

OUR COMMUNITY AT WORK

A SUGGESTED 1ST GRADE UNIT OF STUDY GIFTED/TALENTED & ENRICHMENT



Office of Curriculum, Standards,
and Academic Engagement
Department of Gifted/Talented and
Enrichment

NYC Department of Education
Department of Gifted/Talented & Enrichment
Unit of Study

Joel I. Klein
Chancellor

Santiago Taveras
*I.A. Deputy Chancellor for
Teaching and Learning*

Sabrina Hope King, Ed.D.
Chief Academic Officer
Office of Curriculum, Standards and Academic Engagement

Anna Commitante
*Director of Department of English Language Arts, Social Studies and
Gifted & Talented*

Michael Adin
Grace Gonzalez
Nicky Kram Rosen
Liz Saplin
Department of Gifted/Talented & Enrichment
Instructional Specialists

Denise Jordan
*Special Assistant to Director of ELA, Social Studies and
Gifted/Talented & Enrichment*

52 Chambers Street
New York, New York 10007
Tel • 212-374-5165

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Office of Gifted/Talented & Enrichment

The Office of Gifted/Talented & Enrichment (G/T & E) develops policy and program recommendations to meet the educational needs of exceptional students while ensuring equity to gifted programs across groups of students. We also expand enrichment programs to develop potential talent in every child and provide information to the field regarding changes in teacher certification requirements for teachers of the gifted and talented.

This unit of study has been developed with, by and for classroom teachers. Feel free to use and adapt any or all material contained herein.

Contributing Teachers

Michele Adan

P.S. 116M

District 2

Molly Cutler

P.S. 334M/The Anderson School

District 3

Laurie Burke

P.S. 178M

District 6

Samantha Skolnik

P.S. 334M/The Anderson School

District 3

Stephanie Leung

P.S. 334M/The Anderson School

District 3

Shelly Hoffman

P.S. 193K

District 22

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CAMBOURNE'S CONDITIONS FOR LEARNING

In the 1960's, researcher Brian Cambourne studied the conditions under which young children acquire language. Cambourne found that children tend to learn most effectively when these eight essential conditions exist in learning environments. In the years since his initial research, Cambourne's findings have come to be known collectively as the *Conditions for Learning*. Educators have studied and replicated the *Conditions for Learning* and found that they are consistent and flexible enough to apply to all subjects and to all learners.

Immersion – Students who are learning to read and write need to be deeply involved in both written and oral language. Immersion refers to the print rich environment that makes this possible. In a learning classroom, a wide variety of meaningful texts are used which include charts, labels, books, and student work. The teacher and students often refer to this variety of texts as part of their daily lives as readers and writers.

Demonstration – Students need clear and powerful examples of effective reading and writing strategies. Teachers model these strategies in a variety of contexts so that students can see what fluent readers, writers and speakers do. Is it not enough for the teacher to employ these strategies. The teacher must make them explicit by repeating them in a variety of contexts and at various times.

Expectation – Effective literacy teachers have high expectations for all students. Teachers must communicate both implicitly and explicitly that their students can be fluent readers and writers. At the same time, students learn to expect that they will be fluent readers, writers and speakers. Together, teachers and students build a classroom culture centered around high expectations.

Responsibility – In successful literacy classrooms, everyone shares the responsibility for success. Thoughtful teachers are careful not to create dependent students who rely on the teacher for correction and decision-making. As students begin to take responsibility for their learning, they make more informed and autonomous choices during independent reading and writing.

Approximation – Literate classrooms provide a risk-free environment for students to take small steps when practicing new learning strategies. Effective teachers give students time to practice and master skills as they learn. Making mistakes is seen as part and parcel of the learning process, and students understand the opportunities to learn from mistakes.

Use – Students need multiple opportunities to practice new strategies. Their skill sets grow with familiarity. Students build upon prior knowledge when practicing new skills and strategies.

Response – In an effective classroom, students get accurate and supportive feedback from the teacher. Teachers need to help students build on their prior knowledge and provide timely, focused feedback. Students also need to learn how to respond or convey information effectively. As students develop a self-assessment process, they learn how to respond constructively to the ideas and work of their peers.

Engagement – On-going and continuous opportunities to read, write and speak allow students to practice and gain fluency. Active involvement helps students understand to what degree they can be readers, writers and speakers, thus supporting their fluency and independence. Engagement is an essential factor in the learning process and needs to be built into all aspects of the school day. Unengaged learners have reduced, constricted opportunities to construct new understandings with little chance to independently apply newly acquired knowledge.

PRINCIPLES OF LEARNING¹

The Principles of Learning are condensed theoretical statements summarizing decades of learning research. The statements are linked to several explanatory points about particular features of each principle. Some of the features are further elaborated by a series of indicators that schools and classrooms are functioning in accord with the principle. They are designed to help educators analyze the quality of instruction and opportunities for learning that they offer to students.

Organizing for Effort

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort, to send the message that effort is expected and that tough problems yield to sustained work. High minimum standards are set and assessments are geared to the standards. All students are taught a rigorous curriculum, matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations.

Clear Expectations

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated clearly in ways that get them "into the heads" of school professionals, parents, the community and, above all, students themselves. Descriptive criteria and models of work that meets standards should be publicly displayed, and students should refer to these displays to help them analyze and discuss their work. With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort.

Fair and Credible Evaluations

If we expect students to put forth sustained effort over time, we need to use assessments that students find fair; and that parents, community, and employers find credible. Fair evaluations are ones that students can prepare for: therefore, tests, exams and classroom assessments—as well as the curriculum—must be aligned to the standards. Fair assessment also means grading against absolute standards rather than on a curve, so students can clearly see the results of their learning efforts. Assessments that meet these criteria provide parents, colleges, and employers with credible evaluations of what individual students know and can do.

Recognition of Accomplishment

If we expect students to put forth and sustain high levels of effort, we need to motivate them by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is a hallmark of an effort-based school. This recognition can take the form of celebrations of work that meets standards or intermediate progress benchmarks.

¹ The contents of this section belong to the Institute for Learning at the University of Pittsburgh.

Academic Rigor in a Thinking Curriculum

Thinking and problem solving will be the "new basics" of the 21st century. But the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined. This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

Accountable TalkSM

Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. For classroom talk to promote learning it must be accountable – to the learning community, to accurate and appropriate knowledge, and to rigorous thinking. Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, and documentary sources in history) and follows established norms of good reasoning. Teachers should intentionally create the norms and skills of accountable talk in their classrooms.

Socializing Intelligence

Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. Intelligence is equally a set of beliefs about one's right and obligation to understand and make sense of the world, and one's capacity to figure things out over time. Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking—and by holding them responsible for doing so—educators can "teach" intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.

Self-management of Learning

If students are going to be responsible for the quality of their thinking and learning, they need to develop—and regularly use—an array of self-monitoring and self-management strategies. These metacognitive skills include noticing when one doesn't understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly; and judging their progress toward a learning goal. These are strategies that good learners use spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.

Learning as Apprenticeship

For many centuries most people learned by working alongside an expert who modeled skilled practice and guided novices as they created authentic products or performances for interested and critical audiences. This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed, and by providing mentoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom.

PRINCIPLES OF QUALITY GIFTED INSTRUCTION

Quality instruction in the gifted classroom must:

Differentiate, adapt or modify grade-level classroom curricula and instruction to meet the unique needs of gifted learners

Provide a means for demonstrating proficiency in required curriculum and provide subsequent challenging educational opportunities

Consist of a continuum of differentiated curricular options, instructional approaches and resource materials

Provide flexible instructional arrangements, i.e., compacting, acceleration, independent study and research projects

Be designed to broaden and deepen the learning of high-ability learners

Gifted Program Goals

- To provide mastery of basic skills of reading and the mathematics at a pace and depth appropriate to the capacity of able learners
- To promote critical thinking and reasoning abilities
- To provide an environment that encourages divergent thinking
- To foster inquiry and challenging attitudes toward learning
- To develop high-level oral and written skills
- To develop research skills and methods
- To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world
- To develop self-understanding
- To facilitate opportunities for learning that are external to the school but provide an important match to the needs of learners
- To enhance opportunities for future planning and development
- To develop creative and divergent thinking skills
- To develop creative problem-solving skills
- To develop social skills of relating to others and coping effectively in social contexts
- To develop metacognitive skills that foster independent and self-directed learning

Source: Elissa Brown, PhD, Director, Center for Gifted Education, College of William & Mary



Gifted Education Programming Criterion: Curriculum and Instruction

Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted learner.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Differentiated curriculum for the gifted learner must span grades pre-K-12.	1.0M Differentiated curriculum (curricular and instructional adaptations that address the unique learning needs of gifted learners) for gifted learners must be integrated and articulated throughout the district.	1.0E A well-defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.	2.0M Instruction, objectives, and strategies provided to gifted learners must be systematically differentiated from those in the regular classroom. 2.1M Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals. 2.2M Means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration. 2.3M Gifted learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated	2.0E District curriculum plans should include objectives, content, and resources that challenge gifted learners in the regular classroom. 2.1E Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners. 2.2E Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners. 2.3E Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided with more challenging educational opportunities.
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.	3.0M A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners.	3.0E When warranted, continual opportunities for curricular acceleration should be provided in gifted learners' areas of strength and interest while allowing a sufficient ceiling for optimal learning.
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.	4.0M Decisions to proceed or limit the acceleration of content and grade acceleration must only be considered after a thorough assessment.	4.0E Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.
5. Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.	5.0M Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials. 5.1M Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorships, independent study, and research projects) must be available.	5.0E Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should be available. 5.1E Differentiated educational program curricula for students pre-K-12 should be modified to provide learning experiences matched to students' interests, readiness, and learning styles.

CURRICULUM COMPACTING

Curriculum compacting is a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace.

The compacting process has three basic phases:

- Determine the goals and objectives of the regular curriculum
- Assess students for previous mastery of these objectives
- Substitute more appropriate (challenging) options

These components can be broken down into eight steps:

1. Identify the relevant learning objectives in a given subject area or grade level
2. Find or develop some means of pretesting students on one or more of these objectives prior to instruction
3. Identify students who may benefit from curriculum compacting and should be pretested
4. Pretest students to determine their mastery levels of the chosen objectives
5. Eliminate practice, drill or instructional time for students who have demonstrated prior mastery of these objectives
6. Streamline instruction of those objectives students have not mastered but are capable of mastering more quickly than their classmates
7. Offer enrichment or acceleration options for students who have mastered curriculum
8. Keep records of this process and the instructional options available to “compacted” students

Although enrichment and acceleration may be part of the process, compacting encompasses much more. It is, in fact, more closely associated with diagnosis and prescription: a method used in remedial education to point out learning objectives students have not yet mastered. Instruction is intended to help them catch up with the rest of the class. With compacting, pretesting identifies learning objectives already mastered, and students are allowed to test out of certain academic exercises and move on to new material.

Source *Curriculum Compacting*, Reis, Burns and Renzulli p. 5 & 33, 1992

Classroom Options for Gifted Instruction

- Regular classroom differentiation
- Projects (Self-Direction)
- Compacting (Diagnostic/Prescriptive)
- Creative or Critical Thinking Skills
- Interdisciplinary/Multidisciplinary learning
- Affective curriculum
- Acceleration of content, process
- In-depth content options
- Extracurricular services

Issues in Grouping and Acceleration

Grouping

- Timeframes for grouping
- Subject Areas
- Teacher Qualifications
- Documentation of student growth
- Tailoring instruction
- Flexibility
- Type of Grouping most beneficial for student & district

Acceleration

- Consider the degree of giftedness and specific aptitude(s)
- Teacher qualifications
- Program articulation
- “Natural” transition points
- Non-intellective characteristics
- Flexibility

Source: Elissa Brown, PhD Director, Center for Gifted Education College of William & Mary

DIFFERENTIATION FEATURES

1. Acceleration

- Fewer tasks assigned to master standard
- Assessed earlier or prior to teaching
- Clustered by higher order thinking skills

2. Complexity

- Used multiple higher level skills
- Added more variables to study
- Required multiple resources

3. Depth

- Studied a concept in multiple applications
- Conducted original research
- Developed a product

4. Challenge

- Advanced resources employed
- Sophisticated content used
- Cross-disciplinary applications made
- Reasoning made explicit

5. Creativity

- Designed/constructed a model based on principles or criteria
- Provided alternatives for tasks, products & assessments
- Emphasized oral & written communication to real world audience

Source: Elissa Brown, PhD, Director, Center for Gifted Education, College of William & Mary

INQUIRY IN THE ELEMENTARY CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

Teacher’s Role

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

Scaffold the Learning

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful!) also helps students experience success.

Students’ Role

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative, and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

Assessment

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

SOCIAL STUDIES SKILLS***Comprehension Skills***

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

Research and Writing Skills

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

Interpersonal and Group Relation Skills

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

Map and Globe Skills

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

Graph and Image

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

Analysis Skills

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument
-

NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in any content area unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a science text or social studies text in the same way or with the same purposes.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies, science, or math in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education

Literacy Instruction in the Content Areas June 2007

Vacca and Vacca

Content Area Reading. Literacy and Learning Across the Curriculum

Robert Marzano
& Debra Pickering

Building Academic Vocabulary

SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

Use Bloom's Taxonomy. From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

Use "academic" vocabulary. An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

Be aware of what SS texts demand of the reader. It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; make generalizations; and analyze the author's voice and method.

Anticipate the main idea. Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

Make connections. Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested — and interactive — readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

Preview vocabulary. Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

Focus on questions. The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions — a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

During Reading

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

Encourage a Critical Lens Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

Identify the author's style. Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

Look for the Five W's. When working with newspaper articles have students identify the **Who What Where When** and **Why** of any major event reported by the writer.

Note comparisons/contrasts. Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

Recognize cause-effect arguments. When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

Interpret sequence wisely. Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

Post-Reading Review

Post-reading strategies help students review and synthesize what they've read:

Graphic Organizers. Students may often need assistance to grasp an author's basic argument or message. Graphic organizers — flowcharts, outlines, and other two-dimensional figures — can be very helpful.

Paraphrase. After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to include references to: the

topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

Time Order and Importance. When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

True or False? Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase 'according to the author.'

Key issues. After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

Making Meaning. Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that "teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning."

Adapted from Reading Skills in the Social Studies, www.learningenrichment.org/reading.html

DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why are there different versions of events and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” from NCSS.

INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

Field Test Edition

2009-10

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

Heidi Hayes Jacobs *Interdisciplinary Design & Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment*

Robin Fogarty *How to Integrate Curricula: The Mindful School*

David B. Ackerman *Intellectual & Practical Criteria for Successful Curriculum Integration*

Davis N. Perkins *Knowledge by Design*

Grant Wiggins &
Jay McTighe *Understanding by Design*

Carol Ann Tomlinson
and Jay McTighe *Integrating Differentiated Instruction & Understanding by Design*

Harvey Daniels &
Steven Zemelman *Subjects Matter: Every Teacher's Guide to Content Area Reading*

Stephanie Harvey *Nonfiction Matters. Reading, Writing and Research in Grades 3-8*

PROJECT BASED LEARNING

Standards-focused project based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

Why is student discussion valuable?

Students' enthusiasm, involvement, and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match it with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department ELA assessments are administered in January in 3rd, 4th and 5th grades. These exams measure the progress students are making in achieving the learning standards. New York City also conducts periodic assessments throughout the year in grades three and up, which can be analyzed by teachers for individual student and class needs. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The International Reading Association has adopted 11 standards for assessment:

1. The interests of the student are paramount.
2. The primary purpose of assessment is to improve teaching and learning.
3. Assessment must reflect and allow for critical inquiry into curriculum and instruction
4. Assessments must recognize and reflect the intellectually and socially complex nature of reading and writing....
5. Assessment must be fair and equitable.
6. The consequences of an assessment procedure are the first and most important consideration in establishing the validity of the assessment.
7. The teacher is the most important agent of assessment.
8. The assessment process should involve multiple perspectives and sources of data.
9. Assessment must be based in the school community.
10. All members of the educational community...must have a voice in the development, interpretation, and reporting of assessment.
11. Parents must be involved as active, essential participants in the assessment process.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down – unpacked-- and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process- as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments – assessments that allow teachers to give feedback as the project progresses – and *summative* assessments – assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills, and relate their understanding to their experiences. Additionally, evidence of student thinking allows teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> • exit projects • student-made maps and models • student-made artifacts • mock debates • class museums and exhibitions • student peer evaluation • student-made books • I-movies; photo-essays • graphic timelines • creating songs and plays • writing historical fiction and/or diary entries • creating maps and dioramas • student-created walking tours • tables, charts and/or diagrams that represent data • student-made PowerPoints, webquests • monologues 	<ul style="list-style-type: none"> • higher level analytical thinking activities • portfolios of student work • student criteria setting and self-evaluation • teacher observations • conferences with individuals or groups • group discussions • anecdotal records • teacher-made tests • student presentations • role play and simulations • completed “trips sheets” • rubrics for student exhibitions • rubrics and checklists • reflective journal entries • student writing (narrative procedures, etc.) • video and/or audio tapes of student work • student work

MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

Intelligence	Learning preferences
Verbal-Linguistic “word smart”	Students who demonstrate a mastery of language and strength in the language arts – speaking, writing, reading, listening.
Logical- Mathematical “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
Body-Kinesthetic “body-smart”	Students who use the body to express their ideas and feelings, and learn best through physical activity – games, movement, hands-on tasks, dancing, building.
Visual-Spatial “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
Naturalistic “nature smart”	Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.
Musical-Rhythmic “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
Interpersonal “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
Intrapersonal “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

The contents of this section are based on the Multiple Intelligences work of Howard Gardner.

BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lorin Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
<p>A. Factual Knowledge</p> <p>B. Conceptual Knowledge</p> <p>C. Procedural Knowledge</p> <p>D. Metacognitive Knowledge</p>	<p>Retrieve relevant knowledge from long-term memory</p> <ul style="list-style-type: none"> Recognize (identify) Recall (retrieve) 	<p>Construct meaning from instructional messages, including oral, written, and graphic information</p> <ul style="list-style-type: none"> Interpret (clarify, paraphrase, represent, translate) Exemplify (illustrate, give examples) Classify (categorize, subsume) Summarize (abstract, generalize) Infer (conclude, extrapolate, interpolate, predict) Compare (contrast, map, match) Explain (construct models) 	<p>Carry out or use a procedure in a given situation</p> <ul style="list-style-type: none"> Execute (carry out) Implement (use) 	<p>Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</p> <ul style="list-style-type: none"> Differentiate (discriminate, distinguish, focus, select) Organize (find coherence, integrate, outline, parse, structure) Attribute (deconstruct) 	<p>Make judgments based on criteria and standards</p> <ul style="list-style-type: none"> Check (coordinate, detect, monitor, test) Critique (judge) 	<p>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</p> <ul style="list-style-type: none"> Generate (hypothesize) Plan (design) Produce (construct)

MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre-field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting.
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience.

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. Field trips are an essential part of an important planned learning experience.

USING A TRIP BOARD

Many teachers utilize trip boards to help their students focus while on a class trip. Trip boards are teacher-created activity sheets that are stapled to a stiff piece of cardboard or clipped to a clipboard, and that children take along and fill out on the trip. The trip board helps direct the children to pay attention to certain features of the trip, whether cases in a museum exhibit, artifacts, or outdoor sights. When constructing the trip board, consider some open-ended questions for the students to answer as well as some that are more directed, such as, “ In the case marked A1, look for objects that relate to our trip theme. List what you find and include at least two questions that you have.” Other ideas for trip boards include:

- How are these two objects different from one another?
- How do these objects relate to each other?
- Write a paragraph about this artifact under your sketch.
- Pretend you are a character in this exhibit. Describe as much as you can about your life.
- What does this artifact tell about the owner’s life?

Also try to include one or more opportunities for sketching by the students. Some teachers include a top sheet that has a checklist to work on while traveling by bus or subway, such as how many taxis you see, or how many passengers are reading on the train.



NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study					
K	School and School Community	Self and Others	Families	The Neighborhood		
First	Families are Important	Families, Now and Long Ago	Families in Communities	The Community		
Second	Our Community's Geography	New York City Over Time	Urban, Suburban and Rural Communities	Rights, Rules and Responsibilities		
Third	Introduction to World Geography and World Communities		Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>			
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods	The New Nation	Growth and Expansion	Local and State Government
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States	Latin America	Canada	Western Hemisphere Today	
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East	Africa	Asia	Europe	
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution	A New Nation	America Grows	Civil War and Reconstruction	
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation	The United States between Wars	The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions	Expanding Zones of Exchange and Encounter	Global Interactions (1200-1650)	The First Global Age (1450-1770)		
Tenth	An Age of Revolution (1750-1914)	Crisis and Achievement Including World Wars (1900-1945)	The 20th Century Since 1945	Global Connections and Interactions		
Eleventh	Forming a Union	Civil War and Reconstruction	Industrialization, Urbanization and the Progressive Movement	Prosperity and Depression: At Home and Abroad (1917-1940)	Triumphs and Challenges in American Democracy (1950-present)	
Twelfth	Economics and Economic Decision Making			Participation in Government		

LEARNING AND PERFORMANCE STANDARDS

NYS Social Studies Learning Standards	NYC Performance Standards in ELA	Sample List of Strategies That Social Studies and ELA Have In Common
<ul style="list-style-type: none"> • History of the United States and New York 1.2a, 1.3b, 1.4b, 1.4c • Geography 3.1a, 3.1b, 3.1c, 3.1d, 3.13, 3.2a, 3.2b, 3.2c • Civics, Citizenship and Government 5.2f, 5.4a 	<ul style="list-style-type: none"> • E1- Reading • E2-Writing • E3-Speaking, Listening and Viewing • E4- Conventions, Grammar and Usage of the English Language • E5- Literature • E6- Public Documents • E7- Functional Documents 	<p>What specific Social Studies strategies will this unit focus on?</p> <ul style="list-style-type: none"> • Analyzing and creating maps, charts, diagrams, graphic organizers • Reading for information • Listening for information • Presenting information clearly in a variety of forms- oral, written and project based • Gather and interpret information from reference books, magazines, websites, oral interviews, maps, charts, graphs, photographs, songs, diagrams, etc. • Select and use information/resources appropriate to each task/activity
<p>What specific Social Studies content will this unit focus on?</p> <p>Use research through fiction/nonfiction texts, interviews, fieldtrips and websites to produce a variety of pieces such as brochures, letters, short stories, poems/songs, and create related projects.</p>	<p>What specific literacy skills will this unit focus on?</p> <ul style="list-style-type: none"> • Reading and comprehending fiction, nonfiction, and historical fiction. • Writing brochures, letters, short stories, poems/songs, postcards • Demonstrate note taking skills 	

Unit Overview & Teacher Background

Unit of Study: The Community

This interdisciplinary unit of study is designed to introduce first grade students to the community surrounding their school. In the NYC DOE Social Studies Scope and Sequence (aligned with state standards) it is Unit 4, The Community, and takes place in spring, after the students have been introduced to the idea of community and the role of families in the community. By immersing them in the various ways people interact within that community, students will develop a fundamental understanding of the necessity and interconnectedness of community.

This unit focuses on identifying what makes a community by developing an understanding of people's needs, and then how these needs are met within the community (for example, how businesses, community workers, community leaders, and other members of the community cooperate for the general good of the greater community). Students will extend their learning by identifying an issue or a need present in their school's surrounding neighborhood and then designing a plan which would allow them to assist, in an age-appropriate fashion, in the solution.

All content areas are integrated into this unit, from literacy to technology, so that students are exposed to the breadth and depth that this unit presents. Learning about the community through interdisciplinary content will give students a deeper understanding of the interconnected workings of the community.

Students will learn the intricacies of interdependencies within their community, using non-fiction and fiction texts, interviews, community trips, and web site resources. Lessons and tasks are scaffolded in order to vary cognitive and affective complexity while pressing students toward higher order thinking.

Project-based activities are designed to address the multiple intelligences and interests of students that exist in a classroom setting. Options include interviews, videotaping, photography, graphs, surveys, biography writing, letter writing, Socratic seminars, debates, dioramas, stamp making, drama productions, maps, and model building.

To prepare for this unit, teachers will need to assess students' prior knowledge of community, and the importance of families and individuals in creating community. To successfully complete this unit, teachers need to

align their own skills and knowledge with the lessons and activities they choose to implement with their students. Teachers will need to develop core knowledge of the community around their school and develop associations with local businesses, community workers, and civic leaders. They will also need to become aware of issues facing the local community and the efforts in place to help bring those issues to resolution.

Definition of Community

Random House Dictionary defines community as, "...a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage or a locality inhabited by such a group."

Below is a list of several components comprising a community. As the class learns more about their community, more specific components will undoubtedly be included.

Department of Sanitation: garbage pick up and disposal, recycling, pollution reduction, street cleaning, snow removal, hazardous materials disposal

Police Department: law enforcement, citizen protection, crime investigation, ambulance response, public safety awareness, 911 response

Fire Department: fire fighting, public safety awareness, ambulance response

Landmarks Preservation: preservation of and restoration of historic properties, regulation of specific construction and development codes

Department of Buildings: construction sites

Institutes of learning:

Department of Education-- oversight of public, private, and charter schools, assistance with some day care centers

Colleges and universities

Private and parochial schools

Technical/trade schools

Arts: performance companies, theaters, museums, galleries

Medical care: hospitals, doctors' and dentists' offices, clinics, physical therapy centers, hospices, research facilities

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Recreation: parks, playgrounds, gardens, baseball fields, running tracks, soccer fields, tennis courts

Libraries: public and private, books, media, performing arts materials, research library

Communal care facilities: homes for the elderly, temporary housing facilities, residential treatment centers

Dwellings: rental apartment buildings, private houses, condominiums, cooperative apartments, lofts

Financial centers: banks

Small businesses: groceries/delicatessens/supermarkets, bakeries, clothing/shoe stores, repair shops, hair/nail salons, gyms, bookstores, drug stores, dry cleaners, hardware stores

Transportation systems: buses, trains, subways, taxis, car services, private cars, Roosevelt Island tram

Food service: restaurants, cafes, coffee shops, take-out stores, diners, kitchens

Prior to conducting class interviews of community members, teachers will have to explore realistic options and network to procure primary source interviewees. Teachers should have prior knowledge of interviewing skills, media, mapping, and surveying skills. Teachers can enrich their teaching knowledge of these skills by referring to unit resources.

Field Trips for Community Study

- Be sure to take multiple walks around the neighborhood for mapping, to discuss what businesses and services are located nearby, to observe community workers who perform their jobs outdoors (crossing guard, traffic police, letter carrier, street paver, cable or phone company worker, sanitation workers UPS/FedEx delivery person, bike messenger, fruit stand, newsstand), etc.
- Trips to see city/federal workers:
 - Fire House
 - Police Station
 - Sanitation Garage or pickup
 - Bus Depot or train station

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- Library
- New York City park or playground
- Post Office
- Courthouse (if in your neighborhood)

- Trips to see utility workers
 - Con Edison
 - Brooklyn Union Gas
 - Water works/Sewage Treatment Plant

- Trips to see service providers
 - Hair Salon or barber shop
 - Cleaners/Tailor
 - Bank
 - Nail Salon
 - Retail/Department Store

- Trips to see food providers
 - Fast food restaurant
 - Diner
 - Bakery
 - Pizzeria
 - Restaurant
 - Supermarket
 - Deli

- Trips to see health care providers
 - Pharmacist
 - Doctor's Office
 - Dentist's Office
 - Health Clinic
 - Nursing Home

Signs and Symbols

Symbols are around all around us and are used in many ways everywhere and every day. Symbols are used for traffic signs and directions, to label rest rooms, hospitals, schools, and many other special buildings. They are also used as instructions that tell a user how to connect an appliance, or build a book case.

Symbols are helpful because usually their meaning is known to all. They are especially important for individuals who are visiting foreign countries because symbols help them know where people and places can be found.

What are symbols?

Symbols are like pictures, but they are different from pictures too.

Pictures generally describe illustrations and drawings. A picture can include drawings or illustrations of many kinds of objects, people or animals and gives large amounts of information at once. Symbols, on the other hand, focus on one single concept. Symbols can also be combined to give more accurate information.

Using symbols to communicate has a very long history. People probably used symbols before they used written language that corresponded to spoken sounds.

How symbols help

Symbols help with **communication** – using symbols are quick ways to identify people, places, things and their locations. Symbols are very good when to use when immediate recognition is important, as when we use symbols that signal danger. They also help with **access and information**-symbols are easy to understand and are accessible to most people.

Some common symbols include:



Field Test Edition

While the symbols above are environmental, there are other types of symbols that are worn – they are used on clothing as a way to identify the occupation of the wearer.

Some of these symbols are commercial (they identify companies and are called logos). Others are civic; they are used to identify people who work in government or in public service (police department, firefighters, and other uniformed employees).

Ways to use symbols in a community study:

- Use the symbols above to generate a discussion on symbols (what they are, the purpose they serve, how they are similar)
- Have children collect examples of safety symbols in the neighborhood (traffic signs, images painted on sidewalk and street, at construction sites, etc.) either by sketching or by photographing them
- Have children be on the lookout for emblems and badges worn by community workers, and collect photos of these symbols.
- Gather samples of symbols that represent community organizations and businesses
- Examine the symbols for similarities and differences
- Discuss the images represented on the emblems and talk about the history of the symbols
- Use the Internet to find older versions of symbols used today (postal service, transit system, fire department, library systems, etc.)
- Compare symbols, such as different library logos, different police emblems different firehouse emblems, etc. (Use the symbols below as a starting point for this comparison).
- Students can design their own symbols/logos/emblems to represent the class or the school, and should be able to explain the decisions behind colors, words, and images used in their designs.

NEW YORK CITY COMMUNITY WORKER BADGES AND EMBLEMS



New York City Department of Sanitation logo
(note the caduceus)



New York City Department of
Sanitation Police



Correction Department, City of New York



Fire Department, City of New York



Police Department, City of New York



EMS Paramedic, City of New York



New York City Parks



Department of Environmental Protection
Police, City of New York



Department School Safety, Police Department, City of New York



Police Department Scuba Team



N.Y.P.D. Harbor Unit



New York State Court Officer



New York Public Library



Brooklyn Public Library



Queens Public Library



New York City MTA



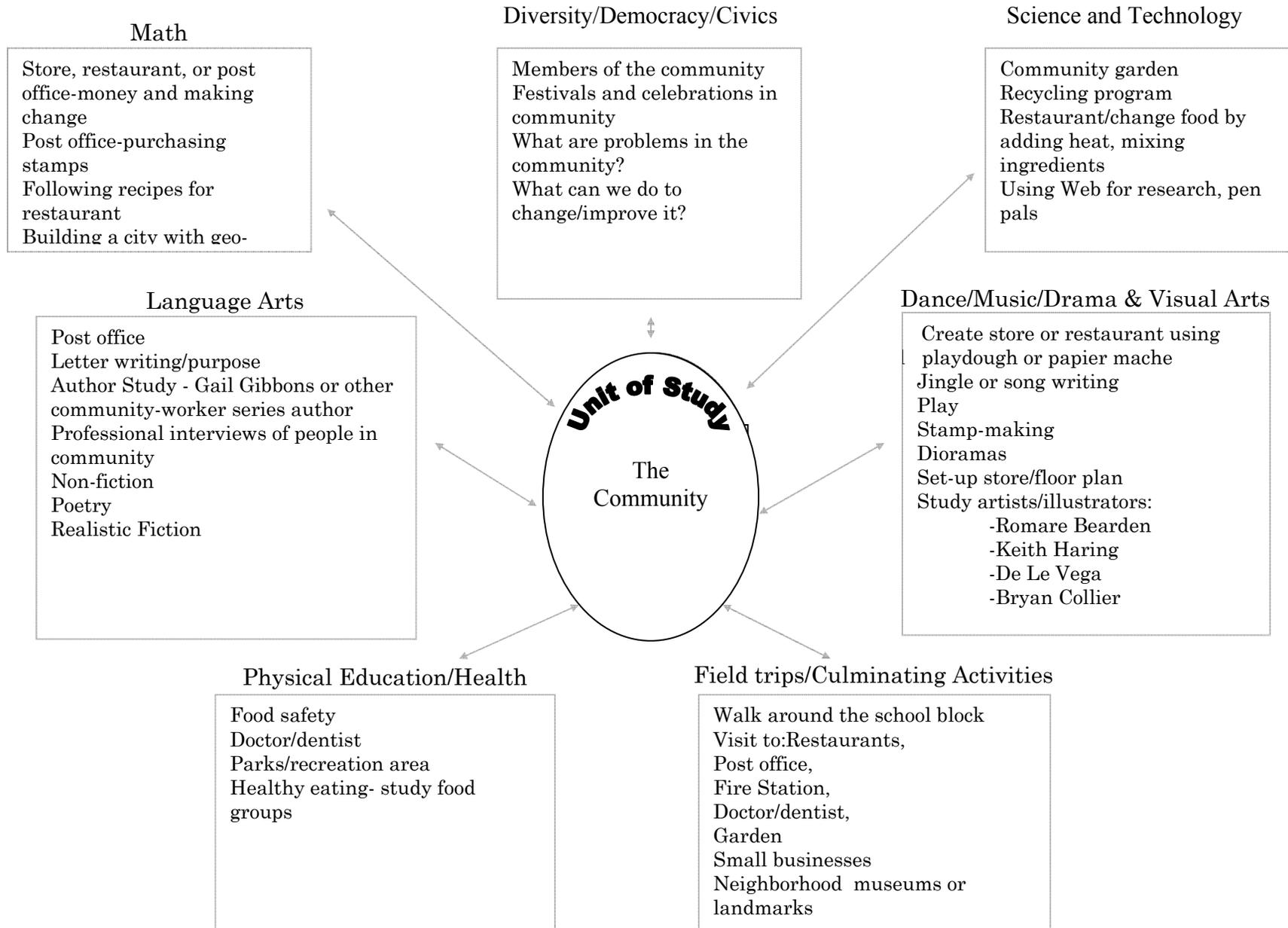
United States Postal Service



NYC Department of Education

Final Project

Included in this unit are ideas for culminating projects designed for students to apply their acquired knowledge of community interdependence. Several different ideas are presented, which vary in terms of materials needed and time required. Teachers can follow these ideas, adapt them, or use them as a starting point or springboard to other possible final projects.



Essential Question

How do communities provide for their members?



Focus Questions

What are the ways that families interact with the community?
 What are the needs of people in the community?
 What are the different services provided in the community?
 How do members of the community solve their problems?
 How do the roles of people change over time as the needs of a community change?
 How are people responsible for serving, respecting and caring for their community?
 What are the rights of community members?
 What tools, resources and technology do people use to meet their community needs?



Student Outcomes

What the students should know and be able to do by the end of this unit.

Content	Process	Skills
<ul style="list-style-type: none"> • Communities meet people's diverse needs. • People interact in a community to address problems that arise. • People in communities have different roles/jobs. 	<ul style="list-style-type: none"> • Collecting data (interviewing, observing and recording) • Mapping, graphing and building • Letter writing • Researching resources • Socratic seminar/debates 	<ul style="list-style-type: none"> • Measuring • Orating • Listening • Categorizing • Comparing • Contrasting

Possible student projects/products: create a restaurant with student customers, run a school/class post office, create a 3-D model of the community, or create a mural of the community.

INTERDISCIPLINARY UNIT OF STUDY PLANNING MATRIX

Unit of Study: Community

Essential Question: How does the community meet the needs of its members?

Focus Questions	Disciplines	I. Initial activities that introduce, build and engage students with content knowledge, concept, skill	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests	Resources Needed
<p>1. What are the ways that families interact with the community?</p> <p>2. What are the needs of people in a community?</p> <p>3. What are the different services provided in the community?</p> <p>4. How do the members of the community work together to fix problems that arise?</p> <p>5. How do the roles of people in the community change over time?</p> <p>6. How are citizens responsible for serving, respecting, and caring for their community?</p>	<p>Literacy</p>	<ul style="list-style-type: none"> • Read aloud fiction and non-fiction texts about different places and people in our community. • Read picture books to learn about jobs in the community. • Create a list of student questions about the community. • Identify community concerns during shared readings from non-fiction texts. • Share examples of handouts and flyers from businesses or organizations in the community. 	<ul style="list-style-type: none"> • Analyze roles and functions of various community members through fiction and nonfiction texts. • Create questions to interview different service providers in the community. • Practice interviewing skills and recording information with classmates. • Practice taking notes from non-fiction text. • Read books about community workers to identify and define the components we will use in our own versions. • Write a one page summary on chart paper based on a class interview of a community member. • Take a walk in the community and have students take observational notes onto a graphic note organizer. • Conduct open-ended discussions on issues and concerns in the community. 	<ul style="list-style-type: none"> • Students will read and take notes from an interview of a community member. • Students will compose and conduct an interview with a community member. • Students will write a one page summary about a community member while synthesizing information from a read-aloud, research, and interview with that person. 	<p><i>See resource list (appendix)</i></p>

	<u>Disciplines</u>	I. Initial activities that introduce, build and engage students with content knowledge, concept, skill	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests	<u>Resources Needed</u>
<p>7. What are the rights of community members?</p> <p>8. What tools, resources and technology do people use to meet their community needs?</p> <p>Content: <i>The student will:</i></p> <ul style="list-style-type: none"> -Identify the needs of the community. -Explain how community members' needs are met. -Understand that people rely on each other to solve problems & maintain their community. -Identify different people who serve the community and define their roles. -Compare how needs & services in a community change over time. -Notice how people follow rules to be respectful, responsible citizens. 	Math	<ul style="list-style-type: none"> • Graph general information about the community (e.g. number of museums, restaurants, medical facilities). • Look at various surveys and discuss their purpose. • Create community related surveys with a classmate or partner. • Read various transit schedules, movie schedules, and schedules of other public events. • Identify coins and their value. • Explore and describe different building designs and shapes in the community. • Observe park space in the community. Complete a "scavenger hunt" to find different types of trees, flowers, animals, and insects. Make sketches and take field notes of findings. 	<ul style="list-style-type: none"> • Identify information gathered from graphs. • Conduct surveys related to the community and interpret findings. • Identify and research issues affecting the environment and community. • Plan a class trip using transportation and event schedules. • Examine how time and scheduling affects the community. • Demonstrate how to make change accurately. • Construct a building using 6-12 geo-blocks for a class city. Draw a 3-D picture of the building and explain the importance of the building within the city. • Compile a list of the different types of trees, flowers, animals, insects, etc. naturally found in the community and discuss ways the community takes care of its parks and natural environments. <p>Participate with a local community initiative to care of parks such as clean-up or tree planting.</p>	<ul style="list-style-type: none"> • Evaluate the facts from graph and form inferences from information. • Evaluate survey findings and form inferences based on gathered facts. • Use class field trip plan to get to and from trip event on time. • Play coin exchange math games. • Students rebuild their building using the 3-D representation onto one large grid. Students decide where their building should be placed on the grid using coordinates and locality to other buildings, parks and water fronts, etc. • Create public service announcements (i.e. brochures, posters, video cam commercials) to inform the community about local concerns. 	<i>See resource list (appendix)</i>

Process: <i>The student will:</i>	<u>Disciplines</u>	I. Initial activities that introduce, build and engage students with content knowledge, concept, skill	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests	<u>Resources Needed</u>
<p>-Examine how people use resources, tools & technology to sustain & improve their communities.</p> <p>-Identify community leaders who make decisions about community resources, funds and services.</p> <p>Conduct an interview: create and conduct interviews of the members of the community.</p> <p>-Write letters to community leaders addressing student concerns.</p> <p>-Genre Study: Create a biography describing important community workers.</p> <p>-Urban Planning: Students will design a model of an original community.</p>	<p>Social Studies</p>	<ul style="list-style-type: none"> • Create a class list of different people in the community. • Describe how you and your family use community resources. • Brainstorm the responsibilities of community members to help their community be safe, clean and efficient. • Visit places of students' interests within the community and record observations. • Develop a list of people to interview within the community. • Invite local service providers and merchants to speak in the classroom. • Invite local policy makers, school administrators and local leaders to speak to class about their roles in the community. • Introduce and develop basic mapping skills through reading, navigating and understanding a variety of maps. 	<ul style="list-style-type: none"> • Construct a Venn Diagram to compare/contrast services provided by different community members. • Interview members of the school community (administrators, custodians, cafeteria staff, librarian, etc.) • Interview members of the community. (Family members, neighbors, local merchants, municipal employees, etc.) • Conduct open-ended discussions on issues and problems in the community. • Research ways to do community service/solve problems in the community (based on children's individual concerns). 	<ul style="list-style-type: none"> • Participate in debates to determine the most affective/realistic issue for students to address. • Decide on an issue, organize and design an original class project to address/ solve issue (e.g. create a "green" friendly community/school recycling center or work with a community organization/initiative to develop ways to help and participate). • Design a map of the neighborhood as a model for the class. Then students work in partnerships to design a map that depicts a typical urban city. • Create an in school Postal Service. Deliver mail within your class, to a buddy class, a lower grade, or to the larger school community for a set period of time. 	<p><i>See resource list (appendix)</i></p>

	<u>Disciplines</u>	I. Initial activities that introduce, build and engage students with content knowledge, concept, skill	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests	<u>Resources Needed</u>
<p>-Problem Solve: Students will identify a community issue, then plan and implement a solution synthesizing their study of their community</p> <p>Attitudes and Attributes: <i>The student will:</i></p> <p>- Understand that all members of a community interact directly and indirectly with one another to improve their community.</p> <p>-</p>	<p>The Arts</p>	<ul style="list-style-type: none"> Using observational skills, compare and contrast various postage stamps and create a list of attributes. Create posters to inform the school community about issues, events, services. Display in the school and at community organizations. Read plays that focus on community issues. 	<ul style="list-style-type: none"> Using the list of attributes, create a class stamp with a symbol from the community. Research the history and uses of postage stamps. 	<ul style="list-style-type: none"> Design a unique postage stamp. Share your stamp with others and explain why you chose your symbol or design. Build a diorama of places of interest in the community. <p>Create a play about the community and perform for K-1 grade classes.</p>	<p><i>See resource list (appendix)</i></p>

<p>See themselves and others as vital contributors, potential leaders and agents of change in their community.</p> <p>-Understand how to use tools, technology and resources to effect change in their community.</p>	<p>Disciplines</p>	<p>I. Initial activities that introduce, build and engage students with content knowledge, concept, skill</p>	<p>II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, of knowledge, concept, skill</p>	<p>III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests</p>	<p><u>Resources Needed</u></p>
	<p>Technology</p>	<ul style="list-style-type: none"> • Use the Internet for basic research. • Visit community websites to learn about local leaders, community projects, and history. • Replicate an area in your community using Kid Pix. 	<ul style="list-style-type: none"> • Skill building using video camera • Use cameras and/or video cameras to document places and people of student interest. 	<ul style="list-style-type: none"> • Using the computer, create images to accompany collage of photos taken of the community. • Use video cameras to record interviews. • Create a program for a class play. • Use a variety of websites and computer programs to create above projects.(see resource list). 	

Planning Sheets: Focus Questions

DAY	SOCIAL STUDIES FOCUS QUESTION	SOCIAL STUDIES LESSONS/ACTIVITIES	LITERACY CONNECTION	HOME CONNECTION/ ENRICHMENT
1 Lesson Plan Inc.	What are the ways that families interact with the community?	<ul style="list-style-type: none"> ○ Compare students' family needs to those addressed in <i>A Chair for My Mother</i> ○ Whole class discussions focused on family financial needs and family/community support structures. Extend to include needs of broader community. 	<p><i>A Chair for My Mother</i> by Vera B. Williams</p> <ul style="list-style-type: none"> • Text-to-Self Connections • Text-to-World Connections • Compare and Contrast • Listening for Information 	Students draw /use watercolors to show a scene from the story, focusing on interactions of the family with the community.
2 Lesson Plan Inc.	What are the ways that families interact with the community?	<ul style="list-style-type: none"> ○ Complete teacher-created reading response sheet: When did you or someone in your family have a problem or need that was solved by community resources (someone in your community)? ○ Create a chart of family needs and how those needs are met in the community. 	<ul style="list-style-type: none"> • Shared Reading • Shared Writing • Short personal narrative writing 	Revise the response sheet, adding details to the writing or improving its lead
3	What are the needs of people in a community?	<ul style="list-style-type: none"> ○ Look at (teacher-collected) samples of brochures and advertisements and discuss how they relate to meeting the needs of the community ○ Begin to examine and categorize the community resources represented by teacher samples (for example, health resources, entertainment resources, food resources, services, government agencies, etc.) Create class chart to list these categories (leave space for additional examples to be added later). 	<ul style="list-style-type: none"> • Read primary documents • Link to technology: visit web sites for local community services (for downloads of posters, fliers, brochures too) • Shared writing 	As homework, have students collect neighborhood brochures, fliers, ads and artifacts from organizations and businesses (e.g. takeout menu, dry cleaning receipt, etc.) to add to teacher samples.

DAY	SOCIAL STUDIES FOCUS QUESTION	SOCIAL STUDIES LESSONS/ACTIVITIES	LITERACY CONNECTION	HOME CONNECTION/ ENRICHMENT
4	What are the needs of people in a community?	<ul style="list-style-type: none"> ○ Examine brochures and artifacts students brought in and discuss how they relate to meeting the community's needs. ○ Add to chart of community resources in the appropriate category. 	<ul style="list-style-type: none"> ● Read primary documents ● Shared writing ● Link to technology: visit web sites for local community services (for downloads of posters, fliers, brochures too) ● Listening ● Speaking during discussion 	Continue to have students gather resources in categories that are not well-represented
5	What are the needs of people in a community?	<ul style="list-style-type: none"> ○ Examine brochures and posters and identify features that make them attractive and informational (e.g. large font, photos, bullets, short amounts of text, etc.). ○ Design a sample template with students (on chart paper or overhead projector/Smart Board) that includes the features that have been identified. Number or label the features so that ○ Students work in partnerships or small groups to create a poster advertisement that shows how a certain community resource meets their needs (e.g. the public library, community pool, supermarket, museum, etc). Hang these posters around the school and get permission from community resources (library, YMCA, Post Office, etc.) to display them at their locations. 	<ul style="list-style-type: none"> ● Read primary documents ● Shared writing ● Shared reading ● Listening for information ● Speaking 	Students can create flier or brochure on their own (at school or at home) for a different community resource.
6 Lesson Plan Inc.	What are the different services provided in the community?	<ul style="list-style-type: none"> ○ Read aloud <i>New York's Bravest</i>, by Mary Pope Osborne ○ Students will examine the human and environmental interaction between the community and firefighters ○ Using notes from the text, list and describe services provided by firefighters and their roles in the community 	<ul style="list-style-type: none"> ● Read aloud ● Shared writing ● Note-taking skills: synthesizing information from pictures and text ● Listening for information ● Speaking ● Independent reading and note-taking 	Writing extension: students write about heroes in the community.

DAY	SOCIAL STUDIES FOCUS QUESTION	SOCIAL STUDIES LESSONS/ACTIVITIES	LITERACY CONNECTION	HOME CONNECTION/ ENRICHMENT
7 and 8	What are the different services provided in the community?	<ul style="list-style-type: none"> ○ Read <i>The Adventures of Taxi Dog</i> by Debra and Sal Barracca. ○ Observational note-taking: groups record what they notice about community. ○ Create shared experience of community functions: how streets work, who the members of the community are, what people do, and how this connects to and affects the life of students. ○ Students scan various books chosen from “Helpers in Our Community,” “Community Helpers,” or other career series books. ○ Create individual T-charts about workers and their duties and responsibilities to the community. ○ Using career series books, students create a list of attributes for one community worker. 	<ul style="list-style-type: none"> ● Listening for information ● Speaking ● Reading for information ● Compare and contrast ● Categorizing information 	Students create a list poem about one community worker’s job.
9	What are the different services provided in the community?	<ul style="list-style-type: none"> ○ Debrief what students noticed through whole group discussions and add to the list of community needs. ○ Brainstorm a list of viable community members whom the class can invite for an interview. Assess list and select one. ○ Write a group invitation to this community member on chart paper. 	<ul style="list-style-type: none"> ● Shared Writing ● Listening ● Speaking 	At home, discuss list with parents, to add more possibilities (and see if parent is available to interview).
10	What are the different services provided in the community?	<ul style="list-style-type: none"> ○ Read aloud <i>The Post Office Book</i> by Gail Gibbons. Construct a class Venn Diagram to compare/contrast the services provided by firefighters and postal workers. ○ Working in partnerships, students will complete a Venn Diagram to compare and contrast services of workers 	<ul style="list-style-type: none"> ● Listening for details ● Speaking: comparing and contrasting, evaluating and summarizing ● Completing graphic organizer 	Writing extension: which community worker job would you be good at?

DAY	SOCIAL STUDIES FOCUS QUESTION	SOCIAL STUDIES LESSONS/ACTIVITIES	LITERACY CONNECTION	HOME CONNECTION/ ENRICHMENT
11	What are the different services provided in the community?	<ul style="list-style-type: none"> ○ Use knowledge about community members and student interest to generate good interview questions for the interviewee. ○ Evaluate questions and prioritize in relevant sequential order. 	<ul style="list-style-type: none"> • Listening • Speaking (turn and talk), whole class discussion 	Students continue to generate possible questions on their own.
12, 13 Lesson Plan Inc.	What are the different services provided in the community?	<ul style="list-style-type: none"> ○ Familiarize students with interview techniques ○ Practice interview skills: questioning, responding and recording ○ Evaluate effective questions and define characteristics of a good interview. ○ Conduct a practice interview (with a fellow teacher or yourself). ○ Have two children model an interview (with one pretending to be a community worker) using the fishbowl technique. Stop several times to notice good interview moves, places where you would have kept with a particular question, etc. 	<ul style="list-style-type: none"> • Listening • Speaking (interview roles) 	Students can practice interviewing their parents or another relative, using the questions the class has decided on
14	What are the different services provided in the community?	<ul style="list-style-type: none"> ○ Refine interview questions and prepare students for interview by reviewing interview techniques. ○ Review concept map format for note-taking during interview (or, alternatively, practice jotting notes as soon as an interview ends, since not all students will be able to write, listen, and ask questions at the same time). ○ Use practice interview information to practice note-taking techniques. 	<ul style="list-style-type: none"> • Listening (to interviewee) • Speaking (running interview) • Note-taking • Shared writing 	Students read books on community workers as independent reading.

DAY	SOCIAL STUDIES FOCUS QUESTION	SOCIAL STUDIES LESSONS/ACTIVITIES	LITERACY CONNECTION	HOME CONNECTION/ ENRICHMENT
15	How are citizens responsible for serving, respecting, and caring for their community?	<ul style="list-style-type: none"> ○ Conduct a class interview of a community member who has been invited to class. ○ Students take notes on a graphic organizer prepared by teacher. ○ Reflect on interview as a whole class about effective questions and ones that may need to be improved to elicit better (richer) answers. <p>Teachers may want to schedule parents to come in and be interviewed about their jobs. This can be done over a series of weeks, with 10-15 minutes or so devoted to the interview each time. This takes a lot of scheduling, but can be very rewarding. Students are very excited to host their parents.</p>	<ul style="list-style-type: none"> ○ Listening (to interviewee) ○ Speaking (running interview) ○ Note-taking 	Students read non-fiction texts related to the field of the person being interviewed (this may be the broader category, such as health field, public safety, etc.)
16	How do members of the community work together to fix problems that arise?	<ul style="list-style-type: none"> ○ Create a class survey about the school community's needs (to be filled out by students on the grade/students on the playground/visiting classes, depending on purpose) ○ Conduct survey (example given is on recycling) 	<ul style="list-style-type: none"> • Note-taking/record-keeping • Listening • Speaking (conducting survey) 	Students have parents or other family members take the survey
17	What are the different services provided in the community?	<ul style="list-style-type: none"> ○ Prepare a list of community members that could potentially be interviewed by students as a home assignment. Evaluate list with a peer partner and rank according to realistic availability and proximity to student's home and after school hours. ○ Discuss ways to contact the interviewee and practice how to approach them 	<ul style="list-style-type: none"> • Shared writing • Listening and speaking (discussion) • Evaluating (ranking list with peer) 	Students discuss list with parents and make a decision about who could be interviewed.

DAY	SOCIAL STUDIES FOCUS QUESTION	SOCIAL STUDIES LESSONS/ACTIVITIES	LITERACY CONNECTION	HOME CONNECTION/ ENRICHMENT
18	What are the different services provided in the community?	<ul style="list-style-type: none"> ○ Review interview questions with students for their after-school interviews. ○ Review characteristics of a good interview with the whole class. ○ Have partners try out mock interviews with each other, focusing on questioning and note-taking (either during or immediately after interview). 	<ul style="list-style-type: none"> • Shared reading • Listening • Speaking • Writing 	Students contact an interviewee and conduct interview (with parent or other adult present). Students write up their interview notes. If possible, student or parent takes a photo of community worker that has been interviewed.
19	How do members of the community work together to fix problems that arise in the community?	<ul style="list-style-type: none"> ○ Share interview experience and information with a partner. ○ Have a class meeting to answer the question: how does your interviewee work together with others in the community to solve problems? Teacher charts information 	<ul style="list-style-type: none"> • Shared reading • Listening • Speaking 	Students revise their interview notes, using full sentences, a lead, transitions, and edited grammar
20	How do members of the community work together to fix problems that arise in the community?	<ul style="list-style-type: none"> ○ Use student write-ups of their interviews to create a class book. ○ Add additional pages that answer the question: how do members of the community work together to fix problems that arise in the community? ○ Students add an illustration of their interviewee, or a photo that they decorate 	<ul style="list-style-type: none"> • Writing • Synthesizing information • Listening 	Students continue working on artwork or revisions of their text for class book.
21	What tools and resources do people use to meet their community's needs?	<ul style="list-style-type: none"> ○ Hold class discussion about what buildings are vital to a community (create class chart) ○ Have students construct one of these buildings with a partner using geoblocks (or wooden blocks, or lego, depending on available materials). 	<ul style="list-style-type: none"> • Listening • Speaking • Shared reading • Writing (complete worksheet) 	At home, walk around neighborhood and observe which important buildings are nearby. Record on map or chart.

DAY	SOCIAL STUDIES FOCUS QUESTION	SOCIAL STUDIES LESSONS/ACTIVITIES	LITERACY CONNECTION	HOME CONNECTION/ ENRICHMENT
22	What tools and resources do people use to meet their community's needs?	<ul style="list-style-type: none"> ○ Figure out together where these buildings should be placed in order to best serve the community ○ Review the surrounding school community and discuss whether they think community leaders decided well on building locations (for example: hospital near highway, firehouse in busy neighborhood, senior center in neighborhood with many elderly). Note that some neighborhoods change over time and some needs may have been met in the past but no longer are being met). ○ Students work together to place their geoblock building on a class grid, making decisions about where to place the building in relation to other buildings and resources. 	<ul style="list-style-type: none"> • Listening • Speaking 	
23-on (Length varies by project)	What tools and resources do people use to meet their community's needs?	Final project (Choose from) <ul style="list-style-type: none"> ○ Restaurant Study ○ Community Mural ○ Post Office Study 	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	

Lesson Plan

Unit of Study/Theme: The Community

Essential Question: How does the community meet the needs of its members?

Focus Question: What are the different ways families interact within their communities?

Teaching Points:

- Families have needs that depend upon various support systems.
- Family needs extend into the community and create community needs.

Purpose/Connection:

Students in the first grade will:

- Use their prior knowledge about the role of families in the community to examine the needs of their own family.
- Identify how their families' needs extend outward to shape the broader community.

Materials/Resources/Readings:

- Copy of the book, *A Chair for my Mother*, by Vera Williams.
- Graphic organizer for shared writing "Family Needs→ Community Needs," replicated on chart paper.
- "Family Needs" T-charts for home assignment.

Mini-lesson:

- Introduce *A Chair for my Mother*, with a basic summary of the story.
- Prior to reading, set a listening task for the students: listen for the family's problem and make predictions about needs that arise for this family from the problem.
- Read Aloud: *A Chair for my Mother*
- Through a whole group discussion, ask students to identify the main problem of the story and the resulting problems for the family.
- Invite children to connect to the text and share how their family's needs are similar or different from the family in the story.
- Use the graphic organizer to write down the families' needs as students identify them.
- With students, read "Family Needs." Then ask students: "What needs do you see on this list that we all share?"
- Add the identified community needs onto the graphic organizer.

Share/Closure:

- Review information by reading the Family and Community Needs chart and adding any new ideas.
- Show "Family Needs" T-chart to students and describe assignment to be completed at home. Instruct students to list each family needs in one column of the chart and list the solutions/resources used in the other column.

Next Steps/Extended Activities:

- Students fill in “Family Needs” T-chart at home by asking their parents about the needs that arise in their families and how they solve them.
- Students bring completed T-charts to class for the following day’s lesson, according to Day 2 on weekly planning sheet.
- Brainstorm other ways the family in *A Chair for My Mother* could have solved their problem in a different way. Students can write and illustrate another solution for the family in the book, then share and reflect on the reality of their alternative solutions.
- Read aloud other stories about an urban family’s problems and solutions.
- Conduct text-text and self-text discussions with class.

FAMILY NEEDS → COMMUNITY NEEDS

FAMILY NEEDS

Empty box for writing Family Needs.



COMMUNITY NEEDS

Empty box for writing Community Needs.

Name: _____ Date _____

Family Needs	
Needs	Solutions/Resources

Lesson Plan

Unit of Study: The Community

Essential Question: How does the community provide for the needs of its members?

Focus Question: What are the ways that families interact with the community to provide for their collective needs?

Teaching Points:

- The needs of families are met by a variety of community resources.
- Community resources are formed to meet the needs of the community.

Purpose/Connection:

Students in the first grade will:

- Analyze how their families' needs are met within the larger community.
- Identify the resources in the community developed to meet members' needs.

Materials/Resources/Readings:

- Family/Community Needs chart from Lesson 1.
- T-chart homework assignment.
- Reading response sheet for narrative writing.

Mini Lesson:

- Review previous discussion about family/community needs generated by the story, *A Chair for My Mother*. Use chart as reference.
- Question: How did the family in the book solve their problem/meet their new needs? Who helped them?
- Students share their T-chart assignment with a partner.
- Explain to students that they will choose one need from their own charts, then write a narrative response that tells about the time their family had a need that was solved using resources and/or members in the community.

Student Exploration/Practice:

Students will:

- Use their T-charts as a reference for writing a narrative response.
- Write about a time when their family had a need that was solved or met by community members and/or community resources.

Share/Closure:

- Students will partner up with classmates and read their stories, listening for similarities.

- Whole class discussion to generate a class T-Chart of family needs/community resources.

Next Steps/Extension Activities:

- Students collect advertisements, flyers and coupons from newspapers, magazines and places in the community. Bring them to class for the following day's lesson. See Day 3 of weekly planning sheet.
- Read aloud other stories about families in other types of communities and how their needs are met. Compare and contrast how these different communities work to meet their members' needs.
- Students work in partnerships to think of a need someone in the community may have and then invent an original community resource/place to meet that need. Design a diorama to showcase this new resource/place.
- Students work in partnerships to think of a challenge someone in the community may face and then create a puppet show and role play that demonstrates an original way in which community members can work together to work with the difficulty.

Lesson Plan

Unit of Study: The Community: Fire Fighters

Essential Question: How does the community provide for its members?

Focus Question: What are the different services provided in the community and who are the providers?

Teaching Points:

Students in first grade will:

- Examine the human and environmental interaction between the community and fire fighters
- Identify the services provided by fire fighters to the community
- Describe the characteristics of fire fighters
- Define what a hero is—what are the characteristics of a hero?
- Classify events as heroic or non-heroic

Purpose/Connection:

Students in the first grade will:

- Be introduced to the profession of fire fighters
- Understand the characteristics and attributes of the services fire fighters provide.
- Understand the effect of fire on the physical environment and on the community.
- Understand how fire fighters work with each other in order to help the community.

Resources/Readings:

- *New York's Bravest* by Mary Pope Osbourne
- Trade book – *Helpers in Our Community Materials*

Mini-Lesson (model/demonstration):

- Students brainstorm a list of the human characteristics/attributes that make a person a hero. Teacher is the scribe for a class chart.
- Conduct a read aloud: *New York Bravest* by Mary Pope Osbourne
- Teacher poses the following question and addendum:
 - Do you think firefighters are heroes?
 - Think about the events from this story as well as what you already know about firefighters.
- Students participate in shared writing. They will create a T-Chart listing the actions taken by Mose (the main character in the story) that were heroic on one side of the chart. List the actions that were not heroic on the other side. Students may also want to share their personal knowledge/experiences from their own lives.

Student Exploration/Practice:

- Students choose a book about a different community worker. Examples can include nurses, teachers, doctors, police, postal service employees, and sanitation workers.
- Students read and take notes using a T-Chart. The work their community worker does is listed on one side and the tools and/or materials needed to do this work are listed on the other side.

Share/Close:

The teacher can choose some children (or take individual volunteers) to “fishbowl” their work. This will encourage students to reflect on the work they did during this lesson. As a result of this reflection individual students will evaluate, make revisions and/or complete their work.

Next Steps:

Each child chooses a partner who has researched a different community worker. Together the children create a Venn Diagram that compares the services provided to the community. See Day 6/Literacy Connection on weekly planning sheet. They refer to their individual T-Charts as an informational source.

Other Notes/Comments:

If there is not enough time during the share segment of this lesson to permit revision or the completion of this class assignment, then the teacher can use writing workshop, center time, homework assignment or a portion of the next social studies lesson for this purpose. The T-Chart template for this lesson has been included in the resources section.

Name _____ Date _____

Community Service Provider: _____

Work Done	Tools & Materials Used

Name: _____ Date: _____

NEIGHBORHOOD NOTICINGS

In Drawing...	In Writing...
	<hr/> <hr/> <hr/> <hr/>

Lesson Plan

Practice Interview

Unit of Study: The Community

Essential Question: How does the community provide for its members?

Focus Question: What are the different services provided in the community?

Teaching Points:

Students in first grade will:

- Learn the steps in the interviewing process.
- Rehearse brainstormed interview questions and formulate new questions.
- Ask interview questions to learn detail.

Purpose/Connection:

Students in first grade will be able to:

- Establish the class interview routine.
- Use the interview questions they brainstormed in the previous lesson to customize their questions for the subject of their interview.
- Learn different ways to formulate questions for an interview.
- Learn how to ask questions to elicit more detail from the interviewee.

Materials/Resources:

- Chart of what the class learned about the interviewee (to be completed at lesson conclusion).
- List of previously brainstormed interview questions (see attached).
- Chart of Interview Techniques.

Prior Knowledge:

- ✓ Neighborhood walk and debriefing on noticings about community and community needs.
- ✓ List of viable community members whom the class could invite for an interview.
- ✓ List of questions to ask interviewee.

Mini-lesson:

- *Activate prior knowledge:* Review list of brainstormed interview questions previously generated.
- Tell students about the community member whom they will interview and some background information about this person.
- Read aloud the list of previously generated interview questions to students to see if they are applicable for the guest.
- Check for student understanding by having students revise list of introduction questions.

- Display outline of the sequence of the interview.
- Familiarize students with the order of an interview:
 - Begin the interview with a formal greeting.
 - Guest interviewee introduces himself/herself.
 - Class starts the interview by asking class-generated questions from chart.
 - Class will ask any new questions that arise during the process of the interview.
 - After all questions have been answered, there will be a formal thank you to the visitor.

- *Turn and talk:* Ask students to turn to a partner and retell the sequence of the interview.

Student Exploration/Practice:

- Conduct a mock interview of a known school community member.
- Perform the interview sequence that will be the outline for all interviews conducted during this unit.
 - Begin with a formal greeting
 - Ask class generated “starter” questions
 - Give each student an opportunity to ask questions
 - Ask any questions that arise during the interview
 - Formal thank you to the visitor

Choose teachable moments during the interview to encourage students to formulate new questions and ask questions to learn more details.

Share/Closure:

Students share what was learned about the guest interviewee and create a chart "What We Learned About (interviewee name)".

Next steps:

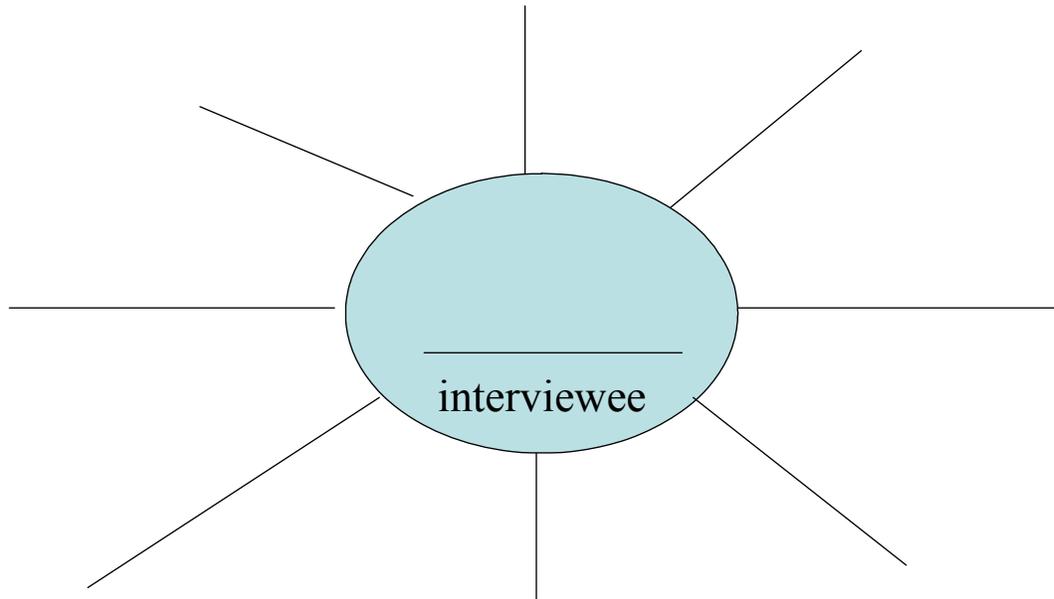
- Shared writing: Use "What We Learned About (interviewee name)" chart created after mock interview to practice filling in concept chart for note taking (*see appendix*).
- Students write a brief bio with a partner about the first interviewee.
- Whole class discussion: Reflect on interview process.
 - What went well?
 - What needs improvement?
 - Evaluate effective questions.
 - Define characteristics of a good interview.

Sample interview questions:

- What is your job title?
- Where do you work?
- What is the best part of your job?
- What is the hardest part of your job?
- How long have you worked as a _____?
- What strategy do you use if you run into a problem or situation?
- How did you get your job?
- What are your hours?
- Can you tell me three things you do at your job?
- What are the tools of your job?
- What would make your job easier or better?
- Do you like your job?
- When you were little, what did you want to be when you grew up?
- Do you feel like you serve within a community? How?
- Do you talk to or work with any other community organizations?
- Do you solve problems in the community?
- Business questions:
- Who are your customers?
- How do you use math in your job?
- What did you have to learn to be able to do your job?

Possible Whole Class Interviews/Neighborhood Trips	Possible Independent (Student) Interviews
Post office employee Firefighters Restaurant Crossing Guard Custodian/principal/secretary/school librarian/school nurse Doctor/dentist/clinic employee/EMT Public library employee Sports/entertainment center employee	Bodega worker Florist Diner/coffee shop worker Pharmacist Dry cleaners Supermarket/fruit stand worker Police Sanitation worker Delivery/messenger Retail employee Park employee Musician Utility worker Hospital Transit worker

Note-taking Concept Map



Dear Parents,

We have been studying some of the needs of our community and the services that the community has to help people meet these needs. The children have been developing skills in class for conducting personal interviews. To learn more about our community, your child has been asked to interview a community member about their role in the community. This community member interview is a homework assignment.

Please help arrange for a member of the family, neighbor, friend or local merchant to be interviewed by your child. An interview sheet with prepared questions has been created by the class for this purpose. Please review it with your child. Questions may be added or deleted to ensure that they are relevant to the service provided by the person being interviewed. This interview needs to be completed and handed in by _____.

Thank you for your support and cooperation.

Sincerely,

I have read the above letter about arranging and conducting an interview of a community member.

Parent/Guardian's signature

Date

Child's name (Please print)

Lesson Plan

Creating Surveys to Learn about Community Needs (Math/Data)

Unit of Study: The Community

Essential Question: How does a community provide for its members?

Focus Questions:

- How do the members of the community work together to fix problems that arise?
- How are citizens responsible for serving, respecting and caring for their community?
- What tools, resources and technology do people use to meet their community needs?

Teaching Points:

Students in first grade will:

- Use surveys to collect data about community needs and resources.
- Identify areas of concern in a community
- Generate solutions to identified problems in a community.

Purpose/Connection:

Students in first grade will:

- Use prior knowledge gained through the study of their community thus far
- Create survey questions and collect data on environmental concerns that they can predict within their community.
- Create a T-Chart to organize data collected from surveys.
- Make observations about data collected from their surveys.
- Present their observations to the class.

Materials/Resources:

- Class list on a grid/spread-sheet
- Student survey-questionnaire template

Mini-lesson:

- *Introduction:*
- Gather students in the meeting area.
- Define what a survey is and why it is used. Ask if students can come up with an explanation of what a survey is. Ask them to figure out what purpose a survey can provide.

- Say, “Today we will discuss different concerns within our school and/or class to help make it greener. Once we choose one concern, we will use a survey to help us.”
- Create a class chart of students’ ideas.

- *Suggested model for a full class participation survey:* Inform students that they will take a survey of the teachers at school to find out who recycles paper in their classroom and who does not. They will put all the teachers’ names on a list and as a class visit, they will ask each teacher one by one whether they recycle paper in their classroom or not. (Get permission from teachers in advance that they will receive a three minute visit by the class!) To organize information, the students will put a check next to the names of teachers who recycle and put an “X” next to the names of teachers who don’t recycle. After they count up the results one by one, they will find how many do and don’t recycle. They will record this information on a whole-class T-chart to organize the data they collected. Based on their findings, they will notice that there were more/fewer teachers in the school who do not recycle paper than those who do. Ask students what other observations they can make about their school and recycling paper.

- **Enrichment Link (Student practice in smaller, independent groups):** Students work in partnerships and decide on one question from the class chart that they would like to investigate to see if there is enough “green” within their school/class. Students complete the survey-questionnaire template which includes what their question is, what their answer choices are, who they will survey, and how they will record the answers. After students complete the template, they may use the tools necessary to begin their survey. Once students have completed their survey, they will create a T-chart to organize the data collected and write observations about the data they collected.

Share/Closure:

Gather students to the meeting area. Each partnership will share with the class what their survey questions were, how they organized data, and what observations they noticed about their results.

Assessment:

- Were students able to formulate a survey question that reflected the concerns of the community?
- Were students able to accurately record data?
- Were students able to successfully make a T-chart using the data collected?
- Were students able to make insightful observations that reflect the data collected?
- Were students able to clearly present their survey results to the class?

Next Steps:

- In follow-up lessons, students develop higher-order, analytic thinking skills by comparing and contrasting, drawing inferences and evaluating patterns in the data collected.
- Students build skills in handling a diversity of interpretations through synthesizing data and selecting an environmental initiative to execute within their own community.

Survey: Plan for Community Needs

Names of Students: _____

1. What needs within your community do you want to know more out about?

2. What questions will you ask to find out more about this need in your community?

3. What will the choices of answers be to your survey questions?
Are there any follow up questions that you could ask? If so, list them here.

Names of Students: _____

4. Who will you survey?

5. How will you record answers from your survey?

6. Who will ask the survey questions?

7. Who will record the survey answers?

Lesson Plan**Constructing a Geo-Block Building Math/Geometry**

Essential question: How does a community provide for its members?

Focus Question: In a community, what buildings do you think there *must be* for the people to be able to live there?

Teaching Points:

Students in first grade will:

- Understand that communities create buildings to help provide for the needs of its community members.
- Use 6-12 geo-blocks to construct one important building for the class's geo-block community.
- Draw a 2-D or, if possible, a 3-D representation of the geo-block building.

Purpose/Connection:

Students in first grade will:

- Gain a greater understanding of how communities decide which buildings are needed within a community.
- Use prior knowledge gained through various read alouds about community regarding people and buildings.
- Use prior knowledge gained during previous tours throughout their own school community.
- Synthesize knowledge learned through books and observations about community needs and purposes to determine what buildings to include within their own class geo-block community.
- In partnerships, choose one building to construct from the class list of important buildings within a community.

Materials:

- Chart Paper/Markers
- Geo-blocks (about 6-12 geo-blocks per partnership)
- Paper
- Pencil
- Geo-Block Building Template

Mini-lesson:

1. *Introduction:* Gather students in the meeting area. Discuss with the class what buildings they think are important for a community to have in order to provide for the needs of its members. Ask: What makes them so important? Create a class list of students' ideas on chart paper labeled: *What Buildings Are Important in a Community?* Students will be working with a partner to choose one building to construct using 6-12 geo-blocks. Once students decide on their building, they will draw a 3-D image of their building in their recording log in order to construct

their building for the next lesson. Model how you listen to one another and make compromises on how to design the building. Display the *How to Draw 3-D Shapes* chart to help students draw their building.

2. *Model:* Students have chosen one of the buildings on the class chart. They will think-aloud to the class about why they and their partners decided upon the need of this building in the community. Now the partnerships may use 8 geo-blocks to build the building. Once the buildings are completed, students use paper and pencil to draw a 3-D image of the building. In the meeting area, discuss how they used the *How to Draw 3-D Shapes* chart to help draw the different blocks in their building.

Student Participation:

- Students work in partnerships and decide which building they would like to construct for the class geo-block community.
- Next, students work together in partnerships to construct their building using 6-12 geo-blocks.
- After the construction of their buildings is finished, students complete the recording sheet (*see following sheet*). The recording sheet includes: 1) a place for students to draw 3-D representations of their buildings on paper, 2) explain reasons why their building is important to the geo-block community, and 3) how they decided on the design of their building.

Share/Closure:

- Students deconstruct their buildings once they have recorded it.
- Students bring their recording sheets to the meeting area to share with the class. Each partnership will share their drawing of the building, reasons why they felt their building was important to the geo-block community, and how they decided on its design.

Assessment:

- Were students able to work successfully with their partners to construct geo-block buildings using the correct number of geo-blocks (6-12 geo-blocks)?
- Were students able to record 3-D images of their buildings in order to successfully explain their designs to others?
- Use the partners' recording sheets to assess students' accuracy in using the correct number of geo-blocks, in articulating their rationales of purpose, and in creating useful buildings.

Next Steps:

- Have students use their 3-D drawings to rebuild their structures onto a large class grid along with all the other students' buildings (*see following lesson*).

Geo-Block Building

Names of Partners: _____

1. Name and type of your building:

2. Draw a 3-D sketch of your building:



3. Why is this building important to our community? _____

4. What made you decide on this design for your building? _____

Lesson Plan

Building a Geo-Block Community Math/Geometry

Unit of Study: The Community

Essential Question: How does a community provide for its members?

Focus Question: Where should buildings be constructed within a community to best provide for the needs of its members?

Teaching Points:

Students in first grade will:

- Understand that buildings are created in areas within the community to help provide for the needs of its members.
- Learn how to reconstruct a geo-block building from a 3-D sketch.
- Learn how to make intelligent decisions about where to locate a building in reference to other buildings, parks, water, etc. within a community.

Purpose/Connection:

Students will:

- Gain a greater understanding of how communities decide where buildings should be constructed within a community to best meet the needs of its members.
- Reconstruct geo-block buildings from their 3-D sketches.
- Make informed decisions about situating their buildings in relation to other buildings in the community.

Materials/Resources:

- Geo-blocks (about 6-12 geo-blocks per partnership)
- Large grid paper of class geo-block community (40" x 40")
(see example on next page)
- The Grid Program (Museum of the City of New York): www.mcny.org
- Index Cards

Mini-lesson:

1. *Introduction:* Gather students in the meeting area. Now that students understand which buildings are most needed within a community, they need to decide where each of their buildings should be constructed in relation to other buildings, parks, water, etc. Review the surrounding school community and discuss with students whether they think the community leaders decided well on building locations.
2. *Model:* Use a building from the previous lesson and have students explain how the decision was made to place the building on the class

grid geo-block community (i.e., next to the park, water, etc.). Then decide on a name for your building and make a small sign (may fold small index card) to be placed next to building on the class grid.

Student Practice:

- Students work in partnerships and use their 3-D drawing to reconstruct their building onto the large 40"x40" class grid. They decide together where to place their buildings on the grid in relation to other buildings or resources (water, parks, gardens, etc).
- Partnerships decide on names for their buildings. They will make signs for their buildings and place them next to their buildings on the class grid.

Share/Closure:

- Students gather around the class grid of the geo-block community. Each partnership shares reasons how they decided on the location of their building and how it benefits the needs of its community members.

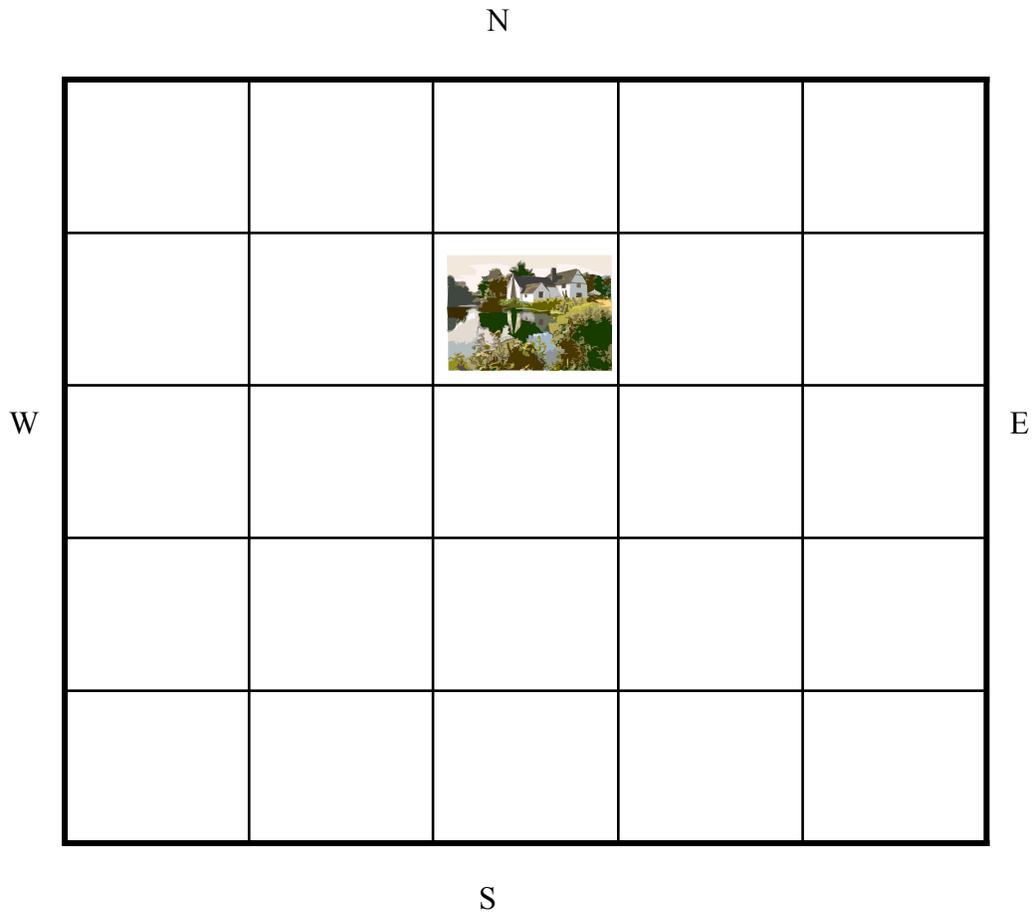
Assessment:

- Do students easily reconstruct their geo-block buildings using their 3-D sketches from the previous lesson? Do they make revisions to their buildings where needed?
- Are students able to clearly present to the class their rationales for chosen locations on the class grid?

Next Steps:

- Students visit the Museum of the City of New York and enroll in the Grid Program (1 class visit/\$100). They will discuss the concepts of city planning and explore how planning helps ensure that communities serve the needs of the people who live in them. Students will construct and model a neighborhood that is based on community needs and conforms to Manhattan's grid system.
- Students visit the Queens Museum to view the New York City Panorama. Size and scale are discussed.

Example of a Class Grid Geo-Block Community (40"x40"):



Suggested Final Project: Culminating Community Study

Over the course of the Community curriculum, first graders learn how a community develops around the needs of people within a certain geographical area, and that people can be drawn to live in a particular community that can provide for their specific needs. The community is an interwoven network of those who receive and those who give, often performing in both capacities. An example would be a doctor who provides medical care to many, but in turn, shops for groceries at the local supermarket, sends his/her children to the neighborhood public school, and frequents the community park on the weekends.

In general terms, undertaking the Community curriculum study is highly beneficial to students because they develop and hone their causal and inferential reasoning, they learn to predict and conclude, they interpret and analyze, while simultaneously crossing subject borderlines from social studies into math, literacy and frequently, science. In addition, the content is wholly within their cognitive stage of development. The overarching reasons to undertake an extended final study is the permanence of understanding that it provides, as well as the capability of learning to classify and generalize. The experiential, simulated and self-directed nature of a final study of this kind engrosses children in a way that surpasses any other modality.

There are many wonderful interactive, in-depth 2-3 week curriculum studies that evoke the foundational concepts of community within the confines of the classroom. These interactive culminating studies allow the students to participate in a community that they create, design and implement. Therefore, if a study of the *Bakery* or of the *Shoe Store* was of greater interest and meaning to the teacher and students, the structure of the *Restaurant* curriculum (presented below) could easily be transposed, with the same result of learning that endures.

Again, a study of *Restaurants* is an exemplary means by which to solidify the understanding of community. Skipping forward for just a moment, the tangible endpoint is the production of an actual restaurant, open for business within the classroom for a time period of choice: perhaps a half-day, a whole day, or even two, for those who are very ambitious. Restaurants are emblematic of community and serve many functions for those who frequent them. They provide sustenance, relief from work, conviviality, socialization, comfort, and a venue for traditions (take, for example, the weekly Sunday lunch or brunch). The provisions afforded by restaurants are all inherent in the human condition, all of which help us to understand what makes us and distinguishes us as human.

The notion of creating a restaurant may be daunting for some teachers because obtaining the actual food would be difficult or impossible. In such a case, papier mâché foods can be substituted, optimally with the help of the school's art teacher.

How does such a study begin? It begins simply, with open-ended Focus Questions such as, "What makes people want to go to restaurants?" or "What could we learn about people if we were to learn about restaurants?" or "Why study restaurants?" or "What is a restaurant?" or, a little trickier, "How can a restaurant help us learn about community?" There really are no right or wrong answers to these questions, but inevitably some will respond with threads linked to the primary functions that restaurants serve in a community. (It shouldn't be overlooked that the restaurant itself is a kind of community.) The questions and answers should be recorded on chart paper because they will undoubtedly fuel future, deeper conversations. It should be noted that different communities may have variations on the typical restaurant; it might be a diner, café, luncheonette, coffee shop, fast-food chain, self-serve, pizzeria, cafeteria, etc. Regardless of the type of eatery, it provides a service to members of a community that illuminates our commonalities as people.

Once the various answers to Focus Questions have been recorded and reflected upon, students can take home the task of surveying a small group of others to find out how they view and use restaurants. The survey responses can be classified together as a whole class activity. From that classification process, some overlapping will occur and that is when patterns will begin to emerge.

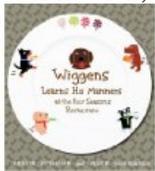
The class can agree on a neighborhood restaurant with which they are all familiar, at least by sight. They can prepare some questions to ask patrons on the sidewalk as they leave. This will be the first of a series of class trips. They should develop the questions in class and the questions should primarily center on the reasons that brought the people there.

Answers will undoubtedly be related to the ease of having lunch in a busy work day, meeting a friend to talk while dining, enjoying the pleasure of a nice meal, etc. For instructional differentiation, children who are fluent writers can independently complete their survey questions on their trip boards. For those who are emergent writers, the questions can be pre-printed and their responsibility is to read and tally.

As the class walks there, they can map the route they are taking to get to their destination. This is an activity that is tailored for differentiated instruction. Some children will be able to list the street names as they pass street signs; others will need the streets labeled for them and their challenge will be in the directionality of turning left or right, counting the number of blocks, and tracking the walk with a line.

Below is a bibliography of read-alouds that will support the understanding of community found in the patronage of restaurants. Some will reveal the hidden community of the restaurant itself. This list has a mixture of fiction and non-fiction. Some books will contribute ideas to the daily social studies conversations about community; some will help broaden the class definition of community, some will be instructive in describing the infrastructure of restaurants, and lastly, some will instruct directly in the preparation of certain foods. These books should be a component of literacy every day and the thinking that arises or emerges from these stories should be recorded and added to the class' core knowledge bank.

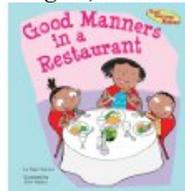
McGuirk, Leslie. *Wiggins Learns His Manners at the Four Seasons Restaurant*. Candlewick, 2009.



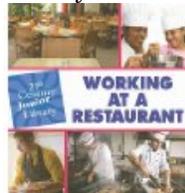
Post Senning, Cindy. *Emily Post's Table Manners for Kids*. Collins, 2009.



Marsico, Katie. *Good Manners in a Restaurant (Good Manners Matter!)* Magic Wagon, 2009.



Marsico, Katie. *Working at a Restaurant*. Cherry Lake Publishers, 2008.



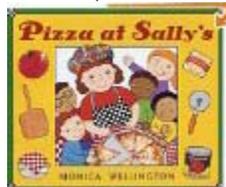
Snyder, Laurel. *Inside the Slidy Diner*. Tricycle Press, 2008.



Dodds, Dayle Ann. *Minnie's Diner, a Multiplying Menu*. Candlewick, 2007.



Wellington, Monica. *Pizza at Sally's*. Dutton, 2006.



Wellington, Monica. *Mr. Cookie Baker*. Dutton Juvenile, 2006.



Bauer, Joan. *Hope Was Here*. (YA), Speak, 2005.



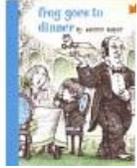
Lin, Grace. *Dim Sum for Everyone!* Dragonfly Books, 2003.



Field Test Edition

2009-10

Mayer, Mercer. *Frog Goes to Dinner*. (wordless) Dial, 2003.



Weeks, Sarah. *Two Eggs, Please*. Atheneum, 2003.



Moss, Marissa. *Mel's Diner*. Troll, 1999.



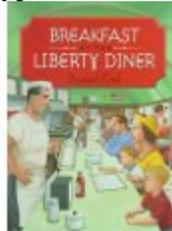
Hill, Mary. *Let's Make Pizza*. Children's Press, 2002.



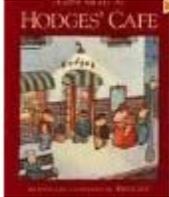
Waters, Alice. *Fanny at Chez Panisse*. William Morrow, 1997.



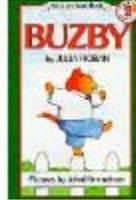
Kirk, Daniel. *Breakfast at the Liberty Diner*. Hyperion, 1997.



Egan, Tim. *Friday Night at Hodge's Café*. Sandpiper Houghton Mifflin, 1996.



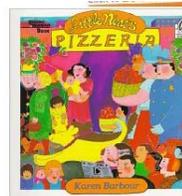
Hoban, Julia. *Buzby*. HarperCollins, 1992.



Williams, Vera B. *A Chair for My Mother*. Greenwillow Books, 1984.



Barbour, Karen. *Little Nino's Pizzeria*. Scholastic, 1987.



Greenberg, Melanie. *My Father's Luncheonette*. Dutton, 1991.

Radabaugh, Melinda Beth. [Voy Al Restaurante. \(Primera Vez\) \(Spanish\)](#). San Val, 2003.

Loomis, Christine. *In the Diner*. Scholastic, 1994.

Schaefer, Lola. *Fast Food Restaurant (Who Works Here)*. Heinemann, 2001.

Upon returning from the first trip to the restaurant, the answers that the children heard from the staff can be shared and recorded in a meeting. They will discover similarities and differences in their research, and from their findings, some of the concepts that support the study will be readily apparent.

A second trip to the restaurant can focus on the community, or system, of the restaurant itself. Several trips can be made there with another aspect of community being explored. Prior to taking the trip, the children should be asked to predict what they think they already know. This stimulates thoughtfulness and ownership of the anticipated learning experience.

Here are some of the **subjects** to explore in subsequent trips:

- ***The array of jobs that make the restaurant function***

Trip to Gracie's Diner, trip #2

Name _____

Finding out what all the jobs are in a restaurant.

Before we leave, talk to your partner and make a list of all the jobs you think there are:

1) _____ 3) _____
2) _____ 4) _____

Now, at the restaurant, we will interview all the workers. write down the name of the person, his/her job and what responsibilities he/she has.

Name _____

Job Title _____

Responsibilities _____

Name _____

Job Title _____

Responsibilities _____

Follow up questions:

What jobs surprised you—jobs you didn't know about?

What job could you remove and the restaurant would keep on running just as well as it does now?

This is a sample page—it is scaled down.

The last question on Trip Sheet #2 can lead to a very revelatory activity. Students, in small groups, can create a web of the employees from the restaurant. Lines will appear between the busboy and the server, the server and the chef, the chef and the sous-chef, the host and the cashier, etc. Once the web is complete, they will see an interlaced, reticulated system where each member seems ultimately to be indispensable. If they remove one link in the chain and follow it to its logical conclusion, they will understand the interdependence of that community.

- ***The various parts and pieces of the restaurant that make it function***

The third trip to the restaurant can focus on the viewable details, the restaurant paraphernalia. From observing various items found within the restaurant, students can draw conclusions about the purposes they serve. *They will see through this work that there seems to be a motive or need behind the presence of each item. Nothing is extraneous.*

Trip to Gracie's Diner, trip #3

Name _____

Looking at the items found in Gracie's Diner.

Prediction:

Before we leave, talk to your partner and make a list of all the items you think you will see:

- 1) _____ 3) _____
 2) _____ 4) _____

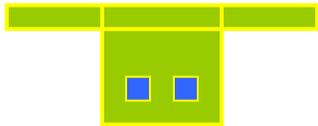
Now, at the restaurant, we will look at items carefully. Draw and label pictures, and then explain what you think they are for.



This is the MENU. It is all plastic and shiny.
 It tells people what they can eat. It is plastic so people don't make it dirty with their hands or food.



This is a SIGN to tell people when they can eat at Gracie's.
 It hangs on the door.
 If they didn't hang it up, then people would not come to eat.



This is an APRON that almost every person wears in the diner.
 The cashier doesn't wear it.
 If they didn't wear it, their clothes would get dirty from food.

Every restaurant can be very different in character

In the school's community, locate another restaurant for the children to visit. In observing the differences (and similarities) between the first and second restaurant, more concepts of community will be extracted. A different restaurant may present a very different profile and the students can piece together what the reasons may be that account for that difference.

For Trip #4, the students are going to go to The Regal Hotel Restaurant.

Trip to The Regal Hotel Restaurant, trip #4

Name _____

Comparing Gracie's Diner to The Regal Hotel Restaurant

As you walk around the restaurant, look for items that are different from Gracie's Diner. Draw them below and label them. If you can remember how the same item appeared in Gracie's Diner, then draw it too.

item: napkin
The Regal Hotel



This napkin is made from fabric, and it is big. It is soft and covers your whole lap.

item: napkin
Gracie's Diner



This napkin is made from paper and it is very small. It is not soft and you need more than one while you eat.

item: plate
The Regal Hotel



This plate is made from china And it is large. It is very heavy and shiny black.

item: plate
Gracie's Diner



This plate is made from plastic And it is small. It is not as nice as the hotel plate.

What do you think the owner of this restaurant wants to give to this community?

What do you think Gracie wants to give to this community?

As the children continue to survey the second restaurant, looking at the paraphernalia and by interviewing the staff, they will find that there are many comparisons to be made. Back in the classroom, equipped with the drawings and explanations on their tripsheets, they will be guided to some foundational conclusions.

Here are some Focus Questions to scaffold the learning:

- What were some of the ways you could tell that the two restaurants were different?
- What might the people want that go to the diner, and what might the people want that go to the hotel restaurant?
- What did you see in the menus? How did they look? Did they serve the same foods?
- Was one restaurant more expensive than the other?
- What kinds of buildings and businesses surround the diner? What kinds of buildings and businesses surround the hotel?
- Which restaurant made you feel more cozy?
- What does the difference between the two restaurants tell us about our community?

· ***Every restaurant charges different prices for their food and the types of food served are different***

Make sure that you arrange with the restaurants' managers to take back to class copies of the menus from both the diner and the restaurant. The next subunit involves addition and subtraction of money. It will also include comparisons of prices at the two facilities.

Suggested math activities:

- Put together a lunch meal at Gracie's Diner that will cost more than \$5.00.
- Put together a lunch meal at The Regal Hotel Restaurant that will cost more than \$5.00.
- Can you create a lunch meal at Gracie's Diner that will cost less than \$5.00? If so, show it here:
- Can you create a lunch meal at The Regal Hotel Restaurant that will cost less than \$5.00? If so, show it here:
- What is the most expensive menu item at Gracie's Diner?

How much is it? _____

- What is the most expensive menu item at The Regal Hotel Restaurant?

_____ How much is it? _____

(And so on....)

· Practice making sums of money with math manipulative coins and bills. For the purposes of differentiating instruction, it should be relatively uncomplicated to create small groups with layered money-related tasks to perform.)

Planning the Final Project in Collaboration with Your Class

Now it is time to discuss opening a restaurant in the classroom. Students should be encouraged not just to respond to teacher questions, but to ask their own questions as well.

Below are samples of Focus Questions that can be discussed. Conversations that develop around these questions should be recorded on chart paper, as they often lead to further inquiry.

- What type of restaurant do we want to open?
- What jobs will be needed in order to make the restaurant work?
- What are the restaurant items we will need in order to open?
- What food should we serve? Should we serve hot food, or should we only serve food that doesn't need a stove? (*If any cooking is involved, you will need volunteer adults to handle the hot plate cooking.*)
- What kind of menu shall we make? What shall we make it from? What kind of designs should it have?
- What should our table settings be like? Do we use paper plates, plastic plates or china?
- Should we use real silverware or plastic utensils?
- Do we use paper or fabric tablecloths and napkins?
- What should the servers wear? What should the busboys wear? What should the kitchen people wear? What do we need to do to make sure we all are serving clean food?
- How many people can we seat in our room?
- If we rearrange our tables, is there a way to seat even more people? (*Excellent math activity*)
- How many customers do we want to serve in one day?
- How long do people usually sit at a meal? (*Excellent math activity, using empirical data collected from observations made at home or on one of the class trips*)
- If we want to have a second sitting, how long after the first sitting should it be?
- What would be a good name for our restaurant? Shall we vote to decide?
- How should we decorate our restaurant? (*Art activity--murals, placemats, signs, menus, etc.*)
- What shorthand should we learn to use on the server pads so that we can write an order down fast? (*For differentiated instruction, some servers should have the foods pre-printed on their order pads, checking off what is ordered, and some will feel comfortable writing orders:*)

Suggested Final Project: *A Community Action Mural*

At the end of this unit, students will paint a mural depicting community members, working together, to address an issue in the community. The mural should reflect students' knowledge of how communities create interdependent systems to meet the needs of its members.

Students will work in small groups of 3-4 to choose a community issue and create an original mural showing how this problem could be addressed.

Each group will:

- Use information from previous survey lesson to select one issue facing the community.
- Examine the issue and research how the issue is being addressed by the community.
- Identify key factors, community members and possible obstacles involved in addressing the issue.
- Brainstorm alternative/additional ways the issue could be addressed or solved.
- Choose one original solution to be illustrated in the mural. Decide on people, places and resources that will be realistically represented in the mural.
- Make decisions about who will draw each part of the mural and make preliminary sketches.
- Draw and paint creations on large mural paper, sized so that the mural can be displayed on walls around school building.
- Write words, phrases, labels and/or quotes on the mural, if desired, to highlight meaningful thoughts, images, ideas and values related to the issue.
- Write a short description explaining how the group chose to depict this issue, to be displayed alongside the mural.

Each student will:

Write a detailed report that examines the causes and consequences of the group's issue and the implications for the community. The report should also include the steps that the community is taking to address the issue and describe the social action plan the group devised to solve the problem as depicted in their mural.

Community Action Mural

To support this final unit, teachers will need to do a short study of murals.

Diego Rivera, arguably one of the most famous muralists in the Western Hemisphere, summed up the importance of murals quite well by stating, "...mural painting must help in [a person's] struggle to become a human being, and for that purpose it must live wherever it can; no place is bad for it, so long as it is there permitted to fulfill its primary functions of nutrition and enlightenment." (*Rivera & Wolfe, 1934, p. 13*)

Teaching Tips:

- Provide students with paintings of various artists (i.e., Henri Matisse, Frida Kahlo, Henri Rousseau, Marc Chagall) and discuss how "a picture tells a thousand words." (*pictures can be found at google.com/images*)
- Examine paintings for symbols and representations. Explore the messages/meanings portrayed in the art work. Ask students to make inferences and draw conclusions about what the artist was trying to share.
- Brainstorm with students about murals:
 - What is a mural? What murals have they seen before?
 - Are murals an effective way to communicate? Why or why not?
 - Would a mural be a good way to educate people about issues facing the community?
- Look at murals of Diego Rivera with students and (with guidance) evaluate the social value of his work. Ask children to interpret his murals. (MOMA will lend free slides/CD ROMs to NYC teachers: www.moma.org/modernteachers)
- Visit the Museum of Modern Art (MOMA) or Museo del Barrio
- Conduct additional lessons, as needed, on how to examine issues, take notes and research community action plans.
- Conduct additional lessons, as needed, on report writing and writing explanations.
- Stock up on paint, brushes and materials. Secure wall space to display murals.

**Additional artists to study: Romare Bearden, de la Vega, Bryan Collier, Keith Haring*

Resources for suggested final project: ***A Community Action Mural***

www.Moma.com

www.moma.org/modernteacher

Romare Bearden: Let's Walk The Block @
www.metmuseum.org/explore/the_block/index

Beardenfoundation.org

Delavegainternational.com

Byrancollier.com

Famous Artists Series, Phaidon Press, www.phaidon.com

Frida Kahlo and Diego Rivera for Kids, by Carol Sabbath

How to Talk to Children about Art, by Francoise Barbe-Gall

Ways to take community action as a school

By the end of this unit of study, students may want to find ways to address the needs of the community. Students may want to complete one or some of the following projects:

- Create a recycling program within the school (with the assistance of student council, school administration, custodial engineer,). Using surveys/interviews of community members, students may decide which areas the school can recycle more (paper, lunch trays, garbage, etc). Visit the Department of Sanitation website (<http://www.nyc.gov/html/dsny/html/pr2009/061109.shtml>) for information on their school recycling programs and awards.
- Work with the P.T.A. to have a “reuse and recycle” event where community members can donate and swap clothes and items that they no longer use (but in good condition)
- Students may design posters that will motivate others in the school community to recycle.
- Students may plant a garden, trees, or place plants within the classroom or shared spaces in the school to help make the community more “green.”
- Students can invite people into the classroom to speak to them about issues they noticed about making the school more environmentally friendly.

Resources for Project:

Save Our Planet: 750 Everyday Ways You Can Help Clean Up The Earth by Diane MacEachern

How Green Are You? by David Bellamy

Earth Day by Linda Lowery

Nature Crafts for Kids: 50 Fantastic Things to Make With Mother Nature’s Help
by Gwen Diehn & Terry Krautwurst

Pollution by Janine Amos

Websites:

www.earthdayny.org

www.amnh.org

www.nyrp.org/programs

www.nrdc.org/cities/recycling/gnyc.asp

<http://www.nyc.gov/html/dsny/>

Suggested Final Project: Running a School or Class Post Office

Adapted from the work of Barbara Chavez and Kimberlee Lloyd, available on Teachers' Network: <http://teachersnetwork.org/IMSL/ps1/postoffice/postoffice.htm>

Prior to this two to three week study, students should visit a post office more than once, both as customers and as part of a guided tour, and understand that people write letters to communicate with each other. Many trade books can be used to introduce students to the concept of letter writing, including *Dear Mr. Blueberry* by Simon James, *Dear Fred* by Susanna Rodell, and *The Jolly Postman* by Janet and Allan Ahlberg.

As a culminating activity for the community study, the children look forward to opening their own school-wide, grade-wide, or class partnership student-run post office. Students in other grades also enjoy writing letters to friends and teachers, and the first graders have the important role of ensuring that this mail will be delivered in a timely manner.

As students operate their post office, they learn many math concepts and skills, such as concepts related to money, such as collecting money and making change, keeping numerical records, counting and adding by fives, and categorizing and sorting.

Different technology media are introduced and used to supplement and enhance this project. The project integrates social studies, literacy, math, and technology.

Goals and Objectives

- To help children understand the important role the post office plays in their community.
- To help children understand the process of mail delivery and the important jobs within the postal system.
- To familiarize children with the value of money and to teach them to count change.
- To give the children the opportunity to be an integral part of the larger school community and understand the important role they can have.
- To introduce children to the Internet and other technology media.
- To learn to use the computer and various software to carry out their study.
- To learn to use other technology tools such as the digital camera and the scanner.

Standards Addressed by This Unit:

New York State's Learning Standards being addressed in this unit are that students will:

- Use scientific inquiry to pose questions, seek answers, and develop solutions.
- Access, generate, process, and transfer information using appropriate technologies.
- Understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
- Understand the relationships and common themes that connect science and technology and apply the themes to these and other areas of learning.
- Apply the knowledge and thinking skills of science and technology to address real-life problems and make informed decisions.

Tips:

A visit to the local post office provides an orientation and motivation for the project. It should be followed by a guided tour and at least one other visit where students can take notes on the jobs they witness and be customers themselves. A visit to the USPS Website provides the initial reference for children to decide on a "reasonable" postal rate for the School House Post Office.

Part 1: How Mail Moves from One Place to Another

Part 2: Post Office Jobs

Part 3: Addresses

Part 4: Using Money for the School-Wide Post Office

Part 5: Putting it all together: opening and running the school post office

Projected Time Required: Approximately 3 Sessions

Objective

- Students will learn how the mail moves within the postal system and community
- Students will learn the concepts of “order” and “steps”

Materials

- How the Mail Moves* by Gail Gibbons (Harper Collins, 1982)
- Observation sheets (one per student)
- Paper, glue, scissors

Procedure

- As part of a community study, the students should be familiar with the post office, having visited it as part of their community walks. For the first visit, the class can spend twenty minutes in the lobby of the post office, making observations. What is the function of the post office? Why is it an important part of our community?
- The teacher will introduce the topic by reading aloud *How the Mail Moves*.
- The teacher and students will discuss in the correct order the various steps that move the mail within the postal system and the community. Why is it important to follow this sequence of steps?
- Discuss the various jobs that postal workers have (Teller, Mail Handler, Sorter, Stamper, Letter Carrier). How do the people doing these jobs work together to get the mail from the mailbox to someone’s home? Why are they each important?
- The class will revisit the local Post Office and meet with a postal worker for a “behind the scenes” tour of the Post Office. Discuss the associations between the book and what they see on the visit. Where is the mail sorted? What happens to it after it is sorted?

Assessment

- Students will fill out observation sheets after each visit to the post office.
- Students will be able to recognize the distinctive features of a Post Office (e.g. the US flag, the eagle emblem, the red, white and blue colors).
- Students will be able to discuss how the mail moves and who the postal workers are.

Part Two: Post Office Jobs

Projected Time Required: Approximately 4-5 Sessions

Objective

- Students will learn about the different Post Office jobs and their functions to expedite the movement of the mail in a student-run post office
- Students will work cooperatively to run their own post office.

Materials

- Postman Pete* by Val Marshall and Bronwyn Tester (Mondo Publishing, 1988)
- Special stamp-shaped paper
- Crayons, markers

Procedure

- Read aloud *Postman Pete*.
- Discuss what a postman does. Why was Postman Pete important to the community? What is his job?
- Discuss the other jobs at the post office. How is each job done? What supplies does each job need?

Assessment

- Students will be able to write a description of one job and draw a picture.
- Students will decide which job is their favorite and discuss why they would be good at performing it.
- Students will perform their jobs accurately when their post office is open.

Part 3: Mailing a Letter

Projected Time Required: Approximately 1-2 Sessions

Objective

- Students will understand that a letter needs to have an address in order to be mailed.
- Students will understand that there is a specific order that an address is written on the envelope.
- Students will be able to assign an address to each classroom in the school building.
- Students will appreciate that the numerical sequence correlates to the locations of houses, apartments, streets, rooms, etc.

Materials

- Envelopes

Procedure

- The teacher will show students how to address an envelope to be delivered by the U.S. Postal Service (Model on chart paper with an oversized drawing of an envelope). Include return address, and note the location on the envelope of each.
- The class will discuss how addresses are designed. Are street numbers randomly assigned? Discuss how confusing it would be for the letter carrier if there were no specific orders in assigning street numbers.
- Take a walk around the school and notice how the room numbers go in order. Why does it work this way? What would happen if it didn't?
- Have students discuss how they could address mail for the school. Could they use room numbers? Why would that be a good idea?
- Come up with a school-wide address system using classroom numbers. For example:

Ms. Moschella
Room 319
P.S. 123
52 Chambers Street
New York, NY 10007

Assessment

- Students will be able to decide that classroom numbers would be the most logical choice for the addresses.
- Students will be able to address an envelope.

Part 4: Using Money for the School-Wide Post Office

Projected Time Required: Approximately 3 Sessions

Objective

- Students will be able to count by fives.
- Students will be able to identify and distinguish different coins and understand their individual values.
- Students will be able to record their stamp sales on a chart.
- Students will be able to use a T-Chart.

Materials

- Chart paper
- Play and real money
- Stamp sales worksheet (attached)

Procedure

- The teacher will introduce coins to students and discuss their individual values.
- The teacher will bring students to the school library to get access to the Internet USPS website. They will examine postal rates around the world.
- The class will decide that a five cents stamp rate is reasonable for the mail delivery within the school building.
- The teacher will explain that the stamps that students will sell will cost five cents each.
- Discuss how much money is needed to buy two stamps, three stamps, etc.
- Make a T-chart on large paper as they go.
- Show the children the Stamp Sales worksheet. Explain that some children will have the job of recording how many stamps are sold each day. Practice filling out the chart together.

Assessment

- Students will be able to use the T-chart as a reference when the post office is open.
- Students will be able to count out money.
- Students will be able to use the stamp sales worksheet accurately.

Part 5: Opening and Running the School Post Office

Time Required: One to Two Weeks

Within this time period, the children need to design stamps that they will advertise and sell to the school-community (see worksheet template). To set up the Post Office in the classroom, an area needs to be established for each job position to work in. The sorter needs the most area. They need to have an area to sort the mail by floor numbers and then by classroom numbers. Cubbies or class mailboxes work well for this purpose. Stampers will need rubber stamps and ink, letter carriers need a bag, mail handlers need a basket, and tellers need a counter, money, and a sales sheet.

Allow a certain period of time each day for the post office to be open for stamp sales. About one period each day works well. Keep in mind that there will be down time, so others can design more stamps while waiting to do their jobs. Stamps can be drawn directly onto small rectangular or square sheets of labels, or can be created on one large label sheet (8.5 inches by 11 inches) that you have copied with a blank stamp template. Full-sheet labels, once turned into stamps, will need to be cut apart into individual stamps. Once the post office sales window is closed, the other employees can do their jobs, such as picking up the mail, stamping it, sorting it, and delivering it.

Mail Drop Boxes (plastic U.S. Postal mail boxes borrowed from the main office or the post office, or painted cardboard boxes) are placed in different locations throughout the school building. Specific collection time is indicated on the box. Post Office opening hours should be posted outside the classroom. Express mail and priority mail envelopes are available at the U.S. post office and may be used to deliver special deliveries upon request (and payment) by customers.

At the end of each day, the class will discuss how many stamps have been sold and how much money has been collected. Pictures will be taken for a culminating project and as celebration of students' hard work.

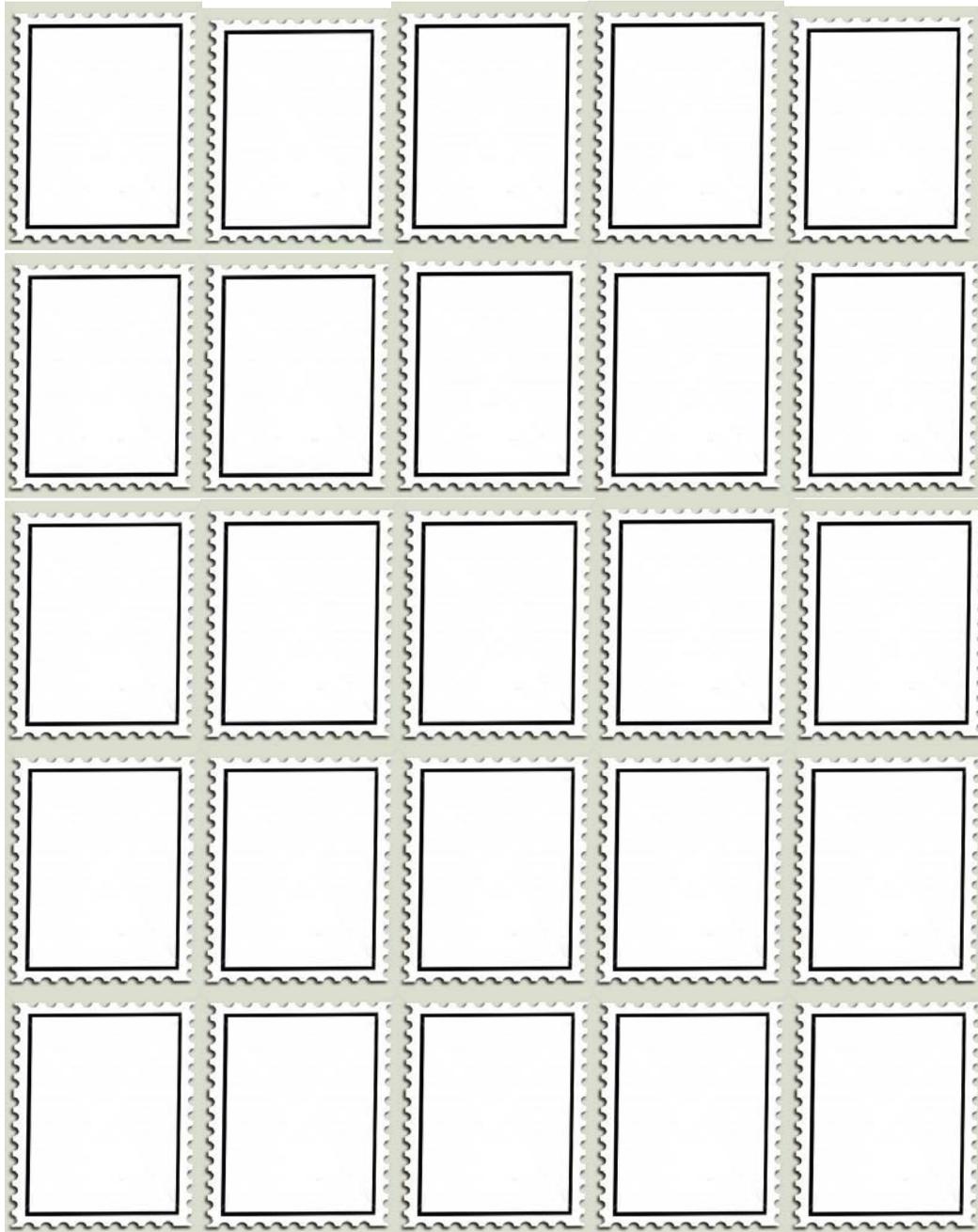
Adaptations:

If delivering mail to the whole school is not an option, you could work with your floor to generate and deliver mail (teacher-written and student-written), or work with other teachers on your grade or in kindergarten. This requires a lot of letter-writing on the part of students. Holiday delivery makes sense, as does coming up with other authentic reasons students would write each other (such as congratulating a class on a school performance, thanking buddies or another teacher for something, etc.) Enlisting parents to write letters to students (send home a class list) is another way to generate mail and to excite your students about getting mail.

Name _____

Date _____

Design your stamps here. Don't forget to put the price and USA on each stamp.



Name _____ Date _____

We have begun looking at many kinds of stamps in school. We are figuring out what kind of pictures get chosen to become stamps. One thing we noticed is that important people are often on stamps. Choose an important person that you would like to honor with a stamp. Design your stamp below. Include a price, the country the stamp is from, and any other important words you want to be on the stamp.

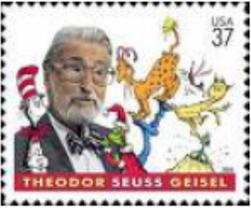


Who is on your stamp?

Why is he or she important?

Name _____ Date _____

Stamp Math: Examine the stamps below. Then answer the questions on the next page. Use the number in the box to help identify the stamps.

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 	<p>9.</p> 
<p>10.</p> 	<p>11.</p> 	<p>12.</p> 

Name _____ Date _____

Which stamp has the lowest number on it? _____

Which stamp has the highest number on it? _____

How many stamps have pictures from nature on them? _____

How many stamps have pictures of people on them?

What country are these stamps from?

How many stamps are rectangular? _____

How many stamps have three sides? _____

How many stamps are square? _____

If you wanted to send an letter, and needed 44 cents worth of stamps,

how many one cent stamps would you have to add to number 11? _____

Extra Credit Challenge: Add up the numbers on all the stamps. What is the total number?

This is an example of the kind of worksheet that can follow a homework where children count how many mailboxes their buildings have, and tell whether they have a mail slot, a mailbox with a key or a mailbox without one.

Mailbox Math

Read the facts about students' mailboxes and answer the questions below.

Bisola's mailbox has a key. There are 245 mailboxes in her building.

Melissa's mailbox does not have a key. There are 4 mailboxes in her building.

Jonathan's mailbox has a key. There are 320 mailboxes in his building.

Kimberly's mailbox has a key. There are 428 mailboxes in her building.

Gjonny's mailbox in the lobby uses a key. There are 27 mailboxes in his building.

Lara's mailbox has a key. There are 328 mailboxes in her building.

Liam's mail is delivered to a mail slot. His building has one mailbox.

Kenzo's mail is delivered to a mailbox that uses a key. There are 189 mailboxes in his building.

1. Whose building has the most mailboxes? _____
2. Whose building has the fewest mailboxes? _____
3. Which people have fewer than 100 mailboxes in their buildings?
_____ and _____ and _____
4. How many people have mailboxes that don't need keys?

Sample Vacation assignment (since this community study takes place in the spring, there is a good chance there is a holiday weekend or longer vacation when students could write postcards to their class. If not, assign this project over a weekend, adapting it as needed).

Vacation homework:

1. Design your own postcard during the vacation, write a message to your class, put 28 cents postage on it, and mail it to our school. Think about all the postcards you've seen before you design your own. Will yours show a skyline? Animals? People? You decide. Use the cardstock template that is attached for your postcard.
2. Buy a postcard during the vacation, write another message to your class, and mail it as well. (Class 1-123, P.S. 45, 67 East 89 St., N.Y., N.Y. 12345.) Make sure that the postcard you buy has a picture that shows where you are. For example, a New York City picture if you stay in N.Y., a Catskills mountain picture or a beach picture if that's where you are spending your vacation.

Template for postcard (can be copied on cardstock and cut in half for each student).

<p>-----</p> <p>-----,</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<div style="border: 1px solid black; width: 80px; height: 60px; margin: 0 auto 20px auto;"></div> <p>Class _____</p> <p>P.S. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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<p>-----</p> <p>-----,</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<div style="border: 1px solid black; width: 80px; height: 60px; margin: 0 auto 20px auto;"></div> <p>Class _____</p> <p>P.S. _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Name _____

This week, you need to keep track of all the mail that your family gets each day. You will be sorting it and tallying it (counting up how much of each type of mail has come). You can make a mark / for each piece of mail you count:

One= / Two=// Three=/// Four=//// Five=####

Types of mail:

Letters	Greeting Cards	Postcards	Magazines	Catalogs	Bills	Packages

Answer this question on Thursday:

Who was most of the mail in your home addressed to this week?

Did your family get any “junk mail”?

Please turn in this worksheet on Friday morning.

Technology Supplementation throughout the Project

- Students are introduced to the Internet while they access the USPS website (www.usps.com) to examine postal rates to different part of the world, pricing, and information on mailing packages.
- While on the USPS website (www.usps.com) or U.S. Philatelic Society web page (www.stamps.org/index.htm), students can view designs of stamps which they use as references and inspiration for their own design ideas.
- Students are encouraged and given opportunities to use the computer to record their observations, to draw pictures of their observations, and to design stamps.
- Students can also given opportunities to enter information recorded on the Stamp Sales worksheet onto an Excel spreadsheet set up by the teacher and see how efficiently numbers are added up by the computer software. They can also confirm their hand calculation after they enter numbers onto the spreadsheet.
- Digital cameras are introduced and used to take pictures of the different jobs children hold as they run the Post Office. These pictures are downloaded and printed to become a part of a class big book.
- Scanners can be used to capture stamp designs.

Music Enrichment in the Community Study

As children explore their neighborhoods, they can become musical explorers, **listening** to the sounds around them (from nature and man-made), **observing**, and **creating** music that reflects the sounds they hear. Have students explore their own neighborhoods and homes and document what they hear and see. Ask them to record:

- the voices they hear
- the kinds of music they hear
- the other sounds they hear.

Ask them to observe and record:

- the important places in their neighborhood
- signs that they see
- the kinds of food people eat
- the kinds of clothes people wear

At school, have each student share a sound from their listening and have them sketch on small paper something that they had observed. Have students share a sound they heard. Create a class collage with this art and recreate the sounds.

Have children consider:

- are any of the sounds/pictures similar?
- what differences do you see or hear?
- what can you tell about the people in your neighborhood based on what you saw and heard?

You may want to record the performance of sounds by children on a digital recorder.

Musical Scavenger Hunt

Send the students out again (or take them on a neighborhood walk at school) and have them fill out the following worksheet:

What sounds did you hear that were made by transportation?

What sounds did you hear made by people?

What sounds did you hear made by nature?

What other kinds of sounds did you hear?

Students can recreate their sounds back in the classroom and can create a “symphony” of sounds.

Other ways to integrate music into the community study is to create a song together, using the responsibilities of a community worker, and using a traditional children’s song as the melody. “The Wheels on the Bus” is a good example of a song about a community worker, and can be used as an example. Extend the song’s lyrics to include more of the driver’s responsibilities, such as: the driver on the bus helps the wheelchair on/ the driver on the bus gives the paper transfer/ the driver on the bus announces the stop, etc.

Adapted from Carnegie Hall Musical Explorers: My City, My Song, 2008.

TEMPLATES AND RESOURCES FOR THIS UNIT



Image Credit: Port Authority of New York

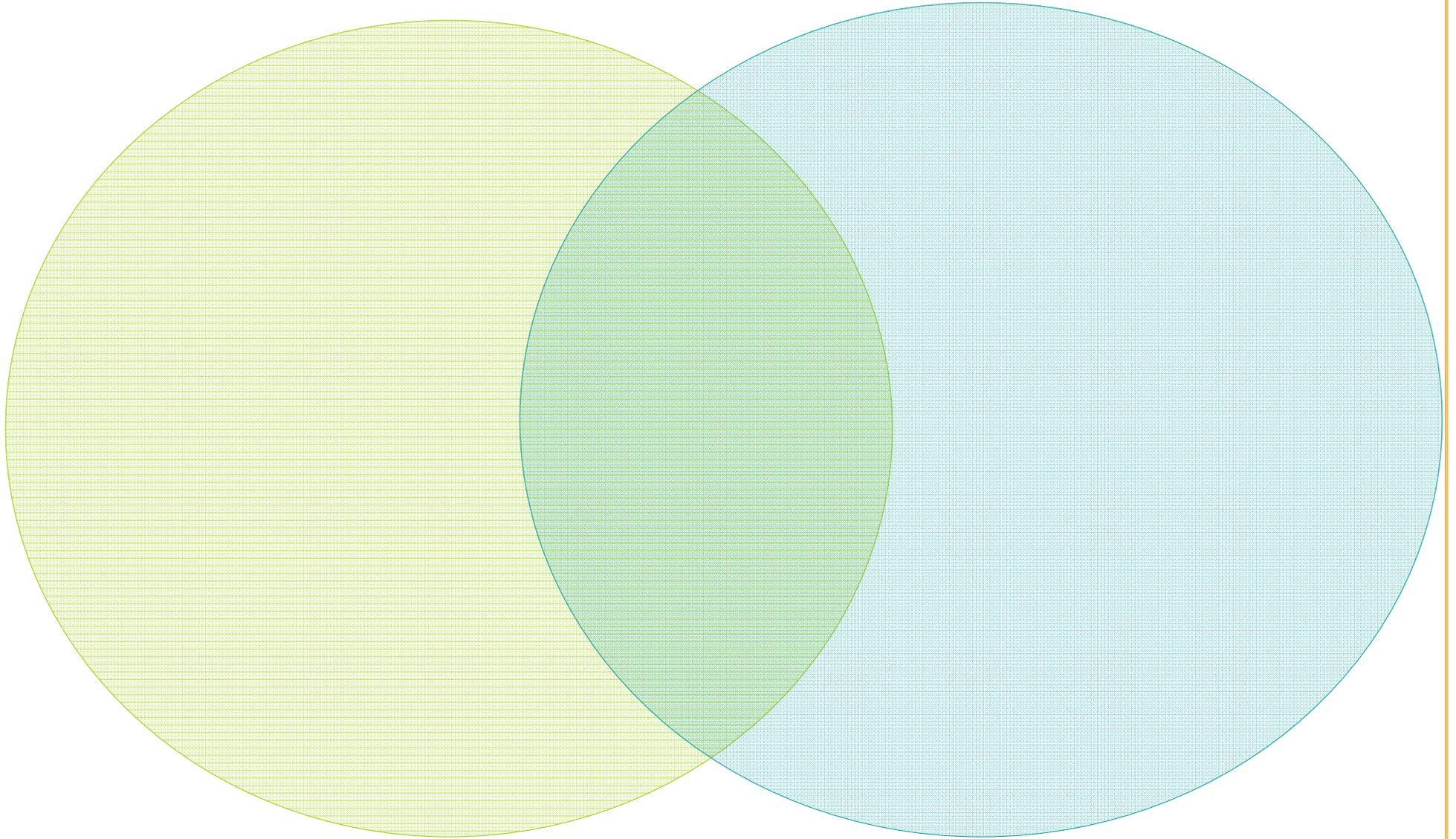
Name: _____ Date: _____

What do people do in our community?

Community Member	Duty/Responsibility

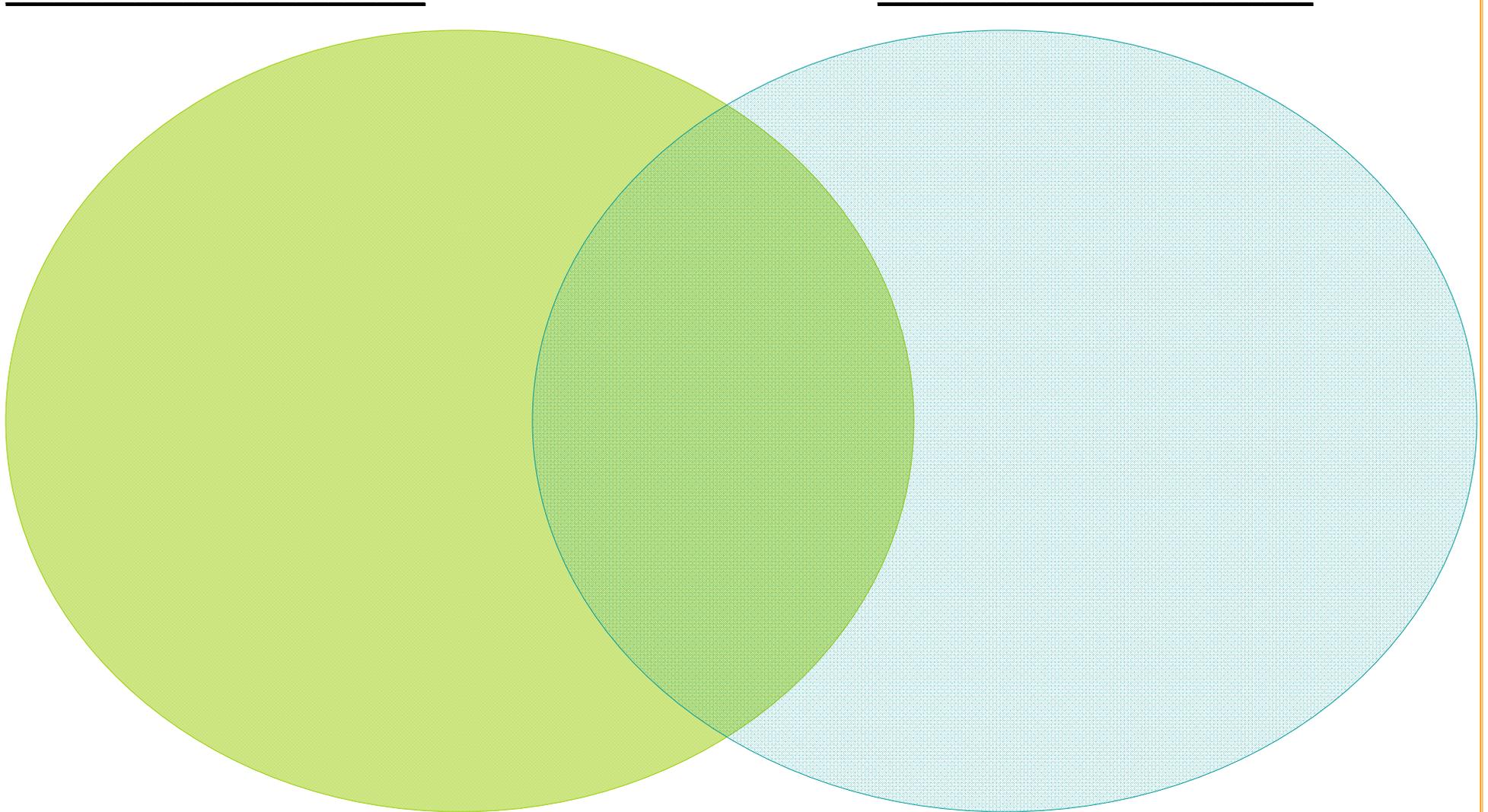
Name _____
POSTAL EMPLOYEES

Date _____
FIRE DEPARTMENT WORKERS



Name _____ Date _____

Compare and Contrast Jobs People Do



Possible Community Word Wall

<u>Aa</u> advertisement	<u>Bb</u> bank biographer biography booth brochure business bus stop	<u>Cc</u> city communication community conserve cooperation	<u>Dd</u>	<u>Ee</u> energy entrepreneur environment
<u>Ff</u> family financial fire station	<u>Gg</u> government grid	<u>Hh</u> hospital house hydrant	<u>Ii</u> interview interviewee interviewer invitation	<u>Jj</u>
<u>Kk</u> kiosk	<u>Ll</u> library	<u>Mm</u> mailbox markets member mural museum	<u>Nn</u> needs neighborhood	<u>Oo</u>
<u>Pp</u> partner pharmacy post office prioritize problem public	<u>Qq</u>	<u>Rr</u> recycle resources restaurant reuse	<u>Ss</u> services social action source surveys	<u>Tt</u> technology train station transportation
<u>Uu</u>	<u>Vv</u>	<u>Ww</u> wants water tower	<u>Xx</u>	<u>Yy</u>
<u>Zz</u>				

Possible Word Wall of Workers in the Community

<u>Aa</u>	emergency	museum	subway
accountant	medical	curator	motorman
actor/actress	technician	museum guide	
ambulance	(EMT)	museum guard	<u>Tt</u>
driver		musician	tailor
architect	<u>Ff</u>		taxi driver
archeologist	firefighter	<u>Nn</u>	teacher
artist	fisherman	nurse	technician
astronaut	florist		train engineer
author		<u>Oo</u>	telephone line
auto mechanic	<u>Gg</u>	optometrist	person
	gardener	orthopedist	toll booth clerk
	gemologist	orthodontist	
<u>Bb</u>	geologist		<u>Uu</u>
baker	guard	<u>Pp</u>	utility repair
ballet teacher		painter	person
banker	<u>Hh</u>	park ranger	
bank teller	hairstylist	pastry chief	<u>Vv</u>
botanist	horticulturist	pediatrician	veterinarian
bus driver	housekeeper	pharmacist	
		photographer	<u>Ww</u>
<u>Cc</u>		pilot	waiter/waitress
cable person	<u>Ii</u>	pizza maker	writer
cardiologist	Ice cream man	plumber	
cashier		police officer	<u>Xx</u>
chief	<u>Jj</u>	principal	x-ray
child care	jeweler	printer	technician
provider	journalist		
city council	judge	<u>Qq</u>	<u>Yy</u>
member	janitor		YMCA
cleaner		<u>Rr</u>	counselor
conductor	<u>Kk</u>	reporter	
construction		receptionist	<u>Zz</u>
worker	<u>Ll</u>		zoologist
custodian	lawyer	<u>Ss</u>	zookeeper
	librarian	salesperson	
<u>Dd</u>		secretary	
delivery person	<u>Mm</u>	security guard	
dental	market analyst	shopkeeper	
hygienist	mayor	stock broker	
dentist	mechanical	stock clerk	
doctor	engineer	surgeon	
	messenger	subway	
<u>Ee</u>	meteorologist	conductor	
electrician			

SOCIAL STUDIES TEMPLATES



Image credit: Mifter, Creative Commons, Wikimedia.org

Unit of Study/Theme:

Focus Question:

Teaching Points:

Why/Purpose/Connection:

Materials/Resources/Readings:

Mini-Lesson:

Student Exploration/Practice:

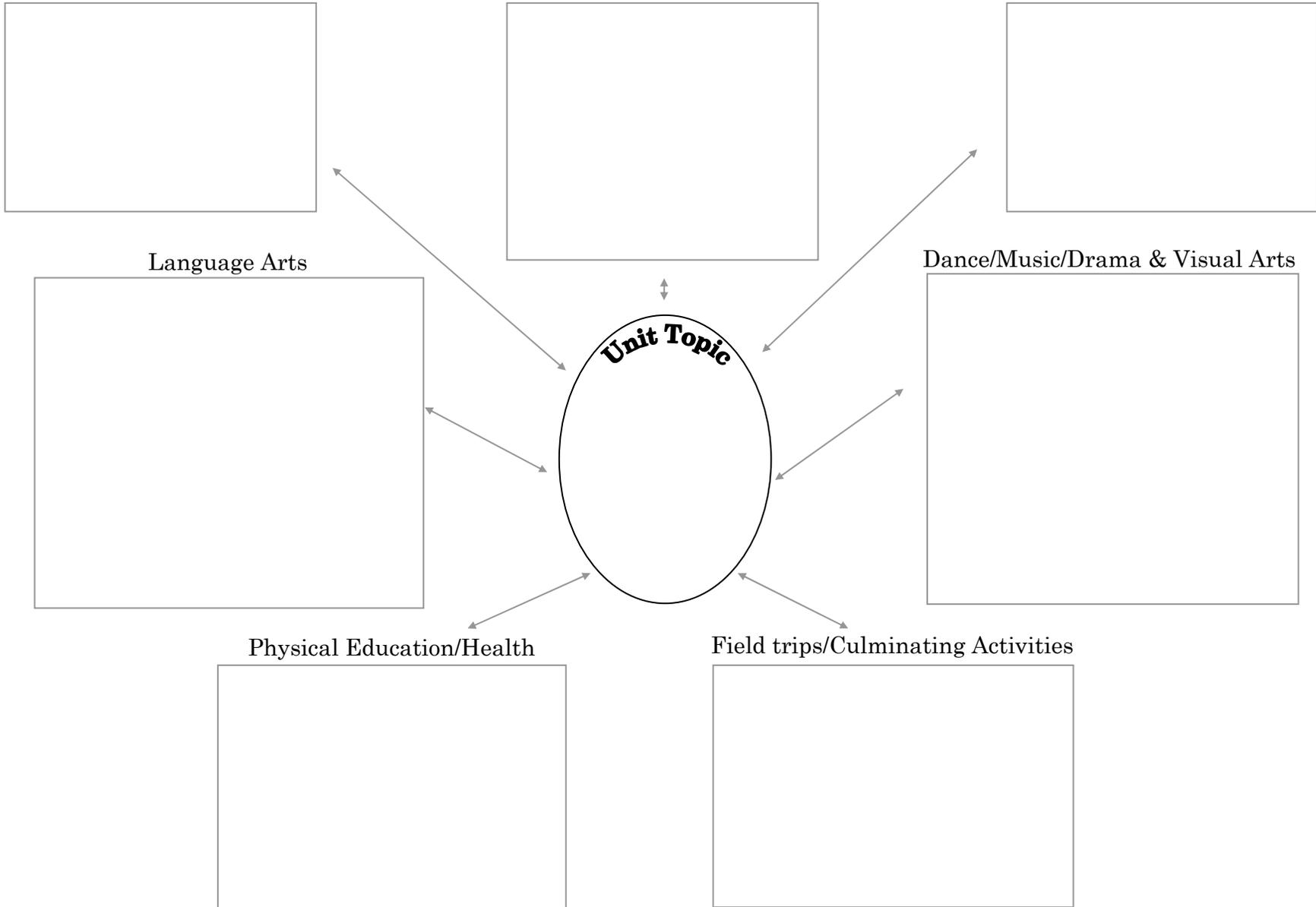
Share/Closure:

Next Steps:

Other Notes/Comments:

Field Test Edition
Math

2009-10



Unit Planning Guide

Unit:



Essential Question:

Core Vocabulary:

Focus Questions



-
-
-
-



Student Outcomes

Think about what you want the students to know and be able to do by the end of this unit.

Content, Process and Skills

**Interdisciplinary Unit of Study
Planning Matrix Template**

**Unit of Study:
Essential Question:**

<u>Focus Questions</u>	Disciplines	I. Initial activities that introduce, build and engage students with content knowledge, concept, skill	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests	<u>Resources Needed</u>
1.					
2.					
3.	Literacy				
4.					
5.					
Content: The student will:	Math/ Science				
Process: The student will:	Social Studies				
Attitudes and Attributes: The student will:	The Arts				
	Technology				

<p><u>Focus Questions</u></p>	<p>Disciplines</p>	<p>I. Initial activities that introduce, build and engage students with content knowledge, concept, skill, etc.</p>
<p>Content: The student will:</p>	<p>Literacy</p>	<p>▪</p>
<p>Process: The student will:</p>	<p>Math/ Science</p>	<p>▪</p>
<p>Attitudes and Attributes: The student will:</p> <ul style="list-style-type: none"> • 	<p>Social Studies</p>	<p>▪</p>
	<p>The Arts</p>	<p>▪</p>
	<p>Technology</p>	<p>▪</p>

Unit of Study:
Essential Question:

Disciplines	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share, or extend knowledge while capitalizing on student interests	<u>Resources Needed</u>
Literacy		▪	▪
Math/ Science	▪	▪	
Social Studies	▪	▪	
The Arts	▪	▪	
Technology	▪	•	

Name _____ Date _____

KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic:		
What I know:	What I want to know:	What I learned:

Name _____ Date _____

Observation Chart

List details for each sense in the correct column.

Topic _____				
Sight	Sound	Touch	Taste	Smell

Name _____ Date _____

Sequence Chart

List steps or events in time order.

Topic
First
Next
Last

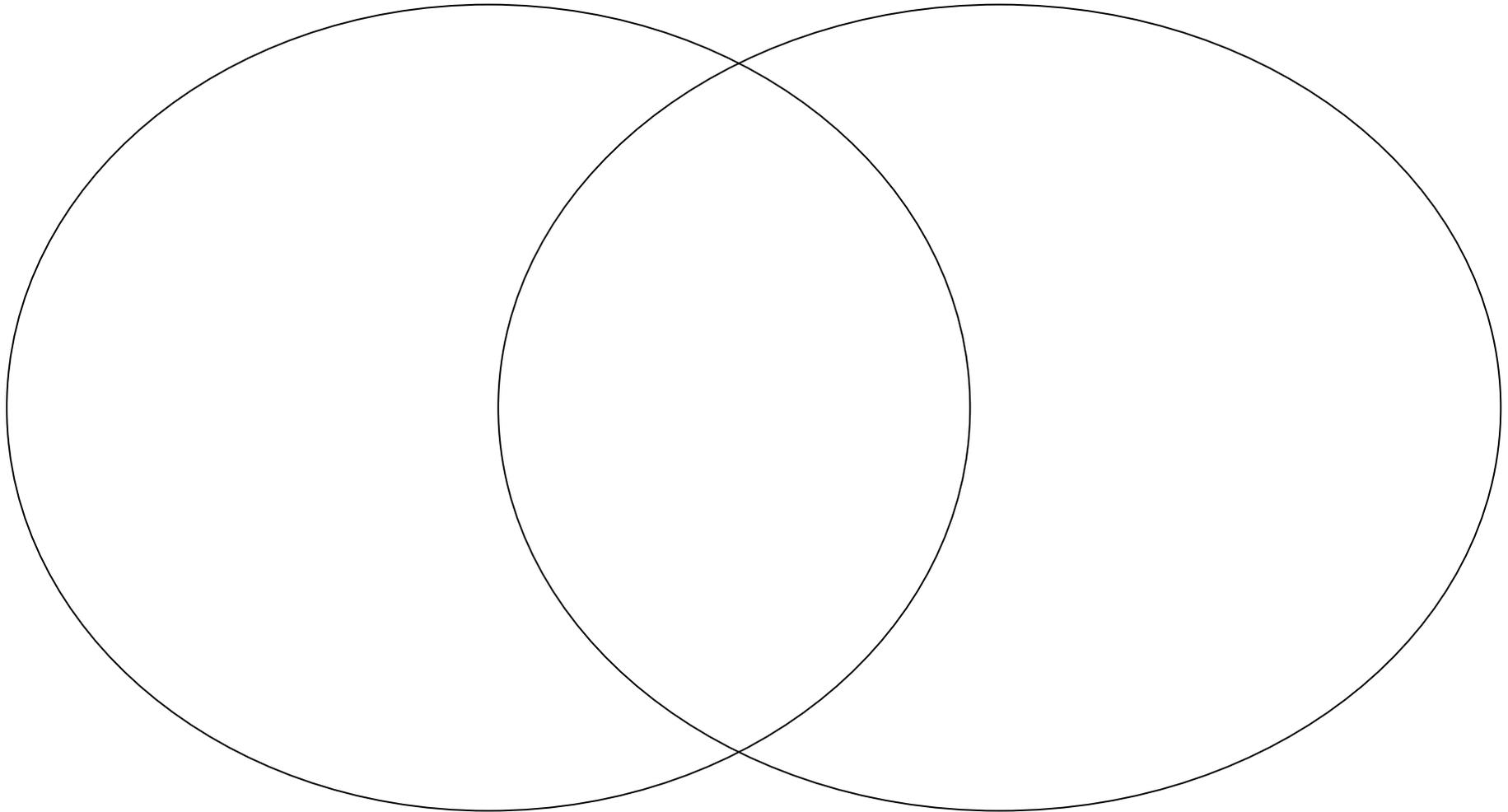
Name _____ Date _____

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

Subject 1: _____

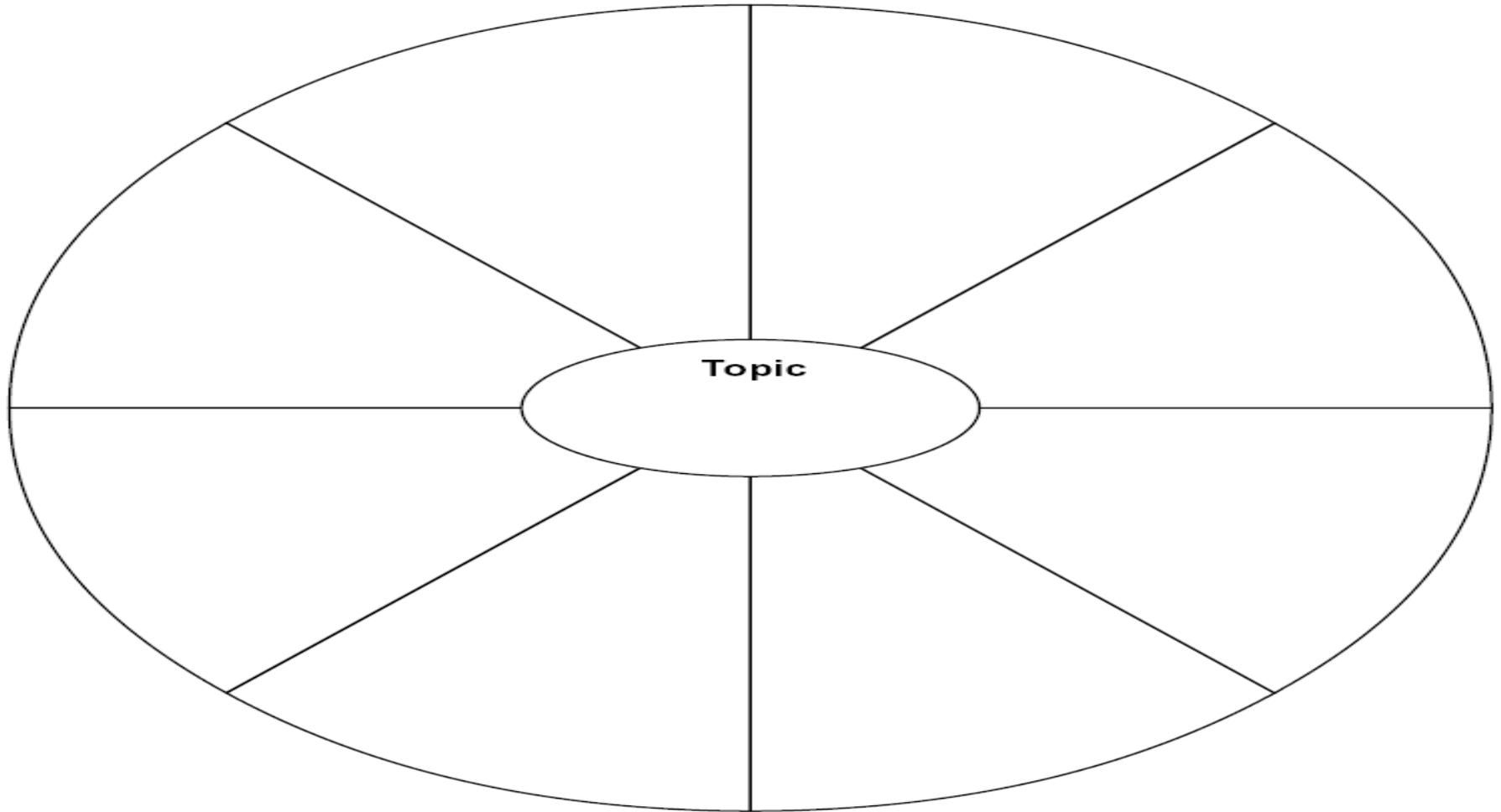
Subject 2: _____



Name _____ Date _____

Describing Wheel

Add describing words about your topic between the spokes.



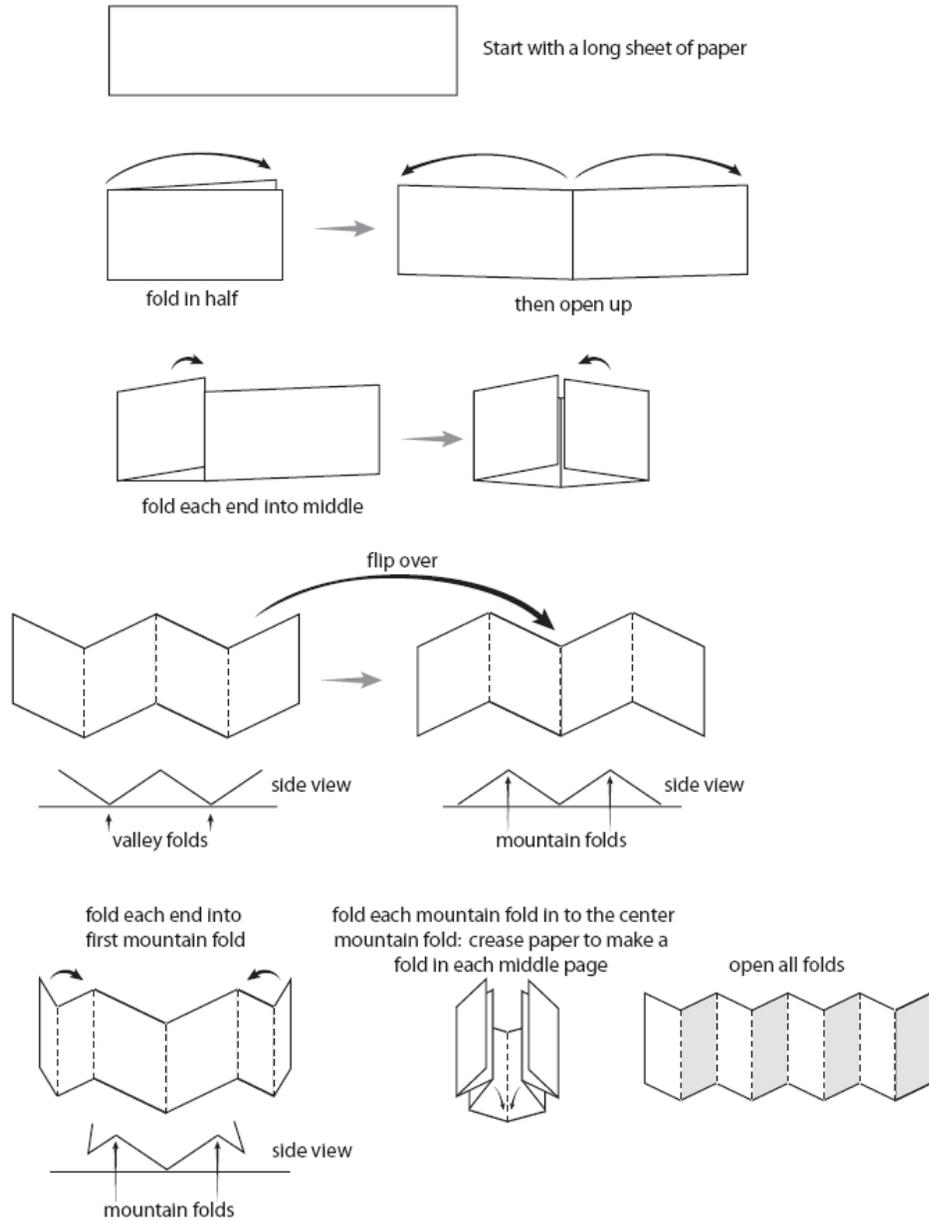
**Interdisciplinary Unit of Study
Planning Matrix Template**

Unit of Study:
Essential Question:

<u>Focus Questions</u>	Disciplines	I. Initial activities that introduce, build and engage students with content knowledge, concept, skill	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests	<u>Resources Needed</u>
1.					
2.	Literacy				
3.					
4.	Math/ Science				
5.	Social Studies				
Content: The student will:	The Arts				
Process: The student will:	Technology				
Attitudes and Attributes: The student will:					



Accordion Book

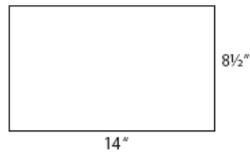


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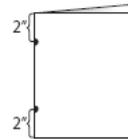
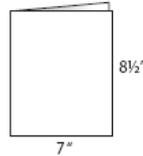


Rubber Band Journal

For the paper:



Fold each sheet of paper in half.



Mark the folded edge of the paper, 2" from the top and 2" from the bottom.

Repeat for each sheet of paper.



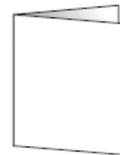
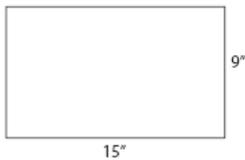
Using the marks as a guide, make two holes on the folded edge of the paper with a hole punch, or use scissors to cut two notches out of the folded edge.

Repeat for each sheet of paper.

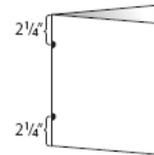


Nest papers inside each other, lining up the holes.

For the cover:



Fold the cover paper in half.

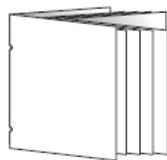


Mark the folded edge of the paper, 2 1/4" from the top and 2 1/4" from the bottom.

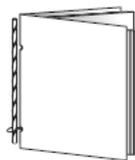


Using the marks as a guide, make two holes on the folded edge of the cover with a hole punch or cut two notches with scissors.

To assemble the book:

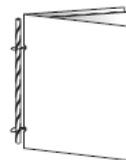


Place the nested paper inside the cover, lining up the holes.



Open the book, and thread a rubber band through the bottom hole, going from the inside of the book to the outside. Pull about 1/2" of the rubber band through the hole.

Loop the end of the rubber band around the end of the stick



Thread the other end of the rubber band through the top hole, going from inside to outside, and loop it around the top of the stick.

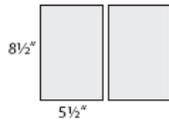
NATIONAL MUSEUM of WOMEN in the ARTS



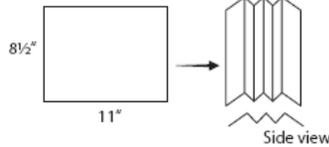
Flag Book

For the paper:

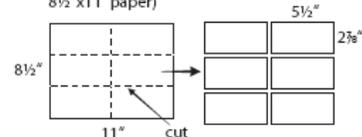
For the covers: two sheets of 8½" x 5½" paper (two pieces can be cut from one 8½"x11" paper)



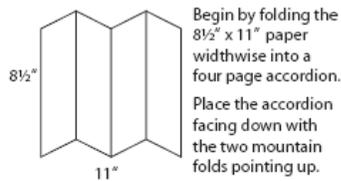
For the spine: one sheet of 8½" x 11" paper



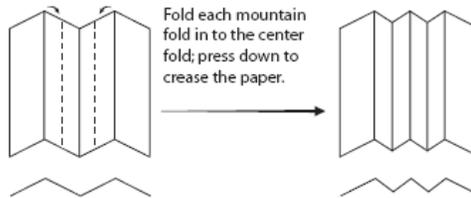
For the flags: six sheets of 2⅞" x 5½" paper (six pieces can be cut from one 8½"x11" paper)



To make the spine:



Begin by folding the 8½" x 11" paper widthwise into a four page accordion. Place the accordion facing down with the two mountain folds pointing up.

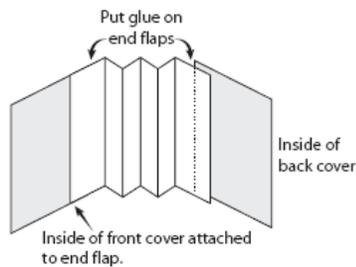


Fold each mountain fold in to the center fold; press down to crease the paper.

For directions on folding, refer to the Accordion Book instructions, completing the first four steps only.

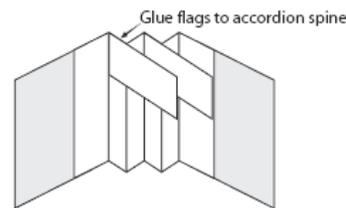
To attach the covers:

Glue the covers to the end flaps of the spine, with the end flaps on the inside of the covers.

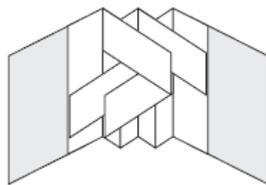


To attach the flags:

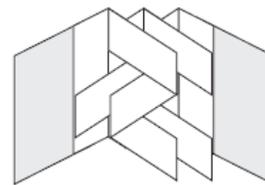
Glue the first row of two flags at the top of the spine, one flag on the left side of each fold.



Glue the second row of two flags in the middle of the spine, just below the first row, one flag on the right side of each fold.



Glue the third row of two flags at the bottom of the spine, just below the second row, one flag on the left side of each fold.



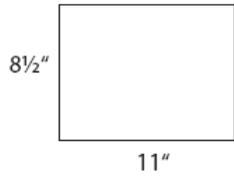
The flags on the top and bottom row will point to the right; the flags in the second row will point to the left.



Pop-Up

For the paper:

One 8½"x11" sheet of paper



Fold paper in half widthwise.



Draw two parallel lines that are the same length (2" to 3") towards the folded edge of the paper.



Cut along both lines starting at the folded edge.

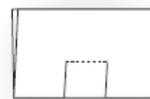
Fold the cut flap towards you, and make a straight crease at the fold.



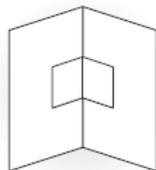
Then fold the flap back, away from you, and press the fold again.



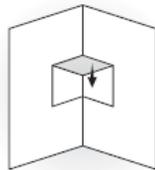
Unfold the flap, putting it in its original position.



Open the paper like a tent,



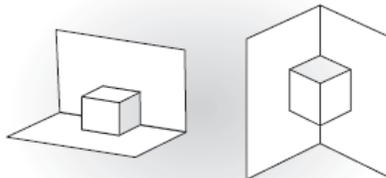
and push the flap through to the other side.



Close the paper in half and press the folds.



Open; the box pops up!

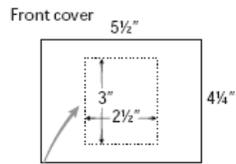
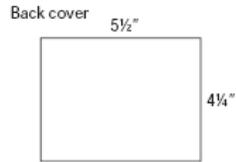




Tunnel Book

For the covers:

Cut two sheets of 4¼" x 5½" paper



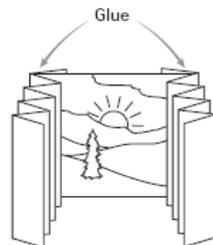
Cut a 3" x 2½" rectangle from the center of the front cover, leaving a 1½" border on the sides and a ½" border on the top and bottom.

For the sides:

Cut two sheets of 4¼" x 11" paper

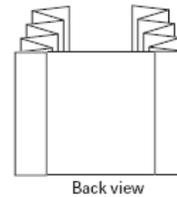


Fold each side into an 8-panel accordion. For directions on folding, refer to the Accordion Book instructions.

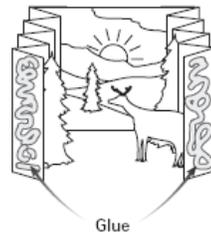


To assemble the book:

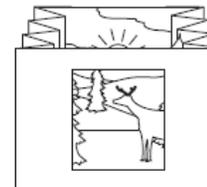
Glue the back cover to the accordion sides. Attach it to the front side of the last fold on each accordion side.



Glue cut-paper shape to the front sides of the accordion folds.



Glue the front cover to the accordion sides.

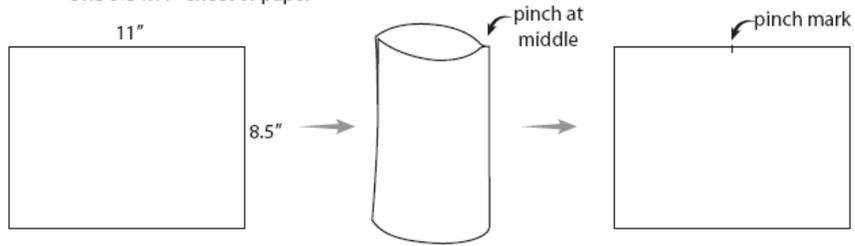


Attach it to the outside of the first fold on each accordion side.

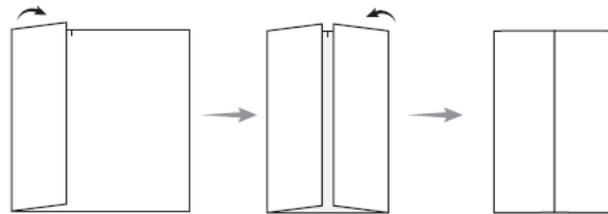


Self-portrait Book

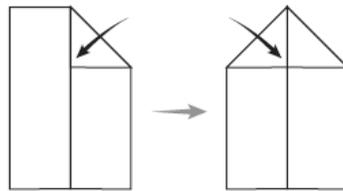
For the paper:
One 8½"x11" sheet of paper



fold both sides to meet in middle



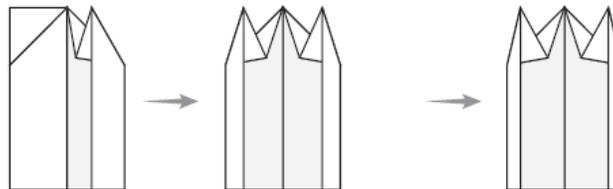
fold corners down to middle



unfold corners



reverse fold and tuck fold in on both sides



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PHOTO AND MAP RESOURCES



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PHOTOS OF COMMUNITY WORKERS



DSNY Worker Image: Jordanius Rex, Creative Commons, Flickr.com



MTA New York City Transit Track Workers Image: Brandonzwa, Flickr.com



NYC MTA Bus Driver Image: Perrygrl, Flickr.com



N Train Conductor Image: Czartastic, Flickr.com



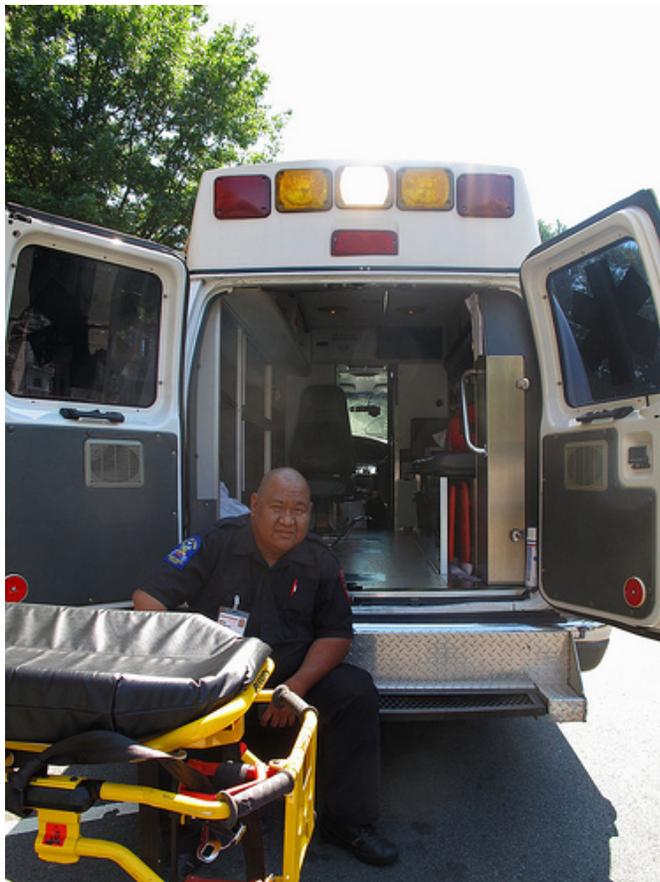
Two Police Officers Image: tacosdelaluna, creative commons, flickr.com



New York City firefighters Image: Rangepcommander, flickr.com



NYC Department of Emergency Medical Services Ambulance Image: ClemcoGTI, Flickr.com



EMS Medic Image: Bk Ninja, Creative Commons, Flickr.com



Staten Island Ferry Deckhand. Image: Luke Redmond, Creative Commons, Flickr.com



Staten Island
Railway
Southbound
Train. Image:
Jag8899,
Flickr.com



Postal Worker. Image: USPS



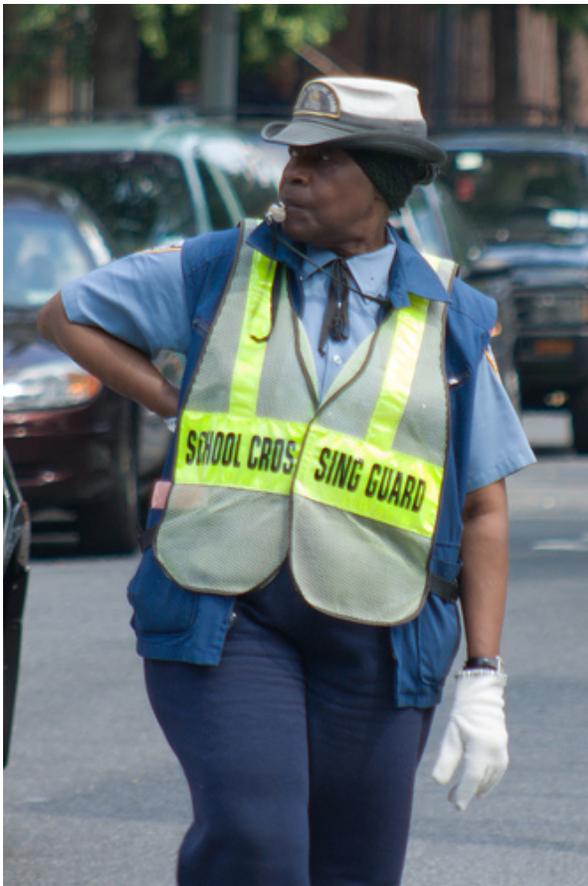
Dentist with child. Image: National Institute of Health



NYC Parks Department workers preparing ball field at Gerritsen Beach. Image: www.Gerritsenbeach.net



Con Edison worker in truck, Fifth Avenue, Manhattan. Image: Infinite Jeff, Creative Commons, Flickr.com



School Crossing Guard. Image: Cresny, Creative Commons, Flickr.com



Telephone Company construction workers, Brooklyn. Image: Threecee, Creative Commons, Flickr.com.



Surgical Assistant Image: National Institute of Health

PHOTOS OF COMMUNITIES IN NEW YORK CITY



Pizzeria, Williamsburg, Brooklyn.
Image: Nick Sherman, Creative Commons, Flickr.com



Image: Flatbushgardener, Creative Commons, Flickr.com



Image: [Staceyjoy](#), Creative Commons, Flickr.com



<http://transalt.org/files/newsroom/streetbeat/e-bulletin/2007/Feb/0222.html>

Image:



Image: Glendale, Queens. Wally G., Creative Commons, Flickr.com



Image: Jackson Heights, Queens. A.P., Creative Commons, Flickr.com



Image: Clinton Hill, Brooklyn. Fakeisthenewreal, Creative Commons, Flickr.com



Image: Park Slope, Brooklyn. C Farivar, Creative Commons, Flickr.com



Executive Tower, Bronx Gary Dunaier



Image: Grand Concourse at 161 Street, Bronx. Gary Dunaier, Creative Commons, Flickr.com



Downtown Manhattan buildings. Image: Alexandre Syrota, Creative Commons, Flickr.com



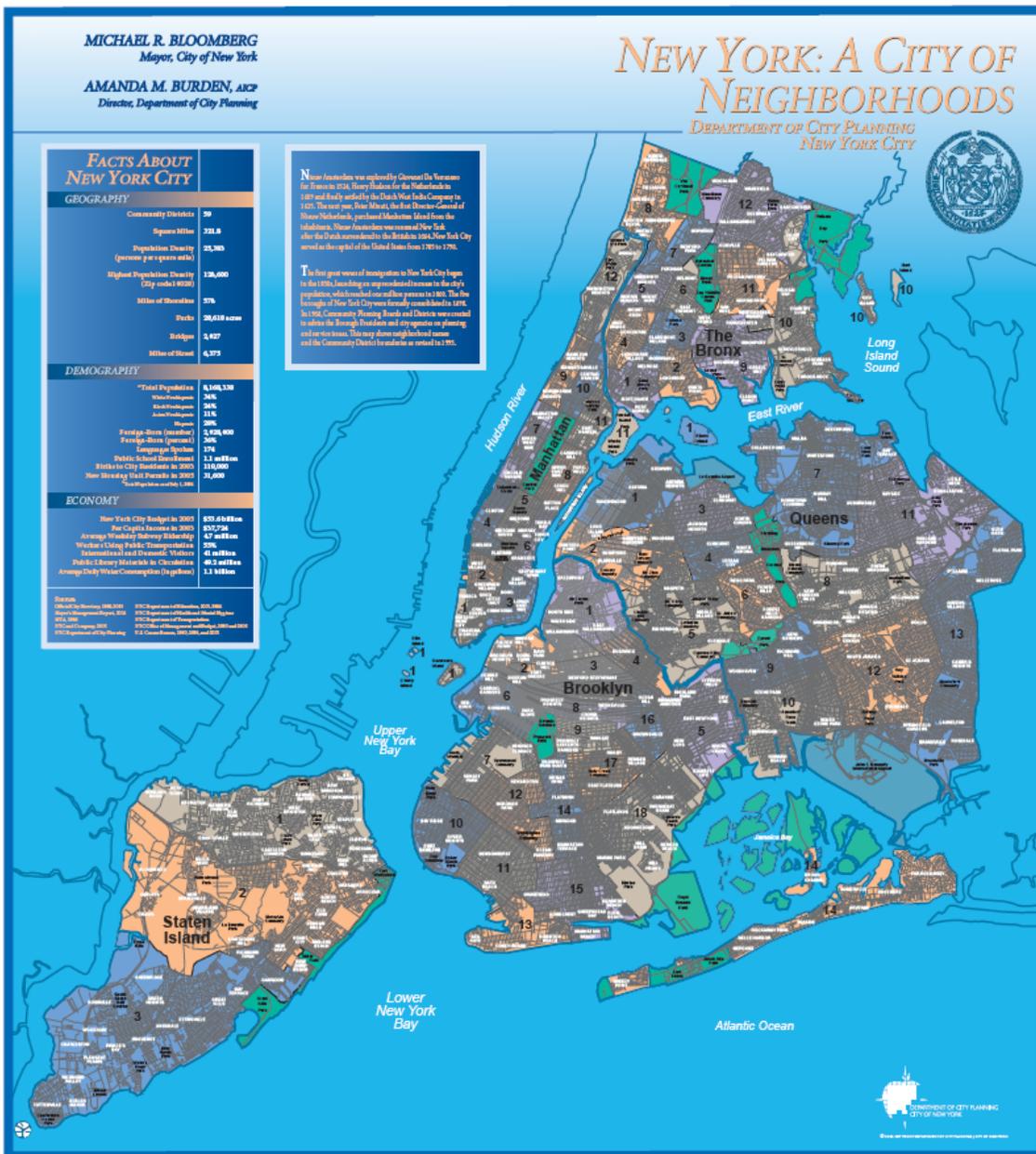
Harlem: Convent Avenue and 145 Street. Image: Professor Bop, Creative Commons, Flickr.com



Tottenville Victorian house. Image: Christina Bean, Creative Commons, Flickr.com



Garden Apartments, Grymes Hill, Staten Island. Image: J.Dunne, Creative Commons, Flickr

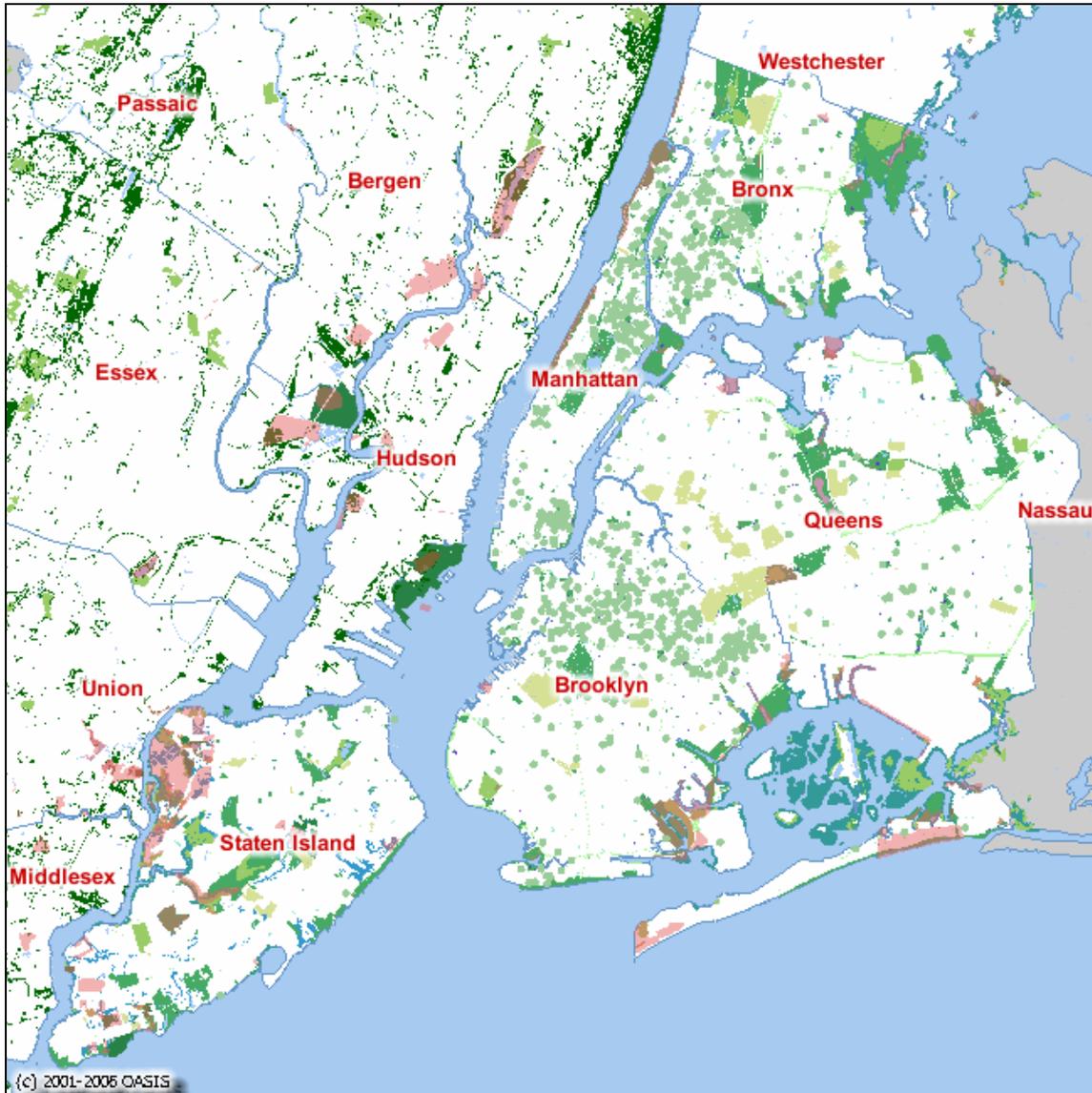


<http://www.nyc.gov/html/dcp/pdf/neighbor/neighbor.pdf>. This website offers demographic, geographic, and other information about New York City's neighborhoods.

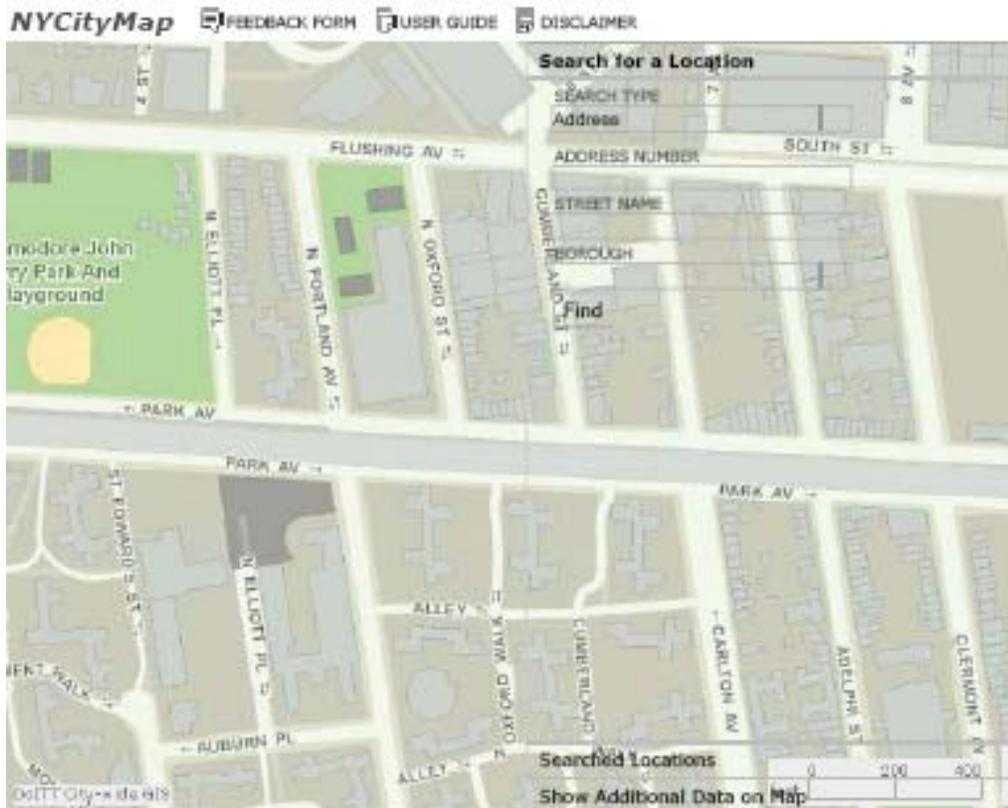


<http://www.nyc.gov/html/dcp/html/neighbor/neigh.shtml>. This city website has a map of the five boroughs that you can click on to see a more detailed view (a sample of south Brooklyn is below).





<http://www.oasisnyc.net/oasismap.htm>. Oasis is the New York City Open Accessible Space Information System Cooperative. It is a partnership of federal, state, and local agencies, institutions, and nonprofit organizations and focuses on the stewardship of open space for NYC residents.



New York City Map (<http://gis.nyc.gov/doitt/nycitymap/>) is a NYC web site that shows a searchable map, with a borough scale that zooms in to a block-by block view. It also has aerial views and allows users to customize their view by checking off what criteria they want visible (see partial list below).

Show Additional Data on Map

<ul style="list-style-type: none"> <input type="checkbox"/> Capital Projects <ul style="list-style-type: none"> <input type="checkbox"/> Department of Design + Construction <input type="checkbox"/> Federal Stimulus <input type="checkbox"/> City Life <ul style="list-style-type: none"> <input type="checkbox"/> Public Beach <input type="checkbox"/> Cultural Center <input type="checkbox"/> Green Market <input type="checkbox"/> Park <input type="checkbox"/> Public Pool <input type="checkbox"/> Recreation Center <input type="checkbox"/> Spray Fountain <input type="checkbox"/> Water Fountain <input type="checkbox"/> Wifi Hotspot <input type="checkbox"/> City Programs <ul style="list-style-type: none"> <input type="checkbox"/> Business Improvement District <input type="checkbox"/> FRESH Food Store Area <input type="checkbox"/> Education <ul style="list-style-type: none"> <input type="checkbox"/> After School Program <input type="checkbox"/> College/University 	<ul style="list-style-type: none"> <input type="checkbox"/> Public School <input type="checkbox"/> Universal Pre-K <input type="checkbox"/> Landmark <ul style="list-style-type: none"> <input type="checkbox"/> Landmark <input type="checkbox"/> Historic District <input type="checkbox"/> Landmark Interior <input type="checkbox"/> Scenic Landmark <input type="checkbox"/> Municipal Boundaries <ul style="list-style-type: none"> <input checked="" type="radio"/> None <input type="radio"/> Assembly District <input type="radio"/> Borough <input type="radio"/> Census Tract <input type="radio"/> City Council District <input type="radio"/> Community District <input type="radio"/> Congressional District <input type="radio"/> Fire Battalion <input type="radio"/> Fire Company <input type="radio"/> Fire Division <input type="radio"/> NYPD Patrol Borough 	<ul style="list-style-type: none"> <input type="checkbox"/> Public Safety <ul style="list-style-type: none"> <input type="checkbox"/> EMS Station <input type="checkbox"/> Fire House <input type="checkbox"/> Police Precinct House <input type="checkbox"/> Resident Services <ul style="list-style-type: none"> <input type="checkbox"/> Day Care Center <input type="checkbox"/> Hospital <input type="checkbox"/> Library <input type="checkbox"/> Post Office <input type="checkbox"/> Senior Center <input type="checkbox"/> Service Centers <ul style="list-style-type: none"> <input type="checkbox"/> ACS Service Center <input type="checkbox"/> CCHR Service Center <input type="checkbox"/> CCRB Service Center <input type="checkbox"/> City Clerk Service Center <input type="checkbox"/> DCA Service Center <input type="checkbox"/> DCAS Service Center <input type="checkbox"/> DCP Service Center <input type="checkbox"/> DEP Service Center <input type="checkbox"/> DFTA Service Center 	<ul style="list-style-type: none"> <input type="checkbox"/> Center <input type="checkbox"/> TLC Service Center <input type="checkbox"/> Transportation <ul style="list-style-type: none"> <input type="checkbox"/> Airport <input type="checkbox"/> AirTrain JFK <input type="checkbox"/> Bicycle Parking Shelters <input type="checkbox"/> Ferry Terminal <input type="checkbox"/> Long Island Rail Road <input type="checkbox"/> Metro North Railroad <input type="checkbox"/> Municipal Garage <input type="checkbox"/> New Jersey Transit <input type="checkbox"/> Off-Street Parking <input type="checkbox"/> Garage <input type="checkbox"/> Garage/Lot <input type="checkbox"/> Lot <input type="checkbox"/> PATH <input type="checkbox"/> Staten Island Railway <input type="checkbox"/> Subway <input type="checkbox"/> Subway Station Entrance
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INTERNET RESOURCES

Answers.com**<http://www.answers.com>**

Answers.com is a free, ad-supported, reference search service, created to provide you with instant answers on over a million topics. As opposed to standard search engines that serve up a list of links for you to follow, Answers.com displays quick, snapshot answers with concise, reliable information. Editors take the content from over 100 authoritative encyclopedias, dictionaries, glossaries and atlases, carefully chosen for breadth and quality. Answers.com has incorporated citation functionality with the goal of educating and helping users cite their work. Clicking on the "Cite" button  (which can be found next to each copyright at the bottom of each Answer Page), will direct you to a fully-formatted citation, ready for students to include in their bibliography. They can even choose from MLA, Chicago and APA styles.

Bartleby.com**<http://www.bartleby.com>**

Bartleby.com publishes thousands of FREE online classics of reference, literature and nonfiction. The editors of *Yahoo! Internet Life* magazine voted it a 2002 "Best Literary Resource" for Net excellence. The magazine's review of Bartleby.com proclaims: "Never judge a book by its cover. Bartleby might not look like much – just a whole lot of text – but this online library is one of the Net's true gems. Read literary masterpieces by Dickens, Dostoyevsky, Twain, and many others, as well as the Emancipation Proclamation and other landmarks of nonfiction. You'll find scientific papers, philosophical treatises, historical memoirs, and reference tomes. Everything is free, and late fees have been waived."

Book-making Techniques

The websites below provide many templates and instructions for book-making projects:

<http://www.artbookscreativity.org/pdf/Accordian.pdf>

<http://www.artbookscreativity.org/pdf/Rubber-Band.pdf>

<http://www.artbookscreativity.org/pdf/Tunnel.pdf>

www.booklyn.org

<http://www.booklyn.org/education/accordion.pdf>

Citation Machine.net**<http://citationmachine.net>**

Citation Machine is an interactive Web tool designed to model the proper format for citing information property from print and electronic resources. If you cannot find how to cite the specific type of reference you seek or have a question about how to cite a particular resource that is unique in some way, consult your teacher or the *MLA Handbook for Writers of Research Papers: 6th Edition* or *Publication Manual of the American Psychological Association: 5th Edition*.

Dictionary.com**<http://dictionary.reference.com>**

A multi-source dictionary search service produced by Lexico Publishing Group, LLC, a leading provider of language reference products and services on the Internet. To use the dictionary or thesaurus, simply type a word in the blue search box that appears at the top

of every page and then click the *Search* button. You can also sign-up for the ‘Word of the Day’ email or browse the other multi-lingual dictionaries featured on the site.

Note: This site is FREE, but there are pop-up advertisements

NYC.gov**<http://www.nyc.gov>**

NYC.gov is a public comprehensive site which is a free service of The City of New York. This site provides detailed information on New York City Services, as well as links to relevant information on culture, education, and statistics. This site can be useful for viewing profiles of current city agencies and to research data pertaining to the changes in our city over time.

Puzzlemaker**<http://puzzlemaker.discoveryeducation.com>**

Puzzlemaker is part of Discovery Education’s web page which provides school resources for teachers and students. The puzzle generator includes customized word searches, crossword puzzles, acrostics, and more.

Schools.nyc.gov**<http://www.schools.nyc.gov>**

Schools.nyc.gov is a public comprehensive site which is a free service of The City of New York. This site provides detailed information of NYC Department of Education services. It can be useful for viewing profiles of current offices, programs, and supports. This site has many useful links for the research of educational policies, programs, and instruction in many subject areas.

Wikipedia**<http://www.wikipedia.org>**

Wikipedia is a comprehensive online encyclopedia that provides current and detailed information and which is updated by the viewing public who act as online editors. It provides many links that prove useful for classroom preparation of teachers and students in multiple languages. Wikipedia is a registered trademark of the Wikimedia Foundation, Inc.

United States Geological Survey**<http://www.USGS.gov>**

The United States Geological survey is the sole science agency for the Department of the Interior. It is the nation’s largest water, earth, and biological science and civilian mapping agency. The USGS website is a comprehensive website that is free to the public. Online resources include data, lessons and maps. This relevant website can play a fun and interesting role in your classroom

INTERNET RESOURCES FOR TRIPS

New York Transit Museum
<http://www.mta.info/mta/museum/>

New York Fire Museum
www.nycfiremuseum.org

Museum of Modern Art
www.MoMA.org

Brooklyn Children’s Museum
www.brooklynkids.org

Staten Island Children’s Museum
www.statenislandkids.org/

Manhattan Children’s Museum
www.statenislandkids.org/

Museum of the City of New York
www.mcny.org/

Grand Central Station
www.grandcentralterminal.com/

Central Park
www.centralpark.com/www.centralpark.com/ www.centralpark.com/

General Post Office New York City
www.newyork.citysearch.com/profile/7074827/new_york_ny/general_post_office_manhattan.html

New York City Supreme Court
www.nycourts.gov/courts/nyc/supreme/index.shtml

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