

1st Grade Social Studies(Master)

Teacher: Master Map



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
August	<p><u>August Week 1-2</u></p> <p>How do we get along in school?</p> <p>What are my responsibilities as a classmate?</p> <p>What is cooperation, and how can I cooperate?</p> <p>How do you know if you are a responsible team member?</p> <p>How do you know if you are a responsible leader?</p> <p>What qualities make a responsible leader? Can those qualities change?</p> <p>How do you know when you are working on an effective team?</p>	<p>Talking, listening, sharing, and taking turns helps us create a cooperative environment in school. Cooperating with each other helps us get things accomplished.</p> <p>Students will</p> <ul style="list-style-type: none"> • Use and understand the terms share, talk, listen, take turns • Identify student responsibilities in school • Identify the benefits of cooperating • Name four ways to cooperate • Share ideas with a partner • Describe characteristics of responsible leaders • Identify attributes of responsible team members • Demonstrate ability to be both a leader and team member • Identify American and Colorado Flag 	<p>Tell ways to get along in school; identify images that show sharing , taking turns, listening, and talking</p> <p>Name at least 3 advantages to cooperation (makes it easier, faster, more fun...)</p> <p>List characteristics of responsible team members and team leaders</p> <p>Cooperate during a team activity</p>	<p>Read and discuss folk tale, <i>Two Goats on a Bridge</i> (directions p. 3 of lesson guide, info master 1A) about not cooperating</p> <p>Play game <i>Two on Task</i> (directions p. 3, drawing paper, crayons) to identify the benefits of cooperation</p> <p>Big Book 1.1-1.4: How do we get along, transp 1A</p> <p>Teach and sing <i>The Getting Along Song</i> (CD track 1, written lyrics on master 1B)</p> <p>Reading Further: A Place to Share & Big Book--how someone turns a vacant lot into a garden, but when there is a problem, neighbors work together to solve it.</p> <p>Vacant Lot: class agrees on how to use a vacant lot, and students draw their version in interactive notebook</p>	<p>SS Alive! Ch 1</p> <p>Interactive notebooks</p> <p>info masters 1A & B</p> <p>Transp 1A & B</p> <p>CD track 1</p> <p>Big Book</p> <p>PBS strategies and expectations</p> <p>Kagan strategies</p> <p>www.scholastic.com (interactive web site)</p> <p>National Geographic Kids Magazine & website www.nationalgeographickids.com</p> <p>www.crayola.com</p> <p>Junior Achievement</p> <p>El Pueblo Museum</p> <p>Gary Holder & Nicole Pirraglia @ Arts Center</p>

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					Weekly Readers usbombooks.com
September	<p>September Week 1-2</p> <p>A. Why is it important to learn from each other? How can we learn from each other?</p> <p>In what ways are we alike and different?</p> <p>What are appropriate ways to talk and listen?</p> <p>How can individuals make a difference in a community?</p>	<p>A It is important to learn from and accept one another. Our similarities and differences make us unique. We can learn to talk and listen to each other appropriately.</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand and use terms: alike, different, learn • Identify similarities & differences among classmates • Compare and contrast classmates interests and talents • Categorize individual talents • Analyze the "costs" and benefits of different choices • Demonstrate considerate conversational behavior • Identify the moral of a fable • Identify similarities and differences between themselves and others 	<p>A Distinguish between a hard-working character in a story and a character who is not hard working</p> <p>Identify unique characteristics about self</p>	<p>A Review Big Book p 12-13, and utilize transp. 2A to discuss why it is important to learn from each other.</p> <p>Play the Greeting Classmates game to learn our similarities and differences (Interactive notebooks, preview 2)</p> <p>Play CD Track 2, We are Special (lyrics on Info Master 2)</p> <p>P 12-13 in Big Book to review terms alike, different, learn</p> <p>All About Me (handout 2A) emphasizes our differences</p> <p>Practicing Listening and Speaking (handout 2A & 2B) to share information about ourselves with different classmates</p> <p>Reading Further: The Ant's Lesson, a fable (a short story that teaches a lesson, or moral): tradeoffs we make when we make choices. Divide the class into two groups, ants and grasshoppers to role play hard work vs. play (what are the benefits and costs of each?)</p> <p>A Gift to Our Class activity (handout 2C) to celebrate students' individual differences</p>	<p>A SS Alive! Ch 2 Big Book Transp 2A-c Interactive notebooks Info master 2 Handouts 2A-C CD track 2</p>

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	<p>September Week 3-4 B. Why do schools have rules?</p> <p>What are some familiar rules at home and school?</p> <p>Why are rules needed?</p> <p>What are the consequences of not following rules?</p> <p>How do you know if you are a responsible team member?</p>	<p>B</p> <p>Rules help us in a number of ways. They help us get along, be safe, be fair, and to learn. There are consequences for not following rules.</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand and use the terms: get along, be safe, be fair, learn • Identify purpose and benefits of rules • Compare home rules with school rules • Vote to make a class decision • Explain consequences of breaking rules • Contribute to group discussions • Identify and demonstrate the attributes of a responsible team member 	<p>B</p> <p>Write and illustrate at least one school rule and tell which type of rule it is (helps us be safe, fair, get along, or learn)</p>	<p>B</p> <p>Discussion of rules at home and school: who makes the rules? what are some rules for different places (art table, lunch room, play center)?</p> <p>Play the game FAST BALL(in gym or multipurpose room) to learn the need for rules (directions on p. 29 of lesson guide, <i>Experiential Exercise</i>). Students will experience the frustration and confusion of not having any rules or directions</p> <p>Transp 3A-Discuss why schools have rules</p> <p>Discuss the rule <i>We are Kind</i> after reading sections 3.1 in student text. What does it mean? What are some examples from this class? What are some non-examples? Which of our class rules helps us all get along?</p> <p>Interactive notebook #3: What happens when a "sharing" rule is broken?</p> <p>Section 3.2: which rules keep us safe?</p> <p>Section 3.3: which rules help us be fair?</p> <p>Section 3.4: which rules help us learn?</p> <p>City Hall (transp 3B: students act out a city council meeting, learning how city leaders discuss solutions to problems such as riding bikes on the sidewalk)</p>	<p>B</p> <p>SS Alive! Ch 3 Big Book Transp 3A & B Interactive notebooks playground balls traffic cones</p>

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				<p>Direct vs. Representative democracy: directions on lesson guide p. 33</p> <p>Analyze classroom and school rules: which help us be safe, fair, get along, learn? (directions on p. 34)</p>	
<p>October</p>	<p><u>October</u> <u>Week 1-2</u></p> <p>A. Who helps us at school?</p> <p>How do school helpers contribute to our school community?</p> <p>How are government leaders like school helpers?</p> <p>How have individuals made a difference in their community?</p> <p>What kinds of jobs do the people you know have?</p> <p>Where do they go to do those jobs?</p> <p>Why do people choose different jobs?</p>	<p>A</p> <p>School helpers have duties that contribute to the success of the school community. There are many different school helpers with different kinds of duties.</p> <p>Students will</p> <ul style="list-style-type: none"> • Use and understand the terms: <i>teacher, principal, secretary, custodian, service job</i> • Identify the contributions of school helpers • Identify the contributions of government leaders • Participate in a mock interview • Give examples of the types of jobs people in your family have • Recognize that people have a choice about what kinds of jobs they do • Give examples of notable leaders of various communities (president, mayor, governor, law enforcement, etc.) • Identify famous Americans from the past who have shown courageous leadership 	<p>A</p> <p>Match the duties of different school helpers to the helpers</p> <p>Match the duties of different leaders to the leaders</p>	<p>A</p> <p>Interactive notebook preview 4: who helps us at school, and how do they help us?</p> <p>Discuss what a service job is: a job that involves helping others--this chapter is about people who have service jobs at school</p> <p>Identifying Roles and Responsibilities Teacher Transp 4A: teachers CD Track 3 & Info master 4A: I am a teacher Info master 4B: Act -it - Out</p> <p>Principal Transp 4B CD track 4 I am a principal Info master 4C</p> <p>School Secretary Transp 4C CD track 5 I am a school secretary Info master 4D & E Handout 4A</p> <p>School Custodian transp 4D CD track 6 I am a school custodian</p>	<p>A.</p> <p>SS Alive! Ch 4 Big Book Interactive Notebooks Info masters 4A-F Handouts 4A-N CD tracks 3-6</p>

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	<p><u>October</u> <u>Weeks 3-4</u></p> <p>B. How are we good helpers at school?</p> <p>What are ways we can contribute at school?</p> <p>What are ways we contribute at home?</p> <p>How do you know if you are a responsible leader/team member?</p>	<p>B We can make valuable contributions at school by helping others, respecting property, being positive, and working together to solve problems. We can also help at home.</p> <p>Students will</p> <ul style="list-style-type: none"> Use and understand the terms: help others, take care of our things, do our best, respect others. Make decisions about being a good citizen List 4 characteristics of being a good citizen Identify similarities and differences between life in the past and present Describe characteristics of responsible leaders/team members 	<p>B Identify specific helpful actions within the school/classroom context</p> <p>Explain good citizenship</p> <p>Illustrate a respectful behavior</p> <p>Work as a team member toward a collective goal</p>	<p>Info master 4F Handout 4B</p> <p>Riddle Reviews (interactive notebook reading notes 4) Transp 4E</p> <p>Reading Further: Ms Johnson has many jobs: what are the different levels of government represented in this story? Transp 4F</p> <p>Class book: handouts 4C-N: students create a class book that features our school's helpers, and how they help us/our school</p> <p>B Interactive notebook Preview 5 (review ways we all help at home)</p> <p>Response Group : Making decisions about good citizenship (directions p. 61 of lesson guide, transp 5A "Spilled Crayons"</p> <p>Act out responses to "Spilled Crayons"</p> <p>Littering: A decision-making situation (info master 5B)</p> <p>New Student in Class activity: Info master 5C</p> <p>Poster Contest (Info master 5D)</p> <p>Good Helpers song (CD track 7, info master 5E)</p>	<p>B. SS Alive! Ch 5 Big Book Transp 5A -B Interactive Notebooks Info masters 5A-F Handouts 5 CD track 7</p>

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				<p>Brainstorm answers to questions about good citizenship at the end of section 5.4</p> <p>Brainstorm characteristics of respect: three column chart--what it looks like, sounds like, feels like</p> <p>Interactive Notebook reading notes 5: list two things I can do to help others; draw one of them</p> <p>Further Reading: Clara Barton: After reading selection, identify 3 ways that Clara Barton helped others</p> <p>Make a Helping Hand Award (info master 5F and handout 5) for one person at school, and explain the reason for choosing this person. If time permits, have an awards ceremony celebrating the people awarded</p>	
<p>November</p>	<p><u>November</u></p> <p>What is a map?</p> <p>How do we use maps?</p> <p>What different types of maps are there and what do they show?</p> <p>What if we had no geographic tools (maps, globes)?</p> <p>How would an individual describe how to get somewhere without an address?</p>	<p>Maps can help us locate things, and find our way to new places. There are different kinds of maps that show different things. Learning the special symbols on maps can help us read maps.</p> <p>Students will</p> <ul style="list-style-type: none"> Use and understand the terms map, symbol, map key, compass rose, direction Use terms related to directions Read a classroom map Use a compass rose to determine 	<p>Demonstrate understanding of map symbols by reading symbols, a map key, and a compass rose</p> <p>Draw an accurate classroom map, using at least 2 symbols</p> <p>Recite address, including city, state and country</p>	<p>Compare 2 different maps using Interactive Notebook, preview 6</p> <p>Read <i>Yikes! A Mouse!</i> (info master 6A & transp 6A) aloud to students to prepare students to create a map of their classroom</p> <p>Create a "3-D" map of the classroom in the story, using placards 6A-6H</p> <p>Use Big Book sections 6.1-6.4 to discuss features of a map</p> <p>Learn to read a map key by working in</p>	<p>SS Alive! Ch. 6 Big Book Interactive Notebooks Transparencies 6A-C Placards 6A-6H Info master 6 Handout 6 Interactive Desk maps</p>

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		direction <ul style="list-style-type: none"> Identify maps that show local areas Distinguish between land and water on a map Use symbols to create a classroom map Create a 3-dimensional setting that corresponds with a 2-dimensional map Retell a story in sequence Explain that maps and globes are different representations of the earth Create a simple map showing both human and natural features Recite address 		pairs in section 6.3 Use Transp 6B to demonstrate cardinal directions (north, south, east, west) Use reading notes section 6 in Interactive Notebook to practice reading map symbols Introduce Globe and World Map on p. 60 in the Big Book Use Reading Further 6 and transp 6C a school treasure hunt--discuss boundaries, borders, regions Introduce US map with Interactive Desk maps Use Map Riddles (interactive notebook) to match a description with the correct map Have students create their own classroom map (handout 6, scissors, glue stick)	
December	<p><u>December</u></p> <p>What was school like long ago?</p> <p>How were things different in the past, and how are they the same?</p> <p>How has transportation changed?</p> <p>What important events have taken place in my lifetime?</p> <p>Why is it important to know the order of events?</p> <p>How are current patterns similar to and</p>	<p>Students can use prior knowledge to hypothesize what school was like long ago, and can compare the past to the present.</p> <p>Students will</p> <ul style="list-style-type: none"> Understand and correctly use the terms long ago, hornbook, schoolhouse Use prior knowledge of school to predict what might be in a time 	<p>Students will distinguish between objects from long ago, and objects we use today.</p>	<p>Transp 7A & B and interactive notebooks help introduce vocabulary and build background knowledge: introduce the idea of a time capsule</p> <p>Use text section 7.1-7.2 and transp 7C-E to examine artifacts that represent school life in the past</p> <p>Use transp 7F-H to examine more artifacts from the past</p> <p>Utilize a T chart to list items used in the past at school compared to the items we use for similar purposes today</p>	<p>Social Studies Alive! Ch. 7 Big Book Transp 7A-7I Interactive student notebooks Handout 7</p>

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	<p>different from those experienced by people who lived in a community in the past?</p>	<p>capsule from the past.</p> <p>Predict how specific school and classroom objects were used in the past.</p> <p>Compare and contrast school buildings and classrooms from now and long ago.</p> <p>Predict how specific student objects were used in the past.</p> <p>Compare and contrast life now and long ago.</p> <p>Design a school object that will be used in the future.</p> <p>Sequence a series of events along a simple timeline</p> <p>Arrange life events in chronological order</p> <p>Identify the components of a calendar</p> <p>Identify past events using a calendar</p>		<p>Have students think of an object to put in a time capsule to be opened in 100 years-- what would they choose?</p> <p>Use text section 7.3-7.4 to discuss how children got to school in the past</p> <p>Use Reading Further: <i>From Buggies to Blastoff</i> to introduce the concept of Oral history--how older people are like a living time capsule, and to show how transportation has changed</p> <p>Use timelines in interactive notebooks to sequence the events of Mr. Bob's story</p> <p>Demonstrate on a timeline on the board the terms: past, present, future yesterday, today, tomorrow last year, this year, next year first, next, last</p>	
<p>January</p>	<p><u>January</u> <u>Weeks 1 & 2</u></p>				

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	<p>A. What groups do we belong to?</p> <p>What different types of groups are there?</p> <p>What activities do we do with other groups of people?</p> <p>How do you know when you are working with an effective group/team?</p> <p>How are communities similar and different from where we live? How do we use the environment differently ? What resources do we use?</p> <p>How do people celebrate traditions?</p>	<p>A. Children can identify common groups they belong to (family, school, community) and they can categorize these different types of groups.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use and understand the terms school, family, community • Identify family, school, and community groups • Apply knowledge about groups to their own lives • Sort / categorize groups by commonalities • Work effectively in a group/team (demonstrate the ability to be a team member) • Give examples how schools and neighborhoods in different places are alike and different • Identify cultural and family traditions and their connections to other groups and environments. • Identify examples of boundaries that affect family and friends • Identify how community activities differ due to physical and cultural characteristics 	<p>A. Show/Tell how he/she is a member of a particular group (family, school, community)</p> <p>B. Articulate that effective teams collaborate, listen and problem-solve together</p> <p>C. Articulate that differences can be reflected in clothing, language, celebrations, traditions, etc.</p>	<p>A. Connect to students' prior knowledge with interactive notebooks preview 8: tell activities you do with other people</p> <p>Build Background: select students wearing the same color, and have them stand in front of the class. Ask class to tell what these students have in common--how do they form a group?</p> <p>Use handouts 8A-C & text sections 8.1-8.4 to show students the groups they all belong to (school, family, community)</p> <p>Sorting Game: cut out group pictures, and put them in envelopes. Have pairs sort them into the three types of groups</p> <p>Use placards 8A-L have students identify the groups, telling you why they chose the particular group</p> <p>Use Reading Notes 8 to review the types of groups, and to write a sentence about each group</p> <p>Use transp 8B & Reading Further 8 to discuss a special group (American Indian Basket Weavers). Discuss how they pass their knowledge on from one generation to the next</p> <p>Students use Interactive notebook 8 to brainstorm things they might teach their own children some day.</p> <p>Play CD track 8 & info master 8 <i>We Belong to Groups</i>.</p> <p>Students illustrate themselves in one group they belong to</p>	<p>A. Social Studies Alive! Ch. 8 Big Book Transp 8A-B Placards 8A-L Handouts 8A-C Info master 8 CD track 8 envelopes</p>

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	<p>January Weeks 3 & 4</p> <p>B. How are families special?</p> <p>Who are the members of my family?</p> <p>What activities do we enjoy doing together?</p>	<p>B.</p> <p>All families are special in different ways. Children can consider what their families mean to them. They can describe different family members, their favorite place at home, and activities they like to do with their family.</p> <p>Students will</p> <ul style="list-style-type: none"> • Use and understand the terms family members, homes, activities • Use relationship terms mother, brother, cousin to identify family roles • Name examples of three categories of family attributes (family roles, types of home, types of activities) • compare and contrast communities in terms of physical features, climate, and human activities • Identify cultural and family traditions and their connections to other groups and the environment 	<p>B</p> <p>Students will write and share a "My Family Is Special" book which will include family members, the family home, and a favorite family activity</p>	<p>B</p> <p>Use interactive notebook Preview 9 to connect to prior knowledge: students brainstorm words to add to the web to show what FAMILY means</p> <p>Use transp 9A to build background with a discussion about how families are different</p> <p>Use Big Book to expand the definition of family as "a group of people who love and care for one another"</p> <p>Re use transp 9A to discuss how family members have different roles</p> <p>Use reading notes 9A to identify different family members</p> <p>Read section 9.3 to discuss different types of homes</p> <p>Read section 9.4 to discuss different types of activities</p> <p>Read sections 9.1-9.2 and use handouts 9A-D to make a family book (teacher should make one first as an example to share)</p> <p>Post Card Pen Pals activity: Transp 9B and Reading Further 9 (directions on lesson guide p. 118) to contrast 6 very different places where families live</p> <p>Discuss how the six places in post card activity are same/different from our community</p>	<p>B. SS Alive! Ch. 9 Big Book Transp 9A & B Interactive Notebooks Handout 9A-D</p>

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				<p>Use interactive notebooks to list special features of our community, and to create their own post card</p>	
<p>February</p>	<p><u>February Weeks 1 & 2</u></p> <p>A. What do families need and want?</p> <p>What things do I need? What things do I want? What is the difference?</p> <p>How do families meet their needs and wants?</p> <p>How do people earn money? What do workers receive for their work?</p> <p>How can you know/plan a good short term goal?</p>	<p>A</p> <p>Students learn what families need and might want. Students can distinguish between a need and a want.</p> <p>Students will</p> <ul style="list-style-type: none"> • Understand and use the terms need and want • Distinguish between needs and wants (things we must have to live, and things that would be nice to have) • Identify food, clothing, and shelter as needs that all families have • Describe jobs that people do to earn money to meet their needs and wants • Identify items a family might need/want when they are away from home • Identify and define short term financial goals • Give examples of different types of businesses, and goods and services • Discuss sources of income needed to meet short term goals (i.e. gifts, borrowing, allowances, income) 	<p>A</p> <p>Identify items that are needs, and those that are wants</p> <p>Show/tell about one need that their family can meet by purchasing something</p> <p>Describe a short term financial goal and plan ways to obtain it</p>	<p>A</p> <p>Activate prior knowledge by using interactive notebooks preview 10 to categorize 4 types of things we can buy: food, clothing, shelter, other things</p> <p>Read Big Book sections 10.1-10.4 to introduce the distinction between needs and wants</p> <p>Play CD track 9, use info master 10A for the written lyrics of the song "Needs and Wants"</p> <p>Needs and Wants Bingo (directions on p. 128 of lesson guide)</p> <p>Use info master 10C and construction paper to make a triarama of needs and wants for a camping trip with family</p> <p>Use Reading Further 10 and transp 10H to help students understand that families generally get money for wants and needs by one or more adults working at a job.</p> <p>Introduce the terms producer and consumer--one person can be both</p> <p>Use interactive notebooks to sequence the production and sale of popcorn</p> <p>Conduct a gallery walk of the triaramas. Each student can choose one want and</p>	<p>A</p> <p>SS Alive! Ch. 10 Big Book Transp 10A-H Interactive notebooks info masters 10A-D Handout 10 CD track 9 construction paper game markers</p>

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	<p>February Weeks 3 & 4</p> <p>B. How do family members care for each other?</p> <p>How do I help my family at home? How does my family help me?</p> <p>How do you know when you are an effective member of a team/group?</p> <p>How do people use resources in our community?</p> <p>How do we use the environment?</p>	<p>B Students learn ways that family members care for one another (helping, sharing knowledge, spending time together). They learn that children in school can take care of the Earth.</p> <p>Students will</p> <ul style="list-style-type: none"> • Use and understand the terms <i>help each other, share what you know, spend time together</i> • Sort family activities into three categories of caring • Give examples of own family's activities • Identify a local problem related to the Earth and its resources • Plan a way to solve a problem • Identify attributes of responsible team/group member • Give examples of how people use and interrelate with the Earth's resources 	<p>B Identify three types of caring (helping, sharing knowledge, spending time together)</p> <p>Show/tell about one way family spends time together</p>	<p>need that they like</p> <p>B Review 3 needs: food, clothing, shelter. Discuss how students help their families meet these needs.</p> <p>Ask students to share specific ways family members help each other</p> <p>Use transp 11A to discuss ways family members are helping each other</p> <p>Cut out 6 helping pictures on handout 11A, put in envelopes. Have students sort the pictures into three categories: helping, sharing knowledge, spending time)</p> <p>Use Placards 11A-F to categorize 3 types of caring (some may fit in more than one category, students should explain why they chose a particular category)</p> <p>Read section 11.2 to reinforce ways that families share what they know</p> <p>Read section 11.3 to reinforce the ways that family members show their feelings. Students complete reading notes 11 to list ways they show their families that they care for them</p> <p>Read section 11. 4 to review activities that family members do together</p> <p>Reading Notes 11B, transp 11B, Reading Further 11 all reinforce how students can help take care of the Earth</p> <p>Review how students in the story made</p>	<p>B SS Alive! Ch. 11 Big Book Transp 11A & B Placards 11A - F Interactive Notebooks Student handouts 11A-11E envelopes chart paper</p>

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				<p>plans to take care of the earth. Reinforce the idea that even though we cannot fix everything with one action, we can attack a problem (like litter) with small steps, day by day.</p> <p>Have students create a poster with their plan for helping take care of the Earth</p> <p>Proclamation Scroll: handout 11E Students promise in writing specific ways to help their family</p>	
<p>March</p>	<p><u>March</u></p> <p>How do families change?</p> <p>What happens when people grow older?</p> <p>How do families change in size?</p> <p>How has my family changed?</p> <p>Why is it important to know the order of events?</p>	<p>Families change in different ways over time. Students see changes in their own families. Families change in size and as members grow older. The way people work and play changes. Children can predict ways their family might change in the future.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use and understand the terms change, grow, move • Identify three ways that families change over time • Name responsibilities and activities that change as children grow older • Identify at least two reasons for change in family size • Compare old and new ways of doing work • Predict future changes in a family • Arrange life events in chronological order • Use words related to time, 	<p>Students will identify at least 2 ways that families change over time</p> <p>Students will illustrate a change that has taken place in a family</p>	<p>Connect to prior knowledge with interactive notebook preview 12 where students will try to remember as many ways as they can that they and their own family has changed (moved, grown older, new siblings, etc)</p> <p>Use song <i>Families Change</i> to build background (info master 12A)</p> <p>Use Transp 12A to discuss how different family members have different responsibilities</p> <p>Use Transp 12B & C to discuss how families grow older, and as they grow older, responsibilities change</p> <p>Use handout 12A to discuss how families change in size</p> <p>Listening activity <i>Ted's Story</i> (info master 12B) Students listen as you read directions to determine who each person is from the story</p> <p>Students sequence Ted's family's changes</p>	<p>SS Alive! ch. 12 Big Book Transp 12A-D Interactive notebooks info masters 12A & B handouts 12A & B CD track 10</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>sequence, and change</p>		<p>using the words first, next, then, later</p> <p>Reading Notes 12, part B in Interactive notebooks: students identify at least two ways that families can change in size</p> <p>Changing Ways of Life, Transp 12D: to recognize how technology in the home has changed over time</p> <p>Window to the Future, handout 12B: students predict what their family might look like ten years in the future, and compare that to what it is today.</p>	
<p>April</p>	<p><u>April</u></p> <p>What are family traditions?</p> <p>What do we celebrate? How do our celebrations and traditions differ, and how are they alike?</p> <p>What are family and cultural traditions, and how have they changed over time?</p> <p>Why do we have national, community, and local celebrations and holidays?</p> <p>How do people celebrate traditions?</p> <p>What are national symbols and their relationship to traditions over time?</p>	<p>Students explore their own family traditions and learn about the traditions of others. Students learn about celebrations from other cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use and understand the terms tradition, celebrate, holiday • Name details of traditional holiday celebrations, • Compare and contrast one's own family traditions with the traditions of other families • Identify a tradition associated with a particular part of the world • Create a visual design for a family tradition • Identify significant civic holidays • Identify cultural and family traditions and their connections to other groups and the 	<p>Identify holiday traditions from different cultures (China, Mexico)</p> <p>Describe how one's own family celebrates a specific tradition</p> <p>Describe and explain one American national symbol</p>	<p>Use interactive notebook preview 13 to discuss New Year's Day, Valentines, 4th of July and Thanksgiving celebrations. (Celebrate means all the things we do to make a holiday a special day: food, clothing, decorations, activities)</p> <p>Use student handout 13A to introduce the idea of family tradition</p> <p>Examine the pictures in ch 13 for examples of holiday and daily traditions</p> <p>Tradition Survey letter: students' families will help them answer questions about family traditions and prepare them to make a traditions quilt</p> <p>Use Roberto's Birthday Party, info master 13B & transp 13A to identify ways people celebrate a birthday (decorations, food, activities)</p> <p>Use a T chart to compare individual</p>	<p>SS Alive! ch. 13 Big Book Interactive Notebooks Transp 13A- E Info masters 13A-E Handouts 13A-C bulletin board paper bag construction paper ruler</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources						
		<p>environment</p> <ul style="list-style-type: none"> Discuss common and unique characteristics of different cultures using different sources of information Identify and explain the meaning of American National symbols (flag, bald eagle, Statue of Liberty, Uncle Sam, Capitol, White House, etc) 		<p>students' birthday celebrations to Roberto's birthday celebration</p> <p>Use handout 13B to assign birthday party roles for students to act out the traditional Latino birthday party</p> <p>Use Info master 13C to write lines for the role play</p> <p>Consider the KWL strategy before starting the Chinese Lantern Festival activity:</p> <table border="1" data-bbox="1642 643 2080 846"> <thead> <tr> <th data-bbox="1642 643 1784 740">What do I already know?</th> <th data-bbox="1784 643 1938 740">What do I want to know?</th> <th data-bbox="1938 643 2080 740">What did I learn?</th> </tr> </thead> <tbody> <tr> <td data-bbox="1642 740 1784 846"></td> <td data-bbox="1784 740 1938 846"></td> <td data-bbox="1938 740 2080 846"></td> </tr> </tbody> </table> <p>Chinese Lantern Festival: info masters 13D-E, Transp 13B-D, directions on lesson guide p. 164. Students create a dragon headband for the dragon dance parade.</p> <p>Review family traditions by reading sections 13.1-13.4.</p> <p>Use Reading Notes 13 in interactive notebooks to review two traditional celebrations</p> <p>Traditions around the World, transp 13E: a world map that illustrates different traditions around the world</p>	What do I already know ?	What do I want to know ?	What did I learn ?				
What do I already know ?	What do I want to know ?	What did I learn ?									

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				<p>Reading Further 13: a map on each page shows where in the world a tradition might be found (i.e. Veteran's Day is not just celebrated in the U.S.)</p> <p>Traditions Quilt, handout 13C, survey letters from the beginning of the unit. Students use brainstorming and answers on the survey to create a quilt square of a chosen family tradition. Mount all squares on the bulletin board to form a "quilt"</p>	
<p>May</p>	<p><u>May</u></p> <p>What do good neighbors do?</p> <p>What responsibilities do neighbors have?</p> <p>How can I be a good neighbor?</p> <p>What qualities make a good leader/team member?</p>	<p>Students have responsibilities as neighbors in a neighborhood. Students learn about and can identify actions that good neighbors can take. Students learn that they can satisfy some of their neighbors' needs and wants.</p> <p>Effective groups have responsible leaders and team members. Responsible community members know how to be a good leader and a good team member.</p> <p>Students will</p> <ul style="list-style-type: none"> Understand and use the terms neighbor, next door, and neighborhood identify behaviors that characterize good neighbors Choose behaviors that illustrate ways of being good neighbors Analyze the bartering system among neighbors Share and cooperate in group decision-making Identify attributes of responsible team members 	<p>Match three neighborly actions with specific examples</p> <p>Show/tell one way to be a good neighbor</p>	<p>Use Preview 14 in interactive notebook to connect to prior knowledge; students draw their homes and 4 nearby places to introduce the concept of neighborhood</p> <p>Use interactive desk map to discuss the term neighbors: people who live and work in a neighborhood</p> <p>Use 3-column chart on chart paper to identify the types of behaviors that make a good neighbor: <i>help each other, get along, take care of the neighborhood</i> (save this chart for use again later in the unit)</p> <p>Big Book, ch 14: who lives in your neighborhood?</p> <p>Transp 14 A: What do good neighbors do?</p> <p>Reading Notes 14: describe how I can be a good neighbor</p> <p>Good Neighbor puzzle poster activity (info master 14A-B student handout 14A-C, construction paper) see directions on p. 175-6 of lesson guide</p>	<p>SS Alive! ch. 14 Big Book Transp 14A & B Interactive Notebooks Info masters 14A & B Handouts 14A-D Interactive Desk maps construction paper chart paper</p>

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				Reading Further: The Apple Dumpling: how did the neighbors in the story help each other with their trades? Handout 14D: Story cards (cut out ahead of time) can be used to sequence the story. How is bartering like trading for money? How is bartering different?	