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Myself

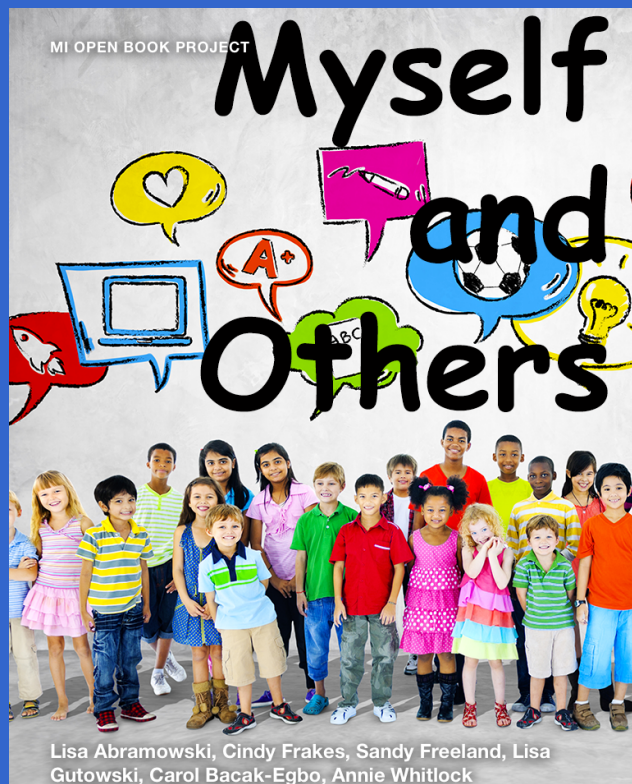


Lisa Abramowski, Cindy Frakes, Sandy Freeland, Lisa Gutowski, Carol Bacak-Egbo, Annie McMahon Whitlock

**Myself and
Others**



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This is Version 1.0 of this resource, released August 2017.

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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The Michigan Open Book Project

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Cyndi Frakes - Vicksburg Community
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tural Schools

Lisa Gutowski - Kaleva Normon Dixon

Kindergarten Readers:

Joseph Baumann

Melissa Kendell

Kelli Simons



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About the Authors - Myself And Others



Lisa Abramowski

Belmont Elementary

Rockford Public Schools

Lisa Abramowski teaches kindergarten at Belmont Elementary School in the Rockford Public School District. She is currently in her seventh year of teaching and loves helping the littlest learners fall in love with school for the first time. Lisa is also a technology coach who especially enjoys teaching coding to her building's K-2 students. When Lisa is not coding with kinders or facilitating guided reading groups, she can often be spotted training for marathons, baking in her kitchen, or drinking far too much coffee.

Cyndi Frakes

Indian Lake Elementary

Vicksburg Community Schools

Cyndi, a graduate of Vicksburg Community Schools, has spent much of her life in Vicksburg, MI. She pursued a career in Education obtaining her Undergraduate and Master's degrees from Western Michigan University. For the past 23 years, she has been blessed to teach Kindergarten at Vicksburg's Indian Lake Elementary, while continuously serving on the district's Social Studies Curriculum Committee. It is her passion to teach Social Studies to young children. Cyndi brings history and geography to life for her students by sharing memories of growing up and living in the farming community. She received the Educator of the Year Award from Kalamazoo County Farm Bureau for her work in promoting the understanding, appreciation, and support of agriculture. In her free time, Cyndi



Sandy Freeland

McBain Elementary School

McBain Rural Agricultural School

Sandy is a full time teacher at McBain Elementary School in McBain Michigan. She has taught Kindergarten and Third Grade during her time there. In addition to classroom teaching she's also provided technology professional development for the district. Outside of the school day she can be found learning from others in Twitter chats, participating in groups on Facebook, and working on developing a coding club for her school.





Lisa Gutowski

KND Elementary

Kaleva Normon Dickson

I have taught kindergarten for the past 21 years and I still enjoy working with little kids everyday. My husband and I live in Onkama. We have two wonderful children named Jackson and Madison. I love coming home to them each day. I also enjoy reading, walking, gardening, spending time with my family and friends, and going to Disney World.

Annie McMahon Whitlock

Assistant Professor

University of Michigan-Flint

Annie McMahon Whitlock is an Assistant Professor of Elementary Education at University of Michigan-Flint. In addition to teaching the elementary social studies methods course, she is the Elementary Education Program Coordinator, focusing on the student teaching experience. Her research is centered on teaching social studies through civic engagement, place-based inquiry, and integrating language arts and literature.



David A. Johnson

Project Manager

Michigan Open Book Project

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.

The Michigan Open Book Project

Special Thanks to:

Jannan Cotto

Dorothy Perry

Amanda Weinert

from Little Traverse Bay Bands of Odawa Indians for their assistance ensuring some of the cultural inclusiveness of our work!



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Special Thanks to:

Jim Cameron - Michigan
Department of Education

Dr. Phil Gersmehl - Michigan
Geographic Alliance

Carol Gersmehl - Michigan
Geographic Alliance

The Cadillac Footlites (readers
for Widgets)



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Widget Readers - Myself and Others



Joseph Baumann -

Joe joined the Cadillac Footlites in 2016, coming from having performed many times on the stage with Riverwalk Theater in Lansing, Michigan. Some of his favorite roles have been Lancelot in Camelot, Captain Scott in Terra Nova, and Nathan Rothschild in the Rothschilds.

Melissa Kendell -

Melissa has enjoyed performing in productions like Into the Woods and a Christmas Story. She's been a part of various charity performances including the annual United Way Murder Mystery and Dancing with the Y Stars.



Kelli Simons -

Kelli has been in many local theater productions including the Mother in a Christmas Story, the Baker's Wife in Into the Woods, Tansy McGinnis in the Nerd. She comes from a talented theatrical family.

Where Are We?

1. How can we tell people where we are?
2. What are the most important places in our school?
3. How can we show people where we are?



For Teachers

This chapter on Geography is meant to introduce students to the world around them and begin building foundational geographic skills which will serve them well in later social studies courses.

This chapter may look different than many geography units you've seen. This chapter was designed with close help from Dr. Phil Gersmehl and his wife Carol, both of whom have extensive geographic pedagogical knowledge and experience. In this chapter we invite students to the world of spatial thinking rather than simply nailing down and exploring the five themes of geography.

This chapter also requires construction of a small box. You may use the lid of a ream of paper for creation of this box, or have a sturdier one built for you. This same box will be used across all K-2 books. You may want to have one sturdy one built and shared between teachers.

A brief PowerPoint presentation detailing the reasons for building this box is available in the orange box on this page.

Printable PDFs with many of the images you may choose to use in your classroom model are available here:

Doors and Cubbies
Greenboards and Clocks
Posters and Map
Rug and Flowers
Window Book Cases
North, South, East, West
Greenboards



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Interactive 3.1 Making a Classroom Map

MAKING A CLASSROOM MAP

The Devil
is in
the Details

This presentation by Dr. Phil Gersmehl provides a brief overview of the model as well as the science reasoning behind it.

Reading is a Geographical Act

Letters are spatial shapes - Round or square, simple or complex, symmetrical or not, with or without “panhandles”.

Direction is important - The only difference between some pairs of letters - b and d, p and q, n and u - is the direction they face.

Words are spatial sequences - Meaning depends not just on the letters but the order in which they are arranged. (Tar and rat mean different things, both as nouns and as verbs!)

Phrases are spatial associations - They are grammatical elements that occur together in the same part of a sentence. Of course, we don’t say “grammatical elements” in first grade, but we do say “white and cat together help us describe Fluffy better than either word alone.”

Words have spatial auras - Nearby words have more influence than distant ones - “I’m walking in an oak forest” means I’m walking and the forest is oak, not “I’m an oak and the forest is walking”

Texts can be diagrammed as spatial hierarchies - Smaller clauses are nested inside larger sections. We can do things in the early grades that make the idea easier to teach later.

Page layout is a set of non-random spatial patterns - Many layout devices, such as paragraph spacing, indents, callouts, and bulleted lists depend on pattern recognition to convey part of the meaning.

Spatial positions can imply logical relationships. - Many rhetorical devices such as alliteration, alternation, or phrase repetition use analogical positioning to carry some of their meaning.

Interactive 3.2 Reading is a Geographical Act



A series of activities to be completed in conjunction with this chapter.

The Michigan Content Expectations for Kindergarten

K-G1.0.1 Recognize that maps and globes represent places.

K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom.

K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Section 1

How can we tell people where we are?

A

QUESTIONS TO GUIDE INQUIRY

1. How can we tell people where we are?
2. What are the most important places in our school?
3. How can we show people where we are?

WORDS TO INTRODUCE

on

beside

above

between

in

front

behind

under

near

For the Teacher:

K-G1.0.1 Recognize that maps and globes represent places.

K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom.

K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Have students practice directional words: On, beside, above, between, in, front, behind, under, near. They can use the game “Where is the Dog” for practice reading either together or independently.

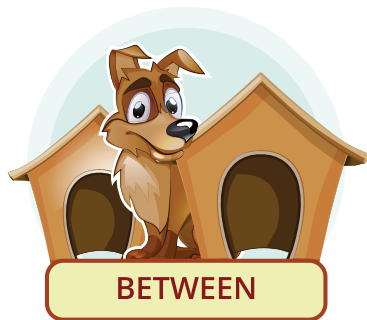


The song (from YouTube) “Here We Go” is a fun opportunity for students to get up and dance, and practice these words further.





Our classroom is one place where we go a lot!



Interactive 3.3 Where is the Dog? Practice reading each word in a sentence.

The dog is near the house.

NEAR

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No matter where we go in our classroom, we can use special words to tell where we are!



Let's get up and groove! Listen and dance along to this song to learn about some of these special describing words.



Practice explaining to a partner where you are. Are you in front of your desk? Are you next to a book case?



Section 2

What are the most important places in our school?

QUESTIONS TO GUIDE INQUIRY

1. How can we tell people where we are?
2. What are the most important places in our school?
3. How can we show people where we are?

WORDS TO INTRODUCE

field trip

For the Teacher:

K-G1.0.1 Recognize that maps and globes represent places.

K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom.

K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Teacher Directions

On the last page of this section encourage students to come up with a list of “field trip” locations within the school. This is a great opportunity to then take kids out around the school to investigate these places. Think back to the direction words piece in the previous section. Ask questions like “Where is the principal’s office?” (next to the drinking fountain?)





We visit many important places in our school every day. We come to our classroom every day. What other important places might we go in our school?



We go to our gymnasium.



We go to our cafeteria.





We go to our library.





We go to our playground.



We go to the bathrooms.



We go to where the buses are parked.



Let's go on a **field trip**! A field trip is when we leave our classroom to visit a special place.

How can we show people where we are?

QUESTIONS TO GUIDE INQUIRY

1. How can we tell people where we are?
2. What are the most important places in our school?
3. How can we show people where we are?

WORDS TO INTRODUCE

model

map

For the Teacher:

K-G1.0.1 Recognize that maps and globes represent places.

K-G1.0.2 Use directions or positional words (e.g., up/down, in/out, above/below) to identify significant locations in the classroom.

K-G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

Teacher Directions

Make sure students understand what a model is! It is essential for this longer series of lessons!



Teacher Directions

This is the section in which you'll build your model classroom. Do this over several class periods and have students add to the model over time.



Teacher Directions

At the end of this section (also end of chapter) you have an opportunity to draw a classroom map. In addition to this activity review the compelling question with students: Where are we? There are many other activities to do with the classroom in a box to reinforce good geography that don't take a lot of time to do in the For the Teacher section at the start of this chapter.



Using and making a **map** are ways that we can show people where we are!



George Shrinks! Let's learn about shrinking!



Both of the pictures above are of a bus. Which one is full size? Which one did we shrink?



What is this? This is a **model** of a bus.



A model is a small thing that is like a larger object.

This bus is a small model of a big bus like the one you ride to school!

Can we fit inside someone's fingers right now? No, we cannot fit inside someone's fingers.



We could only fit inside someone's fingers if we were models.



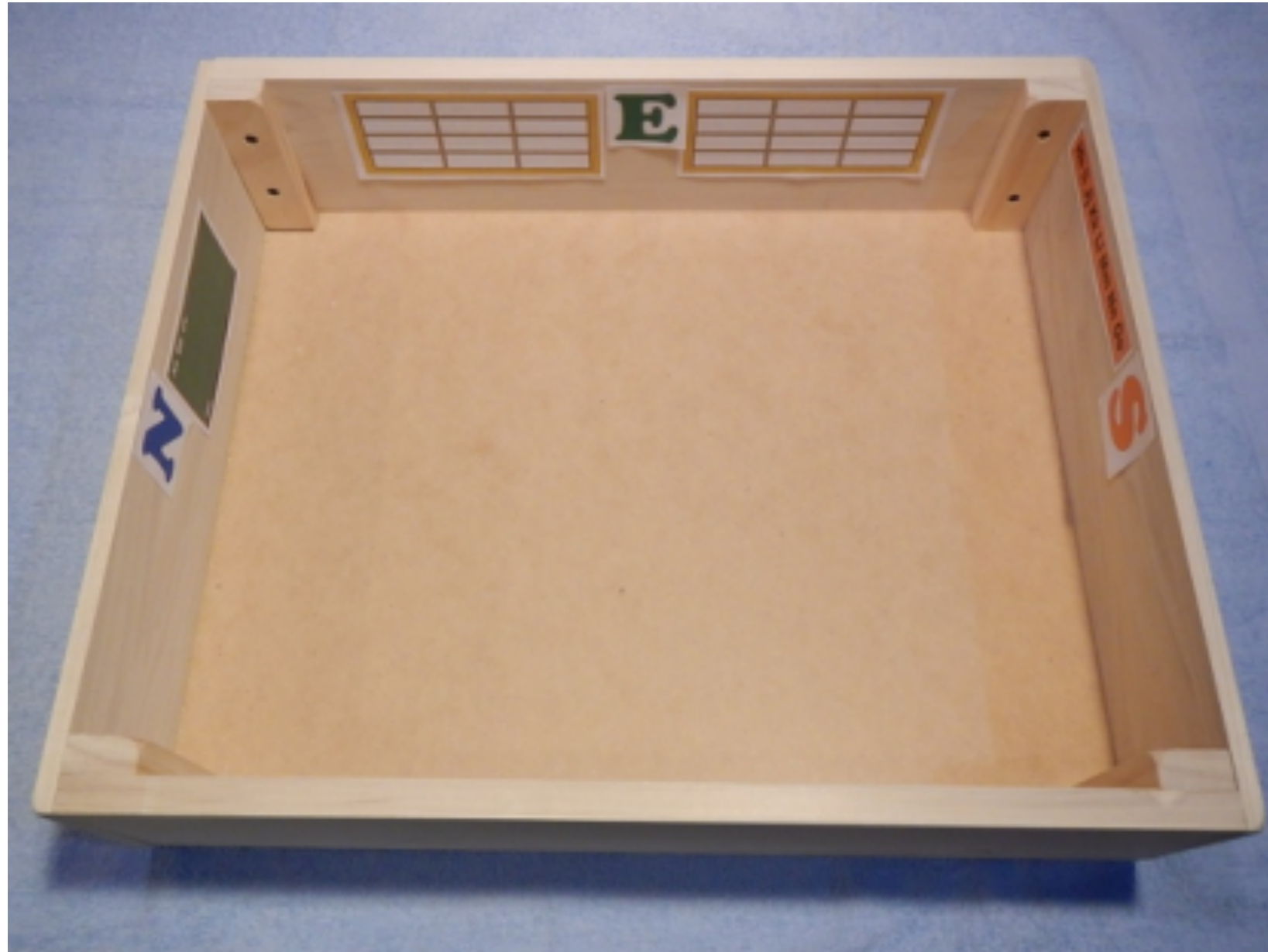
What if we made a model of you? What would we need to do?



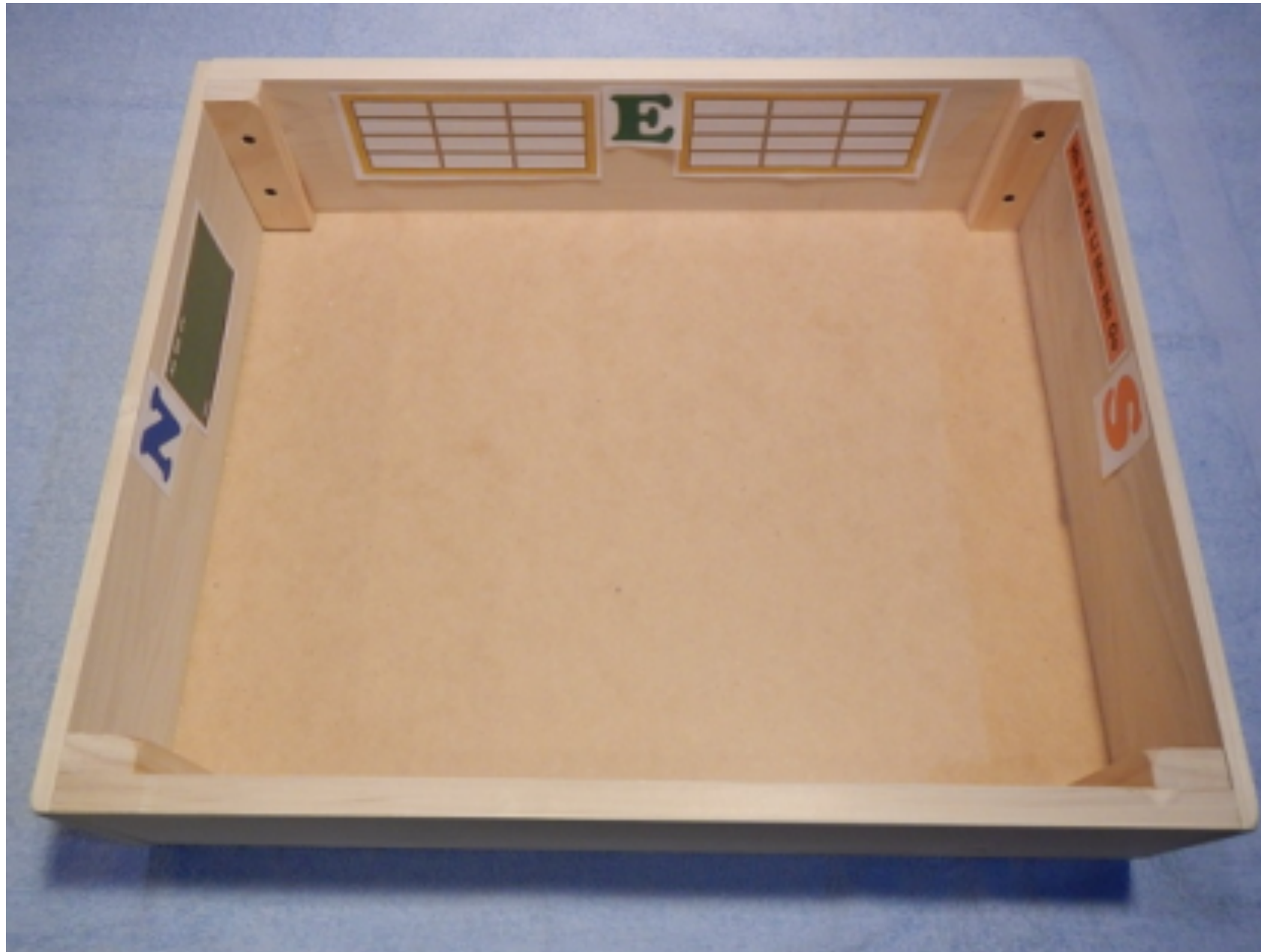
Is it possible to make a model of our classroom?



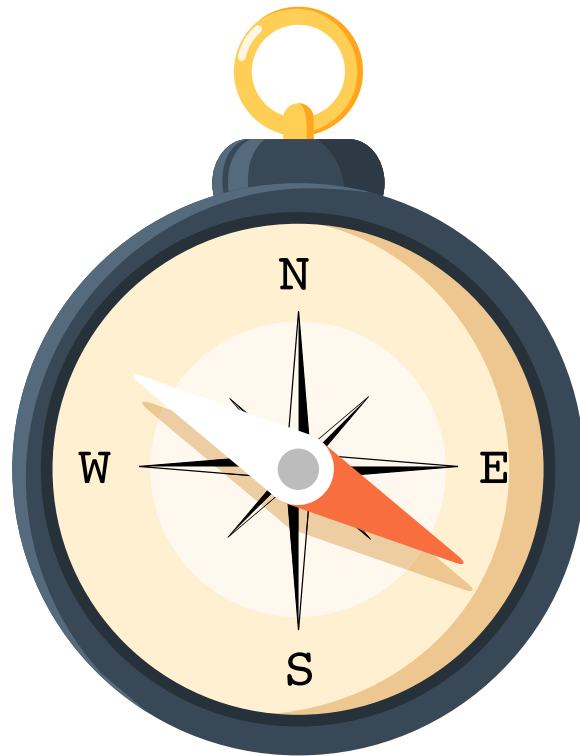
Let's shrink our classroom!



How can we make a model of our classroom? Let's start with something you know. Where are the windows?



Now let's name our classroom walls.



These letters are the first letters in our walls' names. N is for north. S is for south. E is for east and W is for west.



Let's stop and name our walls in our classroom AND in our model.



Next, we add in our white board. Place the whiteboard where it goes in the classroom.

What other objects would we need to include in a model of our classroom?



What else do we have in our classroom? Do we have cubbies? What about a rug?

Let's add in our cubbies, our rug, our clock, our tables or desks, and anything else that we have in our room.



To build our model, we need to be able to describe where things are. We can tell if things are in front of or behind something. We can tell if objects are near or far apart. We can tell when an item is next to something.

In the picture the rug is next to the easel. Let's review the words we use.

Interactive 3.6 Where is the dog?





Where is the rug in this classroom?

Where is the clock?

Use our describing words!



Our shrunk classroom is a model of our real classroom.

Now, we can make a map. A **map** is a flat picture or a drawing of a model. A map can show a large area, like the whole Earth, or a small area, like our classroom.



When we create a map, we use a bird's eye view. A bird's eye view is looking down on a place from above.



Does the puppy have a bird's eye view? How do you know?



The puppy cannot see what is in the bowl. He is next to the plate. The bowl is on top of the plate.



The bird can see what is in the bowl. He is above the bowl.



Let's put a yellow book on one of the tables.

What would the book look like from the bird's eye view in our classroom model?



What does the bird see? Where is the yellow book in this room?

Our box model is one way that we can show where things are located in our classroom.

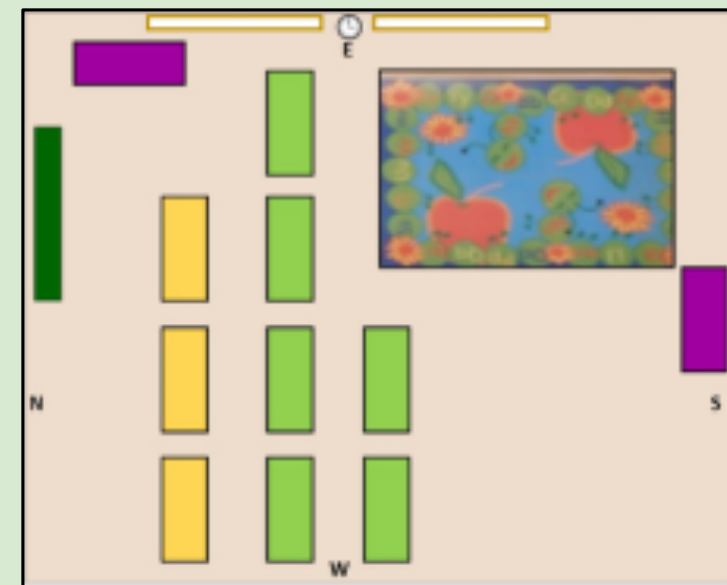
It would be hard to carry our classroom box every time we wanted to show others our classroom.

That is why a map is helpful.

MODEL



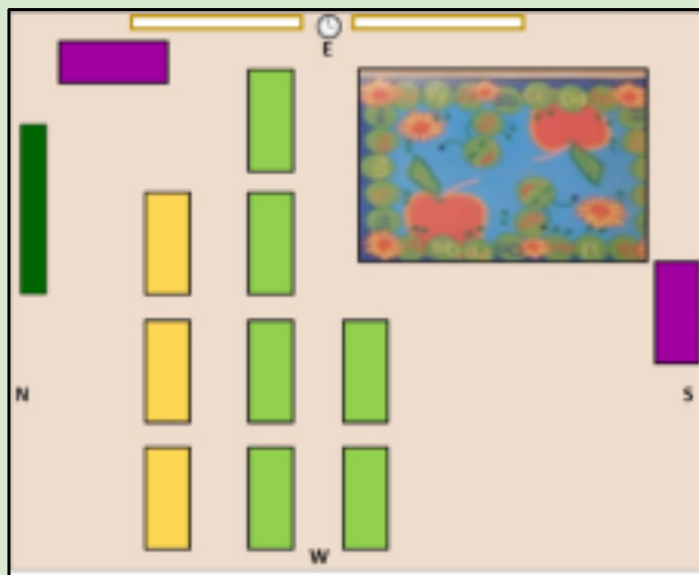
MAP



MODEL



MAP



What is the same about our classroom model and our classroom map?

What is different about our classroom model and classroom map?

Interactive 3.7 Draw your own classroom map!

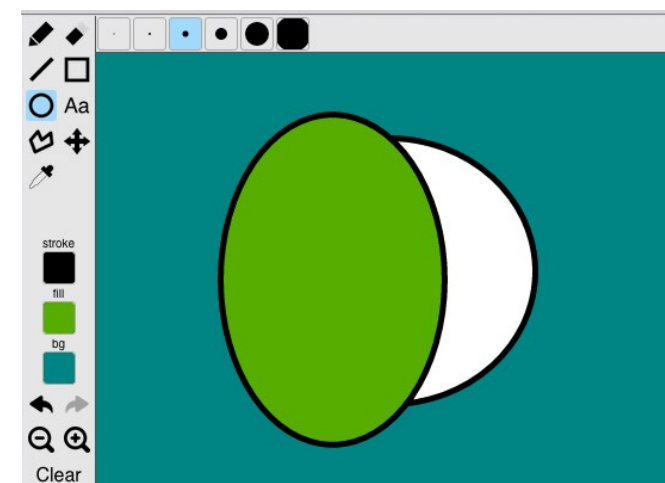


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A collage of various travel and nature photographs. The images include: a harbor with many sailboats; a stone castle with a flag; a coastal town with a bay; a woman standing under a palm tree on a beach; a river with a bridge and buildings; a crowded beach with people swimming; a harbor with boats and a stone building; a close-up of a parrot; a close-up of pink flowers; a waterfall in a forest; a stone wall with a wooden gate; and a sign that reads 'EXCHANGE INFORMATION ACCOMMODATION EXCURSIONS / SOUVENIRS / PHOTOCOPYING / CHANGING TOP RATE'.

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| 196 | Aedka Studio/Shutterstock.com |
| Chones/Shutterstock.com | 200 |
| 197 | Branislavpudar/Shutterstock.com |
| CHOATPhotographer/Shutterstock.com | 200 |
| 198 | Timquo/Shutterstock.com |

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| 202 | Pavel L/Shutterstock.com |
| Riccardo Mayer/Shutterstock.com | 210 |
| 203 | Nadia Leskovskaya/Shutterstock.com |
| Sutham/Shutterstock | 213 |
| 205 | Tatyana Dzemlieva/Shutterstock.com |
| Pavel L/Shutterstock.com | 214 |
| 206 | Nadia Lukic/Shutterstock.com |
| Tyler Olson/Shutterstock.com | 214 |
| 207 | Photographee.eu/Shutterstock.com |
| Llike/Shutterstock.com | 215 |
| 207 | Yiogos GR/Shutterstock.com |
| Mahtathir Mohd Yasin/Shutterstock.com | 216 |
| 208 | James R Martin/Shutterstock.com |
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| 208 | Mehmet Dilsiz/Shutterstock.com |
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