Who Enforces Rules?

Title: Who Enforces Rules?

Grade: 1st grade

Description: This is a supplemental lesson to integrate into the Social Studies Alive! My School and Family curriculum for 1st grade. The lesson is about rules and authority figures.

Duration: 6 days

Instructional Strategy:

Session 1

Preview:
1. Connecting to Prior Knowledge: As a class, create a web of authority figures. The center of the web has the words, “Where do we have rules?”
   - Have students think-pair-share about places where we have rules. Put these places (home, school, neighborhood/community and country) on spokes coming out of the center.
   - Have students think of people who are authority figures (people who enforce rules) in each of the places. Put them on the web.

2. Building Background Knowledge: Have students act out the authority figures on the web and have other students guess which figure they portray.

3. Developing Vocabulary: Introduce the key social studies terms—authority, safety, school and community—using methods in Solutions for Effective Instruction.

Session 2

Visual Discovery:
1. Create and project a transparency of the police officer and then a firefighter to discuss their roles as people of authority. (Information Masters A1A-I & II)
   - Ask questions to guide students in the Visual Discovery.
   - What clues do you see?
   - Who do you think this person is?
   - What clues helped you decide?
   - What do you think this person is doing? (Ask for evidence to support this.)
   - What other things do you think this person does to help in the community?
   - How is this person an authority figure?

2. Read the scripts of the police officer and the firefighter (Information Master A1B; included as a resource attachment to this lesson plan).
3. Create and project a transparency of Interview Act-It-Out (or copy onto chart paper) (Information Master A1C).
   - In groups of three, have students dramatize interview act-it-outs for the police officer and firefighter roles.
   - Ask higher-level thinking questions, such as Compare and contrast the roles of a police officer and a firefighter (analyze), Why are police officers and firefighters important in our community? (evaluate) and What would our community be like without police officers and firefighters? (create)
   - As a formative assessment, ask: Can you explain what a community helper does?

4. Review the roles of fire fighters and police officers in our community.

5. Students are going to create a Graffiti Wall showing what they know about safety.
   - Review these categories of safety: fire safety at home, fire safety at school, stranger safety, bus and car safety, bike safety, playground safety, walker safety and store safety.
   - Have students quickly share some ideas about how to be safe in each of the areas.
   - Organize students into groups of four and assign each of the groups an area of safety (e.g. fire safety at home). Ahead of time, divide pieces of chart paper into “safe” and “unsafe” headings. Have groups work to illustrate safe and unsafe behavior in each of the settings.
   - When Graffiti Walls are finished, have groups share.
   - Ask higher-level thinking questions, such as What is the difference between safe and unsafe behavior? (analyze), From all of the rules we have learned about today, which rule do you think is the most important and why? (evaluate) and Imagine a safe place where students can play. Describe what it would look like. (create)
   - As a formative assessment, ask Can you name a way to be safe?

Reading Further:
6. Read the poems and have students guess who the community helper is (Information Master A1D).
   - Have students make up their own clues about other community helpers.
   - Read the clues to the rest of the class and see if they can guess who the community helper is.

Processing:
7. Create a Venn Diagram to compare police officers to fire fighters.

8. In their Interactive Student Notebooks, have students draw a picture of a fire fighter and a police officer.
   - Using notes from previous sessions and the Venn Diagram from this session, have students write a sentence describing a police officer and a fire fighter. (Differentiate the length of the writing assignment to match the abilities and needs of your students.)
Assessment:
1. Have the students take the assessment (Student Handout A1E) and place it in their ISNs.

Materials:
Information Master A1A (copied as a transparency); Information Master A1B (one copy for teacher’s use; included as a resource attachment); Information Master A1C (made into a chart or transparency; included as a resource attachment); chart paper (one sheet per group of 4; divided into two sides labeled “safe” and “unsafe”); Interactive Student Notebooks; Information Master A1D (one copy for the teacher); Student Handout A1E (one per student).

Vocabulary:
authority, safety, school, community
Hello, boys and girls! My name is Officer Mitchell. I am a police officer in the K-9 unit of the Kent Police Department. It is my job to keep our community safe.

My most important job is to help protect people and their property. I help teach children and adults what the laws are and how to be safe. Sometimes I give warnings to people when they break the law. I also have to arrest some people to keep our community safe.

When there are children who are lost or need help, I can call on my police radio and help find their parents.

Part of my job is to patrol the neighborhood. I always work in the same neighborhood, so when you see me driving on your street, wave and say Hello. I am there to be helpful. If something bad happens in the neighborhood, I can see it and help fix the problem.

When there are car accidents or roads that are being fixed, you might even see me standing in the street directing traffic. I do whatever I can to make sure people are safe.

Sometimes I work with a partner. Her name is Officer O'Neil. We know a lot of the people in the community and neighbors are glad to see us. Sometimes I work with a different kind of partner, a police dog named Sasha. She has a good nose and can help us solve crimes.

Remember that I am here to make sure you are safe. Always listen when a police officer gives directions.

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Hello, class! I am Christy Chase and I work for the Prospect Fire Department. I am sitting here at the fire station just in case the fire alarm rings. I have some time, so I will tell you about my job.

You already know that my job is to put out fires. Sometimes there are fires in stores, houses, forests, and fields. Wherever a dangerous fire might be, it is my job to fight it until it goes out. In the fire station where I work, we have an ambulance, a fire engine, and a ladder truck. The ladder truck helps us fight fires in very tall buildings.

An important part of my job is to teach children what to do in case there is a fire. Sometimes I even come to your school and set off the fire alarm so students can practice getting out of the building safely and quietly. We call that a fire drill. I teach parents how to have fire drills at their homes so family members can get out safely.

I also get to check stores, movie theaters, restaurants, and other businesses to make sure they are safe places. I make sure that people have working smoke detectors in their buildings so they can be warned if there is a fire.

I make sure that you and your family members are safe from fires. I hope you never have a fire in your house; but if you do, I will help to make you safe.
Practice your Interview Act-It-Out.

Answer these questions:

- Who are you?
- What are you doing?
- How do you help in your community?
Who are the Helpers?

By Cythia Cappetta

I sometimes walk along the beat
Or ride a motorcycle down the street.
If you’re lost, I’m the one to see.
   Just ask for help.
   You can count on me.
Who am I?

Letters, cards, packages too—
Those are the things I deliver to you.
So write a letter, and stamp it, just so.
I’ll send it to where you want it to go.
Who am I?

I take away garbage and broken toys.
My truck may make a lot of noise.
I pick up trash and put it inside
The back of my truck, which opens wide.
Who am I?
Cut out the community helpers and their jobs. Match them together and glue them into your notebook.

<table>
<thead>
<tr>
<th>Community Helper</th>
<th>Job Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>firefighter</td>
<td>helps find books and information</td>
</tr>
<tr>
<td>librarian</td>
<td>greets visitors, helps people and answers questions</td>
</tr>
<tr>
<td>cafeteria helper</td>
<td>helps us learn new things at school</td>
</tr>
<tr>
<td>custodian</td>
<td>keeps our school clean and safe</td>
</tr>
<tr>
<td>principal</td>
<td>keeps us safe by making sure people obey laws</td>
</tr>
<tr>
<td>secretary</td>
<td>keeps us safe from fires and rescues people in need</td>
</tr>
<tr>
<td>teacher</td>
<td>helps teachers, students and families</td>
</tr>
<tr>
<td>police officer</td>
<td>helps us with our breakfast and lunch</td>
</tr>
</tbody>
</table>
# Where Are We on the Map?

**Title:** Where Are We on the Map?

**Grade:** 1st grade

**Description:** This is a supplemental lesson to integrate into the *Social Studies Alive! My School and Family* curriculum for 1st grade. The lesson is about maps and location of places (city, state, country, continent and world).

**Duration:** 5 days

## Instructional Strategy:

### Session 1

### Preview:
1. Discuss the features of a globe. For example, you can point out the land, water, poles, continents, etc. Have students locate North America on the globe.
2. Show students a map of the world and ask them to compare and contrast the map with the globe. Lead students to understand that a globe is a more realistic model of the earth.
3. In groups, allow students to examine the maps and globes. You might need to borrow maps and globes from other teachers to have enough for all groups to examine.
4. Ask higher-level thinking questions, such as *Name some differences between a map and a globe* (Analyze); *Why is it sometimes better to use a globe instead of a map to locate a place on earth?* (Evaluate)
5. As a formative assessment, ask: *Can you state one difference between a map and a globe?*

### Social Studies Skill Builder:
1. Review maps and globes.
2. Have students find North America on the globe or map again. This time also have them locate the United States within North America.
3. Then pull out a map of the United States, and have students locate Ohio and Columbus.
4. Have a few students hold up the cards of the different places. Ask the class to put the cards in order from smallest area (Columbus) to largest area (Earth). Then have the class match the words with the cards.
5. Ask higher-level thinking questions, such as *Compare and contrast the shape of Ohio with North America* (Analyze); *Using the cards, can you predict which area would take the longest to cross and why?* (Evaluate)
6. As a formative assessment, ask: *Can you identify Ohio?*
Where Are We on the Map?

Sessions 3 and 4
1. Review the cards used in the previous lesson.
2. Students will make a flip book, showing the World, North America, the United States, Ohio and Columbus. On the first page, have students glue Columbus in place and write a sentence (Ex. I live in the city of Columbus.)
3. Continue to glue in place the areas from smallest to largest (one on each page). Write a sentence to go with each area. This activity may take two days to complete.
4. Ask higher-level thinking questions, such as Explain the difference between Columbus and Ohio (Evaluate) and Create a book using the shapes of Columbus, Ohio, the U.S., North America and the world.
5. As a formative assessment, ask: Can you identify the United States of America?

Session 5
1. Vocabulary Lesson – Have students select 2 of these 4 vocabulary words: map, symbol, direction and map symbol. Using the Vocabulary Template, have students write WORD in Word Box, PICTURE in Picture Box, MY OWN WORDS in Kid Speak and CLUES (to help them remember the word) in Clues Box. (This could be modeled on chart paper.) Repeat this process for second vocabulary word chosen.
2. As a formative assessment, ask: Can you explain the meaning of each word?

Materials:
globes and maps (enough for small groups to examine); cards of Earth, North America, the United States, Ohio and Columbus (included as a resource attachment); labels to match the cards (included as a resource attachment); pictures of the areas (included as a resource attachment); flip book (make one for each student; included as a resource attachment); pencil; glue; scissors; blank paper or vocabulary template (included as a resource attachment; 1 double-sided per student); chart paper; markers

Vocabulary:
map, globe, city, state, country, continent, world, symbol, direction
<table>
<thead>
<tr>
<th>World</th>
</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
</tr>
<tr>
<td>United States</td>
</tr>
<tr>
<td>Ohio</td>
</tr>
<tr>
<td>Columbus</td>
</tr>
</tbody>
</table>
For Use with Flip Books

My Place on the Map

Name_______________________________
<table>
<thead>
<tr>
<th>1. Word</th>
<th>2. Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>
**Title:** What Are the Features of the Land?

**Grade:** 1st grade

**Description:** This is a supplemental lesson to integrate into the *Social Studies Alive! My School and Family* curriculum for 1st grade. The lesson is about human impact on the environment.

**Duration:** 5 days

**Instructional Strategy:**

**Session 1**

**Preview**
1. Have students close their eyes and think of something in the world that is not man-made. Ask a few students to share answers.
2. Ask students to close their eyes again and think of something that is very large and is not a living thing. Again, ask a few students to share answers.
3. Tell students that the physical features (of the earth) are the features that distinguish one place on the earth from another. Physical features include land forms and bodies of water. They are not man-made.
4. As a class, create a collage showing landforms and bodies of water from images found in nature and tourism magazines (or other magazines that show landforms).

**Session 2**

**Visual Discovery**
5. Project the transparency of the mountain and the hill. Have students make a Venn Diagram that compares and contrasts the two landforms. Project the transparency of the lake and river. Have students make a Venn Diagram that compares and contrasts the two bodies of water.
6. Repeat step 5 but with the images of the river and lake.

**Sessions 3-5**

**Visual Discovery**
7. Students will create foldables each day to capture their definition and example of each of the five landforms and bodies of water. Each landform will need its own quarter sheet of paper. Each small piece of paper should be folded in half to create five little booklets whose folds are on the top. Students write the name of the landform on the cover of each small booklet. Inside, the definition (in the students’ words) goes on the top half and a drawing of the landform goes on the bottom. All five pages are then glued down the length of the construction paper with the title “Physical Features” on the top. (See example in this guide.)
What Are the Features of the Land?

Materials:
Transparencies (included with this lesson); blank white paper cut into fourths (each student needs 5 fourths); 12x18 construction paper (cut in half the long way; one half sheet per student)

Vocabulary:
forest, mountain, lake, river, hill
A river is a body of water that moves through the land.
Title: How Do People Live in Different Environments?

Grade: 1st grade

Description: This is a supplemental lesson to integrate into the Social Studies Alive! My School and Family curriculum for 1st grade. The lesson is about human impact on the environment.

Duration: 7 days

Instructional Strategy:

Session 1

Preview
1. Discuss with students the seasons and how that determines what we wear, what we eat, how we live in our homes, etc.
2. Read Ways People Live by Emily Neye (found in reading student book) as a read aloud.
3. As you are reading the story, have students discuss the climates and the ways people live. Focus on their food, clothing, transportation, shelter, and recreation.

Session 2

Social Studies Skill Builder
4. Reread the story Ways People Live and review the different ways that people live.
5. As a class, complete the graphic organizer on the overhead or on chart paper (page included in this lesson). Discuss the differences among dry climates, wet climates, and cold climates. Focus on people’s clothing, food, shelter, transportation, and recreation.

Sessions 3-4

Visual Discovery
6. Read aloud In the Snow by Penny Lee Forest (found in the Harcourt Brace Storytown materials, leveled readers, on level supplemental text). As the book is read, ask students to identify how the food, clothing, transportation, recreation and shelter are different because of the climate.
7. Have students pretend they are detectives and show the students the transparency of a dry climate. Ask the students the following questions:
   - What details do you see?
   - What type of place is this?
   - What kinds of things are happening in the picture?
   - Compare and contrast the transparencies of the wet and dry climates. Tell how the food, shelter, clothing, transportation, and recreation are the same and different.
   - Would you like to live in this climate and why?
8. Do the same thing with the transparency of a wet climate.
How Do People Live in Different Environments?

Sessions 5-7

**Processing**
10. Assign each group one of the three climates (wet, dry, or cold) to draw about. Give each group the appropriate Storytown Leveled reader and a copy of *Ways People Live* from Storytown to use for research. You may also want to ask your school librarian for additional books on these topics.
11. Ask the groups to divide their paper or poster into four sections.
12. On the first day, have groups draw the shelter for their climate in the first section of their poster. Have students draw the clothing people wear in the second section. Students need to include labels in their drawings.
13. On the second day, have students draw and label the food people eat in the third section of their poster. In the fourth section, students can draw and label either the recreation or transportation of the climate they are studying.

**Materials:**

*Storytown*, Theme 5, Harcourt Brace, *Ways People Live* by Emily Neye; graphic organizer (included in this guide) on transparency or chart paper; *In the Snow* by Penny Lee Forest, Harcourt Brace Storytown Leveled Readers, on level text # 20; transparencies of wet and dry climate (included in this guide), beach ball or other type of ball; Poster board or bulletin board paper, markers, crayons, pencils, Lesson 20 Leveled Readers from Harcourt Brace Storytown: *In the Snow, In the Desert, In the Tropics*

**Vocabulary:**

climate
## Comparing Different Environments

<table>
<thead>
<tr>
<th></th>
<th>wet place</th>
<th>cold place</th>
<th>dry place</th>
</tr>
</thead>
<tbody>
<tr>
<td>food</td>
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<tr>
<td>shelter</td>
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<tr>
<td>clothing</td>
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<td>recreation</td>
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<td></td>
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<tr>
<td>transportation</td>
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</table>
**Title:** What is Chronological Order?

**Grade:** 1st grade

**Description:** This is a supplemental lesson to integrate into the *Social Studies Alive! My School and Family* curriculum for 1st grade. The lesson is about calendars and timelines.

**Duration:** 6 days

**Instructional Strategy:**

**Sessions 1 and 2**

**Preview**
1. Read poem titled “Calendar” (included in this guide). Have students put this poem in their ISN (Interactive Student Notebook).
2. Recite the months of the year.
3. Give students the month cards and have them make an illustration for each month (Included in this guide.).
4. Students will cut the month cards apart and glue them in the correct order on construction paper.

**Session 3**

**Social Studies Skill Builder**
5. Create a timeline of the teacher’s life. Ask questions about the timeline such as: What happens first on the timeline? What happens next? What happens last? How old was I when I took my first step? How do you know? As I get older, where will I add new events to my timeline?”
6. Distribute copies of the activity called “Sam’s Life” included in this guide. Ask children to identify the pictures of events in Sam’s life, and then decide what event happened when Sam was 1 years old, 3 years old, etc.

**Sessions 4 and 5**

**Social Studies Skill Builder**
7. Give each child an index card to write their name, and month and date of their birthday.
8. Create a time line with masking tape on the floor. Invite children to stand on masking tape time line in the appropriate order of their birthdays.
9. Show children whose birthdays fall in the same month how to look at the dates to see that the lowest number is listed first.
10. Make a time line on bulletin board paper and have students tape up their birthdays in the correct order.
What is Chronological Order?

Session 6

Assessment
11. Give each student a copy of the timeline template included in this guide.
12. On the top half of the page, students will draw a picture of something they did in the past, something they are doing in the present, and something they will do in the future.
13. On the bottom half of the page, students can write a sentence to describe each picture.

Materials:
“Calendar” poem (1 per student); month cards (1 per student); crayons; scissors; glue; timeline of teacher’s life (on chart paper); “Sam’s Life” activity sheet (1 per student); masking tape; index cards (1 per student); “Timeline” template (1 per student)

Vocabulary:
past, present, future, grow, change
Calendar

If you want to know the date,
  I’ll tell you what to do.
Learn to read the calendar
And learn the month names too.

  January, February;
  March, April, May.
  June, July;
  August and September;
  October;
  November and December.

By Carol Myers
<table>
<thead>
<tr>
<th>Month</th>
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<tbody>
<tr>
<td>January</td>
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<td>December</td>
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<td>March</td>
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<td>October</td>
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<td>July</td>
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<tr>
<td>May</td>
</tr>
<tr>
<td>September</td>
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<tr>
<td>August</td>
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</tbody>
</table>
Sam’s Life

Write the letter of each picture where it belongs under the time line.

<table>
<thead>
<tr>
<th>Year</th>
<th>2 Years</th>
<th>3 Years</th>
<th>4 Years</th>
<th>5 Years</th>
<th>6 Years</th>
<th>7 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old</td>
<td>Old</td>
<td>Old</td>
<td>Old</td>
<td>Old</td>
<td>Old</td>
<td>Old</td>
</tr>
</tbody>
</table>

A

B

C

D