

Interest Level: Grades K-2

Reading Level: Grade 1

Titles in this series:

How I Care for My Pet

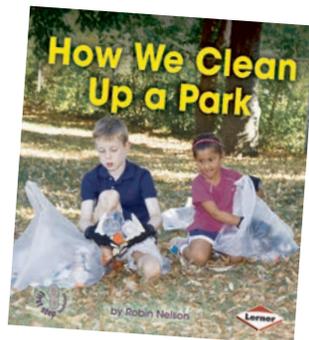
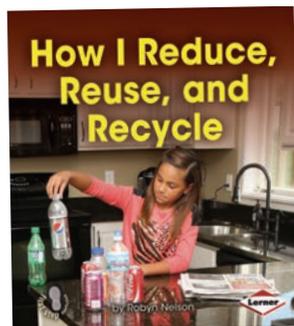
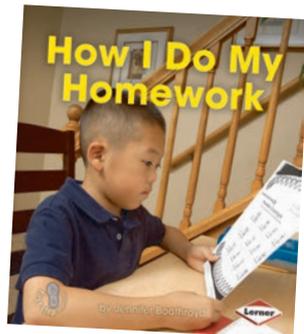
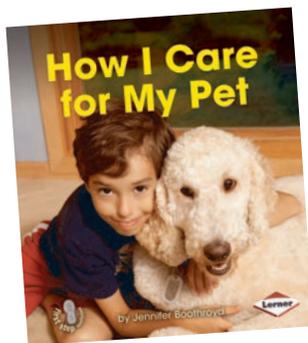
How I Clean My Room

How I Do My Homework

How I Pack My Lunch

How I Reduce, Reuse, and Recycle

How We Clean Up a Park



Standards

C3 Framework for Social Studies Standards

D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.

D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

National Curriculum Standards for Social Studies

- Time, Continuity, and Change
- Individuals, Groups, and Institutions
- Civic Ideals and Practices

Common Core Reading (Informational Text)

- Key Ideas and Details
- Craft and Structure
- Range of Reading and Level of Text Complexity

Common Core Reading (Foundational Skills)

- Print Concepts
- Fluency

Multiple Intelligences Utilized

- Verbal-linguistic, logical-mathematical, naturalist, visual-spatial, interpersonal, intrapersonal

Lesson 1

What Is a Chapter?

Purpose

Students will learn about chapters and locate chapter headings in a book.

Materials

- Responsibility in Action series

Prepare

- Choose a book in the Responsibility in Action series to use as an example.
- Assign partners or instruct students to choose partners. Give each group a book from the Responsibility in Action series.

Pretest

- What is a chapter?
- How can we tell when a new chapter starts?

Read

- Read the Responsibility in Action book to the class. Point at each word as you say it, including the words in the chapter titles.

Model

- Show students the table of contents on page 3 of the book and point out that it lists the chapters and their starting page numbers.

Practice

- Students will read a Responsibility in Action book aloud in pairs. Each student will read one page.

- Ask students to read the book aloud again together, this time switching readers with every chapter.

Discuss

- Ask students to list all the ways they could identify a chapter title in their Responsibility in Action books.
- Ask students why they think books are divided into chapters.

Evaluate

- Evaluate students' participation and group skills, including taking turns and listening to others.

Lesson 2

How Would You Do It?

Purpose

Students will learn sequencing words and practice putting tasks in sequential order.

Materials

- Responsibility in Action series
- Process Chart p. 7
- paper
- pencils

Prepare

- Choose a book from the Responsibility in Action series to use as an example.
- Copy Process Chart p. 7 for students.

Pretest

- What is a process?
- What are steps in a process?

Read

- Read the example Responsibility in Action book to the class.

Model

- Make a list of sequencing words on the board, including *first*, *next*, *then*, and *last*. Sequencing

words are listed on page 21 of the Responsibility in Action books.

- Show Process Chart p. 7 electronically.
- Ask students to list the steps of the process described in the book. Write the steps on Process Chart p. 7, including sequencing words as appropriate.
- Ask: What would happen if you switched some of the steps?
- The last sentence of each book reads, "How would you do it?" Ask students if they would change the order of events in the book. Would they add or remove any steps?
- Remind students to think about the order of the steps. For example, in *How I Clean My Room*, vacuuming shouldn't be done before the toys are picked up.

Practice

- Have students read a book from the Responsibility in Action series on their own.

- Invite students to write a story about themselves doing the task in the book, as described on pages 20 and 21 of the books.
- First, students might make a list of steps. Then they should write the story in the right order, using the sequencing words listed on page 21.
- Students may also draw a picture to illustrate their story.

Discuss

- Why is it important to do things in the right order?
- What happens if you do things in the wrong order?

Evaluate

- Assess students' participation and stories for understanding of sequencing and process.

Lesson 3

Who Is Responsible?

Purpose

Students will learn that everyone has responsibilities and why we need them.

Materials

- Responsibility in Action series
- paper
- pencils
- crayons, colored pencils, or markers

Pretest

- What are your chores or responsibilities at home?
- Why do we need chores or responsibilities?

Read

- Read books in the Responsibility in Action series.

Model

- Ask students how the kids in the books show responsibility. What chores do the kids do?

- Explain that different families divide responsibilities differently. Some kids may pack their own lunches, but others may not.
- Invite students to share what their own chores are at home. Make a list on the board.
- Ask students what chores other people in their families do. Maybe an older sibling takes out the garbage. A parent might cook dinner. Make a list of these chores as well.
- Ask students why people have to do these kinds of chores. Help them understand that being part of a family means taking responsibility for the family's needs—keeping things clean, preparing food to eat, going to school or work, and so on.

Practice

- Explain that students will work with their families to find out which chores their family members do. Each student should find at least one task that each member of their family does. (Younger siblings may not have tasks.)
- Students will draw a picture of their families completing their responsibilities.

Discuss

- What is the most fun responsibility in your family?
- What is the hardest responsibility in your family?

Evaluate

- Review students' drawings for understanding of the assignment.

Lesson 4

Energy-Saving Signs

Purpose

Students will make signs to remind them to save energy.

Materials

- *How I Reduce, Reuse, and Recycle* from the Responsibility in Action series
- poster board or construction paper
- markers or crayons

Prepare

- Cut poster board or construction paper into squares or rectangles that students can post in the classroom or at home.

Pretest

- What is energy? What are natural resources?
- What is recycling? Why do we do it?

Read

- Read *How I Reduce, Reuse, and Recycle* from the Responsibility in Action series.

Model

- Ask students to explain what energy is. Ask: How do we use energy at school and at home?
- Ask students what it means to reuse something. Ask: Why do we reuse?
- Ask students to describe what recycling means. Ask: Why do we recycle things?
- If students haven't already mentioned natural resources, explain what natural resources are.

Practice

- Invite students to share ways they can reduce the energy and natural resources they and their family members use. List students' ideas on the board.
- Ask students to come up with one or two ideas they can do to save energy and resources.
- Each student will make one or two

signs reminding them to reduce, reuse, and recycle. For example, a sign might remind them or members of their family to take shorter showers or to use washable containers instead of plastic bags for their lunches.

- Students can use words, drawings, or both for their signs.

Evaluate

- Monitor students as they make their signs to be sure they understand which behaviors can affect their energy use.

Lesson 5

Cause and Effect

Purpose

Students will consider the effects of not taking care of their responsibilities.

Materials

- Responsibility in Action series
- Cause and Effect Chart p. 8
- pencils

Prepare

- Make one copy of Cause and Effect Chart p. 8 for every two students.
- Copy Cause and Effect Chart p. 8 onto the board or show it electronically.
- Choose a book from the Responsibility in Action series to use as an example.
- Assign partners or let students choose partners.

Pretest

- Do you have chores at home? What are they?
- What happens if you don't do your chores?

Read

- Read one of the Responsibility in Action books.

Model

- As a class, fill in Cause and Effect Chart p. 8 for the example book. Ask students to give examples of responsibilities the main character had in the book. In the first column, write down responsibilities. For example, the boy in *How I Pack My Lunch* makes a sandwich. He also packs some fruit.
- Ask students what would happen if the main character in the book did not complete one of the responsibilities. For example, the boy in *How I Pack My Lunch* would not have a sandwich to eat.
- Write this effect in the second column, next to the description of the responsibility.

Practice

- Give each pair of students a Responsibility in Action book to read and a copy of Cause and Effect Chart p. 8.
- Students will fill out their charts in pairs, listing responsibilities in the first column and effects of not completing the responsibilities in the second column.

Evaluate

- Review Cause and Effect Chart p. 8 for understanding of cause and effect, and evaluate how well they worked with their partners.

Name _____

Date _____

Process Chart



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Name _____

Cause and Effect

Directions: In the first column, write the character's tasks. In the second column, write what might happen if the task doesn't get done.

Cause	Effect