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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** (17 pages)

**Sample Lesson Plan** (16 pages)

**Sample Civic Discourse Lesson** (1 page)

**Sample Game Cards** (6 cards)

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Management Guide  
Grade 2

# iCIVICS

Readers



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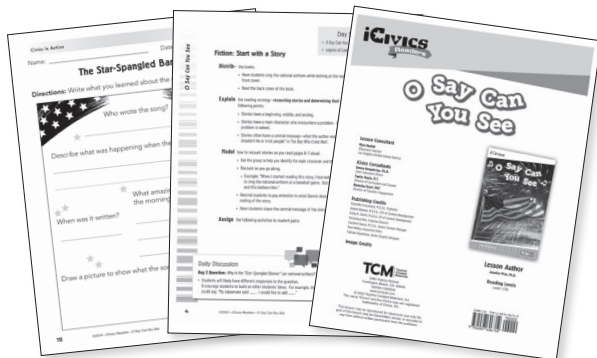
# Kit Components

6 copies of 10 books



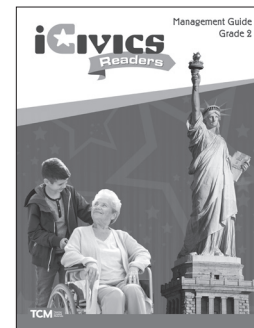
Full-color readers integrate civics with fiction and nonfiction.

## Lesson Plans



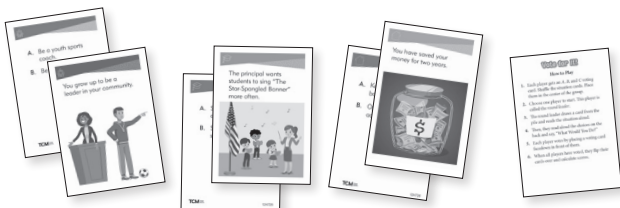
Lesson plans include targeted instruction, essential questions, and numerous opportunities for civic discourse.

## Management Guide



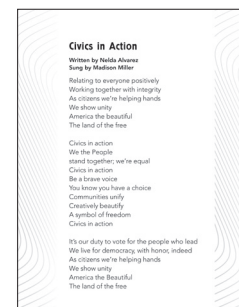
Management Guide provides program information and research-based teaching ideas.

## Game Card Decks



Collaboration and continued civic discourse are encouraged through game play.

## Digital Resources

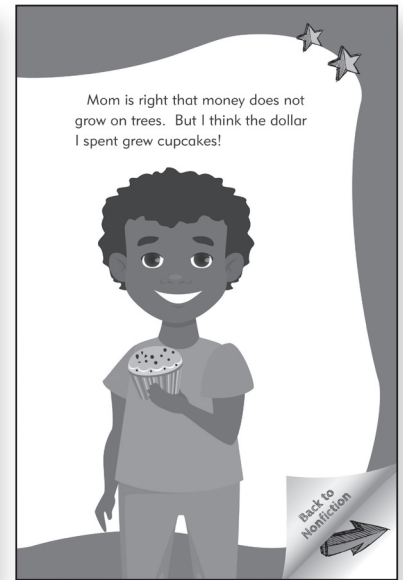


Ebooks, videos, and audio recordings increase student engagement and enhance instruction.



# 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.



On the street, the man stops at a newsstand to buy gum. He pays with his new dollar bill.

**Baby of the Family** 

There is no bill in the U.S. economy smaller than the dollar. It is equal to 100 cents.

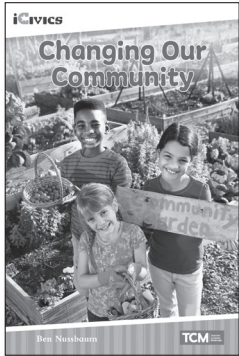
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Sidebars and meaningful photographs enhance informational text for students.

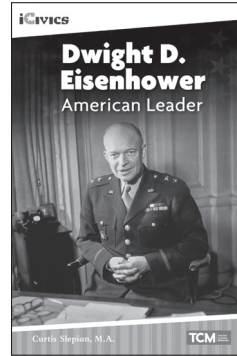
# About the Readers (cont.)

## Book Summaries

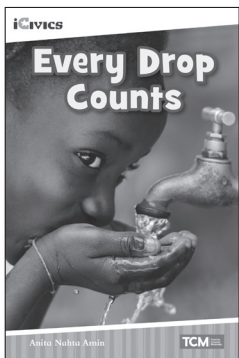
These summaries are for your easy reference. Use the summaries to decide which books match the content you would like to cover, and employ the summaries as tools to begin group discussions about the books with students.



**Changing Our Community**  
Communities are always changing. Streets get fixed. Sidewalks get added. New schools get built. But how does it all happen?



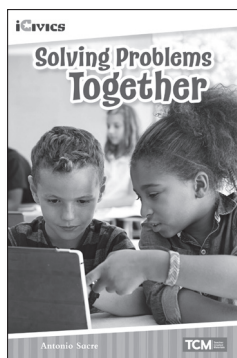
**Dwight D. Eisenhower: American Leader**  
Dwight D. Eisenhower was an important leader. Read about his life during both war and peace.



**Every Drop Counts**  
Water seems to be everywhere. Yet the world is running out of fresh water. How does this affect lives around the world? What is being done?



**Follow That Dollar**  
Every dollar has a story to tell. It travels from person to person or place to place. It is used to buy, save, or share as it travels. It does this again and again and again. Where is it going next?



**Solving Problems Together**  
Some problems are easy to solve. Others are not so easy. When problems are big, lots of people have to work together to help solve them!



**See Something, Say Something**

Sometimes things that look bad aren't what they seem to be. Other times, it is better to say something about them. But how do you know when to say something?



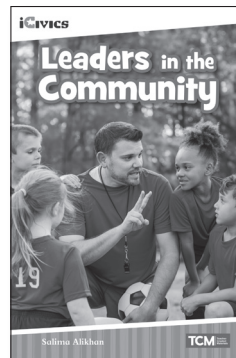
**Every Dollar Makes a Difference**

Do you want to make a difference but do not know how? That is what fundraising is all about! Let's learn how to lead a great fundraising event. **Note:** This title includes a supporting video.



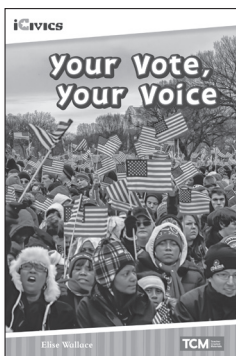
**O Say Can You See**

Do you know the words to the U.S. national anthem? Do you know what the words mean? Find out the story behind the song. **Note:** This title includes a supporting video.



**Leaders in the Community**

What are community leaders? They are people who help the places they live. Leaders help in big and small ways. They solve problems and create new ideas. Every community has leaders!



**Your Vote, Your Voice**

Let's get ready to vote! Learn about the issues. Study the candidates. Make your choice, use your voice, and head to the polls!



# 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.

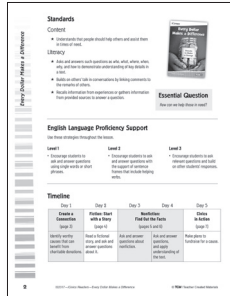
Title of the Book	Lexile® Level	*Guided Reading	DRA Equivalent	Early Intervention
<i>Changing Our Community</i>	530L	N	28	23–24
<i>Dwight D. Eisenhower: American Leader</i>	540L	R	34	25
<i>Every Dollar Makes a Difference</i>	520L	M	28	23–24
<i>Every Drop Counts</i>	550L	P	34	25
<i>Follow That Dollar</i>	570L	M	28	23–24
<i>Leaders in the Community</i>	510L	M	28	23–24
<i>O Say Can You See</i>	570L	P	34	25
<i>See Something, Say Something</i>	530L	M	28	23–24
<i>Solving Problems Together</i>	530L	N	28	23–24
<i>Your Vote, Your Voice</i>	510L	N	28	23–24

**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.

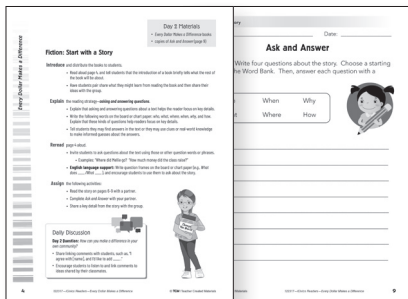
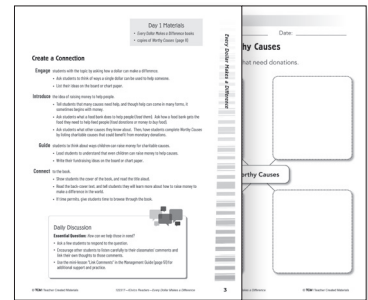
# Lesson Plans

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

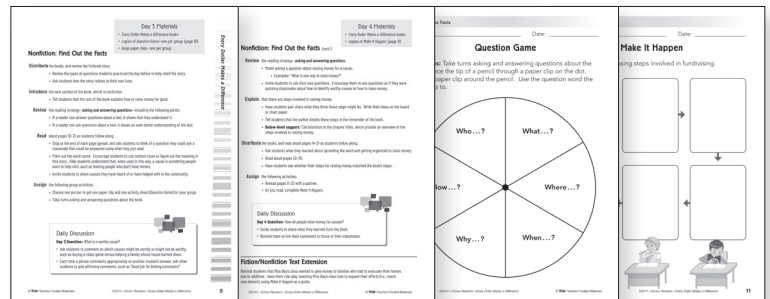


The overview page highlights standards-based learning objectives, the essential question of the lesson, English language development strategies, and a suggested timeline for the lesson.

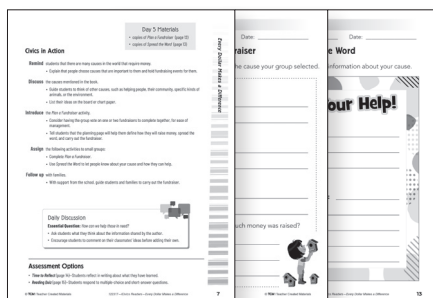
**Day 1:** Students create content- and literacy-based connections, activate and build background knowledge, and build bridges to the learning objectives in interactive ways. Students and teachers can refer back to Day 1 tasks during the rest of the lesson. **Note:** Daily discussions begin on Day 1 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 4 Materials**

- *Your Vote, Your Voice* books
- copies of *Finding Hope's Voice* (page 11); optional

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

**Distribute** the books, and review the reading strategy—*identifying the focus of sections of text*.

- Have students meet in small groups to discuss the focus of pages 4–5 and 10–15.
- **Below-level support:** Meet with students to discuss the focus of each paragraph on page 14.
- Have groups share their ideas, and write them on the board or chart paper. Ask students to vote on the best statements.

**Explain** the larger reading strategy—*identifying the main topic of a multiparagraph text*.

- Tell students that an author writes about a main topic in a book and supports that topic in the chapters and paragraphs of a book.
- Tell students that when they finish the book, they will determine the overall topic of the book.

**Assign** the following activities to student pairs:

- Read pages 16–19. Be prepared to tell why the author wrote about issues and candidates.

**Conclude** the discussion.

- Read pages 20–25 aloud as students follow along.
- Discuss the author's focus in the last section of the book and the overall topic of the book.

**Daily Discussion**

**Day 4 Question:** *Why are we lucky to be able to vote?*

- Discuss how a vote for or against an issue can help people and improve communities.
- Have students think about why voting is a privilege.
- Have students practice disagreeing respectfully. ("That might be true, but I think \_\_\_\_")

**Fiction/Nonfiction Text Extension**

Have students complete *Finding Hope's Voice*. Students should write in the first person as Hope. Have them write journal entries about one of the issues that matters to Hope (schools, roads, or health care). Remind them to include reasons to support Hope's opinion.

- **Above-level support:** Have students read their journals to partners, and then challenge them to argue for the opposite point of view.

6

122319—iCivics Readers—Your Vote, Your Voice

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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.

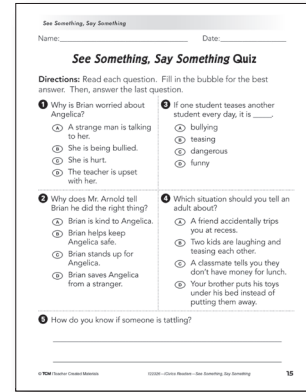


# Assessments

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.

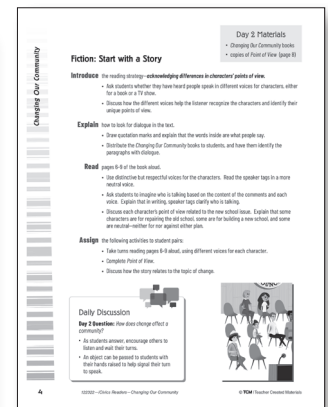
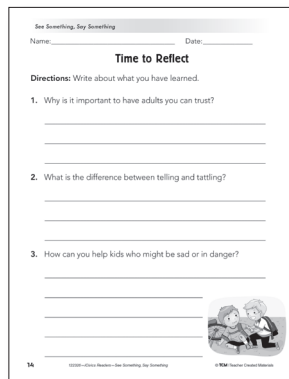


## Civics in Action

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

## Using Technology to Improve Literacy

The digital resources provided with *iCivics Readers* offer greater accessibility opportunities that go beyond print resources through the use of images, audio recordings, videos, and ebooks. These resources enhance student learning in a variety of instructional settings, support English language acquisition, and further content and literacy learning.

## Instructional Settings for Digital Pathways

### Whole Class

Whole-class instruction is best applied when introducing texts or for teaching during content-area instructional time. In this setting, every student engages with the same text at the same time. Projecting ebooks or lesson plan activities creates a large canvas for shared literacy and civics experiences.



### Small Group

With small-group instruction, students access ebooks and digital activity sheets in more hands-on settings. This limits transition times and fosters engagement. By using built-in digital tools, teachers can help students focus on improving specific skills in language, fluency, and content-area knowledge.



### Independent Practice

Students use the digital tools to navigate the ebooks independently. The interactive features can be used to increase rigor and support students in extending their own knowledge. Videos and audio recordings allow students to approach texts through diverse media.

# Blended Learning (cont.)

## Videos

Even before *Schoolhouse Rock!*<sup>®</sup> 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

# See something, Say something

Sometimes things that look bad aren't what they seem to be. Other times, it is better to say something about them. But how do you know when to say something?

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# See something, Say something



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## You Can Make a Difference

We spend a lot of time with other people. We play, go to school, and hang out with friends and family. It can be fun. But there can be times when things **confuse** us. Sometimes we see things that might make us **uncomfortable**, scared, or angry. It is important to know that you can help make a difference. And it starts with knowing when to say something.



Jump into  
Fiction





# Brian's Decision

Brian is leaving school. He sees his friend Angelica and waves hello. A strange man gets out of a car and approaches Angelica. He starts talking to her. The man is not Angelica's dad. Brian knows it's not safe to talk to strangers, but should he do something?

Brian thinks. *Should I go up to them? Maybe I should yell something. Or... maybe I shouldn't say anything at all.*



Brian runs back inside the school. He tells his teacher, Mr. Arnold, what he saw. Mr. Arnold heads outside. Brian feels like maybe he did something wrong. Mr. Arnold comes back. He tells Brian there is nothing to worry about.



"That's Angelica's uncle," he says.

Brian feels bad. "Did I do something wrong? Should I have minded my own business?"

Mr. Arnold says, "You did the right thing! Everything was fine. But you helped me keep Angelica safe. It is always better to be safe than sorry."



Back to  
Nonfiction

## A Small Act

*See something, say something.* That's a popular saying. But what does it mean? It means that if you see something bad going on, tell an adult. If you feel that something is wrong, tell an adult.

It can also mean looking out for others. Maybe you see a kid being bullied. You could be nice to them instead. Maybe you see a kid sitting alone at lunch. You could sit with them. Sometimes a small act can make a big difference.



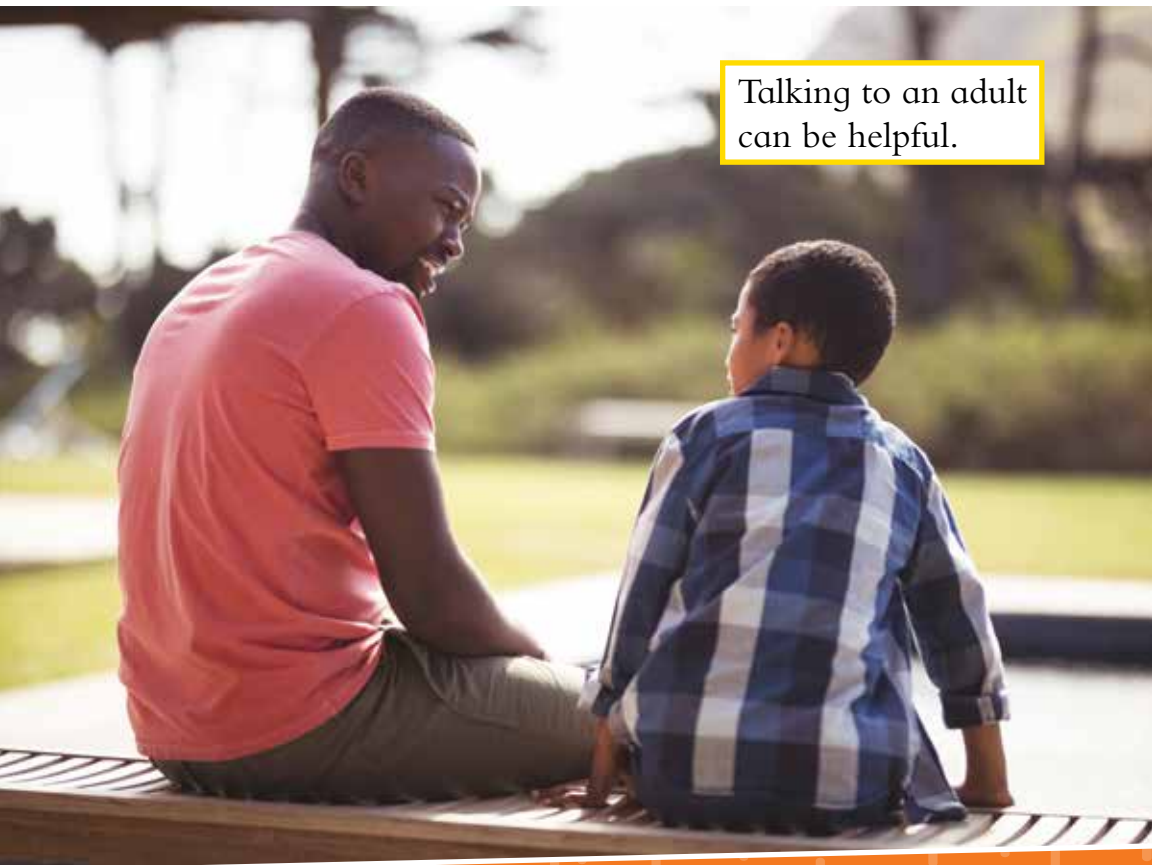
## Left Out

Some people might feel left out. They might be alone often. They might feel sad or even mad about it. A small act, such as asking if they want to sit with you at lunch, can mean a lot.



## When You See Something

It is not always easy to tell if something is wrong. Even if you are not sure, it is best to tell an adult. Maybe nothing is wrong. That's totally fine! It is better to be safe than sorry. It's an adult's job to make sure everything is okay. You can help them do that. Speaking up is one of the best ways to help.



Talking to an adult can be helpful.



## Who Can You Talk To?

Who is a good adult to talk to? It should be an adult you trust. That might be a parent. It might be a teacher, a police officer, or a family friend.



Scary things can happen. Sometimes you might not be sure what is going on. There might even be times when there isn't anything wrong. No one seems to be in **danger** or is getting hurt. But something might seem weird or wrong anyway. Maybe an adult you don't know has been hanging around the playground. You have a bad feeling. Find the nearest adult you can trust and tell them.



Talking to adults you trust is always a good idea.

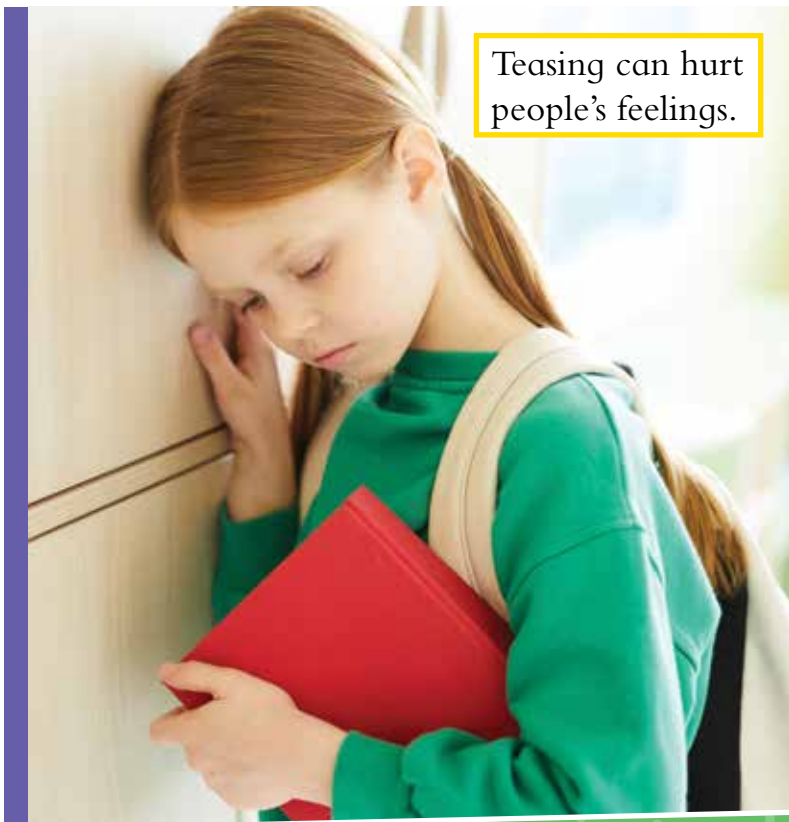
## What Is “Stranger Danger”?

“Stranger danger” means to stay away from and not **approach** people you don't know. Most teachers are adults who can be trusted.



# Bullying

Imagine that two of your friends are joking together. They call each other names. Do you need to say something? If both friends know they are **teasing** and no one is hurt by it, then you probably don't need to say anything. But if one person feels hurt by it, then it is not okay. You should say something to the friend who was mean.



What if you hear a friend call someone mean names every day? What if they leave that person out of games on purpose or hurt them? Should you say something? Yes! This is called **bullying**. And bullying is hurtful.



## When Is It Bullying?

Bullying can come in different forms. It can be mean words or names. It can be pushing or shoving. If you see something that seems wrong, say something.



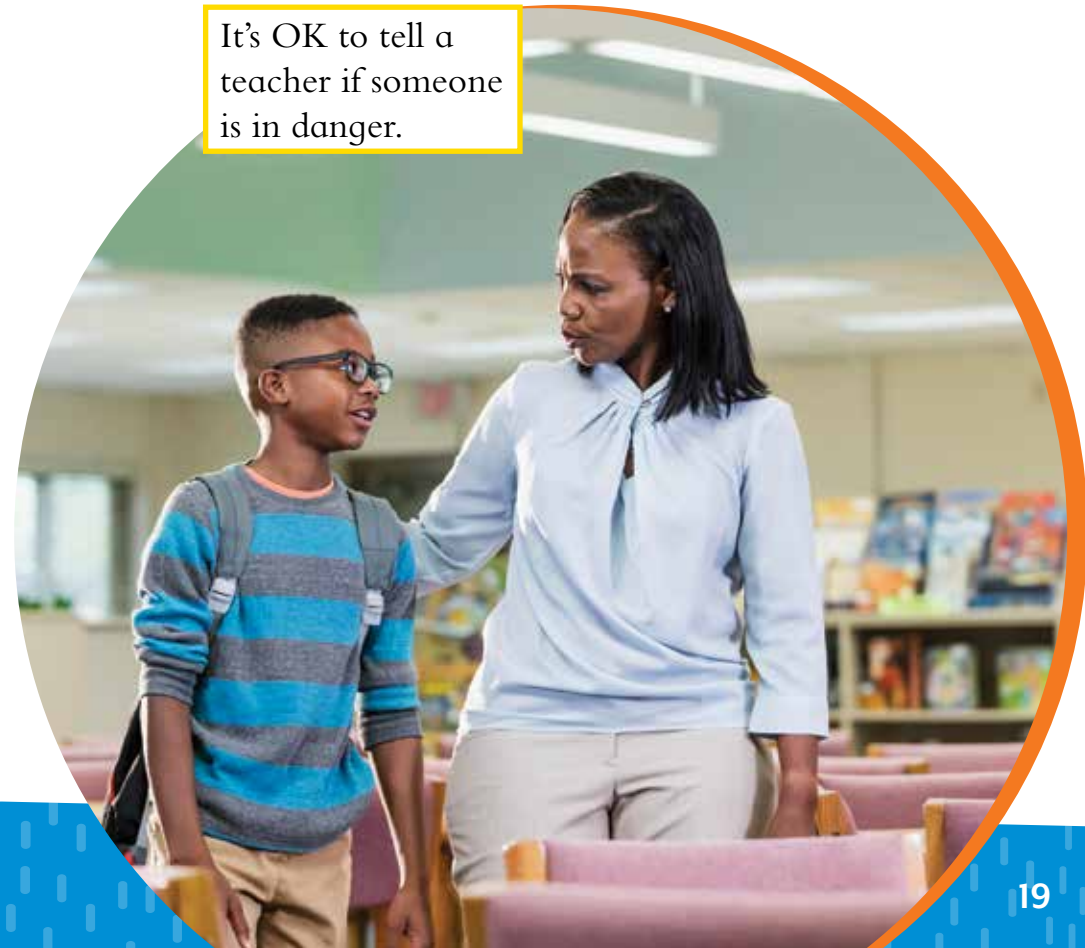
Siblings often tattle on each other.



Ask yourself this: Could someone be in danger? Maybe your brother eats dessert before dinner. Is anyone in danger? No. So it is not your job to tell.

Now, think about if you saw a kid at school write a note that says he will hit another kid. Someone might be in danger. Now it is your job to tell.

It's OK to tell a teacher if someone is in danger.



## Is It Tattling?

Have you ever been told to stop **tattling**? You might wonder if telling an adult that someone is doing a bad thing is tattling. This can be confusing. How do you know when it is okay to say something?





Do not tell on someone just to get them in trouble. Only tell an adult if someone might be in danger. So, your friend says they are going to run away. Is it okay to tell an adult? Yes! Running away is definitely not safe. Your friend may be angry with you for telling. But you helped them stay safe, and that's important.



**Think  and Talk**

**How do you know you can trust a person?**



## Feeling Bad

Sometimes, you might feel bad for speaking up. You might feel like you did something wrong. Or maybe you're afraid of getting someone else in trouble. You might not want to tell an adult. But not saying anything might make it worse.



## Think and Talk

Why did the author choose to include this photo in the book?



Let's say you see a friend being mean to another kid in your class. You want to tell your teacher. But you feel bad about it because they are your friend. You don't want to make your friend **upset**. You should talk to your teacher. It is always best to do the right thing.

## Always Look Out

Making sure people are safe is important. When something feels wrong, let an adult know. If a friend or someone else could get hurt, tell an adult you trust. Keep in mind that it is better to be safe than sorry.



Scary things happen. But there are people around to help. You can help too. Be watchful. And don't be afraid to speak up. Remember, if you see something, say something.





## Glossary

**approach**—move closer

**bullying**—when someone stronger or more powerful mistreats someone else

**confuse**—to make something hard to understand

**danger**—something that may cause injury, pain, or loss

**tattling**—telling someone about what someone else has done

**teasing**—annoying or making fun of

**uncomfortable**—feeling discomfort

**upset**—troubled by something

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# Civics in Action

Leaders are helpful and kind. They help in difficult situations. Anyone can be helpful. You just need to look for opportunities to help. One way to be a leader is by being a friend. Get involved in a Friend Patrol!

1. Start a Friend Patrol at your school.  
Invite other kids to join.
2. Look for kids who are sad, alone, or picked on.
3. Be friendly. Say hello.
4. Ask kids who seem shy or lonely if they want to play or have lunch with you.
5. Help make a big difference in someone's life!





# See something, Say something

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## Standards

### Content

- ★ Knows examples of authority (e.g., a teacher tells a group of students to do something) and power without authority (e.g., an older student tells a group of younger students to do something).

### Literacy

- ★ Describes the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- ★ Describes how reasons support specific points the author makes in a text.
- ★ Participates in collaborative conversations with diverse partners about grade-appropriate topics and texts.
- ★ Writes narratives to recount a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure.



### Essential Question

*Why is it important to tell an adult if you see something that makes you uncomfortable?*

## English Language Proficiency Support

Use these strategies throughout the lesson.

### Level 1

- Encourage students to act out or draw noun and verb phrases as they learn them.

### Level 2

- Have students use new vocabulary when they answer questions.

### Level 3

- Encourage students to use precise academic vocabulary as they talk in detail about the book.

## Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Create a Connection</b> (page 3)	<b>Fiction: Start with a Story</b> (page 4)	<b>Nonfiction: Find Out the Facts</b> (pages 5 and 6)		<b>Civics in Action</b> (page 7)
Participate in a discussion about people who can be trusted.	Read a fictional story, and identify the beginning, middle, and end.	Identify the author's main points and reasons that support them.	Identify main points, and participate in a discussion about telling and tattling.	Organize recess activities, and invite students to join in.

## Day 1 Materials

- See *Something, Say Something* books
- copies of *Whom Do I Trust?* (page 8)

## Create a Connection

**Engage** students with the topic of the book.

- Invite students to share times they saw something they thought they should tell an adult.

**Introduce** the word *trust*. Write it on the board or chart paper.

- Ask students what it means to trust someone (*you know that person cares for you, is safe to be around, and won't hurt you*).
- Have students brainstorm a list of people they trust. Explain that it is important for them to have people in their lives whom they can trust.

**Continue** the discussion about trust.

- Explain that students cannot blindly trust every new person they meet. But over time, they and their families may grow to trust a person.
  - Example: "A neighbor you and your family know well might be trusted, but you might not trust all your neighbors because you don't know them all well."
- Discuss people who have helping jobs or positions of authority, such as nurses or firefighters. Tell students that it is always best to visit any adult together with a trusted older family member.
- Have students complete *Whom Do I Trust?* If it is hard for students to come up with an example of a person they don't trust, guide them to consider strangers. Also, encourage students to continue this discussion about stranger danger with their families.

**Distribute** the books, and make connections.

- Show students the cover of the book, and read the title aloud.
- Read aloud pages 4–5, and tell students they will learn more about the right time to talk to a trusted person.

## Daily Discussion

**Essential Question:** *Why is it important to tell an adult if you see something that makes you uncomfortable?*

- Ask a few students to respond to the question. Ask if anyone disagrees with the answers. Remind students that people don't always have to agree. They should just disagree in a polite way.
- Provide an example of disagreeing respectfully, such as "I have a different opinion. I think \_\_\_\_."
- Use the mini-lesson "Disagree Respectfully" in the Management Guide (page 52) for additional support and practice.



## Day 2 Materials

- See *Something, Say Something* books
- copies of *Brian's Decision* (page 9)

**Fiction: Start with a Story**

**Introduce** the reading strategy—*describing story structure*—including the following points:

- Stories have a beginning, middle, and end.
- A problem is usually introduced at the beginning of a story.
- Characters try to solve the problem in the middle.
- The problem is usually resolved at the end of the story.

**Tell** students the name of the fictional story.

- Distribute the books, and have students look at the illustrations on pages 6–7.
- Ask students to predict why Brian looks worried. Have them share what they think Brian needs to decide.

**Assign** student pairs to read pages 6–9.

- Think about what happens in the beginning, middle, and end of the story.
- Discuss what Brian sees and what he does.
- Identify Brian's problem and how he solves it.
- Decide whether you agree or disagree with what Brian does.

**Direct** student pairs to reflect on the story.

- Ask students to share the structure of the story—beginning, middle, and end.
- Point out that Brian's teacher is someone he is able to trust, which is why he confides in him.
- Have students complete *Brian's Decision* in pairs.
- Have students share what Brian does and what they would do if they were Brian.

**Daily Discussion**

**Day 2 Question:** *How can talking to an adult about certain things make you feel better?*

- Have students talk about what Brian did and what Mr. Arnold said.
- Remind students about ways to disagree respectfully.

## Day 3 Materials

- See *Something, Say Something* books
- sticky notes in two colors

# Nonfiction: Find Out the Facts

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

- Tell students that nonfiction has a different structure than fiction.
- Ask student pairs to recall the structure of fictional stories.
- Tell them that nonfiction is organized around main ideas and details or ideas and reasons.

**Explain** the reading strategy—*describing supporting reasons*—including the following points:

- Nonfiction teaches the reader about a topic.
- The author shares ideas and then gives reasons to support those ideas. One way to find the reasons is to ask *Why?*
  - Example: The author might write that children should not talk to strangers (*idea*). Ask yourself why. The author might explain that not all strangers are safe (*reason*).

**Distribute** the books, and read aloud pages 10–13 as students follow along.

- **English language support:** Explain that the idiomatic expression *left out* means “excluded or forgotten.” Demonstrate with objects or stuffed animals.
- Ask students to identify the main idea stated by the author.
  - Example (page 12): “It is best to tell an adult.”
- Have students find the reason the author says it is best to tell an adult (*It is better to be safe than sorry*).

**Assign** students pairs to read pages 14–17.

- Look for ideas and supporting reasons.
- **Below-level support:** Guide students to put sticky notes of one color beside main ideas and sticky notes of a different color beside the reasons.
- Share the ideas and reasons you found.
- Example (page 16): “You probably don’t need to say anything.” (*idea*) “Both friends know they are teasing and no one is hurt by it.” (*reasons*)

### Daily Discussion

**Day 3 Question:** *Why is it important to tell an adult if you see something that worries you?*

- Explain to students that it is good for them to talk to and rely on people who are older and wiser than they are. By way of analogy, have students think about how much more they know than kindergartners do and how much more adults know than they do.
- Remind students that it is okay to disagree with someone in a respectful way.

## Day 4 Materials

- *See Something, Say Something* books
- copies of *Is It Tattling?* (page 10)
- copies of *But He's My Friend* (page 11); optional

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

**Review** the reading strategy—*describing supporting reasons*.

- Distribute the books, and have students turn to page 17. Ask students why the author says to say something if they see bullying (*bullying is hurtful*).

**Remind** students that the author will provide more main ideas and reasons.

- Tell students that the author focuses on one main topic—see something, say something—but writes several examples showing how that might look in real life.
- Explain that the author doesn't just give an idea but also explains why it is important.

**Read** aloud pages 18–19 as students follow along.

- Point out the main idea (*there is a difference between tattling and telling an adult something important*).
- Encourage students to identify the reason for not tattling (*no one is in danger*).
- Encourage students to identify the reason for telling an adult (*someone might be in danger*).

**Assign** the following activities to student pairs:

- Read pages 20–25.
- Complete *Is It Tattling?*
- **Above-level support:** Challenge students to come up with a situation where if they see something, they should say something, even if it's about someone they trust.

**Extend** understanding.

- Invite students to perform skits illustrating the difference between telling and tattling.

### Daily Discussion

**Day 4 Question:** *What is the difference between tattling and telling an adult something important?*

- Encourage students to think about why people might not always agree.
- Acknowledge students who disagree respectfully.

## Fiction/Nonfiction Text Extension

Remind students that Brian feels bad about telling an adult what he sees. Have students review pages 22–23. Have students complete *But He's My Friend*. Ask them to include how Brian decides whether to tell an adult.



## Day 5 Materials

- copies of *Planning Group Activities* (page 12)
- copies of *Get Involved!* (page 13)

## Civics in Action

**Engage** students by reminding them of the pages in the book about bullying.

- Explain that children without friends sometimes get picked on by other kids.
- Tell them they should look for children who are alone on the playground and invite them to play.

**Introduce** the recess activity.

- Tell students they will have the chance to organize group activities on the playground and invite children to participate.
- Ask students to share ideas for group activities, such as tag, kickball, art projects, or a sing-along.

**Involve** students in the following activities:

- Have students meet in small groups to complete *Planning Group Activities*.
- Schedule a day when group activities can take place, such as every Friday at recess.
- Have students complete *Get Involved!* Encourage students to color or decorate the signs to make them more inviting.
- Have students post their signs in key locations where other students will see them.
- On the day of the activity, designate a few volunteers to look for children who are alone and invite them to participate.

### Daily Discussion

**Essential Question:** *Why is it important to tell an adult if you see something that makes you uncomfortable?*

- Remind students that people have different ideas. Just because they have different ideas does not mean they are wrong.

## Assessment Options

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Whom Do I Trust?

**Directions:** Draw someone you trust. Tell why you trust them. Then, draw someone you may not trust. Explain.



A large rectangular area with a dotted border, intended for drawing and writing about someone you trust.

Two horizontal solid lines for writing.



A large rectangular area with a dotted border, intended for drawing and writing about someone you may not trust.

Two horizontal solid lines for writing.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Brian's Decision

**Directions:** Answer the questions.

What does Brian see at the beginning?

---

---

What does he decide in the middle?

---

---

How does the story end?

---

---

What do you think about Brian's decision?

---

---



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Is It Tattling?

**Directions:** Tattling is for getting someone in trouble. Telling is to stop someone from getting hurt. Read each question, and circle *yes* or *no*.

1. You tell your teacher that a man you don't know is talking to your friend.

Is it tattling?            yes      no

2. You tell a parent that your sister took a cookie from the jar.

Is it tattling?            yes      no

3. You tell a parent that your brother didn't make his bed.

Is it tattling?            yes      no

4. You tell the principal that the playground gate is open.

Is it tattling?            yes      no

5. You tell a parent that your friend is playing out in the street.

Is it tattling?            yes      no

6. You tell your teacher that a kid hit another kid.

Is it tattling?            yes      no

7. You tell your teacher that a kid called someone a mean name.

Is it tattling?            yes      no

8. You tell your mom that your sister was talking a lot in class.

Is it tattling?            yes      no



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Planning Group Activities

**Directions:** Make a list of group activities. Write what you will need for each activity.



## Activities

## Supplies or Equipment

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

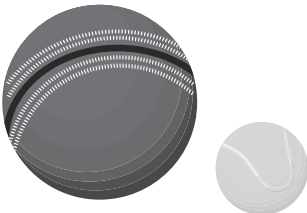
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Get Involved!

**Directions:** Create a sign for a recess activity.

**Join us!**

**When:** \_\_\_\_\_

**Where:** \_\_\_\_\_

**This week's activity:**

---

---

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Time to Reflect

**Directions:** Write about what you have learned.

1. Why is it important to have adults you can trust?

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2. What is the difference between telling and tattling?

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---

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3. How can you help kids who might be sad or in danger?

---

---

---

---

---



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## See Something, Say Something Quiz

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

**1** Why is Brian worried about Angelica?

- (A) A strange man is talking to her.
- (B) She is being bullied.
- (C) She is hurt.
- (D) The teacher is upset with her.

**3** If one student teases another student every day, it is \_\_\_\_.

- (A) bullying
- (B) teasing
- (C) dangerous
- (D) funny

**2** Why does Mr. Arnold tell Brian he did the right thing?

- (A) Brian is kind to Angelica.
- (B) Brian helps keep Angelica safe.
- (C) Brian stands up for Angelica.
- (D) Brian saves Angelica from a stranger.

**4** Which situation should you tell an adult about?

- (A) A friend accidentally trips you at recess.
- (B) Two kids are laughing and teasing each other.
- (C) A classmate tells you they don't have money for lunch.
- (D) Your brother puts his toys under his bed instead of putting them away.

**5** How do you know if someone is tattling?

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## Answer Key

### **Brian's Decision** (page 9)

Possible responses include the following:

Brian sees his friend talking to a man.

He decides to tell his teacher.

The teacher tells him it was the right decision.

I think Brian does the right thing. He doesn't know the man is Angelica's uncle. He wants to be sure she is safe.

### **Is It Tattling?** (page 10)

1. no
2. yes
3. yes
4. no
5. no
6. no
7. no
8. yes

### **But He's My Friend** (page 11)

Students should write in the first person as Brian. Stories should tell about Brian seeing his friend being mean to another child. If Brian tells an adult, it should be because the bullied child could be harmed physically or emotionally. Students should include the elements of a narrative.

### **Planning Group Activities** (page 12)

Students should list realistic activities that could be played at school and the supplies or equipment needed for each one.

### **Time to Reflect** (page 14)

Reflections should be complete and thoughtful.

### **See Something, Say Something Quiz** (page 15)

1. A
2. B
3. A
4. C
5. Tattling is telling about something that is not dangerous. Tattling is trying to get someone else in trouble.

# Civic Discourse Mini-Lessons (cont.)

## Skill 3: Disagree Respectfully

### Materials

- sticky notes

**Engage** students with an activity.

- Brainstorm popular ice-cream flavors. Have each student write the best flavor of ice cream (in their opinion) on a sticky note. Also ask students to think of reasons why that flavor is the best.
- Ask for a volunteer to state the best ice cream flavor using the sentence frame *The best flavor of ice cream is \_\_\_\_ because \_\_\_\_.*
- Explain to students that now there is a problem because your favorite ice cream flavor is different from the selected student's.

**Teach** the skill to the group.

- Tell students that when people have different opinions, they should find a way to disagree respectfully. Discuss how it's more important to keep a friend than to lose a friend over a small disagreement.
- Model this by stating, "I respectfully disagree with you. For me, the best flavor of ice cream is \_\_\_\_ because \_\_\_\_."
- Explain that the first person can try to provide other reasons why the flavor they chose is the best; however, they should be kind and respectful toward the other person.
- Together with students, list some polite ways to disagree.
  - I have a different opinion. For me, \_\_\_\_.
  - A lot of people like \_\_\_\_, but I like \_\_\_\_.
  - \_\_\_\_ is good, but I think \_\_\_\_.

**Practice** the skill.

- Have partners share the best flavor of ice cream and their reasons. Have them practice disagreeing respectfully.

**Extend** the discussion.

- Tell students that if a disagreement gets heated, they may have to end the discussion.
- Together with students, make a list of sentences students can use to signal their desire to temporarily end a discussion.
  - "You may be right. Can we talk about it later?"
  - "I need some time to think about this. Let's talk later."

# Explain It!

## How to Play

1. Each player gets an A and B voting card. Shuffle the situation cards. Place them in the center of the group.
2. Choose one player to start. This player is called the *round leader*.
3. The round leader draws a card and reads the situation aloud. Then, they read the choices on the back.
4. Each player except the round leader places a voting card facedown.
5. Players flip their cards at the same time.
6. Each group (As and Bs) has a minute to discuss how to defend their choice.
7. Each group speaks for 30 seconds. The other group has 15 seconds to respond.
8. The round leader decides who was more convincing. Then, calculate scores.

# Explain It!

## How to Score

- Earn 3 points if the round leader chooses your group.
- The other group earns 1 point for explaining their choice.
- The round leader does not earn points.
- If everyone votes the same way, every player wins 2 points! This includes the round leader!

After scoring, the person to the round leader's left becomes the new round leader.

## How to Win

Play until each person has been round leader twice. The highest score wins!





You grow up to be a leader in your community.





- A.** Be a youth sports coach.
  
- B.** Be a town mayor.



You want to raise money  
to get new books for the  
school library.





- A.** Organize a class bake sale.
  
- B.** Organize a school yard sale.