

Grade: TK		Subject: Social Studies	Theme: Good Citizen
Essential Question: How can we help our community?	Suggested Resources: <ul style="list-style-type: none">• Bible stories for each good citizen trait:<ul style="list-style-type: none">○ Honesty – Jonah and the Whale, <u>The Book of Jonah</u> (Peter Spier)○ Caring – The Good Samaritan○ Perseverance – Abraham and Sarah○ Responsibility – Noah’s Ark, <u>On Noah’s Ark</u> (Jan Brett), <u>Noah’s Ark</u> (Jerry Pinkney)○ Online Bible story resource: http://www.dltk-bible.com/guides/index.htm• Children’s literature for each good citizen trait:<ul style="list-style-type: none">○ Honesty – <u>The Berenstain Bears and The Truth</u> (Stan & Jan Berenstain)○ Caring – <u>A Sick Day for Amos McGee</u> (Philip C. Stead)○ Perseverance – <u>The Tortoise and the Hare</u> (Jerry Pinkney)○ Responsibility – <u>Just a Mess</u> (Mercer Mayer)• Copies of recording sheets for students’ responses (Days 2-5)• Optional: Classroom jobs chart as a visual prompt (Day 5)		Integration of Catholic Values: Jesus wants us to share God’s love through the gifts and talents he gave us. Catholic Social Teaching: Call to family and community (We need each other.)
Enduring Understanding: We can use our gifts and talents to help others in our community.			SLE(s): * Please refer to your school SLE’s.
Standards: SS-1a Identify traits of a good citizen SS-1b Identify and describe models of good citizenship SS-1c Connect being a good citizen in the classroom to being a good citizen in the community			

<p>Concepts:</p> <p>SS-1a</p> <ul style="list-style-type: none"> • traits • citizen • honesty • caring • perseverance • responsibility <p>SS-1b</p> <ul style="list-style-type: none"> • model • citizenship <p>SS-1c</p> <ul style="list-style-type: none"> • citizen • classroom • community 	<p>Skills:</p> <p>SS-1a</p> <ul style="list-style-type: none"> • Identify [daily trait] of a good citizen <p>SS-1b</p> <ul style="list-style-type: none"> • Identify [daily model] of good citizenship • Describe [daily model] of good citizenship <p>SS-1c</p> <ul style="list-style-type: none"> • Connect being a good citizen in the classroom to being a good citizen in the community 	<p>Social-Emotional Development Connection:</p> <p>SE-1b Identify different feelings</p> <p>SE-1c Use words to describe own feelings</p> <p>SE-1d Demonstrate a positive self-image (*)</p> <p>SE-1e Begin to develop an awareness of own abilities (*)</p> <p>SE-2b Compare and contrast their feelings with those of others.</p> <p>SE-3b Follow social and classroom rules</p> <p>SE-3c Respond positively to redirection from adults</p> <p>SE-3g Complete a task</p> <p>SE-3h Keep personal space and classroom areas orderly</p> <p>SE-4a Communicate preferences</p> <p>SE-4b Make choices</p> <p>SE-5a Ask for help when needed</p> <p>SE-5b Use verbal and nonverbal communication effectively</p> <p>SE-5c Develop age-appropriate attention span</p> <p>SE-5d Follow one and two-step directions</p> <p>SE-6a Participate positively and cooperatively in group activities</p> <p>SE-6b Share and take turns</p> <p>SE-6c Use polite words</p> <p>SE-6d Help others</p>
<p>Summative Assessment:</p> <p>Whole group assessment (Multiple Choice)</p> <ul style="list-style-type: none"> • Students will identify (circle) a picture of the model character from each of the stories (Bible story or children’s literature) that corresponds with the traits that the teacher has highlighted in Days 2-5. Each student receives a paper with pictures of four model characters printed in a row. There are four rows of repeating characters. The teacher begins by asking, “Circle the character who showed honesty.” The teacher repeats the assessment with all the character traits: honesty, caring, perseverance, responsibility. (SS-1a) <p>One-on-one assessment (Oral Response)</p> <ul style="list-style-type: none"> • Students will use their own words to describe each trait, using the individual pages they completed on Days 2-5. The teacher begins by reading the first part of the sentence prompt: “[Character name] showed honesty.” The teacher asks, “How did [character name] show honesty?” The teacher provides 		

the student's response in the sentence frame to prompt for further clarification, as needed: *[Character name] showed honesty by (student's response)*. Teacher repeats the assessment for the remaining pages. The character trait pages include: honesty, caring, perseverance, responsibility. (SS-1b)

Observation

- Teacher observes students demonstrating this skill without adult assistance. The teacher may record students' expected development of the skill in an anecdotal record or on a class checklist. The anecdotal record or checklist includes the date on which each student demonstrates expected development. Note: This record is ongoing, and expected development will vary per student. The skill is:
 - Connect being a good citizen in the classroom to being a good citizen in the community (SS-1c)

Instructional Sequence

Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
<p>0</p> <p>Students will identify traits of a good citizen.</p>	<p>0</p> <p>Students will identify honesty in the Bible story or children's literature [teacher's choice]. (SS-1a)</p> <p>Students will identify a story character as a model of honesty. (SS-1b)</p> <p>Students will describe how the character showed honesty by completing the sentence frame: "[Character name] showed honesty by (fill in the blank)." (SS-1b)</p>	<p>0</p> <p>Students will identify caring in the Bible story or children's literature [teacher's choice]. (SS-1a)</p> <p>Students will identify a story character as a model of caring. (SS-1b)</p> <p>Students will describe how the character showed care by completing the sentence frame: "[Character name] showed he/she was caring by (fill in the blank)." (SS-1b)</p>	<p>0</p> <p>Students will identify perseverance in the Bible story or children's literature [teacher's choice]. (SS-1a)</p> <p>Students will identify a story character as a model of perseverance. (SS-1b)</p> <p>Students will describe how the character showed perseverance by completing the sentence frame: "[Character name] showed perseverance by (fill in the blank)." (SS-1b)</p>	<p>0</p> <p>Students will identify responsibility in the Bible story or children's literature [teacher's choice]. (SS-1a)</p> <p>Students will identify a story character as a model of responsibility. (SS-1b)</p> <p>Students will describe how the character showed responsibility by completing the sentence frame: "[Character name] showed responsibility by (fill in the blank)." (SS-1b)</p> <p>Students will connect being a good citizen in the classroom to being a good citizen in the community. (SS-1c)</p>