



MINNESOTA

Grade K

Table of Contents

Management Guide (5 pages)

Sample Reader (10 pages)

Sample Reader Lesson (15 pages)

Sample from Student Inquiry Handbook (3 pages)



MINNESOTA

Management Guide



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PROGRAM OVERVIEW

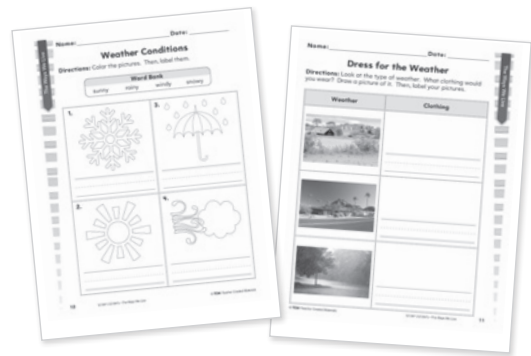
CONTENT

This resource includes **high-interest student texts**, comprehensive **lesson plans** for simple implementation, **assessment materials**, project-based learning activities, and **engaging primary sources** to deepen students' content knowledge and analytical skills.

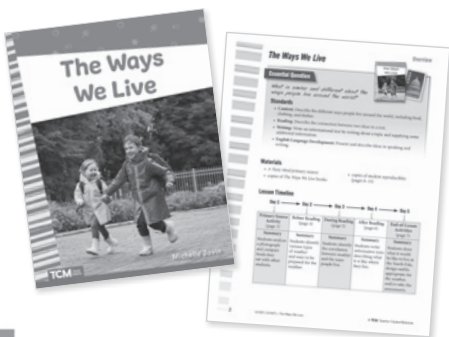


LITERACY

Students learn to **listen**, **speak**, **read**, and **write** while focusing on social studies content. Student texts are leveled to ensure they are accessible. Lessons encourage **close reading** and provide opportunities for **writing** and **vocabulary** development.



Students engage in **inquiry activities** as they analyze complex texts and **primary sources**. Specific **essential questions** encourage meaningful research where students exercise critical thinking to ask and answer relevant questions.



INQUIRY

Key student texts and teacher lessons deal specifically with citizenship and **democratic values**. Activities encourage students to **get involved** in their own schools and communities and become responsible citizens who **take action to solve problems**.



CITIZENSHIP

CONTENT

STUDENT TEXTS

Content-Area Readers



Content-area readers integrate history, geography, economics, and civics information.

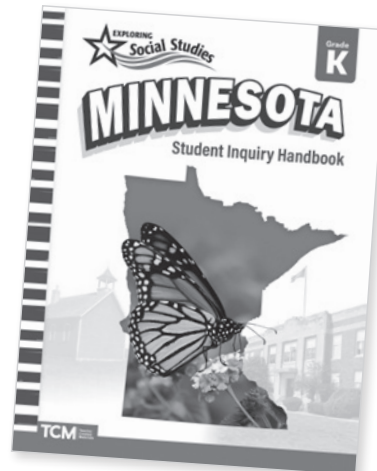
Reader's Theater Script



Reader's theater script offers multiple perspectives with visual and textual evidence.

STUDENT INQUIRY HANDBOOK

Full-color handbook covers 100% of Minnesota social studies standards through engaging activities.



PRIMARY SOURCES



Inquiry-based analysis of primary sources allows students to build deep understandings of history.

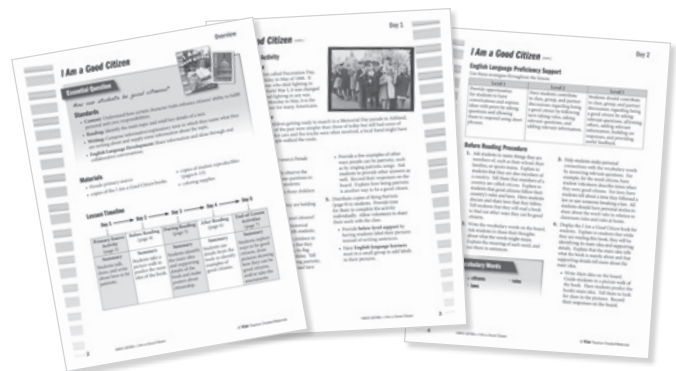
TEACHER RESOURCES

Management Guide



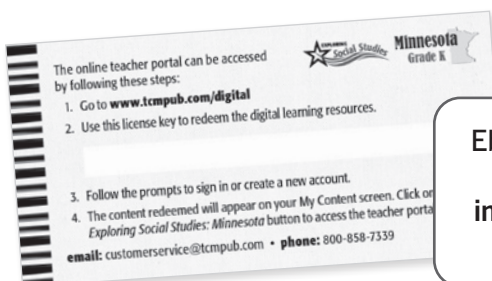
Management Guide provides program information and research-based teaching ideas.

Lesson Plans

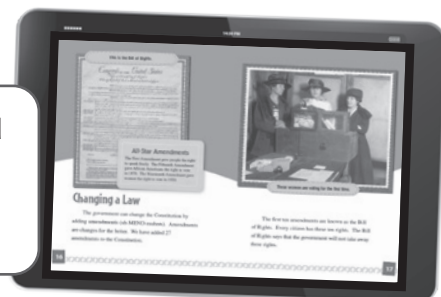


Lesson Plans include key instruction, essential questions, and constructed-response assessments.

DIGITAL RESOURCES



Ebooks, audio recordings, and English learner support increase student engagement and enhance instruction.



Meet and Greet





It is nice to say hello.



How do you greet
someone?





I smile.





They high five.





We talk.



Think
and
Talk



How does greeting
someone make you feel?



They say hello.





They say hello too.





How do you say hello?

Jump into
Fiction



Greetings

Hello. I am Mike.

It is nice to meet you.

Hi. I am Jade.

I like your books!



Meet and Greet

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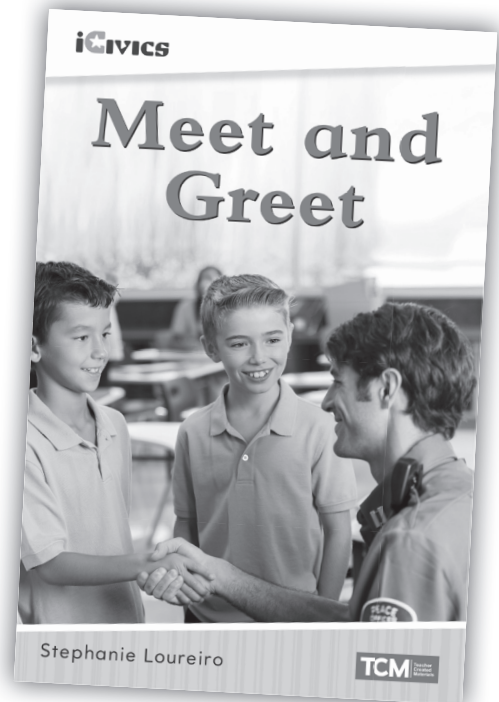


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Standards

Content

- ★ Knows some of the benefits of fulfilling responsibilities.

Literacy

- ★ With prompting and support, retells familiar stories, including key details.
- ★ With prompting and support, identifies the main topic and retells key details of a text.
- ★ Follows agreed-upon rules for discussions (e.g., taking turns speaking about the topics and texts under discussion).
- ★ With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.



Essential Question

What happens when people meet?

English Language Proficiency Support

Use these strategies throughout the lesson.

Level 1

- Provide pair-share opportunities, sufficient wait time, and substantial modeling as students begin to use words and phrases to share ideas.

Level 2

- Provide sufficient wait time and moderate support as students raise hands and use new words and phrases to share ideas.

Level 3

- Support students in using precise language to effectively present their ideas in whole-group discussions. "I agree with Zach. People like to be greeted."

Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Create a Connection (page 3)	Fiction: Time for a Story (page 4)	Nonfiction: Find Out the Facts (pages 5 and 6)		Civics in Action (page 7)
Preview the text, and make predictions.	Read a fictional passage, and practice retelling key details of the story.	Learn about and practice identifying the main topic of a text.	Practice identifying key details of a text.	Role-play meeting new people.

Day 1 Materials

- *Meet and Greet* books
- an assortment of books: fiction and nonfiction (*optional*)
- copies of *Predict* (page 8)

Create a Connection

Engage students by showing them the cover of the book.

- Invite students to describe what they see.
- Read the title of the book, and ask students to predict what they might find in the book.
- Ask students, “Do you think this text will be fiction or nonfiction? Why?”
- Guide students to understand that fiction tells pretend stories about characters, whereas nonfiction tells about the real world.
- **Below-level support:** Show students examples of books that are fiction and nonfiction to help them make their predictions.

Preview the text.

- Take a picture walk through the nonfiction part of the book.
- Show students the pictures, and ask them to tell you what they think the words will say.
- Remind students that pictures give clues to the text.
- Have students complete *Predict*, assisting them as necessary.

Model meeting someone.

- Ask students to role-play what they see people do when they first meet someone.

Daily Discussion

Essential Question: *What happens when people meet?*

- Explain that taking turns means that many people get a chance to share.
- Model how to take turns in a group by listening and raising your hand to speak.
- Have students practice taking turns while talking with partners.
- Use the mini-lesson “Take Turns” in the Management Guide (page 50) for additional support and practice.

Day 2 Materials

- *Meet and Greet* books
- copies of *Retell* (page 9)

Fiction: Time for a Story

Distribute the books.

- Read the title of the book. Have student pairs share how the picture on the front cover supports the text. Clarify the meaning of *greet*.
- Ask students to look at the picture on pages 18–19 and make predictions about the story.

Teach the reading strategy—*retelling stories including key details*—including the following points:

- Retelling the story means you say it in your own words.
- Retelling the story includes talking about the characters, the setting, and the events.
- Details are little parts that help you create a picture in your mind. Details make a story interesting.

Introduce the story (pages 18–19).

- Read the title of the story aloud, and explain how the words *greet* and *greeting* are related.
- Talk about the setting. Discuss what a library is. Model sounding out the word *library*.
- Read the story aloud. Ask students to identify the characters.
- Model retelling the story and identifying key details.
 - Example: “Two children meet outside the library. They each have books. They introduce themselves. One child is named Mike, and the other is named Jade. Jade says, ‘I like your books!’”

Assign the following partner activities:

- Look at *Retell*. Take turns retelling the story in your own words.
- Number the pictures in *Retell*.

Daily Discussion

Day 2 Question: *Why is it nice to say hello?*

- Review ways to take turns.
- Have students take turns discussing the question with partners.



Day 3 Materials

- *Meet and Greet* books
- copies of *Main Topic* (page 10)

Nonfiction: Find Out the Facts

Distribute the books.

- Ask students how fiction differs from nonfiction. Guide them to understand that fiction tells a story about characters and nonfiction tells facts and information about the world.
- Review the title, pointing to each word as you read it.

Explain the reading strategy—*identifying the main topic and retelling details*—including the following points:

- The main topic is what the text is all about.
- The details are the ideas that support or explain the main topic.

Model sharing your thoughts while reading.

- Read aloud the sentence on page 2.
- Share what you are thinking.
 - ♦ Example: “The author says it is nice to say hello. I agree because I like it when people say hi to me. Based on the words, I think the main topic is greeting people.”
- Demonstrate how to use the pictures to support the main topic.
 - ♦ Example: “The girls in the first picture are waving to say hello. The children near the bus are giving each other a high five. The pictures help confirm that the main topic is greeting people because waving and high fives are ways to greet people.”
- Have students brainstorm and role-play other ways they can say hello to people they know (e.g., smile, bow, hug, fist-bump).

Read aloud pages 4–9.

- Pause after each page spread to restate the main topic, greeting people.
- Ask students to find supporting details in the pictures.
- Have students complete *Main Topic*, assisting them as necessary.
- **English language support:** Point out that *high* and *hi* sound the same but are spelled differently. Point out the silent *-gh* that helps *i* say its name.

Daily Discussion

Day 3 Question: *How can you say hello?*

- Ask two students to model taking turns by passing an object back and forth.
- Have students share ways their families greet others.

Day 4 Materials

- *Meet and Greet* books
- copies of *Key Details* (page 11)
- copies of *The Story Continues* (page 12); optional

Nonfiction: Find Out the Facts *(cont.)*

Review the reading strategy—*identifying the main topic and retelling details*.

- Tell students that one way to identify the main topic is to complete this sentence: *This book is about ____.*
- Ask students to talk with partners about where they can find details (*in the text or the pictures*).
- Listen to partner discussions, and share important comments with the group.

Distribute the books, and read aloud pages 10–17 as students follow along.

- Stop at the end of each page spread, and ask volunteers to share details from the text or a picture that support the main idea.
- Remember to pause for 5–15 seconds before calling on students to give them time to make sense of the question and formulate a response.

Assign the following activities for students to complete with partners:

- Review the pictures in the book.
- Identify the key details that support the text.
- Complete *Key Details*.

Daily Discussion

Day 4 Question: *Where can you meet new people?*

- Review taking turns, and have students discuss the question with partners.
- **Above-level support:** Challenge students to come up with 10 places to meet new people.

Fiction/Nonfiction Text Extension

Review the ways people greet one another in the book *Meet and Greet*. Review the fictional story “Greetings.” Then, ask students to use *The Story Continues* to draw and write what might happen next in the story.

Day 5 Materials

- copies of *Meeting New People* (page 13)
- chart paper

Civics in Action

Engage students by role-playing meeting someone for the first time.

- Model how to meet someone for the first time.
- Discuss how students feel when meeting someone new.

Facilitate a meet-and-greet activity.

- Explain that students will role-play meeting a new child or a new adult for the first time.
- Discuss what students feel is important to do when meeting someone new.
- Write their ideas for all to see.
- Choose several volunteers to demonstrate for the group.

Introduce *Meeting New People*.

- Create a word bank or possible phrases to help students fill in the blanks.
- Distribute and have students complete *Meeting New People*.

Daily Discussion

Essential Question: *What happens when people meet?*

- Have partners discuss the question.
- Remind students how nice it makes them feel to discuss a question with someone who takes turns.

Assessment Options

- **Time to Reflect** (page 14)—Students reflect in writing about what they have learned.
- **Reading Quiz** (page 15)—Students respond to multiple-choice and short-answer questions.

Name: _____ Date: _____

Predict

Directions: Draw a picture. Show what you think will happen in the book. Then, write about your picture.



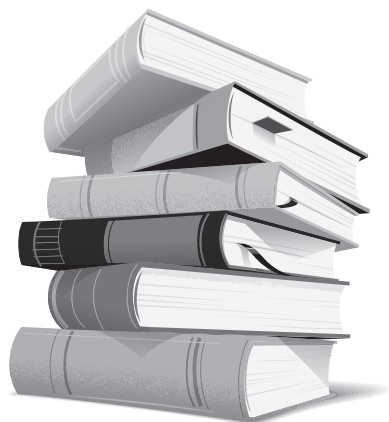
I think the book will be about

Name: _____ Date: _____

Retell

Directions: Use the pictures to retell the story “Greetings.”
Number the pictures to match how you told the story.







Name: _____ Date: _____

Main Topic

Directions: Draw and write about the main topic of *Meet and Greet*.

A large rectangular area defined by a dotted line, intended for drawing and writing.



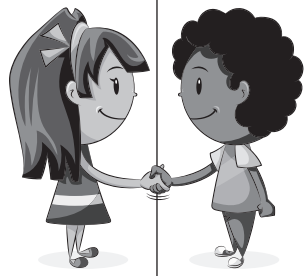
Name: _____ Date: _____

Key Details

Directions: Write the main topic of the book. Draw two key details.

Main Topic: _____

Key Detail 1	Key Detail 2



Name: _____ Date: _____

The Story Continues

Directions: Mike and Jade talk near the library. What happens next? Draw and write details.



Name: _____ Date: _____

Meeting New People

Directions: You meet someone new. Draw what you can do. Write what you can say.



Name: _____ Date: _____

Time to Reflect



Directions: Draw and write about what you have learned.

1. How do you feel when you meet someone new?

I feel _____

2. Why is it nice to greet someone?

It is nice because _____

Name: _____ Date: _____

Meet and Greet Quiz

Directions: Read each question. Fill in the bubble for the best answer. Then, draw to respond to number 3.

1. Why should you say hello?

- (A) It is nice.
- (B) It is a law.

2. What is one nice way to greet someone?

- (A) smile
- (B) walk away

3. Draw two people greeting each other.

Unit 4: Fairness and Responsibility



Compelling Question: Why do we have rules?

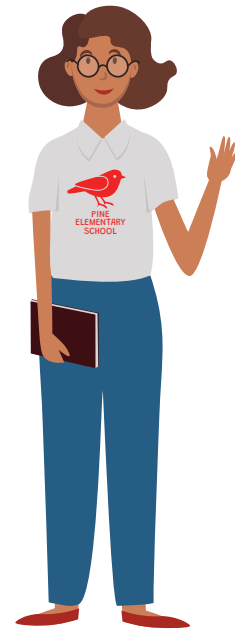
Title	Page	Standard
Part of a School	50	Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government.
Citizen Similarities	51	
Our World	52	Places and Regions: Describe places and regions, explaining how they are influenced by power structures.
Directions	53	
Importance of Water	54	Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.
A Special Home	55	
Animal Appreciation	56	
Holidays	57	Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.
Playing Fair	58	Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.
A Personal Story	59	
Who Needs Rules?	60	This activity incorporates several of the above standards.

Part of a School



Guiding Question: How do we show we are part of a group?

Directions: Pine Elementary School has a red bird for a mascot. Circle all the people showing they are part of the school. Cross off the people not showing they are part of the school.



What ways do you show you are a part of your school?



Citizen Similarities

Directions: Citizens in the United States share many things. Draw a picture to go with each similarity.

Similarity	Picture
use the same money	
have the same flag	
follow the same rules	
celebrate the same national holidays	

A new student joins your class. They are from another country. How could you help them feel like they belong?

