

# TIPS

- 1) Please get your log-in for [www.learntci.com](http://www.learntci.com) BEFORE you plan on beginning the lesson. A tech administrator could give you access.
- 2) Please make sure you open up the presentation before introducing the lesson to the students. It WILL take some time to load. (It will not download onto your computer. It must be open in the browser)
- 3) If you do not have the Interactive Student Notebook, print out the materials offline ahead of time (located on the TCI website) \*suggestion: You may wish to print out the whole chapter and hand it out in the beginning of the week-so students can refer back to it throughout the week.
- 4) Assessments ARE on the website. Look under the section labeled lesson resources. They are relatively short and should take students perhaps 15 minutes to complete.

## Chapter 1: How Do We Get Along in School?

<p><b>Objective:</b> (1) Students will be able to predict outcomes of behavior. (2) Students will be able to identify students' responsibilities to one another in the school community. (3) Students will be able to identify the benefits of cooperating in school. (4) Students will be able to name four ways of cooperating in school. (5) Students will be able to describe the results of one neighborhood's effort at cooperation.</p>	1
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**Teaching Time:** 3hrs  
**Performance Standard:** Cooperation  
**Standard:** SocialStudies1.1  
**SBA Blueprint:** N/A  
**Bloom's:** Remembering  
**Prerequisite Skills:** None

<p><b>TCI My School and Family Teacher's Edition:</b> Chapter 1, How Do We Get Along in School; 1-11  <b>Student Text:</b> My School and Family; Chapter 1, How Do We Get Along in School; 3-11</p>	<p><b>Lesson Vocabulary:</b> share, talk, listen, take turns</p>
	<p><b>Common Academic Vocabulary:</b> predict, identify, describe, problem, details</p>

**Teaching Activities:**  
 Preview Activity: 20 mins  
 Experiential Exercise: 30mins (Steps 1-4); 30mins (Steps 5-8)  
 Processing: 30mins  
 Assessment: 15mins  
 Checking for understanding referenced in BSSD Instructional Guide

**Expansions:** Reading Further: 35 mins, Student Text; 8-11  
 Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.

**Research-Based Strategies Included in Lesson (Marzano):**  
 Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers

**Comments to Instructor:** N/A

**Other Resources:** Additional Reading Opportunities: *The Garden of* by Erika Tamar. *How to Be a Friend* by Laurie Krasny Brown. *The Recess Queen* by Alexis O'Neill. Happiness. Visit Out of a Limb: A Guide to Getting Along, at <http://www.urbanext.uiuc.edu/conflict/party01.html>. Watch the interactive cartoon to get tips on getting along with others.

## Chapter 2: Why Is It Important to Learn from Each Other?

**Objective:** (1) Students will be able to identify similarities and differences among classmates. (2) Students will be able to compare and contrast classmates' personal preferences and talents. (3) Students will be able to Categorize classmates according to their special talents. (4) Students will be able to analyze the costs and benefit of different choices.

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**Teaching Time:** 3 hrs

**Performance Standard:** Cooperation

**Standard:** SocialStudies1.1

**SBA Blueprint:** N/A

**Bloom's:** Understanding

**Prerequisite Skills:** Is familiar with the concept of cooperation

**TCI My School and Family Teacher's Edition:**

Chapter 2, Why Is It Important to Learn from Each Other?; 13-25

**Student Text:** My School and Family; Chapter 2, Why Is It Important to Learn from Each Other?; 13-21

**Lesson Vocabulary:** alike, different, learn

**Common Academic Vocabulary:** identify, compare, contrast, categorize

**Teaching Activities:**

Preview Activity: 40 mins

Social Studies Skill Builder: 30mins (Steps 1-3); 30mins (Steps 4-9); 30mins (Steps 10-13)

Processing: 30mins

Assessment: 15mins

Checking for understanding referenced in BSSD Instructional Guide

**Expansions:** Reading Further: Reading a fable pgs 18-21: 30 mins

Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.

**Research-Based Strategies Included in Lesson (Marzano):**

Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers

**Comments to Instructor:** Your class might enjoy acting out the fable of *The Ant's Lesson* as a short play or as Reader's Theater. Assign different speaking roles, and for a play, encourage students to create their own simple props and costumes. consider adding a narrator whose role is to comment on aspects of the play that relate directly to concepts discussed in this chapter (*alike, differences, learn, making choices*)

**Other Resources:**

--Additional Reading Opportunities: Elmer by David McKee, The McElderry Book of Aesop's Fables by Michael Morpurgo, My Friends/Mis Amigos by Taro Gomi, Ruby the Copycat by Peggy Rathmann.

--There are many different people in "Betsy's Kindergarten Adventures." On the website, PBS Kids: Betsy's Kindergarten Adventures, watch how Betsy, her friends, and her family members, are all special and different in their own way. <http://pbskids.org/betsy/meet.html>

## Chapter 3: Why Do Schools Have Rules?

<p><b>Objective:</b> (1) Students will be able to identify the purpose and benefits of having rules at school. (2) Students will be able to compare rules at home with rules at school. (3) Students will be able to vote to make a decision. (4) Students will be able to illustrate the consequences of following and breaking rules.</p>	1
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**Teaching Time:** 2 hrs 30mins  
**Performance Standard:** Rules  
**Standard:** SocialStudies1.2  
**SBA Blueprint:** N/A  
**Bloom's:** Understanding  
**Prerequisite Skills:** Is familiar with the concept of rules.

<p><b>TCI My School and Family Teacher's Edition:</b> Chapter 3, Why Do Schools Have Rules; 27-41  <b>Student Text:</b> My School and Family; Chapter 3, Why Do Schools Have Rules; 23-31</p>	<p><b>Lesson Vocabulary:</b> get along, be safe, be fair, learn</p>
	<p><b>Common Academic Vocabulary:</b> identify, compare, contrast, categorize</p>

**Teaching Activities:**  
 Preview Activity: 30 mins  
 Experiential Exercise: 30mins (Steps 1-5); 30mins (Steps 6-8)  
 Processing: 30mins  
 Assessment: 15mins  
 Checking for understanding referenced in BSSD Instructional Guide

**Expansions:** Reading Further: Let's Vote on It: 30 mins. Student Text pg 28-31  
 Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.

**Research-Based Strategies Included in Lesson (Marzano):**  
 Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers

**Comments to Instructor:** As you work to develop vocabulary throughout the lesson, use role-playing to enhance comprehension of the four New Ideas: *get along*, *be safe*, *be fair*, and *learn*. For each idea, choose volunteers to act out two simple scenes, representing the term and its opposite. For example, for *get along*, the teacher might have two students act selfishly *not* sharing the same item. Discuss facial expressions, body language, and the words that people use as they practice getting along, being safe, being fair, and learning. This will give the children a visual and kinesthetic memory of the meaning of each new term.

**Other Resources:**  
 --Additional Reading Opportunities: *After School Rules* by David Kirk. *Bonaparte* by Marsha Wilson, *Peanut's Emergency* by Cristina Salat, *What's a City Council?* by Nancy Harris.

## Chapter 4: Who Helps Us at School?

<p><b>Objective:</b> (1) Students will be able to make inferences about a person’s job from visual images. (2) Students will be able to give supporting evidence for inferences. (3) Students will be able to identify the contributions of service providers in the school.</p>	1
<p><b>Teaching Time:</b> 4 hrs  <b>Performance Standard:</b> School Community  <b>Standard:</b> SocialStudies1.3  <b>SBA Blueprint:</b> N/A  <b>Bloom’s:</b> Understanding  <b>Prerequisite Skills:</b> Is familiar with the different duties of people within their community.</p>	
<p><b>TCI My School and Family Teacher’s Edition:</b>            Chapter 4, Who Helps Us at School; 43-57  <b>Student Text:</b> My School and Family; Chapter 4,            Who Helps Us at School; 33-41</p>	<p><b>Lesson Vocabulary:</b> teacher, principal, secretary, custodian</p>
<p><b>Teaching Activities:</b>            Preview Activity: 10 mins            Visual Discovery: 30mins (Steps 1-5); 30mins (Steps 6-9); 30mins (Steps 10-13); 30mins (Steps 14-17)            30mins (Steps 18-20)            Processing: 30mins            Assessment: 15mins</p>	
<p><b>Expansions:</b> Reading Further: Ms. Johnson Has Many Jobs: 35 mins. Student Text pgs 38-41            Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.</p>	
<p><b>Research-Based Strategies Included in Lesson (Marzano):</b>            Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers</p>	
<p><b>Comments to Instructor:</b>            *Suggestion for ELL* For the interview and talking statue act-it-outs, help students participate by give them a <i>scripted</i> act-it-out. As they come up to portray each of the school workers, provide them with cards that contain some basic vocabulary words in sentences that describe the worker’s role at school. For example, “I am a teacher. I teach reading.”            *Suggestion for Students with Special Needs* After students listen to the CD tracks and make quick sketches of the service providers they will portray in each act-it-out, assist them in writing a caption for each picture.</p>	
<p><b>Other Resources:</b>            --Additional Reading Opportunities: <i>The Frog Principal</i> by Stephanie Calmenson, <i>If I Were President</i> by Catherin Stier, <i>Try Your Best</i> by Rober McKissack            --Learn more about service jobs in your community by visiting the website, Ben’s Guide to U.S. Government for Kids: Your Neighborhood. For example, click on the school building to learn more about teachers. <a href="http://bensguide.gpo.gov/k-2/neighborhood/index.html">http://bensguide.gpo.gov/k-2/neighborhood/index.html</a></p>	

## Chapter 5: How Are We Good Helpers at School?

<p><b>Objective:</b> (1) Students will be able to make decisions about the best way to be a good citizen. (2) Students will be able to list four characteristics of being a good citizen. (3) Students will be able to Identify similarities and differences between life in the past and life in the present.</p>	1
<p><b>Teaching Time:</b> 3hrs 30mins</p> <p><b>Performance Standard:</b> Helping at School</p> <p><b>Standard:</b> SocialStudies1.4</p> <p><b>SBA Blueprint:</b> N/A</p> <p><b>Bloom's:</b> Applying</p> <p><b>Prerequisite Skills:</b> Is familiar with how to identify similarities and differences between two topics</p>	
<p><b>TCI My School and Family Teacher's Edition:</b> Chapter 5, How Are We Good Helpers at School?; 59-72</p> <p><b>Student Text:</b> My School and Family; Chapter 5, How Are We Good Helpers at School?; 43-51</p>	<p><b>Lesson Vocabulary:</b> help others, take care of our things, do our best, respect others</p> <p><b>Common Academic Vocabulary:</b> characteristics, similarities, differences</p>
<p><b>Teaching Activities:</b> Preview Activity: 15 mins Response Group: 30mins (Steps 1-4); 45mins (Step 5); 30mins (Steps 6-11) Processing: 30mins Assessment: 15mins Checking for understanding referenced in BSSD Instructional Guide</p>	
<p><b>Expansions:</b> Reading Further: Clara Barton Helped Other: 30 mins. Student Text pgs 48-51 Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.</p>	
<p><b>Research-Based Strategies Included in Lesson (Marzano):</b> Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers</p>	
<p><b>Comments to Instructor:</b> *Suggestion for ELL* For the Processing assignment, provide students with a word bank containing relevant terms from the lesson and other concepts they can use to create their awards. For example, you might include words such as <i>helper, school, respect, care, recess, playground, crossing guard, parent, field trip driver</i>, and so forth. --For the topics discussed on each page in the Student Edition, ask students to do a mini act-it-out or role-play for the rest of the class. For example in Section 5.1 We Help Others ask students to model cleaning up. Section 5.2, We Take Care of Our Things: Leave out a ball from recess and ask students to model putting it away. Section 5.3, We Do Our Best: Ask students to demonstrate how to line up quickly and quietly for recess. Section 5.4, We Respect Others: Have students model an appropriate way to say "please" and "thank you."</p>	
<p><b>Other Resources:</b> --Additional Reading Opportunities: <i>The Biggest and Brightest Light: A True Story of the Heart</i> by Marilyn Perlyn, <i>How Do Dinosaurs Go to School?</i> By Jane Yolen, <i>The New Kid</i> by Susan Hood. --In the section Reading Further of the lesson, <i>How Are We Good Helpers at School?</i>, you learned about Clara Barton. She helped many people and believed in being a good citizen. On the website, nps.gov: Clara Barton, there are some exciting activities that explain even more about Clara Barton. Take a tour of her house and see how she lived. You can learn how she dressed, and find out how to dress like she did. There are also many photos of Clara Barton. <a href="http://www.nps.gov/clba/forkids/index.htm">http://www.nps.gov/clba/forkids/index.htm</a></p>	

## Chapter 6: What is a Map?

<p><b>Objective:</b> (1) Students will be able to create a three-dimensional setting that corresponds to a two-dimensional map. (2) Students will be able to read a classroom map. (3) Students will be able to Use a compass rose to determine direction. (4) Students will be able to identify maps that show local areas, the United States, and the world. (5) Students will be able to use symbols to create a classroom map.</p>	1
<p><b>Teaching Time:</b> 4 hrs</p> <p><b>Performance Standard:</b> Maps</p> <p><b>Standard:</b> SocialStudies1.5</p> <p><b>SBA Blueprint:</b> N/A</p> <p><b>Bloom's:</b> Applying</p> <p><b>Prerequisite Skills:</b> Is familiar with the concept of a story map, as well as with directions (such as up, down, left right).</p>	
<p><b>TCI My School and Family Teacher's Edition:</b> Chapter 6, What is a Map?; 73-86</p> <p><b>Student Text:</b> My School and Family; Chapter 6, What Is A Map?; 53-63</p>	<p><b>Lesson Vocabulary:</b> map, symbols, map, key, compass rose, direction</p> <p><b>Common Academic Vocabulary:</b> identify, story map</p>
<p><b>Teaching Activities:</b>            Preview Activity: 30 mins            Social Studies Skill Builder: 30mins (Steps 1-3); 50mins (Steps 4-6); 50mins (Steps 7-11)            Processing: 30mins            Assessment            Checking for understanding referenced in BSSD Instructional Guide</p>	
<p><b>Expansions:</b> Reading Further: The Right Kind of Map: 30 mins. Student Text pgs 58-63            Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.</p>	
<p><b>Research-Based Strategies Included in Lesson (Marzano):</b>            Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers</p>	
<p><b>Comments to Instructor:</b>            *Suggestion for ELL* Have students make dictionaries for the social studies vocabulary and other map-related words from this lesson. They might include these terms: <i>map, symbol, map key, direction, compass rose, door, table, desk, cabinet, basket, computer, circle, round, rectangle</i>. Have them make each page look similar to Placards 6A-6H, with a simple picture and the related word. Students can color or draw their own pictures and copy (or trace) the terms from a placard or from the Student Edition. Bind each picture dictionary with staples or rings for the student's reference throughout the lesson.</p>	
<p><b>Other Resources:</b>            --Additional Reading Opportunities: <i>Mapping Penny's World</i> by Loreen Leedy; <i>Me on the Map</i> by Joan Sweeney; <i>There's a Map on my Lap! All About Maps</i> by Tish Rabe            --Follow along on a balloon ride on the site, USGS: Map Adventures, to learn about the differences between seeing objects on the ground and seeing them from above. Learn more about map symbols. <a href="http://erg.usgs.gov/isb/pubs/teachers-packets/mapadventures">http://erg.usgs.gov/isb/pubs/teachers-packets/mapadventures</a></p>	

## Chapter 7: What Was School Like Long Ago?

<b>Objective:</b> (1) Students will be able to predict uses of pictured historical artifacts. (2) Students will be able to compare and contrast past and present community life, with an emphasis on schooling, children’s lives, and transportation. (3) Students will be able to sequence a series of life events along a simple timeline.	1
<p><b>Teaching Time:</b> 4 hrs 30mins</p> <p><b>Performance Standard:</b> Schools in the Past</p> <p><b>Standard:</b> SocialStudies1.6</p> <p><b>SBA Blueprint:</b> N/A</p> <p><b>Bloom’s:</b> Understanding</p> <p><b>Prerequisite Skills:</b> Is familiar with the concept of comparing and contrasting, as well as how to sequence events.</p>	
<p><b>TCI My School and Family Teacher’s Edition:</b> Chapter 7, What Was School Like Long Ago?; 87-99</p> <p><b>Student Text:</b> My School and Family; Chapter 7,</p>	<p><b>Lesson Vocabulary:</b> long ago, schoolhouse, hornbook</p>
	<p><b>Common Academic Vocabulary:</b> compare, contrast, sequence, predict, timeline</p>
<p><b>Teaching Activities:</b> Preview Activity: 30 mins Response Group: 35mins (Steps 1-5); 35mins (Steps 6-8); 35mins (Steps 9-12); 35mins (Steps 13-14) Processing: 40mins Assessment: 15mins Checking for understanding referenced in BSSD Instructional Guide</p>	
<p><b>Expansions:</b> Reading Further: From Buggies to Blastoff!: 45 mins. Student Text pgs 70-73 Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.</p>	
<p><b>Research-Based Strategies Included in Lesson (Marzano):</b> Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers</p>	
<p><b>Comments to Instructor:</b> --In Response Group phase 1(steps 1-5) an old coal stove was used for heating classrooms in the past, be advise that some children have never seen coal before, so additional information may be needed. Also, it would be beneficial to tie in what your own village used for heating in their homes/classrooms 100 years ago.</p>	
<p><b>Other Resources:</b> --Additional Reading Opportunities: <i>Going to School</i> by Philip Steel (2002); <i>If You Lived 100 Years Ago</i> by Ann McGovern (1999); <i>McGuffey’s Eclectic Primer</i>, Revised Edition (1997); <i>When I Was Little: A Four-Year-Old’s Memoir of Her Youth</i> by Jamie Lee Curtis (1995) --Visit the interactive site, thinkquest.org: Life in the 1700s, about life in the 1700s. In a special section on schools, you can make your own hornbook or quill pen. You can also watch children doing a few colonial activities. <a href="http://library.thinkquest.org/J002611F/">http://library.thinkquest.org/J002611F/</a> --After reading about the many ways to travel in the section Reading Further of the lesson, <i>What Was School Like Long Ago?</i>, go to the website, thinkquest.org: Travel the Globe. You can see early trains, bikes, and planes. There are also pictures of unusual ways of travel. <a href="http://library.thinkquest.org/04oct/00450/index1.htm">http://library.thinkquest.org/04oct/00450/index1.htm</a></p>	



## Chapter 8: What Groups Do We Belong To?

<p><b>Objective:</b> (1) Students will be able to identify family, school, and community groups. (2) Students will be able to sort pictures according to specific criteria. (3) Students will be able to apply knowledge about groups to one's own life.</p>	1
<p><b>Teaching Time:</b> 2hrs 30mins  <b>Performance Standard:</b> Groups  <b>Standard:</b> SocialStudies1.7  <b>SBA Blueprint:</b> N/A  <b>Bloom's:</b> Understanding  <b>Prerequisite Skills:</b> Is familiar with the concept of how to sort and group items.</p>	
<p><b>TCI My School and Family Teacher's Edition:</b>          Chapter 8, What Groups Do We Belong To?;          101-111  <b>Student Text:</b> My School and Family; Chapter 8,          What Groups Do We Belong To?; 75-83</p>	<p><b>Lesson Vocabulary:</b> school, family, community</p>
<p><b>Teaching Activities:</b>          Preview Activity: 30 mins          Social Studies Skill Builder: 30mins (Steps 1-5); 30mins (Step 6-7)          Processing: 30mins          Assessment: 15mins          Checking for understanding referenced in BSSD Instructional Guide</p>	
<p><b>Expansions:</b> Reading Further: My Groups: 30 mins. Student Text pgs 80-83          Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.</p>	
<p><b>Research-Based Strategies Included in Lesson (Marzano):</b>          Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers</p>	
<p><b>Comments to Instructor:</b>          --Accommodation: After students draw their three pictures in the Processing activity, allow them to dictate their sentences if they have difficulty writing the words themselves. Then help students read the words aloud, check for sense, and work with them to revise the sentences if needed.</p>	
<p><b>Other Resources:</b>          --Additional Reading Opportunities: <i>Celebrating Families</i> by Rosmarie Hausherr (1997); <i>Franklin Plays the Game</i> by Paulette Bourgeois (1995); <i>Stagestruck</i> by Tomie dePaola (2007); <i>Coyote: A Trickster Tale from the American Southwest</i> by Gerald McDermott (1999)          --Use the website, PBS kids: Zoom Into Action, to find ideas about helping groups of people in your community and around the world. <a href="http://pbskids.org/zoom/activities/action/way09.html">http://pbskids.org/zoom/activities/action/way09.html</a></p>	

## Chapter 9: How Are Families Special?

<b>Objective:</b> (1) Students will be able to use relationship terms (e.g. <i>mother, brother, cousin</i> ) to identify family roles. (2) Students will be able to name examples for three categories of family attributes (family roles, types of home, and types of activity). (3) Students will be able to compare and contrast communities in term of their physical features, climate, and human activities.	1
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**Teaching Time:** 4hrs  
**Performance Standard:** Family Members  
**Standard:** SocialStudies1.8  
**SBA Blueprint:** N/A  
**Bloom's:** Understanding  
**Prerequisite Skills:** Is familiar with the concept of comparing and contrasting.

<b>TCI My School and Family Teacher's Edition:</b> Chapter 9, How Are Families Special?; 113-124 <b>Student Text:</b> My School and Family; Chapter 9, How Are Families Special?; 85-95	<b>Lesson Vocabulary:</b> family members, homes, activities
	<b>Common Academic Vocabulary:</b> compare, contrast

**Teaching Activities:**  
 Preview Activity: 20 mins  
 Writing for Understanding: 30mins (Steps 1-4); 30mins (Step 5); 30mins (Steps 6-7); 30mins (Step 8); 30mins (Steps 9-10); 30mins (Steps 11-12)  
 Processing  
 Assessment: 15mins

**Expansions:** Reading Further: Postcard Pen Pals: 25 mins. Student Text pgs 90-95  
 Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.

**Research-Based Strategies Included in Lesson (Marzano):**  
 Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers

**Comments to Instructor:**  
 \*Accommodation\* Provide support for the writing portions of the lesson—the Family Book and the postcard in the Reading Further activity. Have students draw the pictures and dictate the text they want into a tape recorder. After a teacher, assistant, or parent volunteer transcribes the text onto paper, students can read their words while listening to the tape, thereby reviewing the concepts with both visual and auditory input.

**Other Resources:**  
 --Additional Reading Opportunities: *Family* by Isabell Monk (2005); *Listen to the City* by Rachel Isadora (2000); *My Family: Love and Care, Give and Share* by Lisa Bullard (2003); *Night in the Country* by Cynthia Rylant (1991).  
 --As you learned in the lesson, *How Are Families Special?*, every family is different. Use the website, Family Tree Magazine, to build your own special family tree. <http://kids.familytreemagazine.com/kids/default.asp>

## Chapter 10: What Do Families Need and Want?

**Objective:** (1) Students will be able to distinguish between needs as things we must have to live and wants as things it would be nice to have. (2) Students will be able to identify food, clothing, and shelter as needs each family has. (3) Students will be able to describe jobs that people do to earn money to meet their needs and wants. (4) Students will be able to identify items a family might need and want while away from home.

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**Teaching Time:** 4 hrs 30mins

**Performance Standard:** Needs and Wants

**Standard:** SocialStudies1.9

**SBA Blueprint:** N/A

**Bloom's:** Understanding

**Prerequisite Skills:** Is familiar with how to categorize items according to certain attributes.

**TCI My School and Family Teacher's Edition:**  
Chapter 10, What Do Families Need and Want?;  
125-135

**Student Text:** My School and Family; Chapter  
10, What Do Families Need and Want? 97-105

**Lesson Vocabulary:** need, want

**Common Academic Vocabulary:** identify, describe

### Teaching Activities:

Preview Activity: 30 mins

Problem Solving Groupwork: 30mins (Steps 1-2); 30mins (Steps 3-5); 30mins (Steps 6-11); 40mins (Step 12); 20mins (Step 13)

Processing: 30 mins

Assessment: 15mins

Checking for understanding referenced in BSSD Instructional Guide

**Expansions:** Reading Further: Meeting Wants and Needs: 25 mins. Student Text pgs 102-105

Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.

### Research-Based Strategies Included in Lesson (Marzano):

Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers

**Comments to Instructor:** \*Ell accommodation\* When students make their triaramas during Phase 2 of the Problem Solving Groupwork activity, appoint English Language Learners to be the Artists in their groups so that they can take ownership of an important role yet not be frustrated by the language component.

### Other Resources:

--Additional Reading Opportunities: *If You Give a Pig a Pancake* by Laura Joffe Numeroff (1998); *Stella and roy Go Camping* by Ashley Wolff (2006); *Tight Times* by Barbara Shook Hazen (1987).

--In the Reading Further section of the lesson, *What Do Families Need and Want?*, you learned about popcorn, and how it got to the store. On the website, University of Illinois Extension: The Great Corn Adventure, watch a movie that reviews what you know about popcorn. The movie is called "The Great Corn Adventure." <http://www.urbanext.uiuc.edu/corn/>

## Chapter 11: How Do Family Members Care for Each Other?

<p><b>Objective:</b> (1) Students will be able to sort pictures of family activities into three categories of caring and explain the sorting decisions. (2) Students will be able to give examples of one's own family activities to relate new concepts to personal experiences. (3) Students will be able to identify a local problem related to Earth and its resources, and make a plan for solving the problem.</p>	1
<p><b>Teaching Time:</b> 3 hrs 30mins</p> <p><b>Performance Standard:</b> Caring for Others</p> <p><b>Standard:</b> SocialStudies1.10</p> <p><b>SBA Blueprint:</b> N/A</p> <p><b>Bloom's:</b> Understanding</p> <p><b>Prerequisite Skills:</b> Is familiar with the concept of sorting into categories</p>	
<p><b>TCI My School and Family Teacher's Edition:</b> Chapter 11, How Do Family Members Care for Each Other?; 137-146</p> <p><b>Student Text:</b> My School and Family; Chapter 11, How Do Family Members Care for Each Other?; 107-115</p>	<p><b>Lesson Vocabulary:</b> help each other, share what you know, spend time together</p> <p><b>Common Academic Vocabulary:</b> sort, examples, identify</p>
<p><b>Teaching Activities:</b>            Preview Activity: 30 mins            Response Group: 30mins (Steps 1-5); 30mins (Steps 6-8); 30mins (Steps 9-11); 30mins (Step 12-14)            Processing: 30 mins            Assessment: 15mins            Checking for understanding referenced in BSSD Instructional Guide</p>	
<p><b>Expansions:</b> Reading Further: Taking Care of Earth: 30 mins. Student Text pgs 112-115            Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.</p>	
<p><b>Research-Based Strategies Included in Lesson (Marzano):</b>            Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers</p>	
<p><b>Comments to Instructor:</b> *Accommodations* During the Response Group activity, have students act out or role-play ideas for each of the categories (helping each other, sharing what you know, spending time together). By creating bodily-kinesthetic associations to the verbal and visual cues discussed in class, students will be better able to make connections and retain the concepts.</p>	
<p><b>Other Resources:</b>            --Additional Reading Opportunities: <i>In My Heart</i> by Molly Bang (2006); <i>Recycle Every Day!</i> by Nancy Elizabeth Wallace (2006); <i>Smack Dab in the Middle</i> by Anita Riggio (2002); <i>Why Are the Ice Caps Melting? The Dangers of Global Warming</i> by Anne Rockwell (2006).            --After reading the Reading Further section of the lesson, <i>How Do Family Members Care for Each Other?</i>, use the website, NRDC: The Green Squad, to find more ideas on how to make your school greener and healthier. <a href="http://www.nrdc.org/greensquad/">http://www.nrdc.org/greensquad/</a>            --The website, National Grandparent's Day, includes a history of Grandparent's Day. It also includes a Grandparent's Day song and activities to do in the classroom, or with grandparents. Click on "Contests and Winners" for a collection of art, poems, songs, essays, and photos from children about their grandparents. <a href="http://grandparents-day.com">http://grandparents-day.com</a></p>	

## Chapter 12: How Do Families Change?

**Objective:** (1) Students will be able to identify three ways in which families change over time. (2) Students will be able to name responsibilities and activities that change as a child grows older. (3) Students will be able to identify at least two reasons for changes in family size. (4) Students will be able to compare old and new ways of doing work. (5) Students will be able to predict future changes in a family.

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**Teaching Time:** 2hrs

**Performance Standard:** Families Change

**Standard:** SocialStudies1.11

**SBA Blueprint:** N/A

**Bloom's:** Understanding

**Prerequisite Skills:** Is familiar with the concept of comparing.

**TCI My School and Family Teacher's Edition:**  
Chapter 12, How Do Families Change?; 147-158  
**Student Text:** My School and Family; Chapter 12,  
How Do Families Change?; 117-125

**Lesson Vocabulary:** change, grow, move

**Common Academic Vocabulary:** identify, compare, predict

### Teaching Activities:

Preview Activity: 20 mins

Visual Discovery: 20mins (Steps 1-4); 20mins (Steps 5-10)

Processing: 20 mins

Assessment: 15mins

Checking for understanding referenced in BSSD Instructional Guide

**Expansions:** Reading Further: Old Family Pictures: 25 mins. Student Text pgs 122-125

Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.

### Research-Based Strategies Included in Lesson (Marzano):

Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers

**Comments to Instructor:** To assist students with the Processing assignment, give them a written list of the six prompting questions in the Lesson Guide, Processing Step 3. Have them circle two or more of these specific items to illustrate for their future family.

### Other Resources:

--Additional Reading Opportunities: *Grandfather's Wrinkles* by Kathryn England (2007); *A Kiss Goodbye* by Audrey Penn (2007); *Love the Baby* by Steven L. Layne (2007); *Tell Me Again About the Night I Was Born* by Jamie Lee Curtis (2000)

--Change is part of family life. On the website, PBS Kids: Family, you can learn about changes such as getting a pet, going on vacation, getting along with new brothers and sisters, and divorce. <http://pbskids.org/itsmylife/family/index.html>

## Chapter 13: What Are Family Traditions?

**Objective:** (1) Students will be able to name details of traditional holiday celebrations, grouping them in four given categories. (2) Students will be able to compare and contrast one's own family traditions with the traditions of other families. (3) Students will be able to identify a tradition associated with a particular part of the world. (4) Students will be able to create a visual design for a family tradition.

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**Teaching Time:** 3hrs

**Performance Standard:** Family Traditions and Holidays

**Standard:** SocialStudies1.12

**SBA Blueprint:** N/A

**Bloom's:** Understanding

**Prerequisite Skills:** Is familiar with the concept of comparing and contrasting

**TCI My School and Family Teacher's Edition:**  
Chapter 13, What Are Family Traditions?;  
159-170

**Student Text:** My School and Family; Chapter  
13, What Are Family Traditions?; 127-137

**Lesson Vocabulary:** tradition, celebrate, holiday

**Common Academic Vocabulary:** details,  
categories, compare, contrast, identify

**Teaching Activities:**

Preview Activity: 20 mins

Experiential Exercise: 35mins (Steps 1-8); 30mins (Steps 9-15); 20mins (Steps 16-17)

Processing: 20 mins

Assessment: 15mins

Checking for understanding referenced in BSSD Instructional Guide

**Expansions:** Reading Further: Traditions Around the World: 25 mins. Student Text pgs 132-137

Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.

**Research-Based Strategies Included in Lesson (Marzano):**

Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers

**Comments to Instructor:** For the play that represents Roberto's birthday party during Phase 1 of the Experiential Exercise, allow students to choose the role with which they feel most comfortable rather than randomly drawing their assignments from the bag. If students are not comfortable performing, let them choose to create props.

**Other Resources:**

--Additional Reading Opportunities: *Chicken Sunday* by Patricia Polacco (1992); *How My Family Lives in America* by Susan Kuklin (1992); *Juneteenth Jamboree* by Carole Boston (2007); *My First Ramadan* by Karen Katz (2007)

--Families in different countries often celebrate the holidays differently. On the website, Christmas Around the World, click on a country's flag to find out how that country celebrates Christmas. <http://hoover.archives.gov/exhibits/christmasworld/intro.html>

## Chapter 14: What Do Good Neighbors Do?

**Objective:** (1) Students will be able to define the concepts of neighborhood and neighbors. (2) Students will be able to identify the types of behavior that characterize good neighbors. (3) Students will be able to evaluate behaviors and choose those that illustrate a particular way of being neighborly. (4) Students will be able to analyze the system of barter among neighbors.

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**Teaching Time:** 2 1/2hrs

**Performance Standard:** Neighbors

**Standard:** SocialStudies1.13

**SBA Blueprint:** N/A

**Bloom's:** Understanding

**Prerequisite Skills:** Is familiar with the concept of

**TCI My School and Family Teacher's Edition:**  
Chapter 14, What Do Good Neighbors Do?;  
171-182

**Student Text:** My School and Family; Chapter  
14, What Do Good Neighbors Do?; 139-147

**Lesson Vocabulary:** neighbor, next door,  
neighborhood

**Common Academic Vocabulary:** define, concepts,  
identify, evaluate, analyze

### Teaching Activities:

Preview Activity: 20 mins

Problem Solving Groupwork: 25mins (Steps 1-3); 35mins (Steps 4-9)

Processing: 20 mins

Assessment: 15mins

Checking for understanding referenced in BSSD Instructional Guide

**Expansions:** Reading Further: The Apple Dumpling: 30 mins. Student Text pgs 144-147

Supplementary activities provided in My School and Family curriculum. Teacher generated activities that inquire about primary sources; and/or student generated research.

### Research-Based Strategies Included in Lesson (Marzano):

Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Representing Knowledge (Non-linguistic); Learning Groups (Share-pairs; Informal and Formal Cooperative Learning); Setting Objectives and Providing Feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers

**Comments to Instructor:** Include special needs students in the group that works with you to model creating the Good Neighbors poster. This will give them a chance to practice the activity before working with their peers, allow them to experience success from the beginning of the activity, and enable them to assist group members once they begin the Problem Solving Groupwork activity.

### Other Resources:

--Additional Reading Opportunities: *And to Think That We Thought That We'd Never Be Friends* by Mary Ann Hoberman (2003); *Be My Neighbor* By Maya Ajmera and John D. Ivanko (2004); *Cool Ali* by Nancy Poydar (1996)

--On the website, PBS Kids: Tell Your Own Neighborhood Story, create a story about good neighbors. Just click on three pictures to show what happens first, next and last. [http://pbskids.org/rogers/make\\_believe/story.htm](http://pbskids.org/rogers/make_believe/story.htm)