

MI OPEN BOOK PROJECT

Myself



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

Michigan Open Book Project - Kindergarten
Continued from Part 1 of 4



Following the rules on the playground helps keep everyone safe. It also helps us get along with each other.



Many children ride a bus to school. The bus driver's responsibility is to drive the bus safely. How can you be responsible on the bus?

How can we be responsible at home?

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:

respect

chores

Teacher Directions

Little Mandy Manners - Being Responsible - play this video for students and discuss what it means to be responsible

Interactive 2.2 Being Responsible



Teacher Directions

The series of pages in the middle of this section ask students to think about ways to be responsible. Use this to introduce the words respect and chores and discuss with students.



Teacher Directions

These optional videos at the end emphasize what respect at home and school mean.

Interactive 2.3 Respect at Home





When you are at home,
you have responsibilities.
What are some
responsibilities you have
at home?

Turn and talk with a friend.

Interactive 2.2 Being Responsible



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



At home, following the rules is a way to be responsible.
When you follow the rules, you show **respect** for your family.



Just like at school, a way to be responsible at home is to put away things that you use. What are some things that you use and take care of at home?



At home, you may have jobs or **chores** to do. Some kids make their bed. Some kids help wash dishes. Some kids help with laundry. What is a job or chore you have at home?



Before you come to school in the morning, you have some responsibilities. You need to get dressed and put your shoes on.



You need to brush your teeth. You need to get your backpack ready. What else do you need to do before you come to school?

Interactive 2.3 Respect at Home



Interactive 2.4 Respect at School



Let's learn more about respect at home and school!

Section 3

What does it mean to be independent?

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?

WORDS TO INTRODUCE:

independent

For the Teacher:

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

Teacher Directions

This section introduces the word “Independent” - talk with students about what it means to be independent.



Teacher Directions

The section (and chapter) ends with students talking about what it means to be independent and coming up with a list. Write this list on chart paper and hang it in the room.



Teacher Directions

What does it mean to be responsible? Revisit the compelling question for this chapter once you have finished all three sections and have students answer the question by writing simple sentences and illustrating examples responsibility.



When you are being responsible, you are also being independent. **Independent** means doing things by yourself without needing someone to help you.



When you put on your coat and zip it, you are being independent.



When you pick up your toys and put them away, you are being independent and responsible.



When you clean up your area after snack time, you are also being independent and responsible.



What are some other ways you are independent at school? What are some other ways you are independent at home?

Turn and talk with a friend. Let's make a list of ways we are independent

Where Are We?

1. How can we tell people where we are?
2. What are the most important places in our school?
3. How can we show people where we are?



For Teachers

This chapter on Geography is meant to introduce students to the world around them and begin building foundational geographic skills which will serve them well in later social studies courses.

This chapter may look different than many geography units you've seen. This chapter was designed with close help from Dr. Phil Gersmehl and his wife Carol, both of whom have extensive geographic pedagogical knowledge and experience. In this chapter we invite students to the world of spatial thinking rather than simply nailing down and exploring the five themes of geography.

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



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Interactive 3.1 Making a Classroom Map

MAKING A CLASSROOM MAP

The Devil
is in
the Details

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 Kindergarten

K-G1.0.1 Recognize that maps and globes represent places.

K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom.

K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Section 1

How can we tell people where we are?

A

QUESTIONS TO GUIDE INQUIRY

1. How can we tell people where we are?
2. What are the most important places in our school?
3. How can we show people where we are?

WORDS TO INTRODUCE

on

beside

above

between

in

front

behind

under

near

For the Teacher:

K-G1.0.1 Recognize that maps and globes represent places.

K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom.

K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Have students practice directional words: On, beside, above, between, in, front, behind, under, near. They can use the game “Where is the Dog” for practice reading either together or independently.

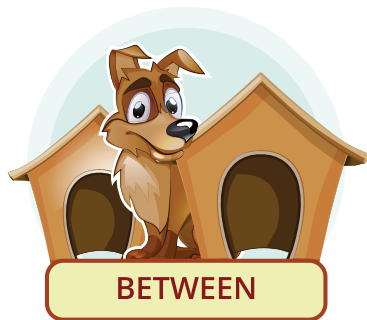


The song (from YouTube) “Here We Go” is a fun opportunity for students to get up and dance, and practice these words further.





Our classroom is one place where we go a lot!



Interactive 3.3 Where is the Dog? Practice reading each word in a sentence.

The dog is near the house.

NEAR

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No matter where we go in our classroom, we can use special words to tell where we are!



Let's get up and groove! Listen and dance along to this song to learn about some of these special describing words.



Practice explaining to a partner where you are. Are you in front of your desk? Are you next to a book case?



Section 2

What are the most important places in our school?

QUESTIONS TO GUIDE INQUIRY

1. How can we tell people where we are?
2. What are the most important places in our school?
3. How can we show people where we are?

WORDS TO INTRODUCE

field trip

For the Teacher:

K-G1.0.1 Recognize that maps and globes represent places.

K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom.

K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Teacher Directions

On the last page of this section encourage students to come up with a list of “field trip” locations within the school. This is a great opportunity to then take kids out around the school to investigate these places. Think back to the direction words piece in the previous section. Ask questions like “Where is the principal’s office?” (next to the drinking fountain?)





We visit many important places in our school every day. We come to our classroom every day. What other important places might we go in our school?



We go to our gymnasium.



We go to our cafeteria.





We go to our library.





We go to our playground.



We go to the bathrooms.



We go to where the buses are parked.



Let's go on a **field trip**! A field trip is when we leave our classroom to visit a special place.

How can we show people where we are?

QUESTIONS TO GUIDE INQUIRY

1. How can we tell people where we are?
2. What are the most important places in our school?
3. How can we show people where we are?

WORDS TO INTRODUCE

model

map

For the Teacher:

K-G1.0.1 Recognize that maps and globes represent places.

K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom.

K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Teacher Directions

Make sure students understand what a model is! It is essential for this longer series of lessons!



Teacher Directions

This is the section in which you'll build your model classroom. Do this over several class periods and have students add to the model over time.



Teacher Directions

At the end of this section (also end of chapter) you have an opportunity to draw a classroom map. In addition to this activity review the compelling question with students: Where are we? There are many other activities to do with the classroom in a box to reinforce good geography that don't take a lot of time to do in the For the Teacher section at the start of this chapter.



Using and making a **map** are ways that we can show people where we are!



George Shrinks! Let's learn about shrinking!



Both of the pictures above are of a bus. Which one is full size? Which one did we shrink?



What is this? This is a **model** of a bus.



A model is a small thing that is like a larger object.

This bus is a small model of a big bus like the one you ride to school!

Can we fit inside someone's fingers right now? No, we cannot fit inside someone's fingers.



We could only fit inside someone's fingers if we were models.



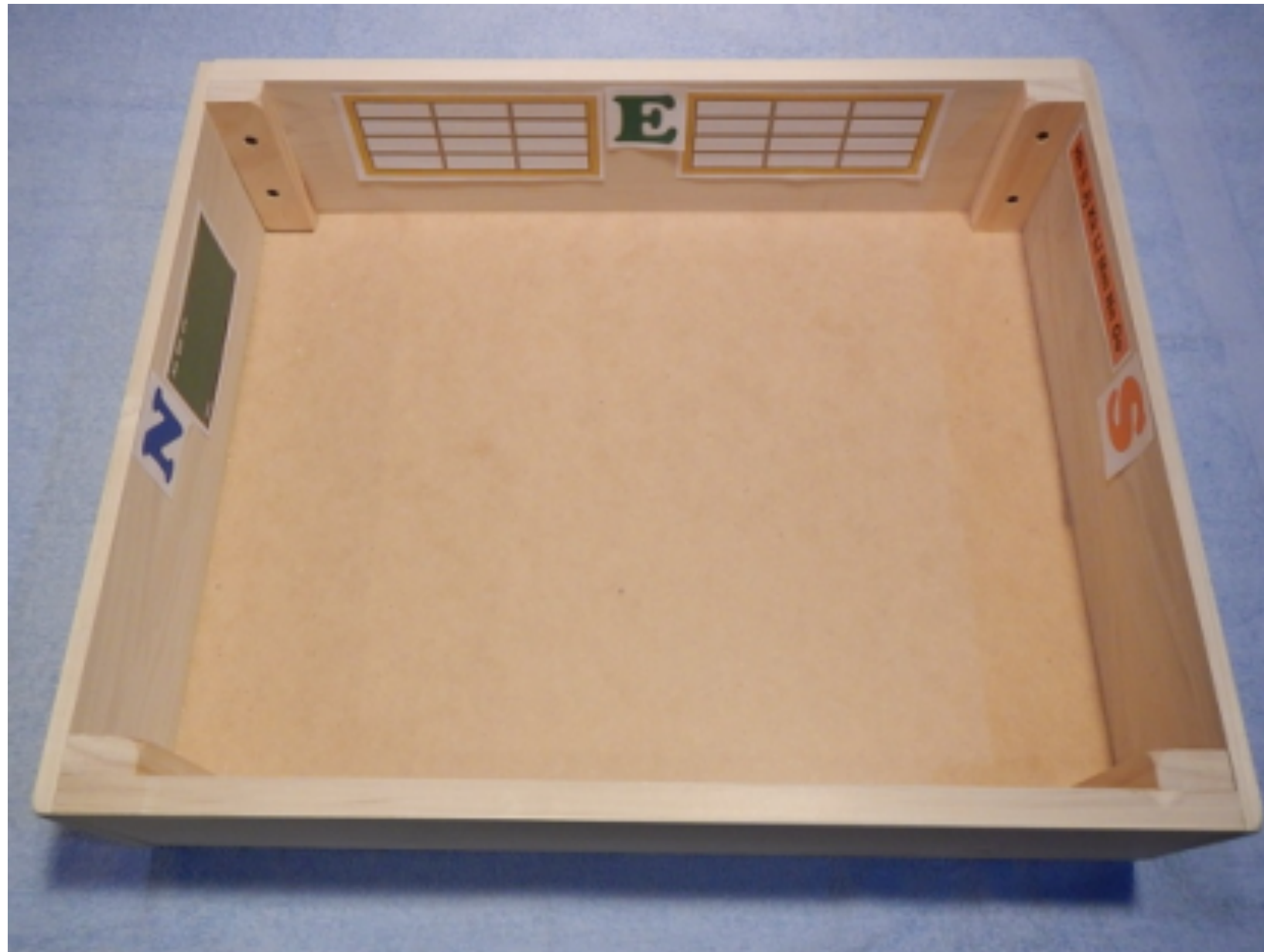
What if we made a model of you? What would we need to do?



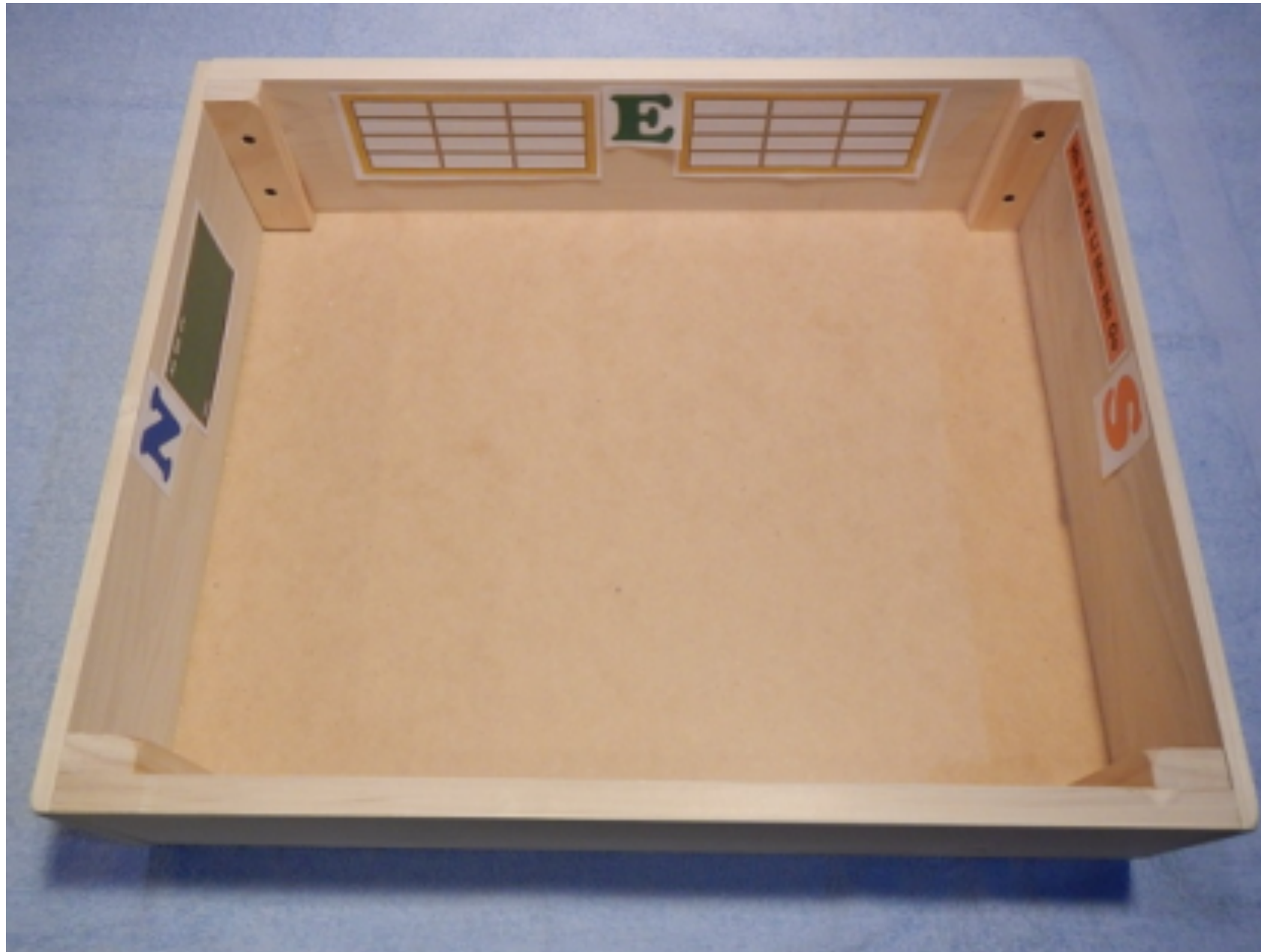
Is it possible to make a model of our classroom?



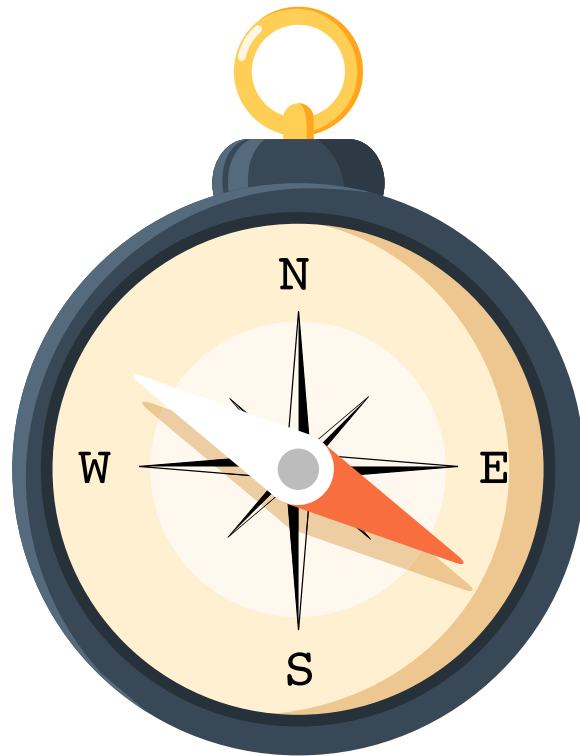
Let's shrink our classroom!



How can we make a model of our classroom? Let's start with something you know. Where are the windows?



Now let's name our classroom walls.



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 walls in our classroom AND in our model.



Next, we add in our white board. Place the whiteboard where it goes in the classroom.

What other objects would we need to include in a model of our classroom?



What else do we have in our classroom? Do we have cubbies? What about a rug?

Let's add in our cubbies, our rug, our clock, our tables or desks, and anything else that we have in our room.



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 easel. Let's review the words we use.

Interactive 3.6 Where is the dog?





Where is the rug in this classroom?

Where is the clock?

Use our describing words!



Our shrunk 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 model. 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 is looking down on a place from above.



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



The puppy cannot see what is in the bowl. He is next to the plate. The bowl is on top of the plate.



The bird can see what is in the bowl. He is above the bowl.



Let's put a yellow book on one of the tables.

What would the book look like from the bird's eye view in our classroom model?



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

Our box model is one way that we can show where things are located in our classroom.

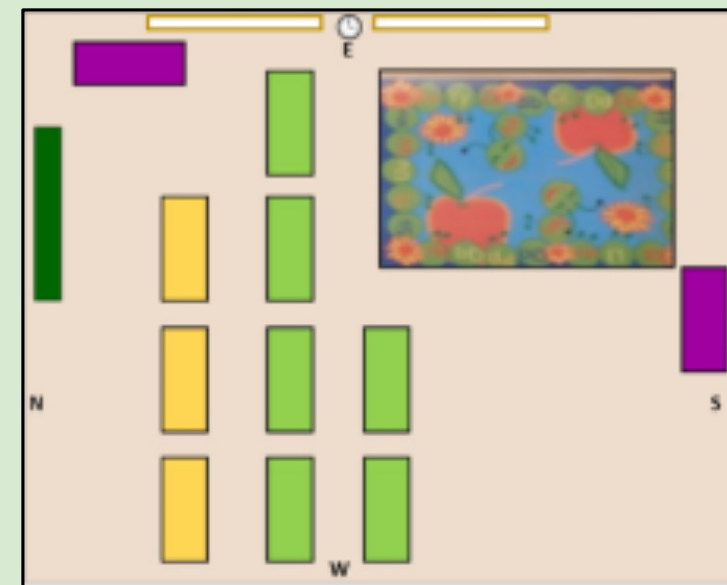
It would be hard to carry our classroom box every time we wanted to show others our classroom.

That is why a map is helpful.

MODEL



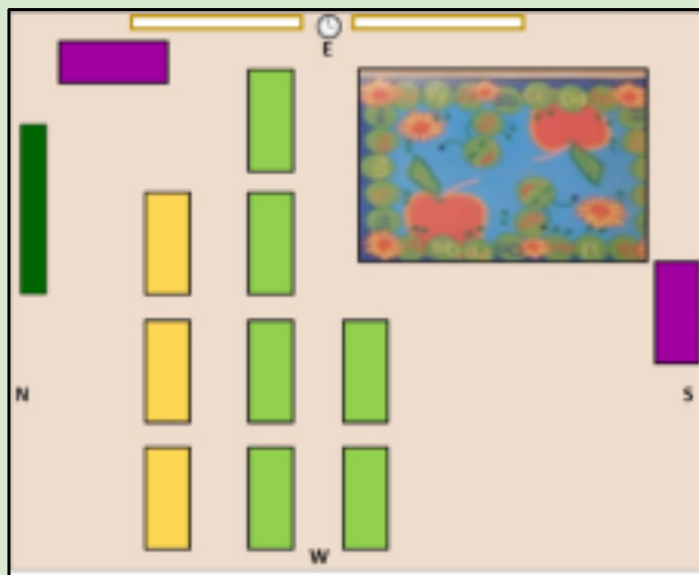
MAP



MODEL



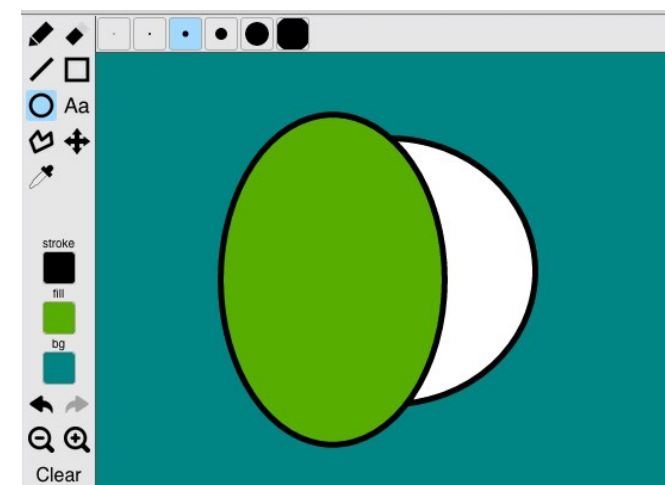
MAP



What is the same about our classroom model and our classroom map?

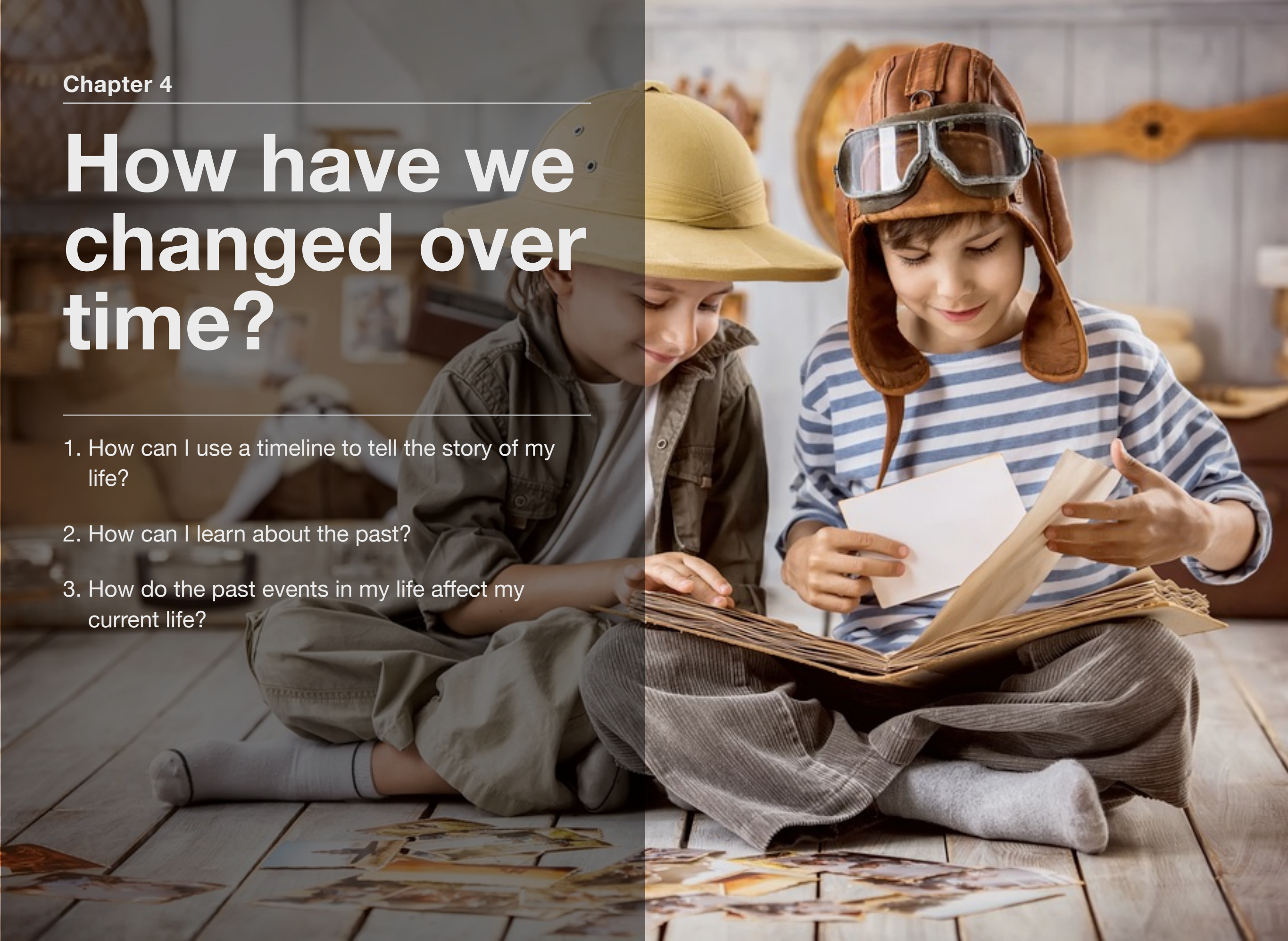
What is different about our classroom model and classroom map?

Interactive 3.7 Draw your own classroom map!



How have we changed over time?

1. How can I use a timeline to tell the story of my life?
2. How can I learn about the past?
3. How do the past events in my life affect my current life?



For Teachers

This chapter introduces students to history by exploring the ideas of past, present, and future. Students learn about timelines and eventually construct their own timeline of important events in their lives. Through it all they learn about how people learn about the past.

In future grades students begin to learn about the history of our state, our country, and our world. In the early grades however, students learn about history through a much smaller lens. In kindergarten it's all about "me" - the kindergarten individual.

As with every chapter, we recommend you introduce the compelling question for the chapter with your students before beginning this unit. This grounds students in the focus of what they will be learning about as you move together through each section.

We provide several opportunities for your students to learn about, practice with, and ultimately create timelines of their lives. These are great experiences for students to share about themselves and learn from one another.



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Interactive 4.2 Sofias Timeline



This is Sofia. She is in Kindergarten just like you! Drag and drop the events from Sofia's life to put them in order and create a timeline!

How can I use a timeline to tell the story of my life?

QUESTIONS TO GUIDE INQUIRY

- 1. How can I use a timeline to tell the story of my life?
- 2. How can I learn about the past?
- 3. How do the past events in my life affect my current life?

WORDS TO INTRODUCE

past

timeline

future

For the Teacher:

- K-H2.0.1** - Distinguish among the past, present, and future.
- K-H2.0.2** - Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
- K-H2.0.3** - Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

Teacher Directions

This chapter includes a lot on the idea of past, present, and future. This simple interactive is a quick formative check for teachers. Have students raise their hands for each picture then click to hear the reader give the answer.



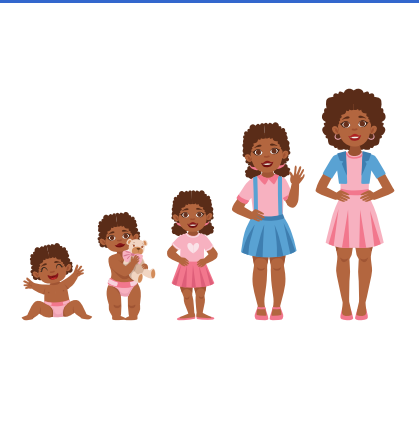
Teacher Directions

This check can be done full group or independently. Have students place each stage of Sofia's life in the proper order by dragging and dropping each tile to the right place.



Teacher Directions

Complete this section by having kids put together a simple timeline of four important moments in their lives.





Look at your shoes. Do they have laces? If they do, do you know how to tie them?



If you do know how to tie your shoes, it's because you learned how in the past. The **past** is time that has already happened. It can mean a long time ago or yesterday.

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Continue to Part 3 of 4