

Guided Reading Level: K**Genre:** Informational**Text Features:** table of contents, photographs, captions, section headings, sidebars, glossary, index**Lesson Objective: Social Studies**

Students will be able to identify rights and responsibilities within a community and classroom.

Essential Question

How can you be a good citizen of your community?

Lesson Objective: ELA

Students will be able to use a known root word to determine the meaning of an unknown word with the same root.

Background Knowledge

Ask students what they know about the word *citizen*. Point out that *citizen* has a legal meaning that refers to a person who is officially a member of a nation (for example, a citizen of the United States). However, the word *citizen* can also refer to someone who is a member of a community, or a place where people live, work, and play together. Ask students to identify communities in which they are citizens (e.g., school, classroom, neighborhood). Point out that they are all members of at least one community. Tier Two and Three vocabulary from the book is listed below. Consider previewing selected vocabulary based upon the needs of your students before they read the text.

Vocabulary

actions (p. 7)	garbage (p. 4)
affect (p. 7)	included (p. 13)
appreciate (p. 21)	involved (p. 19)
candidates (p. 17)	local (p. 11)
charities (p. 19)	magazines (p. 17)
citizen (p. 5)	newspapers (p. 16)
citizenship (p. 5)	property (p. 15)
community (p. 7)	raffle (p. 19)
crime (p. 15)	recycling (p. 4)
dangerous (p. 11)	vote (p. 17)
drive (p. 18)	volunteer (p. 19)
elected (p. 17)	



Citizenship

by: Lucia Raatma

Why This Text?

We are all citizens of some kind of community. Because our actions affect other people in the community, being a citizen comes with many responsibilities. This text explains what it means to be a good citizen of a community and suggests ways students can help make their community stronger.

Preparing to Read

Explain that this is an informational text written to help readers understand how to be good citizens in their community. Ask a volunteer to read the title of the book. Have students preview the photographs in the book and describe what they see. Ask *What qualities of citizenship does each of the photographs show?* Point out the glossary on page 22 and remind students that a glossary provides definitions of words that are found in the book. Encourage them to consult the glossary first when they come upon an unfamiliar word. Also point out the sidebars on pages 7, 11, 15, and 21, which invite students to think about citizenship in their own communities. Encourage students to think about the questions and activities in the sidebars as they read.

Reading Informational Text

Have students read to the end of the text independently. Then lead a discussion on what it means to be a good citizen. Ask, *Why is it important to be a good citizen in your community? What happens when people do not show good citizenship?* Ask students to provide examples of good citizenship and bad citizenship. *What is the outcome for the community when someone is a bad citizen?* You might point out the example on page 14: “Try to stay on sidewalks instead of walking in people’s yards.” *Why is this an example of good citizenship? What would happen if people walked across others’ yards instead of using sidewalks?*

Connect and Respond

1. *How can good citizens help keep the community safe from crime?* (A good citizen can help keep a community safe from crime by telling an adult when someone is breaking the law.)
2. *How can you show good citizenship at school?* (You can show good citizenship at school by welcoming new students and reporting things that need fixing to the office.)
3. *How does reading newspapers and magazines show good citizenship?* Find evidence from the text to support your answer. (“Being a good citizen means keeping up with what is happening in your community. Tracy reads newspapers and magazines to learn about candidates who are running for office. She isn’t old enough to vote yet. But she can start learning about how leaders are elected.” p. 17)

Morphology

Call students' attention to the word *citizenship* on page 5 and elsewhere. Explain that, even if they do not know the meaning of the word *citizenship*, they can figure it out by thinking about the meaning of the root word, *citizen*. Ask students to define the word *citizen*, which may be familiar to them. Ask if anyone knows how *-ship* changes the meaning of *citizen*. Explain that *-ship* means *the state or condition of*, so when it is added to the word *citizen*, it means *the state of being a citizen*; in other words, it is everything that has to do with being a citizen. Ask if students can think of any other words that end in *-ship* (relationship, dealership, membership, championship, etc.).

Language Arts Activity

Have students complete the following sentence frames about the author's purpose and how she supports her points in the text.

The author wrote this book to _____. (explain how to be a good citizen in a community)

To support this purpose, the author describes _____.
(different examples of people showing good citizenship, different ways to be a good citizen)

The author includes photographs in order to _____.
(highlight different ways that people can be good citizens)

Social Studies Activity

Activity 1

Tell students that they will be writing skits about good citizenship. Direct them to page 5, where the author tells a brief story about one person who does something that does not show good citizenship. The author also shows how a good citizen steps in to correct the problem.

- Divide students into pairs or groups of three.
- Have them imagine a situation in which a person does something that does not show good citizenship in his or her community. They should also imagine how another person might step in to help or correct the situation. These will be the characters in the skit.
- Direct the students to write a dialogue (what people say to each other) with stage directions (what the actors should be doing on stage) in which one character does something that does not show good citizenship and the other character steps in to correct the situation.
- Allow students to perform their skits for the class and discuss them.

Activity 2

As a class, make a list of ways you can help the school community. Ask, *Are there things that need fixing or cleaning on the school grounds? Are there projects that need to be completed? Are there ways to improve the school building or playground that you could all work on together to achieve? Does the school need funds for a project? Could you hold a fundraiser to help out? How could you help to make new students feel welcome? How could you improve the school environment for all students?*

Make a list on poster board of achievable ways that students in the class could show good citizenship at school. Hang the poster where all can see. Encourage students to try to accomplish something on the list every week. If possible, organize events that help students work toward good citizenship (e.g., a bake sale, a clean-the-playground day).

Materials/Resources Needed

paper
pencils
poster board
markers

Support English Learning

Offer realia, gestures, or photos to support the introduction of new vocabulary.

Point out that the photographs can help a person understand what a text is about. Show one of the photos in the book and ask, *What does this picture show?* Match this picture up with the text to show how text and pictures complement each other.

Show students the glossary on page 23. Explain that these words are found throughout the text and appear in boldface. Point out that the letter patterns found in parentheses help the reader know how to pronounce, or say, the words. Go over some of these pronunciation guides with the students to demonstrate how they are used.