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iCivics Readers

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** (13 pages)
- Sample Lesson Plan** (16 pages)
- Sample Civic Discourse Lesson** (1 page)
- Sample Game Cards** (3 cards)

To Create a World ⁱⁿ which
Children Love to Learn!

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Management Guide
Grade 1

iCIVICS

Readers



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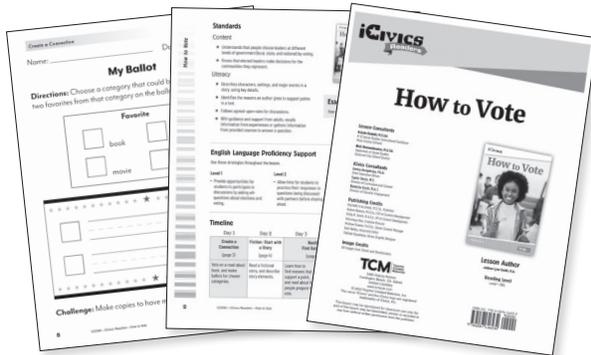
Kit Components

6 copies of 10 books



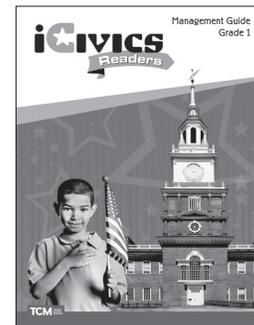
Full-color readers integrate civics with fiction and nonfiction.

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.

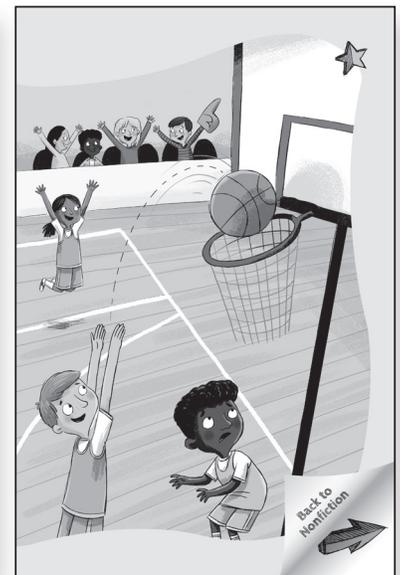
Digital Resources



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

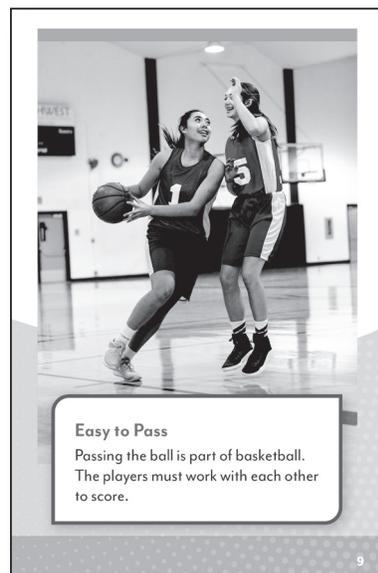
About the Readers

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.

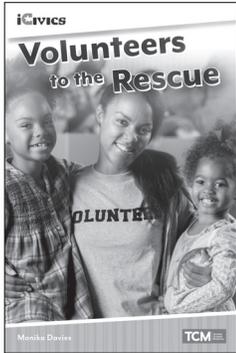


Sidebars and meaningful photographs enhance informational text for students.

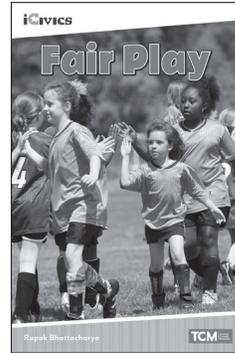
About the Readers (cont.)

Book Summaries

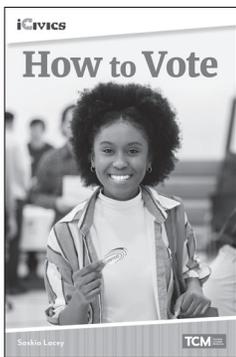
These summaries are for your easy reference. Use the summaries to decide which books match the content you would like to cover, and employ the summaries as tools to begin group discussions about the books with students.



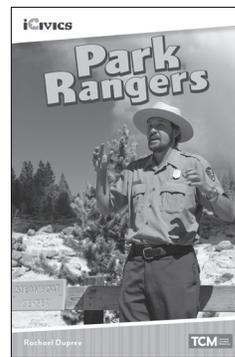
Volunteers to the Rescue
 Many people volunteer. They help others! They do great work. Learn how they make a difference. **Note:** This title includes a supporting video.



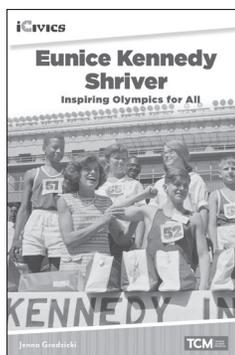
Fair Play
 Being a good sport is not about how well you play the game. It is about how you act toward others. It is about being the best person you can be.



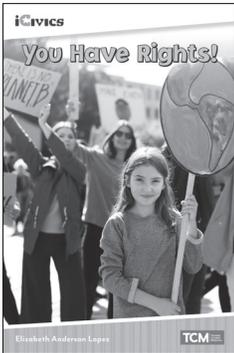
How to Vote
 Americans choose their leaders. Grown-ups vote. They vote on laws and other things too. One day, you can vote as well!



Park Rangers
 Park rangers take care of the land. They help visitors enjoy nature and stay safe too. Learn what they do and how you can be a park ranger too!

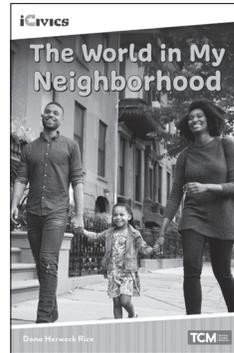


Eunice Kennedy Shriver: Inspiring Olympics for All
 Eunice Kennedy Shriver had a mission to let all kids play sports. Her small project grew to a worldwide event! She created a way for all people to shine.



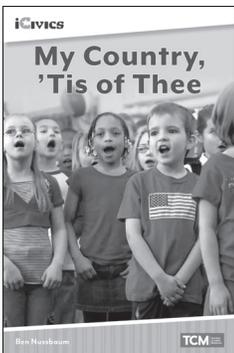
You Have Rights!

All people have rights. Kids have special rights. One of those rights is the right to learn. Learning is a very important job!



The World in My Neighborhood

The world is a big and beautiful place. One neighborhood can bring the many sights, sounds, and flavors of the world together!



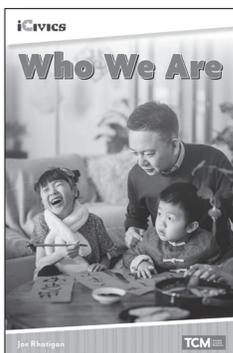
My Country 'Tis of Thee

Learn about a famous song. The song is called "America." You may know it. Sing along if you do! **Note:** This title includes a supporting video.



Payday!

People earn money when they work. They spend some money and save some money. Then, it may be time for another payday!



Who We Are

Our cultures set us apart. But cultures can also bring people together. Learning how we are special can help us love everyone!

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.

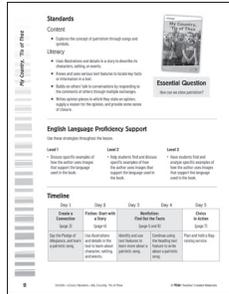
Title of the Book	Lexile® Level	*Guided Reading	DRA Equivalent	Early Intervention
<i>Eunice Kennedy Shriver</i>	470L	M	24	19-20
<i>Fair Play</i>	470L	K	18	17-18
<i>How to Vote</i>	380L	J	12	11-12
<i>My Country 'Tis of Thee</i>	500L	K	18	17-18
<i>Park Rangers</i>	440L	J	12	11-12
<i>Payday!</i>	380L	K	12	11-12
<i>The World in My Neighborhood</i>	490L	L	20	17-18
<i>Volunteers to the Rescue</i>	370L	J	10	9-10
<i>Who We Are</i>	460L	K	20	17-18
<i>You Have Rights!</i>	480L	L	20	17-18

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.

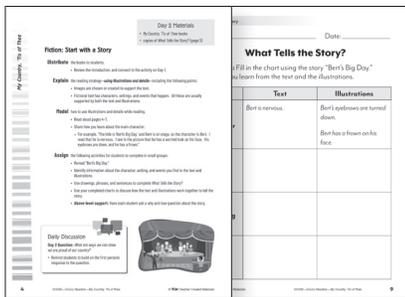
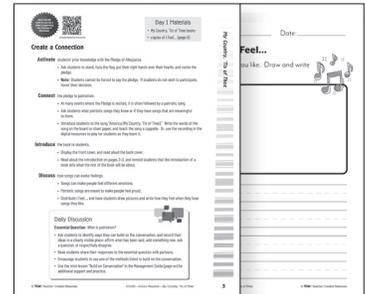
Lesson Plans

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

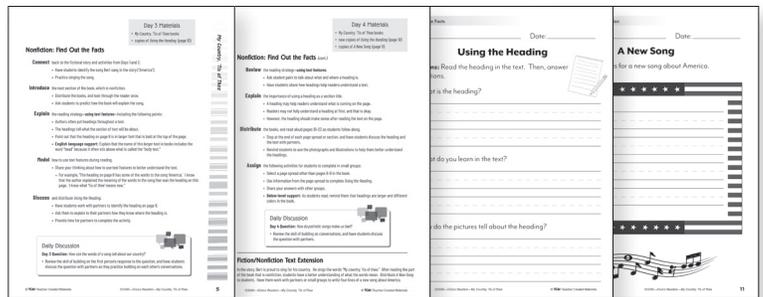


The overview page highlights standards-based learning objectives, the essential question of the lesson, English language development strategies, and a suggested timeline for the lesson.

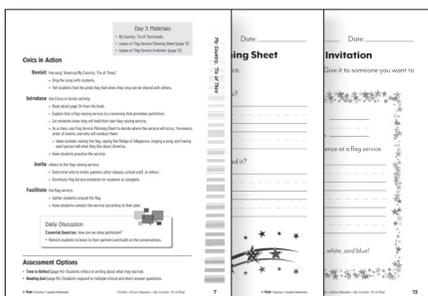
Day 1: Students create content- and literacy-based connections, activate and build background knowledge, and build bridges to the learning objectives in interactive ways. Students and teachers can refer back to Day 1 tasks during the rest of the lesson. **Note:** Daily discussions begin on Day 1 with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

Day 5 Materials

- *Who We Are* books
- copies of *All About Me Poster* (page 12)
- copies of *Culture Fair Fun* (page 13)

Civics in Action

Introduce the Civics in Action activity.

- Read aloud page 24 from the book.
- Briefly explain that students will create posters about themselves to share at a culture fair.

Assign the following activities for students to complete individually:

- Complete the *All About Me Poster*.
- Take it home to get help from family members, if needed.
- Bring an object from your culture to share at the culture fair.

Facilitate the culture fair.

- Help students create larger posters for their projects.
- Have half of the students set up desks with their posters and objects on them. They can sit or stand behind the desks to explain more about their cultures while the other half of the class visits each table. Then, have the groups switch.
- Allow each student time to present their poster and object in a short presentation in front of the class or a small group.
- **English language support:** Provide time for students to practice what they will say.

Connect thinking and connections during the fair by assigning *Culture Fair Fun*.

- Have students write about something that is the same as and different from the way they live.
- Tell students to share their findings with partners or in small groups.

Daily Discussion

Essential Question: *What is culture?*

- Remind students to ask questions to get the answers to things they do not know to better understand a text and their peers' responses.

Assessment Options

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

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Differentiation options are provided throughout the lesson.

Skill-focused daily discussions explicitly support the development of speaking and listening skills and augment civic discourse.

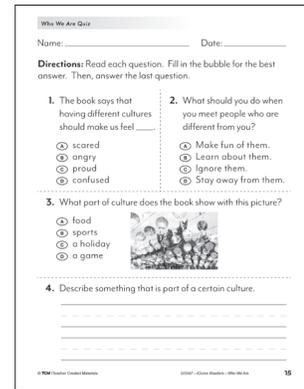
Opportunities for student reflection and reading assessment options are provided at the end of each lesson.

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.

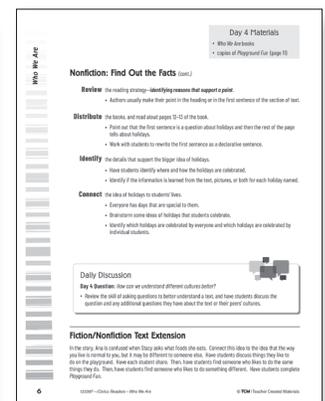
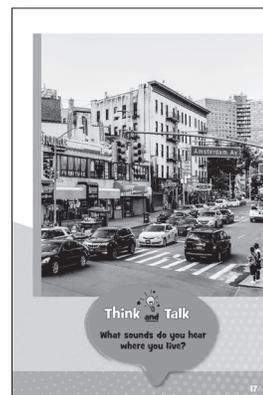
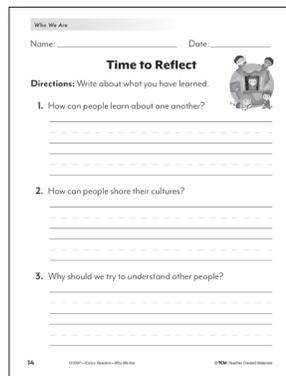


Civics in Action

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 (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

Eunice Kennedy Shriver

Inspiring Olympics for All

Eunice Kennedy Shriver had a mission to let all kids play sports. Her small project grew to a worldwide event! She created a way for all people to shine.

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ISBN-13: 978-1-0876-0572-2



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TCM Teacher Created Materials

Lexile®: 470L

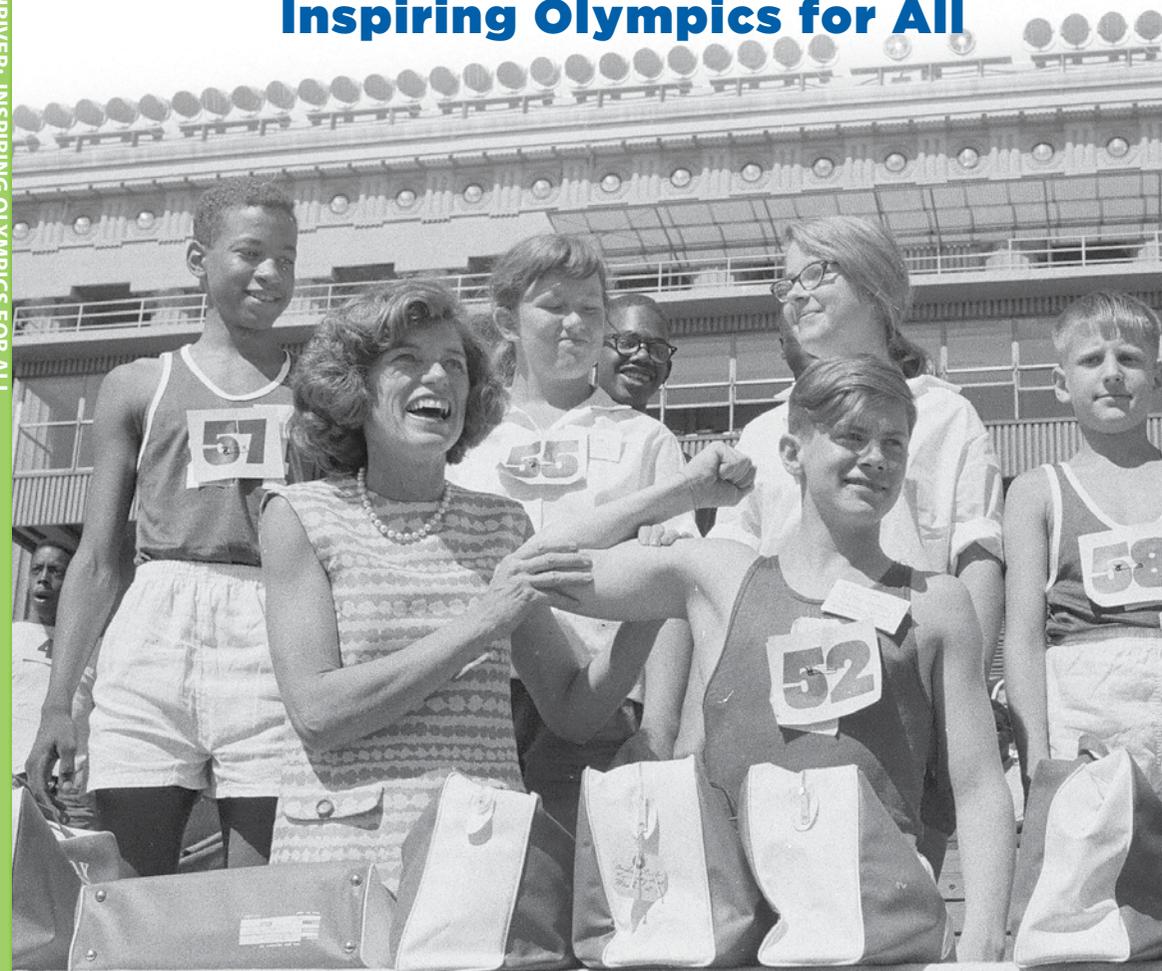
iCIVICS

Eunice Kennedy Shriver

Inspiring Olympics for All

EUNICE KENNEDY SHRIVER: INSPIRING OLYMPICS FOR ALL

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KENNEDY IN

Jenna Grodzicki

TCM Teacher Created Materials

Sports for All

Eunice Kennedy Shriver loved sports. She thought all kids could be fast and strong. She thought everyone should have a chance to compete.



Jump into
Fiction



A Day at the Beach

Eunice runs down the beach.
“I’ll race you!” she calls to
her sister Rosemary.

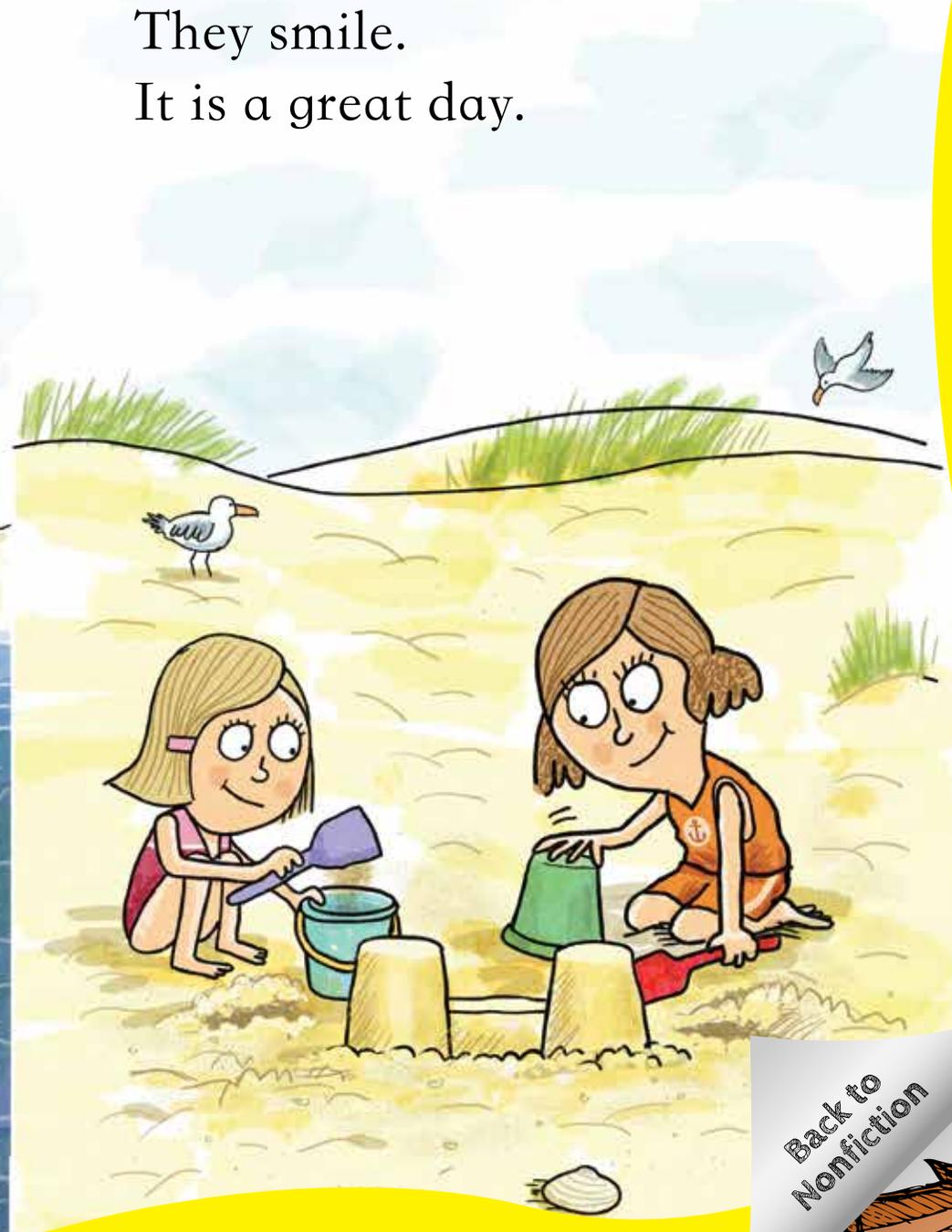
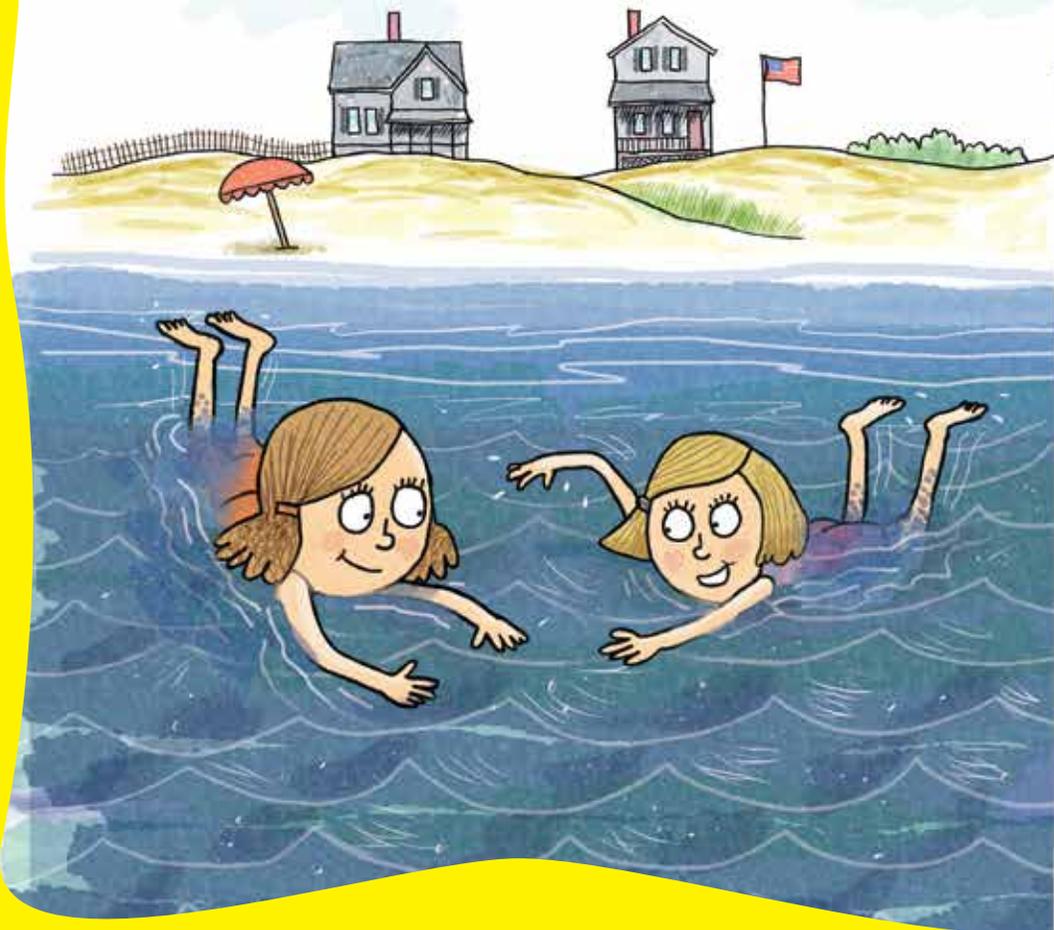
The sisters love to go, go, go!
Eunice dives into the water.
She swims right through a big
wave.





“Let’s build a sand castle,”
Eunice says to Rosemary.
The sisters get out of the water
and start to dig.

They smile.
It is a great day.



Back to
Nonfiction



Growing Up

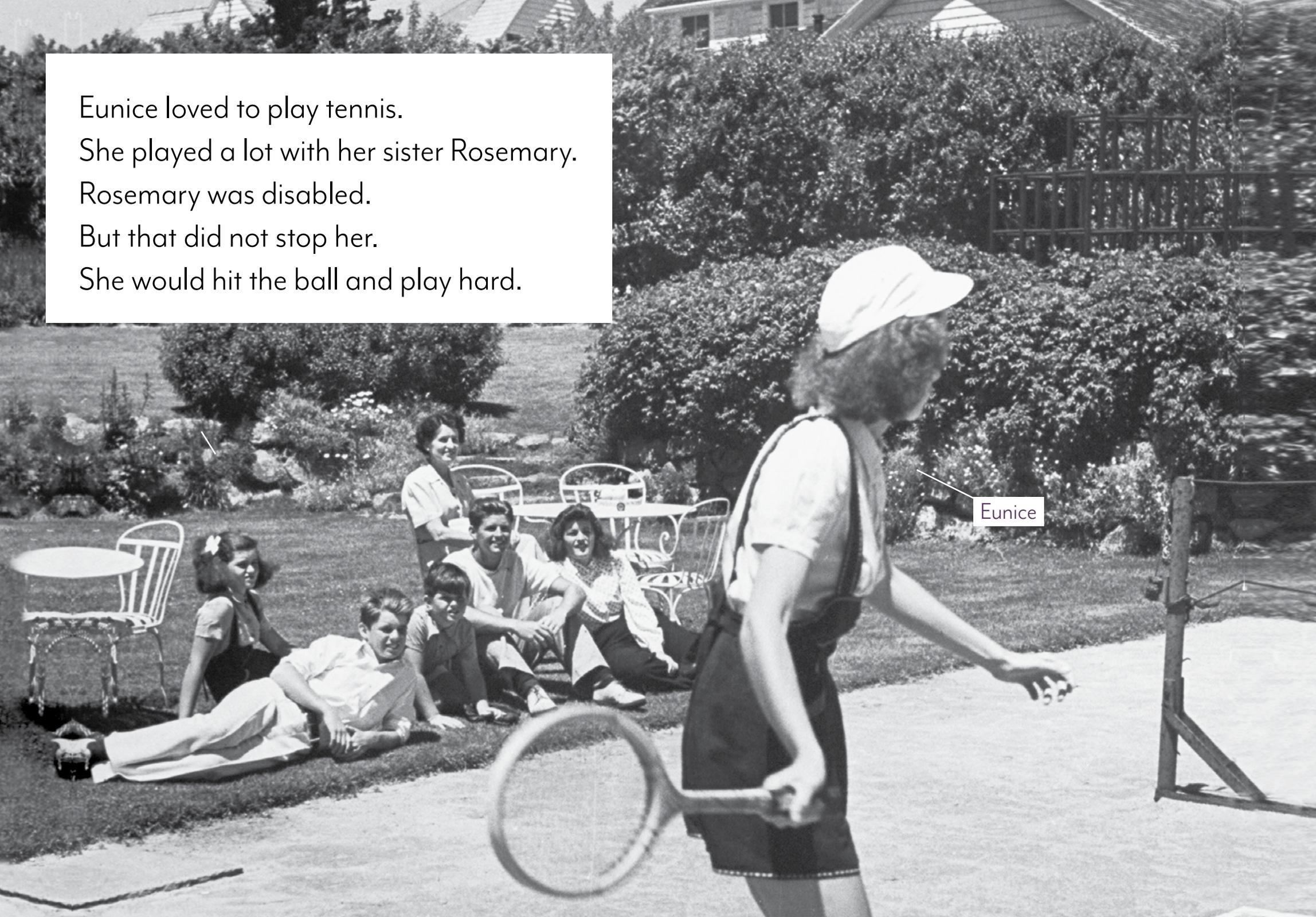
Eunice came from a large family. She had eight brothers and sisters. The family spent a lot of time outside. In summer, they would swim and sail. In winter, they would ski and skate on the ice.



Middle Child

Eunice was born on July 10, 1921. She was the fifth child born in her family.

Eunice loved to play tennis.
She played a lot with her sister Rosemary.
Rosemary was disabled.
But that did not stop her.
She would hit the ball and play hard.



Eunice

Enough

When Eunice was young, people with disabilities could not join a gym.

They could not go to summer camp.

They had few chances to play sports.

Eunice thought that was unfair.

“Enough,” she said.

So, she opened a special place for people with disabilities to play.

Name Change

In 1953, Eunice married R. Sargent Shriver Jr.

They had five children. She changed her name from Eunice Kennedy to Eunice Kennedy Shriver.



Think and Talk

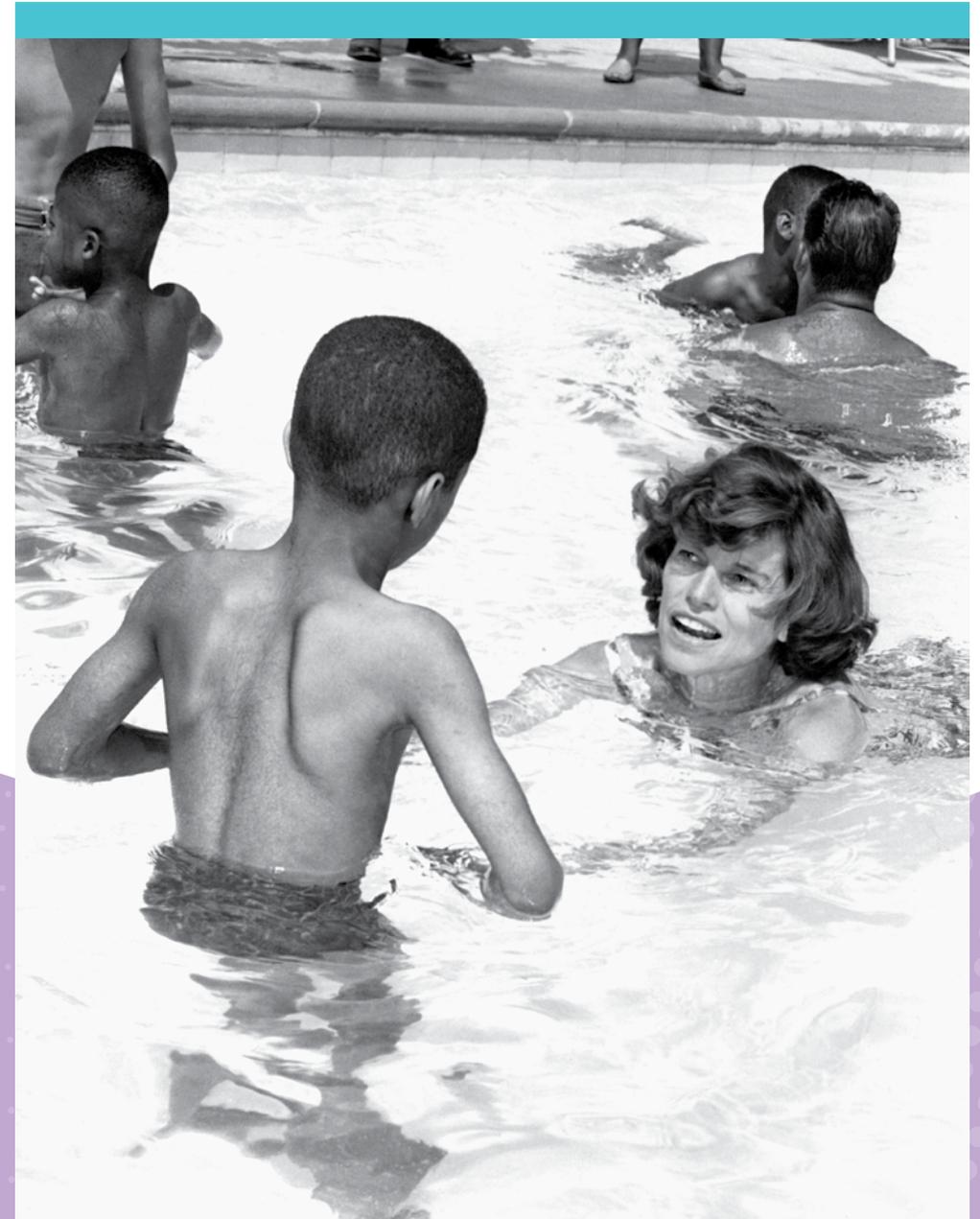
What can you tell about the sisters from this photo?

Camp Shriver

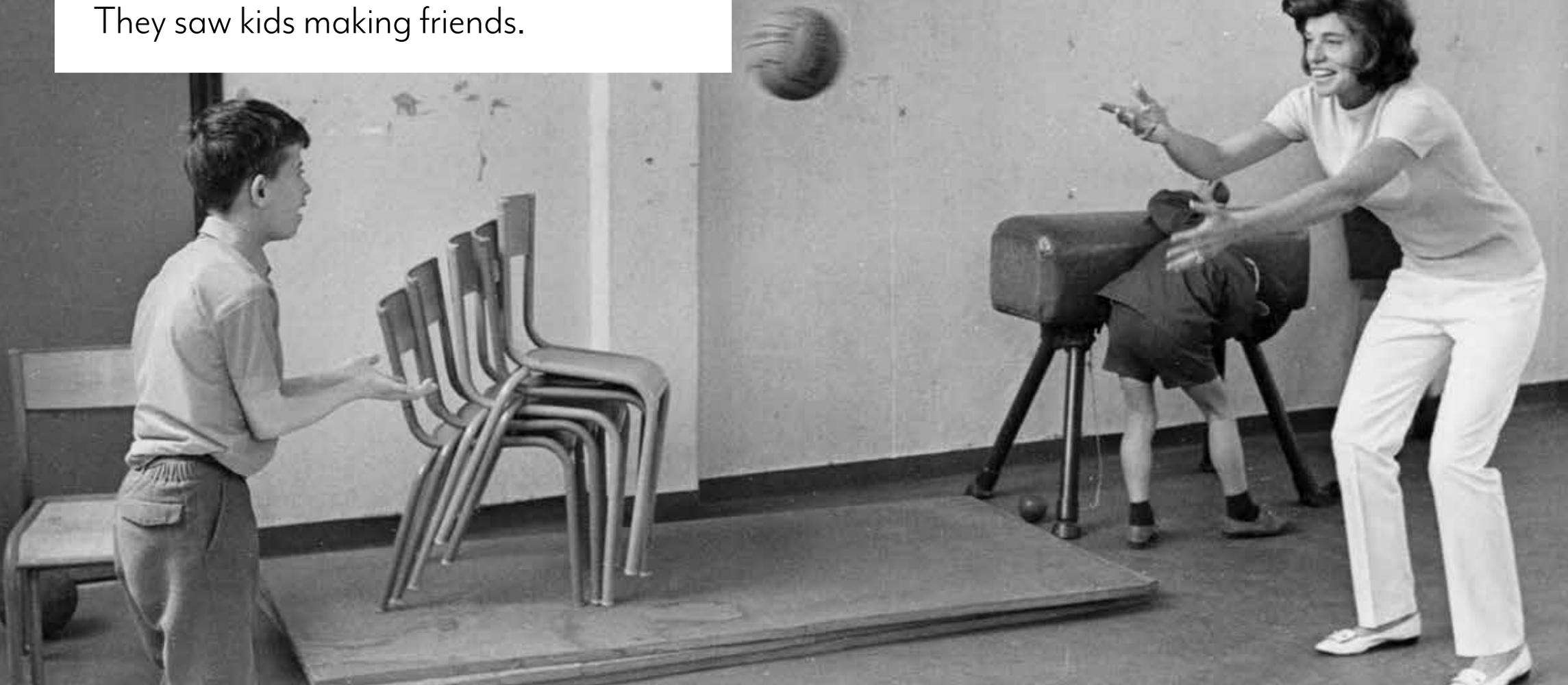
Eunice set up a camp in her backyard.
She called it Camp Shriver.
More than 100 children with disabilities
came to the camp.
They got to play sports and games.
They could swim and ride horses.
Camp Shriver was a big success!

Calling All Campers

Camp Shriver opened in 1962.
Eunice's children joined the camp too.
They played with the campers.



Camp Shriver was open four summers.
Older students helped at the camp.
They taught and coached the campers.
The camp grew bigger each year.
Many people came to watch the games.
They saw kids working hard.
They saw kids making friends.



A New Plan

Eunice loved Camp Shriver.

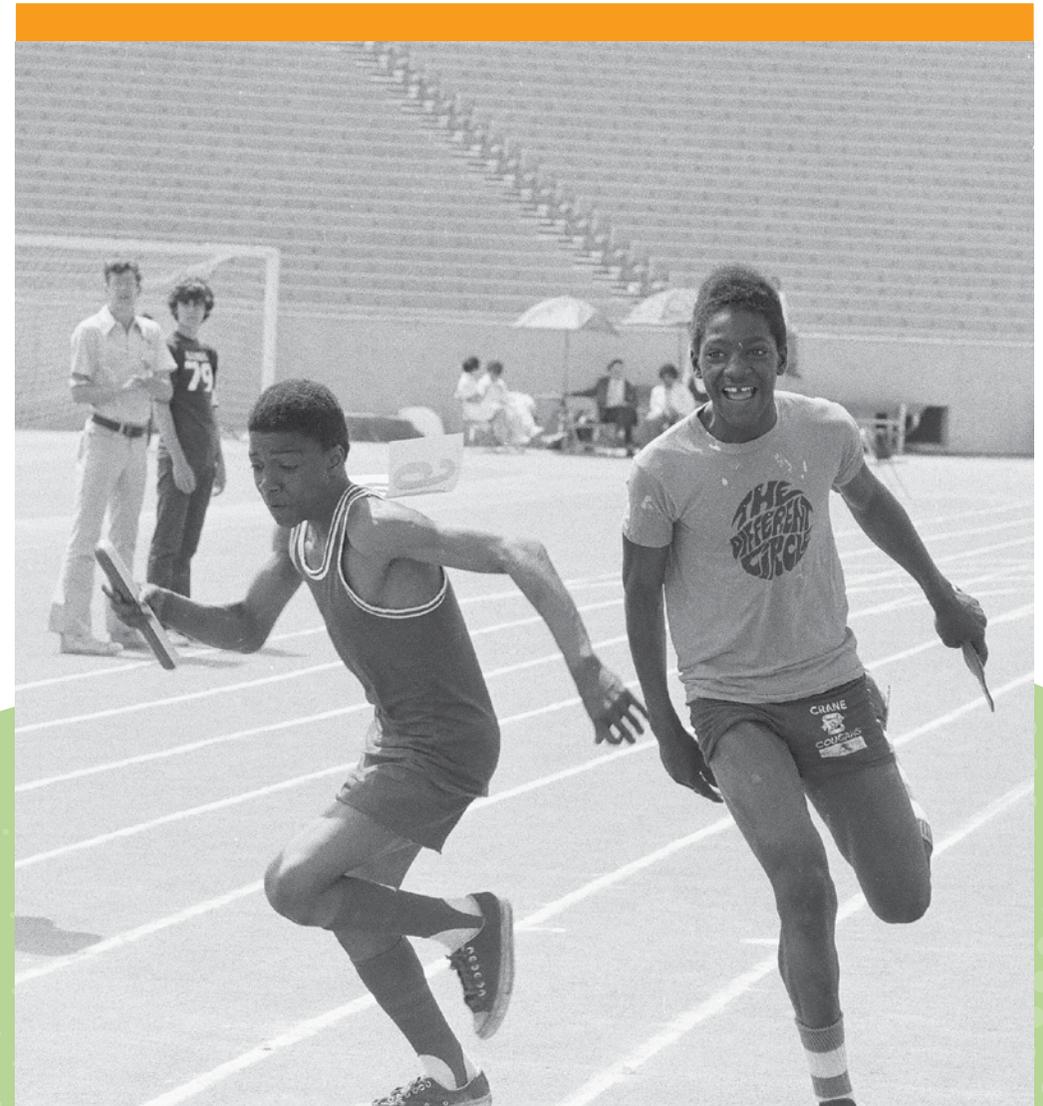
But she hoped to do more.

She wanted all kids to have a chance to compete.

So, Eunice made a new plan.

She asked other people to help with her plan.

Her plan was to start the Special Olympics.



The Special Olympics

The first Special Olympics took place in Chicago, Illinois.

Athletes waved flags.

A man carried a torch.

The athletes made friends.

Some athletes won medals.

The mayor said, “The world will never be the same.”

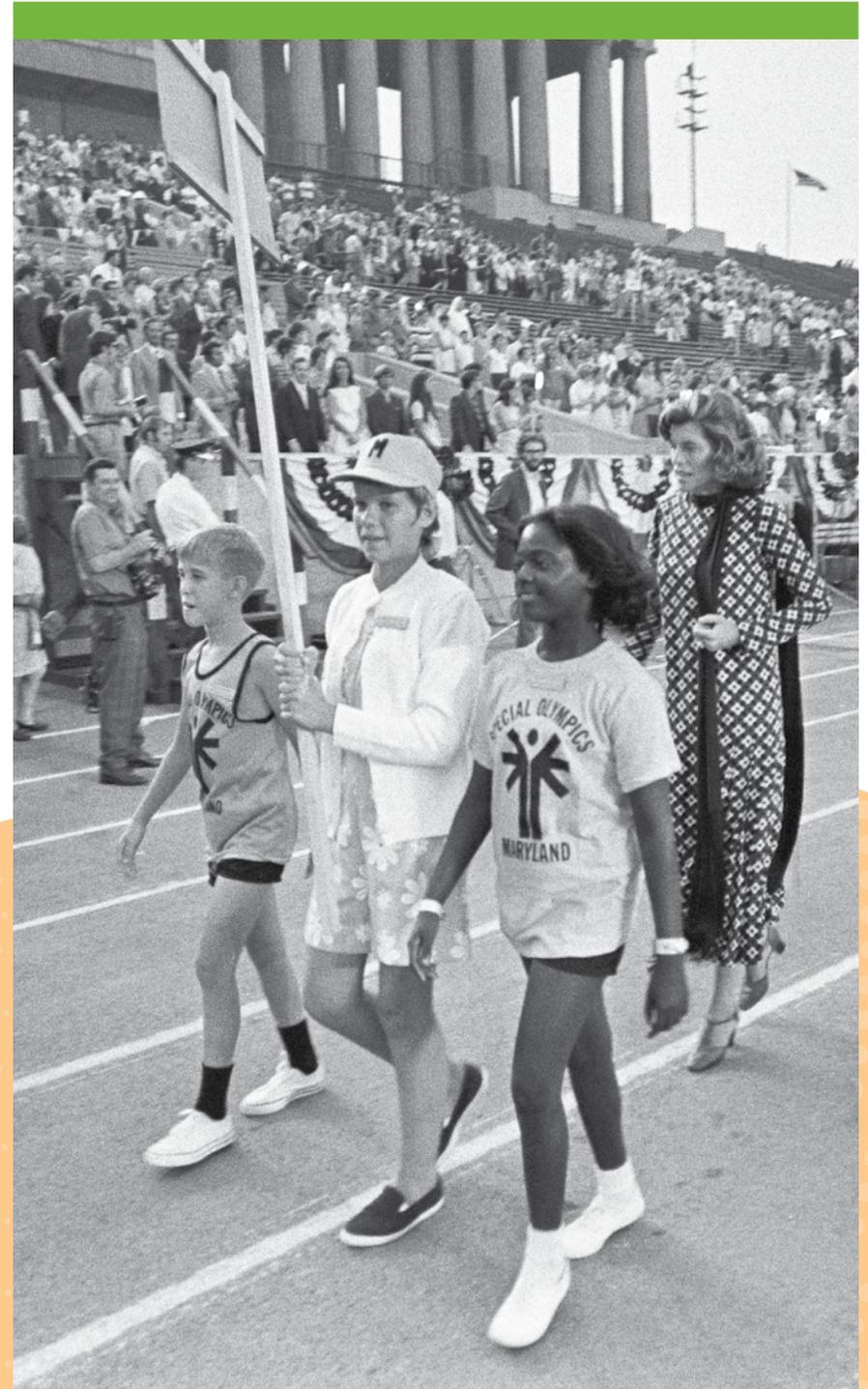
He was right.

A Big Success

The first event took place on July 20, 1968.

There were 1,000 athletes there.

They came from the United States and Canada.



Today, more than five million athletes are part of each Special Olympics. They come from all over the world. Fans fill the stands to watch the events. They clap and cheer loudly. Eunice started something big. She showed the world what athletes with disabilities can do.



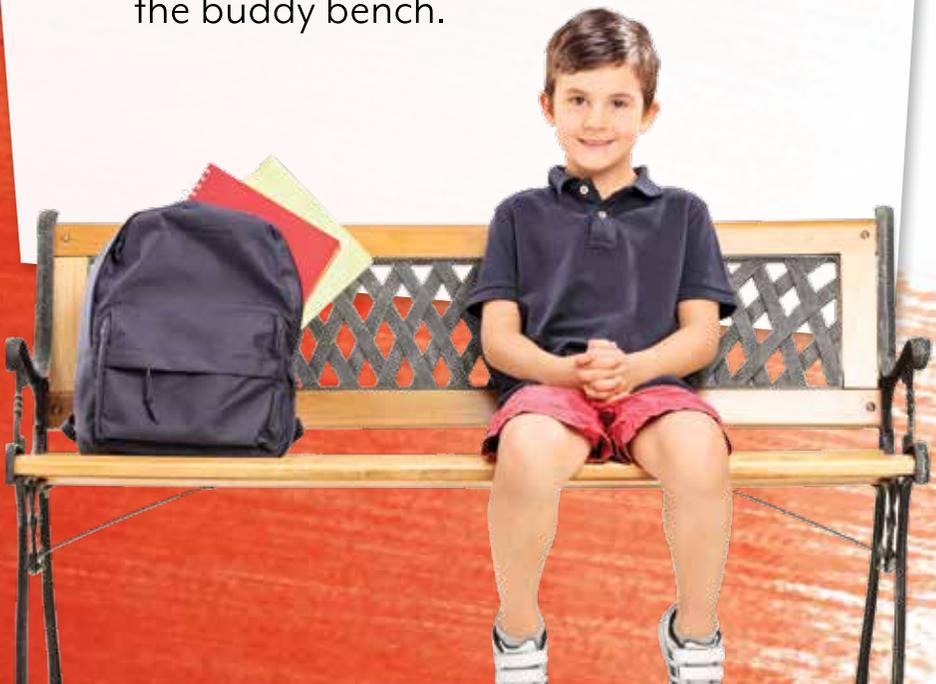
Legacy

Eunice died on August 11, 2009. Her work still helps people.

Civics in Action

Eunice Kennedy Shriver wanted to include everyone. You can too. Make a buddy bench at school! It is a place kids can go when they do not have someone to play with.

1. Decide where your buddy bench will be.
2. Make a sign for the bench.
3. Explain to others in your class and school what the buddy bench is.
4. Include others in games when they sit on the buddy bench.



Eunice Kennedy Shriver

Inspiring Olympics for All

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Image Credits

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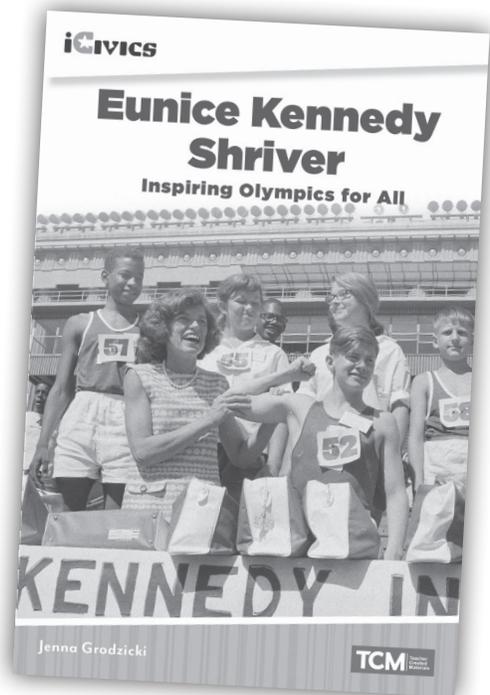


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Reading Level

Lexile®: 470L

ISBN-13: 978-1-0876-1608-7



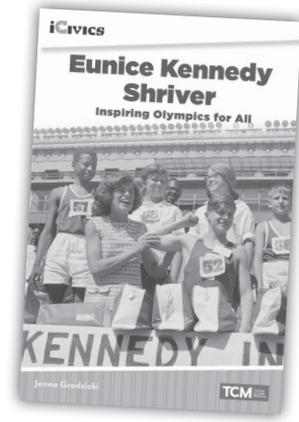
Standards

Content

- ★ Knows how people display positive character traits such as respect for others.
- ★ Explains how people have played important roles in making their communities better.

Literacy

- ★ Retells stories, including key details, and demonstrates understanding of their central messages or lessons.
- ★ Describes the connection between two individuals, events, ideas, or pieces of information in a text.
- ★ Follows agreed-upon rules for discussions.
- ★ Writes opinion pieces in which they introduce the topic, state an opinion, supply a reason for the opinion, and provide some sense of closure.



Essential Question

How can one person make a difference?

English Language Proficiency Support

Use these strategies throughout the lesson.

Level 1

- Encourage students to draw or dictate their responses to the activities throughout the lesson.

Level 2

- Provide students with strong sentence frame supports to assist them in completing written activities throughout the lesson.

Level 3

- Have students explain orally what they will write prior to having them complete written activities.

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)
Identify the importance of play in our lives by discussing sports and/or games.	Read a fictional story, and practice retelling it.	Describe connections between ideas in a text.	Continue to describe connections between ideas in a text, and write connections that are made.	Create a buddy bench so everyone can feel included at recess.

Day 1 Materials

- Eunice Kennedy Shriver books
- copies of *The Best!* (page 8)

Create a Connection

Activate prior knowledge about sports and games.

- Have student pairs discuss their favorite sports and the reasons they enjoy them.
- Let students know that favorite games could also be discussed.

Facilitate a discussion.

- Have students share aloud their favorite sports or games with the whole group.
- Create a list on the board or chart paper of the sports or games students named.

Connect to the book.

- Display the cover, and discuss the subtitle and image.
- Ask students to share what they know about the Olympics.
- Read aloud the back cover, and have students make predictions about the book.

Assign the following activities for students to complete individually:

- Choose a sport or game from the list.
- Use your choice to complete *The Best!*
- **Below-level support:** Provide sentence starters to assist with opinion writing, such as *My favorite sport is _____. I like it because _____.*

Daily Discussion

Essential Question: *How can one person make a difference?*

- Ask students to face their partners for the conversation.
- Have them take turns speaking. When one person is finished speaking, the other person can start.
- Guide the conversations back and forth so both partners get a chance to speak.
- Use the mini-lesson “Turn Taking” in the Management Guide (page 50) for additional support and practice.

Day 2 Materials

- Eunice Kennedy Shriver books
- copies of *Retelling the Story* (page 9)

Fiction: Start with a Story

Introduce and distribute the books.

- Read aloud the introduction on pages 2–3.
- Point out the Jump into Fiction graphic on the bottom of page 3.
- Explain that the story is historical fiction. It tells a fictional story about Shriver and her sister from their childhood.

Explain the reading strategy—*retelling stories*—including the following points:

- Retelling a story means to tell the story again in your own words.
- Stories usually have a beginning, middle, and end. When retelling stories, be sure to include all parts.

Model retelling another story.

- Use a recent read-aloud, or use a classic, such as “The Three Little Pigs.”
- Explain that a retell is the main parts of the story in the person’s own words.

Read aloud the story (pages 4–7).

- Stop and model your understanding of what has happened at the beginning, middle, and end of the story.
- Connect back to the idea of retelling a story in your own words.

Assign the following activities:

- Work individually to complete *Retelling the Story*.
- Practice retelling your story to a partner.
- **Above-level support:** Encourage students to think of emotions that characters in the story might have been feeling and include them in their retellings.

Daily Discussion

Day 2 Question: *What are things you like to do with others?*

- Remind students to allow one person to finish speaking before the other person begins.



Nonfiction: Find Out the Facts

Connect back to the introduction by rereading pages 2–3.

- Discuss with students what they learned about Shriver in the text.
- Identify how her love of sports is supported by the photographs. What sports is she shown playing?

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

- Distribute the books, and preview the headings together.

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

- Authors often connect one part of the text to another part of the text.
- Connections can be made between people, events, or ideas.
- Readers often have to make the connections as they read. The author may not directly state them.

Model making a connection during reading.

- Read aloud pages 8–9.
- Think aloud as you identify details learned from the text and from the images.
 - For example, “I read earlier that Eunice loved sports. This part of the text tells me the sports she loved, such as swimming, sailing, skiing, and ice skating. This shows she really loved many types of sports.”

Guide students to make connections.

- Read aloud pages 10–11.
- Have students describe another connection they make with sports Shriver loved.
- **English language support:** Provide a sentence frame that students can use to articulate their connections, such as *I read that Eunice loved sports, and now I know she loved the sport ____.*

Daily Discussion

Day 3 Question: *What things do you think are unfair?*

- Review the skill of allowing one person to finish speaking before the other person begins, and have students discuss the question with partners.

Day 4 Materials

- *Eunice Kennedy Shriver* books
- copies of *Make a Connection* (page 10)
- copies of *Eunice and Rosemary* (page 11)

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

Review the reading strategy—*describing connections*.

- Ask students to talk with partners about types of connections readers can make throughout a text.
- Listen to partner discussions, and share comments you hear.

Explain the importance of connections.

- Connections help readers understand how ideas are linked together in the text.
- Readers should look for ways people, events, or ideas connect in a text.

Distribute the books, and echo read pages 12–23 with students.

- Stop at the end of each page spread or section, and have students discuss any connections they can make to other parts of the text.

Assign the following activity for students to complete with partners:

- Look for larger connections using information from throughout the book as you complete *Make a Connection*.

Facilitate a discussion about the connections students made.

- Identify the ideas listed on the sheet as reasons Shriver started the Special Olympics.

Daily Discussion

Day 4 Question: *What can you do about things that are unfair?*

- Review the skill of allowing one person to finish speaking before the other person begins, and have students discuss the question with partners.

Fiction/Nonfiction Text Extension

Ask students to make connections between the fiction and nonfiction. Have them use *Eunice and Rosemary* to show what Shriver and her sister liked to do together. Guide students to pages 4–7 and 10, if needed. Discuss any other connections that students make.

Day 5 Materials

- *Eunice Kennedy Shriver* books
- copies of *Plan Your Design* (page 12)
- copies of *Buddy Bench Explanation* (page 13)
- poster paper and art supplies

Civics in Action

Facilitate a discussion about recess.

- Ask students if they have ever felt alone at recess or not had someone to play with.
- Have students share their experiences and observations.
- Explain that Eunice Kennedy Shriver worked to make sure everyone could play, and they can too!

Introduce the Civics in Action activity.

- Read aloud page 24 from the book.
- Let students know they will create a buddy bench so no one feels left out.
- Distribute *Plan Your Design*, and have small groups work together to plan posters.
- Once a plan has been made, have students create their posters. Multiple posters can be created by each group. Hang one at a time, and replace it with the other posters as needed when they're damaged or weathered.

Assign the following activities to small groups:

- Complete *Buddy Bench Explanation*.
- Share explanations about the buddy bench with other classrooms.
- Include others at recess by noticing when someone is sitting on the bench.

Daily Discussion

Essential Question: *How can one person make a difference?*

- Remind students to wait until their partners finish speaking before they take their turns.

Assessment Options

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

Name: _____

Date: _____

The Best!

Directions: What is your favorite sport or game? Tell why it is your favorite. Write a conclusion.

My favorite sport is

It is the best because

In conclusion,



Name: _____ Date: _____

Retelling the Story



Directions: Draw pictures to show the parts of “A Day at the Beach.”

Beginning

Middle

End

Name: _____ Date: _____

Make a Connection

Directions: Think about these ideas. Make one or more connections. Draw what Eunice did with the ideas.

★ Ideas	★ Connections
<ul style="list-style-type: none">★ Eunice loved sports.★ Rosemary was disabled.★ People with disabilities could not join gyms.★ Eunice thought it was unfair.	

Write a sentence about a connection you drew.

Name: _____ Date: _____

Eunice and Rosemary

Directions: Eunice and Rosemary were sisters. Read both the fiction and nonfiction in the book. Write and draw what they liked to do together.



Fiction	Nonfiction

Eunice and Rosemary liked to

Name: _____ Date: _____

Plan Your Design

Directions: Make a buddy bench poster.



Name: _____ Date: _____

Buddy Bench Explanation

Directions: Write about how the buddy bench will work. Share it with others at your school.

Question	Explanation
What is it?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Where is it?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How does it work?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name: _____ Date: _____

Time to Reflect



Directions: Write about what you have learned.

1. Why did Eunice decide to help others?

2. How did her idea grow?

3. How can you help others?

Name: _____ Date: _____

Directions: Read each question. Fill in the bubble for the best answer. Then, answer the last question.

1. How did Eunice make the world a better place?

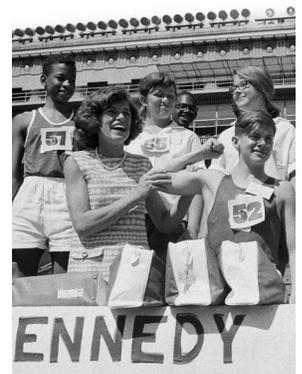
- (A) loved sports
- (B) played sports
- (C) helped everyone to play sports
- (D) let her children play sports

2. What part of “A Day at the Beach” is needed for a retell?

- (A) brothers swimming
- (B) building castles
- (C) sisters playing
- (D) getting dressed

3. What does this picture show about Eunice?

- (A) She wanted to help her sister.
- (B) She started the first Special Olympics.
- (C) She walked in a parade.
- (D) She marched to help people.



4. Why should sports be for everyone?

Answer Key

Retelling the Story (page 9)

Beginning: Eunice and Rosemary arrive at the beach.

Middle: Eunice and Rosemary go swimming.

End: Eunice and Rosemary build a sandcastle.

Make a Connection (page 10)

Eunice used her love of sports to organize a camp and the Special Olympics so people who were disabled could play sports.

Eunice and Rosemary (page 11)

Fiction Text: Eunice and Rosemary liked to play together by swimming and building sandcastles.

Nonfiction Text: Eunice and Rosemary liked to play tennis together.

Time to Reflect (page 14)

Reflections will vary but should be complete and thoughtful.

Eunice Kennedy Shriver Quiz (page 15)

1. C
2. C
3. B
4. Answers should indicate a logical reason why everyone should be allowed to play sports, such as there are lots of types of sports for different people.

Civic Discourse Mini-Lessons

Skill 1: Turn Taking

Materials

- small objects to toss (one per student pair)

Engage students with an activity.

- Have student pairs stand facing each other a few feet apart.
- Provide each pair of students with an object to toss (e.g., a small ball, an eraser).
- Have students gently toss the object back and forth to each other.
- Ask students how the objects moved (*back and forth*).
- Ask students whether both people had the object in their hands at the same time (*no*).
- Ask students how they knew who got the object next.

Teach the skill to the group.

- Explain that discussions are like tossing a ball back and forth. Only one person can have the ball at a time, and only one person can speak at a time.
- Discuss the benefits of taking turns (*people can learn from each other, people can hear each other*).

Practice the skill.

- Have students practice taking turns while discussing some of their favorite animals. One student can begin, "Emily, what is one of your favorite animals, and why?" Emily should respond with two or three comments.
- Encourage students to listen politely and respond appropriately before sharing their own favorite animal. Caution students against taking over a conversation or interrupting.

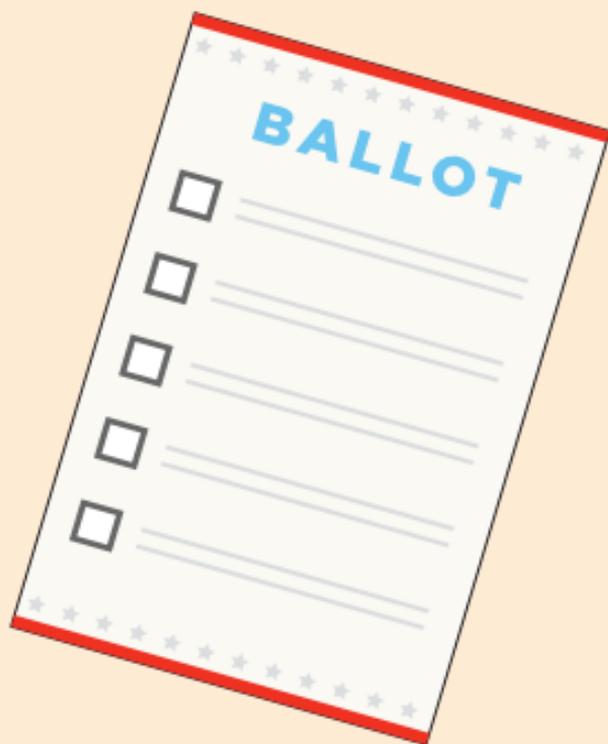
Extend the discussion.

- Tell students that when there is a group discussion, there are different ways to signal their desire to talk. They can raise their hands, or they can wait for a pause and say, "I'd like to add ____."
- Together with students, make a list of phrases students can say to signal their desire to talk.

Old Flag

1. Shuffle the playing cards. Give cards to each player until there are no more cards left.
2. Match words to their definitions. The **Old Flag** card does not have a match. Set aside any correct matches in your hand.
3. The oldest player goes first. They should spread their cards out facing down. The player on their left takes one card. If it matches a card in their hand, they set the pair aside. If not, they keep the card.
4. That player now offers their cards to the next person.
5. Play until only the **Old Flag** card is left. You win if you don't have the **Old Flag**!

vote



to choose leaders

