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iCivics Readers Grade 2

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 (15 pages)**
- Sample Lesson Plan (16 pages)**
- Sample Civic Discourse Lesson (1 pages)**
- Sample Game Cards (6 cards)**

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Management Guide
Grade 2

iCIVICS

Readers



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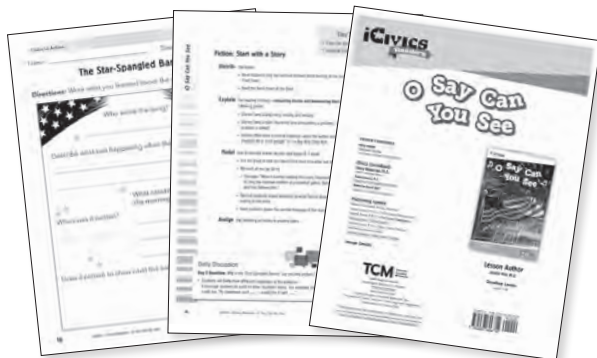
Kit Components

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



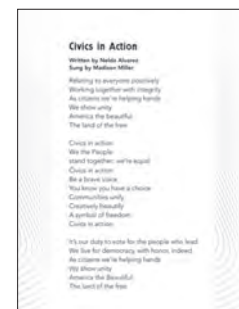
Management Guide provides program information and research-based teaching ideas.

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.

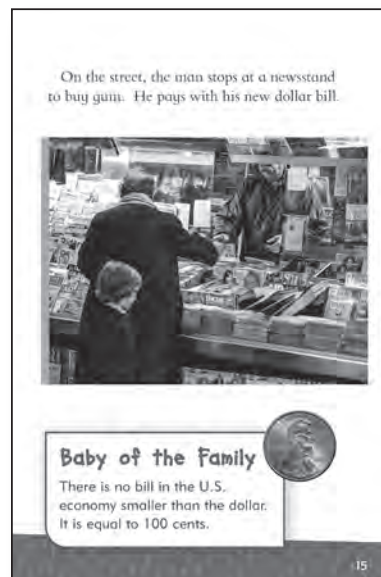
About the Readers

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

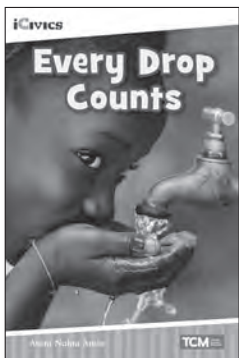
These summaries are for your easy reference. Use the summaries to decide which books match the content you would like to cover, and employ the summaries as tools to begin group discussions about the books with students.



Changing Our Community
 Communities are always changing. Streets get fixed. Sidewalks get added. New schools get built. But how does it all happen?



Dwight D. Eisenhower: American Leader
 Dwight D. Eisenhower was an important leader. Read about his life during both war and peace.



Every Drop Counts
 Water seems to be everywhere. Yet the world is running out of fresh water. How does this affect lives around the world? What is being done?



Follow That Dollar
 Every dollar has a story to tell. It travels from person to person or place to place. It is used to buy, save, or share as it travels. It does this again and again and again. Where is it going next?



Solving Problems Together
 Some problems are easy to solve. Others are not so easy. When problems are big, lots of people have to work together to help solve them!



See Something, Say Something

Sometimes things that look bad aren't what they seem to be. Other times, it is better to say something about them. But how do you know when to say something?



Every Dollar Makes a Difference

Do you want to make a difference but do not know how? That is what fundraising is all about! Let's learn how to lead a great fundraising event. **Note:** This title includes a supporting video.



O Say Can You See

Do you know the words to the U.S. national anthem? Do you know what the words mean? Find out the story behind the song. **Note:** This title includes a supporting video.



Leaders in the Community

What are community leaders? They are people who help the places they live. Leaders help in big and small ways. They solve problems and create new ideas. Every community has leaders!



Your Vote, Your Voice

Let's get ready to vote! Learn about the issues. Study the candidates. Make your choice, use your voice, and head to the polls!

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.

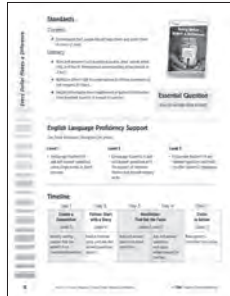
Title of the Book	Lexile® Level	*Guided Reading	DRA Equivalent	Early Intervention
<i>Changing Our Community</i>	530L	N	28	23–24
<i>Dwight D. Eisenhower: American Leader</i>	540L	R	34	25
<i>Every Dollar Makes a Difference</i>	520L	M	28	23–24
<i>Every Drop Counts</i>	550L	P	34	25
<i>Follow That Dollar</i>	570L	M	28	23–24
<i>Leaders in the Community</i>	510L	M	28	23–24
<i>O Say Can You See</i>	570L	P	34	25
<i>See Something, Say Something</i>	530L	M	28	23–24
<i>Solving Problems Together</i>	530L	N	28	23–24
<i>Your Vote, Your Voice</i>	510L	N	28	23–24

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.

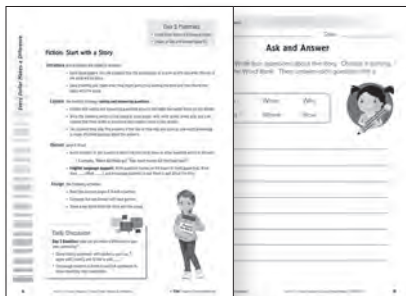
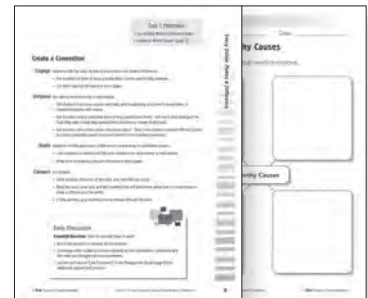
Lesson Plans

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

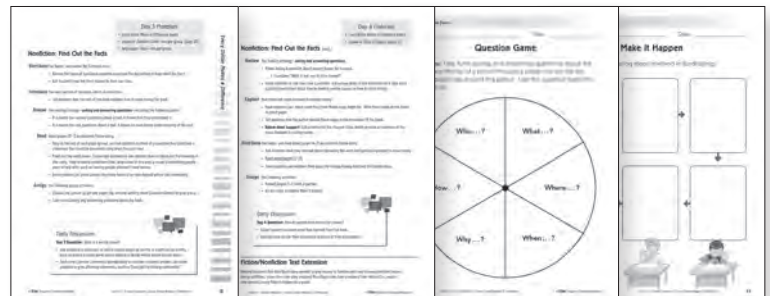


The overview page highlights standards-based learning objectives, the essential question of the lesson, English language development strategies, and a suggested timeline for the lesson.

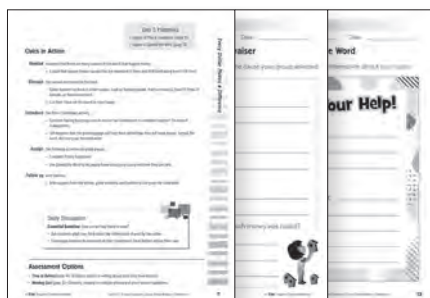
Day 1: Students create content- and literacy-based connections, activate and build background knowledge, and build bridges to the learning objectives in interactive ways. Students and teachers can refer back to Day 1 tasks during the rest of the lesson. **Note:** Daily discussions begin on Day 1 with 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.

Differentiation options are provided throughout the lesson.

The screenshot shows a lesson plan page for 'Your Vote, Your Voice'. At the top right, a box titled 'Day 4 Materials' lists: 'Your Vote, Your Voice books' and 'copies of Finding Hope's Voice (page 11, optional)'. Below this is the 'Nonfiction: Find Out the Facts' section, which includes 'Distribute', 'Explain', 'Assign', and 'Conclude' steps with specific instructions and differentiation options like 'Below-level support' and 'Above-level support'. A 'Daily Discussion' box contains a 'Day 4 Question' and discussion prompts. At the bottom, the 'Fiction/Nonfiction Text Extension' section provides writing prompts and another differentiation option. The page number '6' is visible in the bottom left corner.

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.

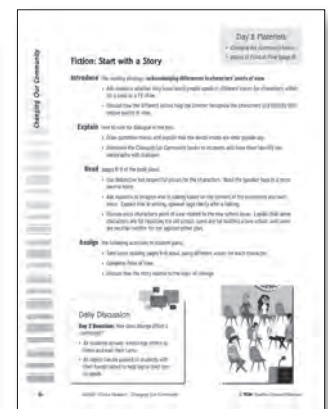
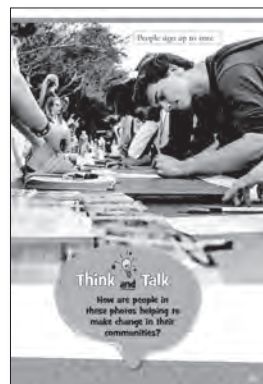


Civics in Action

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

Using Technology to Improve Literacy

The digital resources provided with *iCivics Readers* offer greater accessibility opportunities that go beyond print resources through the use of images, audio recordings, videos, and ebooks. These resources enhance student learning in a variety of instructional settings, support English language acquisition, and further content and literacy learning.

Instructional Settings for Digital Pathways

Whole Class

Whole-class instruction is best applied when introducing texts or for teaching during content-area instructional time. In this setting, every student engages with the same text at the same time. Projecting ebooks or lesson plan activities creates a large canvas for shared literacy and civics experiences.



Small Group

With small-group instruction, students access ebooks and digital activity sheets in more hands-on settings. This limits transition times and fosters engagement. By using built-in digital tools, teachers can help students focus on improving specific skills in language, fluency, and content-area knowledge.



Independent Practice

Students use the digital tools to navigate the ebooks independently. The interactive features can be used to increase rigor and support students in extending their own knowledge. Videos and audio recordings allow students to approach texts through diverse media.

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

Si VES algo, di algo

A veces, lo que se ve mal
no es lo que parece. Otras
veces, es mejor avisar.
Pero ¿cómo sabes cuándo
decir algo?

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Si VES algo, di algo



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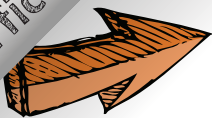


Tú puedes marcar la diferencia

Pasamos mucho tiempo con otras personas. Jugamos, vamos a la escuela y compartimos tiempo con nuestros familiares y amigos. Eso puede ser divertido. Pero a veces algunas cosas pueden ser **confusas**. A veces vemos cosas que nos hacen sentir **incómodos** o que nos enojan o nos dan miedo. Es importante que sepas que puedes ayudar a marcar la diferencia. Pero primero debes saber cuándo decir algo.



Salta a
la ficción



La decisión de Brian

Brian sale de la escuela. Ve a su amiga Angélica y la saluda. Un desconocido se baja de un carro y se acerca a Angélica. Empieza a hablarle. Ese hombre no es el papá de Angélica. Brian sabe que no es seguro hablar con extraños, pero ¿debería hacer algo?

Brian piensa: "¿Debería acercarme? Quizá debería gritar algo. O... quizá no debería decir nada".





Brian entra corriendo en la escuela. Le cuenta al maestro Arnold lo que vio. El maestro Arnold sale. Brian piensa que tal vez hizo algo malo. El maestro Arnold vuelve. Le dice a Brian que no hay por qué preocuparse.



—Ese es el tío de Angélica —dice.

Brian se siente mal.

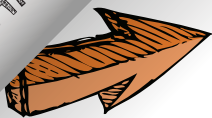
—¿Hice algo malo? ¿No debería haberme metido?

El señor Arnold dice:

—¡Hiciste lo correcto! Todo estaba bien. Pero me ayudaste a cuidar a Angélica. Es mejor cuidar que lamentar.



Vuelve
al texto de
no ficción



Un pequeño gesto

Si ves algo, di algo. Es un dicho conocido. Pero ¿qué significa? Si ves que pasa algo que no está bien, debes avisarle a un adulto. Si piensas que algo está mal, cuéntale a un adulto.

También significa que debes tratar de cuidar a los demás. Quizá veas que un niño está siendo acosado. Tú podrías ser amable con él. Quizá veas que una niña está sentada sola durante el almuerzo. Podrías sentarte con ella. A veces, un pequeño gesto puede marcar una gran diferencia.



Dejar de lado

Algunas personas podrían sentir que las dejan de lado. Muchas veces están solas. Quizá se sienten tristes o incluso enfadadas por eso. Un gesto pequeño, como preguntarles si quieren sentarse contigo en el almuerzo, puede ser muy importante.

Cuando ves algo

No siempre es fácil saber si algo está mal. Aunque no estés seguro, es mejor contarle a un adulto. Tal vez no pasa nada malo. ¡No hay problema! Es mejor cuidar que lamentar. Son los adultos los que deben asegurarse de que todo esté bien. Y tú puedes ayudarlos. Hablar es una de las mejores formas de ayudar.



Hablar con un adulto puede ayudar.



¿Con quién puedes hablar?

¿Con qué adulto puedes hablar? Tiene que ser alguien en quien confíes. Puede ser tu papá o tu mamá. Puede ser un maestro, un oficial de policía o un amigo de la familia.

A veces pasan cosas que nos asustan. Tal vez no estés seguro de lo que pasa. Incluso hay veces en las que no pasa nada malo. Nadie parece estar en **peligro** ni haberse lastimado. Pero, de todos modos, puede parecer que hay algo extraño o que algo está mal. Quizás un adulto que no conoces ha estado yendo al área de juegos. Tienes una sensación fea. Busca al adulto más cercano en quien confíes y avísale.



Hablar con adultos en quienes confías siempre es buena idea.

¿Qué significa “cuidado con los desconocidos”?

“Cuidado con los desconocidos” significa que no debes acercarte a personas a las que no conoces. La mayoría de los maestros son adultos en los que puedes confiar.



Acoso escolar

Imagina que dos de tus amigos se hacen bromas pesadas. Se dicen cosas feas. ¿Hace falta que digas algo? Si los dos amigos saben que están **bromeando** y nadie se siente lastimado, es probable que no necesites decir nada. Pero si alguien se siente lastimado, eso no está bien. Debes decirle algo al amigo que actuó mal.



Las bromas pesadas pueden herir los sentimientos de las personas.

¿Qué pasa si un amigo le dice cosas feas a otro todos los días? ¿Qué pasa si lo deja de lado a propósito cuando juegan o lo lastima? ¿Debes decir algo? ¡Sí! Eso se llama **acoso**. Y el acoso hace mal.



¿Cuándo es acoso?

Hay distintas formas de acoso. Pueden ser insultos o palabras feas. Pueden ser empujones o golpes. Si ves algo que parece estar mal, di algo.

Los hermanos y las hermanas a veces cuentan lo que hace el otro.



Pregúntate esto: ¿alguien podría estar en peligro? Quizá tu hermano comió el postre antes de la cena. ¿Alguien está en peligro? No. Entonces, no te corresponde contarle.

Ahora, imagina que ves a un niño de la escuela escribir una nota en la que dice que lastimará a un compañero. Alguien podría estar en peligro. Ahora sí te corresponde contarle.

Está bien contarle a tu maestra si alguien está en peligro.



¿Esos son chismes?

¿Alguna vez te han dicho que dejes de **chismorrear**? Tal vez te preguntes si contarle a un adulto que alguien hizo algo malo es andar con chismes. Eso puede ser confuso. ¿Cómo sabes si está bien contar algo?



No cuentes lo que hizo alguien para causarle problemas. Solo debes contarle a un adulto si crees que alguien podría estar en peligro. Por ejemplo, una amiga te dice que se escapará de su casa. ¿Está bien contarle a un adulto? ¡Sí! Escaparse es peligroso, sin dudas. Tal vez tu amiga se enoje contigo por contarlo. Pero tú la ayudaste a estar a salvo, y eso es importante.




Piensa y habla

**¿Cómo sabes en quién
puedes confiar?**

Sensaciones feas

A veces puedes sentirte mal por contar algo. Puedes pensar que hiciste algo malo. O tal vez tengas miedo de causarle problemas a alguien. Quizá prefieras no contarle a un adulto. Pero si no dices nada, podría ser peor.



★ **Piensa y habla** ★

¿Por qué crees que el autor decidió incluir esta foto en el libro?



Supongamos que ves que una amiga es mala con otra niña de tu clase. Quieres contarle a tu maestro. Pero te sientes mal porque es tu amiga. No quieres que tu amiga **se fastidie**. Debes hablar con tu maestro. Siempre es mejor hacer lo correcto.

Siempre alerta

Asegurarnos de que los demás estén a salvo es importante. Cuando pienses que algo no está bien, avísale a un adulto. Si un amigo u otra persona podrían lastimarse, cuéntale a un adulto en quien confíes. Recuerda que es mejor cuidar que lamentar.



A veces pasan cosas que nos asustan. Pero hay personas que pueden ayudar. Tú también puedes ayudar. Mantente **alerta**. Y no tengas miedo de hablar. Recuerda: si ves algo, di algo.



Glosario

acoso: lo que sucede cuando alguien que tiene más fuerza o más poder maltrata a otro

alerta: prestando atención

bromeando: haciendo chistes o bromas

chismorrear: contarle a alguien lo que ha hecho otra persona

confusas: difíciles de entender

incómodos: que no están a gusto

peligro: algo que puede lastimar o que puede causar dolor o una pérdida

se fastidie: se sienta molesta por algo

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Civismo en acción

Los líderes son amables. Ayudan en situaciones difíciles. Todos podemos ayudar. Solo debemos encontrar la oportunidad. Una forma de ser líderes es ser buenos amigos. ¡Participa en una patrulla de la amistad!

1. Forma una patrulla de la amistad en tu escuela. Invita a otros niños a participar.
2. Busca a niños que estén tristes o solos, o que estén siendo acosados.
3. Sé amable con ellos. Salúdalos siempre.
4. Si ves a algún niño que parezca ser tímido o sentirse solo, pregúntale si quiere jugar o almorzar contigo.
5. ¡Ayuda a marcar una gran diferencia en la vida de alguien!



Si VES algo, di algo

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Standards

Content

- ★ Knows examples of authority (e.g., a teacher tells a group of students to do something) and power without authority (e.g., an older student tells a group of younger students to do something).

Literacy

- ★ Describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- ★ Describes how reasons support specific points the author makes in a text.
- ★ Participates in collaborative conversations with diverse partners about grade-appropriate topics and texts.
- ★ Writes narratives to recount a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure.



Essential Question

Why is it important to tell an adult if you see something that makes you uncomfortable?

Language Proficiency Support

Use these strategies throughout the lesson.

Level 1

- Encourage students to act out or draw noun and verb phrases as they learn them.

Level 2

- Have students use new vocabulary when they answer questions.

Level 3

- Encourage students to use precise academic vocabulary as they talk in detail about the book.

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)
Participate in a discussion about people who can be trusted.	Read a fictional story, and identify the beginning, middle, and end.	Identify the author's main points and reasons that support them.	Identify main points, and participate in a discussion about telling and tattling.	Organize recess activities, and invite students to join in.

Day 1 Materials

- See *Something, Say Something* books
- copies of *Whom Do I Trust?* (page 8)

Create a Connection

Engage students with the topic of the book.

- Invite students to share times they saw something they thought they should tell an adult.

Introduce the word *trust*. Write it on the board or chart paper.

- Ask students what it means to trust someone (*you know that person cares for you, is safe to be around, and won't hurt you*).
- Have students brainstorm a list of people they trust. Explain that it is important for them to have people in their lives whom they can trust.

Continue the discussion about trust.

- Explain that students cannot blindly trust every new person they meet. But over time, they and their families may grow to trust a person.
 - Example: "A neighbor you and your family know well might be trusted, but you might not trust all your neighbors because you don't know them all well."
- Discuss people who have helping jobs or positions of authority, such as nurses or firefighters. Tell students that it is always best to visit any adult together with a trusted older family member.
- Have students complete *Whom Do I Trust?* If it is hard for students to come up with an example of a person they don't trust, guide them to consider strangers. Also, encourage students to continue this discussion about stranger danger with their families.

Distribute the books, and make connections.

- Show students the cover of the book, and read the title aloud.
- Read aloud pages 4–5, and tell students they will learn more about the right time to talk to a trusted person.

Daily Discussion

Essential Question: *Why is it important to tell an adult if you see something that makes you uncomfortable?*

- Ask a few students to respond to the question. Ask if anyone disagrees with the answers. Remind students that people don't always have to agree. They should just disagree in a polite way.
- Provide an example of disagreeing respectfully, such as "I have a different opinion. I think ____."
- Use the mini-lesson "Disagree Respectfully" in the Management Guide (page 52) for additional support and practice.

Day 2 Materials

- See *Something, Say Something* books
- copies of *Brian's Decision* (page 9)

Fiction: Start with a Story

Introduce the reading strategy—*describing story structure*—including the following points:

- Stories have a beginning, middle, and end.
- A problem is usually introduced at the beginning of a story.
- Characters try to solve the problem in the middle.
- The problem is usually resolved at the end of the story.

Tell students the name of the fictional story.

- Distribute the books, and have students look at the illustrations on pages 6–7.
- Ask students to predict why Brian looks worried. Have them share what they think Brian needs to decide.

Assign student pairs to read pages 6–9.

- Think about what happens in the beginning, middle, and end of the story.
- Discuss what Brian sees and what he does.
- Identify Brian's problem and how he solves it.
- Decide whether you agree or disagree with what Brian does.

Direct student pairs to reflect on the story.

- Ask students to share the structure of the story—beginning, middle, and end.
- Point out that Brian's teacher is someone he is able to trust, which is why he confides in him.
- Have students complete *Brian's Decision* in pairs.
- Have students share what Brian does and what they would do if they were Brian.



Daily Discussion

Day 2 Question: *How can talking to an adult about certain things make you feel better?*

- Have students talk about what Brian did and what Mr. Arnold said.
- Remind students about ways to disagree respectfully.

Day 3 Materials

- See *Something, Say Something* books
- sticky notes in two colors

Nonfiction: Find Out the Facts

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

- Tell students that nonfiction has a different structure than fiction.
- Ask student pairs to recall the structure of fictional stories.
- Tell them that nonfiction is organized around main ideas and details or ideas and reasons.

Explain the reading strategy—*describing supporting reasons*—including the following points:

- Nonfiction teaches the reader about a topic.
- The author shares ideas and then gives reasons to support those ideas. One way to find the reasons is to ask *Why?*
 - Example: The author might write that children should not talk to strangers (*idea*). Ask yourself why. The author might explain that not all strangers are safe (*reason*).

Distribute the books, and read aloud pages 10–13 as students follow along.

- **Language support:** Explain that the idiomatic expression *left out* means “excluded or forgotten.” Demonstrate with objects or stuffed animals.
- Ask students to identify the main idea stated by the author.
 - Example (page 12): “It is best to tell an adult.”
- Have students find the reason the author says it is best to tell an adult (*It is better to be safe than sorry*).

Assign students pairs to read pages 14–17.

- Look for ideas and supporting reasons.
- **Below-level support:** Guide students to put sticky notes of one color beside main ideas and sticky notes of a different color beside the reasons.
- Share the ideas and reasons you found.
- Example (page 16): “You probably don’t need to say anything.” (*idea*) “Both friends know they are teasing and no one is hurt by it.” (*reasons*)

Daily Discussion

Day 3 Question: *Why is it important to tell an adult if you see something that worries you?*

- Explain to students that it is good for them to talk to and rely on people who are older and wiser than they are. By way of analogy, have students think about how much more they know than kindergartners do and how much more adults know than they do.
- Remind students that it is okay to disagree with someone in a respectful way.

Day 4 Materials

- *See Something, Say Something* books
- copies of *Is It Tattling?* (page 10)
- copies of *But He's My Friend* (page 11); optional

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

Review the reading strategy—*describing supporting reasons*.

- Distribute the books, and have students turn to page 17. Ask students why the author says to say something if they see bullying (*bullying is hurtful*).

Remind students that the author will provide more main ideas and reasons.

- Tell students that the author focuses on one main topic—see something, say something—but writes several examples showing how that might look in real life.
- Explain that the author doesn't just give an idea but also explains why it is important.

Read aloud pages 18–19 as students follow along.

- Point out the main idea (*there is a difference between tattling and telling an adult something important*).
- Encourage students to identify the reason for not tattling (*no one is in danger*).
- Encourage students to identify the reason for telling an adult (*someone might be in danger*).

Assign the following activities to student pairs:

- Read pages 20–25.
- Complete *Is It Tattling?*
- **Above-level support:** Challenge students to come up with a situation where if they see something, they should say something, even if it's about someone they trust.

Extend understanding.

- Invite students to perform skits illustrating the difference between telling and tattling.

Daily Discussion

Day 4 Question: *What is the difference between tattling and telling an adult something important?*

- Encourage students to think about why people might not always agree.
- Acknowledge students who disagree respectfully.

Fiction/Nonfiction Text Extension

Remind students that Brian feels bad about telling an adult what he sees. Have students review pages 22–23. Have students complete *But He's My Friend*. Ask them to include how Brian decides whether to tell an adult.

Day 5 Materials

- copies of *Planning Group Activities* (page 12)
- copies of *Get Involved!* (page 13)

Civics in Action

Engage students by reminding them of the pages in the book about bullying.

- Explain that children without friends sometimes get picked on by other kids.
- Tell them they should look for children who are alone on the playground and invite them to play.

Introduce the recess activity.

- Tell students they will have the chance to organize group activities on the playground and invite children to participate.
- Ask students to share ideas for group activities, such as tag, kickball, art projects, or a sing-along.

Involve students in the following activities:

- Have students meet in small groups to complete *Planning Group Activities*.
- Schedule a day when group activities can take place, such as every Friday at recess.
- Have students complete *Get Involved!* Encourage students to color or decorate the signs to make them more inviting.
- Have students post their signs in key locations where other students will see them.
- On the day of the activity, designate a few volunteers to look for children who are alone and invite them to participate.

Daily Discussion

Essential Question: *Why is it important to tell an adult if you see something that makes you uncomfortable?*

- Remind students that people have different ideas. Just because they have different ideas does not mean they are wrong.

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: _____

¿En quién confío?

Instrucciones: Dibuja a alguien en quien confías. Cuenta por qué confías en esa persona. Luego, dibuja a alguien en quien quizá no confías. Explica por qué.



A large rectangular area with a dotted border, intended for drawing and writing about someone you trust.

Two horizontal solid lines, intended for writing an explanation.



A large rectangular area with a dotted border, intended for drawing and writing about someone you do not trust.

Two horizontal solid lines, intended for writing an explanation.

Nombre: _____

Fecha: _____

La decisión de Brian

Instrucciones: Responde las preguntas.

¿Qué ve Brian al principio?

¿Qué decide Brian en el medio?

¿Cómo termina el cuento?

¿Qué piensas sobre la decisión de Brian?

Nombre: _____

Fecha: _____

¿Esos son chismes?

Instrucciones: Si chismorreas, puedes meter a alguien en problemas. Si cuentas algo, evitas que alguien salga lastimado. Lee cada pregunta y encierra *sí* o *no*.

1. Le cuentas al maestro que un extraño está hablando con tu amiga.
¿Es un chisme? sí no
2. Les cuentas a tus padres que tu hermana tomó una galleta del frasco.
¿Es un chisme? sí no
3. Les cuentas a tus padres que tu hermano no hizo la cama.
¿Es un chisme? sí no
4. Le cuentas al director que la puerta del área de juegos está abierta.
¿Es un chisme? sí no
5. Les cuentas a tus padres que tu amigo está jugando en la calle.
¿Es un chisme? sí no
6. Le dices a tu maestro que un niño le pegó a otro.
¿Es un chisme? sí no
7. Le cuentas a tu maestro que un niño le dijo cosas feas a otro.
¿Es un chisme? sí no
8. Le cuentas a tu mamá que tu hermana habla mucho en clase.
¿Es un chisme? sí no

Nombre: _____

Fecha: _____

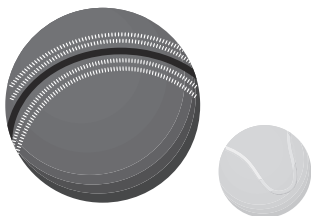
Planificar actividades grupales

Instrucciones: Haz una lista de actividades grupales.
Escribe lo que necesitas para cada una.



Actividades

Suministros o equipamiento



Nombre: _____

Fecha: _____

¡Participa!

Instrucciones: Haz un cartel para una actividad del recreo.

¡Te invitamos!

Cuándo: _____

Dónde: _____

Actividad de esta semana:

Nombre: _____ Fecha: _____

Hora de reflexionar

Instrucciones: Escribe sobre lo que has aprendido.

1. ¿Por qué es importante tener adultos en quienes confiar?

2. ¿Qué diferencia hay entre contar algo y chismorrear?

3. ¿Cómo puedes ayudar a otros niños que están tristes o que podrían estar en peligro?



Nombre: _____

Fecha: _____

Prueba: *Si ves algo, di algo*

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

- 1** ¿Por qué Brian está preocupado por Angélica?
- (A) Un extraño está hablando con ella.
 - (B) Otros niños la acosan.
 - (C) Se lastimó.
 - (D) El maestro está enojado con ella.

- 3** Si un estudiante molesta a otro todos los días, eso es _____.
- (A) acoso
 - (B) bromear
 - (C) peligroso
 - (D) divertido

- 2** ¿Por qué el maestro Arnold le dice a Brian que hizo lo correcto?
- (A) Brian fue amable con Angélica.
 - (B) Brian ayudó a cuidar a Angélica.
 - (C) Brian defendió a Angélica.
 - (D) Brian salvó a Angélica de un extraño.

- 4** ¿Qué deberías contarle a un adulto?
- (A) Un amigo se tropezó contigo sin querer en el recreo.
 - (B) Dos niños están riendo y bromeando juntos.
 - (C) Un amigo te dice que no tiene dinero para el almuerzo.
 - (D) Tu hermano pone sus juguetes debajo de la cama en lugar de guardarlos.

- 5** ¿Cómo sabes si alguien está chismorreando?

Answer Key

La decisión de Brian (page 9)

Possible responses include the following:

Brian ve a su amiga hablando con un extraño.

Decide contarle al maestro.

El maestro le dice que fue la decisión correcta.

Creo que Brian hace lo correcto. No sabe que el hombre es el tío de Angélica. Quiere asegurarse de que a ella no le pase nada malo.

¿Esos son chismes? (page 10)

1. no
2. sí
3. sí
4. no
5. no
6. no
7. no
8. sí

Pero es mi amigo (page 11)

Students should write in the first person as Brian. Stories should tell about Brian seeing his friend being mean to another child. If Brian tells an adult, it should be because the bullied child could be harmed physically or emotionally. Students should include the elements of a narrative.

Planificar actividades grupales (page 12)

Students should list realistic activities that could be played at school and the supplies or equipment needed for each one.

Hora de reflexionar (page 14)

Reflections should be complete and thoughtful.

Prueba: Si ves algo, di algo (page 15)

1. A
2. B
3. A
4. C
5. Cuando alguien chismorrea, cuenta algo que no es peligroso para tratar de meter a alguien en problemas.

Civic Discourse Mini-Lessons (cont.)

Skill 3: Disagree Respectfully

Materials

- sticky notes

Engage students with an activity.

- Brainstorm popular ice-cream flavors. Have each student write the best flavor of ice cream (in their opinion) on a sticky note. Also ask students to think of reasons why that flavor is the best.
- Ask for a volunteer to state the best ice cream flavor using the sentence frame *The best flavor of ice cream is ____ because ____.*
- Explain to students that now there is a problem because your favorite ice cream flavor is different from the selected student's.

Teach the skill to the group.

- Tell students that when people have different opinions, they should find a way to disagree respectfully. Discuss how it's more important to keep a friend than to lose a friend over a small disagreement.
- Model this by stating, "I respectfully disagree with you. For me, the best flavor of ice cream is ____ because ____."
- Explain that the first person can try to provide other reasons why the flavor they chose is the best; however, they should be kind and respectful toward the other person.
- Together with students, list some polite ways to disagree.
 - I have a different opinion. For me, ____.
 - A lot of people like ____, but I like ____.
 - ____ is good, but I think ____.

Practice the skill.

- Have partners share the best flavor of ice cream and their reasons. Have them practice disagreeing respectfully.

Extend the discussion.

- Tell students that if a disagreement gets heated, they may have to end the discussion.
- Together with students, make a list of sentences students can use to signal their desire to temporarily end a discussion.
 - "You may be right. Can we talk about it later?"
 - "I need some time to think about this. Let's talk later."

¡Explícalo!

Cómo jugar

1. Cada jugador recibe las tarjetas de votación A y B. Mezcla las tarjetas de situaciones. Colócalas en el centro.
2. Con tu grupo, decide quién empezará. Ese jugador es el *líder de la ronda*.
3. El líder de la ronda toma una tarjeta de la pila y lee la situación en voz alta. Luego, lee las opciones del dorso de la tarjeta.
4. Salvo el líder, cada jugador vota colocando una tarjeta de votación boca abajo.
5. Todos voltean sus tarjetas a la vez.
6. Cada grupo (A y B) tiene un minuto para comentar cómo defenderá su decisión.
7. Cada grupo habla 30 segundos. El otro grupo tiene 15 segundos para responder.
8. El líder de la ronda decide quién fue más convincente. Luego, se calculan los puntajes.

¡Explícalo!

Cómo calcular el puntaje

- Ganas 3 puntos si el líder de la ronda escoge a tu grupo.
- El otro grupo gana 1 punto por explicar su decisión.
- El líder de la ronda no gana puntos.
- Si todos votan lo mismo, ¡cada jugador gana 2 puntos! ¡Esto incluye al líder de la ronda!

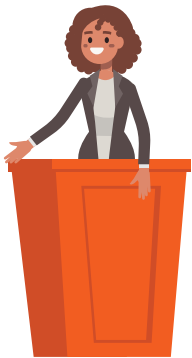
Después de calcular el puntaje, el jugador que está a la izquierda del líder de la ronda es el nuevo líder.

Cómo ganar

Jueguen hasta que cada uno haya sido líder de la ronda dos veces. ¡Gana el que tiene el puntaje más alto!



Creces y te conviertes en
líder de tu comunidad.
¿Qué preferirías?





- A.** ser entrenador de equipos juveniles

- B.** ser alcalde de un pueblo



Quieres recaudar dinero para conseguir libros nuevos para la biblioteca de la escuela.
¿Qué harías?





- A.** organizar una venta de pasteles con tu clase

- B.** organizar una venta de garaje en la escuela