# #1Government HWOO (23-24)

**Duration:** 6 Weeks, 4 hours
**Unit dates:** 23rd Aug 2023 - 4th Oct 2023
**Subjects:** Language, Social Studies, English
**Grades:** 3

## Planning

### Transdisciplinary theme

**How we organize ourselves**

**Transdisciplinary theme focus**

- societal decision-making
- the structure and function of organizations

### Central idea

Government can provide an organizational structure to maintain order and achieve goals

### Learner profile attributes

Balanced, Thinkers

### Key concepts

Responsibility, Function, Form

### Related concepts

**Concepts**

- **Responsibility:** impact
- **Function:** laws
- **Form:** government

## Lines of inquiry

- The purpose of laws and how they work (laws, function)
- How governments work and are structured (government, form)
- The impact laws have on society and the potential power of people to change laws (impact, responsibility)

## Approaches to learning

### Self-management skills

**Self-Management Skills**

Self-Management Skills (General)

**Teaching the ATL skills**

SEL Journeys - Self Management

## Subject standards

### Social Studies

**Civics**

Processes, Rules and Laws

- CIV 3.7 - Explain how policies are developed to address public problems. *(CIV 3.7)*
- CIV 3.6 - Explain how rules and laws change society and how people change rules and laws. *(CIV 3.6)*

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

- CIV 3.4 - Identify core civic virtues and democratic principles that guide government, society, and communities. *(CIV 3.4)*
- CIV 3.5 - Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. *(CIV 3.5)*

Civic and Political Institutions

- CIV 3.2 - Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. *(CIV 3.2)*
- CIV 3.3 - Explain how groups of people make rules to create responsibilities and protect freedoms. *(CIV 3.3)*
- CIV 3.1 - Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. *(CIV 3.1)*

**Economics**

National Economy

- ECO 3.4 - Explain the ways in which the government pays for the goods and services it provides. *(ECO 3.4)*

### English

**Reading: Literature**

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RL.3.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) *(CCSS.ELA-LITERACY.RL.3.9)*

Key Ideas and Details

- CCSS.ELA-LITERACY.RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. *(CCSS.ELA-LITERACY.RL.3.1)*

### Connections: Transdisciplinary and past

**Library Media**

- Identify, explain and model library rules, expectations, policies, and procedures for behavior, circulation and book care.
- Identify the location of the different types of resources in the library
- Independently locate and checkout library book on appropriate reading level for pleasure reading or academic purpose/need
- Identify and use the ten classes of the Dewey Decimal System
- Listen to text to retell information and/or identify story elements (character, setting, plot/theme, problem, solution), recognize and discuss main idea/theme and supporting details

**Books**

- Octopus Stew by Eric Velazquez
- The proudest blue byIbtihaj Muhammad
- For which we stand by Jeff Foster
- If I ran for president by Catherine Stier
- Grace goes to Washington byKelly DiPucchio
- The youngest marcher by Cynthia Levinson

## Implementing

### Learning experience library

#### Guided Discoveries

Amy Rios

**Teacher notes**

Please remember to do these guided discoveries with your class:

- Fire drill
- Lockdown
- Computer and apps being used this year (Epic, Successmaker, PebbleGo, etc.)
- Playground & Recess Materials
- Bathroom
- Cafeteria
- Breakfast/lunch cleanup
- Recycling

- Lining up

### Open - Hopes and Dreams

Amy Rios

**Teacher notes**

Day 1- Learning Goal
Day 2 - Social Goal

### Immerse- Three Branches Rap

Amy Rios

### Explore - Branches of Government Sort (2 days)

Amy Rios

Branches of Government Sort

### RML LA U5: Understanding Fiction and Nonfiction Genres (2)

Amy Rios

(RML1–RML2-you will read samples from these books during the lesson)
LA.U5.RML1 There are different kinds of fiction books.
LA.U5.RML2 There are different kinds of nonfiction books.

### Open: IB Learner Profile Attribute Intro

Amy Rios

### Immerse - PebbleGo

Amy Rios

PebbleGo Intro. Teacher will model how to search. Social Studies, US, US Government. Then have students login and try.

user: regmms

pass: school

### Open - Provocation (2 days)

Amy Rios

Day 1: Provocation: What do you know about government? What jobs do people in government have? Why do we have government?
Day 2:We want to learn about government. What questions could we investigate?

### Immerse - Separate is Never Equal Book Discussion (2 Days)

Amy Rios

Day 1: What did we learn from Separate is Never Equal? How did the judicial branch of government help change the unfair law?
Day 2: continue the discussion

## Epic Book List - Government

Amy Rios

## RML LA U2: Studying Authors and Illustrators (2)

Amy Rios

(RML1–RML2-after Patricia Polacco)
LA.U2.RML1 Learn about authors or illustrators by reading many of their books. LA.U2.RML2 Sometimes authors get ideas for their books from their own lives.

## Immerse - Guest Speakers (see list)

Amy Rios

***Guest Speakers:***

First Selectman of Waterford - Rob Brule

City Council of New London - Efraim Dominquez

City Clerk of New London- Jonathan Ayala

Judge Emmett Cosgrove (retired)

Judge (Probate) of New London - Matt Greene

Mayor of Groton - Keith Hedrick

Mayor of New London - Michael Passero

Stonington Board of Education - Heidi Simmons

## RML WAR U1: Introducing a Reader's Notebook (6)

Amy Rios

WAR.U1.RML1 Collect your thinking in your reader's notebook.
WAR.U1.RML2 Write the title and author of each book you read on your reading list.
WAR.U1.RML3 Write the genre of each book on your reading list.
WAR.U1.RML4 Keep a tally of the kinds of books you read.
WAR.U1.RML5 Write E (easy), JR (just right) or D (difficult) for each book on your reading list.
WAR.U1.RML6 Follow the guidelines in your reader's notebook to do your best reading and writing work.

## Explore - Pebble Go

Amy Rios

Students select an article or 2 to read or listen to about US Government and then share with a partner.

## Immerse: Book Discussion: Lillian's Right to Vote

Amy Rios

Day 1: Discussion of Lillian's Right to Vote -How does Lillian show that she was Balanced and a Communicator?

Day 2: see PDF

### Immerse : Book Discussion: She was the First! The Trailblazing Life of Shirley Chisholm (2 Days)

Amy Rios

Day 1: Discussion:How does Shirley show that she was Balanced and a Communicator?

Day 2:Discussion: What do you know about legislative branch? What laws did Shirley help to pass?

### Immerse- Arthur Episode: Becoming a Citizen

Amy Rios

### RML LA U3: Giving a Book Talk (4)

Amy Rios

LA.U3.RML1 A book talk is a short talk about a book (or series of books) you want to recommend.
LA.U3.RML2 Start with a good lead and end in a way that hooks your classmates.
LA.U3.RML3 Write a few notes and page numbers on sticky notes to prepare for your book talk.
LA.U3.RML4 Learn how to give a good book talk.

### RML LA U1: Thinking and Talking About Books (4)

Amy Rios

LA.U1.RML1 Think about the books you read and share your thinking with others.
LA.U1.RML2 Turn and talk to share your thinking.
LA.U1.RML3 When you read, mark places you want to talk about.
LA.U1.RML4 Share your opinion and support it with evidence.

### IRA (3-5) - Humorous Stories

Amy Rios

What makes these books funny?
Bedhead (1-can skip)
The Perfect Pet (1-can skip)
The Great Fuzz Frenzy (2)
Those Darn Squirrels! (4)
Big Bad Bubble (3)

### IRA (4-5) - The Importance of Kindness (F&P)

Amy Rios

Why is it important to be kind to others?
Enemy Pie (1-can skip)
Sophie's Masterpiece: A Spider's Tale (2)
Last Day Blues (2)
Under the Lemon Moon (2)
The Can Man (4)

### RML MGT U1: Working Together in the Classroom (4)

Amy Rios

MGT.U1.RML1 Show respect to each other.
MGT.U1.RML2 Use an appropriate voice level.
MGT.U1.RML3 Find ways to solve problems when the teacher is working with others.
MGT.U1.RML4 Return materials to where they belong.

## IRA (3-4) - Janell Cannon

Amy Rios

How does an author/illustrator make decisions to interest readers?
Stellaluna (5)
Verdi (3)
Crickwing (2)
Pinduli (0-can skip)

## RML MGT U2: Exploring the Classroom Library (3)

Amy Rios

MGT.U2.RML1 Some books in the classroom library are organized by author, illustrator or topic.
MGT.U2.RML2 Some books in the classroom library are organized by genre.
MGT.U2.RML3 Take good care of the books in the classroom library.

## IRA - What is government? (UOI Text Set)

Amy Rios

What is government?

## IRA (1-5) - Exploring Memory Stories (F&P)

Amy Rios

What makes some memories special?
My Rotten Redheaded Older Brother (1-can skip)
The Printer (1-can skip)
Grandma's Records (1-can skip)
Saturdays and Teacakes (2)
Family Pictures (0-can skip)

## IRA (4-5) - Patricia Polacco (F&P)

Amy Rios

How does an author/illustrator make decisions to interest readers?

Meteor! (4)

The Keeping Quilt (3)

Thunder Cake (3)

Some Birthday! (3)

The Bee Tree (1-can skip)

## RML MGT U3: Getting Started with Independent Reading (5)

Amy Rios

MGT.U3.RML1 Read a book or write your thoughts about your reading.
MGT.U3.RML2 Choose books that you want to read.
MGT.U3.RML3 Choose books that are just right for you.
MGT.U3.RML4 After a good try, you may have a reason to abandon a book.
MGT.U3.RML5 Keep your books and materials organized in your personal box.

## Open- Creating Essential Agreements (Laws/Rules)

Amy Rios

**Part 1: Intro**

- **What if we had no rules? What would the classroom look like/sound like/feel like? Why do we need them?**

**Individual**

- Keeping in mind your Hopes and Dreams, create a list of rules for the classroom.

Part 2: Small groups/partners

- Share/Compare your rules and give a reason why you believe this rule is important.
- Are there any similarities/differences? What might you change/add?

Whole group*

- On chart paper, brainstorm their ideas.
- As a group, agree on 3-5 rules for the class.

*Can be part 3 if needed

**Teacher notes**

- See student instructions
- Take picture of brainstormed list of class rules and kids working together

Inquiry Strategies

- Claim, Support, Question
- Imagine If
- Think. Pair, Share

### CT Historical Society

Amy Rios

### Immerse- I'm Just a Bill (School House Rock)

Amy Rios

I'm Just a Bill (School House Rock)

## Resources

- Cardigan Jones Video
- HWOO Puentes Book Collection on Epic
- MGT.U1 Working Together in the Classroom (4)
- MGT.U2 Exploring the Classroom Library (3)
- LA.U1 Thinking and Talking About Books (4)
- LA.U2 Studying Authors and Illustrators (RML1-RML2-With Patricia Polacco) (2)
- LA.U5 Understanding Fiction and Nonfiction Genres (RML1-RML2-you will read samples from these books during the lesson) (2)
- WAR U1-Introducing a Reader's Notebook

- LA.U5 Understanding Fiction and Nonfiction Genres (RML1-RML2-you will read samples from these books during the lesson) (2)
- LA U3 Giving a Book Talk
- Mgt.U3-Getting Started Independent Reading (5)
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- MGT.U2 Exploring the Classroom Library (3)
- LA.U1 Thinking and Talking About Books (4)
- LA.U2 Studying Authors and Illustrators (RML1-RML2-With Patricia Polacco) (2)
- There are different
- LA.U5 Understanding Fiction and Nonfiction Genres (RML1-RML2-you will read samples from these books during the lesson) (2)
- 3BranchesofGovernmentSortWorksheet
- The Trial of Cardigan Jones: Read Aloud
- Three Branches Rap - Smart Songs
- Lillians Right to Vote
- Becoming a Citizen | ARTHUR | PBS LearningMedia
- HopesAndDreamsGrade3_social
- HopesAndDreamsGrade3_learning
- IB Learner Profile: An Intro
- GR 3 HWOO Book Collection on Epic
- IBPYPCompleteUnitofGovernmentStructuresCivicsCitizensCivilRights-1 (dragged)
- The Fundamental Orders of Connecticut: Creating Connecticut's Government - Connecticut Historical Society

## Reflecting

### Teacher reflections

#### Ongoing reflection

**Ellen Cecilia Hill** • 1:45 pm, 19th Oct 2023

*IRAs and videos are critical for understanding these concepts - students have limited Prior Knowledge

**Ellen Cecilia Hill** • 1:44 pm, 19th Oct 2023
*The team meets informally and formally  to discuss strategies and Glows & Grows

**Ellen Cecilia Hill** • 1:37 pm, 19th Oct 2023
*Responses during IRAs, taking responsibility for their actions during Social conferences

**Ellen Cecilia Hill** • 1:34 pm, 19th Oct 2023
*Discussed Learner Profiles & SEL lessons

**Ellen Cecilia Hill** • 1:33 pm, 19th Oct 2023
*Responsive Classroom Rules and Routines

**Ellen Cecilia Hill** • 1:33 pm, 19th Oct 2023
*IRAs, videos, 3 branches of  Government Sort