

Sample Pages from



Created *by* Teachers *for* Teachers and Students

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A rectangular box with a blue, hand-drawn style border. Inside the box, the text is centered. At the top is the title 'iCivics Readers' in a blue font, with a red wavy underline under the 'i'. Below the title is the heading 'This sample includes the following:'. Underneath is a list of items, each in bold black text followed by its page or card count in parentheses.

iCivics Readers

This sample includes the following:

- Management Guide Cover** (1 page)
- Management Guide Table of Contents** (1 page)
- How to Use This Resource Pages** (10 pages)
- Sample Reader** (13 pages)
- Sample Lesson Plan** (16 pages)
- Sample Civic Discourse Lesson** (1 page)
- Sample Game Cards** (3 cards)

To Create a World ⁱⁿ which
Children Love to Learn!

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Management Guide
Grade 1

iCIVICS

Readers



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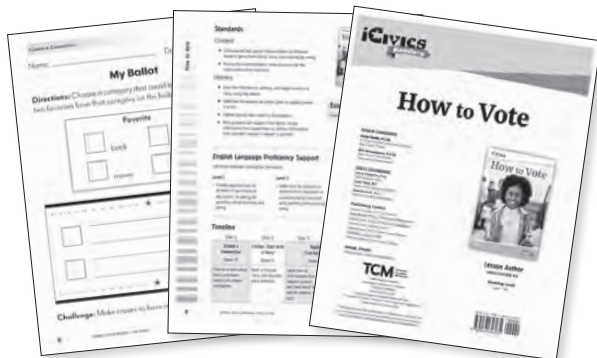
Kit Components

6 copies of 10 books



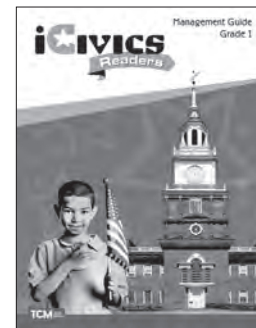
Full-color readers integrate civics with fiction and nonfiction.

Lesson Plans



Lesson plans include targeted instruction, essential questions, and numerous opportunities for civic discourse.

Management Guide



Management Guide provides program information and research-based teaching ideas.

Game Card Decks



Collaboration and continued civic discourse are encouraged through game play.

Digital Resources



Ebooks, videos, and audio recordings increase student engagement and enhance instruction.

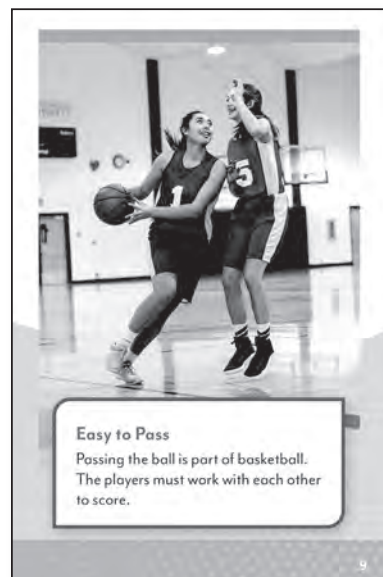
About the Readers

iCivics Readers features hybrid readers, which contain both fiction and nonfiction on the same topic. An embedded fictional story in each nonfiction reader grabs students' interest, helps them make concrete connections, and launches them into learning about key civics topics.



Clear text features guide students into and out of the fiction and nonfiction.

Think and Talk graphics encourage students to discuss the text.



Sidebars and meaningful photographs enhance informational text for students.

About the Readers (cont.)

Book Summaries

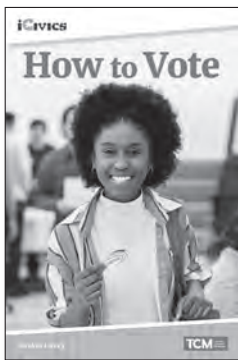
These summaries are for your easy reference. Use the summaries to decide which books match the content you would like to cover, and employ the summaries as tools to begin group discussions about the books with students.



Volunteers to the Rescue
 Many people volunteer. They help others! They do great work. Learn how they make a difference. **Note:** This title includes a supporting video.



Fair Play
 Being a good sport is not about how well you play the game. It is about how you act toward others. It is about being the best person you can be.



How to Vote
 Americans choose their leaders. Grown-ups vote. They vote on laws and other things too. One day, you can vote as well!



Park Rangers
 Park rangers take care of the land. They help visitors enjoy nature and stay safe too. Learn what they do and how you can be a park ranger too!

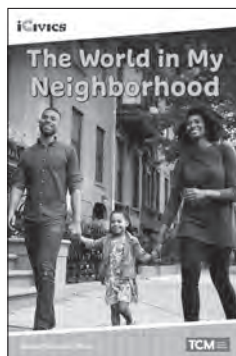


Eunice Kennedy Shriver: Inspiring Olympics for All
 Eunice Kennedy Shriver had a mission to let all kids play sports. Her small project grew to a worldwide event! She created a way for all people to shine.



You Have Rights!

All people have rights. Kids have special rights. One of those rights is the right to learn. Learning is a very important job!



The World in My Neighborhood

The world is a big and beautiful place. One neighborhood can bring the many sights, sounds, and flavors of the world together!



My Country 'Tis of Thee

Learn about a famous song. The song is called "America." You may know it. Sing along if you do! **Note:** This title includes a supporting video.



Payday!

People earn money when they work. They spend some money and save some money. Then, it may be time for another payday!



Who We Are

Our cultures set us apart. But cultures can also bring people together. Learning how we are special can help us love everyone!

About the Readers (cont.)

Reading Levels

Teacher Created Materials takes great care to maintain the integrity of authentic nonfiction texts while leveling the texts to make them accessible for students. In this way, our content-area readers provide rich and robust nonfiction-reading experiences from which students can learn and be ready for the complexity of college- and career-level reading.

To preserve the authenticity of these nonfiction-reading experiences, it is crucial to maintain important academic and content vocabulary. To support leveled instruction, new and challenging terms are used repeatedly and defined in text to promote understanding and retention. **Note:** The Guided Reading levels are affected by the hybrid text (nonfiction and fiction) in the books, which alters overall readability according to Guided Reading standards.

Title of the Book	Lexile® Level	*Guided Reading	DRA Equivalent	Early Intervention
<i>Eunice Kennedy Shriver</i>	470L	M	24	19-20
<i>Fair Play</i>	470L	K	18	17-18
<i>How to Vote</i>	380L	J	12	11-12
<i>My Country 'Tis of Thee</i>	500L	K	18	17-18
<i>Park Rangers</i>	440L	J	12	11-12
<i>Payday!</i>	380L	K	12	11-12
<i>The World in My Neighborhood</i>	490L	L	20	17-18
<i>Volunteers to the Rescue</i>	370L	J	10	9-10
<i>Who We Are</i>	460L	K	20	17-18
<i>You Have Rights!</i>	480L	L	20	17-18

Note: Reading levels vary from program to program and do not correlate exactly.

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

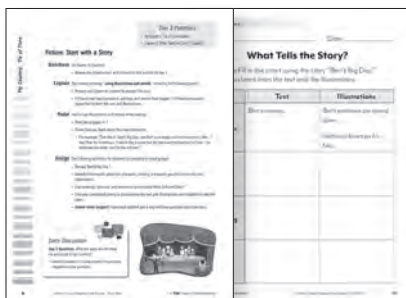
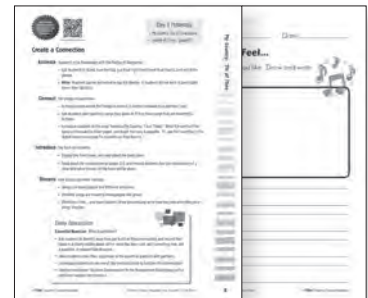
Lesson Plans

Each five-day lesson sequence is organized in a consistent format for ease of use.

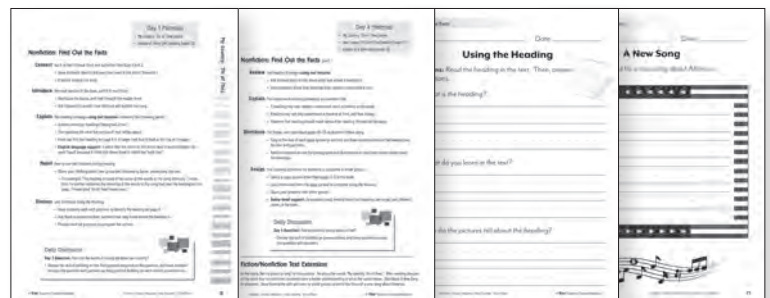


The overview page highlights standards-based learning objectives, the essential question of the lesson, English language development strategies, and a suggested timeline for the lesson.

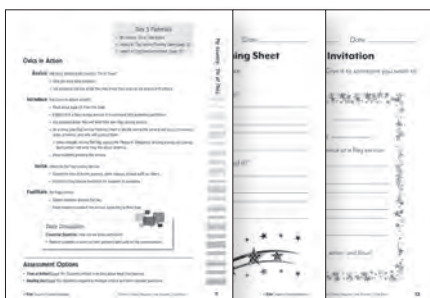
Day 1: Students create content- and literacy-based connections, activate and build background knowledge, and build bridges to the learning objectives in interactive ways. Students and teachers can refer back to Day 1 tasks during the rest of the lesson. **Note:** Daily discussions begin on Day 1 with suggested civic discourse mini-lessons to guide dialogue between students. See pages 50–54 of this guide for more information about these helpful activities.



Day 2: Students engage with the topic by reading the fictional story and completing literacy activities.



Days 3 and 4: Students deepen their understandings of the topic by reading the nonfiction and completing reading and writing activities. A fictional/nonfictional text extension activity helps students create concrete connections between fiction and nonfiction.



Day 5: Students apply what they have learned by completing the Civics in Action activity. This activity guides students to plan and implement ways of taking action in their lives.

Lesson Plans (cont.)

The clean and concise lesson plan format in *iCivics Readers* ensures that all teacher instructions are teacher friendly and easy to implement. The lesson plans allow teachers to successfully meet their students' needs:

- Quickly glance at lesson plans, read the major steps, and get a quick overview of the lesson.
- Easily find where you are in the lesson while teaching.
- Make notes on the lesson before, during, and after teaching to help support your unique teaching styles and needs.

Daily materials are listed to simplify lesson preparation.

The image shows a sample lesson plan page for 'Civics in Action'. It includes sections for 'Day 5 Materials', 'Introduce', 'Assign', 'Facilitate', 'Connect', 'Daily Discussion', and 'Assessment Options'. Callouts from external text point to these sections: 'Day 5 Materials' (listing books and posters), 'Daily Discussion' (with an essential question and reminder), and 'Assessment Options' (listing reflection and quiz activities).

Differentiation options are provided throughout the lesson.

Skill-focused daily discussions explicitly support the development of speaking and listening skills and augment civic discourse.

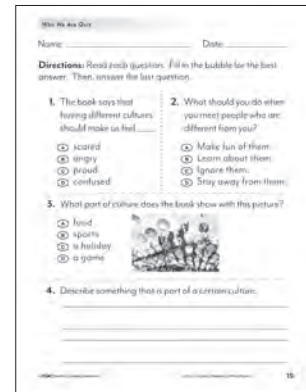
Opportunities for student reflection and reading assessment options are provided at the end of each lesson.

Assessments

Assessments guide instructional decisions and improve student learning. *iCivics Readers* offers balanced assessment opportunities. The assessments require students to demonstrate critical thinking, respond to text-dependent questions, and apply learning to real-world action civics.

Quizzes

Each lesson plan includes a quiz with multiple-choice questions and a short-answer question. These summative assessments provide opportunities for teachers to formally monitor students' summative progress in reading comprehension, writing, and mastery of social studies content. An answer key to each quiz is provided on page 16 of the corresponding lesson plan.

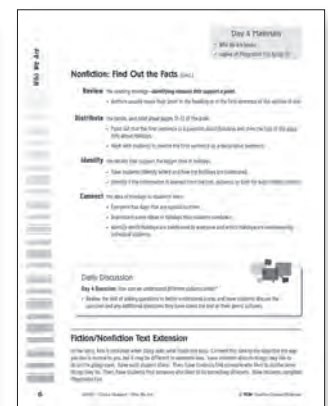
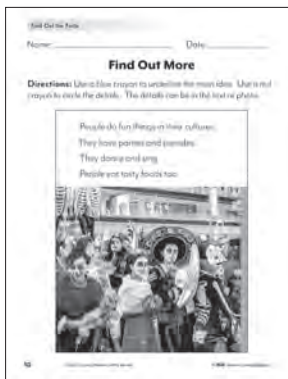


Civics in Action

Each lesson plan culminates with an engaging, collaborative Civics in Action activity. These activities act as project-based learning opportunities. Students reflect on an essential question each week and then apply their learning to a real-world issue, citizenship responsibility, and/or democratic process related to the topic. Students then reflect on what they have learned in writing.

Progress Monitoring

There are key points throughout each lesson when valuable formative evaluations can be made. These evaluations can be made during group, partnered, or individual activities. The Daily Discussion in the lesson plans and Think and Talk graphics in the readers offer additional opportunities to monitor student progress.



Blended Learning (cont.)

Videos

Even before *Schoolhouse Rock!*® was teaching children how to multiply between Saturday morning cartoons, educators knew the value of incorporating images, videos, and songs into their teaching. Studies show that students retain information better when multimedia components are included in instruction (Mayer and Johnson 2008). Students today are accustomed to visual learning environments and gathering information from screens.



The multimedia components included in *iCivics Readers* give students an introduction to civics, government, civic engagement, communities, and taking action. They will inspire students to want to learn more about being global citizens and encourage them to use their voices to be heard. The need for civic education is significant, and incorporating fun, engaging methods of delivery for this instruction helps to ensure students will retain the information.

Meet the Experts

Experts from *iCivics* answer questions such as: *What is civics? How can people get involved in their communities? What does it look like to be civic minded? Why is it important that people in our society think about things in different ways? and What is the meaning of global citizenship?* Hearing directly from civics experts will have an impact on students and help them realize the importance of this topic.

- Use these videos to help reinforce concepts introduced in the Civics in Action activities.
- Review these videos while discussing with students the importance of civic education. (Also reference the Ask the Civics Experts section on pages 19–21 in this book.)

Book Highlight Videos

These videos are aligned with a couple different themes in *iCivics Readers* to provide an additional layer of content for students. Each video has its own engaging format, making the videos a fun way to connect with the civics content and inspiring students to make their own videos. The videos can be accessed through the Digital Resources or by using the QR codes in the books and lesson plans.

- The **Making Changes Together** videos highlight key topics and ideas from the books. A variety of grade-appropriate visual styles helps to engage students.
- The **Words to Remember** text-based videos incorporate engaging thematic content. Students will be able to visualize the words that exemplify civic ideals.
- Use the videos to introduce the books they're associated with.
- Have students create their own book-based videos after watching these videos as examples.



Songs

Songs are another way to engage students when introducing complex topics. Researchers found positive correlations between music and its effect on attention and learning in classrooms (Geist and Geist 2012). Educational music and videos allow teachers to present information in ways students will respond to and remember. Songs play over and over in students' heads and can really make an impact on them.

“Civics in Action” Theme Song

The *iCivics Readers* theme song, “Civics in Action,” gives students an introduction to civic engagement, government, communities, and taking action. The chorus of the song is included as part of all the videos to tie the series together and make it very familiar to students. The full song as well as the chorus alone are provided with and without vocals so you can use them in a variety of ways.

- Play the full theme song to motivate and engage students.
- Play the song and sing along with students using the lyrics provided in the Digital Resources.
- Have students make videos to illustrate the meaning of the chorus of the song.
- Encourage students to write their own verses to add to the song and provide time for them to perform.

Songs of America

Included in the Digital Resources are some patriotic songs so you and students can listen to and sing along with these familiar tunes. Tracks with and without the lyrics are provided when possible to allow you flexibility in how you use the songs with your students. Copies of the lyrics of the songs are also provided in the Digital Resources for your easy reference.

- Play the songs and discuss what the lyrics meant long ago and today.
- Ask students where they have heard the songs before.
- Have students write their own modern lyrics to update the songs.

Additional Digital Resources

The Digital Resources also includes additional files to support your use of this resource. See page 64 for more information.

- read-along ebooks
- PDF ebooks
- audio recordings of the books
- lesson plan PDFs
- student reproducibles
- links to online videos connected to civics
- primary source images to support content in the books

Eunice Kennedy Shriver

Por unas Olimpiadas para todos

Eunice Kennedy Shriver tenía una misión: que todos los niños pudieran hacer deportes. ¡Su pequeño proyecto se convirtió en un evento mundial! Eunice les dio a todos la oportunidad de brillar.

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TCM Teacher Created Materials

Lexile®: 470L

iCIVICS

Eunice Kennedy Shriver

Por unas Olimpiadas para todos

EUNICE KENNEDY SHRIVER: POR UNAS OLIMPIADAS PARA TODOS

GRODZICKI



Jenna Grodzicki

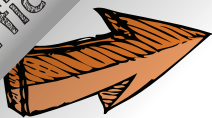
TCM Teacher Created Materials

Deportes para todos

A Eunice Kennedy Shriver le encantaban los deportes. Ella pensaba que todos los niños podían ser rápidos y fuertes. Pensaba que todos debían tener la oportunidad de competir.



Salta a
la ficción



Un día en la playa

Eunice corre por la playa.
—¡Te juego una carrera! —le dice a su hermana Rosemary.

¡A las hermanas les encanta estar activas!
Eunice se zambulle en el agua.
Nada directo hacia una gran ola.



—Hagamos un castillo de arena —le dice Eunice a Rosemary.
Las hermanas salen del agua y empiezan a cavar.



Las niñas sonríen.
Es un día genial.



Vuelve
al texto de
no ficción

Infancia

Eunice creció en una familia grande.

Tenía ocho hermanos y hermanas.

La familia pasaba mucho tiempo al aire libre.

En el verano, nadaban y navegaban.

En el invierno, esquaban y patinaban sobre hielo.



La hija del medio

Eunice nació el 10 de julio de 1921.

Fue el quinto bebé de la familia.

A Eunice le encantaba jugar al tenis.
Jugaba mucho con su hermana Rosemary.
Rosemary era discapacitada.
Pero eso no la detenía.
Golpeaba la pelota con fuerza y jugaba
muy bien.



Eunice

¡Basta!

Cuando Eunice era joven, las personas con discapacidad no podían ir al gimnasio. No podían ir al campamento de verano. Tenían pocas oportunidades de hacer deportes.

Eunice pensaba que eso era injusto.

Un día dijo “¡Basta!”.

Y abrió un lugar para que las personas con discapacidad hicieran deportes.

Cambio de nombre

En 1953, Eunice se casó con R. Sargent Shriver Jr.

Tuvieron cinco hijos.

Ella se cambió el nombre de Eunice Kennedy a Eunice Kennedy Shriver.



Piensa y habla

¿Qué puedes decir sobre las hermanas al mirar esta foto?

Campamento Shriver

Eunice organizó un campamento en el parque trasero de su casa.

Lo llamó Campamento Shriver.

Más de 100 niños con discapacidad fueron al campamento.

Allí hacían deportes y juegos.

Podían nadar y montar a caballo.

¡El Campamento Shriver fue todo un éxito!

Que vengan los campistas

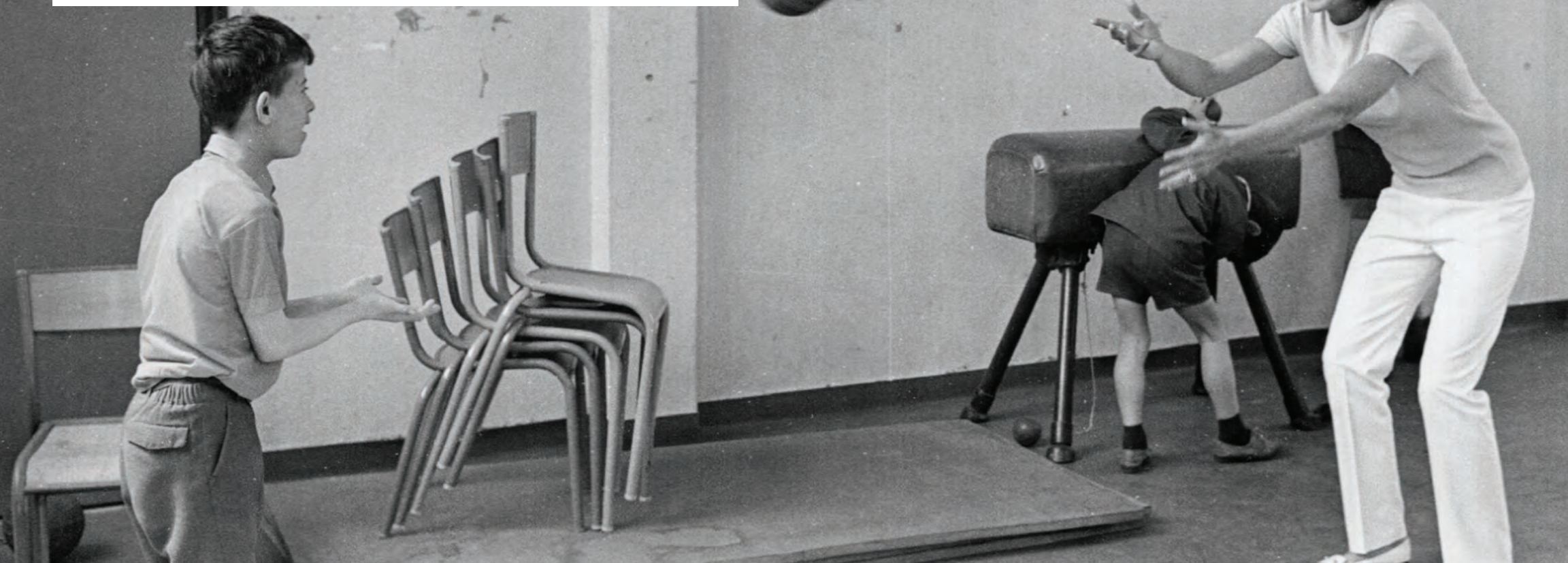
El Campamento Shriver se creó en 1962.

Los hijos de Eunice también fueron al campamento.

Jugaban con los campistas.



El Campamento Shriver estuvo abierto
cuatro veranos.
Los estudiantes mayores ayudaban.
Enseñaban y entrenaban a los otros niños.
Cada año, el campamento era más grande.
Muchas personas iban a mirar los partidos.
Veían cómo se esforzaban los niños.
Veían que los niños se hacían amigos.



Un nuevo plan

A Eunice le encantaba el Campamento Shriver.

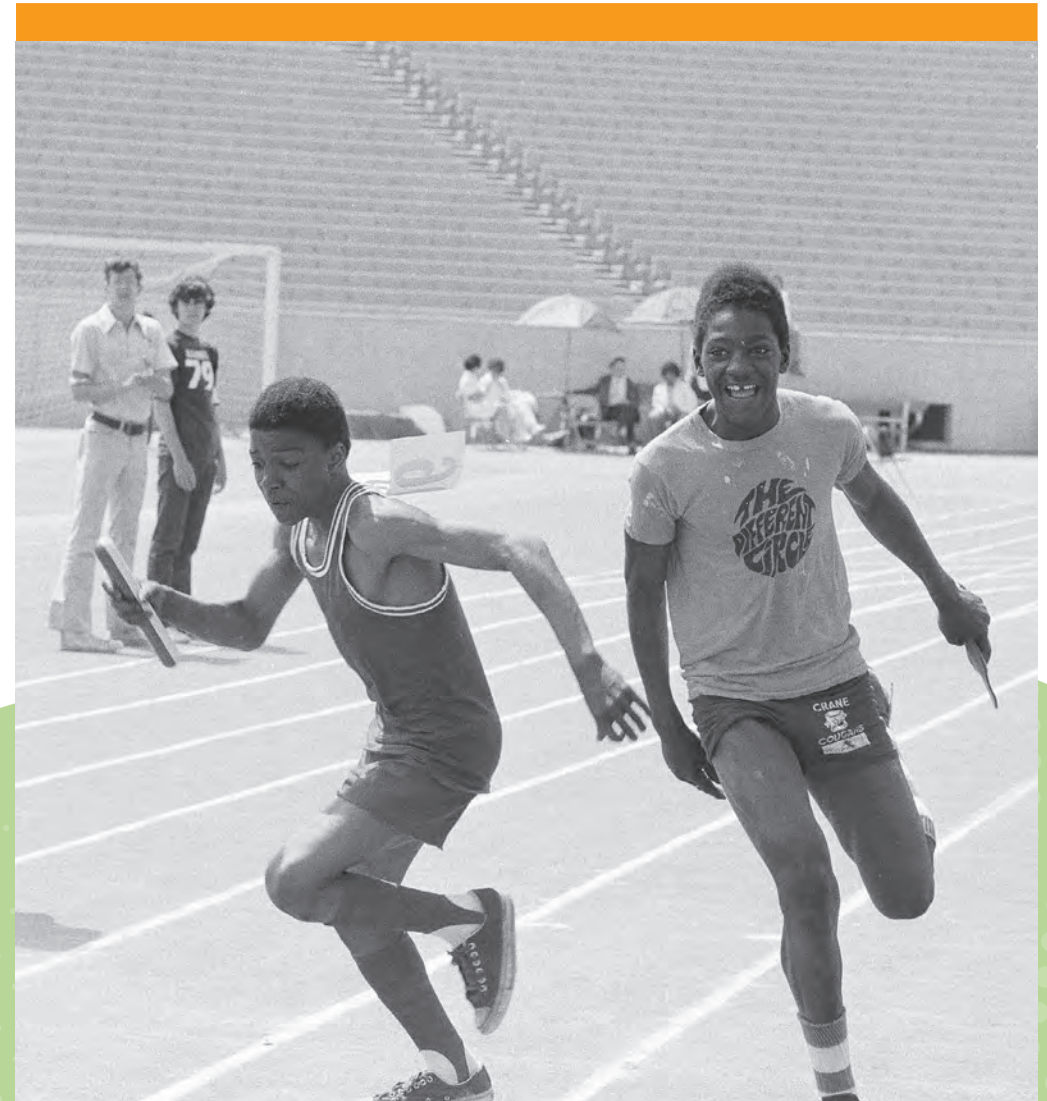
Pero quería hacer más.

Quería que todos los niños tuvieran la oportunidad de competir.

Entonces, Eunice hizo un nuevo plan.

Les pidió ayuda a otras personas.

Quería crear las Olimpiadas Especiales.

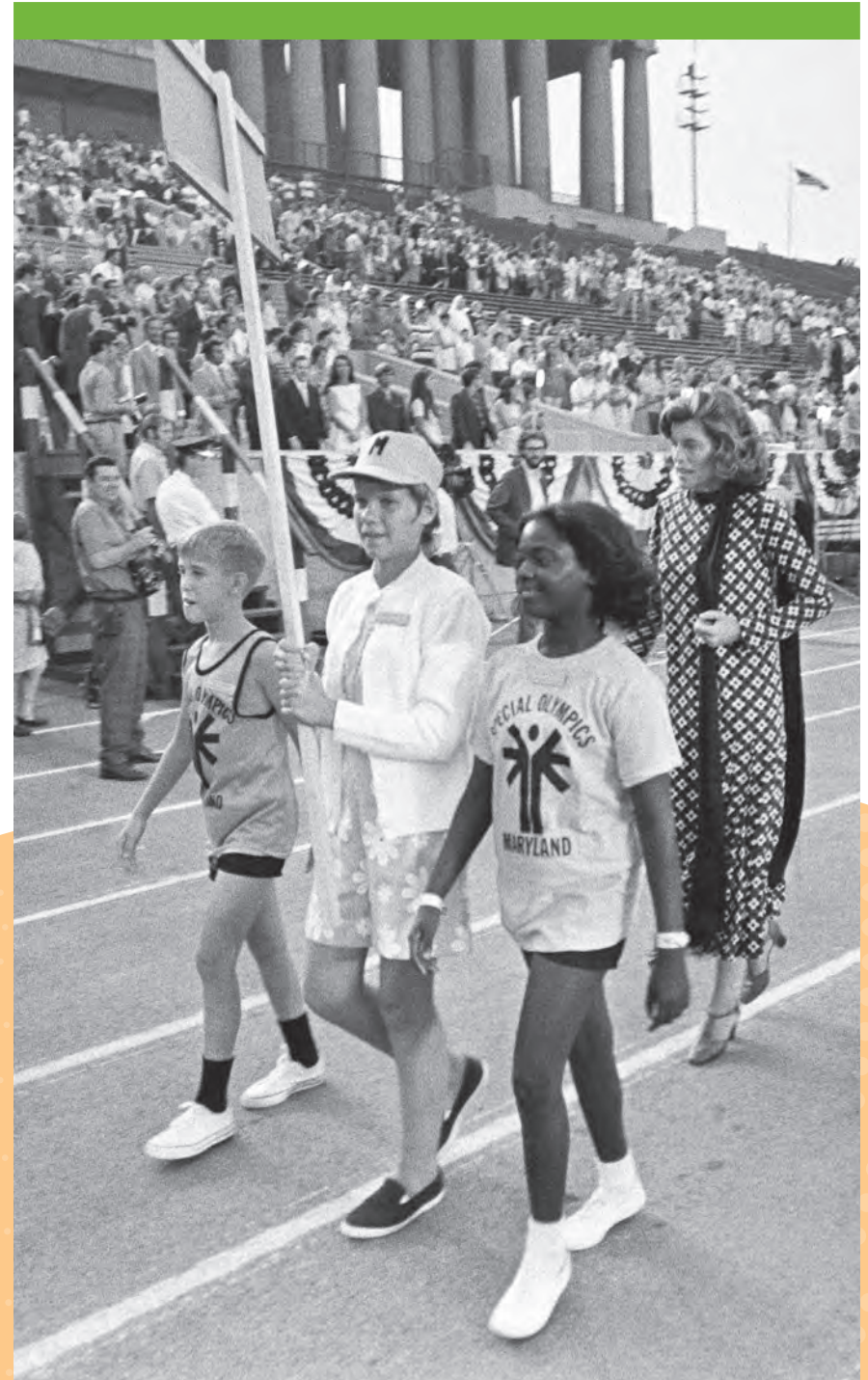


Las Olimpiadas Especiales

Las primeras Olimpiadas Especiales se hicieron en Chicago, Illinois.
Los deportistas agitaban banderas.
Un hombre llevó una antorcha.
Los deportistas se hicieron amigos.
Algunos deportistas ganaron medallas.
El alcalde dijo: “El mundo ya nunca volverá a ser igual”.
Tenía razón.

Todo un éxito

El primer evento fue el 20 de julio de 1968.
Participaron 1,000 deportistas en total.
Venían de Estados Unidos y de Canadá.



Hoy en día, más de cinco millones de deportistas participan de las Olimpiadas Especiales. Vienen de todas partes del mundo. Muchas personas llenan las gradas para mirar las competencias. Aplauden fuerte y alientan a los deportistas. Eunice creó algo grande. Le mostró al mundo lo que pueden hacer los deportistas con discapacidad.



Legado

Eunice murió el 11 de agosto de 2009. Su trabajo sigue ayudando a las personas.

Civismo en acción

Eunice Kennedy Shriver quería incluir a todos. Tú también puedes hacerlo. ¡Haz un banco de amigos en tu escuela! Es un lugar donde pueden ir los niños cuando no tienen con quién jugar.

1. Decide dónde estará tu banco de amigos.
2. Haz un cartel para el banco.
3. Explícales a tus compañeros de clase y de escuela qué es el banco de amigos.
4. Invita a jugar a los que se sienten en el banco de amigos.



Eunice Kennedy Shriver

Por unas Olimpiadas para todos

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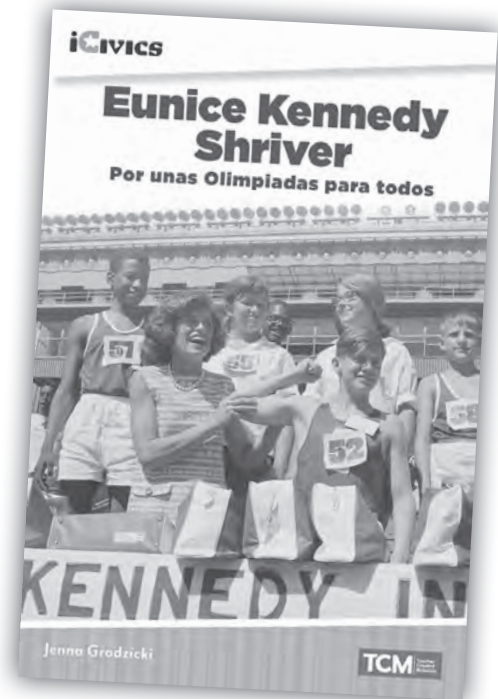


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Reading Level

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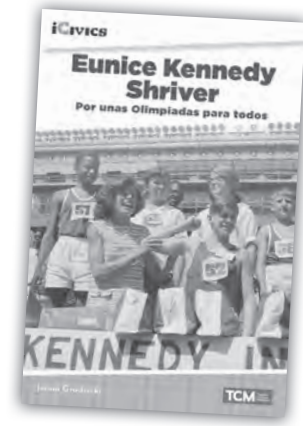
Standards

Content

- ★ Knows how people display positive character traits such as respect for others.
- ★ Explains how people have played important roles in making their communities better.

Literacy

- ★ Retells stories, including key details, and demonstrates understanding of their central messages or lessons.
- ★ Describes the connection between two individuals, events, ideas, or pieces of information in a text.
- ★ Follows agreed-upon rules for discussions.
- ★ Writes opinion pieces in which they introduce the topic, state an opinion, supply a reason for the opinion, and provide some sense of closure.



Essential Question

How can one person make a difference?

Language Proficiency Support

Use these strategies throughout the lesson.

Level 1

- Encourage students to draw or dictate their responses to the activities throughout the lesson.

Level 2

- Provide students with strong sentence frame supports to assist them in completing written activities throughout the lesson.

Level 3

- Have students explain orally what they will write prior to having them complete written activities.

Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Create a Connection (page 3)	Fiction: Start with a Story (page 4)	Nonfiction: Find Out the Facts (pages 5 and 6)		Civics in Action (page 7)
Identify the importance of play in our lives by discussing sports and/or games.	Read a fictional story, and practice retelling it.	Describe connections between ideas in a text.	Continue to describe connections between ideas in a text, and write connections that are made.	Create a buddy bench so everyone can feel included at recess.

Day 1 Materials

- *Eunice Kennedy Shriver* books
- copies of *The Best!* (page 8)

Create a Connection

Activate prior knowledge about sports and games.

- Have student pairs discuss their favorite sports and the reasons they enjoy them.
- Let students know that favorite games could also be discussed.

Facilitate a discussion.

- Have students share aloud their favorite sports or games with the whole group.
- Create a list on the board or chart paper of the sports or games students named.

Connect to the book.

- Display the cover, and discuss the subtitle and image.
- Ask students to share what they know about the Olympics.
- Read aloud the back cover, and have students make predictions about the book.

Assign the following activities for students to complete individually:

- Choose a sport or game from the list.
- Use your choice to complete *The Best!*
- **Below-level support:** Provide sentence starters to assist with opinion writing, such as *My favorite sport is _____. I like it because _____.*

Daily Discussion

Essential Question: *How can one person make a difference?*

- Ask students to face their partners for the conversation.
- Have them take turns speaking. When one person is finished speaking, the other person can start.
- Guide the conversations back and forth so both partners get a chance to speak.
- Use the mini-lesson “Turn Taking” in the Management Guide (page 50) for additional support and practice.

Day 2 Materials

- Eunice Kennedy Shriver books
- copies of *Retelling the Story* (page 9)

Fiction: Start with a Story

Introduce and distribute the books.

- Read aloud the introduction on pages 2–3.
- Point out the Jump into Fiction graphic on the bottom of page 3.
- Explain that the story is historical fiction. It tells a fictional story about Shriver and her sister from their childhood.

Explain the reading strategy—*retelling stories*—including the following points:

- Retelling a story means to tell the story again in your own words.
- Stories usually have a beginning, middle, and end. When retelling stories, be sure to include all parts.

Model retelling another story.

- Use a recent read-aloud, or use a classic, such as “The Three Little Pigs.”
- Explain that a retell is the main parts of the story in the person’s own words.

Read aloud the story (pages 4–7).

- Stop and model your understanding of what has happened at the beginning, middle, and end of the story.
- Connect back to the idea of retelling a story in your own words.

Assign the following activities:

- Work individually to complete *Retelling the Story*.
- Practice retelling your story to a partner.
- **Above-level support:** Encourage students to think of emotions that characters in the story might have been feeling and include them in their retellings.

Daily Discussion

Day 2 Question: *What are things you like to do with others?*

- Remind students to allow one person to finish speaking before the other person begins.



Nonfiction: Find Out the Facts

Connect back to the introduction by rereading pages 2–3.

- Discuss with students what they learned about Shriver in the text.
- Identify how her love of sports is supported by the photographs. What sports is she shown playing?

Introduce the next section of the book, which is nonfiction.

- Distribute the books, and preview the headings together.

Explain the reading strategy—*describing connections*—including the following points:

- Authors often connect one part of the text to another part of the text.
- Connections can be made between people, events, or ideas.
- Readers often have to make the connections as they read. The author may not directly state them.

Model making a connection during reading.

- Read aloud pages 8–9.
- Think aloud as you identify details learned from the text and from the images.
 - For example, “I read earlier that Eunice loved sports. This part of the text tells me the sports she loved, such as swimming, sailing, skiing, and ice skating. This shows she really loved many types of sports.”

Guide students to make connections.

- Read aloud pages 10–11.
- Have students describe another connection they make with sports Shriver loved.
- **Language support:** Provide a sentence frame that students can use to articulate their connections, such as *I read that Eunice loved sports, and now I know she loved the sport ____ .*

Daily Discussion

Day 3 Question: *What things do you think are unfair?*

- Review the skill of allowing one person to finish speaking before the other person begins, and have students discuss the question with partners.

Day 4 Materials

- *Eunice Kennedy Shriver* books
- copies of *Make a Connection* (page 10)
- copies of *Eunice and Rosemary* (page 11)

Nonfiction: Find Out the Facts *(cont.)*

Review the reading strategy—*describing connections*.

- Ask students to talk with partners about types of connections readers can make throughout a text.
- Listen to partner discussions, and share comments you hear.

Explain the importance of connections.

- Connections help readers understand how ideas are linked together in the text.
- Readers should look for ways people, events, or ideas connect in a text.

Distribute the books, and echo read pages 12–23 with students.

- Stop at the end of each page spread or section, and have students discuss any connections they can make to other parts of the text.

Assign the following activity for students to complete with partners:

- Look for larger connections using information from throughout the book as you complete *Make a Connection*.

Facilitate a discussion about the connections students made.

- Identify the ideas listed on the sheet as reasons Shriver started the Special Olympics.

Daily Discussion

Day 4 Question: *What can you do about things that are unfair?*

- Review the skill of allowing one person to finish speaking before the other person begins, and have students discuss the question with partners.

Fiction/Nonfiction Text Extension

Ask students to make connections between the fiction and nonfiction. Have them use *Eunice and Rosemary* to show what Shriver and her sister liked to do together. Guide students to pages 4–7 and 10, if needed. Discuss any other connections that students make.

Day 5 Materials

- *Eunice Kennedy Shriver* books
- copies of *Plan Your Design* (page 12)
- copies of *Buddy Bench Explanation* (page 13)
- poster paper and art supplies

Civics in Action

Facilitate a discussion about recess.

- Ask students if they have ever felt alone at recess or not had someone to play with.
- Have students share their experiences and observations.
- Explain that Eunice Kennedy Shriver worked to make sure everyone could play, and they can too!

Introduce the Civics in Action activity.

- Read aloud page 24 from the book.
- Let students know they will create a buddy bench so no one feels left out.
- Distribute *Plan Your Design*, and have small groups work together to plan posters.
- Once a plan has been made, have students create their posters. Multiple posters can be created by each group. Hang one at a time, and replace it with the other posters as needed when they're damaged or weathered.

Assign the following activities to small groups:

- Complete *Buddy Bench Explanation*.
- Share explanations about the buddy bench with other classrooms.
- Include others at recess by noticing when someone is sitting on the bench.

Daily Discussion

Essential Question: *How can one person make a difference?*

- Remind students to wait until their partners finish speaking before they take their turns.

Assessment Options

- **Time to Reflect** (page 14)—Students reflect in writing about what they learned.
- **Reading Quiz** (page 15)—Students respond to multiple-choice and short-answer questions.

Nombre: _____

Fecha: _____

¡El mejor!

Instrucciones: ¿Cuál es tu juego o deporte favorito? Di por qué es tu favorito. Escribe una conclusión.

Mi deporte favorito es

Es el mejor porque

En conclusión,



Nombre: _____ Fecha: _____

Volver a contar el cuento



Instrucciones: Haz dibujos para mostrar las partes de “Un día en la playa”.

Principio

A large, empty rectangular box with a thick black border, intended for drawing the beginning of the story.

Medio

A large, empty rectangular box with a thick black border, intended for drawing the middle of the story. A curved arrow points from the bottom of the 'Principio' box to the top of this box.

Final

A large, empty rectangular box with a thick black border, intended for drawing the end of the story. A curved arrow points from the bottom of the 'Medio' box to the top of this box.

Nombre: _____ Fecha: _____

Haz una conexión

Instrucciones: Piensa en estas ideas. Haz una o más conexiones. Dibuja lo que hizo Eunice con las ideas.

★ Ideas	★ Conexiones
★ A Eunice le encantaban los deportes. ★ Rosemary era discapacitada. ★ Las personas con discapacidad no podían ir al gimnasio. ★ Eunice pensaba que eso era injusto.	

Escribe una oración sobre una conexión que hiciste.

Nombre: _____ Fecha: _____

Eunice y Rosemary

Instrucciones: Eunice y Rosemary eran hermanas. Lee los textos de ficción y no ficción del libro. Escribe y dibuja lo que a las hermanas les gustaba hacer juntas.



Ficción	No ficción

A Eunice y Rosemary les gustaba

Nombre: _____ Fecha: _____

Planifica tu diseño

Instrucciones: Haz un cartel para un banco de amigos.



Nombre: _____ Fecha: _____

Explicación del banco de amigos

Instrucciones: Escribe sobre cómo funcionará el banco de amigos. Compártelo con otras personas de tu escuela.

Pregunta	Explicación
¿Qué es?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
¿Dónde está?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
¿Cómo funciona?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Nombre: _____ Fecha: _____

Hora de reflexionar



Instrucciones: Escribe sobre lo que has aprendido.

1. ¿Por qué Eunice decidió ayudar a los demás?

2. ¿Cómo creció su idea?

3. ¿Cómo puedes ayudar tú a los demás?

Nombre: _____ Fecha: _____

Instrucciones: Lee cada pregunta. Rellena la burbuja de la mejor respuesta. Luego, responde la última pregunta.

1. ¿Qué hizo Eunice para mejorar el mundo?
- (A) Amaba los deportes.
 - (B) Practicaba deportes.
 - (C) Ayudó a que todos practicasen deportes.
 - (D) Dejó que sus hijos practicasen deportes.

2. ¿Qué parte de “Un día en la playa” se necesita para volver a contar el cuento?
- (A) hermanos que nadan
 - (B) castillos de arena
 - (C) hermanas que juegan
 - (D) niños vistiéndose

3. ¿Qué muestra esta imagen sobre Eunice?

- (A) Quería ayudar a su hermana.
- (B) Creó las Olimpiadas Especiales.
- (C) Caminó en un desfile.
- (D) Marchó para ayudar a las personas.



4. ¿Por qué los deportes deberían ser para todos?

Answer Key

Volver a contar el cuento (page 9)

Principio: Eunice y Rosemary llegan a la playa.

Medio: Eunice y Rosemary van a nadar.

Final: Eunice y Rosemary construyen un castillo de arena.

Haz una conexión (page 10)

Como a Eunice le encantaban los deportes, organizó un campamento y las Olimpiadas Especiales para que las personas con discapacidad pudieran hacer deportes.

Eunice y Rosemary (page 11)

Ficción: A Eunice y Rosemary les gustaba nadar juntas y construir castillos de arena.

No ficción: A Eunice y Rosemary les gustaba jugar juntas al tenis.

Hora de reflexionar (page 14)

Reflections will vary but should be complete and thoughtful.

Prueba: Eunice Kennedy Shriver (page 15)

1. C
2. C
3. B
4. Answers should indicate a logical reason why everyone should be allowed to play sports, such as: *hay muchos tipos de deportes para distintas personas.*

Civic Discourse Mini-Lessons

Skill 1: Turn Taking

Materials

- small objects to toss (one per student pair)

Engage students with an activity.

- Have student pairs stand facing each other a few feet apart.
- Provide each pair of students with an object to toss (e.g., a small ball, an eraser).
- Have students gently toss the object back and forth to each other.
- Ask students how the objects moved (*back and forth*).
- Ask students whether both people had the object in their hands at the same time (*no*).
- Ask students how they knew who got the object next.

Teach the skill to the group.

- Explain that discussions are like tossing a ball back and forth. Only one person can have the ball at a time, and only one person can speak at a time.
- Discuss the benefits of taking turns (*people can learn from each other, people can hear each other*).

Practice the skill.

- Have students practice taking turns while discussing some of their favorite animals. One student can begin, “Emily, what is one of your favorite animals, and why?” Emily should respond with two or three comments.
- Encourage students to listen politely and respond appropriately before sharing their own favorite animal. Caution students against taking over a conversation or interrupting.

Extend the discussion.

- Tell students that when there is a group discussion, there are different ways to signal their desire to talk. They can raise their hands, or they can wait for a pause and say, “I’d like to add ____.”
- Together with students, make a list of phrases students can say to signal their desire to talk.

Vieja bandera

1. Mezcla las tarjetas. Repártelas todas entre los jugadores.
2. Empareja las palabras con sus definiciones. La tarjeta de la **Vieja bandera** no tiene pareja. Aparta los pares que tengas en la mano.
3. Comienza el jugador de más edad. Debe poner sus tarjetas boca abajo. El jugador de la izquierda toma una tarjeta. Si coincide con una de las tarjetas que tiene en la mano, aparta el par de tarjetas. Si no, se queda con la tarjeta.
4. Luego, le ofrece sus tarjetas al jugador que sigue en la ronda.
5. Jueguen hasta que solo quede la tarjeta de la **Vieja bandera**.
¡Ganas si no tienes la **Vieja bandera**!

votar



elegir líderes

