

MI OPEN BOOK PROJECT

# Families and Schools

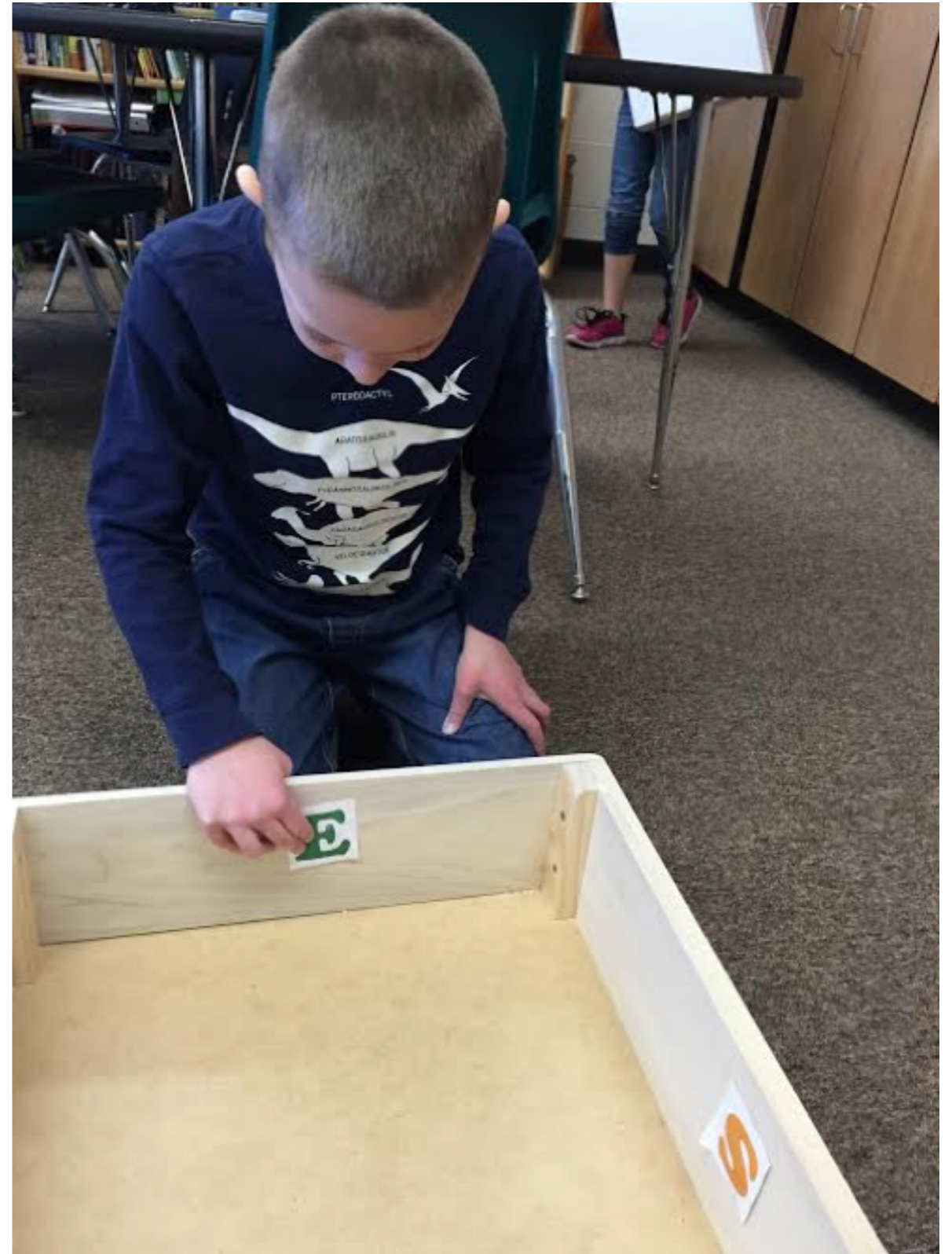


Kelsey Donnelly, Susan Hejl, Beth Kastl, Kelly Kekel, Carol Bacak-Egbo, Annie McMahon Whitlock

Michigan Open Book Project - 1st Grade  
Continued from Part 3 of 4

After we have put our windows in place, we need to name our walls.

Let's name our walls N, S, E, and W.



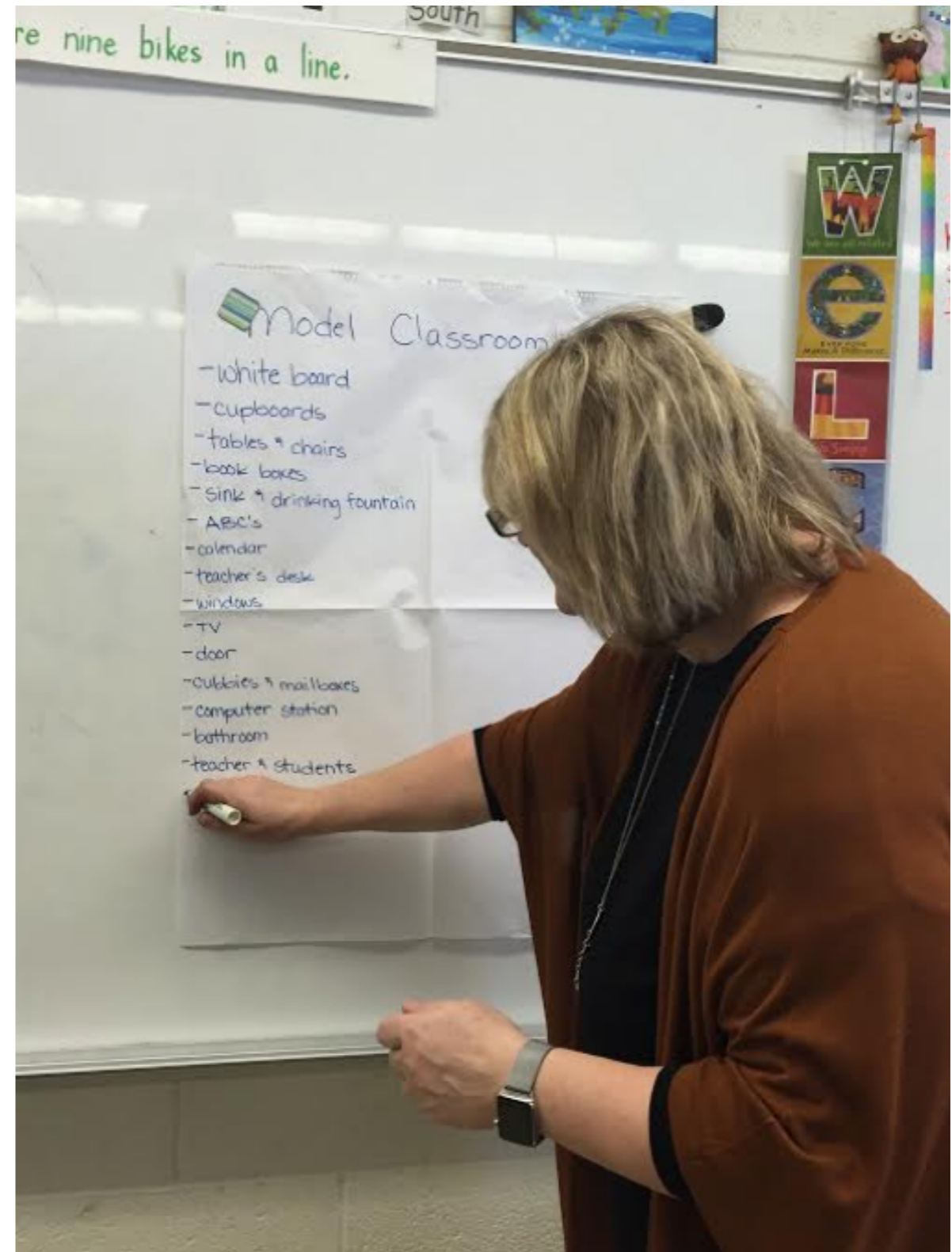


These letters are the first letters in our walls' names. N is for north. S is for south. E is for east and W is for west.

Let's stop and name our classroom walls and the walls in our model.

Next, our classroom model needs doors and other items that are in our classroom.

What else do we need in a model of our classroom?



To build our model, we need to be able to describe where things are. We can tell if things are in front of or behind something. We can tell if objects are near or far apart. We can tell when an item is next to something.

In the picture the rug is next to the step stool. Let's review describing words!



#### Interactive 3.4 Where is the Dog?

The dog is near the house.

NEAR

MICHIGAN  
OPEN BOOK PROJECT



Let's use describing words.

Where is the rug in this classroom?

Where is the clock?



Let's stop and add details to the model of our classroom. We add our clock, doors, and bookshelves. Finally, we add the items that are inside of our room. Let's add our tables, desks, and rugs.





Our shrunken classroom is a model of our real classroom.



Now, we can make a map. A **map** is a flat picture or a drawing of a place. A map can show a large area, like the whole Earth, or a small area, like our classroom.



When we create a map, we use a **bird's eye view**. A bird's eye view looks down on a place from above.

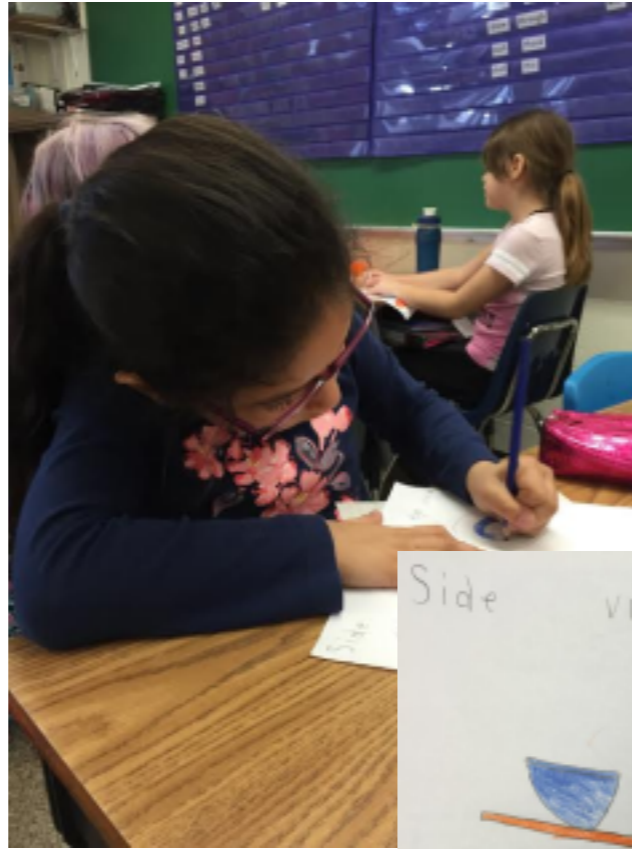


What does the bird see? Where is the yellow treasure box in this room?

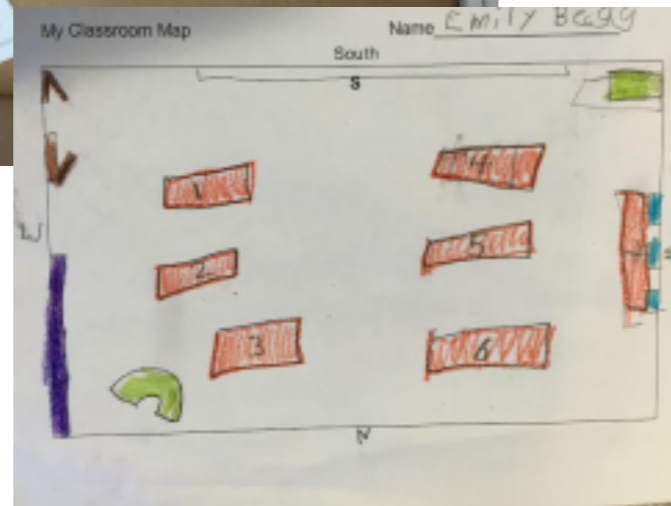
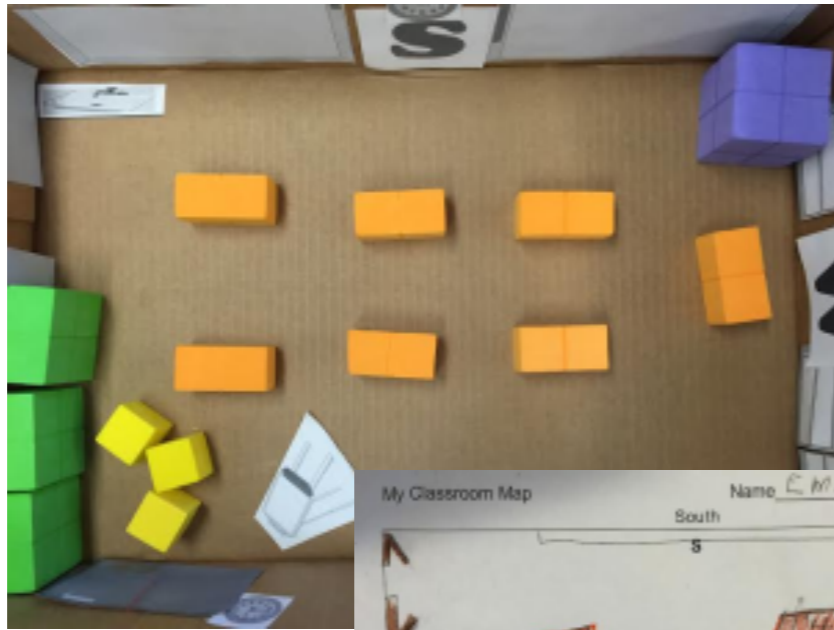


Does the puppy have a bird's eye view? How do you know?

How is the bird's view different?



The puppy sees the sides of the bowl and the plate. The puppy sees the bowl on top of the plate. The bird sees two circles. It sees the bowl inside of the plate.



Let's practice making a map of our classroom using a bird's eye view..

## Section 2

# How do we describe the special places of our school?

### 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

globe

regions

### For the Teacher

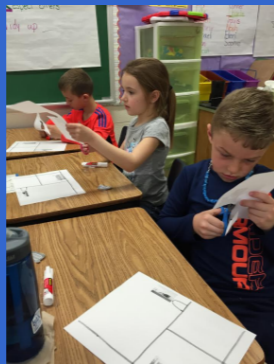
**1 - G1.0.1** Construct simple maps of the classroom to demonstrate aerial perspective.

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

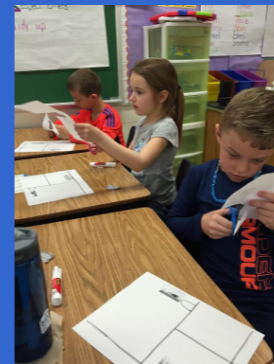
**1 - G1.0.3** Distinguish between landmasses (continents) and bodies of water (oceans) using maps and globes.

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

Midway through this section put this resource down and head out for a small field trip of your school.



When you return have students build their own map of their school.



Writing Connection: Have students write about their answer to the section's supporting question: How do we describe the special places of our school?





We can make our maps better by including details. When we show where we are, we can include areas called **regions**. **Regions** are areas used for one type of activity.



Each special area in our or classroom can be a region.

What areas do we have in our classroom? What activities do we do in those regions?



Look at the photograph of a classroom. What things do you see? What activity would you do in this region? How do we know?



Our school also has regions. One region in our school is the gym. We can do special activities in this region. We can throw balls and run around in the gym. We can't run around and throw balls in our classroom.



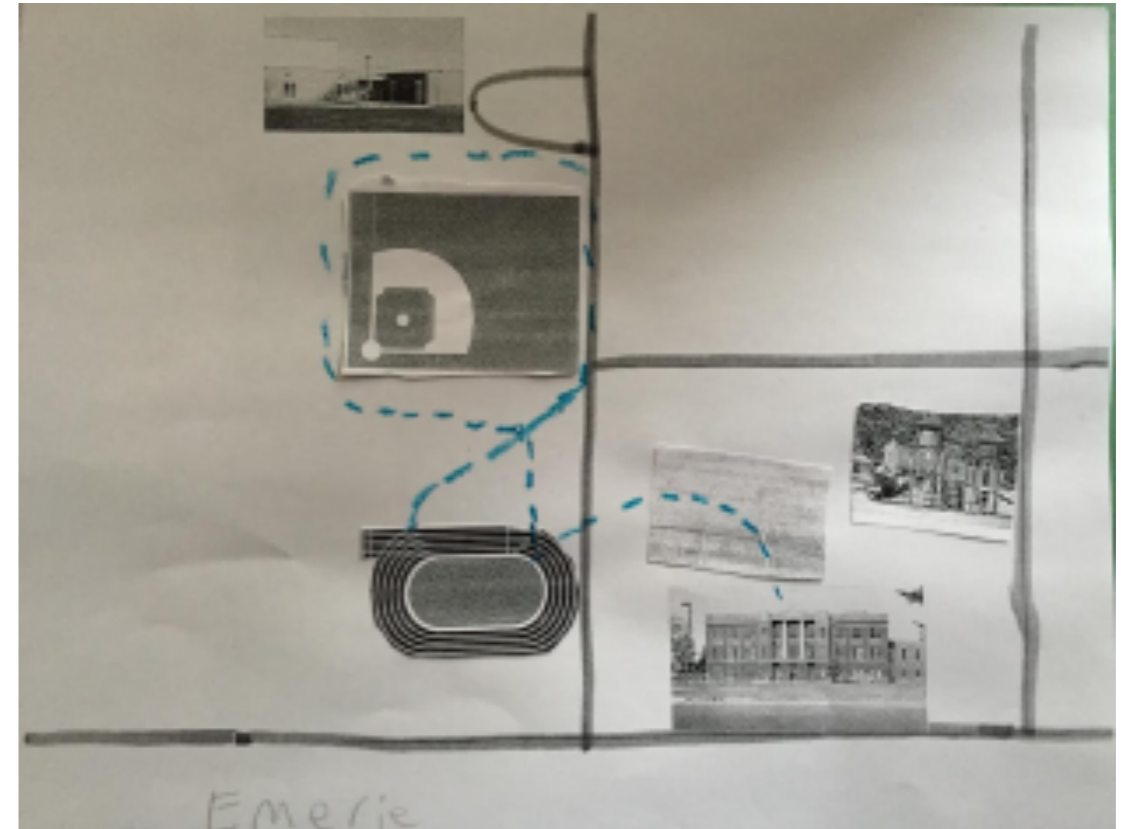
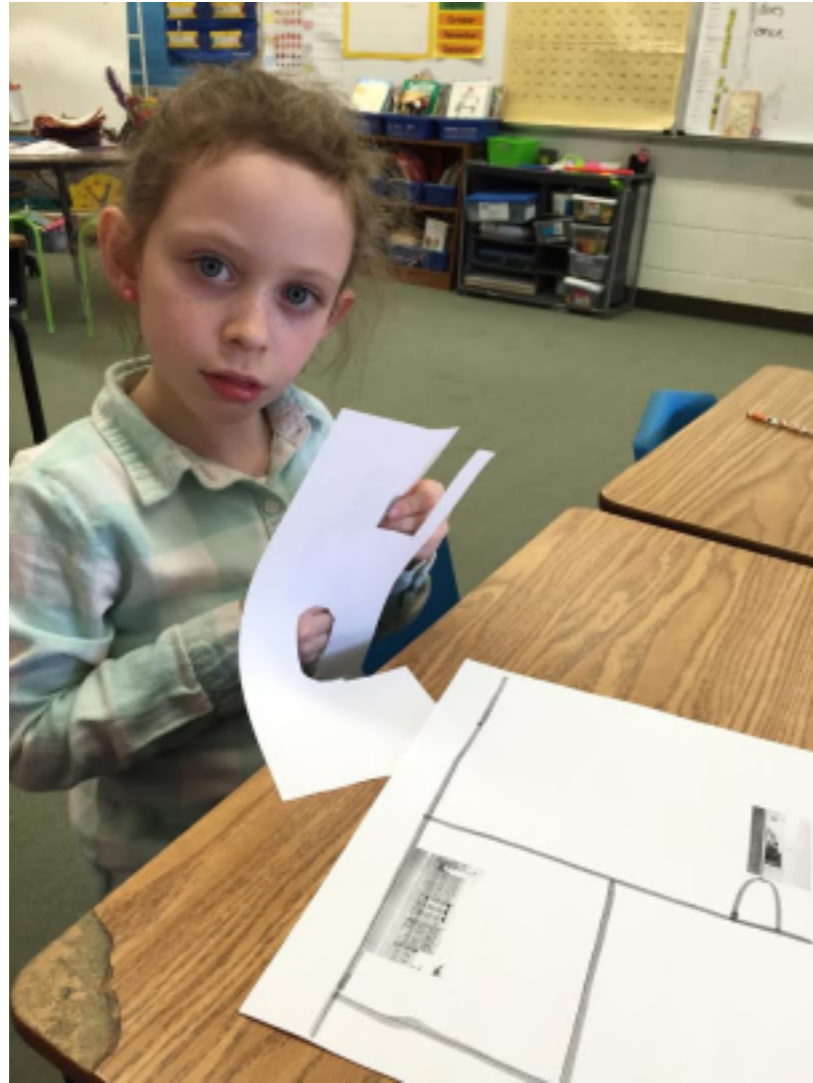
Look at the pictures. Can you figure out other regions that might be in a school? What would you do there?

These first graders explored their school's regions.





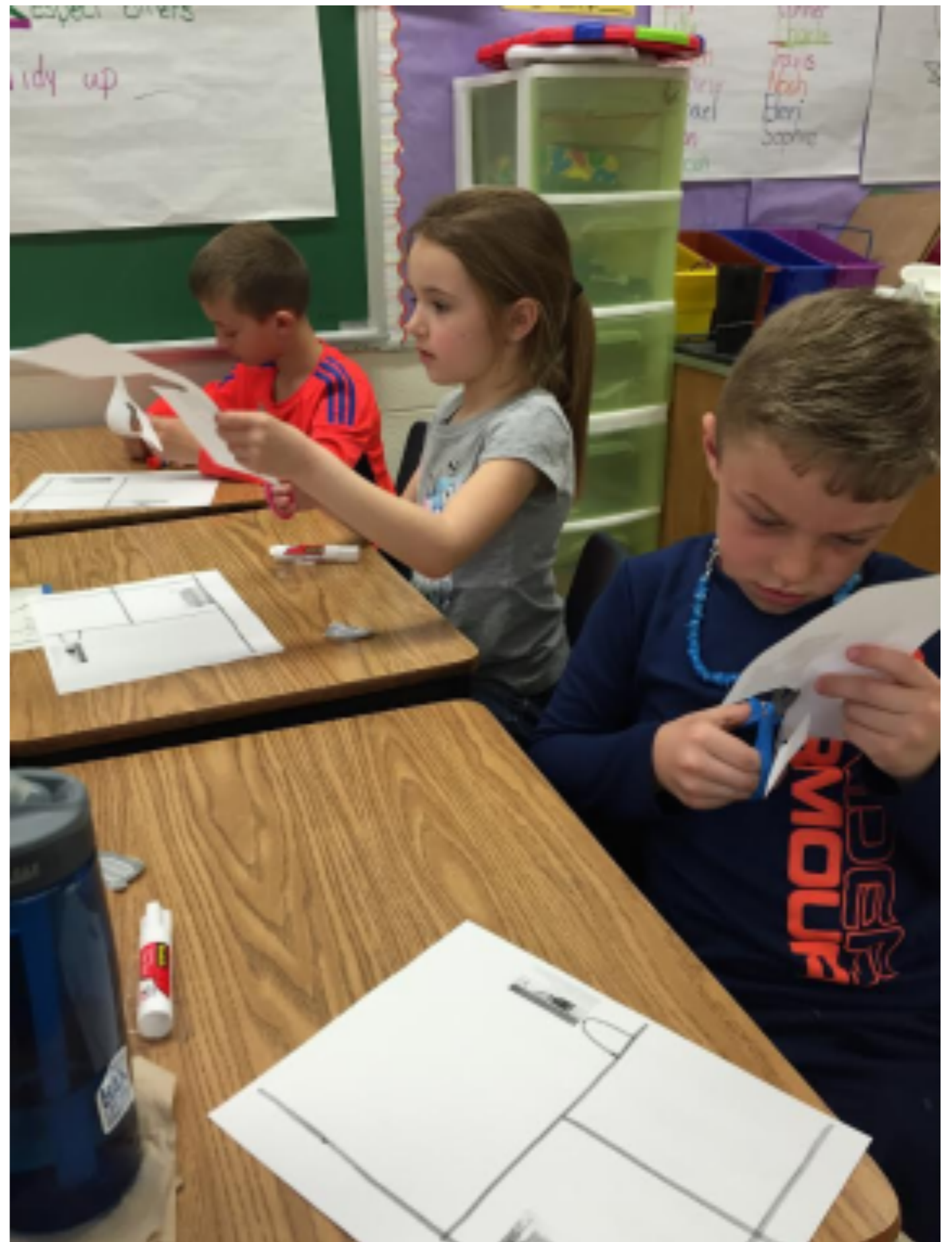
They walked from their parking lot, to their track, to the baseball field, and back to their classroom! They saw many things along the way.



When they got back to class, they used glue and scissors to build a map of the regions they visited on their adventure.



Now it's time to go on our own field trip and make a map of our adventures. We can use what we have learned about regions to build a map of the regions we visit.





Our Earth also has special regions. Our Earth is made up of areas of land and water. The land is called continents. The water is called oceans.



We can show the land and bodies of water on a globe. A **globe** is a model of the whole world. It is round like the Earth and shows all of the Earth's continents and oceans.



On a globe we can see our Earth's different regions. Our Earth has large regions of land or water.



On a globe or a map different regions are different colors. On a map or a globe, water usually looks blue. The land can be green or many different colors.

# How do I describe where I live?

## 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

address

## 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).

Have students describe what is around where they live.



This song is about learning your address. Ask students if they know their address.



The envelope is a web link to the school that has been pictured throughout this chapter. Show your students a satellite view of your own school too!





You can tell your friends where you live by describing what is around your house. You can tell what is nearby your house. You can tell what is in front of and behind your house.



How can you describe what is around where you live?



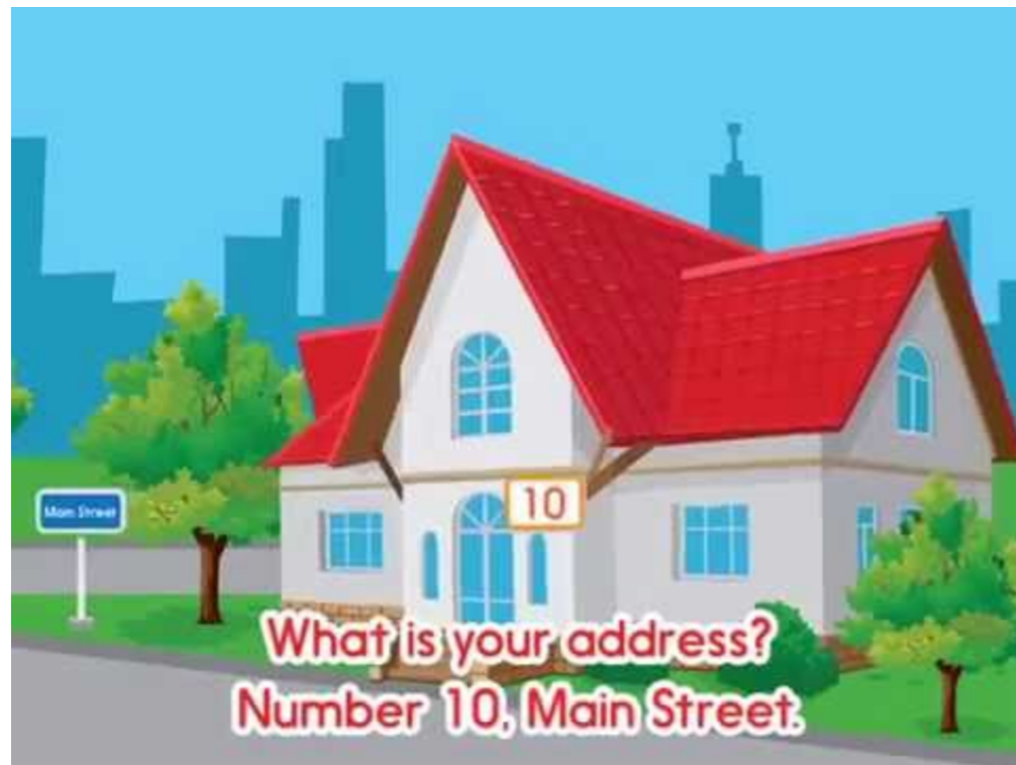


We can describe where we are or we can give our exact location. Your exact location is your address.

An **address** is your house's number and your road's name. It tells others where you live. Your mailman uses your address to bring your mail to you.

Let's sing!

Interactive 3.5 Where do you live?



Our school has an address and your house has an address.

Let's use an address and visit a new place. Click on the envelope below!





We can show people where we are on a map or a globe. We can describe where we are located and tell what is nearby. We can tell our address and give our exact location. We have many ways to tell people where we are.

## Chapter 4

---

# How are we part of our environment?

---

What are the natural and human characteristics of a place?

How do we change our environment?

How does your environment change you?



# For Teachers

Students further study the concepts outlined in the geography content expectations by discussing now how they are part of their environment. In this chapter important foundational concepts such as natural and human characteristics are discussed and explored.

Students first encounter a question about natural and human characteristics. This chapter provides some interesting opportunities to align with their studies of science and this first question opens that door.

They continue by discussing and exploring how we change our natural environment. It would be great to review their studies of history by applying their knowledge of the past to how their own school environment has changed over time. Old pictures of your school would be great to share.

Finally, students learn about how the environment shapes them. This book was designed for Michigan students who fully experience all four seasons each year. Ample opportunities exist to talk about different behaviors and expectations for each season. We generally don't wear winter coats in the middle of July, nor do we typically wear shorts and flip flops in the middle of January. Students learn a little bit about different ways the environment shapes different places in the country and world. Concluding with a writing activity about where they would most like to live and why is a great connection back to their writing instruction.



## MICHIGAN OPEN BOOK PROJECT



Draw a picture or talk to a partner.

Where would you most want to live and why?

## Section 1

# What are the natural and human characteristics of a place?

### QUESTIONS TO GUIDE INQUIRY

1. What are the natural and human characteristics of a place?
2. How do we change our environment?
3. How does your environment change you?

### WORDS TO INTRODUCE

characteristics

human  
characteristics

natural  
characteristics

### For the Teacher

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

**1 - G5.0.1** Describe ways in which people are a part of, modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

**1 - G5.0.2** Describe ways in which the physical environment in a place or region (e.g., weather, terrain) affects people's lives.

Have students discuss this picture and what human and natural characteristics they see.



Practice identification of natural and human characteristics with this widget.



Have students draw an example of both a natural and human characteristics in a picture, then write about them.



You learned that your location is special. It also has special **characteristics**. Characteristics of a place are how we describe that place. For example, trees, roads, weather, and buildings are all characteristics of a place.





Some characteristics are made by people. People built the bridge in this picture. The bridge wasn't always there. The bridge is a **human characteristic**.



Many characteristics of a place come from nature. The river, forest, and hills have always been there. These are **natural characteristics.**



In this picture, some things are made by people and some come from nature. What human characteristics do you see in this picture? What natural characteristics do you see?



The clouds, trees, and plants are all natural characteristics. The barn, house, and windmills are all human characteristics.

**Interactive 4.1** Natural and Human Characteristics

The interactive interface consists of a blue background. At the top, there are two orange rectangular boxes. The left box is labeled "Natural Characteristics" and the right box is labeled "Human Characteristics". Below these boxes are six small images arranged in two rows. The top row contains a path with trees and a waterfall. The bottom row contains a blue sky with clouds, a colorful playground, a red schoolhouse, and a single tree on a grassy hill. At the bottom center, there is a "Check Answer" button. In the bottom right corner, there is a logo for the "OPEN BOOK PROJECT" with the letters "OAN" above it.

Can you determine which of the pictures have natural and which have human characteristics?

# How do we change our environment?

## QUESTIONS TO GUIDE INQUIRY

1. What are the natural and human characteristics of a place?
2. How do we change our environment?
3. How does your environment change you?

## WORDS TO INTRODUCE

environment

## For the Teacher

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

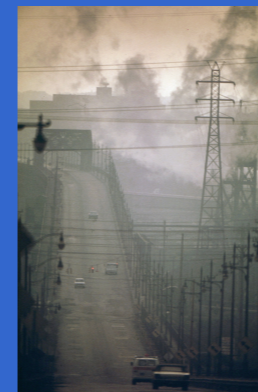
**1 - G5.0.1** Describe ways in which people are a part of, modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

**1 - G5.0.2** Describe ways in which the physical environment in a place or region (e.g., weather, terrain) affects people's lives.

The narration in this animation walks students through how we change the environment. Compare and contrast the start and end of the animation.



Ask students if they know of other ways we sometimes change the environment for the worse.



Finish this section by once again drawing back to the supporting question: “How do we change our environment?”

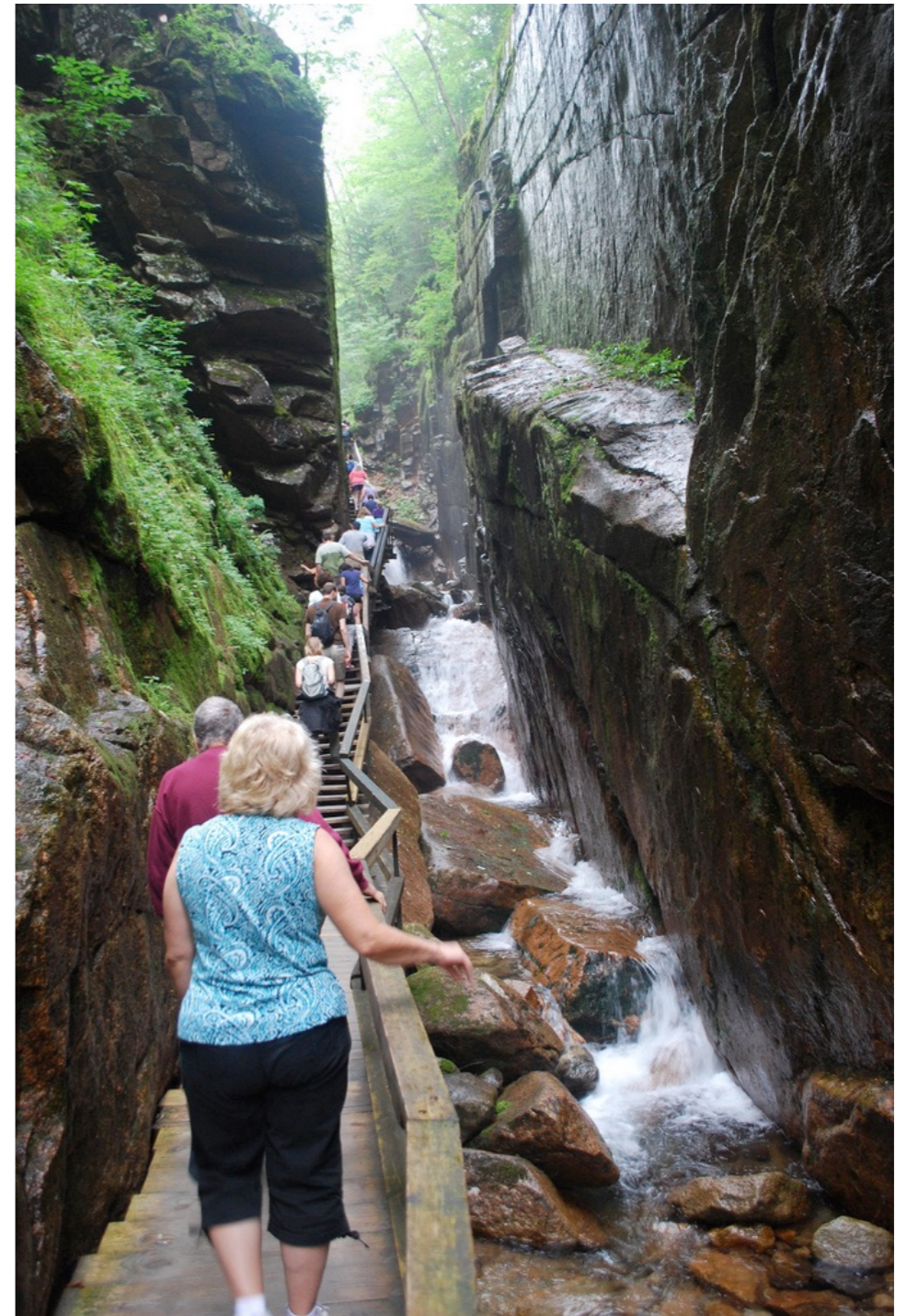


#### Interactive 4.2 As An Oak Tree Grows



You learned that people and places change over time. Watch the story *As An Oak Tree Grows* to review how places change over time.

The natural characteristics around us make up our **environment**. We change our environment when we build bridges, paths, and houses. Some changes happen slowly over a long time and some changes happen quickly. The path in the photo changed the environment.







### Interactive 4.3 Making a Road



How did this road change the environment?

## Interactive 4.4 Change the Environment



Let's change the environment!

Not all changes to the environment are good. Sometimes there are negative consequences to the changes we have made. Sometimes we hurt the Earth.





When we clear forest and use up the land for our houses, animals lose their homes. They can end up finding and eating people food that is not healthy for them. They might even travel into busy areas and get hurt.

## Section 3

# How does your environment change you?

### QUESTIONS TO GUIDE INQUIRY

1. What are the natural and human characteristics of a place?
2. How do we change our environment?
3. How does your environment change you?

### WORDS TO INTRODUCE:

adapt

### For the Teacher

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

**1 - G5.0.1** Describe ways in which people are a part of, modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

**1 - G5.0.2** Describe ways in which the physical environment in a place or region (e.g., weather, terrain) affects people's lives.

This video shows how dog sledding is a method of travel in the Yukon.

**Interactive 4.5** Dog Sledding in the Yukon



This video showcases how homes are slightly different all around the world.

**Interactive 4.6** Homes around the World



Have students draw a picture and talk to a partner about where they would most want to live and why.





We learned that we can change our environment. Our environment can also change us! Not all places in the world are just like ours. Where you live changes how you live.



People **adapt** to the place where they live. Adapt means to change for our environment. We can adapt by changing the clothes we wear to match the weather in our environment. When it rains, we put on our raincoat and boots.

Some places are always very hot. Some places get lots of rain. Some places are very cold.



Can you use picture clues to describe the environment shown in this picture?





People have learned how to adapt to living in places that are frozen. In very cold places, people have to wear warm layers and special clothes designed to keep them warm.



People adapt by wearing special gear called snowshoes to travel on top of the snow.

Some people adapt by using dogs and dog sleds to travel over the frozen ground. Let's learn more.



**Interactive 4.5** Dog Sledding in the Yukon





Not all children live in homes like you do. Homes can be made out of many different materials. People have adapted by building homes out of the materials around them.



Deserts are hot, very dry, and have very few trees. People adapted to living in the desert by making adobe houses. Adobe houses are made out of a mixture of mud and straw.



Some places get so much rain that they flood. This means that there is a lot of water all over the ground. Usually the ground is dry, but sometimes, the water can rise taller than your teacher's head!



In some places that flood, the houses are built on poles called stilts. What do you think would happen if the house didn't have stilts?



#### Interactive 4.6 Homes around the World



Let's learn about more special houses around the world.





We are changed by our environment. We have adapted just like other people around the world. What are some ways you have adapted to your environment?



Draw a picture or talk to a partner.

Where would you most want to live and why?

# How do we get what we need and want?

1. How do goods and services get us what we need and want?
2. Who are producers and consumers?
3. Why do people trade?
4. Why can't we have everything we need and want?



# For Teachers

In Kindergarten, students are introduced to the basic concepts of economics by studying needs and wants. This chapter builds on those foundational concepts. We begin by discussing needs and wants and weaving in instruction on goods and services, taking care to outline the distinction between a good and a service.

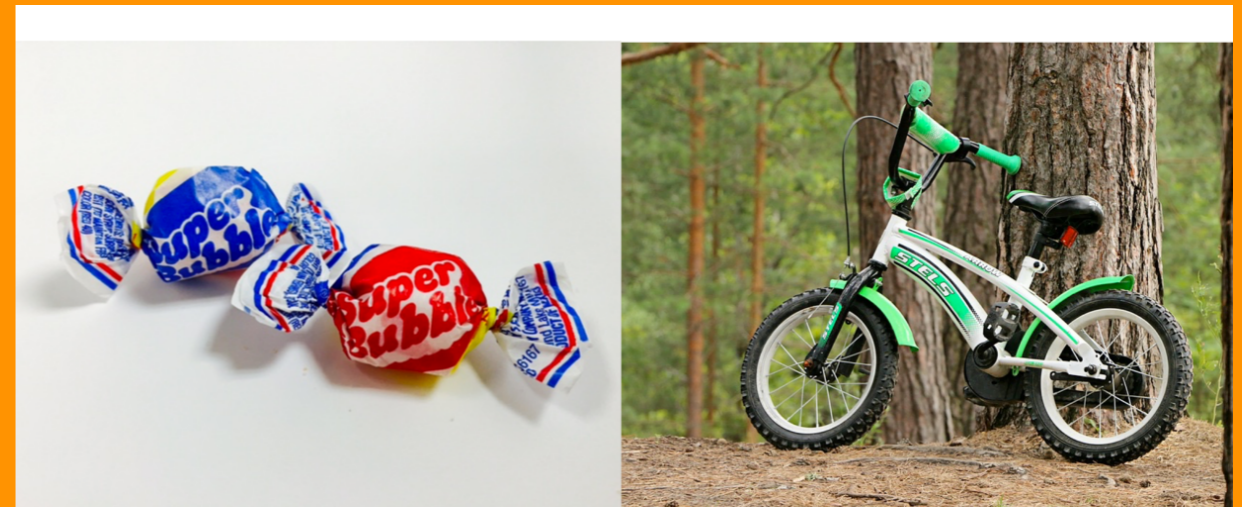
From there, students leap into exploring the differences between consumers and producers and examining their role in basic economics. Students should take from this that whenever they do something as commonplace as ordering a pizza that they are consumers, the pizza is a good, and the person who supplies the pizza is a producer.

This builds into a concept that many young children are already familiar with, the concept of trade. Students will learn about the reasons why people trade and discuss what makes a trade fair.

Finally, we discuss the term scarcity and use that as the lens for studying the final supporting question “Why can’t I have everything I need and want.” Scarcity doesn’t have to be a tough concept for teachers to explain, and many examples are given which should help drive home the point.



## MICHIGAN OPEN BOOK PROJECT



Is this a fair trade? Why or why not? What would you say to your friend if they wanted to make this trade?

# How do goods and services get us what we need and want?

## QUESTIONS TO GUIDE INQUIRY

1. How do goods and services get us what we need and want?
2. Who are producers and consumers?
3. Why do people trade?
4. Why can't we have everything we need and want?

## WORDS TO INTRODUCE:

good

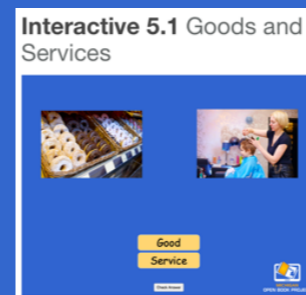
service

## For the Teacher

- 1 - **E1.0.1** Distinguish between producers and consumers of goods and services.
- 1 - **E1.0.2** Describe ways in which families consume goods and services.
- 1 - **E1.0.3** Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 - **E1.0.4** Describe reasons why people voluntarily trade.
- 1 - **E1.0.5** Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- 1 - **E1.0.6** Describe how money simplifies trade.

This section introduces goods and services to students. Start the conversation off before reading by asking students if they know what a good is, and what a service is.

This quick check allows students to quickly identify if the pictures are goods or services.



This video will explore the concepts of goods and services further.





A need is something you must have to live. We need food, water, clothing and shelter.



A want is something you would like but don't need to survive. You may want a new bike or video game...but do you need it to survive?



Goods and services meet our wants and needs.



A **good** is something you can touch. A **service** is something people do for other people. Which picture is a good and which one is a service?

**Interactive 5.1** Goods and Services



Good

Service

Check Answer



MICHIGAN  
OPEN BOOK PROJECT

Some examples of goods are clothes, food, toys and electronics. Which of these goods are needs and which ones are wants?





What are some goods you would find at school and at home?

A service is something people do for other people.

Look at these pictures. What service are they providing?





Teachers provide a service to students. What service do teachers provide?



If you are sick or have a medical emergency where would you go? What service would they provide?

Watch this video to learn more about goods and services.

**Interactive 5.2** Goods and Services





Goods and services meet our needs and wants. Is the food he is eating a good or a service? Is the cable company that provides the Internet a good or a service?





What goods and services do your family use?

# Who are producers and consumers?

## QUESTIONS TO GUIDE INQUIRY

1. How do goods and services get us what we need and want?
2. Who are producers and consumers?
3. Why do people trade?
4. Why can't we have everything we need and want?

## WORDS TO INTRODUCE:

producer

consumer

## For the Teacher

- 1 - **E1.0.1** Distinguish between producers and consumers of goods and services.
- 1 - **E1.0.2** Describe ways in which families consume goods and services.
- 1 - **E1.0.3** Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 - **E1.0.4** Describe reasons why people voluntarily trade.
- 1 - **E1.0.5** Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- 1 - **E1.0.6** Describe how money simplifies trade.

This section introduces the concepts of consumers and producers. Ask students before beginning if they know what a consumer or producer is.

Check student understanding of consumers and producers with this widget.



Ask students to come up with a list of additional producers and the goods they create.



Producers make things we need and want.

A **producer** can be a person who makes or helps grow goods. They can also offer a service.



A farmer and a toy maker are producers. What are the goods and services they provide?



**Consumers** use the goods and services that producers make.

When you pick apples, you are the consumer of a good—the apple! A producer grew the apple tree to provide the good to you.





When you go get a haircut you are a consumer of a service. The salon is the producer because they have people to cut your hair.



When you get a pizza delivered you are the consumer of a good because you bought the pizza. You are also consuming the service of having the pizza delivered to your house!



Match the pictures with the words. Make sure they are in the correct order!

**Interactive 5.3** Consumers and Producers

The interactive interface features a blue background. At the top, there is a white banner with the text 'Interactive 5.3 Consumers and Producers'. Below this, three images are displayed in a row: a chef holding a pizza, a whole pepperoni pizza, and a person sitting on a ledge eating a pizza. Each image has a corresponding orange rectangular box below it for labeling. At the bottom of the interface, there are three yellow buttons labeled 'Good', 'Consumer', and 'Producer'. A 'Check Answer' button is located below the 'Consumer' button. In the bottom right corner, there is a logo for the 'MICHIGAN OPEN BOOK PROJECT' featuring a stylized book icon.

## Section 3

# Why do people trade?



### QUESTIONS TO GUIDE INQUIRY

1. How do goods and services get us what we need and want?
2. Who are producers and consumers?
3. Why do people trade?
4. Why can't we have everything we need and want?

### WORDS TO INTRODUCE:

trade

### For the Teacher

- 1 - **E1.0.1** Distinguish between producers and consumers of goods and services.
- 1 - **E1.0.2** Describe ways in which families consume goods and services.
- 1 - **E1.0.3** Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 - **E1.0.4** Describe reasons why people voluntarily trade.
- 1 - **E1.0.5** Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- 1 - **E1.0.6** Describe how money simplifies trade.

This section introduces the concept of trade. Before reading, ask students if they know what trading is and if they have ever traded something.

Is it fair to trade bubble gum for a bike? Discuss this with students.



These are just a few careers people undertake to earn money. Ask students how their parents make money.





A **trade** is when people give something away and get something in return. We can trade to get something we want or need by giving something away we don't want or need and getting something we want or need in return.



Long ago, people traded goods and services. This was how people got things they needed and wanted. Some people still do this today.



A fair trade is when both people get what they want or need.



Is this a fair trade? Why or why not? What would you say to your friend if they wanted to make this trade?



How many pieces of candy would it take to make it a fair trade? Is that possible?




Money was invented to make trading easier. You trade money for goods and services. Since people can use money to buy many things, it can make trades fair.




# What are some ways people earn money?

## Interactive 5.4 Careers

**Careers**



The image displays seven distinct career paths arranged in two rows. The top row includes a teacher standing by a chalkboard with the 5W1H questions, two mechanics in a garage, and a farmer harvesting crops. The bottom row features a farmer with a tractor, a medical professional, a construction worker, and a chef. The entire grid is set against a blue background with the word 'Careers' centered at the top.



MICHIGAN  
OPEN BOOK PROJECT

# Why can't we have everything we need and want?

## QUESTIONS TO GUIDE INQUIRY

1. How do goods and services get us what we need and want?
2. Who are producers and consumers?
3. Why do people trade?
4. Why can't we have everything we need and want?

## WORDS TO INTRODUCE:

scarcity

## For the Teacher

- 1 - E1.0.1 Distinguish between producers and consumers of goods and services.
- 1 - E1.0.2 Describe ways in which families consume goods and services.
- 1 - E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- 1 - E1.0.4 Describe reasons why people voluntarily trade.
- 1 - E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- 1 - E1.0.6 Describe how money simplifies trade.

Begin this section by asking students why they can't have EVERYTHING they need and want.

After the video plays, the correct answer is If kids kept coming there was not going to be enough cookies to go around. This is an example of scarcity.



Scarcity can be a tough concept for kids. Use this last stop and think to check for students understanding.



Listen to the story *The Doorbell Rang*. As you listen, think about this question.

**Interactive 5.5** The Doorbell Rang



Why was the child worried about the doorbell ringing?



You're right! If the kids kept coming there was not going to be enough cookies to go around. This is an example of scarcity!

**Scarcity** is not having enough of something.



Sometimes people do not have enough money to buy everything they need or want. Money is scarce. When that happens, people have to make choices.



Families have to make choices about which goods and services they need. Pretend that you only have enough money to spend on goods to eat or a new video game. Which one do you choose?





A video game may sound like a good idea right now, but what happens when you get hungry? Your correct choice would be spending the money on something you need instead of want.





Saving your money allows for you to buy things you want or need in the future.



Can think you think of a time when you had to make a choice when something was scarce? What did you choose? What did you give up?

Let's play the game musical chairs! When the music stops, you will have to find an empty chair. There will not be enough chairs for everyone.

This is scarcity.



Chapter 6

---

# How do people solve problems to make things better?

---



# For Teachers

You may be tempted to skip this short section. It is brief in comparison to previous chapters but it is ultimately one of the most important. Students have spent their entire class period up to this point exploring and learning more about foundational social studies concepts. This is the chapter that puts it all together.

If the purpose of social studies is to create an engaged and knowledgeable citizen, this chapter is the blueprint for assessing what they've learned. Students are walked through a problem faced by a fictional elementary school classroom. The next natural step from here is for students to identify a problem their own school faces and walk through the same steps. In the end they will have identified a problem, looked at data, and ultimately create a plan of action for solving the problem.

Like the students in your class, this chapter is small but mighty.



## MICHIGAN OPEN BOOK PROJECT



# How do people solve problems to make things better?

## WORDS TO INTRODUCE

problem

issue

## For the Teacher

**1-P3.1.1-** Identify public issues in the school community.

**1-P3.1.2-** Use graphic data to analyze information about a public issue in the school community.

**1-P3.1.3-** Identify alternative resolutions to a public issue in the school community.

**1-P3.3.1-** Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

**1-P4.2.1-** Develop and implement an action plan to address or inform others about a public issue.

**1-P4.2.2-** Participate in projects to help or inform others.



When people live and work together, problems can occur.



Classrooms and schools can have problems. A **problem** is something difficult that needs to be solved. It can be hard to solve a problem because not everyone will agree on how to solve it.





When we work together, we can be problem solvers!  
Adults can help us solve them too.



We have learned about being good citizens. Good citizens are problem solvers too! We are citizens of our classroom and school. When we think like problem solvers, we help to make our school a better place.

Be a super school citizen by following these steps to make our school even better!

The first step is to think of a problem that you really care about! What is something you would like to see change at our school?



Egbo School had a big problem and they needed their students' help!





The school's problem was in the cafeteria. Students were not cleaning up after themselves. The lunch room was always left messy and stinky.



The students decided their messy lunchroom was a problem they really cared about and wanted to change. The next step was to learn more about the problem by collecting data.



The first graders collected and organized data. The students noticed that the second graders didn't clean as much as the other grades. They also noticed that all grades left their tables messy sometimes.



The next step was to think of ways to solve the problem. The students had to decide whose responsibility it was to keep their school clean. Some thought it was the janitor's job. Some thought the lunch aides should clean it up. Some students thought that each grade should help out. While they were talking, the trash mess kept growing!



Janitor should clean it up.

Janitor shouldn't have to clean it up.

It is the janitor's job to clean.  
They need to do their job.

If the janitor cleans it, then they  
won't have time to clean our  
classroom.

The first graders had an **issue**. An issue is when some people agree on one solution to a problem and others disagree. The teacher helped them make a graphic organizer of their issue. They made lists of why the ideas were good or bad. First, they discussed if it was the janitor's job.

Every kid should help clean.

Being a good citizen means helping out.

Every kid shouldn't have to help.

It isn't fair to have to clean up a mess, you didn't make.

Next, they discussed if it was the responsibility of every student to keep it clean.

What do you think they should decide? Who should clean the tables, the kids or the janitor?



After talking about all the ideas about how to solve the problem, it was time to vote on a solution!





After a long talk, the students voted and decided that every grade had to help. They made a plan to make posters and encourage everyone to clean up after themselves. They decided that every grade should take a minute to clean up before going back to class.



The last step to solving a problem is to make and carry out a plan to make sure your idea gets done! These students worked hard to make and hang posters. They helped remind all the grades to clean up and keep their school nice. Egbo School was clean once again. The first graders saved the day!

Now it is our turn! Let's save the day!



Be a super school citizen by following these steps to make our school even better!

1. Think of a problem that you really care about! What is something you would like to see change at our school?
2. Learn about the problem by collecting data.
3. Think about ways to solve the problem.

4. Vote on a way to solve the problem.
5. Make and follow a plan to solve the problem.







---

# Image Credits

10

RawPixel/Shutterstock.com

11

Evgeny Vorobiev/Shutterstock.com

12

SpeedKingz/Shutterstock.com

13

Wavebreakmedia/Shutterstock.com

14

Syda Productions/Shutterstock.com

16

Wavebreakmedia/Shutterstock.com

17

Flickr

18

Flickr

19

Bonga1965/Shutterstock.com

20	VP Photo Studio/Shutterstock.com
Flickr	30
21	Dimitri Naumov/Shutterstock.com
Amanda Weinert	31
23	Alexander Raths/Shutterstock.com
Krumanop/Shutterstock.com	33
23	SergiyN/Shutterstock.com
Chinnapong/Shutterstock.com	35
24	Unguryanu/Shutterstock.com
Monkey Business Images/Shutterstock.com	36
26	Vinicius Tupinamba/Shutterstock.com
Monkey Business Images/Shutterstock.com	39
28	Sunabesyou/Shutterstock.com
Krivosheev Vitaly/Shutterstock.com	41
28	Blaj Gabriel/Shutterstock.com
Africa Studio/Shutterstock.com	42
29	Lopolo/Shutterstock.com
Syda Productions/Shutterstock.com	43
30	Wavebreakmedia/Shutterstock.com

44	RawPixel/Shutterstock.com
Yakobchuk Viatcheslav/Shutterstock.com	58
45	Michaeljung/Shutterstock.com
Monkey Business Images/Shutterstock.com	59
46	Melpomene/Shutterstock.com
Robert Kneschke/Shutterstock.com	60
49	p_ponomareva/Shutterstock.com
Rawpixel/Shutterstock.com	61
50	p_ponomareva/Shutterstock.com
Wavebreakmedia/Shutterstock.com	62
51	Chinapong/Shutterstock.com
Wavebreakmedia/Shutterstock.com	63
53	Dino Osmic/Shutterstock.com
Rawpixel/Shutterstock.com	64
54	joyfuldesigns/Shutterstock.com
Halfbottle/Shutterstock.com	65
55	Aaron Amat/Shutterstock.com
RawPixel/Shutterstock.com	69
56	Dave Johnson

71	Brocreative/Shutterstock.com
Aleksei Potov/Shutterstock.com	86
72	Darren Baker/Shutterstock.com
Amanda Weinert	86
73	Mangostar/Shutterstock.com
RawPixel/Shutterstock.com	95
77	Nowik Sylwia/Shutterstock.com
Chuck Rausin/Shutterstock.com	99
77	Heiko Kueverling/Shutterstock.com
BrAt82/Shutterstock.com	100
77	Everett Collection/Shutterstock.com
Ea Sarawuth/Shutterstock.com	104
78	LilGraphie/Shutterstock.com
Ea Sarawuth/Shutterstock.com	104
79	Monkey Business Images/Shutterstock.com
Dandesign86/Shutterstock.com	106
80	Syda Productions/Shutterstock.com
Ed Phillips/Shutterstock.com	107
81	Hurst Photo/Shutterstock.com

110	lofoto/Shutterstock.com
Racorn/Shutterstock.com	132
112	Carroteater/Shutterstock.com
Espies/Shutterstock.com	133
113	Phil Gersmehl
Monkey Business Images/Shutterstock.com	134
113	Phil Gersmehl
Africa Studio/Shutterstock.com	135
114	Beth Kastl
Amanda Weinert	136
115	Beth Kastl
Evgeny Atamanenko/Shutterstock.com	137
116	Beth Kastl
Brayden Howie/Shutterstock.com	138
117	Sirtravelalot/Shutterstock.com
Rawpixel/Shutterstock.com	139
130	Beth Kastl
Stuart Monk/Shutterstock.com	140
131	Carol Gersmehl

141	Mat Hayward/Shutterstock.com
Phil Gersmehl	156
142	Beth Kastl
Beth Kastl	157
143	Beth Kastl
Beth Kastl	158
144	Beth Kastl
Mariner Images/Shutterstock.com	159
146	Beth Kastl
Carol Gersmehl	174
147	Wikipedia
Carol Gersmehl	175
148	Wikipedia
Beth Kastl	176
149	Wikipedia
Beth Kastl	177
151	Wikipedia
Monkey Business Images/Shutterstock.com	180
152	Wikipedia

181	Minerva Studio/Shutterstock.com
Flickr	206
182	Aleksander Mijatovic/Shutterstock.com
Flickr	208
183	ConstantinosZ/Shutterstock.com
Flickr	208
184	ifong/Shutterstock.com
Wikipedia	208
188	Scanrail1/Shutterstock.com
Pexels.com	208
200	Africa Studio/Shutterstock.com
National parks Service	209
204	Cambo Photography/Shutterstock.com
Oskana Kuzmina/Shutterstock.com	209
205	Breadmaker/Shutterstock.com
RedPixel_PL/Shutterstock.com	210
205	Minerva Studio/Shutterstock.com
Robert Kneschke/Shutterstock.com	210
206	Iakov Fillimonov/Shutterstock.com



210	Monkey Business Images/Shutterstock.com
Olesia Bilkei/Shutterstock.com	220
211	DarrenWagner/Shutterstock.com
Wavebreakmedia/Shutterstock.com	221
212	Sattahipbeach/Shutterstock.com
Cristian M/Shutterstock.com	222
214	Alexkatkov/Shutterstock.com
p_ponomareva/Shutterstock.com	222
217	Kasefoto/Shutterstock.com
mavo/shutterstock.com	227
217	Flickr
sanddebeauthheil/Shutterstock.com	228
218	Wikipedia
Valentin Valkov/Shutterstock.com	228
218	Flickr
Africa Studio/Shutterstock.com	229
219	Flickr
gorillaimages/Shutterstock.com	230
219	Onchira Wongsiri/Shutterstock.com

234	Flickr
Yayayoyo/Shutterstock.com	246
235	Flickr
Clearviewstock/Shutterstock.com	247
235	Flickr
Matyas Rehak/Shutterstock.com	248
236	Flickr
Kiselev Andrey Valerivich/Shutterstock.com	249
237	Flickr
Chubykin Arkady/Shutterstock.com	250
237	Monkey Business Images/Shutterstock.com
ArtSimulacra/Shutterstock.com	251
238	Flickr
Oksana Kuzmina/Shutterstock.com	252
239	Africa Studio/Shutterstock.com
Pikselstock/Shutterstock.com	254
241	Flickr
Sergey Novikov/Shutterstock.com	257
245	Flickr

257

Flickr

258

Wavebreakmedia/Shutterstock.com

262

lntmphoto/Shutterstock.com