



**Literacy Design
Collaborative**

KB. What Good Citizens Do

by Pam Ferrante, Karen Nolen, Rachael Moose, Patty Linder, Marilyn D. Kline, and Judith L. Irvin

This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

In this module, students recognize characteristics of being a good citizen, explain how friends can resolve conflicts, and describe fair ways for groups to make decisions. Students may use a combination of drawing, dictating, and writing in their responses.

GRADES

K

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **3hr**

Section 1: What Task?

Teaching Task

Task Template IE2 - Informational or Explanatory

After listening to literary and informational texts on what good citizens do , draw a picture and write or dictate at least one sentence for a class book in which you describe the actions of a good citizen from one of the texts . Support your response with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.K.C.2.1

Focus

Demonstrate the characteristics of being a good citizen.

SS.K.C.2.2

Focus

Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

SS.K.C.2.3

Focus

Describe fair ways for groups to make decisions.

Florida Standards

LAFS.K.RI.1.1.

Focus

With prompting and support, ask and answer questions about key details in a text.

LAFS.K.RL.1.2.

Focus

With prompting and support, retell familiar stories, including key details.

LAFS.K.SL.1.1.

Focus

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LAFS.K.W.1.2.

Focus

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Texts

[🔗 We Are Citizens by Laine Falk: Print Book Option](#)

[🔗 Have You Filled a Bucket Today? by Carol McCloud: Print Book Option](#)

[🔗 Have You Filled Your Bucket Today? By Carol McCloud: Video Option A](#)

[🔗 I'm A Bucket Filler Song by Michael B: Music Video Option A](#)

 **Fill Your Bucket by The Learning Station: Music Video Option B**

 **Talk and Work It Out by Cheri J. Meiners: Print Book Option**

Student Work Rubric - Informational or Explanatory Task - Kindergarten

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Topic is not named; response (drawing, dictating, and/or writing) is unrelated to the prompt.	Names a topic; response (drawing, dictating, and/or writing) is loosely related to named topic and/or prompt.	Names a topic; response (drawing, dictating, and/or writing) is generally related to named topic and/or prompt.	Names a topic; response (drawing, dictating, and/or writing) clearly addresses the named topic and the prompt.
Use of Sources	Even with prompting and guidance, does not recall information from sources.	With prompting and guidance, recalls loosely related information from sources.	With prompting and guidance, recalls relevant information from sources.	With minimal guidance , recalls relevant information from sources.
Development	Response (drawing, dictating, and/or writing) includes no details related to the topic.	Response (drawing, dictating, and/or writing) includes details loosely related to the topic.	Response (drawing, dictating, and/or writing) includes details generally related to the topic.	Response (drawing, dictating, and/or writing) includes relevant details.
Organization	Parts of the response (drawing, dictating, and/or writing) are unconnected.	Parts of the response (drawing, dictating, and/or writing) are loosely connected .	Parts of the response (drawing, dictating, and/or writing) are generally connected.	All parts of the response (drawing, dictating, and/or writing) are clearly connected.
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
Conventions (Kindergarten examples)	Many unrecognizable letters and words Little to no spacing between words Little to no use of capital letters Response shows little to no progression (top/bottom, left/right).	Most words spelled phonetically Inconsistent use of capital letters Appropriate spacing between words Little to no use of punctuation Response shows a general progression (top/bottom, left/right).	Most frequent-use words spelled correctly Some words spelled phonetically Inconsistent use of end punctuation First word in each sentence capitalized Pronoun "I" capitalized Response shows a progression (top/bottom, left/right).	Conventional spelling of frequent-use words Phonetic spelling of new words Consistent use of end punctuation Consistent spacing of words and sentences Attempts to use commas and pronouns Response shows a clear progression (top/bottom, left/right)
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

This week we are going to learn about being a good citizen at school, at home, and in your community. There are many ways that people show that they are good citizens. One way is to get along with others in a peaceful and helpful way even when everyone does not agree. We will read several books, draw pictures, and learn some new words to help us along the way. We will use your pictures and words to make a class book about how citizens make good decisions to help each other get along.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the Teaching Task.

ESSENTIAL VOCABULARY: Ability to identify and master terms essential for understanding a text.

Reading Process

COMPREHENDING THE TEXT: Ability to retell stories and ask and answer questions about key details in a text.

Transition to Writing

PREPARING TO WRITE: Ability to review concepts across multiple texts and make a plan for writing.

Writing Process

WRITING: Ability to use a combination of drawing, dictating, and writing to explain the importance of a concept.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
20 mins	<p>TASK ENGAGEMENT:</p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>1. I AM A CITIZEN BOOKLET</p> <p>Complete a booklet to build understanding of your role as a citizen in small and larger communities.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> complete the I Am a Citizen booklet 	<ol style="list-style-type: none"> Teacher Directions for I AM A CITIZEN booklet (attached in Student Handouts) <ul style="list-style-type: none"> Prepare in advance: For each student booklet, cut 5 circles sized from large to small out of different colors of paper. Use the templates in Student Handouts or create graphics of your choice to best support student learning. Give each student a complete set of circles or pass them out in order if students need to focus on one at a time. Discuss the meaning of each circle as they draw and/or color to help students understand that they are citizens of many groups. <ul style="list-style-type: none"> Circle 1 (smallest - the cover) - Draw a self-portrait and write your name. Circle 2 – Citizen of home/family Circle 3 – Citizen of the class/school Circle 4 – Citizen of the community Circle 5 – Citizen of the state Assemble individual student booklets with the largest circle on the bottom and the smallest (cover) on the top. Options for binding: <ul style="list-style-type: none"> Staple circles together at center top Hole punch center top and tie with a ribbon or string Hole punch at top and connect with a binder ring Wrap up: Tell students they will use their booklet again as they learn more about good citizens. Collect the booklets or have students store in desk or folder.
Standards:				
<p>LAFS.K.SL.1.1. : Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>				
Additional Attachments:				
<p> I Am a Citizen.pdf</p>				
20 mins	<p>TASK ANALYSIS:</p> <p>Ability to understand and explain the Teaching Task.</p>	<p>2. WHAT WE WILL KNOW AND DO T-CHART</p> <p>Participate in class discussion and create a T-chart to identify the knowledge and actions required to successfully</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> participate actively in class discussion complete the 	<p>Task Analysis Discussion</p> <ol style="list-style-type: none"> Prepare in advance: Teaching Task chart written clearly on chart paper for all students to see. (Leave space to insert visual cues to scaffold reading. See sample chart in Teacher Resources.) <ul style="list-style-type: none"> After listening to literary and informational texts on

complete the Teaching Task.

What We Will Know and Do T-Chart accurately

what good citizens do, draw a picture and write or dictate at least one sentence for a class book in which you describe the actions of a good citizen from one of the texts. Support your response with evidence from the text/s.

2. After the first read, students should tell a partner one thing they will be doing this week.

3. Re-read the teaching task slowly to the students, taking the time to stop at key points to ask if anyone shared that idea with their shoulder partner.

4. Now ask students what they will be learning about, or in other words, "What will you have to KNOW before you can DO the work for this task?" Discuss with the students to explain the difference in "knowing" and "doing."

5. Before the next reading of the Teaching Task, tell students to raise their hand when they read parts in the Task about "knowing" and pretend or mime the actions when they read parts about "doing."

- Read the Teaching Task again using short phrases and have students echo as you point to the text and use the motions to distinguish between *know* and *do*. (ESOL Strategies available in Teacher Resources)

DO (mine the action)

- Listen to texts (hands to ears)
- Draw a picture
- Write at least one sentence

KNOW (raise hand)

- What good citizens do
- Make good decisions
- Resolve a conflict

6. What We Will Know and Do T-chart Activity (See Student Handouts.)

- Explain the T-chart format. All pictures and words that are about what the Teaching Tasks asks them to KNOW will be glued on the left. Pictures and words about DOING are glued on the right.
- Students (or teacher) cut out the 6 picture boxes.
- Students glue pictures in the left or right side of the T-Chart to show what they will "know" and what they will "do" to complete the Teaching Task.

7. Students use their finished What We Will Do chart as a guide to explain what they will do this week in small groups or with a partner.

8. Have students save their chart to use as a guide throughout the module.

Standards:

LAFS.K.SL.1.1. : Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LAFS.K.RI.1.1. : With prompting and support, ask and answer questions about key details in a text.

Additional Attachments:

 0.KB Sample Teaching Task Chart.pdf

 ESOL Strategies.pdf

 0K.B Know and Do T-Chart Activity.pdf

<p>15 mins</p>	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential for understanding a text.</p>	<p>3. ESSENTIAL VOCABULARY Identify, read out loud, and discuss meaning of essential vocabulary used in the Teaching Task. Preview vocabulary for future module texts.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> ● practice saying (or reading) the essential vocabulary words from a chart ● participate in whole class, small group or partner discussions about vocabulary word meaning 	<p>1. Warm-up Activity: Read the Teaching Task chart together. (Sample Teaching Task chart can be found in Teacher Resources.)</p> <ul style="list-style-type: none"> ● After listening to literary and informational texts on what good citizens do, draw a picture and write or dictate at least one sentence for a class book in which you describe how citizens we read about made good decisions to resolve a conflict. Support your response with evidence from the text/s. <p>2. Read the Teaching Task again using short phrases and have students echo as you point to the text and prompting students to use the motions to distinguish between <i>know</i> and <i>do</i>. (ESOL Strategies available in Teacher Resources)</p> <p><u>DO (mine the action)</u></p> <ul style="list-style-type: none"> ● Listen to texts (hands to ears) ● Draw a picture ● Write at least one sentence <p><u>KNOW (raise hand)</u></p> <ul style="list-style-type: none"> ● What good citizens do ● Make good decisions ● Resolve a conflict <p>3. Remind students that the Teaching Task chart has some important words that they will be learning more about. They will see the important words on a chart (<i>point to eyes</i>), will practice saying the words (<i>point to mouth</i>) and then will listen for them in a story about being a good citizen (<i>point to ears</i>).</p> <p>4. Introduce the the first 5 essential vocabulary words using a vocabulary chart. (Prepare Essential Vocabulary Chart ahead of time - See Teacher Resources.)</p> <ul style="list-style-type: none"> ● citizen ● decisions ● resolve ● conflict ● problem <p>Guide students as they practice saying all the words. (ESOL Strategies available in Teacher Resources)</p> <p>5. Ask a student (or students) to point to each of the four words on the Teaching Task chart. Note than word #5, <i>problem</i>, is not in the Teaching Task. However, it is an important word to help build understanding of the word <i>conflict</i>.</p> <p>6. Review the remaining Essential Vocabulary words</p>
----------------	--	---	---	---

			<p>and tell students they will be hearing these words in books they will be reading about being good citizens.</p> <ul style="list-style-type: none"> ● Care/Caring ● Helping ● Respect ● Listen ● Cooperate <p>7. Close the lesson with a final read of all the Essential Vocabulary words. Engage students through echo-reading or by having them point to the words on the chart to lead the review.</p>
<p>Standards:</p> <p>LAFS.K.L.3.5. : With guidance and support from adults, explore word relationships and nuances in word meanings.</p>			
<p>Additional Attachments:</p> <p> 0.KB Essential Vocabulary.pdf</p> <p> 0.KB Sample Teaching Task Chart.pdf</p> <p> ESOL Strategies.pdf</p>			

Reading Process

20 mins	<p>COMPREHENDING THE TEXT: Ability to retell stories and ask and answer questions about key details in a text.</p>	<p>4. GOOD CITIZEN ROLE PLAY</p> <p>Listen to <i>We Are Citizens</i> by Laine Falk and participate in role-play activity to demonstrate text-based examples of what it means to be a good citizen.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> ● listen attentively to <i>We Are Citizens</i> by Laine Falk ● actively engage in role-play activity 	<p>Good Citizen Discussion</p> <p>1. Introduction: Students review their I Am A Citizen booklets (created in mini-task 1; template in Student Handouts) and use the booklet to support a whole class discussion.</p> <ul style="list-style-type: none"> ● What is a citizen? (a member of a community) ● What is a community? (a group of people who have something in common; something they share). <ul style="list-style-type: none"> ○ examples of small communities: your family, our class ○ examples of large communities: the neighborhood where you live, our school, town, state <p>2. Introduce the book <i>We Are Citizens</i> by Laine Falk. (Print and video options are in Teacher Resources.) Tell the students that one word in the title is also on the vocabulary chart and invite a student to point to the word on the chart.</p> <ul style="list-style-type: none"> ● Discuss singular and plural forms of <i>citizen</i> <ul style="list-style-type: none"> ○ Student booklet title is: I Am A Citizen ○ Read aloud book title is: We are Citizens <p>3. Read the book and use the pictures in the book to help students understand the meaning of <i>citizen</i>.</p> <ul style="list-style-type: none"> ● The book has two additional essential vocabulary: <i>caring and helping</i>. ● Create a Text-based Evidence Chart (sample in Teacher Resources) to capture the text-based examples students describe from the book of what good citizens did to show that there were caring and helpful.
---------	---	---	--	---

4. Teacher talk: Good citizens do their part to make communities a good place. I am going to name some things that good citizens do and I want you to show me how it would look.

- Let's practice. Pretend you have a yummy snack that is wrapped up in a bag or paper. Are you holding it in your hands? Let's open the wrapper and start nibbling on our snack. (role-play) That was delicious! Now let's ball up the empty bag or paper wrapper. (role-play) What does a good citizen do? They never throw it on the ground or out the window of the car, instead they look around for a trash can. Hold your snack wrapper in your hands and pretend to look for a trash can. When you find it, throw your trash in the can. (role-play)

5. Re-read *We Are Citizens*. Stop during reading to have students role-play characteristics of good citizens from the text that were charted on the Text-Based Evidence Chart. Allow them to creatively respond, providing guidance or explanations as needed. The class may want to add new evidence to the chart during this second reading.

Some Role-play options:

- Follow school rules: walk in the hallways, keep your hands to yourself, raise your hand to ask a question or give an answer, etc.
- Follow safety rules: stop before crossing the street and look both ways, wait for the green light before crossing at a traffic light, wait your turn to slide down the playground slide, etc.
- Be responsible for your things: pick up and put away your things at home (toys, books, laundry), keep our classroom neat and orderly
- Be a good neighbor: help clean up your neighborhood or the park where you play, wave and be friendly to neighbors that you know, introduce yourself to new children in your neighborhood and invite them to play
- Show respect to others: grandparents or older adults, community helpers like police officers and firemen, people who are different than you (wheel chair or physical challenge, clothing or hair, body size or skin color)

6. You showed many characteristics of good citizens today. Put on your thinking cap and remember one characteristic that we read about in the book *We Are Citizens* you think is important. Now turn to your shoulder partner (or a classmate) and tell them your one important characteristic of a good citizen. Have a few students share out to the class if there is time.

7. Lesson wrap-up: Today we learned new things by reading the book *We Are Citizens*. That means you KNOW more about what it means to be a good citizen. Who can show me on our Teaching Task Chart where it tells us that we need to KNOW about good citizens in order to complete the Teaching Task? (See Teacher Resources) Next time we'll learn more about good citizens because we have another book to read with

	some great new ideas!			
	<p>Standards:</p> <p>SS.K.C.2.1 : Demonstrate the characteristics of being a good citizen.</p> <p>LAFS.K.RL.1.2 : With prompting and support, retell familiar stories, including key details.</p> <p>LAFS.K.SL.1.1 : Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>			
	<p>Additional Attachments:</p> <p> I Am a Citizen.pdf</p> <p> We Are Citizens by Laine Falk: Print Book Option</p> <p> 0.KB Essential Vocabulary.pdf</p> <p> 0K.B Sample Text-Based Evidence Chart.pdf</p> <p> 0.KB Sample Teaching Task Chart.pdf</p>			
20 mins	<p>COMPREHENDING THE TEXT: Ability to retell stories and ask and answer questions about key details in a text.</p>	<p>5. TEXT-BASED EVIDENCE DRAWING Actively listen to <i>Have You Filled Your Bucket Today?</i> by Carol McCloud, participate in discussion, and draw a picture and write or dictate a caption to cite text-based evidence of a characteristic of a good citizen.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> Participate in discussion for charting text-based evidence Listen actively to <i>Have You Filled A Bucket Today?</i> Draw a text-based example of a good citizen behavior from <i>Have You Filled A Bucket Today?</i> Write or dictate a caption for their drawing. 	<ol style="list-style-type: none"> Warm Up Activity: What are some of the things we learned from the text <i>We Are Citizens</i> by Laine Falk about what good citizens do? <ul style="list-style-type: none"> Review the Text-Based Evidence Chart created in Mini-Task 4 (Sample in Teacher Resources) to engage students in book reflection. Discuss how reading <i>We Are Citizens</i> helped students with "what we will know and do" for the Teaching Task. <ul style="list-style-type: none"> Teacher Resources: Teaching Task Chart and What We Will Know and Do T-Chart As we read the book <i>Have You Filled A Bucket Today</i> by Carol McCloud, listen for words from our vocabulary list. <ul style="list-style-type: none"> Review Essential Vocabulary (Teacher Resources) After we read, I'll ask you to share some ways you heard about for good citizens to be caring, helpful, and show respect to others. <ul style="list-style-type: none"> Read or listen to <i>Have You Filled A Bucket Today</i>. (See Teacher Resources) Post-reading questions: <ul style="list-style-type: none"> Are good citizens bucket <i>fillers</i> or bucket <i>dippers</i>? What are some ways the book told us we could be bucket fillers? Distribute Good Citizens Are Bucket Fillers drawing activity. Students should draw a picture in the bucket of one example from the book that shows how good citizens can be bucket fillers. <ul style="list-style-type: none"> Ask students to write or dictate a caption for their bucket-filler drawing. Students share and explain their text-based drawings with a partner if time permits. Wrap-up activity: Select a text-related music video option for movement and sing-a-long fun. (see Teacher

			Resources)	
20 mins	<p>COMPREHENDING THE TEXT: Ability to retell stories and ask and answer questions about key details in a text.</p>	<p>6. CONFLICT RESOLUTION FINGER PLAY Actively listen to <i>Talk and Work It Out</i> by Cheri L. Meiners and learn a rhyme and finger play to show steps to conflict resolution.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> listen attentively to <i>Talk and Work It Out</i> participate in the conflict resolution rhyme and finger play activity 	<ol style="list-style-type: none"> Warm Up Activity: Sing and move to one of the "bucket" music video options. (see Teacher Resources) Discuss the Good Citizens Are Bucket Fillers pictures the students drew in Mini-Task 5 (see Student Handouts) and add some of their text-based examples to the Text-Based Evidence Chart (Sample Text-Based Evidence Chart in Teacher Resources). Review all the examples of what student KNOW about being good citizens from the readings. Teacher Talk: We KNOW many things about being a good citizen, but today we will read about something very special a good citizen can do to help people get along with each other at school, at home, and in the community. The book <i>Talk and Work It Out</i> by Cheri Meiners tells how a boy makes good decisions to get along with others in peaceful and helpful ways instead of getting angry or being a bucket dipper. Read <i>Talk and Work It Out</i> by Cheri Meiners (see Teacher Resources) and discuss what is happening in the pictures. Explain: This book helps us understand some words on our Essential Vocabulary Chart. (see Teacher Resources) Use pictures and text from the book to review parts of the story and help students gain understanding of these words: <ul style="list-style-type: none"> Problem Conflict Decisions Resolve Respect Listen

Standards:

LAFS.K.RL.1.1 : With prompting and support, ask and answer questions about key details in a text.

SS.K.C.2.1 : Demonstrate the characteristics of being a good citizen.

LAFS.K.RL.1.2 : With prompting and support, retell familiar stories, including key details.

Additional Attachments:

-  **0K.B Know and Do T-Chart Activity.pdf**
-  **We Are Citizens by Laine Falk: Print Book Option**
-  **OKB.Bucket 1.jpg**
-  **0.KB About the Writing Samples.pdf**
-  **Good Citizens Are Bucket Fillers Drawing.pdf**
-  **Fill Your Bucket by The Learning Station: Music Video Option B**
-  **I'm A Bucket Filler Song by Michael B: Music Video Option A**
-  **0K.B Sample Text-Based Evidence Chart.pdf**
-  **0.KB Sample Teaching Task Chart.pdf**
-  **Have You Filled a Bucket Today? by Carol McCloud: Print Book Option**
-  **Have You Filled Your Bucket Today? By Carol McCloud: Video Option A**
-  **0.KB Essential Vocabulary.pdf**

			<ul style="list-style-type: none"> ● Cooperate <p>6. Teacher Talk: Good citizens try to make decisions that resolve conflicts and solve problems peacefully. In the book, the children learned 4 steps to help them remember how to "talk it out." (Review pages 8 & 9 in the book to show the "talk it out" sign in the illustration.)</p> <p>7. Teach the "Talk It Out" rhyme and finger play. Repeat several times. invite students to come up front and lead the actions.</p> <ul style="list-style-type: none"> ● Talk about the problem. (Point to your mouth) Listen to understand. (Point to your ears) Think of ways to solve it. (Point to your head) Choose the best plan. (Point to the palm of your other upheld hand) <p>8. Add portions of the rhyme to the Text-based Evidence Chart taking time to connect the selected examples back to the text and pictures.</p> <p>9. Wrap Up: Review the Teaching Task Chart (see Teacher Resources).</p>
--	--	--	--

Standards:

SS.K.C.2.2. : Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

LAFS.K.SL.1.1. : Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LAFS.K.RL.1.2. : With prompting and support, retell familiar stories, including key details.

Additional Attachments:

-  [Fill Your Bucket by The Learning Station: Music Video Option B](#)
-  [I'm A Bucket Filler Song by Michael B: Music Video Option A](#)
-  [0K.B Sample Text-Based Evidence Chart.pdf](#)
-  [Talk and Work It Out by Cheri J. Meiners: Print Book Option](#)
-  [0.KB Essential Vocabulary.pdf](#)
-  [0.KB Sample Teaching Task Chart.pdf](#)
-  [0.KB About the Writing Samples.pdf](#)
-  [OKB.Conflict Resolution.jpg](#)

Transition to Writing

20 mins	<p>PREPARING TO WRITE: Ability to review concepts across multiple texts and make a plan for writing.</p>	<p>7. FAIR DECISION GRAPH</p> <p>Review module texts (<i>We Are Citizens</i> by Laine Falk, <i>Have You Filled A Bucket Today?</i> by Carol McCloud, and <i>Talk and Work It Out</i> by Cheri J. Meiners) and vote on a favorite using a class Fair Decision Graph.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> ● participate actively in the text-based evidence review ● contribute to the class fair decision graph 	<p>1. Prepare in advance:</p> <ul style="list-style-type: none"> ● Fair Decision Graph - a 3-column graph on chart paper or white board, the header for each column should represent one of the 3 books read in this module. (See Teacher Resources for directions and sample) <p>2. Teacher Talk: I was telling our principal, Mr/Ms _____ about the great books we have read to help us learn about what good citizens do and how they resolve conflicts in fair ways. Let's take a few minutes to think about the 3 books we read.</p>
---------	---	--	--	---

- Use the Text-Based Evidence Chart to guide reflections related to the Teaching Task - what students need to KNOW. (See Teacher Resources)
 - *We Are Citizens* by Laine Falk
 - *Have You Filled A Bucket Today?* by Carol McCloud
 - *Talk and Work It Out* by Cheri J. Meiners.

3. Teacher Talk: The principal asked me which book our class liked the best. What should I tell her/him? (students should start discussing/disputing or giving different opinions) Hmm? What's a fair way to decide which book we tell her/him?

- Discuss with the students different ways to solve this problem. If it doesn't come up, bring up voting and how each student gets to pick their favorite book. Tell the students this is a fair way to decide on something; it's the way adults choose community, state, and national leaders - like the President of the United States. They vote.

4. Display the Fair Decision Graph on the wall/carpet/door.

- Student Voting Options:
 - place a sticker or write the first letter of their name with a marker in the column of their favorite book
 - establish 3 places in the room to represent each book; students sort themselves to the areas of the room indicating which book they liked best. Tally the student choices on the Fair Decision Graph.

5. Review the finished graph and discuss the results. Show not everyone had the same favorite; they didn't all agree, but one book got the most votes today. Explain how voting helped the class pick just one book to share with the principal.

6. Teacher Talk: Sometimes we have conflicts with our families or friends when we are not at school when everyone doesn't agree. Maybe your family has to decide on the best bed-time for children, or maybe your group of friends has to pick a game to play. (Ask students to share some conflicts they have had with family or friends.) Sometimes in a group you can vote, like we did today. That's being a good citizen. Sometimes you may decide to talk it out. That's another way to be a good citizen.

- Review the "Talk It Out" rhyme and finger play from Mini-Task 6.
 - Talk about the problem. (Point to your mouth)
 - Listen to understand. (Point to your ears)
 - Think of ways to solve it. (Point to your head)
 - Choose the best plan. (Point to the palm of your other upheld hand)

7. Teacher Talk: Next time, you will think about the 3 books we've read and choose your favorite example

				<p>from one book that explains how a citizen made a good decision to resolve a conflict. Let's end today with some bucket filler fun.</p> <ul style="list-style-type: none"> • Students sing and move to one of the bucket filler music videos (see Teacher Resources)
<p>Standards:</p> <p>SS.K.C.2.2. : Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p> <p>SS.K.C.2.3. : Describe fair ways for groups to make decisions.</p> <p>LAFS.K.SL.1.1. : Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Fill Your Bucket by The Learning Station: Music Video Option B 🔗 I'm A Bucket Filler Song by Michael B: Music Video Option A 🔗 Talk and Work It Out by Cheri J. Meiners: Print Book Option 🔗 Have You Filled Your Bucket Today? By Carol McCloud: Video Option A 📄 0K.B Fair Decision Graph Directions.pdf 📄 0K.B Sample Text-Based Evidence Chart.pdf 📄 0.KB Sample Teaching Task Chart.pdf 🔗 Have You Filled a Bucket Today? by Carol McCloud: Print Book Option 🔗 We Are Citizens by Laine Falk: Print Book Option 				
<p>20 mins</p>	<p>PREPARING TO WRITE: Ability to review concepts across multiple texts and make a plan for writing.</p>	<p>8. MY PAGE PLAN WORKSHEET</p> <p>Review module texts (<i>We Are Citizens</i> by Laine Falk, <i>Have You Filled A Bucket Today?</i> by Carol McCloud, and <i>Talk and Work It Out</i> by Cheri J. Meiners) in order to complete an individual My Page Plan worksheet. Participate in collaborative discussion of individual plans.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> • complete the My Page Plan worksheet • engage in a collaborative structure to discuss their plan 	<p>1. Prepare in advance:</p> <ul style="list-style-type: none"> • Review Class Book Directions to make decisions about the Class Book format. (see Teacher Resources) • Print one page from the My Page Plan Worksheet for each student. Choose either the portrait or the landscape format to align with your selected class book page orientation. (See Student Handouts) <p>2. Teacher Talk: Now it's time to get ready to use what we KNOW (point to Teaching Task Chart) to help us DO these things (point to Teaching Task Chart).</p> <ul style="list-style-type: none"> • Today you will make a plan to help you get ready to complete this task. <p>3. Distribute My Page Plan worksheets and explain that this is a planning sheet to help students get some ideas for the page they will create for the Class Book about What Good Citizens Do.</p> <p>4. Review the directions.</p> <ul style="list-style-type: none"> • Circle the title of the book we read in class that you will use for evidence when you draw and write about what good citizens do. <ul style="list-style-type: none"> ◦ Quickly review each text to help students reflect on the story and make a choice. <ul style="list-style-type: none"> ■ <i>Talk and Work It Out</i> by Cheri J. Meiners ■ <i>We Are Citizens</i> by Laine Falk ■ <i>Have You Filled A Bucket Today?</i> by Carol McCloud

			<ul style="list-style-type: none"> ● Draw something from the book you circled to show what good citizens do. ● Write about what a good citizen in the book did. <p>5. After students complete the planning worksheet, share Page Plans with others using the Stand Up - Hand Up - Pair Up collaborative structure. (See Teacher Resources for directions)</p> <ul style="list-style-type: none"> ● As students listen to their partners' ideas, they may decide to make changes in their own plan. Allow time for revision. <p>6. Wrap up - Provide a few minutes after sharing for students to make revisions to their plan.</p>
Standards:			
<p>LAFS.K.W.1.2 : Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SS.K.C.2.1 : Demonstrate the characteristics of being a good citizen.</p>			
Additional Attachments:			
<p> 0K.B Class Book Directions.pdf</p> <p> 0K.B My Page Plan Worksheet.pdf</p> <p> 0.KB Sample Teaching Task Chart.pdf</p> <p> Stand Up - Hand Up - Pair Up Collaborative Structure.pdf</p>			

Writing Process

25 mins	<p>WRITING: Ability to use a combination of drawing, dictating, and writing to explain the importance of a concept.</p>	<p>9. INDIVIDUAL PAGE FOR CLASS BOOK</p> <p>Draw a picture and write or dictate to describe the actions of a good citizen from one of the texts.</p>	<p>Students meet expectations if they:</p> <ul style="list-style-type: none"> ● complete the page for the class book ● address all 3 demands in the teaching task <ol style="list-style-type: none"> 1. draw a picture 2. write or dictate at least one sentence 3. describe the actions of a good citizen from one of the texts 	<p>1. Prepare in advance:</p> <ul style="list-style-type: none"> ● Print one page from the Final Product Page for each student. Choose either the portrait or the landscape format to align with your selected class book page orientation. (See Student Handouts) ● Review the Class Book Directions and prepare the book cover. (See Teacher Resources) <p>2. Teacher Talk: We have read and talked a lot about being a good citizen, resolving conflicts, and making group decisions in a fair way. You've learned so much! Today, you are going to make one page for our class book, "What Good Citizens Do."</p> <ul style="list-style-type: none"> ● Option: Show the Class Book Cover. <p>3. Review the Teaching Task Chart to confirm that the students know what to do. They should review their Page Plan worksheet completed in Mini-Task 8 to confirm which good citizen's action they want to use for their final product page.</p> <ul style="list-style-type: none"> ● Remind students of the 3 elements (demands) for the final product: <ul style="list-style-type: none"> ○ a picture and ○ at least one sentence ○ that describes the actions of a good citizens in one of the texts they read <p>4. Post and review the Essential Vocabulary Chart so that students may use the list as a reference for their writing.</p>
---------	--	---	--	---

5. Students complete the task.

Standards:

SS.K.C.2.1 : Demonstrate the characteristics of being a good citizen.**LAFS.K.W.1.2** : Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Additional Attachments:

 **0K.B My Page Plan Worksheet.pdf** **0.KB Sample Teaching Task Chart.pdf** **0K.B Class Book Directions.pdf** **0K.B Final Product Page.pdf** **0.KB Essential Vocabulary.pdf**

Instructional Resources

Teacher Resource

 **0.KB Sample Teaching Task Chart.pdf** **0.KB Essential Vocabulary.pdf** **0K.B Fair Decision Graph Directions.pdf** **0K.B Sample Text-Based Evidence Chart.pdf** **ESOL Strategies.pdf** **0K.B Class Book Directions.pdf** **Stand Up - Hand Up - Pair Up Collaborative Structure.pdf** **We Are Citizens by Laine Falk: Print Book Option** **Have You Filled a Bucket Today? by Carol McCloud: Print Book Option** **Have You Filled Your Bucket Today? By Carol McCloud: Video Option A** **I'm A Bucket Filler Song by Michael B: Music Video Option A** **Fill Your Bucket by The Learning Station: Music Video Option B** **Talk and Work It Out by Cheri J. Meiners: Print Book Option** **Standards Matrix of all modules.pdf** **Description Matrix of All Modules..pdf**

Student Handout

 **I Am a Citizen.pdf** **0K.B Know and Do T-Chart Activity.pdf** **Good Citizens Are Bucket Fillers Drawing.pdf** **0K.B Final Product Page.pdf**

 **0K.B My Page Plan Worksheet.pdf**

Section 4: What Results?

Student Work Samples

Meets Expectations

 [0.KB About the Writing Samples.pdf](#)

 [0.KB.StudentSample - High.pdf](#)

Approaches Expectations

 [0.KB.StudentSample - Med.pdf](#)

Emerging

 [0.KB.StudentSample - Low.pdf](#)

Teacher Reflection

Not provided

All Attachments

 We Are Citizens by Laine Falk: Print Book Option :

<https://s ldc.org/u/8a5ayq0foj3ue5q0k12w98ac1>

 Have You Filled a Bucket Today? by Carol McCloud: Print Book Option :

<https://s ldc.org/u/1t73gn3hw2ew3xcsnk7t0pfk7>

 Have You Filled Your Bucket Today? By Carol McCloud: Video Option A :

<https://s ldc.org/u/281a8tand6ffbm9etosbcm49u>

 I'm A Bucket Filler Song by Michael B: Music Video Option A :

<https://s ldc.org/u/bwj7dpiipso3zs26hogs5camy>

 Fill Your Bucket by The Learning Station: Music Video Option B :

<https://s ldc.org/u/8s2nxd24t1qv0ive2o5gq60hi>

 Talk and Work It Out by Cheri J. Meiners: Print Book Option :

<https://s ldc.org/u/cwim4b5hjoqn129t266ofotkw>

 0.KB About the Writing Samples.pdf : <https://s ldc.org/u/288m22ycj6lij6unxjcabl686>

 0.KB.StudentSample - High.pdf : <https://s ldc.org/u/dpg9m17s8xqac60xdlnl8hgg0>

 0.KB.StudentSample - Med.pdf : <https://s ldc.org/u/dfqjhjmh2379rlr4vmvb20eib>

 0.KB.StudentSample - Low.pdf : <https://s ldc.org/u/copzmm4vjw0serjxpys6awjqo>

 0.KB Sample Teaching Task Chart.pdf : <https://s ldc.org/u/b1cyz1ytnv5byxayyw8sbllxz>

 0.KB Essential Vocabulary.pdf : <https://s ldc.org/u/55c99ed1a1qr6739uhkd3arxz>

 0K.B Fair Decision Graph Directions.pdf : <https://s ldc.org/u/aiykqrxjc5frwhe8tizbc630>

 0K.B Sample Text-Based Evidence Chart.pdf : <https://s ldc.org/u/4clcvfe1x1hvnqngblnjcolpc0>

 ESOL Strategies.pdf : <https://s ldc.org/u/93ho5be0z5zuuz0ol9n1crsxp>

 0K.B Class Book Directions.pdf : <https://s ldc.org/u/ap7zsyqhmmmpg4o9tjtlxk25ut>

 Stand Up - Hand Up - Pair Up Collaborative Structure.pdf :

<https://s ldc.org/u/elyh7qfxxx4rz76squantok3>

 We Are Citizens by Laine Falk: Print Book Option :

<https://s ldc.org/u/8a5ayq0foj3ue5q0k12w98ac1>

 Have You Filled a Bucket Today? by Carol McCloud: Print Book Option :

<https://s ldc.org/u/1t73gn3hw2ew3xcsnk7t0pfk7>

 Have You Filled Your Bucket Today? By Carol McCloud: Video Option A :

<https://s ldc.org/u/281a8tand6ffbm9etosbcm49u>

 I'm A Bucket Filler Song by Michael B: Music Video Option A :

<https://s ldc.org/u/bwj7dpiipso3zs26hogs5camy>

 Fill Your Bucket by The Learning Station: Music Video Option B :

<https://s ldc.org/u/8s2nxd24t1qv0ive2o5gq60hi>

 Talk and Work It Out by Cheri J. Meiners: Print Book Option :

<https://s ldc.org/u/cwim4b5hjoqn129t266ofotkw>

 I Am a Citizen.pdf : <https://s ldc.org/u/4vaen40z5u2cvm8boe6hzkdd1>

 0K.B Know and Do T-Chart Activity.pdf : <https://s ldc.org/u/7ghjpr2tn12gmo86daconx7ix>

 **Good Citizens Are Bucket Fillers Drawing.pdf** : <https://s.ldc.org/u/6v1thj5ulgh5ns8epxolf910u>

 **0K.B Final Product Page.pdf** : <https://s.ldc.org/u/6lolh22fa9ci2hwy2w903ig2m>

 **0K.B My Page Plan Worksheet.pdf** : <https://s.ldc.org/u/54owalw9ziwp4sxx41t6fh1m9>

 **Standards Matrix of all modules.pdf** : <https://s.ldc.org/u/684ve1w08ds4zyermt912mrmj>

 **Description Matrix of All Modules..pdf** : <https://s.ldc.org/u/k288592u4ekdjicfp67lpx1>