



HOME STREET

SCHOOL STREET



My School and School Community

GRADE
K

UNIT
1

NYC

Department of
Education

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NYC Department of Education

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My School and School Community

I. The Planning Framework



P.S. 166 Queens, New York City
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Design Principles of the Unit

This unit is the first unit of the Kindergarten Scope & Sequence: **My School and School Community**. The unit was developed by a team of DOE staff and teachers. This development was informed by and integrated with the following documents and perspectives: NYSED Frameworks for Social Studies, the New York City Social Studies Scope & Sequence, the Common Core Learning Standards in English Language Arts, and Understanding by Design.

The Unit Planning Template

Using a backward design planning process (see Unit Planning Overview, page 37) the writing team began with identifying student outcomes connected to the standards, core content, major understandings, and skills of the unit. Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The most important learning goals and objectives for the unit were then created.

- The processes for that learning (how the learning would occur) and the desired student understandings were also considered.
- The Essential Question was developed by carefully considering the big ideas of the unit. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multifaceted and is open to discussion and interpretation and can be applied beyond the content of one specific unit. The essential question for this unit of study on **My School and School Community** is *What does it mean to be a member of a school community?*
- Focus Questions were then developed to support the crafting of specific lesson plans for the unit of study. The focus questions are tightly aligned with the unit outcomes, goals, and objectives.
- Performance-based assessments were developed as well as a variety of related formative assessments.

The Day-by-Day Planner

The Day-by-Day Planner was then created to plan the content outline of day-to-day lessons that connect to the broader unit goals as well as to each other. The planner provides a daily lesson overview for the entire length of the unit to support coherence and sequence. It provides a useful way to see the development of the unit over time.

Lesson Planning

The lesson plan template used in this guide captures the important elements of a social studies lesson—the lesson objective, connected standards (both content and literacy), and learning experiences (either independent or small group) for students with opportunities for assessment.

Key lesson plans were written to build the essential content knowledge and concept understanding or needed skills for the unit, including a lesson to launch the unit; to introduce and engage students with the new learning; and to frame the broader goals of the unit. These key lesson plans are indicated in bold in the Day-by-Day Planner. Suggestions for lesson plans the teacher will create on his/her own are indicated in italics.

Where texts are referenced, there are often sample text-dependent questions to engage students with a text's key ideas and structures.

Relevant Framework and Common Core Learning Standards

Social Studies Framework Key Idea and Conceptual Understandings

Civic Ideals and Practices

K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

K.4a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.

K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.

K.5 Rules affect children and adults, and people make and change rules for many reasons.

K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.

K.5b People in authority make rules and laws that provide for the health and safety of all.

K.5c Children and adults have opportunities to contribute to the development of rules as needed for class activities.

New York State Social Studies Learning Standards

Civics, Citizenship, and Government

Key Idea 5.3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Key Idea 5.4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

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Common Core Learning Standards

Reading Standards for Informational Text

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
 2. With prompting and support, identify the main topic and retell key details of a text.
 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
-

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
 5. Identify the front cover, back cover, and title page of a book.
 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
-

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
 8. With prompting and support, identify the reasons an author gives to support points in a text.
 9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
-

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

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Standards for Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations about kindergarten topics and texts with peers, diverse partners, and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
 - Seek to understand and communicate with individuals from different cultural backgrounds.
 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
-

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.
 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
 6. Speak audibly and express thoughts, feelings, and ideas clearly.
-

Writing Standards

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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Production and Distribution of Writing

4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
5. With some guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
7. With some guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Kindergarten Social Studies Practices: New York State K–8 Social Studies Framework

A. Gathering, Interpreting and Using Evidence

1. Ask questions.
2. Recognize forms of evidence used to make meaning in social studies.
3. Identify the author or creator of a book or map.
4. Identify opinions expressed by others.

B. Chronological Reasoning and Causation

1. Retell an important life event in sequential order.
2. Understand the concept of time measurements, including days and weeks.
3. Identify causes and effects, using an example from his/her family life.
4. Identify change over time in his/her life.
5. Identify events of the past, present, and future in his/her life.
6. Identify routines and common occurrences in his/her life.

C. Comparison and Contextualization

1. Identify similarities and differences between home and school.
2. Identify similarities and differences between him/her and others.
3. Describe an event in his/her life.

D. Geographic Reasoning

1. Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.
2. Identify natural events or physical features, such as land, water, air, and wind.
3. Describe how environment affects his/her activities.
4. Identify a pattern.
5. Identify a human activity that changed a place.

E. Economics and Economic Systems

1. Identify examples of scarcity and choices made due to scarcity.
2. Identify examples of goods and services.
3. Identify what money is and how it is used in society.

F. Civic Participation

1. Demonstrate respect for the rights of others.
2. Participate in activities that focus on a classroom or school issue or problem.
3. Identify the role of the individual in classroom participation.
4. Show respect in issues involving difference and conflict.
5. Identify situations in which social actions are required.
6. Identify the school principal and his/her role within the school.
7. Identify and follow rules in the classroom and school.

NYC Social Studies Scope & Sequence 2014–2015

GRADE		UNITS OF STUDY			
K	My School and School Community	Self and Others	Geography, People, and the Environment	Families, Change, and Time	
First	Families and Communities are Important	Families, Now and Long Ago	The Community	Community Economics	
Second	Our Community's Geography	New York City Over Time	Urban, Suburban, and Rural Communities	Rights, Rules, and Responsibilities	
Third	Introduction to World Geography and World Communities	Case Studies of Communities in Africa, Asia, South America, the Caribbean, Middle East, Europe, Southeast Asia, Oceania or Australia <i>Teacher should select 3–6 world communities to study that reflect diverse regions of the world</i>	Making the Empire State: Immigration, Industrialization, and Westward Movement		
Fourth	The Geography of New York State	Native Americans: First Inhabitants of New York State	Freedom and the New Nation: Federal, State, and Local Government	The Western Hemisphere Today	
Fifth	Geography and Early Societies of the Western Hemisphere	European Exploration	Comparative Case Study of Western Hemisphere Cultures <i>Teacher should select the United States, Canada, Mexico, and one Caribbean or one South American country</i>	The Mediterranean World and Interactions Across the Eastern Hemisphere	
Sixth	Geography of the Eastern Hemisphere	First Humans, the Neolithic Revolution, and the Early River Valley Civilizations	Comparative World Religions	A Nation Divided	
Seventh	Native Americans, Early Encounters, and Colonial Development	The Road to Independence	A New Nation: The United States Constitution	From World War II to the Present: The Changing Nature of the American People	
Eighth	Reconstruction	The United States as an Expansionist Nation	WWI and the United States between Wars	Interactions and Disruptions During the First Global Age	
Ninth	The First Civilizations	Expanding Interregional Networks: Exchange and Encounter	The Ottoman and the Ming Dynasties	Globalization and the Changing Environment	
Tenth	The World in 1750	An Age of Revolution and Empire	Decolonization and Nationalism	Social and Economic Changes: Domestic Issues	
Eleventh	Forming a Union: Colonial and Constitutional Foundations	Expansion, Nationalism, and Sectionalism	Prosperity and Depression: At Home and Abroad	The United States and Globalization	
Twelfth	Economics and Economic Decision-Making	Unresolved Global Conflict	Participation in Government		



My School and School Community

II. Elements of Quality Social Studies Instruction



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Principles of Quality Social Studies Instruction

Quality social studies instruction must:

- cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.
- expose students to the diversity of multiple perspectives and foster the historical thinking skills necessary to develop our understanding of the past.
- integrate the teaching of content with concepts, the appropriate social studies skills, practices, and disciplinary literacy.
- nurture inquiry and critical thinking that immerse students in the investigation of enduring themes in their study of humanity, and events that have shaped our world.

Teaching Social Studies to Primary Grade Students



“Active, curious children need, want, and are able to learn skills that are taught and reinforced in social studies classes. These skills are required for processing information so that they can make generalizations and integrate new information into a developing system of knowledge.”

(NCSS Task Force on Early Childhood/Elementary Social Studies 1988)

Understanding the world begins with self and family, so in a sense children are natural learners of social studies. At each stage of early development, children try to make sense of their social and physical environments. With a sensitive, respectful approach that sets the tone for broader social learning, young children gradually learn more about themselves, others, and their expanding community.

Social studies content in the primary grades is organized around big ideas that come from topics related to self, family, community, and the world. Questions that invite inquiry and discovery in a holistic way lead to these big ideas.

The NYC Social Studies Scope & Sequence for Grades K–2 flows seamlessly in the following way:

- Kindergarten—awareness of self in the world (identity, family, school, classroom)
- First grade—the individual in school and family life (families and roles, school organization, school and home as part of a community)
- Second grade—the neighborhood (New York City as urban center, diverse neighborhoods)

Activities are designed to:

- foster classroom community so that students develop an understanding of group life that requires sharing and responsibility.
- support foundational understandings of civic engagement as children acknowledge and appreciate the diversity of their friends and classmates.
- nurture curiosity and problem-solving skills and demonstrate the value of questions and investigation during which children and teachers form hypotheses, gather data, summarize, and make conclusions.

Teaching social studies to primary grade students poses both unique opportunities and challenges. While these children have not yet developed a strong sense of time or context for history, their curiosity and deep thirst for knowledge about their world is a driving force.

Social studies instruction in the primary grades is important. It helps students recognize their role in their community, country, and world, and it helps them see that people create history. Given the appropriate opportunities, young children can successfully listen to, read, and write informational texts. When quality informational texts are integrated with rich inquiry experiences in social studies, children build understanding of important concepts. This means it is important to create social studies experiences that children can identify with and that relate to their lives. Powerful social studies experiences are interactive and spring from children's interests, yet are relevant to the social studies topic being studied (*Robles de Melendez, Beck, and Fletcher 2000*). These topics are then explored through activities that are compelling, challenging, worthwhile, and developmentally appropriate. Children can and should be given intriguing choices within a structured framework of learning (*Ellis 2010*), empowering them to take ownership.

While good social studies instruction is interdisciplinary with key themes connecting to other subjects, it is also important to remember that social studies should be given time, effort, and value as a distinct and indispensable subject. Young students need to develop the relevant skills, knowledge, and values necessary for academic and personal success.

The vibrant social studies classroom is a busy yet safe place where all children are respected and appreciated—a place where students take initiative and are invested in their learning. It is a place that offers broad, theme-based content organized around a topic, with significant opportunities for investigation. It is where the content serves as a vehicle for acquiring knowledge as well as problem-solving skills needed for the development and growth of interpersonal skills and strategies. The social studies classroom is a place where children are valued for their various talents and strengths and provided with outlets to express these strengths, and given extra support when needed. The teacher inspires children and motivates them to learn, while students solidify and build on their knowledge through learning how to learn, examine, question, think critically, and take action.

Preparing Children for a Global Community

Today's students are entering a world increasingly characterized by economic, political, cultural, environmental, and technological interconnectedness. The virtual distance between nations and cultures has been rapidly decreasing due to changes in the accessibility of information and increasing interdependence. Students need to learn to view the world as one interrelated system, to reflect on cultural lenses, to listen to voices from around the world, and to make connections to engage them as citizens of the world.

Globalization is the process of this interaction and integration among the people, companies, and governments of different nations. It is not new. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances (*The Levin Institute–The State University of New York 2015*) while exchanging ideas, customs, and values.

To nurture and promote global awareness, teachers must be sure to provide students with learning experiences and opportunities that incorporate tolerance of cultural differences, knowledge of world cultures and communities, and the appropriate infusion of global perspectives into daily instruction.

Students must understand that globally aware citizens are able to:

- connect the local and the global, including an understanding of how the actions of people around the planet have an economical, technological, and cultural influence on all peoples of the world.
- participate in local and global economies.
- be open-minded, especially in understanding one's own cultural lens as well as others' distinct cultural lenses.
- celebrate similarities amongst different groups of people.
- understand and respect peoples' differences.
- use electronic technologies in order to research people and cultures in every world region.
- understand the importance of cross-cultural communication, both within the United States and across borders.
- recognize and reduce stereotypes and prejudices.
- have compassion for all peoples of the world.

(Merryfield 2005)

The National Council for the Social Studies believes that global and international education is important because people are constantly influenced by transnational, cross-cultural, multicultural and multiethnic interactions. The goods we buy, the work we do, the cross-cultural links we have in our own communities and outside them, and increased worldwide communication require that responsible citizens understand global and international issues.

A global perspective is attentive to the nature of change and interdependence and the connectedness of the human and natural environment. The National Council for the Social Studies has developed some key questions exploring global awareness, related to the ten thematic strands that form the basis of social studies standards.

- **Culture:** What is culture? What is cultural diversity, and how does diversity develop both within and across cultures?
- **Time, Continuity, and Change:** What happened in the past, and how do we know? What connections are there between the past, present, and future?
- **People, Places, and Environments:** How do humans forge relationships with places in this nation and in other parts of the world?
- **Individual Development and Identity:** What factors influence how individuals perceive other individuals, groups, and cultures?
- **Individuals, Groups, and Institutions:** How do individuals, groups, and institutions influence society, both locally and globally?
- **Power, Authority, and Governance:** How do different political structures compare and contrast with those of the United States?
- **Production, Distribution, and Consumption:** How are local production and consumption connected to the global economy?
- **Science, Technology, and Society:** How do changes in science and technology impact individuals, groups, nations, and the world?
- **Global Connections:** How can nations with differing belief systems collaborate to address global problems?
- **Civic Ideals and Practices:** How can students participate in meaningful civic action?

Resources

"Meet your Global Neighbor" on the Global Awareness website helps students learn more about how children live around the world. <http://www.globalawareness.com/for-kids/>

National Geographic has a variety of educator resources, such as maps, photos, and news stories. <http://www.nationalgeographic.com/education/>

Globalization101.org provides an interdisciplinary approach to studying globalization as well as background concerning various issues. <http://www.globalization101.org/>

Strategies & Methods

- **Use Inquiry & Discovery Approaches:** Inquiry-based learning is grounded in the writings of John Dewey, who believed that teaching and learning should occur in a classroom where true participatory democracy is practiced. Inquiry-based instruction helps students identify real questions as motivations for learning. It also provides students with opportunities to incorporate interdisciplinary study and fosters collaborative learning and team approaches. Inquiry generally involves more sophisticated questioning and research skills.
- **Model:** The learning process is complex, so modeling is essential. Teachers can support the acquisition of content, skills, and metacognition by sharing and modeling thinking processes and strategies. Show students your thinking processes by asking questions as you think-aloud and model. “What does this mean?” “Why?” “How can I figure this out?” Think out loud as you go about solving a problem, making a decision, or understanding a challenging piece of text/image. Model the use of appropriate strategies and be explicit about why particular strategies are helpful and useful. Show students what works, when, and why. Model predictions and show students how to develop hypotheses.
- **Socialize Learning:** Show students how you learn. Provide opportunities to learn together. Teach students to collaborate, ask questions, and engage in inquiry. Use a variety of grouping and collaboration strategies (partners, pair-share, group word webs, strategic turn-and-talk, etc.). Provide lots of experiences, moving from facts to concepts to generalizations.
- **Honor Prior Learning:** Acknowledge students’ “funds of knowledge,” a term coined by Luis Moll (2001), which refers to knowledge they have acquired outside school. Learning involves adding new ideas to what is already known. Give students opportunities to share what they know. Use KWL, RAN, cognitive mapping, and brainstorming techniques.
- **Use Content Picture Books:** Through the careful selection of a variety of texts, young children can begin to see history as a working story told from many points of view. Informational texts should be engaging and age-appropriate, including illustrations that complement the text well. They introduce historical concepts, people, complex ideas, and vocabulary in a meaningful context. Historical fiction, biographies, folk literature, narrative nonfiction, all-about books, and primary sources can all be used to motivate readers, build/activate prior knowledge, and introduce key vocabulary and concepts. They can be used in a variety of ways—pictures only, text only—and they can be easily manipulated for teaching purposes. They are a great way to present difficult concepts, ideas, and themes as they often present less text.
- **Engage in Daily Writing:** Writing in social studies should happen daily and can include writing to learn, such as labeling, listing, answering questions, quick writes, taking notes, underlining, and annotating short texts, in addition to writing intended to produce a finished piece such as an all-about book, ABC book, or field guide.

- **Make Time for Student Discussion:** Discussion in social studies requires the students and teacher to engage in talk at high cognitive and affective levels, both with one another and about the subject matter being discussed. Important issues are good topics for discussion, as they pose wonderings and questions. Discussion is also an effective tool for encouraging critical thinking and the consideration of multiple perspectives.
- **Use Role-Play and Drama/Simulations:** Role-playing comes naturally to children, and drama and role-play can easily be used to increase students' understanding of the context of historical events and the real people who were involved. Role-playing also contributes to children's language development and their sense of others' perspectives (*Ellis 2010*). Role-playing can encourage civic behavior by presenting real problems, such as bullying or discrimination (*Chapin 2013*). In all cases, role-playing is a chance to step into someone else's shoes and allows students to apply their knowledge in a creative and interactive way.
- **Share Oral Histories:** To bring history to life, teachers can utilize the resources that families and the community have to offer (*Robles de Melendez, Beck, and Fletcher 2000*). Visitors who have experienced past events that children are studying can narrate their stories and make history tangible and relevant. Students can brainstorm questions to ask the speaker ahead of time, using *who, what, where, when, and why*.
- **Plan Field Trips:** Good field trips offer hands-on experiences for children. Children should be prepared and encouraged to participate and engage in the activities. Interactive field trips give students experiences that they will remember. Teachers can also plan follow-up activities that allow children to express and evaluate what they learned from their field trip experience, such as writing and drawing (*Maxim 2010*). While field trips can be fun, they also need to have a clear goal and must widen or enhance students' knowledge. The post-field trip activities can also help students connect their field trip with what they've learned in social studies.
- **Integrate the Arts:** The arts are an indispensable part of a complete curriculum and not an added frill (*Maxim 2010*). Examining art forms from different time periods and cultures enriches social studies and also provides opportunities to foster students' creativity, critical thinking, and appreciation of culture. The arts include literature, drawing, painting, textiles, photography, sculpture, music, dance, and drama (pantomime, improvisation, dramatization, and role-playing).
- **Use Technology:** The Internet and technology provide access to new ideas and experiences and are necessary tools for children. Students can use the Internet to research new information, have cultural exchanges with people from various places, or make a blog about what they've learned (*Maxim 2010*). Multimedia tools can be interactive and allow children to be innovative and expressive while sharpening their technological skills.

Teaching the Concepts of *Then* and *Now*

Young children are naturally very curious about their past and the way people used to live, making the study of history particularly engaging. However, students cannot begin to learn history until they build an understanding of the past, time order, and change. These concepts are especially difficult for primary age students, whose time concepts are developmentally limited, intuitive, and subjective (*Seefeldt 2005*). Time is an abstract concept for young children, and they have difficulty understanding hours, minutes, and years and in linking time to change (*Robles de Melendez, Beck, and Fletcher 2000*).

During the primary years, students are mainly learning *how* to learn, but even at this young age, children can also be young historians; they can begin to develop their opinions and judge the various lenses through which history is told instead of simply accepting facts. Teaching students the important concepts of *then* and *now* will help them become critical thinkers and give them the tools they need to succeed in school and in society.

Time concepts can be taught throughout the year and incorporated into many units and activities. Although primary students will not develop a complete understanding of time, teachers can help them develop the thinking skills that they will use later when they learn to tell time, link historical events, etc. In order for students to best understand time, it should relate to themselves and their own lives. Thus, classes can focus on family history, daily routines, cultural traditions, personal timelines, and the history of holidays and celebrations.

Strategies for Teaching *Then* and *Now*

- **Use Clocks:** Children can use various props throughout the day in order to give them a sense of duration and sequence. This prepares them to learn to tell time, which they cannot yet grasp developmentally.
- **Teach Routines:** Since children's sense of time is not developed yet, routines and sequences help students measure and understand time. Teachers should structure the classroom routine and emphasize it. Children need routine activities such as circle time, hand washing before lunch, snack times, and clean-up times (*Robles de Melendez, Beck, and Fletcher 2000*). Teachers can also use and encourage students to use time words and phrases such as *today, tomorrow, last week, and next*.
- **Use Calendars and Schedules:** A class calendar can be made that includes the students' birthdays and the holidays that the class will celebrate (*Ellis 2010*). Students should participate in making this calendar, thus introducing them to the setup of months and weeks and showing them how events fit into this scheme. A classroom schedule can also be displayed and used when routines are reviewed.

- **Create Timelines:** A timeline is a visual aid to help children develop chronological thinking. Students can make personal timelines with important events from their lives or they can make timelines of other people or events. Young children can make timelines depicting the changes in the school building or the community over the years. Timelines can also be made for a family member's life, the plot of a story or the character in it, or events in a school day (*Chapin 2013*).
- **Share Artifacts and Objects:** Real objects give children direct experience in a way that pictures and books cannot. They spark interest and motivate children to ask questions and gain new information. Older objects can be paired with modern-day equivalents, spurring children to figure out what the object was used for, what changed, why, when, how, and who used it. Children can compare and contrast old and new. Some examples are: tools (kitchen tools, spinning wheels, etc.), clothing and textiles, toys, models (car, train, boat, and airplane), furniture, technology (record players, tape players, and phones).
- **Use Pictures:** Like objects, pictures can be used to compare how things were long ago to how they are now. Pictures are useful for examining objects when it is not possible to physically bring them into the classroom. Students can look at pictures of old and modern-day houses, old and new schools, etc.
- **Celebrate Holidays:** Holidays are fun ways for children to learn about cultural heritage and traditions and to understand the continuity of history and culture. They provide opportunities to explore how and why these holidays developed, and what traditions are involved. Celebrating holidays should go beyond classroom parties and simple arts and crafts (*Chapin 2013*) and should develop students' historical and cultural knowledge.

Powerful Vocabulary in the Primary Grades

Vocabulary development is an important part of a student's social studies learning. Studies have shown that vocabulary size in young children is a strong predictor for success in later grades: The larger the children's vocabularies in the primary grades, the greater their academic achievement in the later grades. Research related to vocabulary instruction and word knowledge also shows that there is a strong correlation between knowing words and comprehending text (*Beck 2008*).

Sometimes the term *academic vocabulary* is used to refer to content-specific words. For social studies, these are the words that connect to the content or unit that is being studied. Words such as *community*, *culture*, *resource*, and *citizen* are examples of social studies academic vocabulary.

Children acquire vocabulary in a variety of ways. Vocabulary is learned through immersion in and exposure to daily language activities (reading, talking, etc.). Words are also learned through direct instruction, which means that the words are taught by the teacher in a structured and systematic way. Instruction, therefore, should support children's word learning using a combination of these approaches.

Learning new words takes time. As students hear and read new words in different contexts, their understanding and ability to use the words grows.

Below are ways that teachers of primary grade students can support vocabulary acquisition:

- Nurture a love of language and words. This is sometimes referred to in research as *word consciousness* and means that teachers draw attention to key words in a variety of ways.
- Explicitly teach key words. Consider the importance of the words and how they will support and connect to other learning.
- Teach words in “families” and show how words are related. For example, teach all the words connected to families, schools, or neighborhoods.
- Connect new words to words already known.
- Provide opportunities for multiple exposures to new and complex words (through pictures, songs, books, discussion, etc).

(*Essential Strategies for Teaching Vocabulary, Promoting Literacy Development*)

Building World Knowledge: Young Children and Informational Text

Reading educators and researchers agree that young children benefit from increased exposure to informational books (*Snow 1998*). Today there is an abundance of high-quality informational text for teachers and parents to use with children. Knowledge-based reading is especially important for supporting vulnerable populations. For many children, especially children from low-income or non-English-speaking homes, knowledge-based competencies are more likely to be key sources of academic difficulties—these populations often have difficulty comprehending more advanced text (*Gambrell 2009*).

There is also evidence that reading informational texts increases reading achievement (*National Assessment of Educational Progress*). Therefore, exposing young children to informational text will help them to handle the literacy demands of upper elementary grades (*Duke 2003*).

This is good news for primary grade social studies teaching. Children in the primary grades actually enjoy reading and writing informational text because of their curiosity about the world. It is important for teachers to capitalize on this natural curiosity and make time to teach social studies.

Informational texts provide our youngest learners with information about the world around them and are important because they contribute to the development of their knowledge of the world at large. Nell Duke defines informational text as text written with the primary purpose of conveying information about the natural and social world (typically from someone presumed to be more knowledgeable on the subject than the reader) and having particular text features that accomplish this purpose (*Duke 2012*).

While hands-on learning experiences are essential for young children, high-quality informational texts also build critical social studies knowledge.

Organizational Structures and Patterns of Primary Grade Social Studies Picture Books

Structure/Pattern	Features	Examples
Question-Answer	Content is framed by questions	<ul style="list-style-type: none"> • <i>The Children's Book of America</i> • <i>National Geographic Little Kids First Big Book of Who</i> • <i>I Wonder Why The Dinosaurs Died Out</i>
Narrative	Content/information is provided in story form	<ul style="list-style-type: none"> • <i>Encounter</i> • <i>Henry's Freedom Box</i> • <i>If A Bus Could Talk: The Story of Rosa Parks</i> • <i>The American Flag</i> • <i>The Story of America's Birthday</i>
Topical Vignettes	Broad topic presented with subtopics as vignettes	<ul style="list-style-type: none"> • <i>100 Women Who Shaped World History</i> • <i>Celebrate: A Book of Jewish Holidays</i> • <i>Great Women of the American Revolution</i>
Cause & Effect	Most common way to organize informational or persuasive text; something happens because...; reasons for an event	<ul style="list-style-type: none"> • <i>On the Day Peter Stuyvesant Sailed into Town</i> • <i>Why Mosquitoes Buzz in People's Ears</i> • <i>Twenty-One Elephants and Still Standing</i> • <i>No, David!</i> • <i>Apples to Oregon</i>

Structure/Pattern	Features	Examples
ABC Books	Information presented in alphabetical order	<ul style="list-style-type: none"> • <i>A is for Amistad</i> • <i>The ABC Book of Explorers</i> • <i>Australia ABCs</i> • <i>Russia ABCs</i> • <i>New York, New York!: The Big Apple from A to Z</i>
Time Order/Sequence	Time sequence important to the story or facts; timelines, dates are prominent	<ul style="list-style-type: none"> • <i>The Very First Americans</i> • <i>28 Days: Moments in Black History that Changed the World</i> • <i>Daily Life in a Covered Wagon</i> • <i>Locomotive</i> • <i>A Subway for New York</i>
Concepts	Content is presented to teach an abstract concept such as peace, leadership, tolerance, etc.	<ul style="list-style-type: none"> • <i>Whoever You Are</i> • <i>We're Different, We're the Same</i> • <i>The Colors of Us</i> • <i>Each Kindness</i> • <i>Duck for President</i> • <i>Naming Liberty</i> • <i>Seeds of Change</i> • <i>What Does Peace Feel Like?</i> • <i>The Araboolies of Liberty Street</i>
All-About Books	Focused, single topic with detailed information about the topic	<ul style="list-style-type: none"> • <i>Fun Facts about Egypt</i> • <i>Cowboys</i> • <i>Jobs on a Farm</i> • <i>This is London</i> • <i>All About Japan/All About Korea</i> • <i>Who's in My Family?</i> • <i>All About Adoption</i>

Diversity and Multiple Perspectives: An Essential Component

With all the demands and time constraints associated with content teaching, it is easy to neglect some aspects, but the inclusion of diversity and multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining events through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives and cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. They will also experience firsthand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help young students develop *historical empathy* (Kohlmeier 2005).

When teaching social studies to young children, it is important to use a broad and rich range of resources. Build student understanding by exploring challenging questions such as:

- Who feels this way? Why might this be so?
- Whose voices are these? Whose voices are absent?
- What evidence is shared?
- How are specific people portrayed? Why might this be so?
- Why are there different points of view about the same event?

One of our goals in social studies is to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

Checking for Understanding: Assessment

Assessment of student understanding is an ongoing process that begins when the goals and outcomes of a unit are established. What is assessed sends a strong message to students about what content and skills are important for them to know and understand. Assessments evaluate student mastery of knowledge and skills, and concept understanding, gained from daily instruction. Assessment is an integral part of the learning cycle and not just something we do at the end of the unit. It is a key part of the teaching and learning process, embedded within the framework for instruction, and focuses clear expectations on student learning.

The National Council for the Social Studies offers six *Guiding Principles for Creating Effective Assessment Tools*:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise, and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty, and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

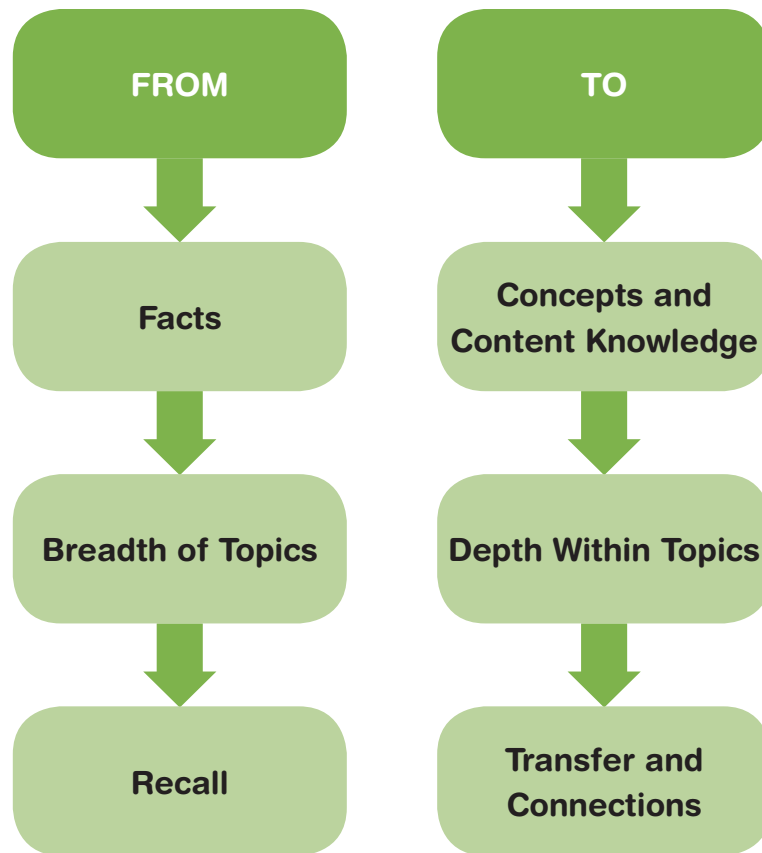
Effective assessment plans reflect the major goals or outcomes of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing assessments for a unit, a balance and range of tools is essential. Teachers should include assessments that are process- as well as product-oriented. A variety of performance indicators can provide students with different strengths an equal opportunity to demonstrate their understanding.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback in the moment as learning progresses—and *summative* assessments—assessments that provide a culminating evaluation of student understanding. Teachers should plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher-order thinking skills and relate their understanding to their experiences. Additionally, when assessments are tied to artifacts, or evidence of student thinking and learning, teachers are able to assess both skills and affective outcomes on an ongoing basis.

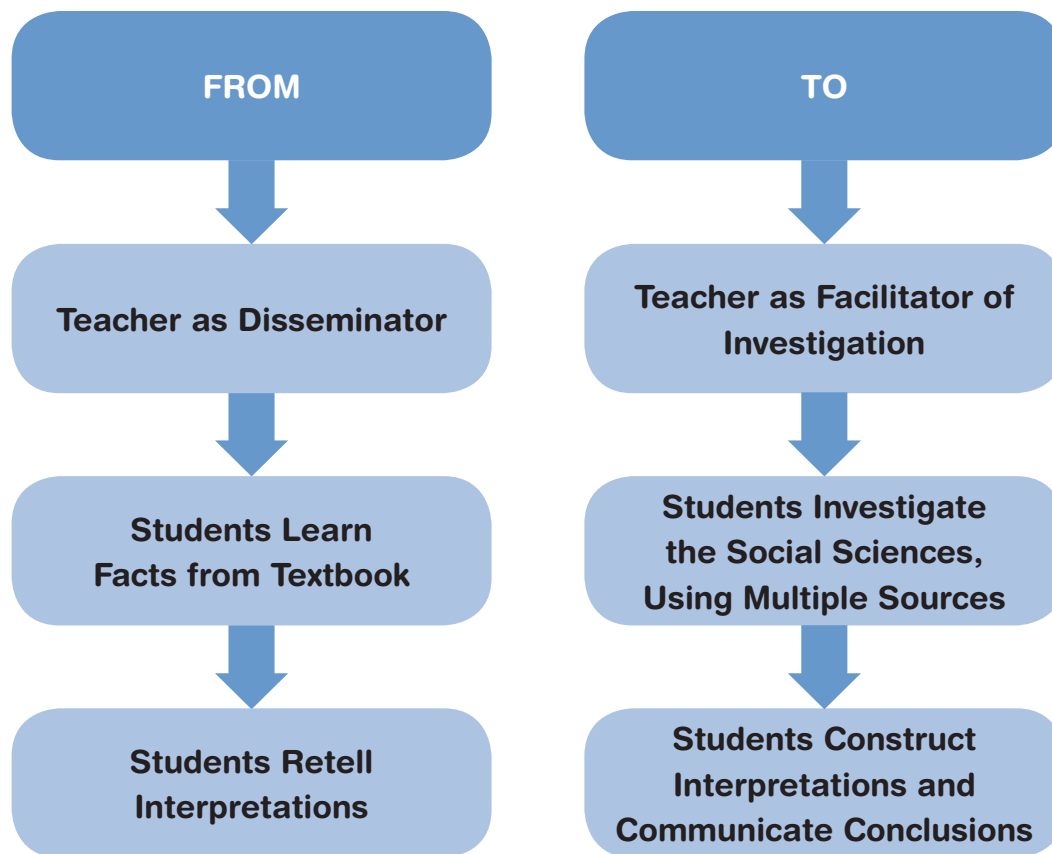
Social Studies: Three Instructional Shifts

The NYS Social Studies Framework and Field Guide highlight three instructional shifts. The purpose of the shifts is to guide teachers in delivering deeper and more meaningful social studies instruction.



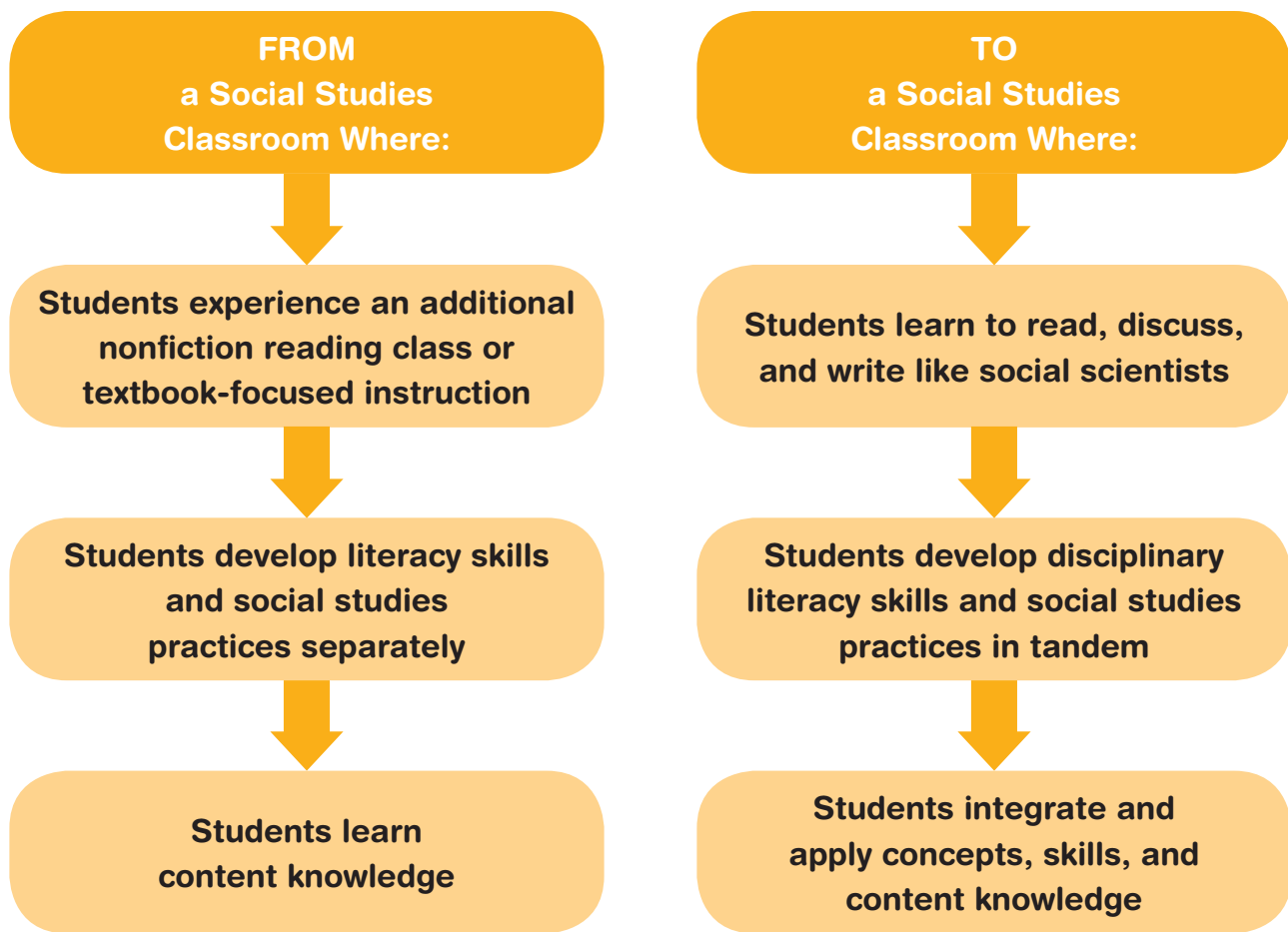
Shift #1: Focus on Conceptual Understanding

Social studies is more than a march through facts and time. Specific content knowledge is important and serves as a foundation for conceptual understandings. Social studies learning can be designed around meaningful conceptual understandings related to ideas such as human-environment interaction, economic decision-making, or revolution. Organizing learning around concepts increases the likelihood that students will remember specific knowledge in relation to concepts, be more engaged in their learning, and be better able to apply their understandings across places and times.



Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

Social studies should be a thought-provoking and inspirational exploration of information from various sources that ultimately promotes depth of understanding of the past and present and encourages active civic engagement. Students can construct meaning by investigating the world around them. The teacher serves as a facilitator and coach, providing support for student-centered sustained inquiry, productive collaboration, and informed action. Students construct meaning across questions and sources to form and support their own conclusions with evidence, rather than simply memorizing conclusions that are already constructed for them. Students should grapple with the complexity of the past and present as they seek to understand and reconcile multiple conflicting perspectives through sources. As students sustain their inquiries in more collaborative contexts, they simultaneously develop their collaboration and communication skills, preparing them not only as citizens, but also as lifelong learners.



Shift #3: Integrate Content and Skills Purposefully

Effective social studies teaching and learning is about *both* content and skills, and it takes intentional instructional design to integrate the two in a way that benefits student learning. As students develop disciplinary ways of thinking (i.e., practices), they learn to think like geographers, historians, economists, and citizens. They also develop the various literacy skills outlined by the Common Core Literacy Standards as they read, communicate, and write within the disciplines.

*For the full text, see New York State K–12 Social Studies Field Guide:
<https://www.engageny.org/resource/new-york-state-k-12-social-studies-field-guide>.*

Maximizing Field Trip Potential

Trips to museums or cultural institutions are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. A focused, well-planned trip can introduce new skills and concepts to students, reinforce ongoing lessons, and provide opportunities for learning to be applied. Museums and cultural institutions are rich resources that offer exposure to hands-on experiences, real artifacts, and original sources.

The key to planning a successful field trip is to make connections to the curriculum, learning goals, and other projects. Field trips are fun, but they should primarily reinforce educational goals.

Planning the Visit:

- Become familiar with the location before the trip. Explore the exhibition(s) that will be visited to get ideas for pre-field trip activities.
- Orient students to the setting and clarify learning objectives. Reading books related to the topic or place as well as exploring the website of the location are some ways to introduce the trip to students.
- Plan pre-visit activities aligned with curriculum goals.
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The project can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting.
- Allow students time to explore and discover during the visit.
- Plan post-visit classroom activities that reinforce the experience.

Field trips to museums and cultural institutions can bring experiential learning to students and allow teachers to learn alongside their students. A well-planned field trip can be a rich and rewarding learning experience that connects community resources to the learning of academic content.



My School and School Community

III. Sample Lessons, Materials, and Resources



P.S. 166 Queens, New York City
Photograph by Chris Cassidy

Essential Question: What Does It Mean to Be a Member of a School Community?

Focus Questions

- Why do we have classrooms? How are they organized?
- What is the Pledge of Allegiance? Why do we recite it?
- Who are the people in our classroom community?
- How are people in our classroom community the same and different?
- What are classroom rules? Who makes the rules?
- Why do classroom communities have rules? How do rules in our classroom community help us?
- What is a student's role and responsibility in the classroom?
- What happens in schools? Why are schools important parts of a community?
- Who are the people in our school community? How do the people in our school community help each other?
- What are the rules in our school community? How do rules in our school community help us? Why do communities need rules?
- What makes a good citizen of a classroom/school community?

Connected Academic Vocabulary

school	classroom	pledge	loyalty	unique	rule	respect
responsible	role	nurse	custodian	motto	teacher	citizen
principal	secretary	crossing guard	responsibility	cafeteria worker	job community	school mission statement

Student Outcomes

What the student should know and be able to do by the end of the unit:

Content, Concepts, Understandings, and Skills

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Identify people in the classroom community • Understand what a classroom is • Describe what the classroom contains and each item's purpose • Describe the rules in their classroom and school community • Understand the rules and how they help • Understand why communities need rules | <ul style="list-style-type: none"> • Understand his/her role and responsibility as a student • Understand basic rights he/she has as a citizen of a community • Identify people in the classroom community and their roles in the classroom • Describe the rules in the school community • Understand the school's rules • Describe what happens in schools | <ul style="list-style-type: none"> • Demonstrate and understand how people in schools and classrooms help each other • Demonstrate and explain how to be a good citizen in a classroom/school community • Learn about people in the classroom to understand and respect the diverse students and people |
|---|---|--|

Performance Tasks and Formative Assessments

Pre-assessment:

- Student assessment recording form (Draw and label a picture of a school worker. Draw and label a picture of something in the classroom that helps you learn. Draw and label a picture of yourself following a school rule. Tell why school rules are important.)

Mid-unit assessment:

- Student will draw/label a picture of him/herself following one school rule.

Post-assessment:

- Student assessment recording form (Draw and label a picture of a school worker. Draw and label a picture of something in the classroom that helps you learn. Draw and label a picture of yourself following a school rule. Tell why school rules are important.)

Day-by-Day Planner

The Day-by-Day Planner provides an overview for the entire length of the unit to support coherence and sequence. It includes a sequence of lessons that reflect the major content, concepts, and skills for this unit. All suggested lessons connect/align to a focus question. In many instances, fully developed lessons (identified by bold font) are provided. Teachers will want the flexibility to adapt these lessons or to create their own. Other suggested lesson topics (identified by italic font) are included. Teachers can develop their own lesson plans to complete the unit.

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1	What does it mean to be a member of a school community?	<ul style="list-style-type: none"> • Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community. • Rules affect children and adults. 	Unit 1 Pre-Assessment (p. 49) <ul style="list-style-type: none"> • Administer pre-assessment. • Scribe individual student responses in accordance with the pictures they drew and labeled. • Utilize data recording grid to measure student growth and achievement.
2	Why do we have classrooms? How are classrooms organized?	<ul style="list-style-type: none"> • Classrooms are organized for student learning. 	Classrooms Help Us Learn sample lesson (p. 52) <ul style="list-style-type: none"> • Read aloud and discuss the purpose of a classroom and how it is designed to meet students' learning needs. • Students engage in classroom learning and walk and label important classroom centers and items. • Students draw and write about one item in the classroom and how it helps them learn.

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
3	<p>What is the Pledge of Allegiance?</p> <p>Why do we recite it?</p>	<ul style="list-style-type: none"> • Citizens are members of communities. • People can be citizens of the school, neighborhood, and the United States. 	<p>School and School Community sample lesson (p. 62)</p> <ul style="list-style-type: none"> • Introduce students to the American flag. • Model protocol for reciting the Pledge of Allegiance. • Read aloud to teach students the words of the Pledge of Allegiance. • Students draw and write about a pledge they are making for kindergarten.
4	<p>Who are the people in our classroom community?</p>	<ul style="list-style-type: none"> • Teachers are important to classrooms. • A school is made up of diverse people and students. 	<p>Our Classroom Community sample lesson (p. 68)</p> <ul style="list-style-type: none"> • Discuss the role of teachers and students in the classroom. • Create a circle map of classroom community members. • Create a self-portrait.
5	<p>How are people in our classroom community the same and different?</p>	<ul style="list-style-type: none"> • A school is made up of diverse people and students. • Members of a classroom deserve to be heard and deserve respect. 	<p>Classroom Communities Are Diverse sample lesson (p. 71)</p> <ul style="list-style-type: none"> • Discuss unique similarities and differences among members of the classroom community. • Read aloud and discuss how the main character in the story is unique. • Each student creates an “I Am Unique” book to tell all the ways he/she is unique.

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
6	<p>What are classroom rules?</p> <p>Who makes the rules?</p>	<ul style="list-style-type: none"> Schools and classrooms have rules for all to follow. Children can help to create the rules. U.S. residents have rules and laws. 	<p>Classrooms Have Rules sample lesson (p. 86)</p> <ul style="list-style-type: none"> Students are introduced to “Bluebird the Rule Bird,” the class rules mascot. After reading aloud, students assist in the creation of classroom rules. Compare rules at school to rules at home. Each student draws and labels a picture of him/herself following one classroom rule.
7	<p>Why do classroom communities have rules?</p> <p>How do rules in our classroom community help us?</p>	<ul style="list-style-type: none"> Rules and routines keep people safe and healthy. Rules are important. 	<p>Classroom Rules Are Important sample lesson (p. 91)</p> <ul style="list-style-type: none"> Review classroom rules. Examine images and discuss how rules are being followed. Read aloud and have students write about one thing they learned about following classroom rules.
8	<p>What is a student's role and responsibility in the classroom?</p>	<ul style="list-style-type: none"> Children have classroom responsibilities. Children have responsibilities at school and at home. 	<p>Students Have Roles and Responsibilities sample lesson (p. 95)</p> <ul style="list-style-type: none"> Discuss students' roles in the classroom. Create a classroom responsibilities chart. Read aloud and then assign students classroom jobs. Each student creates a “job badge” representing his/her classroom job.

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
9	<p>What happens in schools?</p> <p>Why are schools important parts of a community?</p>	<ul style="list-style-type: none"> • Schools are special-purpose buildings. • A school community helps children learn. • School communities have missions, special songs, mottos. 	<p>Schools Have a Purpose sample lesson (p. 101)</p> <ul style="list-style-type: none"> • Discuss why schools are important parts of a community. • Display aerial map showing a school in a New York City neighborhood and discuss community features in the neighborhood surrounding the school. • Engage in a learning walk where students notice places in the school building (nurse's office, main office, cafeteria, library, security desk, etc.). • Create a circle map on the topic: Why do we have schools? • Create a 2-D mural of your school and label the places visited on the learning walk (art extension).

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
10-11	<p>Who are the people in our school community?</p> <p>How do the people in our school community help each other?</p>	<ul style="list-style-type: none"> • Many people work in schools and have different jobs and responsibilities. • A school community helps children learn. • A school community helps in many ways (health, etc.). 	<p>People in a School Community sample lesson (p. 106) <i>(requires 2 days)</i></p> <ul style="list-style-type: none"> • Create a circle map of who belongs to a school community. • Conduct interviews with school community members (e.g., nurse, secretary, custodian) and complete a Reading and Analyzing Nonfiction (RAN) chart to activate prior knowledge and confirm new learnings about staff members interviewed. • Students draw, label, and tell about one member of the school community. • Discuss the ways that teachers and students help each other in the classroom. • Students will dramatize being good classroom helpers by playing “classroom helper charades.” • Complete a t-chart to compare ways teachers help to the ways students help in the classroom.
12	<p>What are the rules of our school community?</p> <p>How do rules in our school community help us?</p> <p>Why do school communities need rules?</p>	<ul style="list-style-type: none"> • Schools and classrooms have rules and laws. • Rules are important. • Rules and routines keep people safe and healthy. 	<p>Rules of a School Community sample lesson (p. 114)</p> <ul style="list-style-type: none"> • Students use picture-sorting cards as a way to review classroom rules before learning about school rules. • Read aloud and discuss which school rules are described. • Generate a school rules chart. • Students write and draw what they learned about why schools have rules and how they help us.

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
13	What is a good citizen of a classroom/school community?	<ul style="list-style-type: none"> • Considerate classmates are good citizens. • Students help each other in many ways. • Members of a classroom deserve to be heard and deserve respect. 	<p>Good Classroom Citizens sample lesson (p. 121)</p> <ul style="list-style-type: none"> • Read aloud about classroom citizenship. • Discuss what it means to be a good classroom citizen using images to spark conversation. • Provide students with blackline master of body outline to draw ways to be a good citizen.
14	What does it mean to be a member of a school community?	<ul style="list-style-type: none"> • Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community. • Rules affect children and adults. 	<p>Unit 1 Post-Assessment (p. 126)</p> <ul style="list-style-type: none"> • Administer post-assessment (option 1 or 2). • Scribe individual student responses in accordance with the pictures they drew and labeled. • Utilize data recording grid to measure student growth and achievement.

Engaging the Student/Launching the Unit

Engaging students with the content to be studied is important. Making the content relevant and personal is one way to get students excited about the new learning. Launching a unit for Kindergarten students involves engaging them in meaningful ways for the content they are about to learn. Students show more interest and attention when activities are introduced in ways that engage them emotionally, intellectually and socially.

Launching a unit effectively can excite the students and give them the energy to want to make the best use of their learning time. It's important to introduce the unit in ways that stimulate wonder and inquiry.

One way to launch the **My School and School Community** unit is to let students explore what they think schools and classrooms are meant to do.

Collect pictures in advance of items found in school or activities connected with school and items found at home or activities connected with the home. Hold up each picture and ask the students to say whether the picture shows home or school.

Pictures to collect:

- Children pledging to the flag
- A family eating dinner
- Children eating in a lunchroom
- Children listening to a story at the rug
- Families putting their children to bed
- A chalkboard or whiteboard
- A couch and TV

As the students categorize the pictures, place them onto a T chart labeled Home—School. Engage in a class discussion about the purpose of schools.

Academic Vocabulary

Students will be learning new and important social studies vocabulary words. A Social Studies Word Wall is a wonderful tool for gathering these words and will help students use these words in group discussions and independent work. Feature words specific to the content being taught in the unit, adding new words as they are encountered. Students interactively place or write the word according to the beginning letter. The Word Wall should be clearly displayed in the room to be used over and over again. Include illustrations or sketches for each word as a visual tool for students.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W X	Y Z

Word Wall Cards

Unique

Job

Respect

**School
Mission
Statement**

Role

Teacher



Word Wall Cards

Rule

Community

Responsible

Motto

Responsibility

Principal



Word Wall Cards

Secretary

**Crossing
Guard**

Custodian

Nurse

**Cafeteria
Worker**



Pre-Assessment: Student Recording Form

Name: _____ Date: _____

Draw and label a picture of a school worker.

Pre-Assessment: Student Recording Form

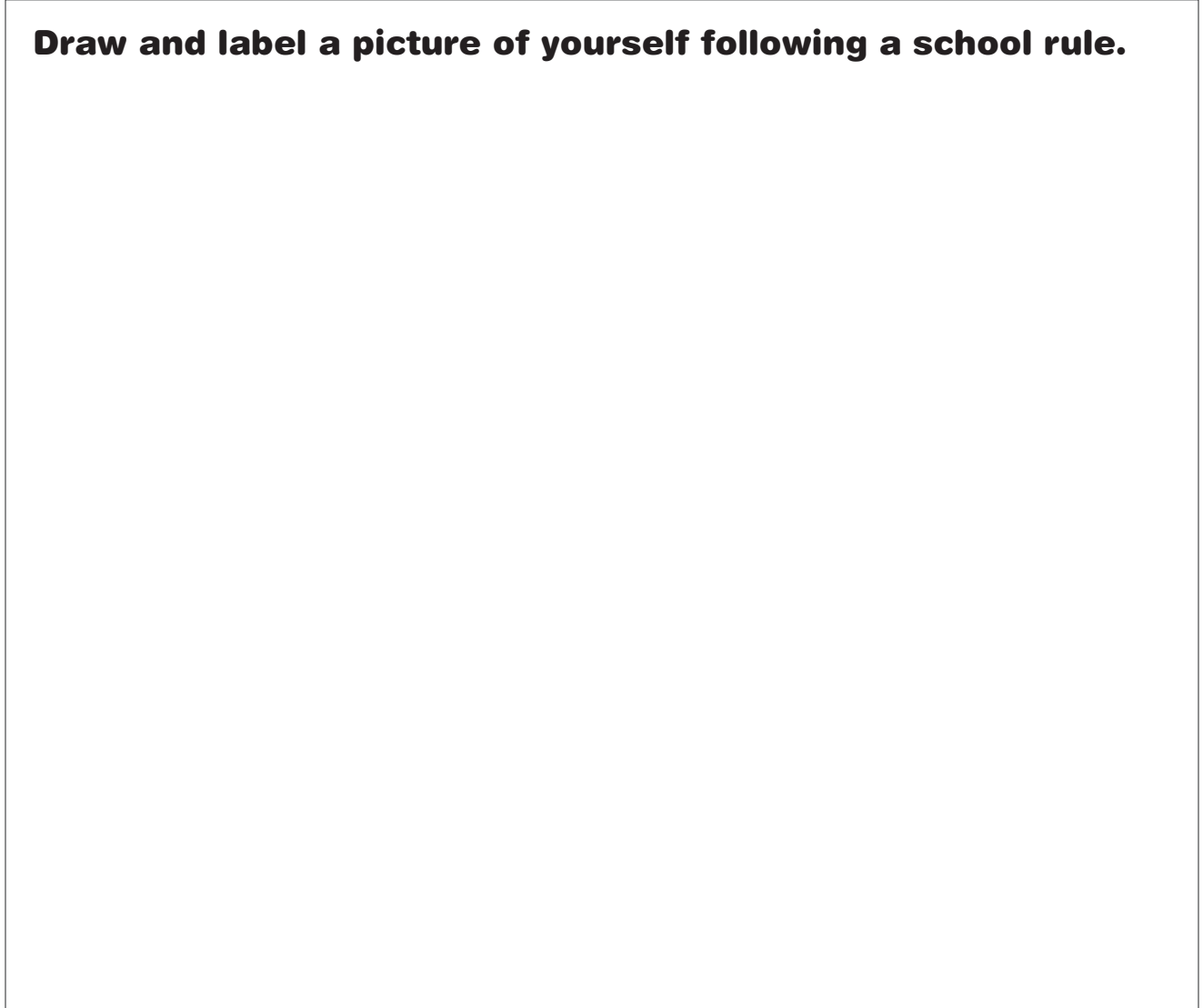
Name: _____ Date: _____

Draw and label a picture of something in the classroom that helps you learn.

Pre-Assessment: Student Recording Form

Name: _____ Date: _____

Draw and label a picture of yourself following a school rule.



Tell why school rules are important. *(Teacher scribes student response.)*

Classrooms Help Us Learn

Lesson 1

Focus Questions

Why do we have classrooms? How are classrooms organized?

Lesson Objective/Teaching Point

Students will learn that classrooms are organized for student learning.

NYC Social Studies Scope & Sequence

Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

The School and Classroom Community

- Classrooms are organized for student learning

Common Core Learning Standards for ELA and Literacy in History/Social Studies

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

Social Studies Practices and Historical Thinking Skills

Gathering, Interpreting and Using Evidence:

- Ask questions

Chronological Reasoning and Causation:

- Identify routines and common occurrences in his/her life

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Classrooms Help Us Learn (continued)

Resources/Materials

- Chart paper
- *Welcome to Kindergarten* by Anne Rockwell
- *Classroom Learning Walk Label Cards*:
 - Smart Board
 - Library
 - Computer Center
 - Writing Center
 - Math Centers
 - Calendar meeting area
 - Literacy Centers
 - American Flag
- *Graphic Organizer: A Center That Helps Me Learn*
- Writing tools, crayons

Model/Demonstrate/Teach

- Introduce the lesson focus. Discuss with students that the classroom is the special room where they will spend most of their time when at school. It is their “home away from home” where they will learn, play, and make new friends. Ask the students, “What would you like to learn in kindergarten this year?” Invite students to pair-share their ideas. (Pair-share means that students are paired with a partner to discuss their responses. Be sure to show students how to take turns while sharing.)
- Record student responses on chart paper and use as an informal assessment.
- Read aloud the book *Welcome to Kindergarten* by Anne Rockwell. Discuss the purpose of the centers that are mentioned in the book. Ask, “Which centers in the book look exciting to you? What is it about that center that excites you?” Allow students to share their thoughts with the class.

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Classrooms Help Us Learn (continued)

Group Work

Classroom Learning Walk

- Excite students by asking them to imagine that they are going on a “magical” tour bus to tour their classroom. Students pretend to get on the imaginary bus, with the teacher acting as the tour guide. Stop at each center/area of the classroom to discuss its purpose, and attach the label card to the center or area. Refer to the following *Classroom Learning Walk Label Cards*:
 - Smart Board
 - Classroom Library
 - Computer Center
 - Writing Center
 - Math Center
 - Calendar Meeting Area
 - Literacy Center
 - American Flag

TEACHER TIP: Centers will vary depending on each classroom. Modify according to specific classroom features and needs.

- As students are engaged in the Classroom Learning Walk, discuss the purpose of each center/area and how it will contribute to their learning.

TEACHER TIP: Take photographs of the classroom centers or areas prior to teaching this unit to personalize this activity.

Independent Work

- Students pick one classroom center/area to write and draw about on the graphic organizer. Circulate and provide support as needed.

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Classrooms Help Us Learn (continued)

Assessment/Wrap-Up

- Bring class together to engage in a *pair-share* of their writing and drawing.
- Go through each center/area and ask for volunteers to discuss how that center/area helps us learn.
- Summarize the lesson's objective by asking students why we have classrooms and how they help us to learn.
- Listen to children's conversations and examine their writing and drawings from the graphic organizer as an assessment tool.

Additional Resources

- *Welcome to My Class!* by Noah Haeick
- *My Class* by Vicky Braidich
- *In the Classroom* by Joanne Mattern

Learning Walk Labels

**Interactive
White Board**

**Classroom
Library**



Learning Walk Labels

**Computer
Center**

**Writing
Center**



Learning Walk Labels

Math Center

**Writing
Center**



Learning Walk Labels

**Literacy
Center**

**Calendar
Meeting
Area**



Learning Walk Labels

**American
Flag**



Graphic Organizer: A Center That Helps Me Learn

Name: _____ Date: _____

Draw and label something from the classroom that helps you to learn.

A _____ **helps us.**

It helps us because _____

School and School Community

Lesson 2

Focus Questions

What is the Pledge of Allegiance? Why do we recite it?

Lesson Objective/Teaching Point

Students will learn the words to the Pledge of Allegiance.

Students will demonstrate understanding of the word “pledge.”

NYC Social Studies Scope & Sequence

Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

Rights and Responsibilities:

- Citizens are members of communities.
- People can be citizens of the school, neighborhood, and the United States.

Common Core Learning Standards for ELA and Literacy in History/Social Studies

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

Social Studies Practices and Historical Thinking Skills

Civic Participation:

- Demonstrate respect for the rights of others.

continued on next page

School and School Community (continued)

Resources/Materials

- Text of the Pledge of Allegiance
- Chart paper
- *Graphic Organizer: "I pledge to ____"*
- *The Pledge of Allegiance* (Scholastic book)

Model/Demonstrate/Teach

- Interest students by displaying and introducing the flag. Say, "This is the American Flag. The flag represents the United States of America. It is an important symbol of our country and an important part of our classroom and school routine. The flag is displayed in a special place in our classroom. Every morning when our school day starts, we will look at the flag and recite the Pledge of Allegiance."
- Engage students in learning/reciting the Pledge of Allegiance. "Today, we will be learning how to recite the Pledge of Allegiance and why it is so important. Watch me as I stand, face the flag, and put my right hand over my heart to begin."
- Model behavior protocol for how to act during recitation of the pledge. Show students that we stand, face the flag, and place our right hand over our heart when reciting the Pledge of Allegiance. Clearly recite the pledge for students. Students may echo the teacher as the Pledge is being recited.

TEACHER TIP: Students who do not wish to recite the Pledge can stand quietly while others recite.

- Explain to students that we recite the Pledge of Allegiance in school each day to show respect toward and loyalty to our country.

Vocabulary:

loyalty, pledge

- **Loyalty** means that we show we love our country in many different ways. We believe in our country and we show our support for our country when put our right hand over our heart as we pledge. We are loyal to our country, just as we are loyal to our families and friends.
- A **pledge** is a promise. When you tell your parents that you will follow rules at home, you are making a pledge. In school, you pledge, or promise, to follow school rules.

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School and School Community (continued)

- Read aloud *The Pledge of Allegiance*. Help students understand that we recite the Pledge of Allegiance as a way to show loyalty to our country. Ask the following questions:
 - How are the people in the photos showing that they love our country?
 - What in the pictures shows you our country is special?
 - Why is it important to be a loyal person?
 - What things can you do to show you are pledging your loyalty to our country?

TEACHER TIP: Students may need several days to memorize the words to the Pledge. Practice line by line as students echo the words until the pledge can be recited independently.

- Invite students to turn-and-talk to a partner about something they pledge, or promise, to do in kindergarten. Create a pledge flag (designed to look like a flag, with the main idea in the star box and the responses on the stripe lines) on chart paper of all the things we pledge to do in kindergarten.

Example of pledge flag (sample student responses included):

I pledge to...	Respect and be nice to my classmates
	Treat classroom materials with care
	Use kind words
	Listen to my teachers
	Do my best work
	Do my homework every night
	Be a good listener

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School and School Community (continued)

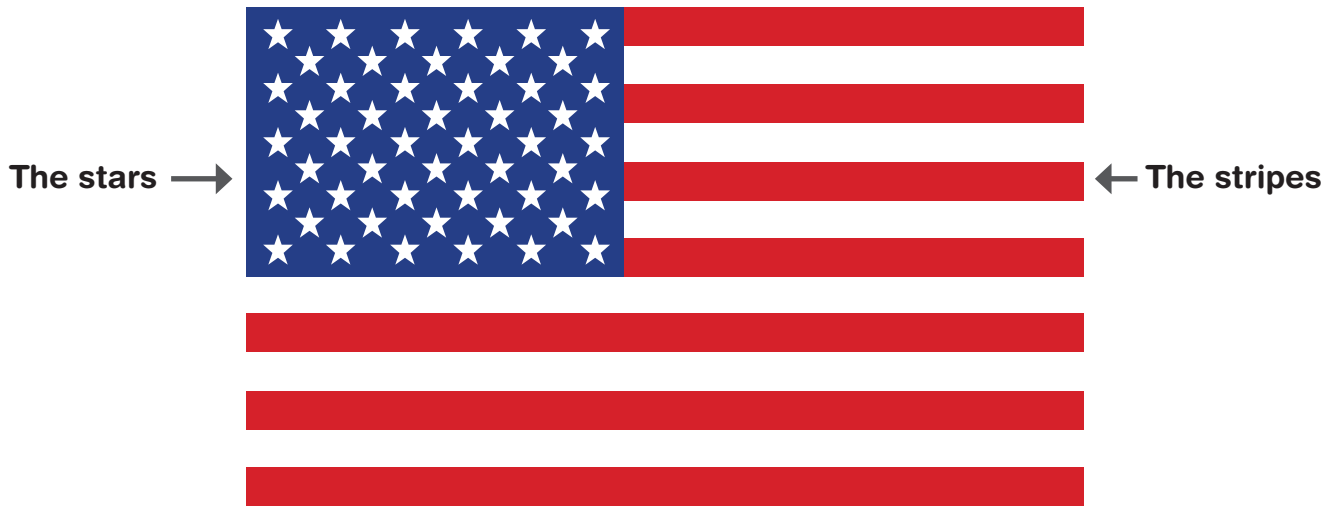
Independent Work

- Students will work independently to complete their “*I pledge to _____*” graphic organizer by using ideas from the class-created pledge flag. As students work, circulate and discuss student pledges to informally assess understanding. Teacher may scribe student responses.

Assessment/Wrap-Up

- Students pair-share and take turns reading their “*I pledge to _____*” responses to one another.
- Summarize the lesson’s objective by asking students to identify why we recite the Pledge of Allegiance and name ways we can show loyalty to our country. Remind students that we will say the Pledge of Allegiance every day when they are in school; encourage them to practice the words at home.

The Pledge of Allegiance



“I pledge Allegiance to the flag
of the United States of America,
and to the Republic
for which it stands,
one nation under God,
indivisible,
with Liberty and justice for all.”

My Pledge

Name: _____ Date: _____

My Pledge



I pledge to _____



Our Classroom Community

Lesson 3

Focus Question

Who are the people in our classroom community?

Lesson Objective/Teaching Point

Students will learn about the people who make up their classroom community.

NYC Social Studies Scope & Sequence

Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

- A school is made up of diverse people and students
- Members of a classroom deserve to be heard and deserve respect

Common Core Learning Standards for ELA and Literacy in History/Social Studies

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

Social Studies Practices and Historical Thinking Skills

Gathering, Interpreting and Using Evidence:

- Ask questions.

Civic Participation:

- Participate in activities that focus on a classroom or school issue or problem.
- Identify the role of the individual in classroom participation.

Resources/Materials

- Chart paper
- Art paper
- Class set of mirrors
- Art mediums (crayon, colored pencil, oil pastels, etc.)

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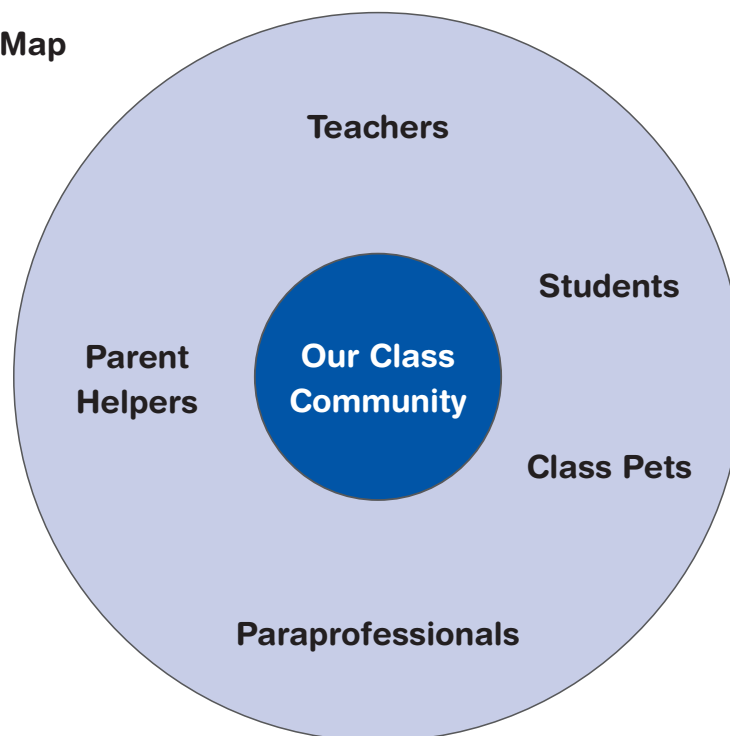
Our Classroom Community (continued)

- Optional: Photograph of adults in the classroom community (e.g., teachers, paraprofessionals, etc.)

Model/Demonstrate/Teach

- Review understandings from the *Classrooms Help Us* lesson. Say, “Last time we talked about how our classroom is organized to help us learn. Today we will explore all the different people, or citizens, who make up our classroom community.”
- Discuss the different members of the classroom community (e.g., students, teachers, paraprofessionals, and other school workers who may work in their classroom). Explain the role of each member in the classroom and the importance of listening to and respecting them.
- As an alternative, invite class members to join the lesson to explain their roles.
- Say to students, “We are going to think about all the people who are members of our classroom community. How many members of our classroom community can we name?” Students identify members of the classroom community and as they do, record them onto the Circle Map (as shown below) that has been drawn using large chart paper. Students can also be invited to take turns to help write and draw on the circle map.

Classroom Circle Map



Who makes up our classroom community?

continued on next page

Our Classroom Community (continued)

TEACHER TIP: A Circle Map is a type of thinking map that is used to help define something and show understanding of a topic. Prepare the circle map and label the center of the circle “Our Class Community.”

- Photographs of members of the classroom community can also be added in lieu of text or to accompany text.
- Lead students into the understanding that members of our classroom community help us. For example, if we didn’t have a teacher, there would be no one to lead the class and guide the learning. A paraprofessional helps children with reading when she comes to the classroom and works with children in a small group. It is always good to listen and respect a member of the classroom community.

Group/Independent Work

- Explain to students that a self-portrait is a painting or drawing of themselves that they create.
- Teacher models drawing a self-portrait for the students to use as a guide.
- While modeling, point out specific facial features that need to be included (eyes: [pupil, iris, eyelash, eyebrow], nose, ears, mouth, hair, neck, etc.). If possible, have children study themselves in a mirror prior to starting their portrait.
- A reverse camera on an electronic device or aluminum foil that shows a reflection can be used.
- Encourage service providers who work in the classroom to create a self-portrait as well.

TEACHER TIP: Create a “Citizens of Our Classroom” bulletin board displaying all the self-portraits. This activity can be completed again later in the school year to compare how students and people may have changed over time.

Assessment/Wrap-Up

- Invite students to share their self-portraits with the class.
- Have students pair-share about the members of the classroom community and how they help us. Ask students to explain why it is important to treat all class members with respect.
- Listen to students’ conversations throughout the session to assess how they have internalized the objective.

Classroom Communities Are Diverse

Lesson 4

Focus Question

How are people in our classroom community the same and different?

Lesson Objective/Teaching Point

Students will compare and contrast similarities and differences of classroom community members.

NYC Social Studies Scope & Sequence

Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

- School is made up of diverse people and students.
- Members of a classroom deserve to be heard and deserve respect.

Common Core Learning Standards for ELA and Literacy in History/Social Studies

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SI.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Social Studies Practices and Historical Thinking Skills

Comparison and Contextualization:

- Identify similarities and differences between him/her and others.

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Classroom Communities Are Diverse (continued)

Resources/Materials

- *Graphic Organizer A: I Am Unique*
- *Graphic Organizer B: I Am Unique*
- *Unique Monique* by Maria Rousaki
- Photographs of a rose and a daisy

Vocabulary:

unique

Model/Demonstrate/Teach

- Remind the students that in the previous lesson they learned about the members of the classroom community and how they help. Explain that today they are going to learn how these classroom community members are the same, or similar and different, or unique. Spend some time making sure that students understand what it means to be the same and different. You can use the example of two flowers—a rose and a daisy. Show pictures of the rose and the daisy. Explain that both are flowers so they are the same, but they are different also because they are different kinds of flowers. Ask students how a rose and a daisy are different.
- Once students have a firm understanding of same and different, excite them by playing “Cross the Room.” Explain that students will stand in a line and listen to the teacher’s question. If their answer to the question is “yes” invite students to “cross the room.”

Sample Questions

- “Do you like ice cream?” If yes, students cross the room.
- “Do you have a brother?”
- “Do you like playing games?”
- “Do you have long hair?”
- After each question, encourage students to make observations about how people are similar and different.
- Help students understand that all people share similarities and differences by asking questions such as: “What did you learn about each other by playing this game? Is everyone the same? How are we the same? How are some of our friends different?”
- Explain to children that differences make us special, or unique.

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Classroom Communities Are Diverse (continued)

- Read Aloud *Unique Monique* by Maria Rousaki. Help students understand the ways in which all people are unique by asking the following questions:
 - What does unique mean?
 - How did Monique show she was unique?
 - Why do you think she wanted to be so unique?
 - How would you feel walking into school looking different than other children? Why?
- Lead inquiry by asking students to think about and discuss the following questions with their pair-share partners:
 - “What do you think makes you unique?”
 - “What would happen if we were all the same? We all looked the same. We were all good at the same things.”
 - Introduce the independent activity and explain that students are going to make their own “I Am Unique” book using *Graphic Organizer A: I Am Unique*.
- Model how to complete each page of the book.

Independent Work

- Students work independently to complete their “I Am Unique” book. As students work, teacher circulates around the room offering assistance and monitoring students’ acquisition of content.

TEACHER TIP: Students may need more than one session to complete the book. For students who can write fluently, you may wish to use *Graphic Organizer B*. Bring students together in a small group to guide them in using the organizer.

- Provide additional support for students by having them draw the picture, then scribing for them.

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Classroom Communities Are Diverse (continued)

Assessment/Wrap-Up

- Students pair-share and take turns reading their “I Am Unique” books to one another.
- Students can pair-share with a partner their similarities and differences.
- Summarize the lesson’s objective by asking students to identify what makes them unique and similar.
- Listen to the pair-share conversations and review their “I Am Unique” books to assess the understandings gained.

TEACHER TIP: Attach “I Am Unique” books to the “Citizens of Our Classroom” bulletin board created in the Our Classroom Community lesson.

Additional Resources

- *I Like Me* by Nancy Carlson

Graphic Organizer A: I Am Unique

I Am Unique

By _____



Graphic Organizer A: I Am Unique

This is what I look like.

I have _____ hair and _____ eyes.



Graphic Organizer A: I Am Unique

I like to celebrate

with my family.



Graphic Organizer A: I Am Unique

My favorite food is



Graphic Organizer A: I Am Unique

My special talent or interest is



Graphic Organizer A: I Am Unique

My favorite place to visit is



Graphic Organizer B: I Am Unique

I Am Unique

By _____

This is what I look like.



Classrooms Have Rules

Focus Questions

What are classroom rules? Who makes the rules?

Lesson Objective/Teaching Point

Students will learn that schools and classrooms have rules to follow.

NYC Social Studies Scope & Sequence

- Rules affect children and adults.
- Children and adults have opportunities to contribute to the development of rules and/or laws.

Common Core Learning Standards for ELA and Literacy in History/Social Studies

RI.1.1: Ask and answer questions about key details in a text.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

Social Studies Practices and Historical Thinking Skills

Comparison and Contextualization:

- Identify similarities and differences between home and school.

Civic Participation:

- Identify and follow rules in the classroom and school.

Resources/Materials

- Chart paper for the development of class rules
- *Bluebird the Rule Bird Class Mascot* (cut out and attached to a wooden stick)
- Photograph of a bluebird:
http://commons.wikimedia.org/wiki/File:Western_Bluebird_-_male.jpg
- *Rules at School* by Katherine Scrapper

continued on next page

Classrooms Have Rules (continued)

- *Graphic Organizer: Rules I Follow*
- Crayons and writing tools

Vocabulary:

rule

Model/Demonstrate/Teach

- Review understanding from last lesson, **Classroom Communities are Diverse**. Last time, we learned how we are all special, or unique.
- Draw students in by introducing them to the classroom rules mascot “Bluebird the Rule Bird.” Say, “This is Bluebird the Rule Bird. The bluebird is one of the symbols of New York State, which is where we live. Bluebird is important to New York and it is going to be important to our class. Bluebird will help us to create our rules and teach us why they are important. It will make sure we follow and remember the rules all year long.” Project a photograph of a bluebird: http://commons.wikimedia.org/wiki/File:Western_Bluebird_-_male.jpg so students can see what the bird looks like in the wild.
- Identify the lesson focus by discussing the importance of class rules and asking the question: “What are the classroom rules and who should make them?” Use Bluebird the Rule Bird to teach the definition of a *rule*. A *rule* is something we follow that tells us how to act. Home rules may be different from school rules.
- Pair-Share: Activate prior knowledge by asking students to tell a partner what rules they have at home. “Partners, think together. What are some rules that you follow at home?” After pair-share, have 1-2 students verbalize to the whole class what they told their partner about home rules.
- Explain that just like at home, we have rules that need to be followed at school. Introduce the book *Rules at School*. Set purpose for reading: “Today we are going to think about some of the rules the children in the story follow, and make rules for our own classroom.”
- Read aloud *Rules at School* by Katherine Scrapper. Stop at various points and ask for students to verbalize their observations about the rules the children in the story have.
- Explain to the children that they are members of the classroom community so they get to decide on the classroom rules. Elicit responses from students by asking, “What do you think some important rules for our classroom might be?” Chart the rules (include illustrations/visual aids). After rules are charted, have students dramatize one rule at a time.
- Explain, “Today we will draw and write about how we follow classroom rules. Watch me as I draw and label myself following one of our classroom rules. Now I can try to write a sentence to go with my picture.”

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Classrooms Have Rules (continued)

Independent Work

- Students work independently on drawing/labeling a picture of themselves following one or more of the classroom rules from the rules chart using *Graphic Organizer: Rules I Follow*.
- As students work, circulate and ask, “Which rule are you following in your drawing?”

TEACHER TIP: As an alternative to *Graphic Organizer: Rules I Follow*, fold a piece of paper into sections and have them write and draw about how they follow more than one rule.

- Observe students’ writing and illustrations as an informal assessment.

TEACHER TIP: Create a “Classroom Rules” bulletin board to display students’ work.

Additional Resources

- *We Follow the Rules* by Robin Stern
- *Our Classroom Rules* by Nora Sotherden
- *School Rules (Go Facts)*
- *Know and Follow Rules* by Cheri J. Meiners

Graphic Organizer: A Rule I Follow

Name: _____ Date: _____

Draw and label a picture of yourself following one of the classroom rules.

A rule I follow is _____

Mascot Cut-Out “Bluebird the Rulebird”



Bluebird ClipArt—Image 2

CLKR.com, public domain

<http://vector-magz.com/clip-art-2/bluebird-clipart-item-2/>

Classroom Rules Are Important

Lesson 6

Focus Questions

Why do classroom communities have rules?

How do rules in our classroom community help us?

Lesson Objective/Teaching Point

Students will learn how classroom rules help us.

NYC Social Studies Scope & Sequence

Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.

- Rules are important.
- Schools and classrooms have rules for all to follow.
- Rules and routines keep people safe and healthy.

Common Core Learning Standards for ELA and Literacy in History/Social Studies

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Social Studies Practices and Historical Thinking Skills

Civic Participation:

- Demonstrate respect for the rights of others.
- Identify and follow rules in the classroom and school.

Resources/Materials

- Classroom Rules Mascot (Bluebird the Rulebird)
- Class rules chart (from previous lesson)
- *Know and Follow Rules* by Cheri J. Meiners

continued on next page

Classroom Rules Are Important (continued)

- *School Rules (Go Facts)*
- *Important Rules* song: <http://www.canteach.ca/elementary/songspoems41.html>
- Crayons and writing tools

Vocabulary:

respect, responsible

Model/Demonstrate/Teach

- Review the previous day's lesson by reminding students about the classroom rules chart they created together.
- Introduce today's lesson by stating: "Today we will learn why classroom communities have rules and how they help us."
- Draw students in by displaying the Classroom Rules Mascot (Bluebird the Rulebird) and ask students, "How does our Classroom Rules Mascot help us?"
- Invite students to pair-share with a partner before beginning a discussion as a whole class.
- To get students motivated, ask students to echo chant: *Bluebird helps us follow rules! Rules keep us safe in school!*
- Introduce *School Rules* by saying to the class: "We are going to look at some images, or pictures, of children in their classrooms and decide if they are following rules. Let's look together at these two pictures on page 5."
- Share the images with students and ask the discussion questions that follow; give children an opportunity to pair-share their thinking before discussing as a class.

TEACHER TIP: Images may be displayed using a document camera if available.

- Discussion questions:
 - Which children do you think are following the rules? How do you know?
 - What would our classroom be like if we did not have rules?
- Show students page 11 and ask the following discussion questions:
 - What rules are the children following in the image on the top of the page?
 - How are these rules helping them learn?
 - Why are rules important in a classroom community?

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Classroom Rules Are Important (continued)

- Read aloud *Know and Follow Rules* by Cheri J. Meiners. Activate thinking by asking students to describe what they see on the cover of the book and pair-share the rule the children are following.
- While reading the book, invite students to discuss which rules are being followed and why they are important.
- Explain the meaning of the following words as they appear in context in the read aloud:

Respect: thinking about the feelings of those around you and acting in a way that shows you care.

Responsible: doing what you know is right and acting in ways that show you can be trusted.

Group/Independent Work

- Dramatic Play: In pairs, students can act out one behavior that shows what it looks like to follow that rule and one behavior that shows how not to follow that rule.
- Describe/show a behavior on each card to assist students with this task, such as:

Safety Cards

- I Keep My Hands To Myself
- I Keep My Body To Myself
- I Line Up Quickly During A Fire Drill
- I Walk

Work and Play Cards

- I Take Turns
- I Share
- I Speak With My Soft Voice
- I Put Things Away

Respect Cards

- I Say Please
- I Say Thank You
- I Listen
- I Help Others

TEACHER TIP: Take photos of students as they dramatize the behaviors and post for classroom reference.

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Assessment/Wrap-Up**Summarizing the lesson's objective:**

- Have students pair-share what they learned from today's lesson, and ask: "If you had to tell someone why we have classroom rules and why they help us, what would you say?" Ask a few students to share their thinking with the entire class and chart student responses.
- Wrap up by singing the following song:

Important Rules

(to the tune of "Twinkle, Twinkle")

<http://www.canteach.ca/elementary/songspoems41.html>

Bluebird's rules for you and me,
See how important they can be.
Always be honest, kind and fair,
Always be good and willing to share.
These are rules we all should know,
We follow them wherever we go.

Students Have Roles and Responsibilities

Focus Question

What are a student's role and responsibility in the classroom?

Lesson Objective/Teaching Point

Students will learn that everyone in the classroom has roles and responsibilities.

NYC Social Studies Scope & Sequence

Children and adults have rights and responsibilities at home, at school, in the classroom, and in the school community.

Rights and Responsibilities

- Children have classroom responsibilities.

Common Core Learning Standards for ELA and Literacy in History/Social Studies

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name and supply information about the topic.

Social Studies Practices and Historical Thinking Skills

Civic Participation:

- Identify the role of the individual in classroom participation.

continued on next page

Students Have Roles and Responsibilities

(continued)

Resources/Materials

- Chart paper
- *Graphic Organizer: Job Badge*
- Pocket chart for classroom jobs
- *All About Responsibility* video clip (School Tube 3:16):
<http://www.schooltube.com/video/0471ab3cdb05f6e87c0/>
- *We Help at School* by Craig Rose
- *Classroom Helper Charades Cards*

Vocabulary:

role, responsibility, job

Model/Demonstrate/Teach

- Review understandings from previous lesson by stating: “During our last lesson we learned about classroom rules and how they help us.”
- Introduce the lesson focus and say: “Today we are going to learn about the roles and responsibilities that each of you have in our classroom. A role is like a job; for example, looking after our class pet. Responsibilities are the things you need to do that are part of your job or role. An example of a responsibility is to feed our class pet and make sure its cage is clean.” Provide additional classroom specific examples.
- Show “All About Responsibility” video that can be accessed at: <http://www.schooltube.com/video/0471ab3cdb05f6e87c0/>. Pause the video and have students discuss after each example of a responsibility is explained. This will ensure students are processing each example as it arises and not waiting until the end of the video.
- After viewing the video, invite students to talk to a partner about the following questions:
 - What did you learn from the video about your responsibilities as a student?
 - What does it mean to ‘follow through’ with something?
- Work with the class to generate a list of the actions for which the students think they should be held responsible.

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Students Have Roles and Responsibilities

(continued)

- Use the list of actions to create a Classroom Responsibility Chart. A sample is below:

Classroom Responsibility Chart
<p>It is my responsibility as a student to:</p> <ul style="list-style-type: none"> • Participate in conversations • Work respectfully with my partner • Share classroom materials • Pay attention during lessons • Follow the rules • Do my classroom job to the best of my ability

- Read aloud the book *We Help at School*.
- Invite students to pair-share with a partner and discuss the different jobs that are featured in the text by asking: “What jobs did the students have in the book? Why are these jobs important?”
- Allow students to share responses with the whole class after pair-sharing.
- Assign specific jobs to students (e.g., line leader, library helper, table monitor, lunchtime helper). Explain that these jobs will be rotated periodically. Create/use a pocket chart where student jobs can be easily displayed.

Group/Independent Work

- Students create a “job badge” by drawing and labeling an illustration that represents their assigned classroom job. Students can use various art materials (crayons, markers, etc.) to decorate their badge. Students can also cut out their badges and wear them. (Badges can also be laminated.)

TEACHER TIP: Write the name of the student’s job and have children draw what they will be doing on the badge.

Sample Job Badge



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Students Have Roles and Responsibilities

(continued)

- After students have completed their badges have them act out their roles in small groups.
- As an extended or alternative activity, students can play “Classroom Helper Charades” by working in groups to help one another solve everyday problems in the classroom.
- Discuss how students in a classroom help each other and have important roles, or responsibilities.
- Ask students, “How do students help one another in the classroom?” (Possible responses: sharing, taking turns, helping with group work, helping read a difficult word).
- Ask one student to pick a Classroom Helper Card out of a hat (or other receptacle). Student can either read the card or teacher can read the card. Student then acts out the scenario described on the Classroom Helper Card. The rest of the students try to guess what the student is demonstrating and identify which job belongs with the action.

Classroom Helper Charades

- pick up a friend’s pencil
- recycle a piece of paper
- tie a friend’s shoelace
- clean up a mess
- hold the door for a friend
- pass out supplies
- give out snacks

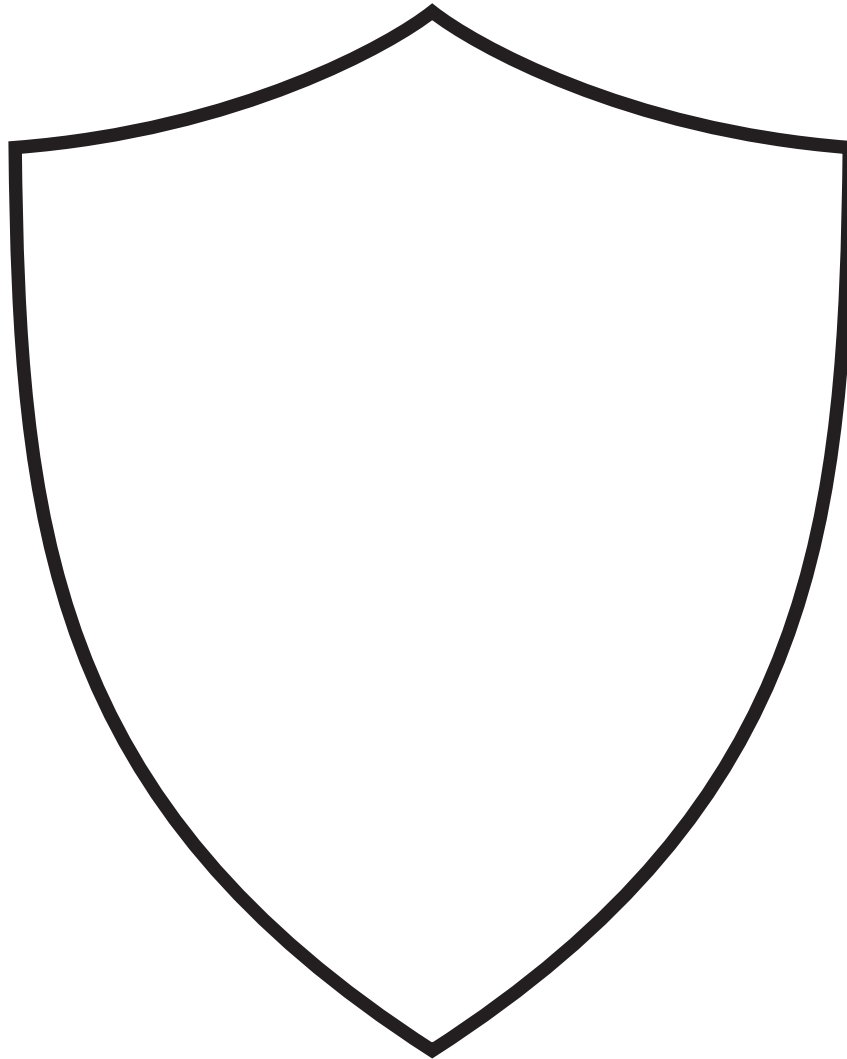
Assessment/Wrap-Up

- Have students pair-share and talk about their job badge and the responsibility it entails.
- Have children verbally reflect on why having a job at school is important.
- Listen to the children’s talk and watch as they act out their roles during Independent/small group time to assess if they have internalized the concept of roles and responsibilities.

TEACHER TIP: Periodically rotate the job schedule and have students create new badges to reflect their new responsibility within the classroom.

Graphic Organizer: Job Badge Template

Name: _____ Date: _____



Classroom Helper Charades Cut-Out Cards

Cut out and have students pick out of a hat

Pick Up A Friend's Pencil

Tie A Friend's Shoelace

Pass Out Supplies

Pass Out Lunchbags

Recycle A Piece Of Paper

Hold A Door For A Friend

Clean Up A Mess

Give Out Snack



Schools Have a Purpose

Lesson 8

Focus Questions

What happens in schools? Why are schools important parts of a community?

Lesson Objective/Teaching Point

Students will learn that schools are places designed to help them learn.

Students will learn that schools have mottos, mission statements, or special songs.

NYC Social Studies Scope & Sequence

Children and adults have rights and responsibilities at home, at school, in the classroom, and in the school community.

- Schools are special-purpose buildings.
- A school community helps children learn.
- A school community helps in many ways (health, etc.).
- School communities have missions, special songs, mottos.

Common Core Learning Standards for ELA and Literacy in History/Social Studies

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name and supply information about the topic.

Social Studies Practices and Historical Thinking Skills

Civic Participation:

- Participate in activities that focus on a classroom or school issue or problem.

continued on next page

Schools Have a Purpose (continued)

Resources/Materials

- School Motto
- *Where Are We?* by Cathy Torrisi
- Large art paper
- Sketching materials
- Access to Google Maps or enlarged image of aerial view of your school
- Bluebird The Rulebird

Vocabulary:

community, school mission statement, motto

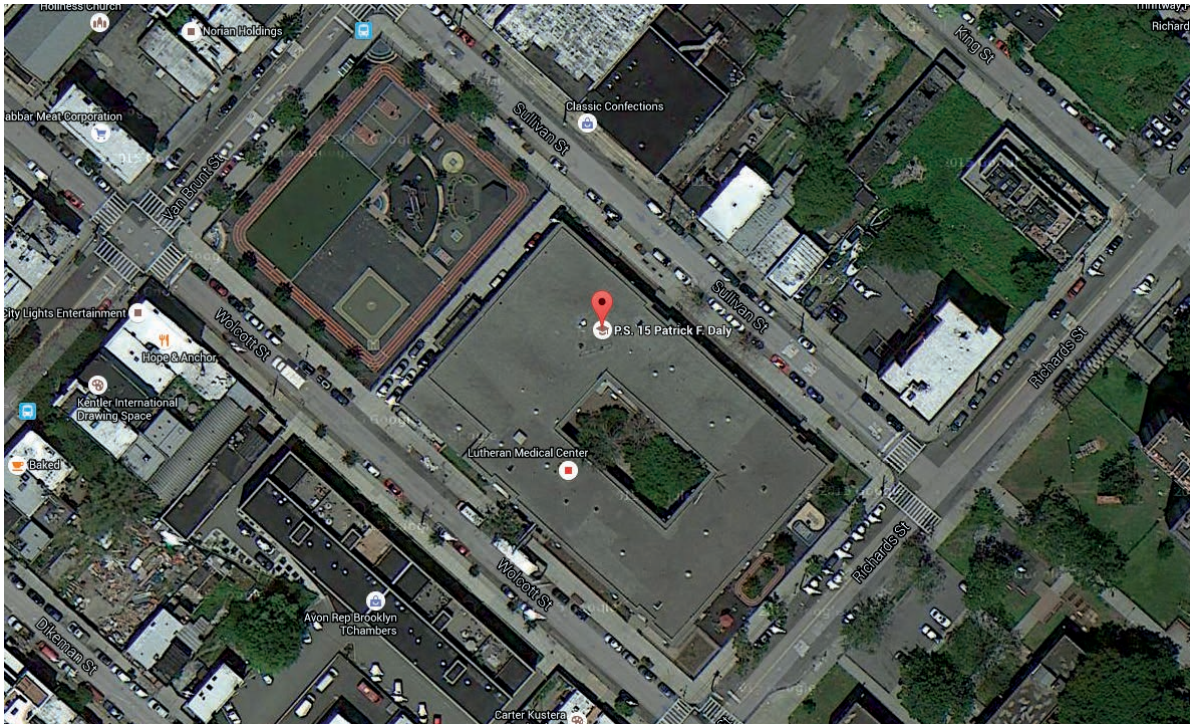
Model/Demonstrate/Teach

- Review understanding from the previous lesson and introduce the lesson focus for the day. Start by stating: “Last time, we learned about rules and how they help us in the classroom. Today, we’re going to learn about schools and why they are important.”
- Engage students in a pair-share. Pose the following questions: “Why do you think we have schools? Tell your partner your thinking.”
- After students pair-share, ask a few students to share their responses with the class.
- Ask students if they have any idea what the world looks like from high above. Some students may have experienced a plane ride and will be able to comment on what homes and streets look like from an aerial view.
- Show students an aerial image of their school using Google Maps-satellite view. Explain what an aerial image is: “This is how Bluebird the Rulebird would see our school if he were flying above it.” Explain that what they see is the school building and other surrounding buildings. Help students understand that their school is part of a larger community.

continued on next page

Schools Have a Purpose (continued)

Aerial image of a NYC school



P.S. 15K, Patrick F. Daly Google Maps

- Say to the students: “Now we are going to find out what’s inside our school. Examine school maps on pages 2–7 in *Where Are We?*” Ask the students, “What do you see in these pictures that you may also see in our school?”
- After students respond, say “Let’s look for these things in our school by taking a school learning walk. We are going to get back on our *magical school bus* to tour the school building. Let’s take Bluebird The Rulebird with us.”
- Take students to visit various places in the school (e.g., nurse’s office, main office, cafeteria, library, security desk, etc.).
- After the walk, create a large double circle map (image below). Invite students to share their responses to the focus question: “What happens in schools? Why are schools important parts of a community?”
- As students share their responses, add them to the larger outer circle. The circle map will serve as an informal assessment.

TEACHER TIP: If the school has a mission statement, motto, or special song, share these with the students.

continued on next page

Schools Have a Purpose (continued)

Sample Circle Map



- Students can create a 2-D mural of their school. Explain the meaning of the word mural by stating: "A mural is a very large painting. We are going to create a mural of our school to show where everything is located and what we have in our school."
- Label the mural as a class. The mural does not have to be completed in one class period. It is an ongoing project throughout the remainder of the unit.

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Schools Have a Purpose (continued)

Aerial image of a NYC school

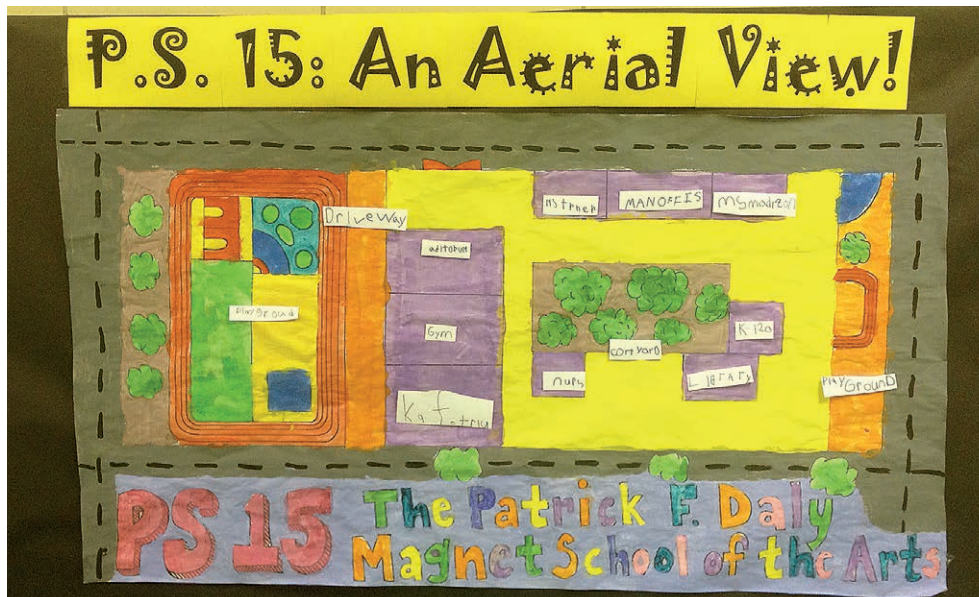


Photo taken by teacher

Assessment/Wrap-Up

- Invite students to talk with a partner by saying: “Think about everything you have learned today. With your partner, come up with three places in our school and why you think those places are important.”
- Student partners share responses with the whole class.
- Refer to the school’s mission statement, motto, and/or special songs. Wrap up by leading students to understand that the words help us remember what happens in school and why their school is important.
- Listen to children’s talk to assess if they have gained the understandings as set out by the lesson’s objectives.

People in a School Community

Lesson 9

Focus Questions

Who are the people in our school community?

How do the people in our school community help each other?

Lesson Objective/Teaching Point

Students will learn that a school community is made up of different people who have specific jobs and responsibilities.

Two day lesson

NYC Social Studies Scope & Sequence

Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

- Many people work in schools and have different jobs and responsibilities.
- A school community helps in many ways (health, etc.).
- A school is made up of diverse people and students.

Common Core Learning Standards for ELA and Literacy in History/Social Studies

R1.K.1: With prompting and support, ask and answer questions about key details in a text.

R1.K.2: With prompting and support, identify the main topic and retell key details of a text.

R1.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing and state an opinion or preference about the topic or book.

SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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People in a School Community (continued)

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4: Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

Social Studies Practices and Historical Thinking Skills

Gathering, Interpreting and Using Evidence:

- Ask Questions

Civic Participation:

- Identify the school principal and his/her role within the school.

Resources/Materials

- Circle Map from previous lesson
- Chart paper
- Markers
- *Who's Who in a School Community* by Jake Miller
- *Who Works at My School?* by Emerson Fronczak
- *Graphic Organizer: RAN chart* (Tony Stead Reality Checks)
- *Graphic Organizer: Who Helps in Our School?*
- Poster paper

Vocabulary:

principal, secretary, custodian/janitor, nurse, cafeteria workers

TEACHER TIP: This lesson will span the course of two days. Students will interview various school community members. Prior to starting the lesson, set up appointments for one or more community member(s) to come to the classroom for an interview. These could include the principal, secretary, nurse, librarian, physical education teacher, art teacher, or a safety agent.

continued on next page

People in a School Community (continued)

Day 1

Model/Demonstrate/Teach

- Review understandings from previous lesson and introduce the lesson focus by saying: “In our last session, we learned about what happens in school and why schools are an important part of our community. There are many different people who have different jobs and responsibilities and we saw these people in the places we visited during our school learning walk. All of these people work together to make the school a happy and safe place for children to learn and grow.”
- Activate prior knowledge by asking students: “Who are the adults whom you see in our school community?” (Possible responses: principal, assistant principal, nurse, secretary, custodian, safety officer, art teacher). Inform students that the class will be interviewing and learning more about some of these staff members.
- Introduce the book *Who’s Who in a School Community?* Have students pair-share what they notice about the adults in the school community from the book. Ask: “How do the adults in the book compare with the adults in our own school community?”

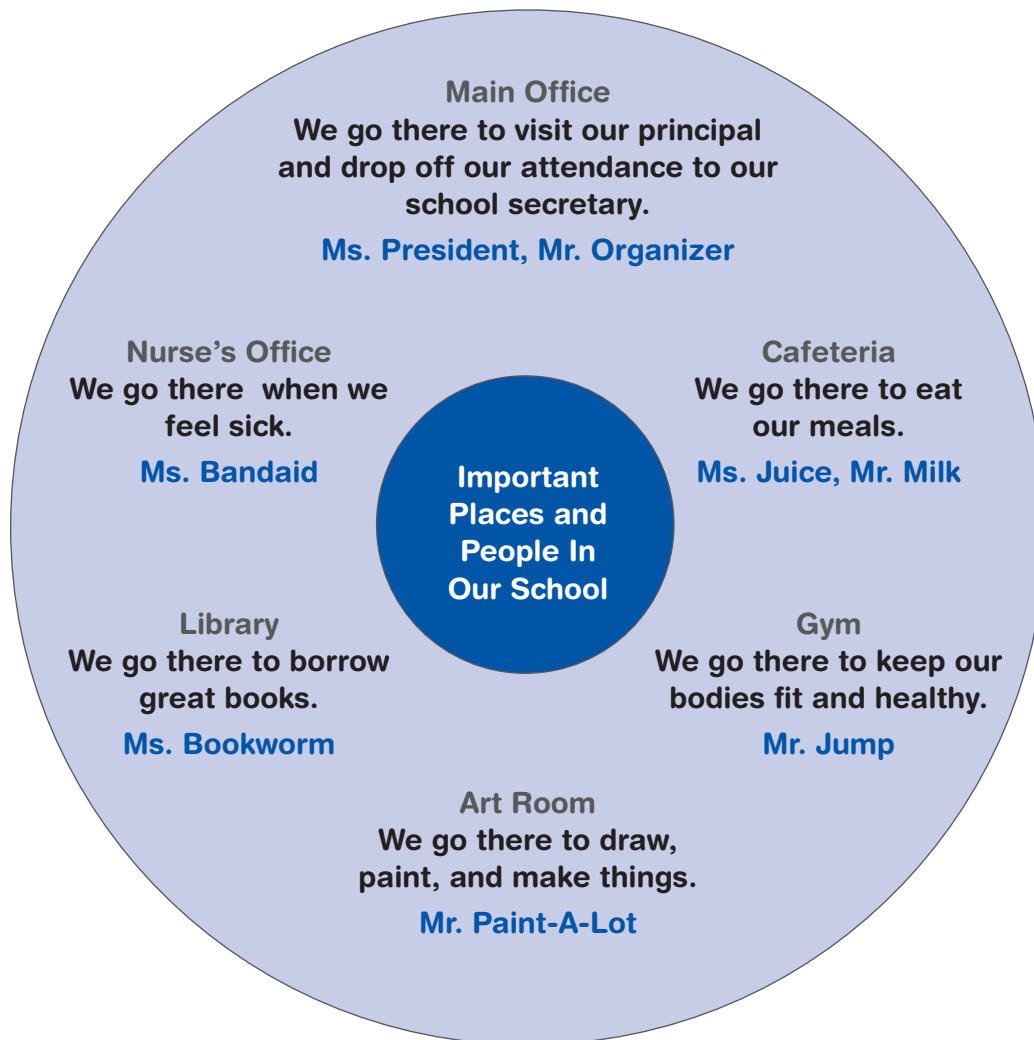
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People in a School Community (continued)

Circle Map/Interactive Writing

Refer to the circle map created in the previous lesson. Add the names of the school community members to the map. For example:

Sample Circle Map



Independent Work

- Students work independently to draw and label a picture of a school worker that they learned about. Students will state something they learned and tell how the person helps the school. Students can also dictate/write one or two facts about that person. These drawing/writing pieces will be used for a poster that will be created about the different school workers.

continued on next page

People in a School Community (continued)

Day 2 Interviews

Model/Demonstrate/Teach

- Briefly review understandings from the previous lesson and say: “In our last lesson, we learned that the members of our school community have jobs and these jobs help us. Today we will prepare to interview the members of our school community. In order to do so, we need to think about the questions we will ask and organize our thoughts about each person before we invite them to our class.”

TEACHER TIP: Prior to bringing in the first school staff member to interview, complete a RAN chart with students about that specific person. A RAN chart is an adaptation of a KWL chart.

- Activate Prior Knowledge: Explain that the RAN chart has three columns, the first column is red and the other two are blue. Label the first column: What do I think I know (*if it's red it's in my head*), the second column: Confirmed: We were right! (*if it's blue it must be true*) and the third column: New Learnings (*if it's blue it must be true*).

Graphic Organizer: RAN Chart

<p>What do I think I know? If it's red, it's in my head!</p> 	<p>Confirmed: We were right! If it's blue, it must be true!</p> 	<p>New Learnings: If it's blue, it must be true!</p> 

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People in a School Community (continued)

Group Work

- Prior to starting the interview, have students generate a list of questions that they wish to ask the school worker. Remind students to make eye contact when speaking and to speak loud enough to be heard.

Sample questions:

- What are some things that you do?
 - Why did you choose to do this job?
 - What is the most important part of your job?
 - What is your favorite/least favorite part of the job?
 - What is challenging/easy about your job?
 - What kind of education do you need to do your job?
 - Do you use any special materials/tools in your job?
- Have students draw/write onto a sticky note one thing they think they know about the job of the person they are interviewing. Teacher may also scribe for students on each post-it. Place the sticky notes in the first column of the RAN chart.
 - After the interview, students will move any facts that were true to the Confirmed column. Students will draw/write any New Learnings and place them in the final column.

TEACHER TIP: Take pictures of students as they are conducting their interviews; these can be used on the poster.

- After the interview, have students complete their New Learning sticky note and share with the class. *Complete the Graphic Organizer: Who Helps in Our School.*

TEACHER TIP: Have students act out the various school jobs in dramatic play.

- **Optional Small Group Support:** Use *We Help at School* as a small group shared reading activity for children who are struggling to grasp the concept of school workers.

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People in a School Community (continued)

Assessment/Wrap-Up

- Bring students together to do a final pair-share of their work product. Instruct students to tell their partner about the school staff member that they drew/wrote about. Students should state if they would want/not want to have that job and why.
- After the pair-share, have several students share their drawings with the class.
- Return to the lesson purpose by asking students, “Who are the various school staff members that we learned about today and what are their jobs? Why are they important to our school?”

Additional Resources

Place the books below, or books with similar content, in a social studies book bin for students to browse during independent reading time:

- *My School: Meet the Principal* by Elizabeth Vogel
- *What Does the Principal Do?* by Rita Kidde
- *My School: Meet the School Secretary* by Elizabeth Vogel
- *What Do School Secretaries Do?* by Rita Kidde
- *What Does the School Nurse Do?* by Winston Garrett
- *What Does a Janitor Do?* by Rita Kidde
- *My School: Meet the Cafeteria Workers* by Elizabeth Vogel

Graphic Organizer: Who Helps in Our School?

Name: _____ Date: _____

All about the

I learned that they help our school by _____

Because _____

Rules of a School Community

Focus Questions

What are the rules of our school community?

How do rules in our school community help us?

Why do school communities need rules?

Lesson Objective/Teaching Point

Students will learn that schools have rules and these are important to keep everyone safe and healthy.

NYC Social Studies Scope & Sequence

Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

- A school community helps children learn.

Rules affect children and adults and people make and change rules for many reasons.

- Schools and classrooms have rules for all to follow.
- Rules are important.

Common Core Learning Standards for ELA and Literacy in History/Social Studies

R1.K.1: With prompting and support, ask and answer questions about key details in a text.

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

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Rules of a School Community (continued)

Social Studies Practices and Historical Thinking Skills

Gathering, Interpreting and Using Evidence:

- Ask questions.

Civic Participation:

- Identify and follow rules in the classroom and school.

Resources/Materials

- Class Rules (from beginning of Unit, lesson 1 and 2)
- Bluebird the Rulebird Class Mascot
- *Safe at School* by Nicole DeSalle
- Pocket chart
- Chart paper
- *Rules Sorting Cards*
- “Important Rules” song <http://www.canteach.ca/elementary/songspoems41.html>
- Graphic Organizer: *School Rules Are Important*
- Graphic Organizer: *School Rule*

Model/Demonstrate/Teach

- Start by saying to students, “Remember the Classroom Rules we created in the beginning of the unit and how our class mascot, Bluebird the Rulebird, reminds us about following rules? Well, schools have rules too. Some rules around the school building are the same as our classroom rules, and some are different. Today, we are going to read a book to help us learn about school rules to follow. These rules keep us safe and allows all students to be able to do their very best learning.”
- Read aloud *Safe at School* to help students generate ideas for the School Rules Chart. While reading, pause to guide student discussion.
- After reading page 2, pause and discuss the following question: “How do we show that we are following rules when entering the school building?” “Why do you think these rules are important?”

continued on next page

Rules of a School Community (continued)

- After reading page 9 pause and ask, “How do we show that we are following rules at lunchtime? Why are these rules important? What would happen if we didn’t follow these rules?”
- After reading page 11 pause and ask, “What would happen if we did not follow rules on the playground?” and after page 13, ask, “What do we do during a fire drill and why is it important to follow directions?”
- After reading the book, students pair-share the rules they learned from the read aloud as teacher charts their responses.

Sample School Rules Chart

School Rules
1. Always walk in the hallways.
2. Listen to all teachers and adults.
3. Follow fire drill procedures.
4. Follow playground rules.
5. Always keep your hands to yourself.
6. Use an indoor voice.

- Use a pocket chart or T-chart to sort the *Rule Sorting Cards*. Say: “Listen as I read each card. Think about whether it is a classroom rule or not.” Invite students to interactively sort the *Rule Sorting Cards*.

Is this following a rule?

Yes!	No!

TEACHER TIP: Laminate the cards and leave the sorting chart for display in the Social Studies center for students to complete independently or with a partner at a later time.

continued on next page

Rules of a School Community (continued)

Independent Work

- Students write and draw what they learned about school rules using *Graphic Organizer: School Rules Are Important* and *Graphic Organizer: School Rule*.
- As students work, circulate and have students explain their thinking. This will serve as an informal assessment of children's understanding of the lesson's objectives.

TEACHER TIP: The writing and illustrations can be used to display on a “School Rules” bulletin board or compiled into a class book.

Assessment/Wrap-Up

- Invite students to talk to a partner and ask the questions: “What are some school rules that are the same as classroom rules? What are some school rules that are different than classroom rules?”
- Share students' responses with the whole class.
- Conclude the lesson by revisiting the “Important Rules” song from previous lesson *Classroom Rules Are Important*: <http://www.canteach.ca/elementary/songspoems41.html>.

Bluebird's rules for you and me,
See how important they can be.
Always be honest, kind and fair,
Always be good and willing to share.
These are rules we all should know,
We follow them wherever we go.

Rule Sorting Cards (Cut-outs)

Raise your hand if you have something to say.



Use a quiet voice when working or playing.



Run around the classroom.



Use your hands on other people.



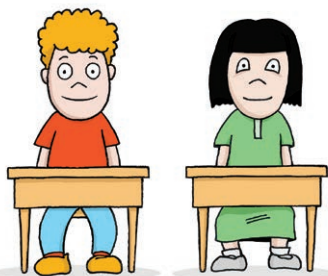
Scream and shout.



Walk around the classroom.



Stay in your seat/space.



Treat classroom materials with care.



Illustration: Will Lovell, Vanguard Direct

Graphic Organizer: School Rules Are Important

Name: _____ Date: _____

Why is it important to follow school rules?

It is important to follow school rules because _____

Graphic Organizer: One School Rule

Name: _____ Date: _____

One school rule

One school rule is _____

Good Classroom Citizens

Lesson 11

Focus Question

What is a good citizen of a classroom/school community?

Lesson Objective/Teaching Point

Students will demonstrate understanding that considerate classmates are good citizens who help each other in many ways.

NYC Social Studies Scope & Sequence

Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

The School and Classroom Community

- Members of a classroom deserve to be heard and deserve respect.

Rights and Responsibilities

- Citizens are members of communities.
- Citizens have rights and responsibilities.
- People can be citizens of the school, neighborhood, and the United States.

Common Core Learning Standards for ELA and Literacy in History/Social Studies

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

Social Studies Practices and Historical Thinking Skills

Civic Participation:

- Demonstrate respect for the rights of others.
- Identify the role of the individual in classroom participation.
- Identify and follow rules in the classroom and school.

continued on next page

Good Classroom Citizens (continued)

Resources/Materials

- *All About Respect* video (2:48):
<http://www.schooltube.com/video/ac4c08ec736067762d2b/All%20About%20Respect%20Song-%20%20%20%20%20%20%20%20Respect%20Stories%20from%20Mr.%20Stanley>
- *We Are Citizens* by Laine Falk
- Graphic Organizer: *Child's Body Cut-out*
- Markers/Crayons

Vocabulary:

citizen, community

Model/Demonstrate/Teach

- Review understandings from last lesson about how rules are made to keep us safe and introduce the lesson focus for the day. Remind students about Bluebird the Rulebird. Explain to students that when they follow the rules, they are being respectful and good citizens of the classroom and entire school community.
- Students can watch the *All About Respect* video. Encourage students to sing along.
- After the video, present the following questions for discussion:
 - How is Mr. Stanley showing respect in this video?
 - What do you think respect means?
- Read aloud *We Are Citizens* and ask students to pay close attention to pages 4 and 5. Pause to explain that:
 - a **citizen** is a person who is part of a group. People are citizens in many places: home, school, and community.
 - a **community** is made up of a group of people who have things in common such as: the place they live, the school they go to, or their culture.
- Model a think-aloud and say: “I can tell that this boy is being a good citizen in his neighborhood by helping his mom or neighbor shovel the snow. This is helpful because it will clear a path so that people can walk on the sidewalk safely.”

continued on next page

Good Classroom Citizens (continued)

- Examine the remaining four images and have students engage in a pair-share conversation for each image. Remind them that partners discuss with each other what they think the children in these pictures are doing to show that they are being a good citizen.
- Ask two or three student partnerships to share their thinking.
- Read the remainder of the book *We Are Citizens*. On each page, students can discuss the various ways that good citizenship is displayed for that specific area. Say to students: “When you are being a good citizen, you are being respectful to yourself and the people around you.”
- Say to students: “Today, we are going to design a Body cut-out and draw ideas of what it looks like to be a good citizen.” Activate student thinking by modeling aloud while filling in the body: “I am drawing myself putting my toys away to show being a good citizen in the classroom and at home. I am drawing myself helping set the dinner table. I am drawing myself recycling my garbage. I am drawing myself watering plants, etc.”

Independent Work

- Each student receives a Body cut-out and draws pictures in the body to show how they can display good citizenship.
- Students can write a sentence to describe what the picture shows. As students work, the teacher should circulate and discuss the drawings with students.

Assessment/Wrap-Up

- Bring class together to share their work. Engage students in a pair-share and say, “Partners, you’re going to show each other your work and discuss what you drew to show that you are a good citizen.” Have several pairs share responses with the whole class.

TEACHER TIP: Display the Body designs on a “We Are Good Citizens” bulletin board. Refer to it throughout the school year to promote these positive behaviors.

- Students share what they learned about being a good citizen in their classroom/school community. Students demonstrate understanding of how to be a good citizen.
- Sample possible responses
 - follow the rules
 - treat others nicely
 - play fairly
 - share, take care of each other and classroom materials

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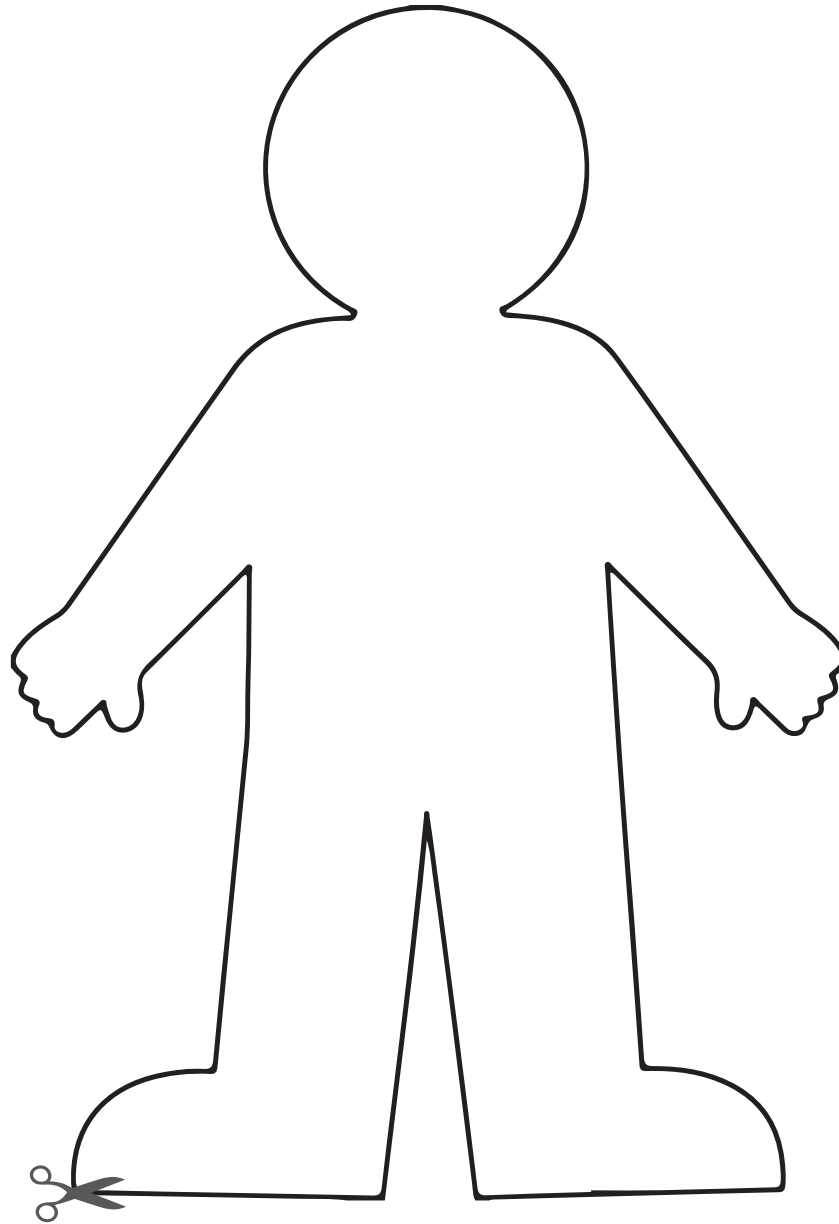
Good Classroom Citizens (continued)

Additional Resources

- *Do You Take Turns?* by Joanne Mattern
- *Do You Share?* by Joanne Mattern
- *Be a Good Citizen* by Bonita Ferraro
- *Respecting Others* by Robin Nelson

Graphic Organizer: I Am a Good Citizen!

Name: _____ Date: _____



Assessment Option 1

Name: _____ Date: _____

What is my role in school?

Assessment Option 2

Post-Unit 1 Assessment: Student Recording Form (Teacher scribes student responses)

Name: _____ Date: _____

Draw and label a picture of something in the classroom that helps you learn.

Assessment Option 2

Name: _____ Date: _____

Draw and label a picture of yourself following a classroom or school rule.

Assessment Option 2

Name: _____ Date: _____

Draw and label a picture of a school worker.

Assessment Option 2

Name: _____ Date: _____

Draw and label a picture of yourself being a good citizen in the classroom or school.

Assessment Option 2

Name: _____ Date: _____

Draw and label a picture of your role as a student in the school community.

Assessment Option 2 Data Recording Grid

Student Names										
Content Knowledge										
Role in Classroom Did the student draw/write about...										
• Classroom job										
• Following rules										
• Working with peers										
• Working with teachers										
• Working in various centers										
Purpose of School Did the student draw/write about...										
• Various school workers										
• School rules										
• Purpose of school building										
Good Citizenship Did the student draw/write about...										
• Helping others										
• Being responsible										
• Being respectful										



My School and School Community

IV. Additional Resources



P.S. 166 Queens, New York City
Photograph by Chris Cassidy

Unit Planning Template

Essential Question:

Focus Questions



Connected Academic Vocabulary



Student Outcomes

What the student should know and be able to do by the end of the unit:

Content, Concepts, Understandings, and Skills

Performance Tasks and Formative Assessments

Lesson Plan Template

Integrating Social Studies Content, Common Core Learning Standards for ELA and Literacy, and Social Studies Practices

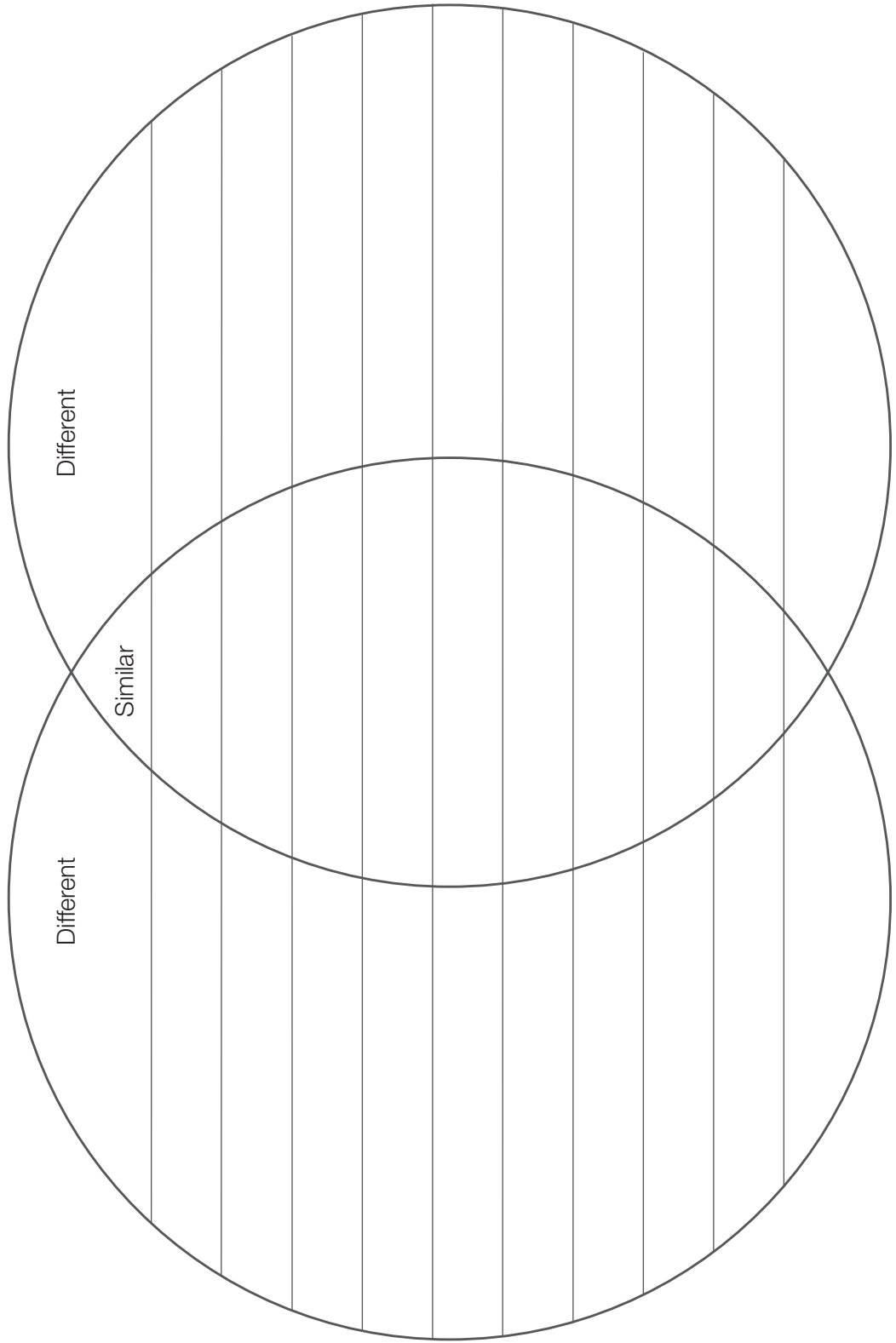
Unit:	Focus Question:
Lesson Objective/Teaching Point:	Sequence: Lesson X of X
NYC Social Studies Scope & Sequence:	Common Core Learning Standards for ELA and Literacy in History/Social Studies:
Social Studies Practices and Historical Thinking Skills:	
Resources/Materials:	
Introduce the Lesson/Motivate Students: (10 minutes)*	
Model/Demonstrate/Teach: (5–10 minutes)	
Group/Independent Work: (10–15 minutes)	
Assessment/Wrap-Up: (15 minutes):	

*Suggested times will vary according to lesson content and individual class needs.

Venn Diagrams

Name: _____ Date: _____

Topic: _____



KWL Chart




Name: _____ Date: _____

Topic: _____

K What I Already Know	W What I Want to Know	L What I Have Learned

RAN Chart

Name: _____ Date: _____

<p>What do I think I know? If it's red, it's in my head!</p> 	<p>Confirmed: We were right! If it's blue, it must be true!</p> 	<p>New Learnings: If it's blue, it must be true!</p> 

RAN Strategy by Tony Stead. Used with permission of author.

New York City



New York City, 5 Boroughs Map

Rainer Lesniewski/Shutterstock®

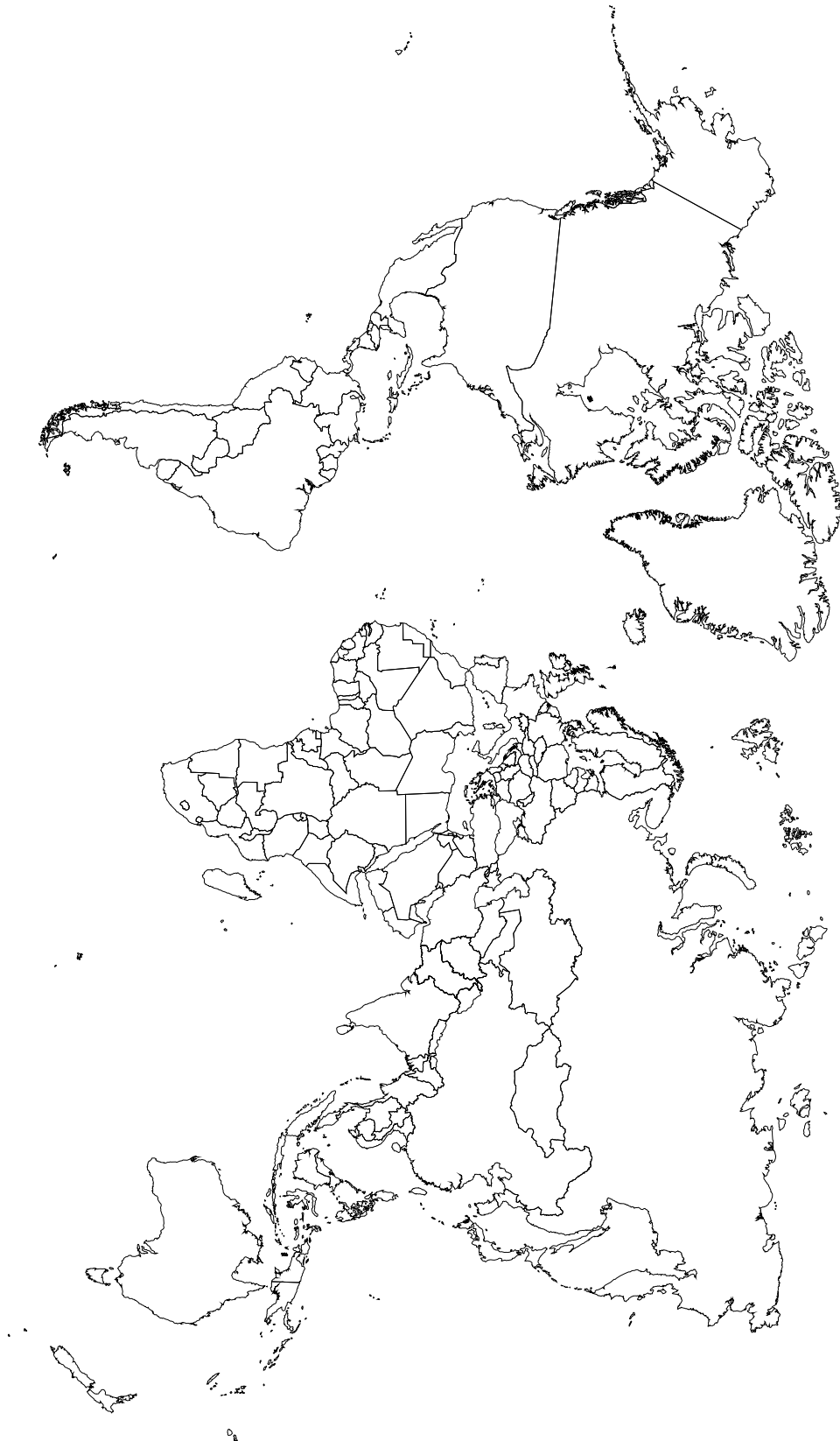
The United States of America



The United States Of America Map In Vector Design

Dr. Flash/Shutterstock

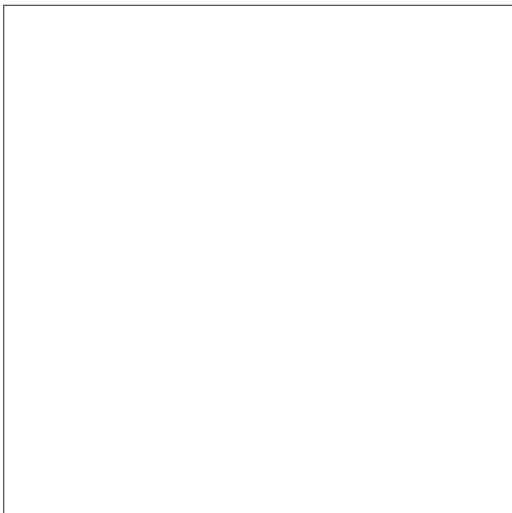
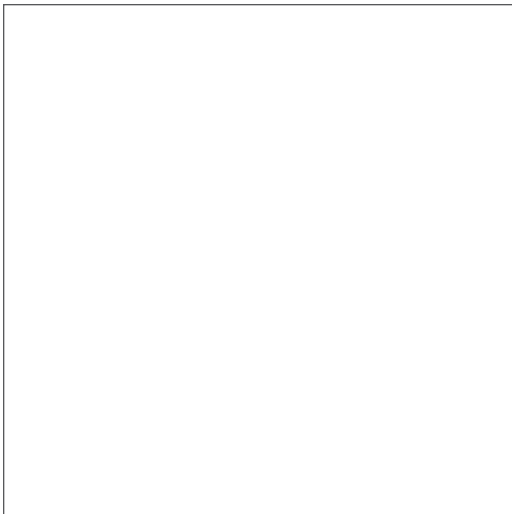
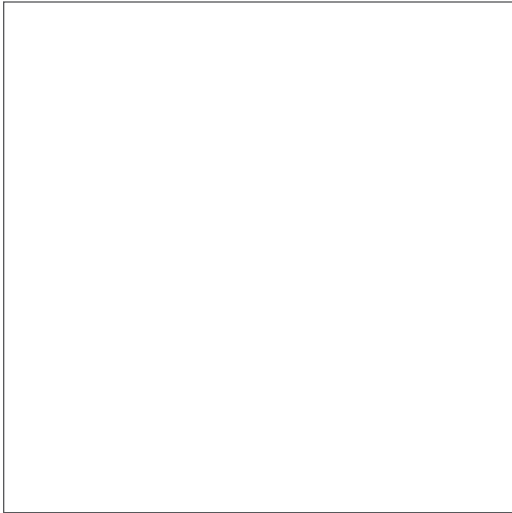
Continents and Oceans of the World



World Map with Country Borders
Paul Stringer/Shutterstock

All About

Name: _____ Date: _____



My Opinion

Name: _____ Date: _____

Topic: _____

I think _____

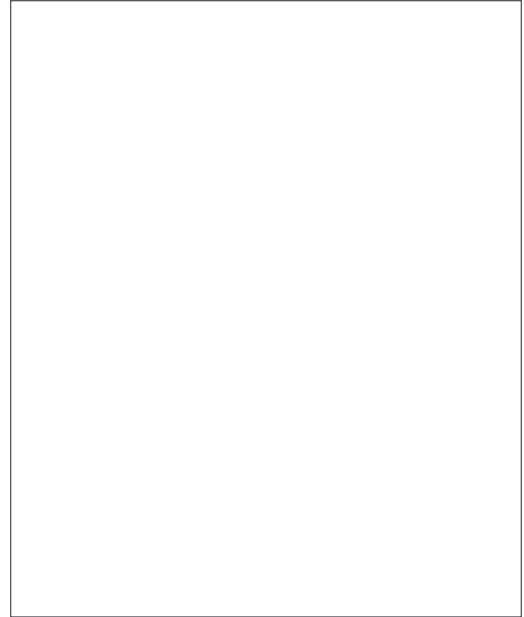
Why?

Reason 1	Reason 2	Reason 3

Main Idea and Details

Name: _____ Date: _____

What I learned



I can say more about it

My Opinion

Name: _____ Date: _____

I used to think...	Now I know that...

Fun Fact

Name: _____ Date: _____

Fun Fact

All About

Name: _____ **Date:** _____

Written by _____

ABC Book About

Name: _____ Date: _____

ABC

Written by _____

ABC Book About

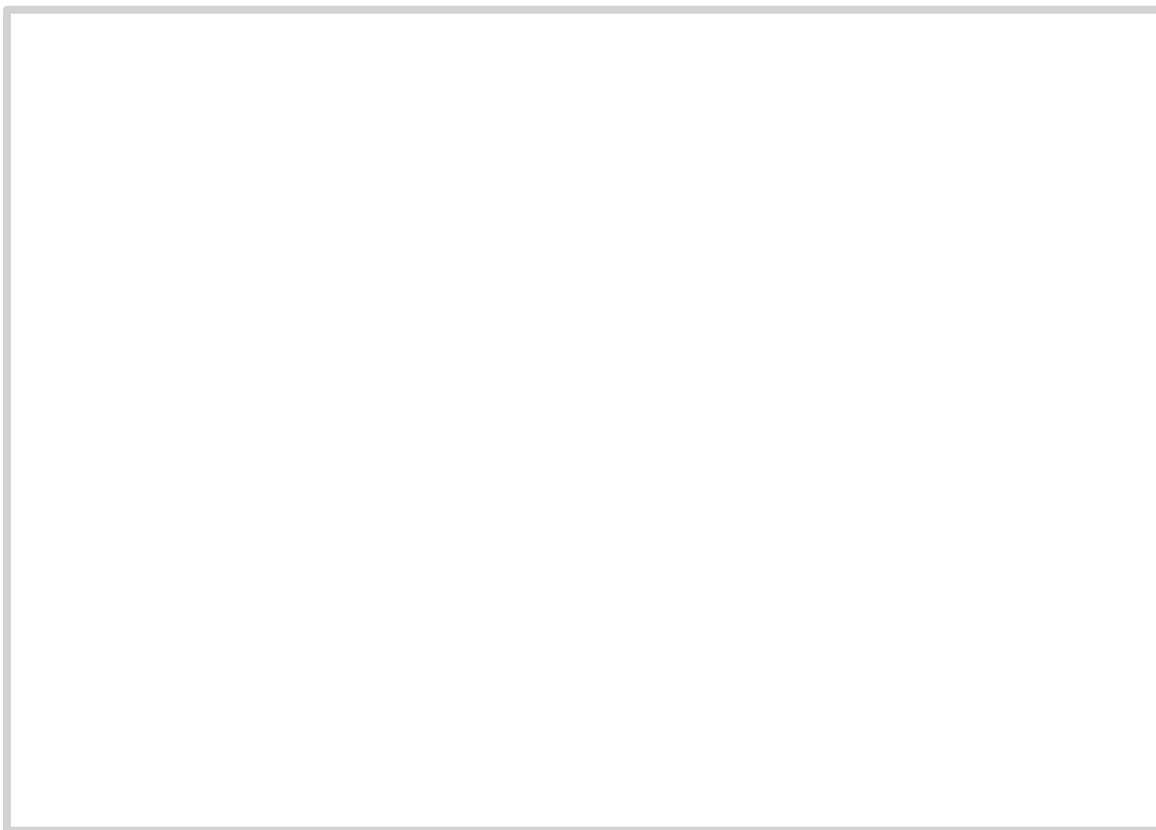
Name: _____ Date: _____

A

is for

ABC Book About

Name: _____ Date: _____



Bb _____

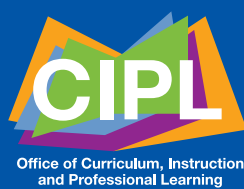
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My School and School Community