

MI OPEN BOOK PROJECT

Families and Schools



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Michigan Open Book Project - 1st Grade

Continued from Part 3 of 4



Many families have other traditions too. Some examples may be celebrating holidays together, reading together, or taking special pictures on the first day of school.



What are some traditions in your family?



Interactive 2.8 Too Many Tamales



Let's listen to the story *Too Many Tamales*. Listen for the family's traditions.



What happened in the story? Can you name some traditions the family had?



Some of our traditions are big celebrations. We celebrate people and events that are important to us. We might eat special food or have special activities.

Traditions are a part of school life too. Your school might have a homecoming. Homecoming is when people celebrate their school pride. We also celebrate the people who have gone to our school.





It is a tradition in the Anishinaabek tribe that during the Homecoming Pow Wow they honor their recent graduates with an "Honor Song."



Our country has traditions too! In our country, we celebrate Independence Day. July 4th is our country's birthday.



On July 4th, you may way watch a parade or have a special bar-b-que. Many people watch fireworks to celebrate our country's birthday.



Celebrating Independence Day is another way to show pride, or patriotism, for our country.



Celebrating special events and people can be fun! Stop and draw what tradition or special celebration you enjoy.

Where are we?

How do we describe where we are?

How do we describe special places in our school?

How do I describe where I live?



For Teachers

The First Grade text is meant to be explored visually by students like a traditional “big book”. Some teachers may also want their students to have a copy of the book as a digital text on an iPad, Chromebook, or other digital device. Either way, the way students interact with this book is different from other MI Open Book materials.

Each short reading is meant to have some teacher interaction go along with it. We tell you what those are in each section.

This chapter also requires construction of a small box. You may use the lid of a ream of paper for creation of this box, or have a sturdier one built for you. This same box will be used across all K-2 books. You may want to have one sturdy one built and shared between teachers.

A brief PowerPoint presentation detailing the reasons for building this box is available in the orange box on this page.

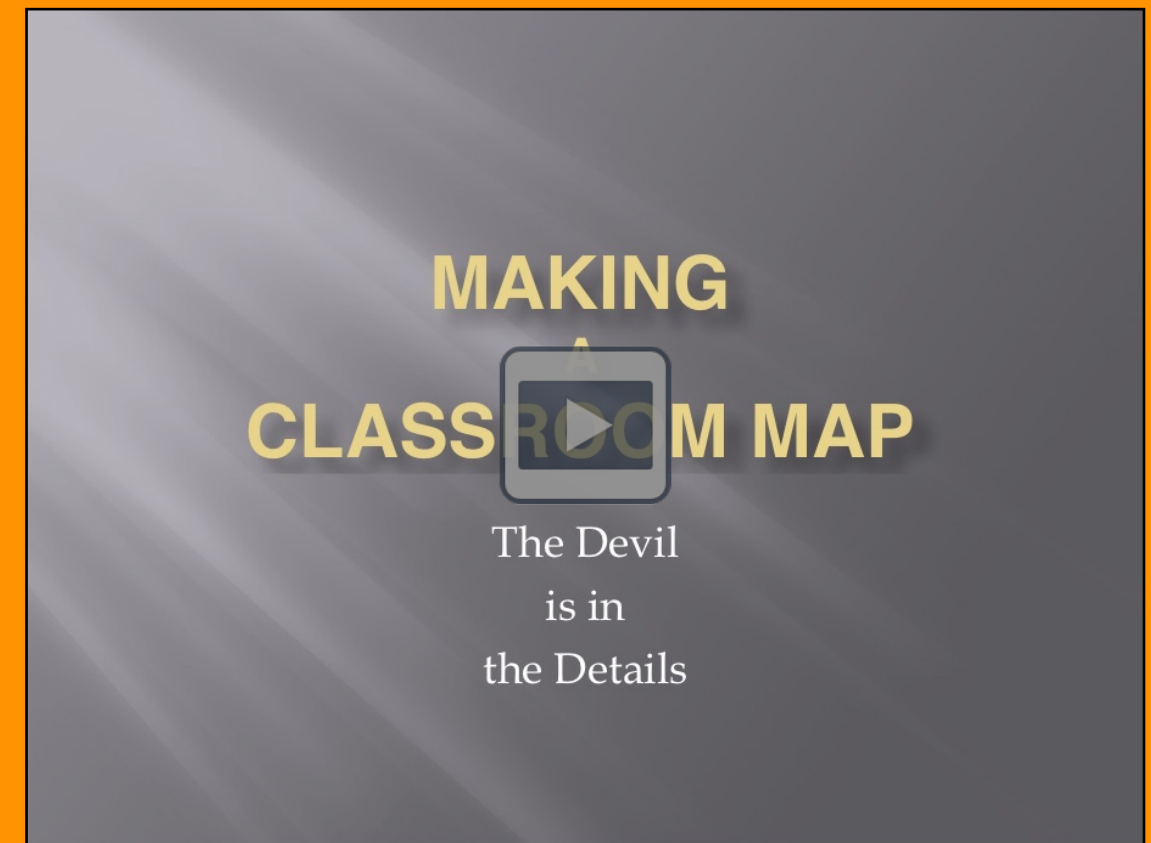
Printable PDFs with many of the images you may choose to use in your classroom model are available here:

Doors and Cubbies
Greenboards and Clocks
Posters and Map
Rug and Flowers
Window Book Cases
North, South, East, West
Greenboards



MICHIGAN OPEN BOOK PROJECT

Interactive 3.1 Making a Classroom Map



This presentation by Dr. Phil Gersmehl provides a brief overview of the model as well as the science reasoning behind it.

Reading is a Geographical Act

Letters are spatial shapes - Round or square, simple or complex, symmetrical or not, with or without “panhandles”.

Direction is important - The only difference between some pairs of letters - b and d, p and q, n and u - is the direction they face.

Words are spatial sequences - Meaning depends not just on the letters but the order in which they are arranged. (Tar and rat mean different things, both as nouns and as verbs!)

Phrases are spatial associations - They are grammatical elements that occur together in the same part of a sentence. Of course, we don’t say “grammatical elements” in first grade, but we do say “white and cat together help us describe Fluffy better than either word alone.”

Words have spatial auras - Nearby words have more influence than distant ones - “I’m walking in an oak forest” means I’m walking and the forest is oak, not “I’m an oak and the forest is walking”

Texts can be diagrammed as spatial hierarchies - Smaller clauses are nested inside larger sections. We can do things in the early grades that make the idea easier to teach later.

Page layout is a set of non-random spatial patterns - Many layout devices, such as paragraph spacing, indents, callouts, and bulleted lists depend on pattern recognition to convey part of the meaning.

Spatial positions can imply logical relationships. - Many rhetorical devices such as alliteration, alternation, or phrase repetition use analogical positioning to carry some of their meaning.

Interactive 3.2 Reading is a Geographical Act



A series of activities to be completed in conjunction with this chapter.

The Michigan Content Expectations for 1st Grade

1 - G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.

1 - G1.0.2 Describe places using absolute (e.g., home address) or relative location (e.g., left, right, front, back, next to, near).

1 - G1.0.3 Distinguish between landmasses (continents) and bodies of water (oceans) using maps and globes.

1 - G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.

1 - G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).

How do we describe where we are?

QUESTIONS TO GUIDE INQUIRY

- 1. How do we describe where we are?
- 2. How do we describe special places in our school?
- 3. How do I describe where I live?

WORDS TO INTRODUCE:

location
model
map
birds eye view

For the Teacher


- 1 - **G1.0.1** Construct simple maps of the classroom to demonstrate aerial perspective.
- 1 - **G1.0.2** Describe places using absolute (e.g., home address) or relative location (e.g., left, right, front, back, next to, near).
- 1 - **G1.0.3** Distinguish between landmasses (continents) and bodies of water (oceans) using maps and globes.
- 1 - **G2.0.2** Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).

In this chapter you’re going to need to build the classroom in a box described at the start of this chapter.



Review this widget on direction words if necessary with your kids.

Interactive 3.3 Where is the dog?



This whole chapter shouldn’t be done quickly - it is building some very important geographic foundations for students. Finish this section by practicing drawing a map of the classroom using a birds eye view.



There are many ways to tell people where we are--our **location**.



We can show people our location by making a map.



You might remember from last year that to make a map we need the Super Shrinking Machine!





The Super Shrinking Machine can shrink anything! If I hold a bus in my hands, can I take a ride in it? Can I climb inside it? Is it still a bus?



The toy bus is a **model** of a real bus. A model is a smaller item that is like a larger object. A model of a bus stands for a real bus.



When we make **maps**, we are super shrinking our world!
Let's start with our classroom.

What do you think it would be like if we shrunk our classroom?



If we shrink our classroom, it can become a model of our real classroom. We can make our own model of our classroom. First, we line up our model so it lines up with our classroom walls. Next, we need to put the windows and boards on our model's walls. We want them to match our classroom walls.

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