

MI OPEN BOOK PROJECT

Families and Schools

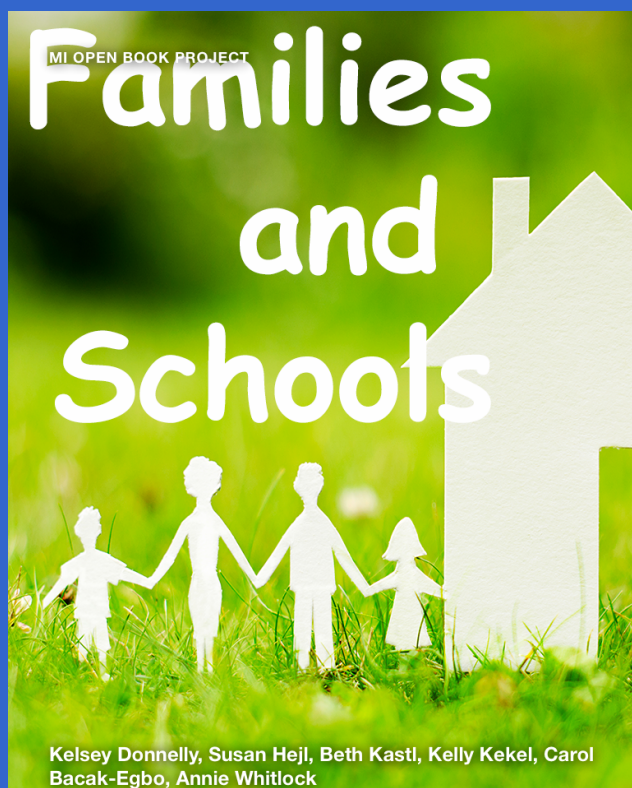


Kelsey Donnelly, Susan Hejl, Beth Kastl, Kelly Kekel, Carol
Bacak-Egbo, Annie McMahon Whitlock

**Families and
Schools**



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This is version 1.0 of this resource, released August 2017.

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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The Michigan Open Book Project

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Kelsey Donnelly

Coloma Elementary School

Coloma Public Schools

I graduated from GVSU with degrees in special education and elementary education. I began my career as an educator in Glendale, Arizona working with students with autism and coaching middle school girls flag football. I moved back to Michigan in the winter of 2016 and began working as an elementary resource teacher! When work isn't keeping me busy, I am a big baseball and hockey fan and often you can find me at a sporting event.

Beth Kastl

Floyd M. Jewett Elementary School

Mesick Consolidated Schools

Beth is an elementary teacher from Floyd M. Jewett Elementary school, where she has worked in a variety of grade levels including first and third grade.



Kellie Kekel

Lincoln Elementary School

Bangor Township Schools

Kelly teaches first grade at Lincoln Elementary School in Bangor Township Schools.



Susan Hejl
KND Elementary

Kaleva Norman Dickson

Susan has been a first grade teacher in the Kaleva Norman Dickson School District for 26 years. She earned her Bachelor of Science Degree in Elementary Education from Central Michigan University and a Masters of Arts in Curriculum and Teaching from Michigan State University. Outside of school, Susan enjoys singing, gardening, exercising, kayaking and spending time on the lake.

Annie McMahon Whitlock

Assistant Professor

University of Michigan-Flint

Annie McMahon Whitlock is an Assistant Professor of Elementary Education at University of Michigan-Flint. In addition to teaching the elementary social studies methods course, she is the Elementary Education Program Coordinator, focusing on the student teaching experience. Her research is centered on teaching social studies through civic engagement, place-based inquiry, and integrating language arts and literature.



David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Pro-

The Michigan Open Book
Project

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Carol Gersmehl - Michigan
Geographic Alliance



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Joseph Baumann -

Joe joined the Cadillac Footlites in 2016, coming from having performed many times on the stage with Riverwalk Theater in Lansing, Michigan. Some of his favorite roles have been Lancelot in Camelot, Captain Scott in Terra Nova, and Nathan Rothschild in the Rothschilds.



Melissa Kendell -

Melissa has enjoyed performing in productions like Into the Woods and a Christmas Story. She's been a part of various charity performances including the annual United Way Murder Mystery and Dancing with the Y Stars.



Kelli Simons -

Kelli has been in many local theater productions including the Mother in a Christmas Story, the Baker's Wife in Into the Woods, Tansy McGinnis in the Nerd. She comes from a talented theatrical family.

Chapter 1

How do people get along with others?

1. How can rules help us get along?
2. How are our responsibilities at home and school alike?
3. How do we solve problems in our classroom and school?
4. How can we be good citizens?



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.

Each section includes words to introduce and define with your students. This is an excellent opportunity to practice word recognition.

We also lead each section with information just for you, the teacher. We identify what content expectations are being addressed in each section and give you some background on things to do while reading each section with your students.

Interactive widgets appear in each section. Some of these are things for students to manipulate either individually if you have iPads or Chrome Books in the classroom, or as a group while you project things on the screen for them. Either way, these interactives have been carefully designed to help you put the “social” back in Social Studies



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Section 1

How can rules help us get along?

QUESTIONS TO GUIDE INQUIRY

1. How can rules help us get along?
2. How are our responsibilities at home and school alike?
3. How do we solve problems in our classroom and school?
4. How can we be good citizens?

WORDS TO INTRODUCE

common good
responsible
respect

For the Teacher

C1.0.1: Explain the need for and purpose of rules (e.g., to promote fairness ensure the common good maintain safety).

C1.0.2: Give examples of the use of power with authority (g. Principal teacher or bus driver enforcing school rules) and power without authority (e.g., types of bullying taking cuts in line) in school.

C2.0.1: Explain fair ways to make decisions and resolve conflicts in the school community.

C2.0.2: Identify and explain how important symbols of the United States of America represent core democratic values.

C5.0.1: Describe some responsibilities people have at home and at school.

C5.0.2: Describe situations in which people act as good citizens and explain how these actions demonstrate Core Democratic Values.

Stop and Think boxes are an opportunity to have a small in class discussion. In this case, why is it important to have rules in school?



Interactives like this one are a place to pause and explore deeper. This is a retelling of a story called “The School with No Rules”

Interactive 1.2
The School
without Rules



Stop and watch this video about respect with your students and discuss what it means to be respectful.

Interactive 1.3 All About
Respect



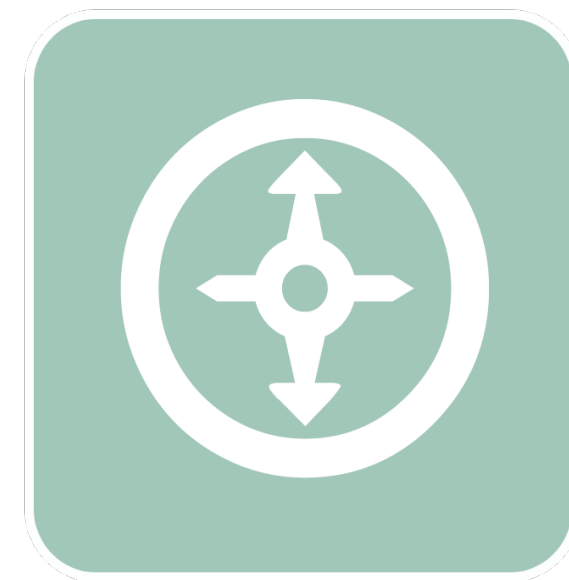
Many teachers typically begin their school year with a review of the classroom rules and responsibilities. Our first chapter is a great complement to instruction in this area.

We recommend having the compelling question “How do people get along with others?” on your classroom chalkboard throughout your studies of this chapter. This will allow students to begin undertaking the inquiry process in social studies by providing a clear target with which they can assess their understanding.

Each section in every chapter of this book has some small ideas for instructional activities which can accompany a reading of this text. Look for the blue bar across the first page of every section. In addition, we’ve clearly aligned each chapter to the Michigan Content Expectations for social studies.

Finally - every piece of interactive content in this chapter was either created especially for the project or curated by the authors. If something stops working, return here and use the “bug report” to let us know. We’ll fix it and get back with you quickly!

Interactive 1.1 Bug Report



If something in this book stops working, return here to report it! We will get back with you quickly when we’ve got it fixed!

How can rules help us get along?

For the Teacher

QUESTIONS TO GUIDE INQUIRY

- 1. How can rules help us get along?
- 2. How are our responsibilities at home and school alike?
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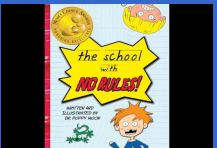
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Interactive 1.2
The School
without Rules



Stop and watch this video about respect with your students and discuss what it means to be respectful.

Interactive 1.3 All About
Respect





Rules tell us how to behave. Rules help you to be safe, to keep things fair, and to help us get along. School is a place where we have rules.



What are some rules we should follow in the classroom?



What are some rules we should follow in the lunchroom?



What are some rules we should follow in the library?

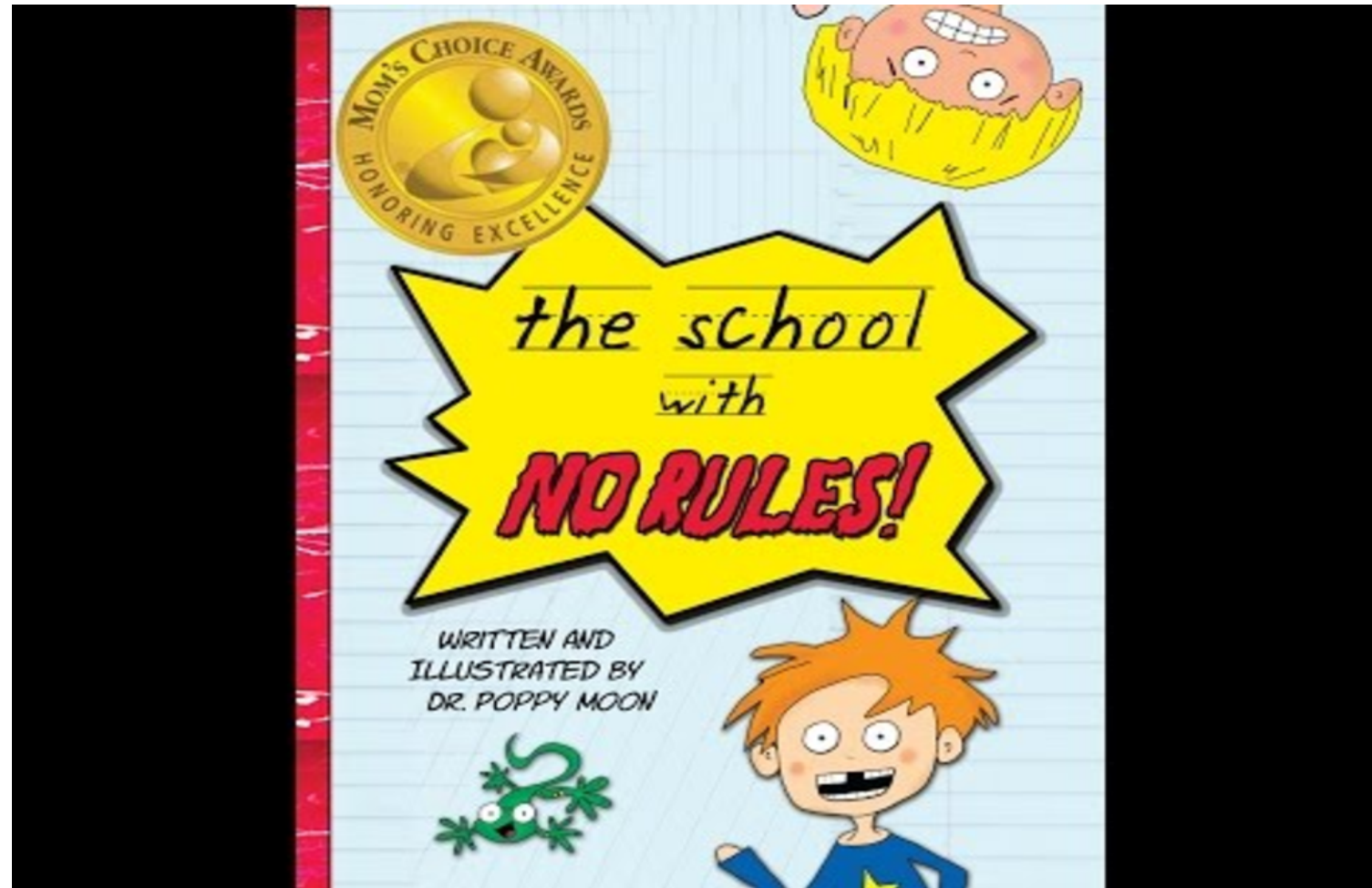


Why is it important to have rules at school?



When everyone follows the rules, we are helping the **common good**. The common good is doing what is best for everyone.

Interactive 1.4 The School Without Rules



Sometimes it may feel like there are a lot of rules. But what would our school be like without rules?



How is the school in the story different from ours?



We also help the common good when we are being **responsible**. Being responsible means that we are making good choices on our own. We are responsible when we do jobs, or chores, and helping others.



There are many ways to show responsibility at school.
Can you name some ways?



When we are being responsible and following the rules,
we are showing **respect**.



Respect means treating others the way you want to be treated. We can show respect for people, places, and things.



Young dancers show respect by shaking hands after competing.

Click on the video below to learn about ways to show respect

Interactive 1.5 All About Respect





Respect is important for all living things. Animals, plants, and nature all deserve to be treated with respect. Cleaning up our trash is a way to be respectful.



How are these students showing respect? Can you think of other ways to show respect at school?

Section 2

How are our responsibilities at home and school alike?

For the Teacher

QUESTIONS TO GUIDE INQUIRY

1. How can rules help us get along?
2. How are our responsibilities at home and school alike?
3. How do we solve problems in our classroom and school?
4. How can we be good citizens?

C1.0.1: Explain the need for and purpose of rules (e.g., to promote fairness ensure the common good maintain safety).

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Stop here and talk about what rules students have to follow at home.



This interactive gives students practice determining what behavior is responsible and which is not.



Finish this section by reviewing the compelling question for the chapter “How do people get along with others?”



We have learned that there are rules and responsibilities at school. Families have rules and responsibilities too. Our class is like a family.



What rules do you have to follow at home?



We have to be responsible at home and at school. We have to take care of our own belongings at home and at school.



When we are at school or at home we need to get along with others. We show respect by always treating others the way we would want to be treated.



We take care of each other. When someone is hurt or sick, we help them. When someone is upset, we show we care. Which picture shows children taking care of each other?



In our classroom, we work together. Families work together too.

Interactive 1.6 Being Responsible



Check Your Answer

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How is our classroom like a family?



There are many things we do at home and school. We follow rules, have responsibilities, take care of one another, and work together.

How do we solve problems in our classroom and school?

For the Teacher

QUESTIONS TO GUIDE INQUIRY

1. How can rules help us get along?
2. How are our responsibilities at home and school alike?
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WORDS TO INTRODUCE:

conflict

resolution

C1.0.1: Explain the need for and purpose of rules (e.g., to promote fairness ensure the common good maintain safety).

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C5.0.2: Describe situations in which people act as good citizens and explain how these actions demonstrate Core Democratic Values.

As you view this video together, ask students about how the girl in the video solves her conflict.



Interactives like this one are a place to pause and explore deeper. This is a retelling of a story called “The School with No Rules”



As you view the video Compromise in Conflict together, discuss what it means to compromise.





Sometimes people have trouble getting along. When people strongly disagree with each other, it's a problem that's called a **conflict**.



How you solve a conflict is called a **resolution**.

Interactive 1.7 Keep Your Hands To Yourself



How does the girl in the video solve her conflict?



Have you ever had a conflict at school? What was the resolution?



What are some ways we can resolve a conflict? One way to solve a conflict is to compromise.

What does it mean to compromise?

Interactive 1.8 Compromise in Conflict



Let's discuss what it means to compromise.



Another way to solve a conflict is to ask an adult to help.

Remember...if you don't tell an adult about a conflict, they can't help you.



Let's practice solving conflicts! What if you and a friend want to play different games at recess and you can't agree on which one to play? What could you do? Tell an adult or compromise?



Let's practice one more time! What if a classmate cuts you in line? You ask them to go to the end of the line. Your classmate pushes you and tells you to be quiet. What could you do? Tell an adult or compromise?



Sometimes many people in a group disagree and they need to make a fair decision.



One way to solve this conflict is to take a class vote. When we vote, everyone gets to say what he or she would like the most. You might vote by raising your hand.



The decision with the most votes wins. Sometimes what you vote for wins and sometimes it doesn't!

Micky's class earned a reward for following the rules. The class had to choose between an extra recess or watching a movie. They couldn't have both.

The students voted for their choice by raising their hands. More students voted for a movie. The class watched a movie but did not have an extra recess.





What are other ways we can make decisions fairly?



Remember, fair does not always mean equal.



Sometimes students in our class may need special things to help them learn.



This might not seem fair. Being fair means we get what we need to succeed.

Section 4

How can we be good citizens?

QUESTIONS TO GUIDE INQUIRY

1. How can rules help us get along?
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3. How do we solve problems in our classroom and school?
4. How can we be good citizens?

WORDS TO INTRODUCE:

citizen

diversity

integrity

compassion

patriotism

symbol

For the Teacher

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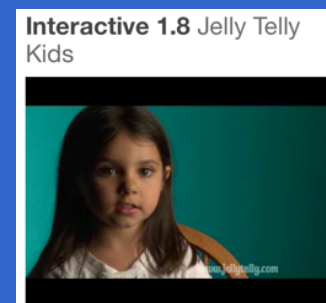
C5.0.1: Describe some responsibilities people have at home and at school.

C5.0.2: Describe situations in which people act as good citizens and explain how these actions demonstrate Core Democratic Values.

The first Stop and Think box in this section is a good place to have students stop and either write or draw their experiences.



This video is a great place to stop and talk about compassion.



Have students practice what it means to be a good citizen by sorting the cards in this interactive together.





When you are responsible and respectful at school and at home, you are being a good citizen. A **citizen** is a person who is part of a school or community. You are a citizen.



Being a good citizen does not mean we all look and act the same. There are things we can all do to be good citizens.



We are all different. This is called **diversity**.

Diversity in school and in our families is what makes us all individuals.

Michigan Open Book Project - 1st Grade

Continue to Part 2 of 4