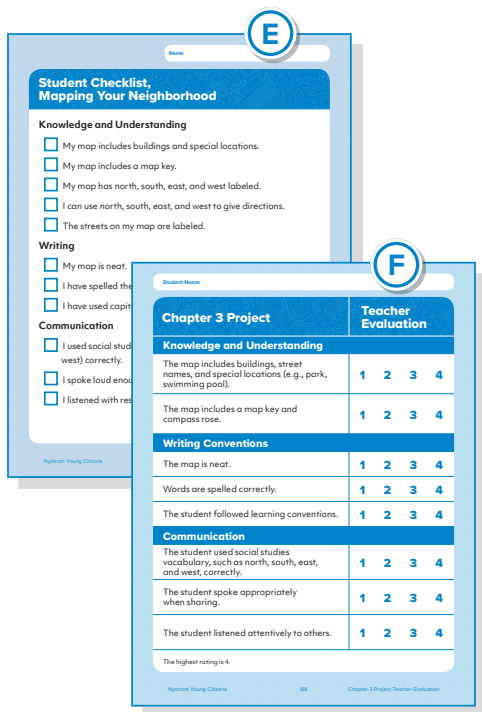
Student objectives for the activity are itemized here. The objectives are listed according to their order encountered in the activity. In general, this follows a lower-to-higher order depth of knowledge.

C. Project Description

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

D. Instructions and Suggestions

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



E. Student Checklist

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

F. Teacher Evaluation

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

Evaluating the Chapter Projects

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

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

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

Chapter Teacher Resources

Teacher Resource Sheets

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

Chapter Test

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

Teacher Evaluation

The rubric provides a project-specific assessment tool.

Answer Keys

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

Understanding the Teacher's Guide: Student Handouts

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

Letter Home

See description on p. xix.

Activity Sheets

Some activities have worksheets. These are used as a part of the activities. The Getting Started, Teaching, and Summarizing and Assessing sections will provide more instructions on when and how to use them. These sheets are titled and numbered with the chapter number and a sequential letter, for example, 4a, 4b, 4c. The final activity sheet for each chapter is the chapter review.

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

Student Checklist

See description on p. xxvi.

The image shows a sample activity sheet titled "4b What Are the Rules of a Town?". The sheet is designed for a classroom activity where students connect laws to places. It features two columns: "Laws" and "Places".

Laws	Places
DRIVE SAFELY Wear seat belts	 Park
 Do not take without paying	 Road
 Dogs on a leash	 Store

★ Write a law that would be most important on a highway.

At the bottom of the page, it says "Nystrom Young Citizens" and "Chapter 4 • Lesson 1 • Section B".

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 three different reading levels. The reading levels are

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

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

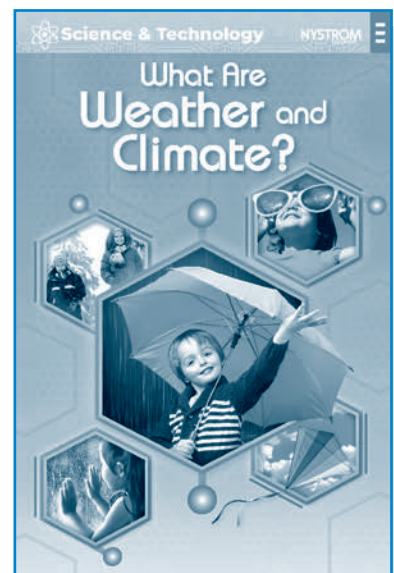
- Covers the same basic content at three reading levels. More detailed information is available to students with a higher reading level.
- Tracks page-for-page at all levels with content covered and illustrations provided.
- Is colorfully illustrated and easy to read.
- Is integrated into the overall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

Teaching with Leveled Student Readers

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

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

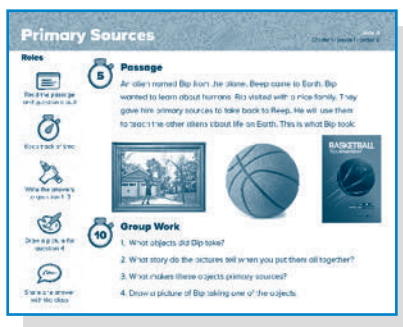
1. Do the pre-reading activity found on the inside front cover of the reader. You may also wish to use other pre-reading strategies according to your own class procedures.
2. Have students read the text and the glossary. They also should carefully examine the images and feature boxes within the main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



Understanding the Group Activity Cards

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

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



Teaching with Group Activity Cards

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

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

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

Group Activity Role Cards

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

Understanding the Manipulatives

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

Community Desk Map

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

U.S. and World Desk Map

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

Activity Globe

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

Map Markers

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

U.S. Raised Relief Map

- Shows the United States in three dimensions.
- Displays cultural features including borders and major population centers.
- Clearly illustrates elevation and different landforms.
- Is designed specifically for this program.
- 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.

Classroom Management


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

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

Cleaning Manipulatives

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

Understanding the Think Book

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

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

Teaching with Think Books

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

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

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

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

Understanding the Digital Platform

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

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

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



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

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

Additional Teaching Tips

A Social Studies Center

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

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

A Collaborative Environment

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

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

Some other tips to manage collaborative learning:

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

Reading

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

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

Reading

Visual Literacy

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

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

Critical Thinking

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

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

Writing

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

Speaking ...

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

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

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

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

... and Listening

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

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

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

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

Modifications for Differentiation

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

Every Student Succeeds

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

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

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

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



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