

SOCIAL STUDIES

Chapter 1 SAMPLER

myWorld

ACTIVITY GUIDE

K

Learning and Working Together

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

	Description	Duration	Materials	Participants
STEP 1 Set the Stage	Read a blackline master as an introduction to the project.	5 minutes	Blackline Master: Quest Kick Off Project-Based Learning Rubric	Whole Class
STEP 2 Launch the Activities	Watch a video with background information.	5 minutes	Video: Learning and Working Together Leveled Readers: It Is Better to Work Together; Why Should We Work Together?	Whole Class
Activity 1 Talk About It	Discuss examples of working together.	20 minutes	Book: <i>Whose Swing Set Is It, Anyway?</i>	Partners
Activity 2 Behavior Brainstorm	Brainstorm choices and actions related to learning and working.	15 minutes	Blackline Master: Behavior Brainstorm	Whole Class
Activity 3 Role Play	Act out desirable choices and behaviors.	10 minutes	Blackline Master: Behavior Brainstorm	Partners
Activity 4 Think, Draw, and Write About It	Draw ways to get along with others.	20 minutes	Blackline Master: Think, Draw, and Write About It	Individuals
Activity 5 Share at Home	Share reflective drawings at home.	5 minutes	Blackline Master: Think, Draw, and Write About It	Individuals
STEP 3 ELL Complete the Quest Prepare a Presentation	Prepare a presentation about working and learning together.	30 minutes	Blackline Master: Quest Kick Off Blackline Master: Think, Draw, and Write About It Project-Based Learning Rubric, Scissors, glue, poster board	Individuals
Deliver a Presentation	Deliver a presentation to an audience.	20 minutes		Whole Class
Answer the Compelling Question	Discuss the compelling question.	10 minutes		Whole Class

Quick Activities

	Description	Duration	Materials	Participants
Good Citizen Character Sketch	Create a character sketch of a good citizen depicted in a story.	20 minutes	Blackline Master: Good Citizen Character Sketch	Individuals
Rules Paper Chain	Assemble a paper chain of classroom rules.	20 minutes	Wide strips of construction paper, crayons, glue or stapler	Small Groups
What Makes a Good Classmate? Opinion Chart	Create a chart of helpful classmate behaviors.	10 minutes	Chart paper, markers	Whole Class
Problem-Solution Matching Game <small>ELL</small>	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

Project-Based Learning: Solving Problems and Cooperating

Compelling Question

How can you get along with others?

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 5 minutes

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.

STEP 2 Launch the Activities

The following five activities will help children prepare for their project by learning how good citizens think and behave and creating a collaborative visual aid. Note that all five activities can be done independently of the larger Quest.

Begin by showing the video **Learning and Working Together**, which will give students the content background they need to complete the activities. You may also assign the appropriate Leveled Reader for the chapter.

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 10 minutes

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.

Activity 4 Think, Draw, and Write About It 20 minutes

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.

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.

STEP 3 Complete the *Quest*

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?*

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.

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 _____ .*

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.

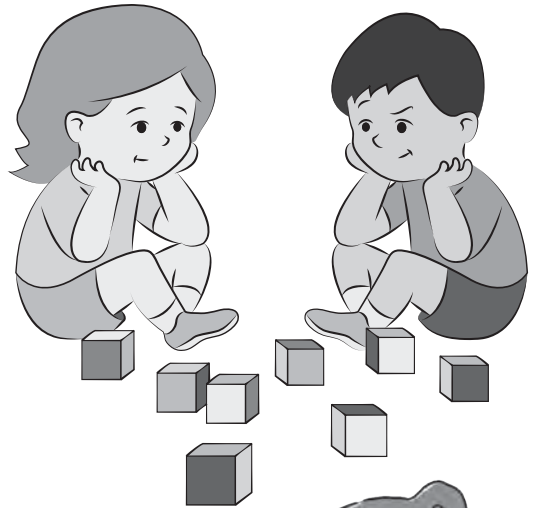
Solving Problems and Cooperating

Julia sat down to build a school with the blocks.

Max wanted to build a house instead.

Has this ever happened to you?

Think about how you worked it out to do something together.



Your Mission

Julia and Max's teacher needs your help to tell your classmates how to best learn and work together.

Your class will make a poster about choosing what to do and say.



To prepare a presentation:

Activity 1 **Talk About It:** Share examples of when you worked together to take turns.

Activity 2 **Behavior Brainstorm:** Make a list of choices and actions that show how to learn and work together.

Activity 3 **Role Play:** Act out some of the ideas you brainstormed with a partner.

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

About It: Think about then draw how your choices help you get along with others.

Activity 5 **Share at Home:** Share your ideas with someone at home.

Complete Your Quest

Present ideas about ways we can work together using drawings about ourselves.

Activity 2

Name _____ Date _____

Behavior Brainstorm

Scenario 1 At the Playground

Ruby loved swinging on the swings and never wanted to stop.

One day, Ruby decided to ignore the bell to come in.

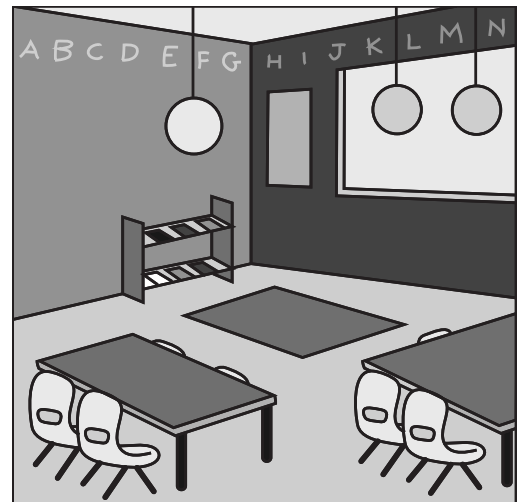
Her class lined up to walk inside, and her teacher noticed Ruby was missing.



Another teacher had to help find Ruby, and they were late for gym class.

Scenario 2 In the Classroom

Elias and James had their cubbies right next to each other.



Behavior Brainstorm

It was hard to put away their things when they were both there.

One morning, James got upset that Elias was always in his way.

Elias then complained that James was always in his way.

Scenario 3 At Home

When Emily, Wesley, and José visited their grandparents for the weekend, they were asked what they wanted to do together.

Emily wanted to go for a hike.

Wesley wanted to play soccer.

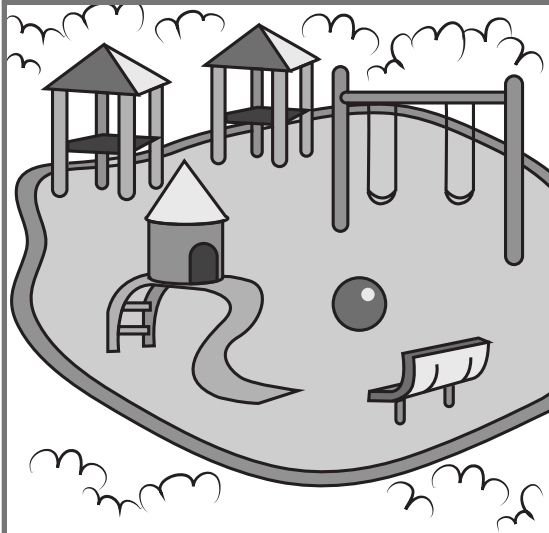
José wanted to watch a movie.



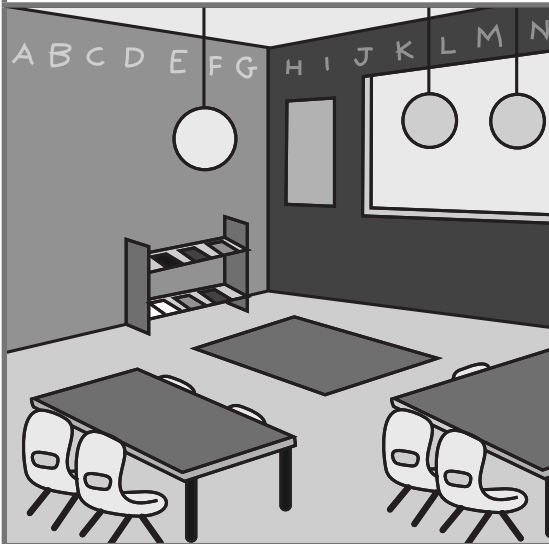
Activity 4

Name _____ Date _____

Think, Draw, and Write About It



Blank space for drawing or writing.



Blank space for drawing or writing.



Blank space for drawing or writing.

Quick Activities

Good Citizen Character Sketch

Individuals  minutes

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:

Harvesting Hope: The Story of César Chávez by Kathleen Krull, *Malala: A Brave Girl From Pakistan/Iqbal: A Brave Boy From Pakistan: Two Stories of Bravery* by Jeanette Winter, *Clara and Davie* by Patricia Polacco

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

Small Groups  minutes

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

Whole Class  10 minutes

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  10 minutes

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.

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

Small Groups  20 minutes

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

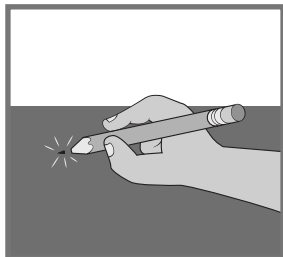
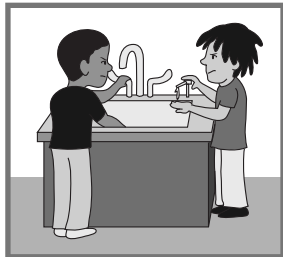
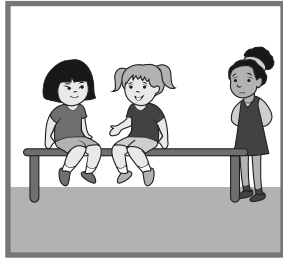
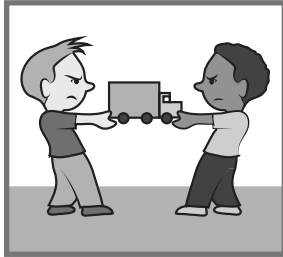
1. As you point to each frame, invite volunteers to participate in retelling the story events shown in the illustration. When you arrive at the final two frames that are blank, ask children to share ideas for unique endings.
2. Divide children into small groups of four, and assign each child a character: 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.*

Good Citizen Character Sketch

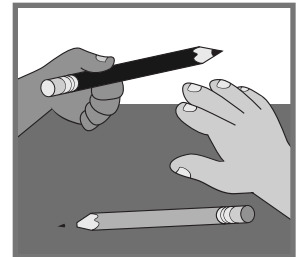
A large rectangular frame with a decorative border. The border consists of a repeating pattern of stylized, interlocking loops or scrolls. The frame is empty, providing space for a character sketch.

Problem-Solution Matching Game

Problem



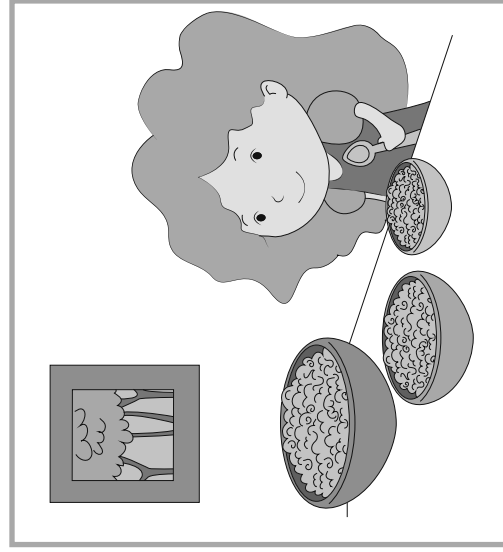
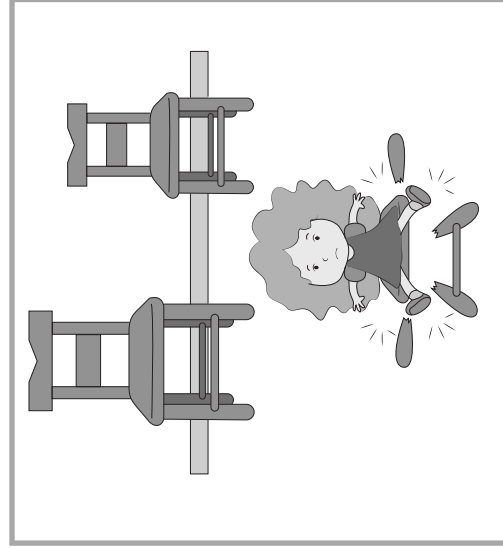
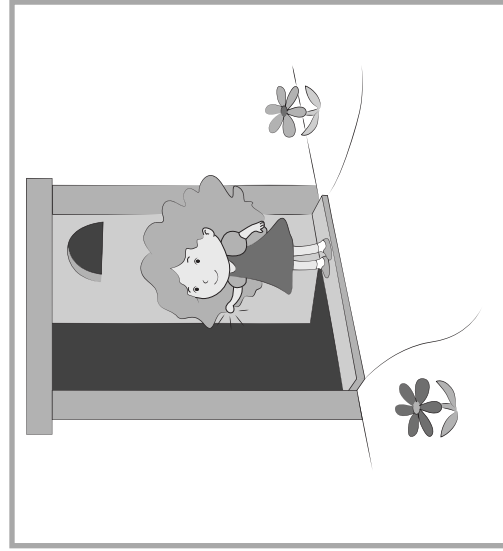
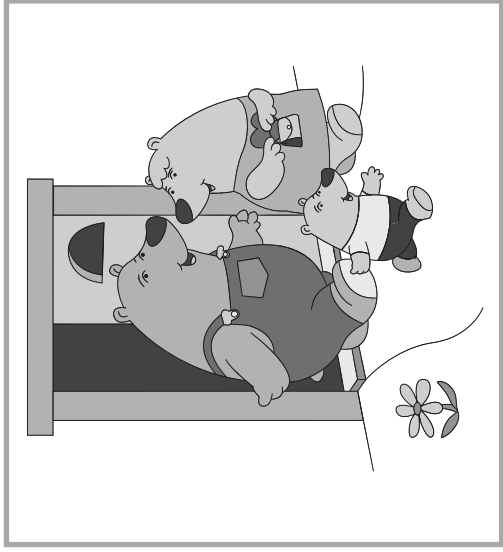
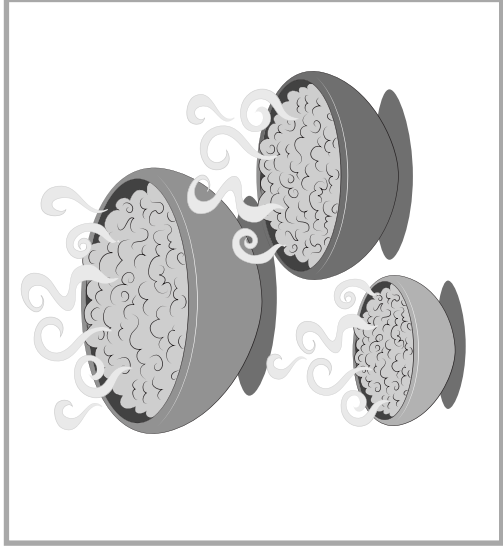
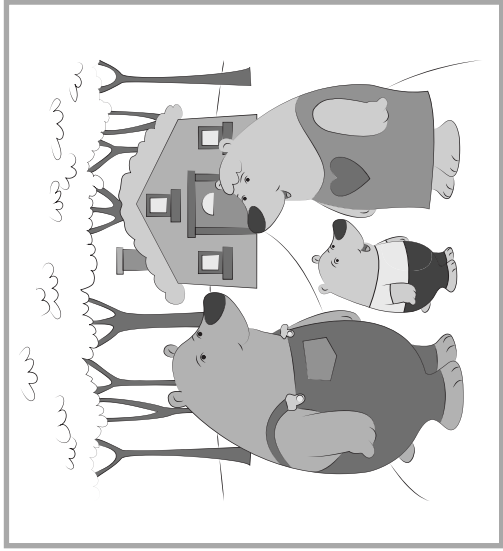
Solution



Storytelling Time

Name _____

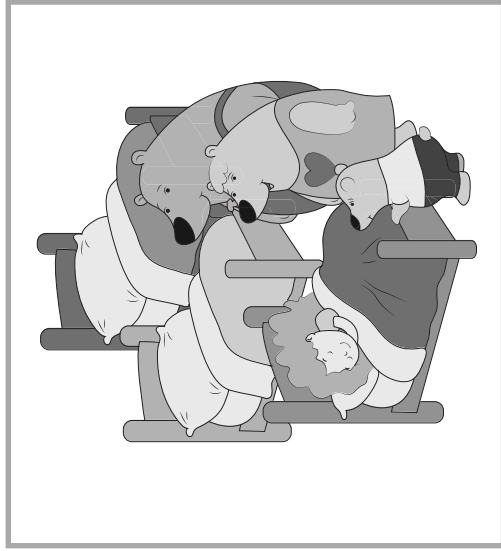
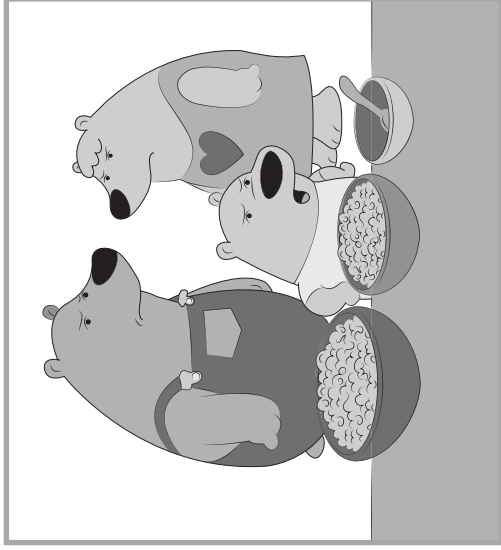
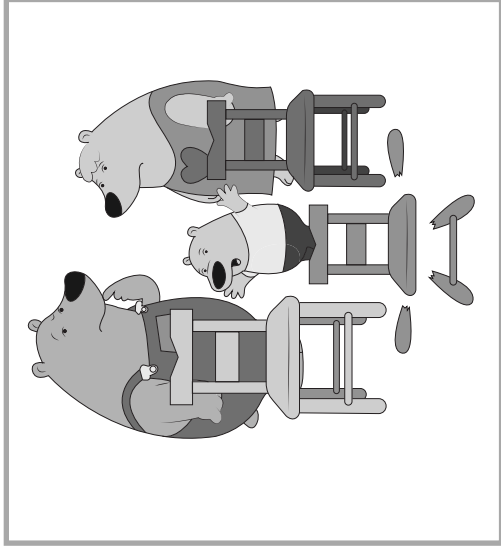
Date _____



Storytelling Time

Name _____

Date _____



Project-Based Learning

Directions: Copy the rubric for individuals or groups. Rank individuals or groups for each skill as they participate in shared research to complete an inquiry project.

	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement
PLAN THE INQUIRY: Collaborate to develop a project plan.	<ul style="list-style-type: none"> • Assigns and accepts tasks within the group, encouraging all group members to play a role and contribute equally. • Participates fully in collaborative conversations with partners about the inquiry for the duration of the project and follows agreed-upon rules for discussion. • Participates fully in identifying details of the final outcome. 	<ul style="list-style-type: none"> • Accepts tasks within the group, generally encouraging group members to play a role and contribute equally. • Participates in collaborative conversations with partners about the inquiry and generally follows agreed-upon rules for discussion. • Participates in identifying the details for the final outcome. 	<ul style="list-style-type: none"> • Sometimes accepts tasks within the group, occasionally encouraging group members to play a role and contribute equally. • Sometimes participates in collaborative conversations with partners about the inquiry and may need occasional reminders to follow the agreed-upon rules for discussion. • Participates somewhat in identifying the details for the final outcome. 	<ul style="list-style-type: none"> • Rarely accepts tasks within the group or encourages group members to play a role and contribute equally. • Rarely participates in collaborative conversations with partners about the inquiry and rarely follows agreed-upon rules for discussion. • Does not participate in identifying the details for the final outcome.
DO YOUR RESEARCH: Find sources to support your inquiry.	<ul style="list-style-type: none"> • Finds relevant evidence in support of own interpretations. • Routinely asks and answers questions about key details to clarify meaning. • Reads or explores a number of sources to gain, modify, or extend knowledge or to learn different perspectives. • Always synthesizes and draws conclusions from information acquired through research. 	<ul style="list-style-type: none"> • Generally finds relevant evidence in support of own interpretations. • Usually asks and answers questions about key details to clarify meaning. • Reads or explores at least one source to gain, modify, or extend knowledge or to learn different perspectives. • Generally synthesizes and draws conclusions from information acquired through research. 	<ul style="list-style-type: none"> • Finds some evidence in support of own interpretations, but it may be irrelevant. • Occasionally asks and answers questions about key details to clarify meaning. • Attempts to read or explore sources but struggles to gain, modify, or extend knowledge. • Attempts to synthesize and draw conclusions from information acquired through research, but conclusions are vague. 	<ul style="list-style-type: none"> • Finds little or no evidence in support of own interpretations. • Rarely or never asks and answers questions about key details to clarify or determine meaning. • Does not attempt to read or explore sources to gain, modify, or extend knowledge. • Does not synthesize or draw conclusions from information acquired through research.
PRODUCE THE PRODUCT: Demonstrate understanding of key ideas.	<ul style="list-style-type: none"> • Expresses understanding of new concepts while creating the product. • Consistently uses language acquired from research in speaking and writing about the product. • Adds multiple visuals to enhance the product. 	<ul style="list-style-type: none"> • Generally expresses understanding of new concepts while creating the product. • Generally uses language acquired from research in speaking and writing about the product. • Adds at least one visual to enhance the product. 	<ul style="list-style-type: none"> • Occasionally expresses understanding of new concepts while creating the product. • Occasionally uses language acquired from research in speaking and writing about the product. • Adds a visual, but it is irrelevant and does not enhance the product. 	<ul style="list-style-type: none"> • Rarely expresses understanding of new concepts while creating the product. • Rarely uses language acquired from research in speaking and writing about the product. • Does not include a visual.
REFLECT ON THE INQUIRY: Discuss the Compelling Question.	<ul style="list-style-type: none"> • Fully articulates a meaningful response to the Compelling Question. 	<ul style="list-style-type: none"> • Generally articulates a meaningful response to the Compelling Question. 	<ul style="list-style-type: none"> • Attempts to articulate a response to the Compelling Question, but the response is vague or irrelevant. 	<ul style="list-style-type: none"> • Does not attempt to respond to the Compelling Question.

SOCIAL STUDIES

The *myWorld Activity Guide* will engage your students through a variety of dynamic hands-on activities and short-term and long-term projects. Supporting an inquiry approach, this guide can be used in a variety of ways to supplement your instruction. Lesson plans and blackline masters will help you integrate the activities into your instruction seamlessly.

Foster classroom engagement with these activities:

- Long-term Inquiry Projects
- Games
- Civic Discussions
- Art Projects
- Preparing and Acting Out a Skit
- Read Alouds
- Map Activities
- Readers Theater
- and more

myWorld

A C T I V I T Y G U I D E

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