

We Go to School

Learning Objectives

Students will:

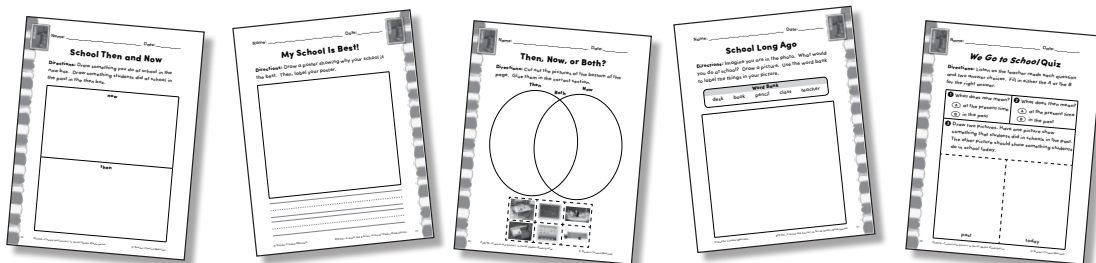
- ▶ describe the similarities and differences between schools of the past and present.
- ▶ create and label posters describing why their school is the best.
- ▶ complete a Venn diagram to show how schools have changed over time.

Standards

- ▶ **CCSS Reading:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- ▶ **CCSS Writing:** Recall information from experience or gather information from provided sources to answer a question.
- ▶ **Content:** Understands changes in community life over time.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- ◆ *We Go to School* books
- ◆ copies of student reproducibles (pages 54–58)
- ◆ *A Day at School* primary source (school.jpg)
- ◆ chart paper
- ◆ sticky notes
- ◆ coloring supplies
- ◆ scissors and glue sticks



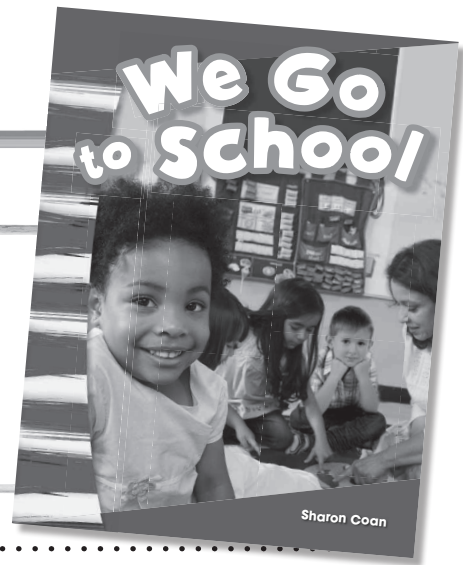
Timeline for the Lesson

	Task	Summary of Student Learning Activities
Day 1	Before Reading (page 50)	Predict whether pictures in the text represent the past or present.
Day 2	During Reading (page 51)	Draw things students do in school now and then, and create and label a school poster.
Day 3	After Reading (page 52)	Compare and contrast schools of the past and present.
Day 4	Primary Source Activity (page 53)	Draw and label a class long ago.
Day 5	Activities from the Book (pages 18 and 22 in the books)	Draw pictures of schools then and now and discuss how schools have changed.

We Go to School *(cont.)*

Vocabulary Word Bank

- ▶ now
- ▶ then



Before Reading

1. Introductory Activity—Ask students to name things they do in school. Record their ideas on the board or on chart paper. Then ask students to consider what school would have been like long ago. Ask them questions about schools in the past such as *Do you think schools long ago had computers? Do you think school busses took students to school?* Record their responses in another column.

- ▶ Lead a class discussion about how things change over time. Include technology in your discussion.

2. Vocabulary Activity—Write the vocabulary words on the board. Explain to students that in this book, *then* means *in the past* and *now* means *in the present*. Use each of the words in a sentence. Ask student volunteers to use each word in a sentence as well.

- ▶ Tell students that they will be making gestures to go with the words. Ask students to suggest gestures (for example, a thumb pointing back over your shoulder for *then* and a finger pointing right in front of you for *now*).
- ▶ Throughout the day, say the words *now* and *then* and remind students to make the gestures.

3. Prereading Activity—Display the *We Go to School* book for the class. Cover the words in the book with sticky notes. Show the pictures to students, asking them to predict if the picture shows *then* (past) or *now* (present). Have students support their answers with details from the picture. Accept any answer that students can support.

We Go to School *(cont.)*



During Reading

- 1. Reading Activity**—Distribute the *We Go to School* books to students. Choral-read the book as a class.
- ▶ As you read the book, ask students to explain something in the picture that shows whether the picture represents *then* or *now*. Confirm students' predictions where appropriate.
 - ▶ You may choose to conduct the first reading of the book using the Interactiv-eBook (optional). It contains activities, videos, audio, and tools to add an interactive approach to teaching social studies.
 - ▶ For the second reading, have students whisper-read the word *then* and read the word *now* a little louder.
 - ▶ For **below-level learners** and **English language learners**, you may choose to play the Audio CD as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recordings will help struggling readers practice fluency and aid in comprehension.
 - ▶ Distribute copies of the *School Then and Now* activity sheet (page 54) to students. Read the directions aloud. Lead a class discussion about things students did in schools then and things they do now. Brainstorm things students could draw as a class.
- 2. Writing Activity**—Lead students in a discussion about why their school is the best school in town. Brainstorm things students might wish to draw to show that their school is the best. Write their responses on the board or chart paper.
- ▶ Distribute copies of the *My School Is Best!* activity sheet (page 55) to students. Explain that they will create a poster showing why their school is best. Allow time for students to complete the assignment independently.
 - ▶ Encourage **above-level learners** to write a complete sentence to go with their posters.
 - ▶ Provide a word bank on the board for **below-level learners** and **English language learners** to use as they label their posters.

We Go to School *(cont.)*

After Reading

1. Vocabulary Activity—Remind students of the two vocabulary words. Ask them to supply definitions for each word.

- ▶ Divide the class into two groups. Make the groups heterogeneous so that **English language learners** and **below-level learners** have peer support.
- ▶ Choose a student from one of the groups. Name an item that has been discussed in class in connection to *now* and *then* comparisons. You may wish to use the images in the *We Go to School* book as well.
- ▶ With help from the group, the student needs to tell you whether the word belongs in the *now* category or the *then* category. (For example, a computer would belong in the *now* category.)
- ▶ Continue the game, alternating groups and choosing a different student each time.

2. Reading Activity—Ask students what else might be different between schools today and in the past. Record student responses on the board or chart paper.

- ▶ Explain to students that a Venn diagram compares how things are the same and contrasts how they are different, using three sections. Complete a Venn diagram on the board using a familiar topic.
- ▶ Distribute copies of the *Then, Now, or Both?* activity sheet (page 56), scissors, and glue sticks to students. Discuss each of the pictures at the bottom of the page.

- ▶ Have students cut out the pictures and glue them to the appropriate spot on the page. You may want to have students place the pictures on the page first and glue them after you have checked that they have been placed correctly.

3. Assessment—A short posttest, *We Go to School Quiz* (page 58), is provided to assess student learning from the book. Share with students how to read the sentences with both the *A* and the *B* answer choices to determine which one is correct. A document-based assessment is also provided on page 200. Additionally, the Interactiv-eBook activities may be used as a form of assessment (optional).

Activities from the Book

- ▶ **Write It! Activity**—Read the Write It! prompt aloud from page 18 of the *We Go to School* book. Students will draw a picture of a school from the past and one from the present.
- ▶ **Your Turn! Activity**—Read the Your Turn! activity aloud from page 22 of the *We Go to School* book. Students will discuss how things have changed in schools and what has stayed the same.

We Go to School *(cont.)*



Primary Source Activity

Historical Background

Students in the 1940s were taught the same subjects as today, including math, reading, spelling, science, and geography. However, much about school has changed since then. Students walked or rode their bikes to school, and students who lived close enough could walk home to eat lunch. Teachers were very strict and gave consequences such as writing lines and standing in the corner. Drill and practice and rote memorization were considered effective teaching strategies. Students did not often participate in group work or projects.

About the Primary Source

This picture was taken in October of 1942. It shows a first grade class making paper hats in a New York City classroom.



Teaching Suggestions

1. Display the electronic file *A Day at School*. A copy of the primary source is provided on the Digital Resource CD (school.jpg).
2. Ask students the discussion questions below.
 - ▶ Where do you think this picture was taken? How can you tell?
 - ▶ What are the children doing? How do you know?
 - ▶ How is this different from what you might see today?
 - ▶ How is it the same?
3. Review the historical background information with students.
4. Distribute copies of the *School Long Ago* activity sheet (page 57) to students. Read the directions aloud. Brainstorm ideas about school long ago with students. Have them complete the activity independently. Circulate and assist as needed.
 - ▶ Encourage **above-level learners** to write a sentence about their drawings on the back of their activity sheets.
 - ▶ Allow **below-level learners** and **English language learners** to point to their drawings and label them verbally. Write the words for them and have students trace over your words as they say them aloud.



Name: _____ Date: _____

School Then and Now

Directions: Draw something you do at school in the *now* box. Draw something students did at school in the past in the *then* box.

now

then



Name: _____ Date: _____

My School Is Best!

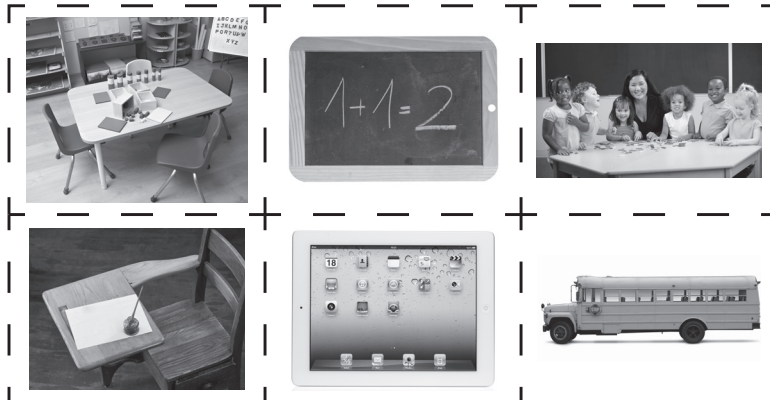
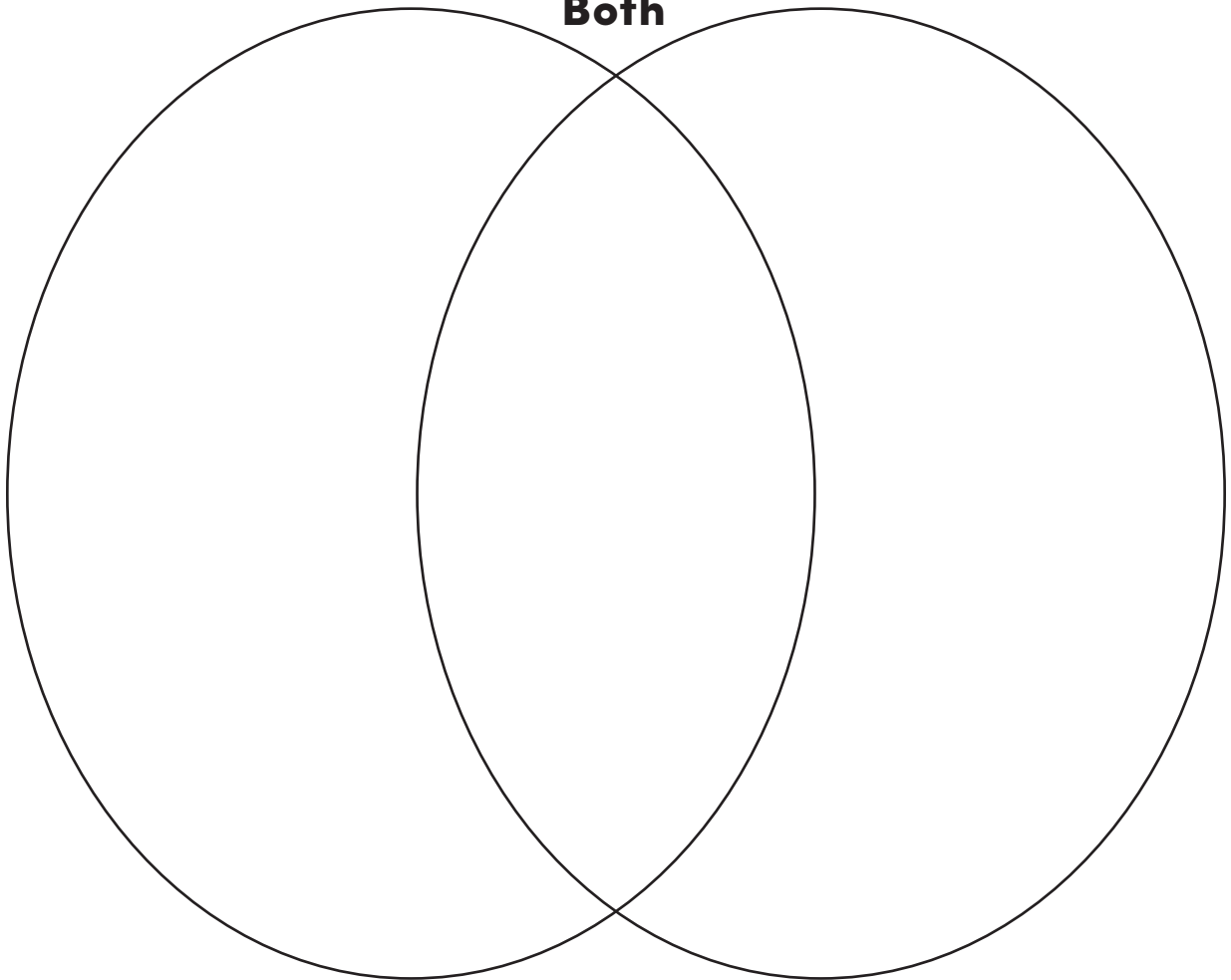
Directions: Draw a poster showing why your school is the best. Then, label your poster.



Name: _____ Date: _____

Then, Now, or Both?

Directions: Cut out the pictures at the bottom of the page. Glue them in the correct section.

Then**Now****Both**



Name: _____ Date: _____

School Long Ago

Directions: Imagine you are in the photo. What would you do at school? Draw a picture. Use the word bank to label the things in your picture.

Word Bank

desk book pencil class teacher



Name: _____ Date: _____

We Go to School Quiz

Directions: Listen as the teacher reads each question and two answer choices. Fill in either the *A* or the *B* for the right answer.

1 What does *now* mean?

A at the present time

B in the past

2 What does *then* mean?

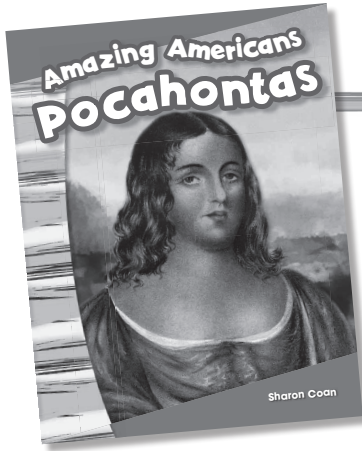
A at the present time

B in the past

3 Draw two pictures. Have one picture show something that students did in schools in the past. The other picture should show something students do in school today.

past

today



Pocahontas

Learning Objectives

Students will:

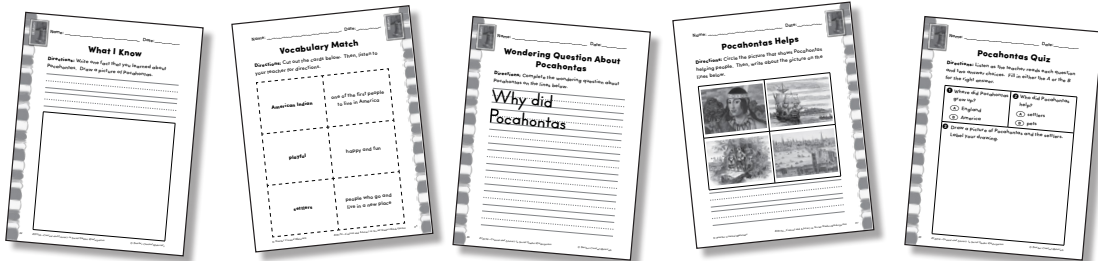
- ▶ ask questions before, during, and after reading.
- ▶ write facts they learned about Pocahontas.
- ▶ learn about Pocahontas and her impact on America.

Standards

- ▶ **CCSS Reading:** With prompting and support, ask and answer questions about key details in a text.
- ▶ **CCSS Writing:** Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- ▶ **Content:** Understand how important figures reacted to their times and why they were significant to the history of our democracy.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- ◆ *Amazing Americans: Pocahontas* books
- ◆ copies of student reproducibles (pages 84–88)
- ◆ *Pocahontas* primary source (pocahontas.jpg)
- ◆ copies of the *Student Letter Template* (letter.pdf) (optional)
- ◆ large index cards (three per student)
- ◆ chart paper
- ◆ coloring supplies
- ◆ scissors



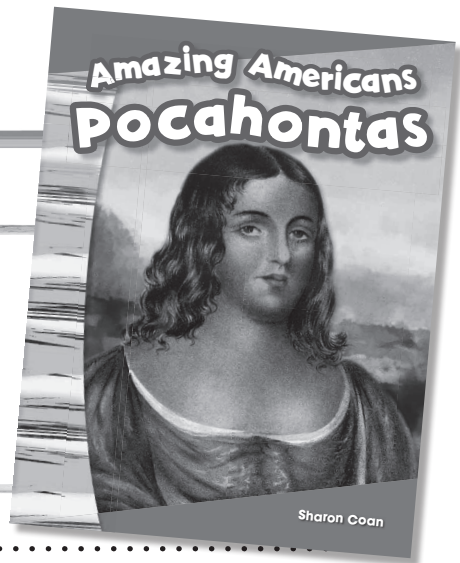
Timeline for the Lesson

	Task	Summary of Student Learning Activities
Day 1	Before Reading (page 80)	Brainstorm a list of questions about Pocahontas.
Day 2	During Reading (page 81)	Ask and answer questions and write facts about Pocahontas.
Day 3	After Reading (page 82)	Ask wondering questions about Pocahontas.
Day 4	Primary Source Activity (page 83)	Write about how Pocahontas helped people.
Day 5	Activities from the Book (pages 18 and 22 in the books)	Ask a community member how he or she helps people and pretend they can talk to Pocahontas.

Pocahontas *(cont.)*

Vocabulary Word Bank

- ▶ American Indian
- ▶ playful
- ▶ settlers



Before Reading

1. Introductory Activity—Ask students if they know anything about the first people who lived in America. Lead a discussion about American Indians.

- ▶ Talk about how each tribe was different and had its own customs, language, and beliefs.
- ▶ Ask students to share what they know about American Indians.
- ▶ Tell students they are going to read a book about a special American Indian named Pocahontas.

2. Vocabulary Activity—Write the vocabulary words on the board. Ask students to share their thoughts about what the words might mean. Explain the meaning of each word and use it in a sentence.

- ▶ Ahead of time, write the vocabulary words on the front of large index cards. Distribute a set of three cards to each student. You may wish to also include pictures on the vocabulary cards or guide students in drawing relevant pictures on their cards.

- ▶ Gather students in a circle on the floor. Explain what a riddle is. Tell them that they will play a game with riddles. The answer to each riddle will be one of the vocabulary words on their cards. When students know the answer to the riddle, they should hold up the card with the correct vocabulary word on it.
- ▶ Read the following riddles, one at a time, slowly and clearly. *I am happy. I am fun. I like to play.* (playful); *We are people. We go to new lands. We live in new places.* (settlers); *We are people. We were one of the first people to live in America. Pocahontas is one of us.* (American Indian)

3. Prereading Activity—Tell students that good readers ask questions before, during, and after reading. Display the *Amazing Americans: Pocahontas* book for the class to see.

- ▶ Tell students that before they even open the book, you want them to think of some questions they have about Pocahontas.
- ▶ Record students' questions on chart paper under the heading *Questions Before Reading*. Leave space between each question to write the answers in later.

Pocahontas *(cont.)*



During Reading

1. Reading Activity—Remind students that good readers ask questions before, during, and after reading. Refer to the *Questions Before Reading* list. Tell students that they should look for answers to these questions as they read the book.

- ▶ Distribute the *Amazing Americans: Pocahontas* books to students. Echo-read the book as a class. Think aloud as you model how to answer a few of the questions on the list. Record the answers beneath the corresponding questions with a different-color marker.
- ▶ You may choose to conduct the first reading of the book using the Interactiv-eBook (optional). It contains activities, videos, audio, and tools to add an interactive approach to teaching social studies.
- ▶ For the second reading, have students take turns reading pages with partners. Encourage students to discuss other questions they have about the book.
- ▶ Ask students if the book answered any more of their questions from the class list. Record the answers on the class list.
- ▶ For **below-level learners** and **English language learners**, you may choose to play the Audio CD as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recordings will help struggling readers practice fluency and aid in comprehension.

2. Writing Activity—Divide the class into small groups. Make the groups heterogeneous so that **English language learners** and **below-level learners** have peer support. Ask students to think about what they have learned about Pocahontas. Have students share their thoughts with their groups.

- ▶ Distribute copies of the *What I Know* activity sheet (page 84) to students. Read the directions aloud. Have students use the book to write facts about Pocahontas.
- ▶ Pull **below-level learners** and **English language learners** into a group. Provide support by helping them identify the initial sounds of the words they chose.
- ▶ Display the finished activity sheets on a bulletin board so that other students can learn facts about Pocahontas.

Pocahontas *(cont.)*

After Reading

1. Vocabulary Activity—Ahead of time, cut out two sets of cards from the *Vocabulary Match* activity sheet (page 85). Read the activity sheet directions aloud to the class. Then demonstrate how to play the game with a student volunteer.

- ▶ Divide the class into small groups. Distribute copies of the *Vocabulary Match* activity sheet and scissors to each student.
- ▶ Have students cut out the game cards and write their initials on the front. Next, have students mix the cards and turn them facedown. Have them take turns flipping two cards at a time. If they get a word and definition that match, they should remove those cards. Play continues until all cards have been matched.
- ▶ All group members should combine their cards. Explain that they may match cards belonging to different players.

2. Reading Activity—Remind students that good readers ask questions before, during, and after reading. Explain that wondering questions make people think more deeply about what they read. Explain that wondering questions usually begin with *Why*, *How*, and *What if*. Provide examples of wondering questions.

- ▶ Divide the class into pairs or small groups. Distribute copies of the *Wondering Question About Pocahontas* activity sheet (page 86) to students. Read the directions aloud. Allow time for students to complete the activity. Circulate and assist as needed.

- ▶ If possible, send their wondering questions to a higher-grade classroom. Have those students research the answers and share them with your students.

3. Assessment—A short posttest, *Pocahontas Quiz* (page 88), is provided to assess student learning from the book. Share with students how to read the sentences with both the *A* and the *B* answer choices to determine which one is correct. A document-based assessment is also provided on page 203. Additionally, the Interactiv-eBook activities may be used as a form of assessment (optional).

Activities from the Book

- ▶ **Ask It! Activity**—Read the Ask It! prompt aloud from page 18 of the *Amazing Americans: Pocahontas* book. Students will ask an adult how he or she helps people. You may wish to fill out the *Student Letter Template* (letter.pdf) and send it home with students to explain the assignment to their families.
- ▶ **Your Turn! Activity**—Read the Your Turn! activity aloud from page 22 of the *Amazing Americans: Pocahontas* book. Students will pretend that they can talk to Pocahontas and draw their ideas.

Pocahontas *(cont.)*



Primary Source Activity

Historical Background

Pocahontas is a famous historical figure, with legend and truth intertwined. Born around 1595 to a powerful Powhatan chief, she was a playful and lively child. When settlers moved near her tribe, she befriended one man in particular—John Smith. She traveled to the Jamestown settlement to deliver messages from her father and to trade with them. Eventually, she married a settler named John Rolfe and converted to Christianity. Later, she traveled to England to represent her people.

About the Primary Source

This engraved portrait of Pocahontas was created in the 1610s. Her friendly relationship with the colonists helped keep the peace for a while.



Teaching Suggestions

1. Display the electronic file *Pocahontas*. A copy of the primary source is provided on the Digital Resource CD (*pocahontas.jpg*).
2. Ask students the discussion questions below.
 - ▶ Whom is this a picture of? How do you know?
 - ▶ Why would someone draw a picture of her?
 - ▶ Why was she important?
3. Review the historical background information with students.
4. Talk about how Pocahontas helped people. Include how she helped the settlers and maintained peaceful relations.
5. Distribute copies of the *Pocahontas Helps* activity sheet (page 87) to students. Read the directions aloud. Provide time for students to complete the activity. Have volunteers share their work with the class.

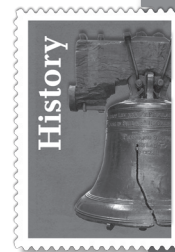


Name: _____ Date: _____

What I Know

Directions: Write one fact that you learned about Pocahontas. Draw a picture of Pocahontas.

Name: _____ Date: _____



Vocabulary Match

Directions: Cut out the cards below. Then, listen to your teacher for directions.

American Indian

one of the first people
to live in America

playful

happy and fun

settlers

people who go and
live in a new place



Name: _____ Date: _____

Wondering Question About Pocahontas

Directions: Complete the wondering question about Pocahontas on the lines below.

Why did
Pocahontas



Name: _____ Date: _____

Pocahontas Helps

Directions: Circle the picture that shows Pocahontas helping people. Then, write about the picture on the lines below.





Name: _____ Date: _____

Pocahontas Quiz

Directions: Listen as the teacher reads each question and two answer choices. Fill in either the *A* or the *B* for the right answer.

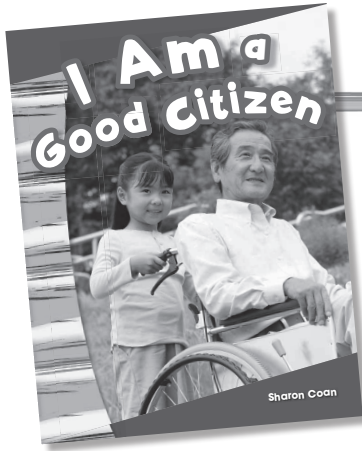
1 Where did Pocahontas grow up?

- A England
- B America

2 Who did Pocahontas help?

- A settlers
- B pets

3 Draw a picture of Pocahontas and the settlers. Label your drawing.



I Am a Good Citizen

Learning Objectives

Students will:

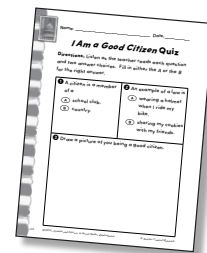
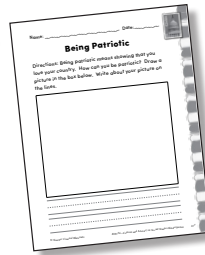
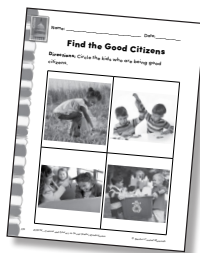
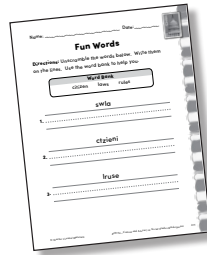
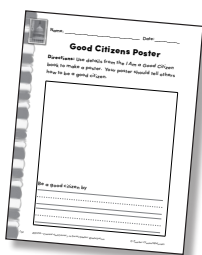
- ▶ identify the main idea and supporting details of the book.
- ▶ create posters about how to be a good citizen.
- ▶ learn about citizenship and how they can be good citizens.

Standards

- ▶ **CCSS Reading:** Identify the main topic and retell key details of a text.
- ▶ **CCSS Writing:** Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- ▶ **Content:** Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- ◆ *I Am a Good Citizen* books
- ◆ copies of student reproducibles (pages 124–128)
- ◆ *Parade* primary source (parade.jpg)
- ◆ chart paper
- ◆ coloring supplies



Timeline for the Lesson

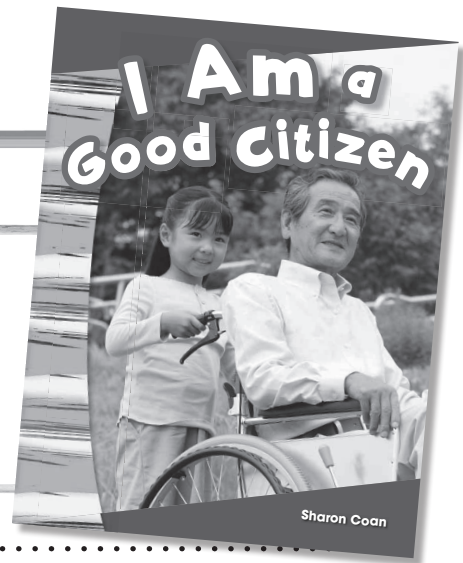
	Task	Summary of Student Learning Activities
Day 1	Before Reading (page 120)	Take a picture walk to predict the main idea of the book.
Day 2	During Reading (page 121)	Identify the main idea and supporting details of the book and make posters about citizenship.
Day 3	After Reading (page 122)	Use details from the book to identify examples of good citizens.
Day 4	Primary Source Activity (page 123)	Talk, draw, and write about how to be patriotic.
Day 5	Activities from the Book (pages 18 and 22 in the books)	Explore ways to be a good citizen and draw pictures showing how they can be good citizens.



I Am a Good Citizen (cont.)

Vocabulary Word Bank

- ▶ citizen
- ▶ laws
- ▶ rules



Before Reading

1. Introductory Activity—Ask students to name things they are members of, such as their school, their family, or a sports team. Explain to students that they are also members of a country. Tell them that members of a country are called *citizens*.

- ▶ Explain to students that good citizens follow their country's rules and laws. Have students discuss and share laws that they follow.
- ▶ Tell students that they will read a book to find out other ways they can be good citizens.

2. Vocabulary Activity—Write the vocabulary words on the board. Ask students to share their thoughts about what the words might mean. Explain the meaning of each word, and use them in sentences.

- ▶ Help students make personal connections with the vocabulary by answering relevant questions. For example, for the word *citizen*, have a student volunteer describe a time he or she was a good citizen. For *laws*, have students tell about a time they followed a law or saw someone breaking a law. All students should have personal stories to share about the word *rules* in relation to classroom rules and rules at home.

3. Prereading Activity—Display the *I Am a Good Citizen* book for students. Explain to students that while they are reading this book, they will be identifying its main idea and supporting details. Explain that the main idea tells what the book is mainly about and that supporting details tell more about the main idea.

- ▶ Write *Main Idea* on the board. Guide students in a picture walk of the book. Have students predict the book's main idea. Tell them to look for clues in the pictures. Record their responses on the board.

I Am a Good Citizen *(cont.)*



During Reading

1. Reading Activity—Distribute the *I Am a Good Citizen* books to students. Conduct a choral reading for the first reading of the book. Be sure students are pointing to the words as they are reading and not just repeating what you say.

- ▶ You may choose to conduct the first reading of the book using the Interactiv-eBook (optional). It contains activities, videos, audio, and tools to add an interactive approach to teaching social studies.
- ▶ Divide the class into pairs or small groups for the second reading. Have group members take turns reading pages. Instruct groups to discuss the main idea of the book.
- ▶ For **below-level learners** and **English language learners**, you may choose to play the Audio CD as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recordings will help struggling readers practice fluency and aid in comprehension.
- ▶ Ask students to share what they believe is the main idea of the book. If students do not come up with *how to be a good citizen*, lead them to that answer. Write *How to Be a Good Citizen* on chart paper. Beneath that, write *Details*.
- ▶ Help students find several details in the book that support the main idea. Record these under the *Details* heading. Reinforce the fact that the details tell more about the main idea. Display the chart paper somewhere clearly visible to serve as a reference.

2. Writing Activity—Tell students that they will use details from the book to create posters that tell others how to be good citizens. Review the ways the book shows how people can be good citizens.

- ▶ Distribute copies of the *Good Citizens Poster* activity sheet (page 124) to students. Read the directions aloud. Help students brainstorm ideas for their posters. Circulate and assist students as they complete the activity.
- ▶ Encourage **above-level learners** to write two or more ways to be good citizens.
- ▶ You may wish to allow **below-level learners** and **English language learners** to dictate their sentences to you as you write them. Then have them trace the words as they say them aloud.
- ▶ Display the posters around the classroom for students to see.



I Am a Good Citizen (cont.)

After Reading

1. Vocabulary Activity—Review with students what it means to be a good citizen. Then review the meanings of the words *rules* and *laws*.

- ▶ Distribute copies of the *Fun Words* activity sheet (page 125) to students. Read the directions aloud. Unscramble the first word as a class. Allow time for students to unscramble the remaining words.

2. Reading Activity—Distribute the *I Am a Good Citizen* books to students. Review the *How to Be a Good Citizen* chart made in the During Reading section. Remind students that these are details that tell more about the main idea.

- ▶ Distribute copies of the *Find the Good Citizens* activity sheet (page 126) to students. Read the directions aloud.
- ▶ Allow students to work individually or in pairs. After completing the assignment, have students share their ideas.
- ▶ Review the correct answers with the class. Challenge students to explain why each picture shows kids being good citizens or not being good citizens.

3. Assessment—A short posttest, *I Am a Good Citizen Quiz* (page 128), is provided to assess student learning from the book. Share with students how to read the sentences with both the *A* and the *B* answer choices to determine which one is correct. A document-based assessment is also provided on page 207. Additionally, the Interactiv-eBook activities may be used as a form of assessment (optional).

Activities from the Book

- ▶ **Try It! Activity**—Read the Try It! prompt aloud from page 18 of the *I Am a Good Citizen* book. Have students discuss ways they can be good citizens. Then have them practice being good citizens.
- ▶ **Your Turn! Activity**—Read the Your Turn! activity aloud from page 22 of the *I Am a Good Citizen* book. Students will draw pictures of how they can be good citizens.

I Am a Good Citizen *(cont.)*



Primary Source Activity

Historical Background

Memorial Day, first called Decoration Day, became an official holiday in May of 1868. It originally honored those who died fighting in the Civil War. After World War I, it was changed to honor those who died fighting in any war. Celebrated on the last Monday in May, it is the unofficial start to summer for many Americans.

About the Primary Source

This photo shows children getting ready to march in a Memorial Day parade in Ashland, Maine, in 1943. Parades of the past were simpler than those of today but still had some of the same attractions. Police cars and fire trucks were often involved, a local band might have played, and groups of people walked the route.



Teaching Suggestions

1. Display the electronic file *Parade*. A copy of the primary source is provided on the Digital Resource CD (*parade.jpg*).
2. Ask students the discussion questions below.
 - ▶ Where do you think these children are?
 - ▶ Why do you think they are holding flags?
 - ▶ How are they being good citizens?
3. Review the historical background information with students.
4. Explain to students that the children in the photograph are showing that they love their country by waving its flag and celebrating a national holiday. Tell students that this is called being patriotic. Write *patriotic* on the board, and have students repeat the word.
5. Distribute copies of the *Being Patriotic* activity sheet (page 127) to students. Provide time for them to complete the activity individually. Allow volunteers to share their work with the class.
 - ▶ Allow **below-level learners** and **English language learners** to label their pictures instead of writing a sentence.
 - ▶ Have students share their work with the class.



Name: _____ Date: _____

Good Citizens Poster

Directions: Use details from the *I Am a Good Citizen* book to make a poster. Your poster should tell others how to be a good citizen.

Be a good citizen by



Name: _____ Date: _____

Fun Words

Directions: Unscramble the words below. Write them on the lines. Use the word bank to help you.

Word Bank		
citizen	laws	rules

swla

1.

ctzieni

2.

lruse

3.



Name: _____ Date: _____

Find the Good Citizens

Directions: Circle the kids who are being good citizens.



Name: _____ Date: _____



Being Patriotic

Directions: Being patriotic means showing that you love your country. How can you be patriotic? Draw a picture in the box below. Write about your picture on the lines.



Name: _____ Date: _____

I Am a Good Citizen Quiz

Directions: Listen as the teacher reads each question and two answer choices. Fill in either the *A* or the *B* for the right answer.

1 A citizen is a member of a

- A school club.
- B country.

2 An example of a law is

- A wearing a helmet when I ride my bike.
- B sharing my cookies with my friends.

3 Draw a picture of you being a good citizen.

A large, empty rectangular box with a black border, intended for a student to draw a picture of themselves being a good citizen.