## Objectives

- Summarize behaviors that show compromise, cooperation, and respect for rules and laws.
- Produce desirable cooperative behaviors through role play.
- Compare and contrast the importance of following rules and the consequences of breaking rules.

### Quest: Project-Based Learning: Solving Problems and Cooperating

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<td>10 minutes</td>
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| Problem-Solution Matching Game | Match classroom problems and solutions.                                      | 10 minutes | Blackline Master: Problem-Solution Matching Game  
Student Activity Mat: 3A Graphic Organizer                                                        | Partners         |
| Storytelling Time              | Retell a familiar story and act out a unique ending.                        | 20 minutes | Blackline Master: Storytelling Time  
Student Activity Mat: 4A Let’s Talk/How Many?                                                      | Small Groups     |
Welcome to Quest 1, Solving Problems and Cooperating. In this Quest, the children will present ideas about ways we can work together using drawings of ourselves and people in our community. Through their study of cooperative behaviors, they will be prepared to discuss the compelling question at the end of this inquiry.

Objectives

- Summarize behaviors that show compromise, cooperation, and respect for rules and laws.
- Produce desirable cooperative behaviors through role play.
- Compare and contrast the importance of following rules and the consequences of breaking rules.

**STEP 1** Set the Stage  

Begin the Quest by distributing the Project-Based Learning Rubric. Then distribute and read aloud the blackline master Quest Kick Off. It will bring the world of the Quest to life, introducing a story to interest children and a mission to motivate them.

**Story**

Two classmates want to build something with blocks, but one wants to build a house and the other wants to build a school. They cannot agree on how to work together.

**Mission**

Children have been chosen by the classmates’ teacher to help them learn how to work together, to solve problems through cooperation and compromise.
**Activity 1**  
**Talk About It**  
**20 minutes**

**Materials:** Book *Whose Swing Set Is It, Anyway?*

Read aloud *Whose Swing Set Is It, Anyway?* from the Thinking Like a Citizen book series. Briefly review the ideas in the text and guide children to describe relationships between what the illustrations show and what the text says by asking questions, such as: *What problem do the children have at the beginning? What parts of the illustration show you the problem? What ideas do the children have to solve the problem? What parts of the illustration show you their ideas? What kinds of rules could help the children share the swing set?*

Turn children’s attention to making personal connections with the text. Group children in pairs. Then have pairs orally share examples of times when they have worked together with others to take turns. You might say, *Let’s think like good citizens! When have you worked together with others to take turns or share space?*

**Activity 2**  
**Behavior Brainstorm**  
**15 minutes**

**Materials:** Blackline Master Behavior Brainstorm

Distribute the blackline master *Behavior Brainstorm*, where there are three scenarios which you will read aloud to children—beginning with only the first scenario. Each scenario will dramatize issues and choices that create conflict on the playground, in the classroom, or at home.

Point to the illustration that accompanies the scenario and shows a setting for context. Ask children to listen and follow along as you read aloud a story telling about something that happened in that setting one day.

After reading the scenario, ask children what choices or actions created a conflict or problem in the story. Then brainstorm with children choices and behaviors that instead show compromise, cooperation, or respect for rules and laws related to the scenario. For example, *What is something we can choose to do to get along with others?* Guide children toward more desirable, positive behaviors. Record the ideas.

Reread the brainstorm list, and circle those that are the best examples of working together and respecting rules. Retain the brainstorm list to reference in the next activity.

This activity will be repeated for each of three scenarios. Activities 2, 3, and 4 will guide children through discussion, role play, and reflection beginning with each new scenario. Then you can revisit each of the same activities with the next scenario on the blackline master until all three scenarios have been covered.
**Activity 3  Role Play  **

**Materials:** Blackline Master Behavior Brainstorm

Pair children as they were grouped in Activity 1. Give pairs the opportunity to try out some of the more desirable behaviors from their brainstorm in a role play.

Using the brainstorm list from the previous activity, read aloud behaviors for partners to act out and assign a part to each partner. For example, you might say: *The behavior is to listen as soon as the teacher rings the bell (or any other clue that you use in your classroom). One partner pretends to be the teacher, and the other partner is the child who is listening to the teacher.* Remind children to listen carefully to each other and take turns speaking.

Keep in mind that Activity 3 will be repeated for each of three scenarios discussed in the previous activity.

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**Activity 4  Think, Draw, and Write About It  **

**Materials:** Blackline Master Think, Draw, and Write About It

Distribute the blackline master *Think, Draw, and Write About It*, which gives children a place to reflect on what they have learned through the previous activities. Each section corresponds to the scenario explained on the blackline master *Behavior Brainstorm*.

Review briefly with children some of the choices and behaviors they role played in the previous activity. Then ask several volunteers to share what they have learned about how their behavior can help them get along better with others. Guide them to examine how these more desirable behaviors lead to more harmonious and socially satisfying relationships with others.

Have children draw something to express their feelings about the experience in the first section of the blackline master. Support children to dictate or attempt to write a word, phrase, or sentence to go along with their drawing.

Keep in mind that Activity 4 will be repeated for each of three scenarios discussed in the previous activities.
Part 1  Prepare a Presentation  30 minutes

Materials: Blackline Master Quest Kick Off, Blackline Master Think, Draw, and Write About It, Project-Based Learning Rubric, scissors, glue, large poster board

Remind children of the Quest mission by rereading aloud the story and mission from the blackline master Quest Kick Off. Explain that today they will get ready to share their ideas about learning and working together and on another day they will have time to present those ideas. Their ideas will help Julia and Max’s teacher and the other students.

Distribute to children their completed blackline master Think, Draw, and Write About It that shows all three of their reflective drawings about their experience learning how to work together with others. Their drawings will be used in a collaborative visual aid for their presentation.

Ask children to choose their favorite reflective drawing of the three on the blackline master. Then have them cut out that drawing from the page.

Have children take turns coming up to paste their chosen drawing on a large poster or bulletin board. Add each child’s name to their drawing as they are added. If they are able, let them write their own name.

After all children have added their drawings to the class poster, review the ideas they represent. You may even choose to briefly compare and contrast the ideas. For example, What are some of the ideas that are the same or similar?

STEP 3  Complete the Quest

Activity 5  Share at Home  5 minutes

Materials: Blackline Master Think, Draw, and Write About It

After children have completed Activities 2–4 beginning with each of the three scenarios, give them an opportunity to share their reflections with a parent or caregiver at home.

Make copies of each child’s completed blackline master Think, Draw, and Write About It. Retain the original copies in the classroom for use in the final outcome project.

Have children take home their blackline master copy. Encourage them to share with a parent or caregiver what each drawing shows and what they have learned about learning and working together with others.
**ELL Support for English Language Learners**

**Speaking:** Review with children what is involved in presenting to assist them in interacting in meaningful ways. Explain that when we present or give a presentation, we are sharing information about a topic. Remind children they will be sharing information about how we can learn and work together.

Allow time for children to practice their presentations. Make clear your expectations for each proficiency level using the following activities.

**Entering:** Group children into pairs. Have children act out one of the pictures on the class poster. Encourage them to use words and gestures to describe their scene.

**Emerging:** Group children into pairs. Have children take turns describing their picture on the class poster. Prompt them with a few starter questions, such as: *My picture shows _______. It tells the idea _______*.

**Developing:** Group children into pairs. Invite partners to take turns first describing their picture on the class poster and then recounting their experience creating it. Use questions, such as: *My picture tells that _______. We learn and work together when _______*.

**Expanding:** Group children into pairs. Have partners give a longer, more detailed presentation of their ideas. Ask them to take turns presenting their drawings to each other. Use sentence starters such as: *The different parts of my drawing are _______. The idea behind the drawing is _______. I drew it because _______*.

**Bridging:** Have children give a detailed presentation of their ideas and recount their experience in creating their drawing.

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**Part 2 Deliver a Presentation 20 minutes**

Review what an audience is. Remind children that the audience for their presentation includes their classmates and Julia and Max’s teacher, from the Quest story and mission.

Allow the presentation to be somewhat informal, allowing children to stand up and share their ideas as they are comfortable. Remind them to point to their drawing on the class poster as they present.

Consider providing children with a sentence starter to share their ideas, such as: *My idea to help Max and Julia work together is _______*.

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**Part 3 Answer the Compelling Question 10 minutes**

After children present their ideas using their visual aids, encourage them to reflect on what they learned. As a class, discuss the compelling question for this Quest “How can you get along with others?”

Children have learned about choices and behaviors that are examples of how we can compromise, cooperate, and respect rules or laws. Encourage children to think about how those choices or behaviors help us get along with others. They should use what they learned to answer the compelling question.
**Good Citizen Character Sketch**

**Materials:** Blackline Master Good Citizen Character Sketch

Guide children’s understanding that good citizens act in certain ways and exhibit certain characteristics, such as honesty, courage, determination, individual responsibility, and patriotism. Begin by reading aloud a simple biography of someone who represents one or more of these qualities.

**Biography suggestions:**


After you read aloud the biography, guide children to ask and answer questions about key details in the text. Focus on the person being featured and what characteristics he or she displayed. For example, ask:

- *How did she/he act like a good citizen? How would you describe her/him? What things did she/he do to show she/he was a good citizen?*

Distribute the blackline master **Good Citizen Character Sketch.** Ask children to draw a picture of the person featured being a good citizen. Assist children, as needed, to write a label for their drawing.

**Rules Paper Chain**

**Materials:** Wide strips of construction paper, crayons, glue or stapler

Divide children into groups of four to six. Ask them to share one important classroom rule. Distribute a paper strip to each child. Have groups draw pictures of a classroom rule.

Assist each group to assemble their paper strips into a chain. As the chain is put together, explain why working together to follow the rules is important and what happens when rules are not followed. Point out how the paper chain gives them a picture of how the rules fit together to help children learn.
What Makes a Good Classmate?  
Opinion Chart

**Materials:** Chart paper, markers

1. Create a graphic organizer for brainstorming opinions about what makes a good classmate. Consider drawing an outline of a child on chart paper using volunteers as models. For example, trace one child’s head, another child’s shoulders, and so on, as children lie on a piece of chart paper until the entire shape is drawn. You can add ideas inside the outline. Alternatively, you might choose a Web, a Three-Column Chart, or a list.

2. Add a few initial ideas to the chart. Brainstorm with children what kinds of behaviors, characteristics, or statements come from someone who is a good classmate. For example, ask: *What is something that you think a classmate says to help someone else in his class? What is something a classmate can do to help her class?*

3. Record children’s ideas on the chart. You might use a different color marker for each suggestion the children make to create a more colorful final product.

4. Explain to children that you will add ideas to the chart throughout the week. Ask them to dictate things to add to the chart as they see someone in the class doing or saying something helpful that is a good example, in their opinion.

5. After completing the chart, you could extend the activity by reviewing the list and discussing the opposites of the ideas listed on the opinion chart. Guide children to examine how the opposite behaviors can be examples of how we might not be helpful classmates.
# Problem-Solution Matching Game

**Partners**

**Materials:** Blackline Master Problem-Solution Matching Game, Student Activity Mat 3A Graphic Organizer

Group children in pairs. Distribute the blackline master Problem-Solution Matching Game to each partner. Explain that the first column shows problems that might happen at school and the second column shows solutions or ways to solve those problems. Point to the sample, and ask volunteers to explain the problem and solution they matched.

Have children work in pairs to match the problems in the first column with their solutions in the second column by drawing a line between the two. Alternatively, children could paste pieces of yarn from one image to its match. Encourage children to work with their partners to ask and answer questions to clarify understanding. After children have completed the activity, have them use Student Activity Mat 3A Graphic Organizer to draw their own problem and solution.

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## ELL Support for English Language Learners

**Speaking:** Utilize the illustrations on the blackline master Problem-Solution Matching Game for an active listening activity that helps children gain proficiency interacting in meaningful ways.

**Entering:** Divide children into small groups of four to six. Display the blackline master. As you point to each illustration, use words and gestures to describe the details.

**Emerging:** Divide children into small groups of four to six. Display the blackline master. As you point to each illustration, ask children yes-no or wh- questions about details. For example, *Are the children washing their hands? What is this child holding in her hand?* Provide language support for children’s responses, such as a sentence frame: *The child is holding ______.*

**Developing:** Divide children into small groups of four to six. Display the blackline master. As you point to each illustration, ask children simple questions about details. For example, *Where are the children sitting? What is happening in this picture?* Provide language support as needed, such as a sentence frame: *The children are sitting on ______.*

**Expanding:** Divide children into small groups of four to six. Display the blackline master. As you point to each illustration, ask children simple questions about details. Provide language support as needed.

**Bridging:** Divide children into pairs. Distribute the blackline master to each pair. Have them take turns asking and answering questions about each illustration. Encourage them to explain the problems and solutions in each picture. Provide minimal support as you circulate among pairs of children.
**Storytelling Time**

**Materials:** Blackline Master Storytelling Time, Student Activity Mat 4A Let’s Talk/How Many?

Distribute the blackline master *Storytelling Time*, which shows story frames retelling a version of the familiar tale “Goldilocks and the Three Bears.” Explain that children will help you retell the story and then will work with a team to act out the story and add their own endings.

Encourage children to read a paragraph from the story after hearing it read aloud. Suggest reading in pairs or a choral reading. As children read, have them use Student Activity Mat 4A *Let’s Talk/How Many?* to draw and write the number of items Goldilocks used in the Bears’ home.

1. As you point to each frame, invite volunteers to participate in retelling the story events shown in the illustration. When you arrive at the final two frames that are blank, ask children to share ideas for unique endings.

2. Divide children into small groups of four, and assign each child a character: Goldilocks, Papa Bear, Mama Bear, or Baby Bear.

3. Have small groups retell the story and its key details and dramatize their own story endings. Guide them to act out how the character’s behavior does or does not show good citizenship and how that affects others in the story. For example, *Does Goldilocks act like a good citizen when she goes into the bears’ house? Why or why not? How do the bears feel when they get home? Act out those feelings.*