

MI OPEN BOOK PROJECT

Myself



Lisa Abramowski, Cindy Frakes, Sandy Freeland, Lisa Gutowski, Carol Bacak-Egbo, Annie McMahon Whitlock

**Myself and
Others**



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



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Joseph Baumann

Melissa Kendell

Kelli Simons



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About the Authors - Myself And Others



Lisa Abramowski

Belmont Elementary

Rockford Public Schools

Lisa Abramowski teaches kindergarten at Belmont Elementary School in the Rockford Public School District. She is currently in her seventh year of teaching and loves helping the littlest learners fall in love with school for the first time. Lisa is also a technology coach who especially enjoys teaching coding to her building's K-2 students. When Lisa is not coding with kinders or facilitating guided reading groups, she can often be spotted training for marathons, baking in her kitchen, or drinking far too much coffee.

Cyndi Frakes

Indian Lake Elementary

Vicksburg Community Schools

Cyndi, a graduate of Vicksburg Community Schools, has spent much of her life in Vicksburg, MI. She pursued a career in Education obtaining her Undergraduate and Master's degrees from Western Michigan University. For the past 23 years, she has been blessed to teach Kindergarten at Vicksburg's Indian Lake Elementary, while continuously serving on the district's Social Studies Curriculum Committee. It is her passion to teach Social Studies to young children. Cyndi brings history and geography to life for her students by sharing memories of growing up and living in the farming community. She received the Educator of the Year Award from Kalamazoo County Farm Bureau for her work in promoting the understanding, appreciation, and support of agriculture.



Sandy Freeland

McBain Elementary School

McBain Rural Agricultural School

Sandy is a full time teacher at McBain Elementary School in McBain Michigan. She has taught Kindergarten and Third Grade during her time there. In addition to classroom teaching she's also provided technology professional development for the district. Outside of the school day she can be found learning from others in Twitter chats, participating in groups on Facebook, and working on developing a coding club for her school.





Lisa Gutowski

KND Elementary

Kaleva Normon Dickson

I have taught kindergarten for the past 21 years and I still enjoy working with little kids everyday. My husband and I live in Onkama. We have two wonderful children named Jackson and Madison. I love coming home to them each day. I also enjoy reading, walking, gardening, spending time with my family and friends, and going to Disney World.

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 Project Manager for MI Open Book.

The Michigan Open Book Project
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The Michigan Open Book
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Carol Gersmehl - Michigan
Geographic Alliance

The Cadillac Footlites (readers
for Widgets)



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Widget Readers - Myself and Others



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 We Get Along With Each Other?

Why do I have rules at home and school?

Why can't I do everything I want?

What are some fair ways to make decisions in a group?



For Teachers

The Kindergarten 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 Why do I have rules at home and school?

QUESTIONS TO GUIDE INQUIRY

1. Why do I have rules at home and school?
2. Why can't I do everything I want?
3. What are some fair ways that we can make decisions in a group?

WORDS TO INTRODUCE:

Rule

Fair

For the Teacher:

K-C1.0.1 - Identify and explain reasons for rules at home and in school (e.g. provide order, maintain safety)

K-C2.0.2 - Describe fair ways for groups to make decisions.

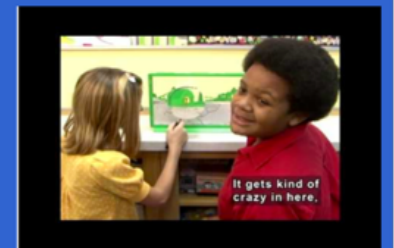
Teacher Directions

A Stop and Think indicator is your chance to put the “social” back in Social Studies. Discuss the question being asked with your students.



Teacher Directions

This section includes a video about misbehaving in the classroom. Show this and discuss with your students.



Sometimes the interactive widgets link out to a video. Many of these videos come from YouTube and you may want to discuss with your tech department the ability to “white list” them so that they can be pulled up through a school’s web filter.

Always check that you can access a video prior to teaching your lesson for the day.

We highly recommend using the Open Book materials in conjunction with curriculum like the Michigan Citizenship Collaborative Curriculum which is available on the Oakland Schools website.

Finally, should you ever run into any issues with one of our interactives, or with a video, return here and use the “Bug Report” widget to let us know. When these creep up we are usually able to deal with them within a few hours.

Interactive 1.1 Bug Report



If you're on an Apple device and come across a problem, have your teacher return here and report it! We'll get it fixed as quickly as possible!

Why do I have rules at home and school?

QUESTIONS TO GUIDE INQUIRY

1. Why do I have rules at home and school?
2. Why can't I do everything I want?
3. What are some fair ways to make decisions in a group?

For the Teacher:

K-C1.0.1 - Identify and explain reasons for rules at home and in school (e.g. provide order, maintain safety)

K-C2.0.2 - Describe fair ways for groups to make decisions.

WORDS TO INTRODUCE:

rule

fair

Teacher Directions

A Stop and Think indicator is your chance to put the “social” back in Social Studies. Discuss the question being asked with your students.



Teacher Directions

This section includes a video about misbehaving in the classroom. Show this and discuss with your students.



Teacher Directions

This section also has an interactive where students click to guess where rules keep us safe. Click on the interactive to launch it, then have students take turns guessing.

Click the Picture!



Script for Kelli:
 On the playground
 In the hallway
 In the kitchen
 On the bus



A classroom is an exciting place to be. Here you will make new friends, play together, and learn new things!



Just like at home, we have important rules at school that help us stay safe and do our best.



What rule are these Kindergartners following?



Why do we need rules at school?

Click on the video above to find out.



How would you feel if you were a student in this classroom?



It would be hard to learn in this classroom. It could even be dangerous. This is why we need rules at school!

Classroom Rules



A **rule** is something that tells us what we can and cannot do.



We have rules at recess. One rule is that we take turns on our playground equipment.



What might happen if these boys go down the slide at the same time?



We also have rules in the hallway. One of our hallway rules is to always use walking feet.



Both of these boys want to be first to the drinking fountain. What could happen if they ran in the hallway to get there faster?

Click the Picture!



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Rules keep us safe in many places. Click on each picture to hear the name of some of these places.



Rules also help to keep things fair.
Our rules help us share when we play at home and at school.



Which picture shows the girls playing fairly?



This boy cannot drink milk at lunch! He is allergic.



He needs a different drink instead.

Fair does not always mean that everyone will get the same thing. **Fair** means everyone gets what they need.



We even have rules when we play games at school! To be fair, we take turns. We share. We all help to clean up when we are finished.

Why is it fair to wait our turn? Why is it fair to clean up after ourselves? Can you think of a time you followed these rules when playing a game? How did it make you and your friends feel?





Rules help us get along with others.



Our friends feel happy when we follow the rules.



Rules are important everywhere! What is one classroom rule that you have? What is one rule that you have at home? Why are these rules important?

Why Can't I Do Everything I Want?

QUESTIONS TO GUIDE INQUIRY

1. Why do I have rules at home and school?
2. Why can't I do everything I want?
3. What are some fair ways to make decisions in a group?

For the Teacher:

K-C1.0.1 - Identify and explain reasons for rules at home and in school (e.g. provide order, maintain safety)

K-C2.0.2 - Describe fair ways for groups to make decisions.

Teacher Directions

Bella's Rules is a great video for learning about why we have rules to begin with. Show this to students and discuss why we can't do everything we want.

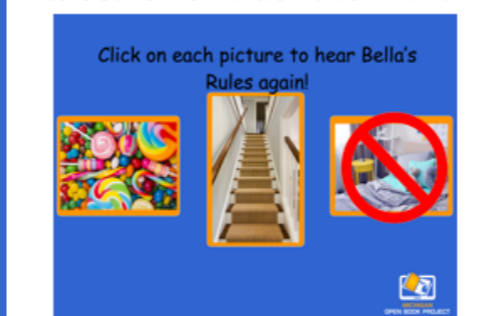
Interactive 1.4 Bella's Rules



Teacher Directions

This interactive is great to revisit on a second day to help assess student comprehension of Bella's Rules.

Interactive 1.5 Bella's Rules - Review



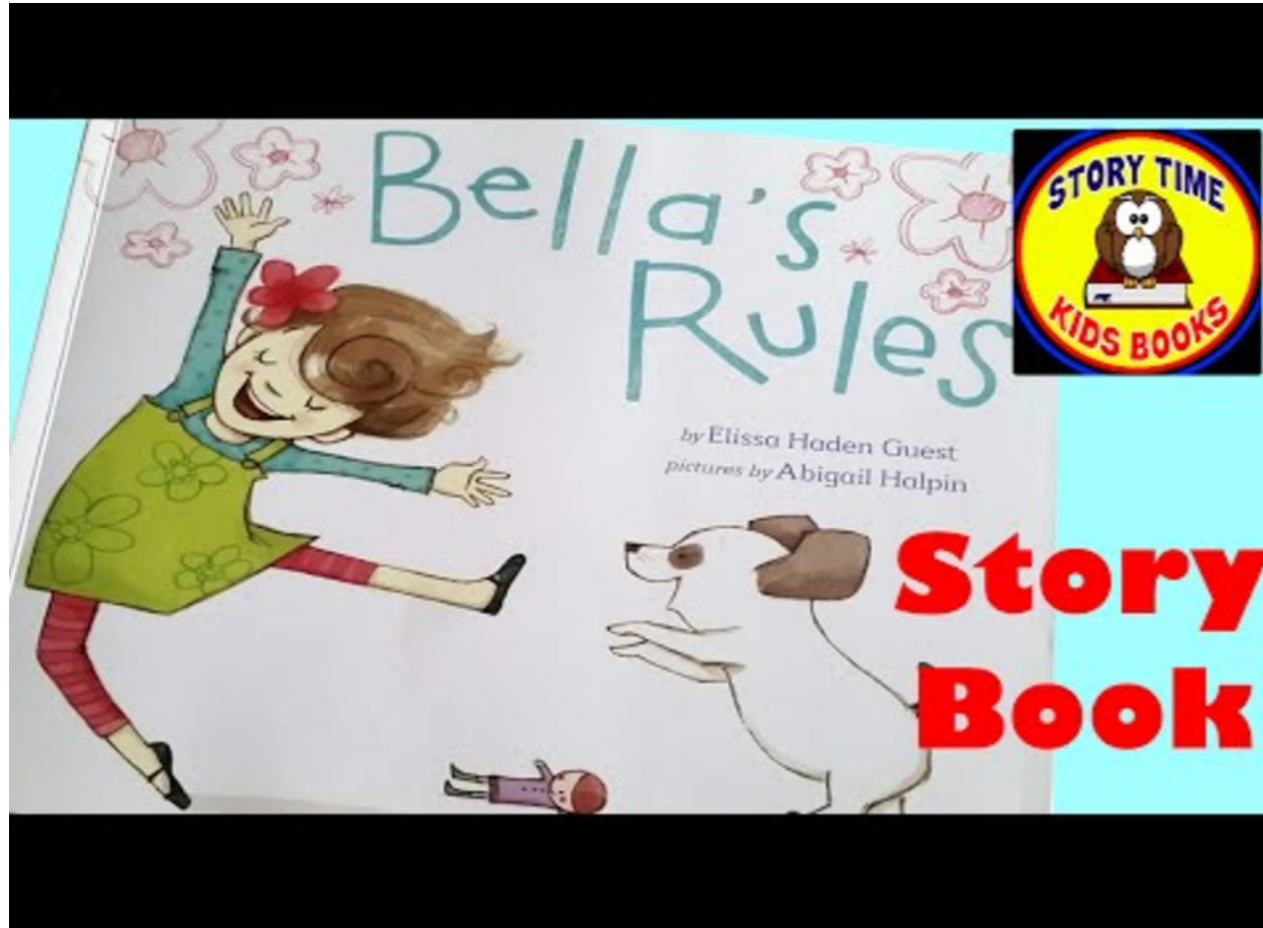
Teacher Directions

All the Alligator is a great closing video for students to discuss why we have rules at home and in school.

Interactive 1.6 All the Alligator



Interactive 1.4 Bella's Rules



Interactive 1.5 Bella's Rules - Review

Click on each picture to hear Bella's Rules again!

The review slide has a blue background. At the top, it says 'Click on each picture to hear Bella's Rules again!'. Below this are three square images with orange borders. The first image on the left shows a large pile of colorful lollipops. The middle image shows a long, carpeted staircase with a wooden handrail. The third image on the right shows a bedroom with a bed, a nightstand, and a chair, but it is overlaid with a large red prohibition sign (a circle with a diagonal slash). In the bottom right corner of the slide is the Michigan Open Book Project logo, which includes a stylized book icon and the text 'MICHIGAN OPEN BOOK PROJECT'.

Listen to the story in the video above. What are Bella's rules?



Why didn't Bella's parents think her rules were a good idea?



You are right! Bella's rules are not safe!



Sledding down the stairs could hurt Bella. She could fall out, crash, or bump into someone!



Even though it sounds like fun not to have a bedtime, it would not be healthy for Bella to stay up every night. Our bodies need rest.



Bella's family rules might not sound like much fun, but they will keep Bella's whole family safe and healthy!



This is why we have rules at school, too! Just imagine what it would be like if we did everything we wanted to and didn't have school rules.



The boy on the left wants to have all of the alphabet letters to make his words. How would you feel if you were the boy on the right with only two letters? Why would you feel this way?



Just like Bella's rules, our school rules help to make sure that school is a fair and safe place for everyone!



You might want to keep the tablet all to yourself, but that wouldn't be fair to the other students.

We need to share or take turns.



You might want to push someone in line, but that is not kind.

We need to keep our hands to ourselves so no one gets hurt.



You might want to run in the hallway, but that wouldn't be safe.

We need to walk so we don't bump into someone or fall down.



You might want to shout out the answer when you know it, but that wouldn't be fair.

We need to raise our hands so everyone can hear.



You choose to be a good friend when you follow the rules.

Interactive 1.6 Al the Alligator



Oh no! Al the Alligator doesn't know how to follow the school rules! Now that you are an expert on our rules, click on the video below to help Al.

What are Some Fair Ways to Make Decisions in a Group?

QUESTIONS TO GUIDE INQUIRY

1. Why do I have rules at home and school?
2. Why can't I do everything I want?
3. What are some fair ways to make decisions in a group?

For the Teacher:

- K-C1.0.1 - Identify and explain reasons for rules at home and in school (e.g. provide order, maintain safety)
- K-C2.0.2 - Describe fair ways for groups to make decisions.

WORDS TO INTRODUCE:

- cooperation
- compromise
- vote/voting

Teacher Directions

Big Bird sings the cooperation song in this section. Play this song for kids and discuss what happened in it.

Interactive 1.7 Big Bird Sings the Cooperation Song



Teacher Directions

Practice asking kids to make decisions and roll dice to demonstrate one way to make decisions.



Teacher Directions

Be a rule following rock star! Practice in this interactive drag-and-drop activity to end the chapter!

Interactive 1.8 Be a Rule Following Rock Star!





Working together is so much fun! These kids can build a bigger tower because they are working together!

Interactive 1.7 Big Bird Sings the Cooperation Song



When we work together nicely to do something, this is called **cooperation!**



It can be easy to cooperate with our friends when we want to do the same thing.



No! I want the puppy to play vet!

I want the puppy to play house!

It can be hard to cooperate when we have different ideas.



There are many fair ways that we can choose!



When we have different ideas, how can we decide whose idea to use?

We can roll dice.

The person with the biggest number can choose.





We can take a **vote**.

Each person raises a hand to show which choice he or she wants.

Then we count the number of people who want each choice. As a group, we will use the idea that gets the most votes.

Hmm..
You want to play
pet shop, and I
want to play
super heroes.



I know! Let's be
super heroes
who rescue
animals!

We can **compromise**. We can use part of your idea and part of my idea. I can't have things totally my way, but that's OK! When you compromise you have to give up something for the good of your group.



You want to play on the swings at recess, but your friends want to go on the slide. What are some fair ways your group can decide what to do?



After we decide, it's ok if we don't get our way this time.
We still enjoy being with our friends!

Interactive 1.8 Be a Rule Following Rock Star!

Drag and drop the pictures to show if kids are following the rules or not!

Following the Rules	Not Following the Rules
	



Practice what you have learned by dragging the pictures in this interactive to the right column!

What does it look like to be responsible?

1. How can we be responsible at school?
2. How can we be responsible at home?
3. What does it mean to be independent?



This chapter is all about responsibility. It is a great extension of the first chapter on the need for rules. We recommend keeping these chapters together as you move through your social studies units.

As with every chapter in this book, we recommend making the compelling question a transparent part of your daily instruction by writing it on the board and referring back to it as part of your daily instruction. Students begin their exploration of the term responsibility by discussing ways that they can be responsible at both home and school. A simple drag and drop activity called classroom cleanup may be simplistic - but having students practice cleaning up this animated classroom helps reinforce this same idea in their physical classroom.

We conclude this chapter with a discussion on what it means to be independent. Children gain different levels of independence as they age. It is important to talk about how independence and responsibility go hand in hand.



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Interactive 2.1 Classroom Cleanup



How can we be responsible at school?

QUESTIONS TO GUIDE INQUIRY

1. How can we be responsible at school?
2. How can we be responsible at home?
3. What does it mean to be independent?

For the Teacher:

K-C5.0.1 - Describe situations in which they demonstrated self-discipline and individual responsibility.

WORDS TO INTRODUCE:

responsible

Teacher Directions

After explaining and defining the word Responsibility, have students work together to come up with a list of responsibilities at school. Make a classroom chart of these responsibilities.



Teacher Directions

This interactive involves a messy art desk! All the objects on the table are draggable. Have kids work together to identify what goes where.



Teacher Directions

At the end of this section we give kids several different scenarios. This is a great opportunity to stop and talk to kids about how to act responsibly.

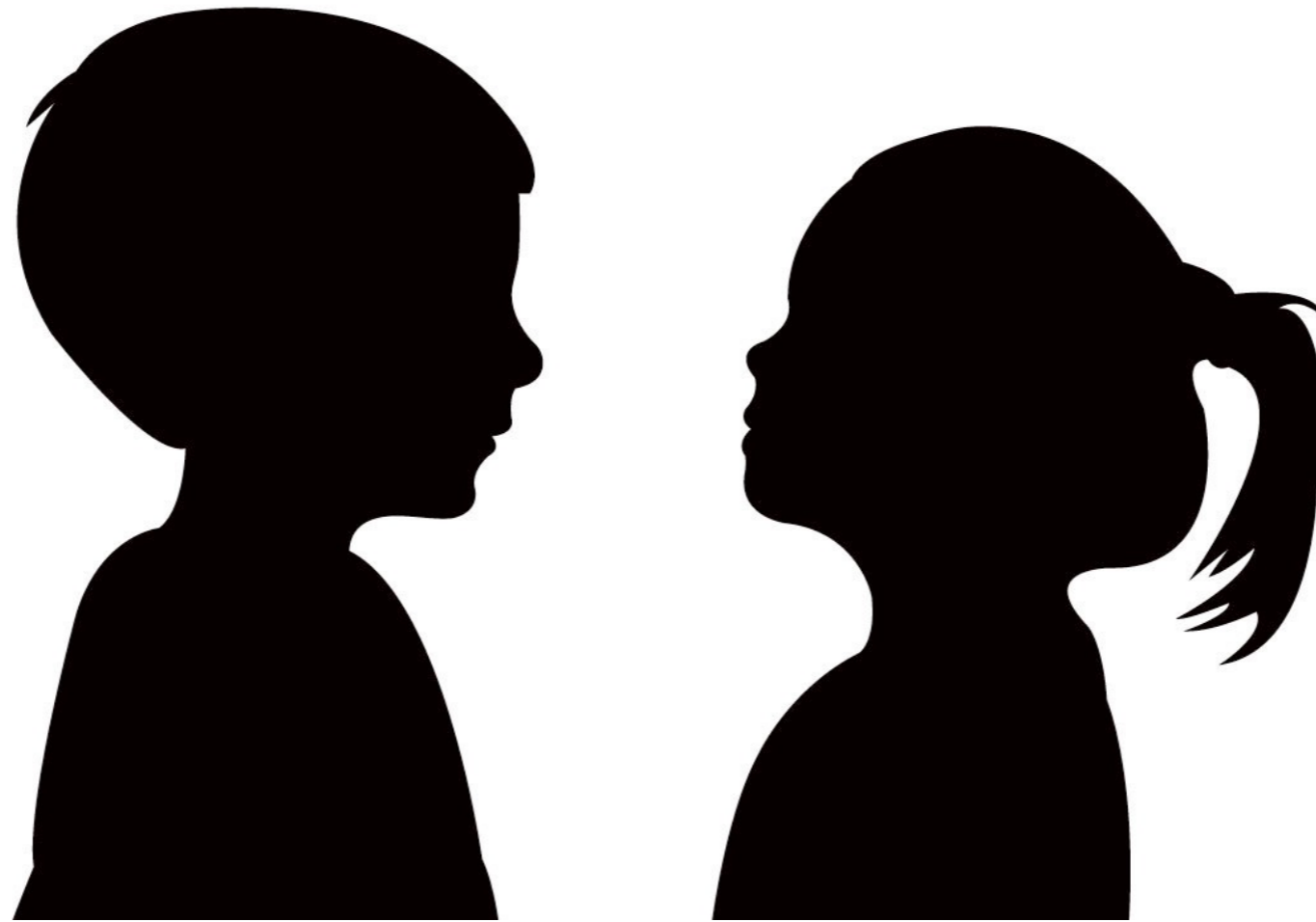




Sometimes you are at home. Sometimes you are at school. No matter where you are, you need to be responsible. What do you think the word responsible means?



Being **responsible** means to make good choices that help yourself and others.



At school, we have responsibilities. What are some responsibilities we have at school?

Let's make a list of our responsibilities at school.



In the classroom, following the rules is a way to be responsible. When you follow the rules, you can learn and so can the other children. Another way to be responsible is to do your best work.



When you put away the things that you use, you are showing responsibility. What are some things that you use and take care of in your classroom?

Interactive 2.1 Classroom Cleanup



It's time to clean up the classroom. Put the paint supplies and pencils back where they belong.



In the cafeteria, you take your lunch to a table and eat with your friends. When you are done eating, what should you do to be responsible?



When you are on the playground, it is time to have fun with your friends. What is a way you can be responsible on the playground?

Michigan Open Book Project - Kindergarten
Continue to Part 2 of 4