

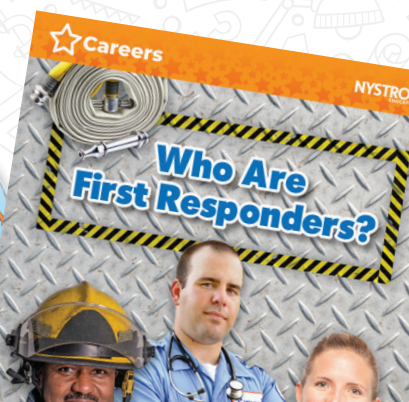
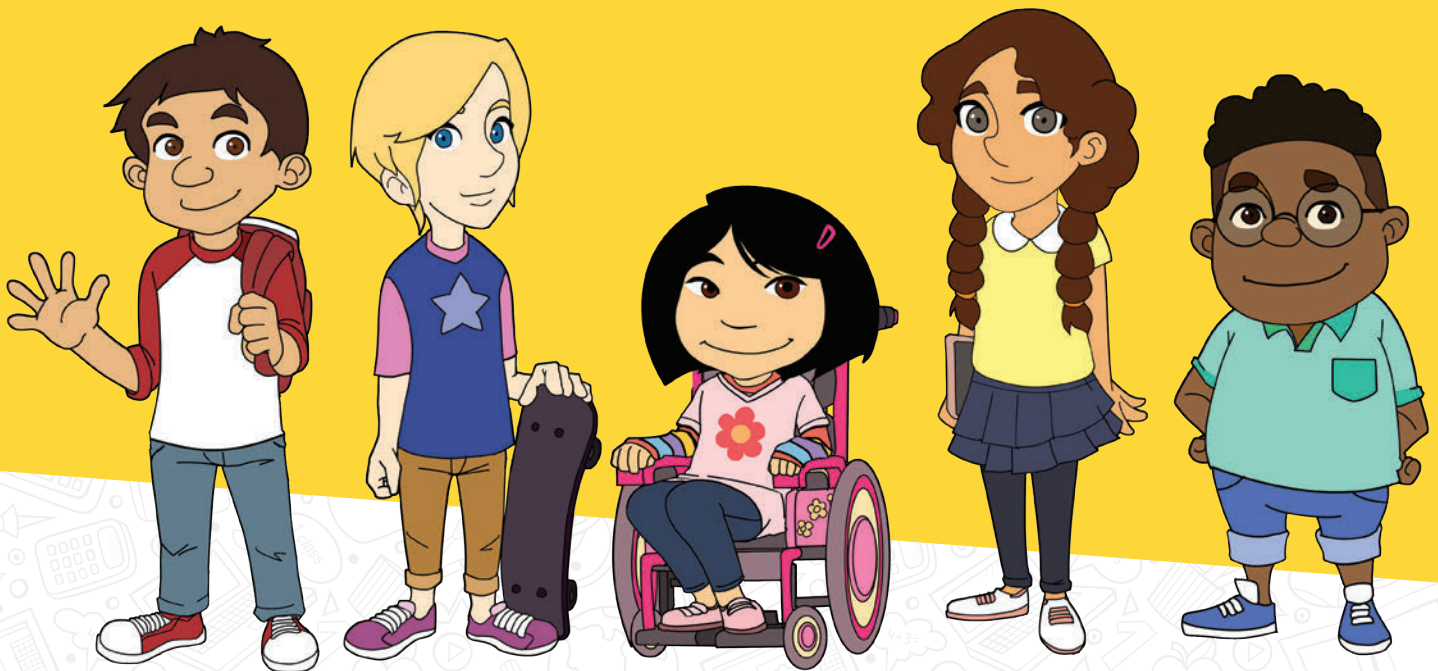
SAMPLE LESSON

Kindergarten *Discover*

K

NYSTROM

Young Citizens



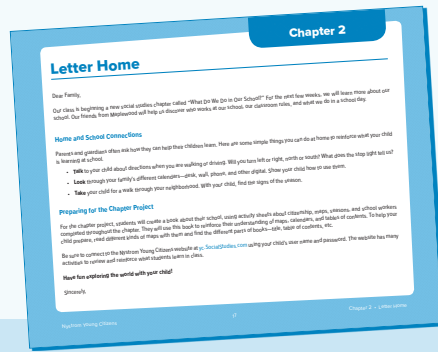
Compelling Question

What Do We Do in Our School?

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

Time Frame: 4 Weeks

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



Letter Home

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



Introduction Pre-assessment

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

Lesson 2

The School Building

Online Activities

- Vocabulary Activities

Literacy Links

- *Henry's Map*, by David Elliot
- *Is It This Way or That?* by Baby Professor
- *Workers at My School* (Time for Kids Nonfiction Readers), by Teacher Created Materials

Main Goals

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

A Who works at our school?



Careers



Reading



pp. 44–45

Review Vocabulary

librarian
principal

Materials

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

Objectives

Students will be able to:

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

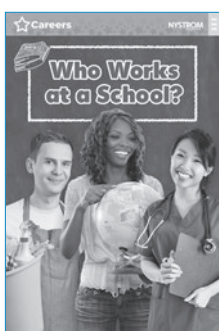
Getting Started

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

Teaching

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

2. Read the text and then the comic on pp. 44–45 of the Student Book to students. Pause to emphasize the review vocabulary words and add the job titles from the text (teacher, principal, and librarian) to the chart.
3. See if students can recall details about the principal and librarian of their school (where they work, their names, etc.). List appropriate responses on the chart.
4. Ask students what other people they saw working in their school. Have students provide responses and write them on the chart.
5. Working with small groups, read the **Leveled Student Readers**.



Leveled Student Reader

Summarizing and Assessing

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



Modifications for Differentiation

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

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

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

Extending

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



Researching Skills

B

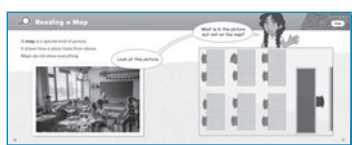
Reading a Map



Geography



Information
Processing



pp. 46–47

New Vocabulary

map

Materials

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

Online Activities

- Reading a Map

Literacy Links

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

Objectives

Students will be able to:

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

Vocabulary Focus

Introduced in Teaching.

Getting Started

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



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

Teaching

1. Read the first sentence on p. 46 of the Student Book to students. Emphasize *map* by displaying the **Vocabulary Word Card** and pointing to the floor map and the map in the Student Book.

2. Read the rest of p. 46.
3. Use the image and map on pp. 46–47 to answer the text question: “What is in the pictures but not in the map?” Responses may include students, teacher, owl, and books.
4. Place **Floor Map Side 1** on the floor and have students stand in a circle around the map. Tell them that this is a map of a town. Have students guess what most of the shapes on the map might represent. (buildings)
5. Explain to students that most of the shapes they see are the tops of buildings.
6. Play “I spy” with the shapes of rooftops and see if students can locate the different buildings.

Summarizing and Assessing

Distribute **Activity Sheet 2d** and have students complete it. Collect their activity sheets for the chapter project.

Modifications for Differentiation

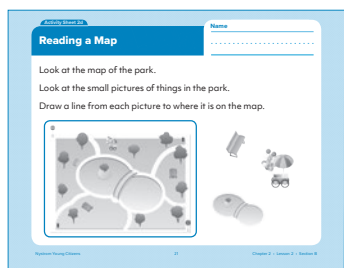
Above Have students look at a school map, such as a fire escape map, and ask them to list in their **Think Books** what the map doesn’t show.

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

ELL In addition to the Below modification, review the multiple meanings of the word *place* from p. 46 of the Student Book. It can mean an action, or it can mean a location. Use both meanings of *place* as you discuss the map. For example, you might ask a student to place his or her finger on a photo from the Student Book. You could also ask a student to name the place where you can find, for example, a book.

Extending

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



Activity Sheet 2d



pp. 48–49

Review Vocabulary

map

Materials

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

Online Activities

- Making a Map

Objectives

Students will be able to:

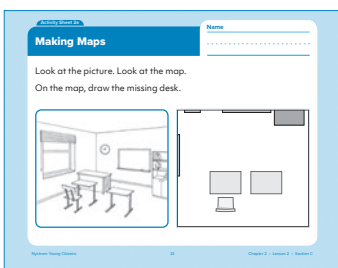
- Find locations on a simple map.
- Create a simple map using shapes.

Getting Started

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

Teaching

1. Select a few students to place blocks or models (homes, apartment buildings, business buildings, etc.) on **Floor Map Side 2** to create a town.
2. Model making a map of this town on the board. Begin by drawing the shape of the floor map. Then think out loud about where the river or the blocks or models would go on your map. Have students point on the map where you would draw these items; then draw them on the map.
3. Read p. 48 of the Student Book and list the directions for creating a map of the classroom on the board.
4. Go over the images on pp. 46–47 to show the result of following the steps. Hand out **Activity Sheet 2e** and help students complete the map of the classroom. Have students color each object in the image on the left of the activity sheet a different color. Then, have them color the corresponding objects on the map on the right side the same colors.



Activity Sheet 2e

Summarizing and Assessing

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

Modifications for Differentiation

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

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

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

Extending

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

Letter Home

Dear Family,

Our class is beginning a new social studies chapter called “What Do We Do in Our School?” For the next few weeks, we will learn more about our school. Our friends from Maplewood will help us discover who works at our school, our classroom rules, and what we do in a school day.

Home and School Connections

Parents and guardians often ask how they can help their children learn. Here are some simple things you can do at home to reinforce what your child is learning at school.

- **Talk** to your child about directions when you are walking or driving. Will you turn left or right, north or south? What does the stop light tell us?
- **Look** through your family’s different calendars—desk, wall, phone, and other digital. Show your child how to use them.
- **Take** your child for a walk through your neighborhood. With your child, find the signs of the season.

Preparing for the Chapter Project

For the chapter project, students will create a book about their school, using activity sheets about citizenship, maps, seasons, and school workers completed throughout the chapter. They will use this book to reinforce their understanding of maps, calendars, and tables of contents. To help your child prepare, read different kinds of maps with them and find the different parts of books—title, table of contents, etc.

Be sure to connect to the Nystrom Young Citizens website at yc.SocialStudies.com using your child’s user name and password. The website has many activities to review and reinforce what students learn in class.

Have fun exploring the world with your child!

Sincerely,

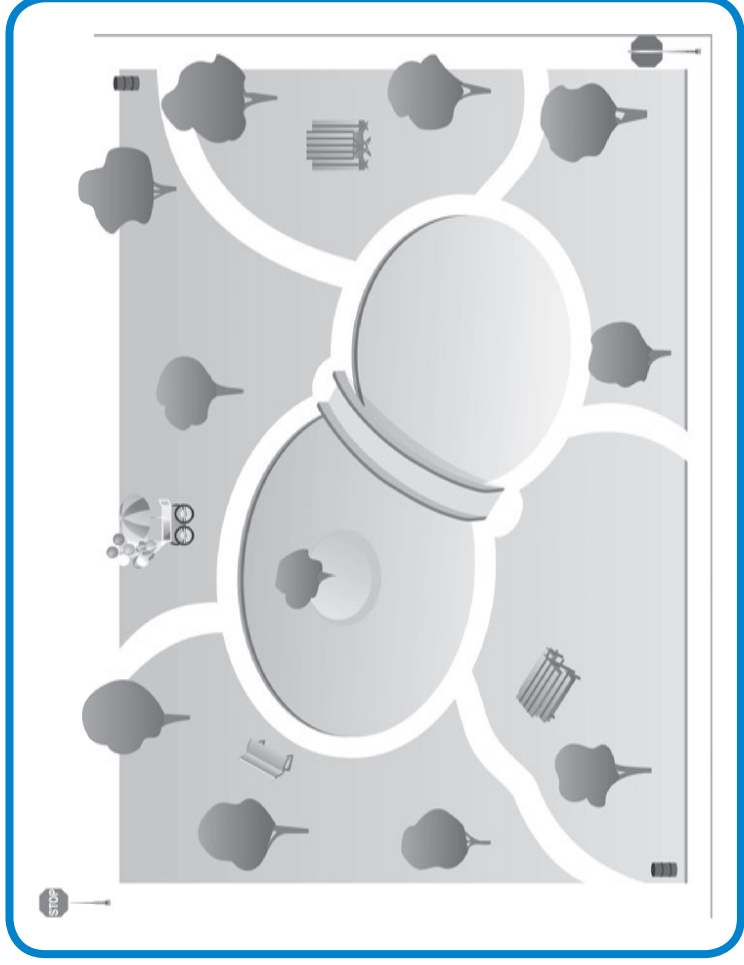
Name

Reading a Map

Look at the map of the park.

Look at the small pictures of things in the park.

Draw a line from each picture to where it is on the map.

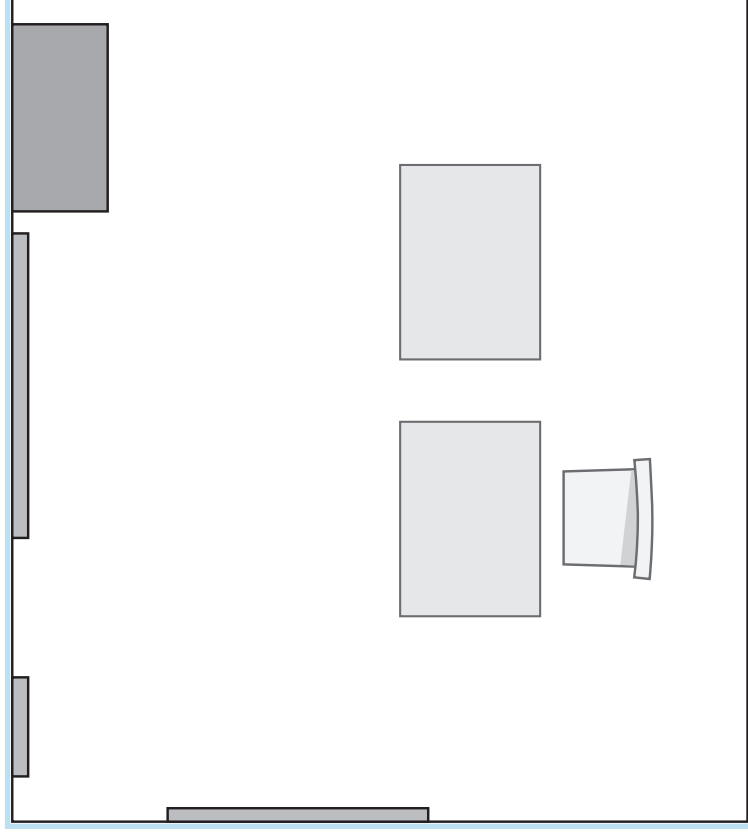
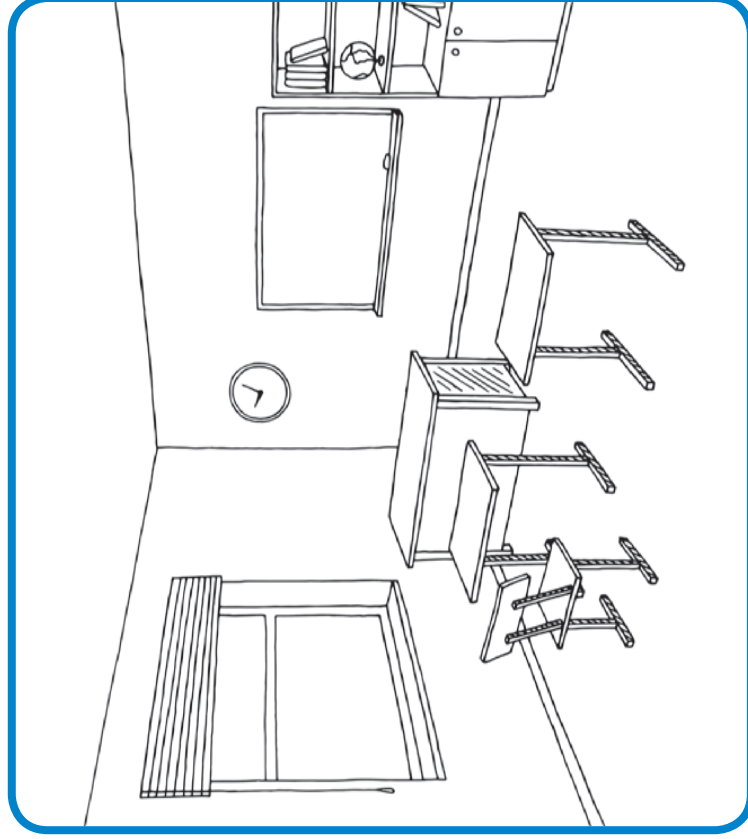


Making Maps

Name _____

Look at the picture. Look at the map.

On the map, draw the missing desk.



Reading Maps

Name _____

With an adult, complete the following activities:

1. Look at many different kinds of maps. Talk about what the map shows and what is not pictured on the map.
2. Practice drawing a map of a room at home and create the fire escape routes.

Lesson 2

The School Building

Who works at our school?

Many people work at the school.

I am a teacher.

I help
students learn.



I am a principal.

I am a leader
in the school.

I am a librarian.

I help students
learn in the library.



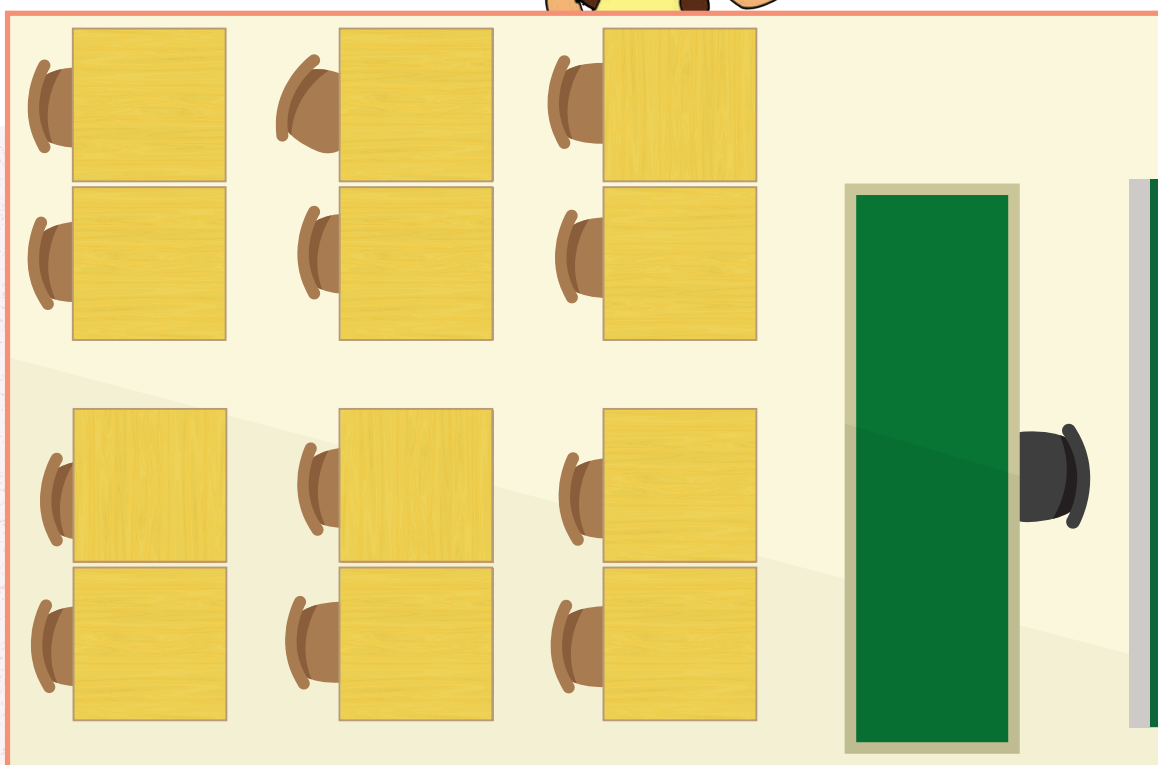
Reading a Map

A **map** is a special kind of picture.
It shows how a place looks from above.
Maps do not show everything.

Look at this picture.



What is in the picture
but not on the map?





Making a Map

Now you know a map is a picture of a place.

A map shows where things are.

You can make a map of your classroom.

1. Draw the shape of your classroom.
2. Look at the big things in the room. Where are they?
3. Think of what shape things look like from above.



4. Draw the shapes of the big things in the room.

