

Topic: Exploring Good Citizenship

What Your Student is Learning:

Background and Context for Parents:

A large part of the learning experience in kindergarten and first grade is socialization. Your child is learning to cooperate and share with peers, to take part in group activities and talks, and to take responsibility for their own actions and for their own learning. For your child, learning good citizenship is a key part of that socialization.

Ways to support your student:

Classroom Rules (Use as a discussion starter and a writing/drawing prompt.)
Start a discussion about the rules that should be followed in your home and their classrooms.

Write down each rule as it is discussed. Talk about why each rule is important. If students don't suggest anything like the following rules, you can add them:

- Tell the truth.
- Be caring.
- Respect others.
- Be responsible for what you do and say.
- Be brave enough to do the right thing and to ask for help when you need it.
- Sharing Stories (Use as a discussion starter.)

Ask students to tell about their experiences. You may wish to use the following prompts:

- Tell a story about a time you told the truth, even though that was a difficult thing to do.
- Tell a story about a time you felt happy or sad for somebody or something.
- Tell a story about someone you respect.
- Tell a story about a time you took responsibility for something you had done or said.
- Tell a story about being brave.

Ask students to discuss, draw, or write in response to the following questions:

- You find money on the playground. What could happen next?
- Everybody is in a hurry. A kid near you trips and falls down. What could happen next?
- Your teacher asks the class to be quiet after somebody said something really funny. What could happen next?
- You borrowed a pencil from the teacher's desk and lost it. What could happen next?
- You think somebody is being cruel by making fun of a kid on the playground. What could happen next?

Online Resources for Students:

https://www.educationworld.com/a_curr/curr008.shtml#kindergarten

Draw, or write in response to the following scenarios. Remember to show good citizenship

WHAT COULD
HAPPEN NEXT???

YOUR TEACHER ASKS THE CLASS TO BE QUIET AFTER
SOMEONE SAID SOMETHING FUNNY

YOU FIND MONEY ON THE PLAYGROUND

YOU BORROWED YOUR TEACHER'S PENCIL AND LOST IT

A KID NEAR YOU TRIPS AND FALLS

SOMEONE IS MAKING FUN OF A KID ON THE
PLAYGROUND

Topic: Recognize the need to protect resources for the future

What Your Student is Learning: What are natural resources? How can we protect natural resources?

Background and Context for Parents: As a follow up to the lesson on water, students will dig deeper into the importance of nature's resources on our survival as living organisms. Your child should also discuss will also discuss how they can work

Ways to support your student:
(questions to ask, responses to look for, representations they should use, etc...)

Questions to ask:

What do we need to survive on this planet? *Water, air, shelter, clothes*

Where do we get the things we need to survive?

What would happen if the things we need to survive are no longer available?

Watch the youtube video "Cartoon for Kids!! Natural resources. Science for Children" with your child.

Engage them in discussion about the content in the video, ask them:

What are natural resources? *Could have students draw images that represent the various natural resources mentioned in the video, ie., water, air, soil, trees, animals, plants*

Why are natural resources so important? *Because they provide the necessities for human life, food, water, oxygen, clothing etc.*

What does conserve mean?

What can we do to conserve natural resources?

Online Resources for Students:

<https://www.youtube.com/watch?v=U7qPJT6V6uM>

Topic:

Recognize the globe as a model of the earth

Identify places on a map, such as, local community, state and United States

What Your Student is Learning: Your student is learning to identify their city, state, and country on a world map.

Background and Context for Parents: The geographical skill of knowing your position on the planet

Ways to support your student:

Help students understand the concept of a model of something real.

Show students miniature items representing things from their daily lives, such as a toy car or animal.

Help students to describe the difference between the real objects and their miniature versions.

Ask: *How are these like a real car or animal? How are they different from a real car or animal?*

Provide students with sentence starters, such as:

- They are alike because ____.
- They are different because ____.

Make sure students describe how the miniature version may look like the real object, but people cannot use it the way they use the real object.

Show students a globe, or an [image of a globe](#) and ask them if they know what it is a model of. *It is a model of the planet that we live on.*

[Using the World, U.S., and State Maps](#)

Ask students to share the name of the planet we live on. *Earth*

After sharing the name of the planet, pull out a map/globe ask your child to point to and name the country in which they live. *The United States of America*

Ask student to name and point to the state in which they live. *Pennsylvania*

Ask student to name and point to the city in which they live. *Philadelphia*

Online Resources for Students:

<https://www.nationalgeographic.org/activity/exploring-maps-and-models/>

Name _____

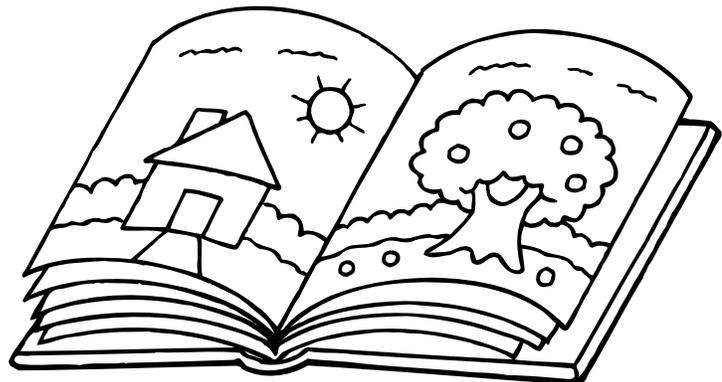
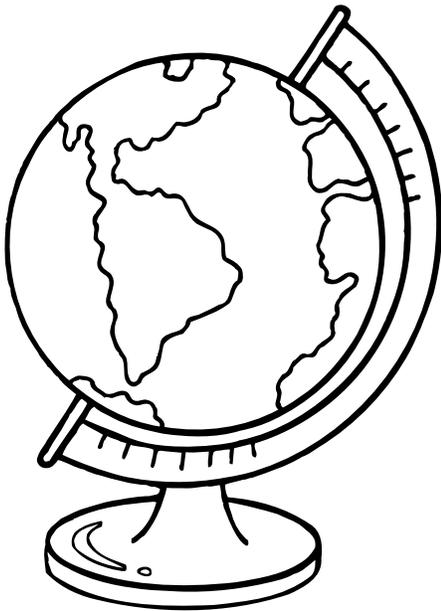
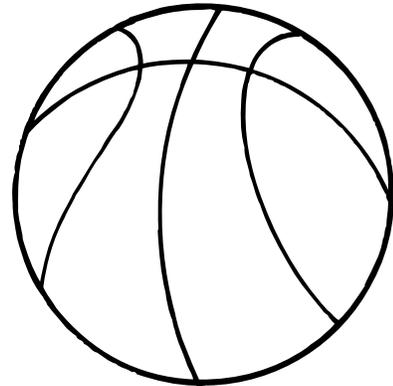
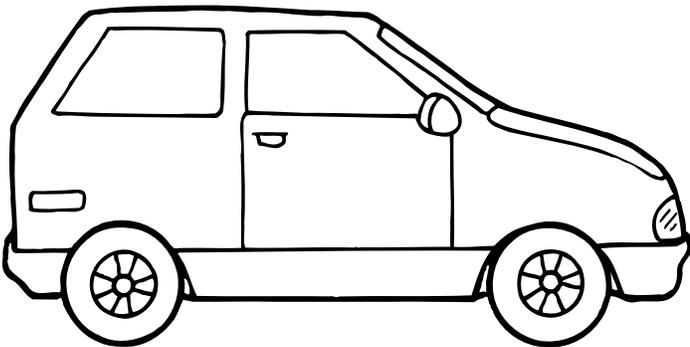
Date _____

Earth Shapes

Look at the pictures.

Color the ones that have the same shape as Earth.

Circle the one that is a model of Earth.









Topic: Culture

What Your Student is Learning: Your child will learn about culture and how culture makes them unique, and how diversity contributes to their community and their country.

Background and Context for Parents: Culture is an important theme in social studies classrooms. In later grades your child will learn about world cultures and histories. This activity is meant to celebrate the culture that they possess and to highlight the variety of cultures that exists all around them.

Ways to support your student:

Ask your child what makes them unique, another way to ask that question is to ask them who are they, and what makes them who they are? (*look for answers like "my appearance, my religion, my name, my language, my family"*)

Ask them if they know what culture is. *Culture: a group of people's way of life, such as diet, language, religion, holidays, family traditions.*

[Using the "Culture Worksheet"](#)

Ask your child to to share/write/draw one example of who they are based on the categories listed in the definition of culture:

- What is a unique food that you eat regularly?
- What language(s) do you speak?
- What religion do you and your family practice?

Define tradition: *a belief or behavior passed down within a group, family, or society*

- What holidays do you celebrate?
- What is one family tradition that you take part in? Describe that tradition.

*Explain to your child that their responses to the questions above represent their unique culture and it's what makes them who they are.

Ask your child to choose one friend/classmate who may answer the above questions differently from them? What would be some of their answers? *Point out that those students have their own unique culture, and that those differences should be celebrated. Share the benefit of being able to learn so much about each other, based on the differences in culture.*

Community Walk: As you walk through your community, point out the languages that appear on storefronts (*Spanish, English, Portuguese, Chinese*)

Ask them why those languages are present in their community (*because the community is diverse*)

Discuss the type of food being prepared in the various shops (*Chinese food, Jamaican food, Brazilian food, Puerto Rican food, Dominican food, American food*)

Point out, or discuss the variety of churches, mosques, synagogues etc. in the community

Online Resources for Students:

<https://www.pbs.org/education/blog/strategies-for-celebrating-world-cultures-in-your-classroom>

https://www.huffpost.com/entry/how-to-teach-your-kids-about-other-cultures_n_5bc76b47e4b0d38b58746bac

DESPITE OUR DIFFERENCES!

HOW WOULD YOU ANSWER THE BELOW PARTS OF CULTURE FOR YOURSELF AND FOR ONE OF YOUR FRIENDS/CLASSMATES?

ME
FOOD:
LANGUAGE:
RELIGION:
HOLIDAYS/TRADITIONS:

MY FRIEND/CLASSMATE
FOOD:
LANGUAGE:
RELIGION:
HOLIDAYS/TRADITIONS:

WE ARE THE SAME BECAUSE...

WE ARE DIFFERENT BECAUSE...

OUR TRADITIONS

TRADITION: *A BELIEF OR BEHAVIOR PASSED DOWN WITHIN A GROUP, FAMILY, OR SOCIETY*

WHAT IS ONE OF YOUR FAMILY'S OR COMMUNITY'S TRADITIONS?

Lesson 5

Grade _____ Subject _____

Goes with Pages: _____

Topic: Understand the role African Americans have played in the history of Philadelphia

What Your Student is Learning: Key African American Figures in Philadelphia's History

Background and Context for Parents: Students will spend time learning about one of the figures listed below. These people were instrumental to the development of Philadelphia.

Ways to support your student:

Working with your child, research two of the figures listed below and complete a ["We Celebrate This Person Because..."](#) worksheet.

William Still
Octavius Catto
Frances Harper
Richard Allen
Marian Anderson
Ona Judge
Julian Abele

Ask your child to share the contributions they will make to the world in order to be celebrated.

Online Resources for Students:



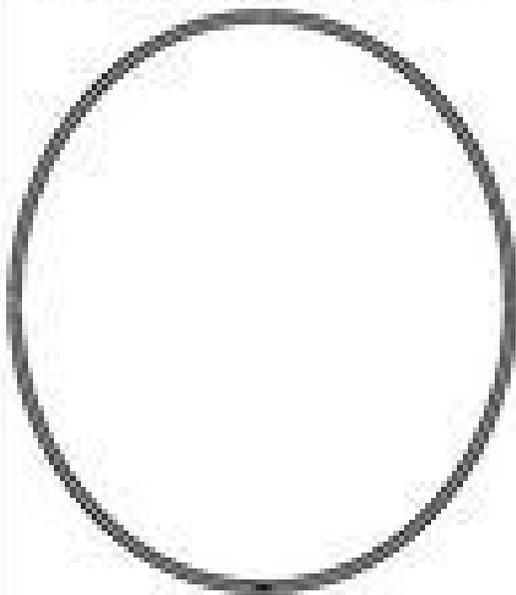
Mini Biography



My Name _____

Famous African American: _____

Here is a picture.



Birthday: _____

Born In: _____

We celebrate this person because...