



CREATING DYNAMIC LEARNING COMMUNITIES
at school • at home • at work



Summer Institute

June 14-16, 2009

Sample Curriculum

Grades K - 1

Presented by *Highly Effective Teaching Associates*

2009 Summer Institute – Granlibakken, Lake Tahoe, California

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Sample HET Curriculum: Grades K-1

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Organizing Concept for the Yearlong Theme: A **community** consists of a **group** or set that **exists** and interacts in the same area. If one thing (or part) **changes** or **ceases to exist**, it can affect the rest of the **community**, possibly even **changing** the way the community **functions**. **Responsible citizens** make **wise choices** that **strengthen** the entire **community**.

Yearlong Theme Kid-Grabbing Title: Windows to the World

Concept for the Component: Community

Component Kid-Grabbing Title: We, the People

Being There Location(s) for the Component: Blount County Courthouse, the Election Commission Office, and local businesses (to provide voter registration forms and posters encouraging citizens to vote).

Social Action Project for the Component: Conduct a voter registration drive and voting drive in the community.

Guest Speaker(s) for the Component: Blount County Administrator of Elections, Libby Breeding, County Mayor, Mr. Jerry Cunningham.

Conceptual Key Point

A **community** consists of a **group** or set that **exists** and interacts in the same area. If one thing (or part) **changes** or **ceases to exist**, it can affect the rest of the **community**, possibly even **changing** the way the community **functions**. **Responsible citizens** make **wise choices** that **strengthen** the entire **community**.

Inquiries

1. Body Map (make movements/signs) the highlighted words of the Conceptual Key Point. Select some clip art or pictures for the important words, too. With your Learning Club, practice body mapping the Conceptual Key Point and work as a community to be successful. Present your Key Point and motions for another class. (BK, L, S)
2. Gather at the carpet as you listen to and sing the “The Town Hall Song.” Take part in our Town Hall meeting by sharing how you knew what to do when you heard the song. Explain how following these actions help you to be a responsible citizen. Discuss any changes that might be needed to make this procedure work better.(BK, M, L)

The Town Hall Song

Push in chair, walk quietly and sit in listening shape.

Come and make a circle at our favorite town hall place. (repeat)

3. After listening to *The Little House* by Virginia Burton, respond by voting thumbs up or thumbs down to show in which community you would like to live. Be prepared to explain why you chose that community. Share your ideas with our class. (BK, L)
4. Stand in a circle holding hands. Watch as the teacher places a hula hoop through the arms of two students. As a team, find a way to move the hula hoop around the circle without letting go of any hands. If the hoop falls or if hands let go, start over. Stop after 5 minutes and see where the hoop is. Share your thoughts about why the hoop is where it is. Share an action that made it harder to pass the hoop. Share one that made it easier and explain why it worked better. Brainstorm how we can use this same successful action to make our classroom community stronger. (BK,L,LM)



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5. Brainstorm three or more ways we can make our classroom a better community. Think of actions we, as citizens, can take to make us all feel safe, feel like we belong, and to be responsible. Choose the action that is most important to you, copy it on the paper strip and write your name on the back. Share your idea for building a better community with everyone during Town Hall. Listen as others share their ideas. Add your link to the classroom community chain. Observe the chain in our room and locate your link. (L, S, LM)
6. After listening to the book *I Am a Good Citizen* by Mary Elizabeth Salzamann, discuss at least three ways responsible citizens can contribute to build a stronger community. Listen as the teacher rereads the story. Participate in “That’s Me” activity for each situation mentioned in the book. Using an 8 ½ by 11 inch paper folded in half, create an “I Am a Good Citizen” booklet. Write and illustrate how you are a good citizen at home on one half of the paper and at school on the other half. Write the title (I Am a Good Citizen!) and your name on the front cover of the booklet and place your booklet in the immersion area. Be prepared to share one page of your booklet at the Celebration of Learning. (S, BK, L)
7. Participate in singing our two community songs. Learn the words. Add movements to help remember important parts. Practice singing the songs with our class. Perform them at our Celebration of Learning. (BK, S, M)

MY COMMUNITY

(Tune: My Country ‘Tis of Thee)

Here’s my community
It’s deep inside of me
Right in my heart
All kinds of people here
There’s nothing here to fear
We work and play in harmony
My community.

WE LIVE IN COMMUNITY

(Tune: Twinkle, Twinkle)

We live in community
Working in real harmony
Good citizens are we all
Help each other when we fall
Using LIFESKILLS is the key
As we live in Tennessee.

Significant Knowledge Key Point #1

Blount County is a **community** made up of people that live in a **certain area** of **Tennessee**. There are special **government buildings** in the county that provide information, offer services and provide opportunities for people to be **responsible citizens**. One of these buildings is the **Blount County Courthouse** where **citizens** can participate in our **government**.

Tennessee State Standards

- Locate places in community such as the student’s home and the classroom on the campus (K)
- Locate their home, neighborhood, and school on a visual representation. (1)
- Locate cities, states, countries, continents, and major bodies of water on maps and globes. (1)
- Recognize that a person is a citizen of the country in which he/she is born. (K)



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Inquiries

1. As a class discuss the meaning of the important words in our Key Point. Select some clip art or pictures for the important words, too. Decide on an action to represent each important word. Practice chanting and performing the Key Point. As a Learning Club, perform for the class. (BK, L, M)
2. As a class, look at photographs of different buildings and places (hospital, court house, library, schools, mall, fire station, greenbelt) in our community of Blount County. Raise your hand when you see a building or place that you have visited. Guess its name or purpose. Write your name below each of the buildings you have visited. Tally how many people have been to each of the buildings/places. Determine which building had the most class visitors and which had the fewest. Choose one building and share with the class why you went there. (S, L, LM)
3. Look at a map of the school. Locate the school's front door on the map. Find our classroom. Use the map to find our classroom's assigned evacuation area because responsible citizens plan for emergencies wherever they might happen. Follow the teacher and practice the emergency evacuation plan. When you return to the classroom, share some responsible actions that each of you used to stay safe in your school community. (BK, L, S, LM)
4. Look at a map of the United States. Find Tennessee and Blount County. Use masking tape on the floor to create the outline shape of Tennessee. Use more tape to add Blount County within Tennessee. Add state and county name labels. Take turns identifying both the name of the state/county and finding these communities on the maps. (S, BK, L)
5. Using Google Earth, locate the United States, Tennessee, and Blount County. Locate Blount County community service buildings such as the courthouse, hospital, our school, justice center, fire department, and the public library. Create and label objects to represent them and place them on our enlarged map of Blount County. (S, BK, L)
6. After listening to the books, *Living in a Small Town* and *Living in a City*, use adjectives to compare and contrast what you heard in each book with what you know of our community. Be prepared to share your comparison with others during a buddy buzz activity and contribute to a class Venn Diagram. (L,S, LM) *Language Arts Skill Key Point #1
7. After listening to the book, *V is for Volunteer- a Tennessee Alphabet Book*, discuss the buildings, landmarks, and people that are similar to or are located in our community or from our area. Make a page for our "C is for Community Book" class book. Choose one local building, landmark, or person to illustrate and label. Be prepared to share your illustration with your learning club. Add your page to the class community book. (L, S, LM)

Significant Knowledge Key Point #2

Rules tell you what you can and cannot do and are made by families, schools, and community groups. A **law** is a **rule** made by the **government** of a city, state or country. When **community members** act as **responsible citizens** by following **rules** and **laws**, they feel **safe, secure, and included**. When rules and laws are not followed, community members face **consequences**.

Tennessee Social Studies Standards

Be aware that laws and rules are followed and created by the people, school, community, and country (K)
Categorize rules and laws we follow as members of a family, school, and community.(1)
Categorize responsibilities that citizens have to their community, state, and country. (1)
Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.(1)

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Inquiries

1. Write or place a copy of our Key Point in your journal. Create pictures to illustrate at least 5 important words. Be prepared to share with at least two people that are not in your Learning Club. (L,S)
2. After viewing the video, *Community Rules and Law*, discuss the difference between rules and laws and why we need them both to keep our community safe. Brainstorm both rules and laws at home, in school, and in our community. Be prepared to share consequences for both following rules and laws or not following them. Create a book titled *I Make Wise Choices* with one page for each of the following: home, school, community. Draw a picture showing a responsible citizen following a rule or law for each one of those places. Write a sentence explaining what responsible action the person is doing. (L,S, LM)
3. Read your own *I Make Good Choices* book. Choose one rule or one law that you think is important. Write and illustrate that rule or law on a piece of paper. During circle time, post your strip on either the rule or law web. Discuss the differences between rules and laws and how they both help community members be responsible citizens. (S, BK) **Language Arts Key Point #2*
4. Listen to the story *We the Kids*. As a class change the wording to create our own class constitution. Vote for the words you think will make the best class constitution and build a caring community. Bodymap the important words and practice every day during town hall. (BK, L)
5. *Listen to Officer Postel talk about the various troubles we experience in our community. Brainstorm a list of these problems. Vote for ONE problem on the list that you think is the most important problem to solve. Explain why you chose that problem. Create a procedure or write a law to help solve this problem. Invite Officer Postel to return. Present your solutions to him. Ask him to share the procedure(s) to help make these changes happen.* (L, LM)

Significant Knowledge Key Point #3- Voting

Voting is a way to record your **opinion** about an issue or a candidate (person running for position).

People can **vote** by marking a piece of paper, raising their hand, or filling out a form on a computer.

Voting results are used for **group decision making**. **Responsible citizens vote** in order to **participate** in their organizations or government.

Tennessee State Standards

*Explain the use of voting as a method for group decision-making. (K)

*Understand that voting is a way of making choices and decisions. (1)

Inquiries

1. Body Map (make movements/signs) important words in the Key Point. With your learning club, practice these movements. Select some clip art or pictures for the important words, too. Present the Key Point for the other learning clubs. (BK, L, S)
2. After listening to the selections for snack, place your voting slip in the snack box of your choice. Observe as your teacher creates a paper chain from the voting slips and attaches them to each snack box to see which snack wins. Discuss if you think this was a fair way to choose today's snack. (BK, L, S)
3. *Complete a classroom voter registration form. After receiving your voter registration card, use it to cast your vote to offer your opinion about how to solve classroom issues or problems.* (BK, L, LM)
4. *Using a large sheet of construction paper, fold into two equal halves. On the left half of the paper, draw two or more objects or actions you think (predict) you will see on the being there trip. After the being there experience, reflect and draw objects and actions you did see at the Courthouse and Election Commission. Be prepared to share your drawing with the class. Share whether or not your predictions were true. Compile into a class book to display in the immersion area.* (L,S, LM)



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5. Decide if you have ever gone with an adult to vote in an election. Using your voter registration card, vote for either “Yes, I have” or “No, I have not” when invited. Watch as the information is added to the bar graph. Explain what you saw happen. Discuss the findings. Brainstorm three or more ways you can encourage your family members to vote in an election. Write at least two of these ideas on post-it notes and add to our immersion area. Read ideas that others have posted. (L, LM)

**Math Skill Key Point #2*

6. Identify a class problem. Brainstorm a list of solutions and using your voter registration card, vote for the one you think will work best to solve the problem. Try the solution and determine if it has solved the problem. If not, decide what action responsible citizens should take. (L, LM)
7. *With your learning club, create a poster persuading eligible citizens to register and vote. Use words such as: vote, register, election, responsible citizen, community, and caring. Design a practice poster first. Check your spelling. Correct any misspelled words. Make the final poster. Leave these posters and blank registration forms at local businesses along the way on our study trip and present to the guest speaker during the Celebration of Learning. . (S, L, LM)*
8. Listen to the “VOTE Vote” song. Discuss the meanings of the words and their importance to us as citizens. Practice the words and movements. Be prepared to perform the song during our Celebration of Learning. (BK, L, M)

VOTE!

V-O-T-E vote

V-O-T-E vote

Get up off your easy chair

V-O-T-E vote Oh!

V-O-T-E vote

V-O-T-E vote

Every citizen should care!

V-O-T-E vote vote!

9. *Create a flyer to take home that will persuade your family members to register and go out to vote. Use words like: **vote, citizen, responsibility, election, and register.** Include a blank registration form with your flyer. Share this with an adult in your family. (S, L)*

Language Arts Skill Key Point #1

Adjectives are vivid words that describe a person, place or thing. They describe things like amount, shape, color, size, and texture, etc. We use them to make our writing more interesting and easier to visualize.

Guided Practice Inquiries:

1. As a class, brainstorm and list at least 10 words or phrases that describe different things people are wearing. Discuss the list and underline all the adjectives. Identify how the adjective describes the clothing by creating a web that displays all the categories of the adjectives we used. (L, S, LM)
2. In small groups, take turns putting your hand in each brown paper bag. Use adjectives (e.g., soft, hard, cold, hot) to describe the object you are touching. Predict what the object is from what you felt. Check to see if your predictions are correct. As a class, add these words to the adjective web. (L, S, BK)



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Inquiries:

1. Choose an object from the bag. Without letting your partner see it, describe your object using adjectives. Let your partner predict what it is. Explain whether his/her prediction is correct. Repeat, taking turns. (L, BK)
2. From your basal story, copy ten or more adjectives. Choose four or more of these adjectives and write at least two sentences using those words. Read your sentences to the class, and have them echo the sentence to you using the same volume, speed and expression. (M, L)
3. Participate in a word sort and categorize the words according to whether or not they are adjectives. Compare your sort with a partner and make adjustments as necessary. (S, LM, L)
4. Choose a poem and identify all the adjectives. Change the adjectives to create a new description and meaning. Exchange your poem with another Learning Club. Ask them to find the adjectives. (L, M)
5. As a class, brainstorm different types of weather and at least 5 adjectives describing each type. Choose one type of weather to write at the top of a sheet of paper. Illustrate and write the adjectives that describe it. Add your paper to a Weather Class Book. (L,S, LM)

Language Arts Skill Key Point #2

A web is a way of using key words and images to help organize, retain and recall information by condensing large amounts of information into organized, manageable chunks. In webbing, the topic is placed in the center and connecting ideas are attached to it. There are main categories of information and additional lines attach sub-categories.

Guided Practice Inquiries:

1. As a class, read the basal story “Help for Hank” by Linda B. Ross. Create a web describing one of the characters in the story. Using pictures and words, describe what you have in common with that character. Find a partner that chose the same character and compare your answers with each other. (L, S, LM)
2. As a class, write 3 or more questions to ask the Mr. Ronnie, our custodian and important member of our school community, about his family, friends, favorite activities, LLG/LS needed for work, etc., so we can get to know him better. Invite him to the classroom and ask the questions. Using words and pictures, create a web based on the information he gave you. Show various relationships between the custodian, his family, friends and favorite activities, and the LG/LS he uses on his job. Invite him back to the classroom, share the information and present the web to him. Present the information to other classrooms in your pod, so they can learn more about Mr. Ronnie. (L, S)

Inquiries:

1. Choose your favorite CAMP activity (ex. P.E., art, music). Using pictures and words create a web that describes 3 or more activities you do in that class and what makes it special for you. Deliver and share your web with the CAMP teacher at your next visit. (L, S, LM)
2. As a Learning Club, be responsible, curious citizens. Investigate the contents of your table caddy as you clean it. Organize and stack items in at least four categories. Create a web labeling the four different categories of items found inside of your desk. Draw and label one specific item that would fit under each category. (BK, S, L, LM)
3. Create a web using words and pictures that shows one of the characters from your basal reader story. Around the character’s name, list at least three characteristics (ex. LIFESKILL, hobby)



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he/she has. Share your web with a partner. Discuss two ways the characters are the same and two ways they are different. (S, L, LM)

4. Create a web with your name in the center. Choose 4 LIFESKILLS that you use on a daily basis that help you to be a responsible citizen. Write each one in a shape on the web. Under each LIFESKILL, write or illustrate one way you use it. Find a partner that uses one of the same LIFESKILLS you chose. Determine if you use it in the same or a different way. (L, S, LM)
5. Be a responsible, organized citizen. Copy our webbed agenda. Record the words, pictures or both. Put a star by the area you are most curious about today. Discuss your choice with a partner. Compare where you have each put your star. (L, S, LM)

Math Skill Key Point #1

Tallying is simple way to mark and record a number of acts or objects in a series of five. It consists of four vertical lines connected diagonally by a fifth line.

Guided Practice Inquiries:

1. Identify at least one object in the room that is positioned vertically and one positioned diagonally. Create a chant or song with movements that describes the meaning of vertical and diagonal lines. Use things in the room to create additional verses. Present your song to another first grade class. (M, BK, L, LM)
2. As a class, watch *The Berenstain Bears Forget Their Manners*. Tally the number of times a put-down is given. Brainstorm a “Put Up” for each tally. Put a checkmark beside each Put Up as you use it throughout the day. (L, BK, LM)
3. As a class, tally the number of trees that are in the front of the school and the number that are in the back of the school. Determine which area has more/less. Decide if more trees should be planted and where they are needed. Share your findings with the Parent Teacher Organization. (L, LM, S, BK)

Inquiries:

1. As a Learning Club, tally the number of short vowel words on your reading list, separating them into a, e, i, o, and u words. Create and add at least two different words for each vowel sound to your list. Read your new words and allow the other groups to add them to their list. (LM, L)
2. Poll classmates asking them the month of their birthday. On a printed list of the months of the year, place a tally mark next to the month of each classmate’s birthday. Decide which month has the most birthdays and which has the fewest. Compare your findings with a partner as you do a Scholar Stroll. (LM, L)
3. Read a story from your basal reader. Make a tally mark each time you read one of your sight words. Create at least two new sentences for your story using your sight words. Place a Post-It Note over the sight words and play *Guess the Covered Word* with a partner. (L, LM)
4. For a week, tally the number of students that are eating café food and students that brought their lunch. Discuss your findings. Decide if there are any relationships between the café food item and the number of students that bring their lunch. Be a responsible citizen and share your information with the café staff. Repeat the process with different foods and report findings to the café. (L, LM, S)
5. After looking at the choices for snack time, tally your learning clubs votes for their preferred snack for the day. Report your findings to your teacher and compare your learning club’s votes

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with the votes of the other learning clubs. Be prepared to try the most popular snack as determined by the tally marks (votes). (L, LM)

Math Skill Key Point #2

A journal is a record of experiences, observations, or events created by drawing or writing key thoughts on specific topics. Journal entries can be private or shared.

Guided Practice Inquiries:

1. Observe as the teacher illustrates a journal page on the white board. Notice how she/he uses several drawings and a list of words to describe herself under each drawing. Follow the teacher's model to create your own journal entry using words that describe you as a responsible citizen. If you choose, share your journal entry with a partner. (L, S, LM)
2. With your Learning Club, read a page of your teacher's journal. Discuss the topic of the journal entry and why you think she/he chose to write about this. Be prepared to share with the class. (L, LM)

Inquiries:

1. Create an illustrated journal entry recording and describing the different kinds of animals you heard on a CD. Brainstorm with your Learning Club how you can use this journal entry to remember what you heard. (S, L, LM)
2. After observing a classroom pet in its habitat, write and draw a journal entry that describes at least three different behaviors you observed. Explain how this is a useful journal entry. (L, S, LM)
3. Create a song and movement to explain a journal and its purposes. Practice performing the song and movements as a whole class. Be prepared to perform it for another class. (BK, L, M, LM)
4. After listening to the book *Cloudy with a Chance of Meatballs*, write and illustrate in your journal at least two foods that you could imagine falling from the sky. Share your journal entry with those at your Learning Club. (S, L, LM)
5. On a journal page, draw people and objects that you connect to a special time or event in your life. Use a variety of drawing tools such as pencils, colored pencils, and crayons. During Town Hall be prepared to explain how a journal can be a way of recording and capturing important information. (S, L, LM)

Social/Political Action Inquiries:

To encourage and educate classmates, families, school administration, and community members about their right and responsibility to register and vote. These are imbedded in the curriculum and printed in italics for easy reference.

1. *Listen to Officer Postel talk about the various troubles we experience in our community. Brainstorm a list of these problems. Vote for ONE on the list that you think is the most important problem to solve. Explain why you chose that problem. Create a procedure or write a law to help solve this problem. Invite Officer Postel to return. Present your solutions to him. Ask him to share the procedure(s) to help make these changes happen. (L, LM)*
2. *Complete a classroom voter registration form. After receiving your voter registration card, use it to cast your vote to offer your opinion about how to solve classroom issues or problems. (BK, L)*
3. *Using a large sheet of construction paper, fold into two equal halves. On the left half of the paper, draw two or more objects or actions you think (predict) you will see on the being there trip. After the being there experience, reflect and draw objects and actions you did see at the*



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Courthouse and Election Commission. Be prepared to share your drawing with the class. Share whether or not your predictions were true. Compile into a class book to display in the immersion area. (L,S, LM)

4. *With your learning club, create a poster persuading eligible citizens to register and vote. Use words such as: vote, register, election, responsible citizen, community, and caring. Design a practice poster first. Check your spelling. Correct any misspelled words. Make the final poster. Leave these posters and blank registration forms at local businesses along the way on our study trip. (S, L)*
5. *Create a flyer to take home to persuade your family members to register and go out to vote. Use words like: **vote, citizen, responsibility, election, and register**. Include a blank registration form with your flyer. Share this with an adult in your family. (S, L)*

Celebration of Learning:

1. After listening to the book *I Am a Good Citizen* by Mary Elizabeth Salzamann, discuss at least three ways responsible citizens can contribute to build a stronger community. Listen as the teacher rereads the story. Participate in “That’s Me” activity for each situation mentioned in the book. Using an 8 ½ by 11 inch paper folded in half, create an “I Am a Good Citizen” booklet. Write and illustrate how you are a good citizen at home on one half of the paper and at school on the other half. Write the title (I Am a Good Citizen!) and your name on the front cover of the booklet and place your booklet in the immersion area. Be prepared to share one your booklet at the Celebration of Learning. (BK, S, L)
2. Participate in singing our two community songs. Learn the words. Add movements to help remember important parts. Practice singing the songs with our class. Perform them at our Celebration of Learning. (BK, S, M)
3. Listen to the “VOTE Vote” song. Discuss the meanings of the words and their importance to us as citizens. Practice the words and movements. Be prepared to perform the song during our Celebration of Learning. (BK, L, M)
4. *With your learning club, create a poster persuading eligible citizens to register and vote. Use words such as: vote, register, election, responsible citizen, community, and caring. Design a practice poster first. Check your spelling. Correct any misspelled words. Make the final poster. Leave these posters and blank registration forms at local businesses along the way on our study trip and present to the guest speaker during the Celebration of Learning.. (S, L, LM)*

Resources—for the Teacher

Print

The Election Activity Book, Karen Baicker, Scholastic, New York, 2004

Songs inspired by

<http://www.songsforteaching.com/shawnbrownshow/communityservicehelpersmembers.htm>

For the Student:

Print

- *I Am A Good Citizen*, Mary Elizabeth Salzman, Sandcastle books, Edina, Minnesota, 2003.
- *Vis for Volunteer: A Tennessee Alphabet*, Michael Shoulders, Sleeping Bear Press, Chelsea, Michigan, 2001.
- *We the Kids: The Preamble to the Constitution of the United States*, David Catrow, Scholastic, New York, 2002.



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- *A is for America: An American Alphabet*, Devin Scilliam, Sleeping Bear Press, Chelsea, Michigan, 2001.
- *Duck for President*, Betsy Lewin, Scholastic, New York, 2004.
- *I Am America*, Charles Smith Jr., Scholastic, New York, 2003.
- *If I Were President*, Catherine Stier, Albert Whitman and Company, Morton Grove, Illinois, 1999.
- *Patriotism*, Lucia Raatma, Bridgestone Books, Mankato, Minnesota, 2000.
- *The Constitution*, Hal Marcovitz, Mason Crest Publishers, Philadelphia, 2003.
- *The United States ABCs: A Book About the People and Places of the United States of America*, Holly Schroeder, Picture Window Books, Minneapolis, 2004.
- *Vote!*, Eileen Christelow, Carion Books, New York, 2003.

Music

“VOTE!”, Teresa Jennings, Plank Road Publishing, 2000.

“Gathering Song”, modified from *Exceeding Expectations*, Susan Kovalik and Karen Olsen, Books for Education, Inc., Federal Way, WA, 2005

Video:

The Berenstain Bears Forget Their Manners, Random House Home Video, Random House, Inc., New York, 1985.

Community Rules and Law, 100% Educational Videos, El Dorado Hills, CA, 1999.

Lesson Design Karen Hime © 2008

Anticipatory Set:

Ask students if they have ever voted for anything either here at school or at home. Using think-pair-share, have students share their voting experiences.

Recall voting for snacks and creating the voting chains earlier. Introduce the book *VOTE!* using a picture walk and begin to read the story.

Inclusion Activity:

At the pause in the story, get knee to knee with a partner share with your partner what will happen next. Be prepared to share your prediction with the class.

Lesson Objective: Significant Knowledge Key Point #3

Voting is a way to record your opinion about an issue or a candidate (person running for position). People can vote by marking a piece of paper, raising their hand, or filling out a form on a computer. Voting results are used for group decision making. Responsible citizens vote in order to participate in their organizations or government.

Rationale/Purpose:

Students discover how to make good predictions based on specific information and past experiences. Students will compare similarities and differences based on their predictions and what was observed during the being there experience.



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Input:

Guided Practice Inquiries:

1. Body Map (make movements/signs) important words in the Key Point. With your learning club, practice these movements. Select some clip art or pictures for the important words, too. Present the Key Point for the other learning clubs.
2. Using a large sheet of construction paper, fold into two equal halves. On the left half of the paper, draw two or more objects or actions you think (predict) you will see on the being there trip. After the being there experience, reflect and draw objects and actions you did see at the Courthouse and Election Commission. Be prepared to share your drawing with the class. Share whether or not your predictions were true. Compile into a class book to display in the immersion area.

Modeling:

Modeling for young children helps them understand that expectations for the activities and shows them appropriate use of materials and equipment. Modeling will take place several of times during the day.

1. During this inquiry, a large sheet of paper will be folded into two equal halves and a reminder of left and right side given.
2. The students will be reminded to take “think time” before beginning their predictions. A graphic organizer will be modeled on the board to collect information offered by students
3. The teacher will “think out loud” so that students can follow her thought processes.

Checking for Understanding:

Checking the children’s understanding comes through my observations and questioning as they work on daily inquiries. Their reflections and the results of their inquiries will help me determine what the children are learning. I will look at their predictions and then their follow-up information to determine what understandings the *being there* trip has developed.

Guided Practice Inquiries:

Students will have the opportunity to make and discuss predictions about the upcoming *being there* trip and record on the left side of a large sheet of paper. After the trip, the students will reflect, and draw objects and actions seen at the Courthouse and Election Commission on the right side of their paper.

Closure:

Students will be asked to present their drawings to the class or to the teacher. Students will be asked to share whether or not their predictions were accurate and one thing they learned about the voting process and/or being a responsible citizen.

Instructional Strategies:

- Direct Instruction
 - Questioning
 - Brainstorming
 - Cooperative learning
 - Think, pair, share
 - Make predictions about the topic through picture clues
 - Graphic organizer to collect information offered by students
 - Quick drawings
 - Knee to knee sharing
 - Personal and group reflection opportunities
- Bodymapping key words/phrases

