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iCivics Readers Grade K

This sample includes the following:

Management Guide Cover (1 page)

Management Guide Table of Contents (1 page)

How to Use This Resource Pages (5 pages)

Sample Reader (11 pages)

Sample Lesson Plan (16 pages)

Sample Civic Discourse Lesson (1 pages)

Sample Game Cards (3 cards)

To Create a World ⁱⁿ which
Children Love to Learn!

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Management Guide
Grade K

iCIVICS

Readers



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Grade K Resources

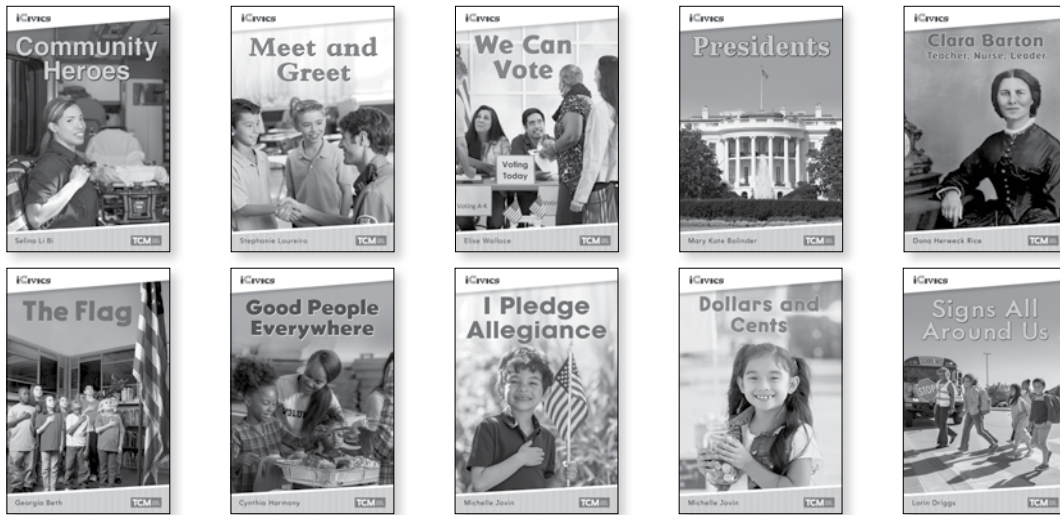
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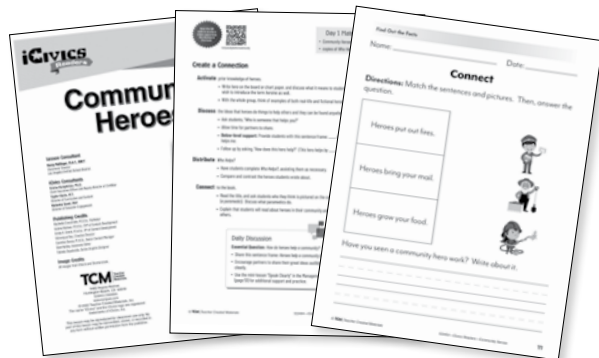
Kit Components

6 copies of 10 books



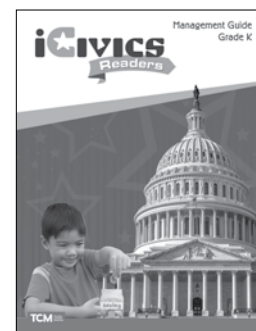
Full-color readers integrate civics with fiction and nonfiction.

Lesson Plans



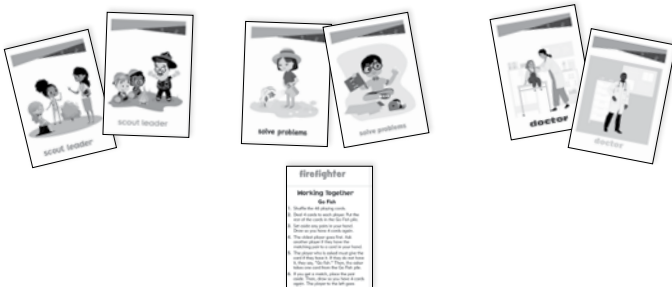
Lesson plans include targeted instruction, essential questions, and numerous opportunities for civic discourse.

Management Guide



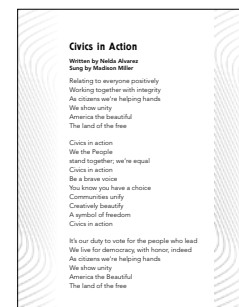
Management Guide provides program information and research-based teaching ideas.

Game Card Decks



Collaboration and continued civic discourse are encouraged through game play.

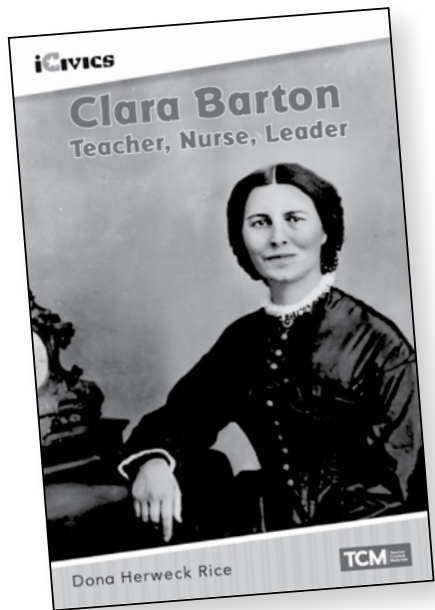
Digital Resources



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

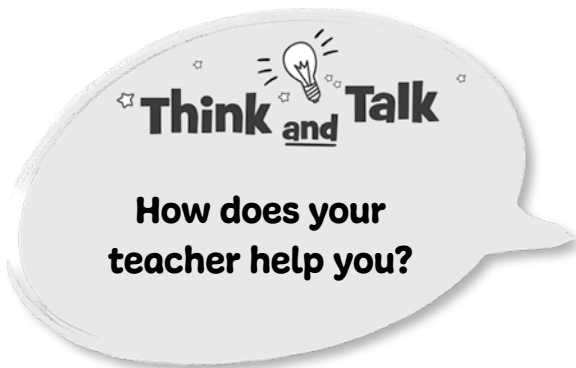
About the Readers

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.



Meaningful images enhance informational text for students.

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.

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.

The image shows a sample lesson plan page for "The Flag". The page is titled "The Flag" on the left side. The main content is organized into sections: "Nonfiction: Find Out the Facts (cont.)", "Review", "Distribute", "Assign", "Daily Discussion", and "Fiction/Nonfiction Text Extension". A callout box titled "Day 4 Materials" lists: "The Flag books", "sticky notes", "copies of Figuring Out Words (page 11)", and "copies of A Flag Story (page 12), optional". Another callout box titled "Daily Discussion" lists: "Day 4 Question: Why do people show respect for a flag?" and "Have students discuss the day's question with partners, asking each other questions to learn more." A third callout box titled "Fiction/Nonfiction Text Extension" lists: "Ask students to use A Flag Story to plan a narrative about a flag including characters, a setting, and events. Students may wish to continue writing about Sam. Then, have students write and draw their stories on separate sheets of paper." The page number "6" is at the bottom left, and the footer contains "123384—iCivics Readers—The Flag" and "© TCM | Teacher Created Materials".

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 your 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

Héroes de la comunidad

Hay muchos héroes en la comunidad. Nos ayudan todos los días.

917660

ISBN-13: 978-1-0876-2243-9



9 781087 622439

Héroes de la comunidad





Hay muchos héroes
a nuestro alrededor.



Ayudan a apagar incendios.





Ayudan a los que
están enfermos.



Ayudan a repartir
el correo.



Ayudan a limpiar
las calles.



Ayudan a las mascotas
a encontrar un hogar.





Ayudan a cultivar
alimentos.



Piensa
y
habla



¿De dónde viene
la comida?



¡Los héroes nos ayudan!



Los héroes de la comida

Ellos siembran semillas.
Las plantas crecen.



Ellos venden comida.
¡La comida nos ayuda
a crecer!



Civismo en acción

Mira a tu alrededor. Hay muchos héroes. Los héroes ayudan a los demás.

1. Piensa en los adultos de tu escuela. ¿Qué trabajos hacen? ¿En qué ayudan?
2. Escoge a una persona. Escribe sobre esa persona y dibújala. Muestra cómo ayuda a los demás.
3. Muéstrale a esa persona lo que hiciste. ¡Dale las gracias!



Héroes de la comunidad

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Reading Level

Lexile®: 140L

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Standards

Content

- ★ Understands the importance of work as a characteristic of American society (e.g., work is important to the well-being of the family and community).

Literacy

- ★ With prompting and support, identifies characters, settings, and major events in a story.
- ★ With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text.
- ★ Speaks audibly and expresses thoughts, feelings, and ideas clearly.
- ★ Participates in shared research and writing projects.



Essential Question

How do heroes help a community?

Language Proficiency Support

Use these strategies throughout the lesson.

Level 1

- Model careful and clear speech as students begin to use new words and phrases to convey ideas.

Level 2

- Chunk words into phrases and indicate stressed syllables to help students use new words and phrases to convey ideas.

Level 3

- Support students in using precise language to effectively present their ideas in whole-group discussions.

Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Create a Connection (page 3)	Fiction: Time for a Story (page 4)	Nonfiction: Find Out the Facts (pages 5 and 6)		Civics in Action (page 7)
Use prior knowledge to identify community heroes and the work they do.	Read a fictional passage, and practice identifying events.	Learn about and practice making connections within a text and to self.	Read about community heroes, and make connections within a text and to self.	Identify school heroes, and participate in a shared writing activity.



tcmpub.digital/icr/community

Day 1 Materials

- *Community Heroes* books
- copies of *Who Helps?* (page 8)

Create a Connection

Activate prior knowledge of heroes.

- Write *hero* on the board or chart paper, and discuss what it means to students. You may wish to introduce the term *heroine* as well.
- With the whole group, think of examples of both real-life and fictional heroes.

Discuss the ideas that heroes do things to help others and they can be found anywhere.

- Ask students, "Who is someone that helps you?"
- Allow time for partners to share.
- **Below-level support:** Provide students with this sentence frame: *_____ is someone who helps me.*
- Follow up by asking, "How does this hero help?" (*This hero helps by _____.*)

Distribute *Who Helps?*

- Have students complete *Who Helps?*, assisting them as necessary.
- Compare and contrast the heroes students wrote about.

Connect to the book.

- Read the title, and ask students who they think is pictured on the cover of the book (*a paramedic*). Discuss what paramedics do.
- Explain that students will read about heroes in their communities and what heroes do to help others.

Daily Discussion

Essential Question: *How do heroes help a community?*

- Share this sentence frame: *Heroes help a community by _____.*
- Encourage partners to share their ideas audibly and clearly.
- Use the mini-lesson "Speak Clearly" in the Management Guide (page 51) for additional support and practice.

Day 2 Materials

- *Community Heroes* books
- copies of *Three Events* (page 9)

Fiction: Time for a Story

Distribute the books.

- Ask students to recall the title of the book and the hero on the front cover.
- Tell students that they will read a story about heroes.

Explain the reading strategy—*identifying characters, settings, and events*—including the following points:

- Characters are the people in a story. The setting is where the story takes place. The events are the key things that happen in a story.
- Identifying the characters, setting, and events helps readers better understand the story.

Introduce the story (pages 18–19).

- Ask students to describe the setting based on what they see in the picture.
- Ask students who they think the characters are based on what they see.
- Have students share with partners who they think the hero is. Write their responses for all to see.
- Ask students to listen for three events as you read the story aloud.
- **Language support:** Help students pantomime actions to go along with the words in the story.
- Have partners talk about the events in the story using the words *first*, *second*, and *third*.

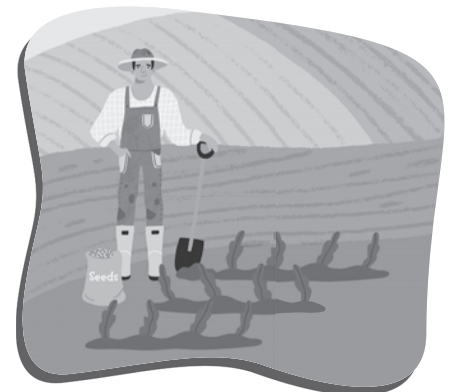
Assign the following activity:

- Complete *Three Events*.

Daily Discussion

Day 2 Question: *What makes someone a hero?*

- Share this sentence frame: *One thing that makes someone a hero is ____.*
- Remind partners that sharing audibly and clearly is important.



Day 3 Materials

- *Community Heroes* books
- copies of *Two Heroes* (page 10)

Nonfiction: Find Out the Facts

Distribute the books.

- Show students the front cover of the book. Read aloud the back cover.
- Have students predict with partners the kinds of heroes they might find in the book.

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

- Connections help readers better understand and remember what they are reading.
- Readers can make a personal connection to the text or a connection between different parts of a text.

Model making connections.

- Read aloud the sentence on page 2, and point out the pictures on pages 2–3.
- Talk about the types of heroes depicted, how they differ, and how they are alike. Also encourage students to make connections to community heroes they know about.
- **Above-level support:** Challenge students to group heroes in some way (e.g., by job type, by uniform, by who they help).
- Encourage students to continue making connections while you read aloud pages 4–9.

Assign the following activities to students, assisting them as necessary:

- Choose one page spread that shows more than one hero.
- Complete *Two Heroes*.

Daily Discussion

Day 3 Question: *How are heroes the same?*

- Review the strategy of speaking clearly and audibly. Discuss how sitting up straight can help students speak audibly. Discuss how a complete answer can help students answer a question clearly.
- Share this sentence frame: *One way heroes are the same is _____.*
- Have partners discuss the question, remembering to speak clearly.

Day 4 Materials

- *Community Heroes* books
- copies of *Connect* (page 11)
- copies of *The Story of a Hero* (page 12); optional

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

Review the reading strategy—*making connections*.

- Ask students to talk with partners about how and why readers make connections.
- Listen to partner discussions, and share important comments with the group.

Distribute the books, and read aloud pages 10–17.

- At the end of each page spread, have students practice making connections.
 - ♦ A personal connection may start like this: *This reminds me of ____.*
 - ♦ A connection between two ideas may start like this: *Both heroes ____.*
- Ask volunteers to share connections they make.

Assign the following activities, providing assistance as necessary:

- Reread pages 10–17. Make connections between the words and the pictures.
- Complete *Connect*.

Daily Discussion

Day 4 Question: *What do heroes do?*

- Review the strategy of speaking clearly and audibly.
- Share this sentence frame: *One thing heroes do is ____.*
- Have students discuss the question with partners, speaking audibly and clearly so their ideas can be heard.

Fiction/Nonfiction Text Extension

Review “Our Food Heroes” from pages 18–19 of the book. Tell students they will write stories similar to the one about the farmer. Distribute *The Story of a Hero*. Have each student circle a hero. Then, ask them to draw and write about two events from that worker’s day.

Day 5 Materials

- copies of *Heroes at School* (page 13)
- chart paper

Civics in Action

Engage students by writing *Heroes at School* on the board or chart paper.

- Introduce the idea that there are people at school who help others.
- Write *custodian* on the board or chart paper. Discuss how a school custodian helps others.

Discuss other heroes at school.

- Write students' ideas on the board or chart paper. Reinforce the idea that there are community heroes all around.

Introduce the *Heroes at School* activity.

- Ask students to choose two heroes from the list who have something in common (e.g., two heroes who keep them safe or two heroes who help them learn). Tell them they will draw and write about how those two heroes are the same.
- Distribute and have students complete *Heroes at School*.
- Allow students to share their responses.

Engage students in writing a shared thank you letter to one school hero.

- Solicit student input on what to write. While transcribing their words, ask for suggestions on what letter or sound comes next.
- Promote speaking and writing clearly. As appropriate, touch upon skills such as word order and word choice.
- Read the completed text to students prior to delivering it to the school hero.

Daily Discussion

Essential Question: *How do heroes help a community?*

- As a group, create a sentence frame for students to use to help them state their answers clearly.
- Encourage students to speak loud enough so that all students can hear and be involved.

Assessment Options

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

Nombre: _____ Fecha: _____

¿Quién ayuda?

Instrucciones: Dibuja a un héroe. Luego, responde la pregunta.



¿Cómo ayuda a las personas este héroe?

Nombre: _____ Fecha: _____

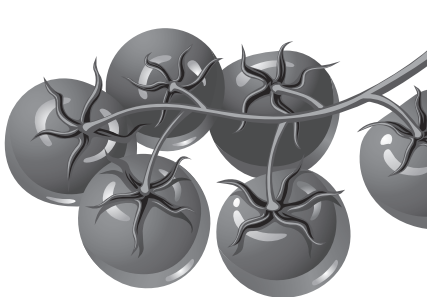
Tres sucesos

Instrucciones: Dibuja tres sucesos de “Los héroes de la comida”.

Suceso 1

Suceso 2

Suceso 3



Nombre: _____ Fecha: _____

Dos héroes



Instrucciones: Escoge dos héroes. ¿En qué se parecen?
Dibuja y escribe.

Héroe 1	Héroe 2

Los dos héroes _____

Nombre: _____

Fecha: _____

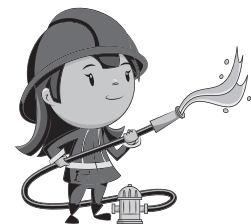
Conectar

Instrucciones: Une las oraciones con los dibujos. Luego, responde la pregunta.

Los héroes apagan incendios.

Los héroes te traen el correo.

Los héroes cultivan tu comida.



¿Has visto trabajar a un héroe de la comunidad? Escribe sobre eso.

Nombre: _____ Fecha: _____

Un cuento sobre un héroe

Instrucciones: Encierra en un círculo a un héroe. Dibuja y escribe un cuento con dos sucesos.



paramédica



bombero



recolector de basura

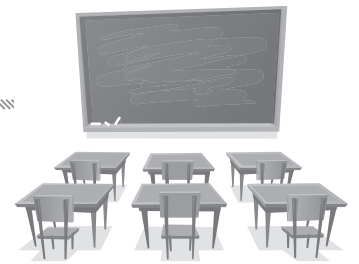
Suceso 1

Suceso 2

Nombre: _____ Fecha: _____

Héroes de la escuela

Instrucciones: Escoge dos héroes de tu escuela.
¿En qué se parecen? Dibuja y escribe.



Héroe 1

Héroe 2

A large rectangular area with a dashed border, divided into two columns by a vertical line. The left column is labeled 'Héroe 1' and the right column is labeled 'Héroe 2'. This area is intended for drawing and writing about the chosen heroes.

Four horizontal lines for writing, consisting of two solid top lines, two dashed middle lines, and two solid bottom lines.

Nombre: _____ Fecha: _____

Hora de reflexionar



Instrucciones: Dibuja y escribe sobre lo que has aprendido.

1. ¿Qué es un héroe?

Un héroe es _____

2. ¿Cómo puedes ser un héroe?

Puedo ser un héroe si _____

Nombre: _____ Fecha: _____

Prueba: *Héroes de la comunidad*

Instrucciones: Lee cada pregunta. Rellena la burbuja de la mejor respuesta. Luego, dibuja para responder la pregunta 3.

1. Los héroes son personas que trabajan para _____.

- (A) ayudar a los demás
- (B) lastimar a los demás

2. ¿Qué héroes cultivan alimentos?

- (A) los bomberos
- (B) los granjeros

3. Dibuja a un héroe sobre el que has aprendido. Muestra al héroe ayudando a alguien.

Answer Key

¿Quién ayuda? (page 8)

Students should draw and write about someone who helps. Examples: police officer: *Este héroe me protege*; custodian: *Este héroe repara cosas*.

Tres sucesos (page 9)

Students should draw the events from the story: planting seeds, growing plants, and selling food.

Dos héroes (page 10)

Students should draw and write about two heroes from the text and how they are the same. Example: a mail carrier and a paramedic: *Los dos héroes usan uniforme azul*.

Conectar (page 11)

Students should match the pictures to the text and write about a personal connection to one of the heroes.

Un cuento sobre un héroe (page 12)

Students should circle one hero and draw and write a story with two events. Example: *La paramédica llega al lugar del choque. Ayuda a los heridos*.

Héroes de la escuela (page 13)

Students should draw and write about two heroes at school and how they are the same. Example: *La maestra y el bibliotecario me ayudan a aprender a leer*.

Hora de reflexionar (page 14)

Reflections about heroes should be complete and thoughtful.

Prueba: *Héroes de la comunidad* (page 15)

1. A
2. B
3. Drawings should show one type of hero from the book and how that hero helps people.

Skill 2: Speak Clearly

Materials

- stuffed toy or engaging object

Explain an important discussion skill: speaking clearly.

- Define speaking clearly as being able to tell or ask someone something in a way they can hear and understand.

Activate knowledge about speaking clearly, while raising awareness that some students have challenges with articulation and are speaking as clearly as they can.

- Ask students to share times when they struggled to understand someone. Discuss the reasons it was difficult to understand them (*they spoke too softly or mumbled, they were sleepy, they were not facing me, they spoke too fast, it was too noisy, etc.*).
- Explain that part of speaking clearly is speaking loud enough so that others can hear you.
- Display the stuffed toy. Say, "When I talk about this toy, I want to make sure that I can be heard. I don't want to whisper, and I don't want to yell. I want to use a volume that is appropriate for where I am."

Engage students in an activity:

- Tell students they are going to hear you talk about the stuffed toy, but sometimes you will speak clearly and sometimes you won't. Ask students to raise their hands when they can't hear you very well and to say, "I'm sorry, I couldn't understand you," or "I'm sorry, could you repeat what you just said?"
- Intersperse speaking clearly with slouching, mumbling, turning away, or speaking too softly.

Assign the following activity:

- Have partners take turns describing a stuffed toy, using all of the techniques for speaking clearly (e.g., sitting up straight, facing the person they are speaking to, speaking audibly).

Review learning by asking:

- Why is it important to speak clearly?
- Who do you want to understand you when you are speaking?
- What can you do to be better understood by others?
- What can you say to someone if you cannot hear them clearly?

Tips for Speaking Clearly

- Speak slowly.
- Use an appropriate volume.
- Face the person you are speaking to.

Trabajar juntos

Mímica

1. Mezcla las 23 tarjetas de ayudantes de la comunidad. Ponlas en el centro de la mesa.
2. Pon un temporizador en 1 minuto. Comienza el jugador más bajo. Ese jugador toma una tarjeta. Hace la mímica con el cuerpo para que los demás la adivinen.
3. Si los demás adivinan la palabra, el jugador toma otra tarjeta para hacer la mímica.
4. Cuando se acaba el minuto de tiempo, el próximo jugador hace la mímica.
5. Jueguen hasta que cada uno haga la mímica de al menos tres tarjetas.
6. Trata de adivinar todas las palabras que puedas. ¡Todos ganan!



**escuchar a
los demás**



tomar turnos