

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Fourth Grade Social Studies.

UNIT 1 – “Using Connecting Themes in Fourth Grade Social Studies”

Elaborated Unit Focus

This unit is designed to introduce students to the seven themes that will feature prominently in Fourth Grade Social Studies. Activities will focus on relating *beliefs and ideals; conflict and change; distribution of power; individuals, groups, institutions; location; movement/migration; and technological innovations* to students. By the end of the unit students should demonstrate that they are comfortable with the enduring understandings and can apply them to practical, everyday situations.

Standards/Elements

This unit is designed to teach the themes used in the course and the relevance to students’ lives. There are no standards and elements for this introductory unit.

Enduring Understandings/Essential Questions

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

K-5 EU: The student will understand that people’s ideas and feelings influence their decisions.

- How do our beliefs and values shape our actions?
- How do your actions reflect your beliefs?
- How do you show what is important to you?
- How does a student demonstrate that doing well in school is important to them?
- How do our choices about using time reflect our beliefs?

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

K-5 EU: The student will understand that conflict causes change.

- How do we define conflict?
- How does conflict cause change?
- How can conflict result in positive changes?
- How can we learn from conflict?
- Why does conflict exist?
- Why does change happen?
- How has your community changed since you've lived there?
- What changes occur when we have disagreements with our family members, friends, or teachers?

Distribution of Power: The student will understand that the distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

K-5 EU: The student will understand that laws and people's beliefs help decide who gets to make choices in government.

- Why does your older or younger sibling have different chores and responsibilities than you do?
- Why does each person in your family have different responsibilities?
- How do we divide responsibilities at school?
- Why do we need a principal, an assistant principal, classroom teachers, and para-professionals in the school?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended or unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- Why do people sometimes make mistakes?
- How do we know what effects our choices have on others?
- When has a plan or idea that you had turn out differently than you expected?
- What happens when your best intentions go wrong?
- Have you ever done something that you didn't mean to do?

Location: The student will understand that location affects a society's economy, culture, and development.

K-5 EU: The student will understand that where people live matters.

- Why do people in different locations eat, dress, and speak differently?
- Why are communities different?
- Why might your needs be different in another place?
- Why might someone new to our community need our help?
- Why does the work people do differ from place to place?
- How has the community changed since you moved here?
- What things would we be able to do if we lived by an ocean? In a big city? In the mountains?

Movement/Migration: The student will understand that the movement and migration of people and ideas affects all societies involved.

K-5 EU: The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.

- Why do people move?
- How do we learn from others?
- How are people from other places different from us?
- Why did your family move to this community?
- If you could move to another place, how would you choose it?
- What new opportunities would you have in a new place?
- When people move, how does the community change?
- How have you changed from third grade to fourth grade?
- How have your friends and family changed?
- How can we make good decisions about change?

Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

K-5 EU: The student will understand that laws are made to keep people safe and explain what the government can and cannot do.

- How could we create a system of rules in our classroom?
- Why do we create rules for our classroom?
- Why is it important to write down our rules?
- Are all rules fair?
- How are rules similar to laws?

Technological Innovations: The student will understand that technological innovations have consequences, both intended and unintended, for a society.

K-5 EU: The student will understand that new technology has many types of different consequences, depending on how people use that technology.

- How do we define technology?
- How do we use technology to meet our needs?
- How does technology get invented?
- Why is technology important?
- How can technology be both helpful and hurtful to people and the environment?
- How does technology in our classroom affect the way we learn?
- How would our school be different with less technology?
- How would our school be different with more technology?
- What different types of technology do we use in our classroom?
- What are the advantages and disadvantages to having new technology?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>All themes: Sorting Everyday Situations By Connecting Themes The activity may be used as an opening activity or a closing activity for the unit to broaden or enhance students' understanding of the Connecting Themes. Students will work with partners to discuss and classify specific teacher-made examples under the headings of the seven themes emphasized in the fourth grade. Following the partner work, the entire class will share responses. The teacher may point out that examples may overlap into various themes.</p> <ul style="list-style-type: none"> • <i>Attachment 7 -Sorting By Theme</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Create a concept wall to display connecting theme categories with examples. Use large squares of paper, sentence strips, and string to create a wall-sized (depending on available space) graphic organizer or similar display for students to refer to throughout the year. • Partner or small group working arrangement 	All themes	Selected response; dialogue and discussion
<p>All themes: Getting to know your classmates Students will complete a "scavenger hunt" activity to find students within their classroom that fit certain descriptions. The activity will help students become better acquainted and more comfortable with one another. The descriptions on the page each fall under one of the seven Connecting Themes emphasized in the fourth grade. After students move about the classroom to collect signatures on their scavenger hunt sheet, the teacher will lead a discussion relating the different statements on their sheet to the Connecting Themes.</p>	All themes	Selected response

<p>Discussion</p> <ul style="list-style-type: none"> • <i>"Demonstrates that school is important to them by trying to complete their homework regularly"</i> - This statement falls under the Connecting Theme of "Beliefs and Ideals." It is a conversation starter for children to see that their actions reflect their values. The teacher can then guide the students to think of other actions that reflect a certain positive or negative value. • <i>"Moved to a new place because of their parent's job" and "Can name something they liked when they were younger that doesn't interest them now"</i> - These statements lend to the Connecting Theme of "Movement and Migration." They are conversation starters for children to discuss the reasons people move from one place to another. Guide students to brainstorm other opportunities that inspire people to move. • <i>"Speaks a different language at home" and "Has visited another country"</i> are statements that lend to the Connecting Theme of "Location." They are conversation starters for children to discuss the reasons different places develop different cultures and languages. • <i>"Has had a disagreement with a friend before" and "Has gotten into trouble at home"</i>- These statements lend to the Connecting Theme of "Conflict and Change." They are conversation starters for children to discuss what changes occurred as a result of these and other conflicts. • <i>"Performs different chores at home than their brother or sister"</i> - This statement lends to the Connecting Theme of "Distribution of Power." It is a conversation starter for the teacher to guide students toward the understanding that responsibilities are divided and shared within groups such as families, governments, and even schools. • <i>"Can tell you about something that happened to them that changed their life" and "Can tell you something they've done that they didn't meant to do"</i> - These statements lend to the Connecting Theme of "Individuals, Groups, Institutions" It is a conversation starter for the teacher to guide students toward the understanding that actions can have consequences that aren't always planned. • <i>"Enjoys using the Internet" and "Has a car at home"</i>- These statements lend to the Connecting Theme of "Technological Innovation." They are conversation starter for a discussion about ways that technology influences our lives. • <i>See Attachment 8 - Scavenger Hunt</i> 		
<p>Beliefs and Ideals: Our Values, Our Time! Given the essential question: <i>"How do our beliefs and values shape our actions?"</i> as a prompt, students will work in small groups to list specific activities they spend time doing. With input from each group, the teacher will create a classroom chart of the various activities the groups have listed. Using the first items on the list, the teacher will model for the whole class <i>how to analyze and discuss why</i> time and energy is given to that specific activity.</p>	<p>Beliefs and Ideals</p>	<p><i>Dialogue and discussion, self-assessment</i></p>

For example, if the activity to be discussed is *school* (students spend a large portion of their time in school) the teacher may model the following sequence of questions and answers:

Why do we spend a lot of time in school? We (or their parents, or our society) value education. Why is education valued? We believe having an education will lead to a better life. Why do we believe having an education will lead to a better life? We believe having an education will help give us the skills and knowledge to make good decisions and to get a good job. Why should we be prepared to make good decisions? We value our freedom and we have a responsibility to make good decisions about our lives and our leaders. Why do we believe having an education will lead to a good job? We believe having skills and knowledge will give us more choices about the kind of work we will do.

As students recognize that each of the questions attempts to probe further toward a core value or belief, they may wish to contribute their ideas too. In small groups, students will follow the format of the model discussion to analyze and discuss the decisions they make about how to spend their time made to do the activity. Following the group discussions, students will independently complete a *Personal Activity Assessment Sheet*.

- Additional teacher modeling and prompts may be necessary.

Activity	Why?	Value or Belief	Decision Made
Sports	fun, exercise, competition	physical strength, good health, teamwork, friendship	Join a sports team
Reading	interesting, expected by parents and teachers, fun	gaining knowledge, good grades, like to be entertained	Go to the library or book store
Family time	fun, expected by parents	want to please parents, love family members	Choose to be with family members more
Video games	fun	like having fun	Save up for a new game
T.V.	fun, nothing else to do	like to be entertained	Do my chores so I can watch TV

- *Attachment 1 - Personal Activity Assessment Sheet*

Modifications:

- Teacher-lead small groups can be used with struggling students
- Allow students with written expression challenges to dictate information for their charts

<p>Conflict and Change</p> <p>Part 1: How do we define conflict?</p> <p>The teacher will ask the students what the word “conflict” means and record their ideas on the board. The teacher will help the students to develop generalizations about conflict based on their input. Independently the students will organize their associations with the word conflict in simple semantic webs. To do this, the students write the word conflict in the center of a piece of paper and circle it. Students then draw lines radiating from the circle and write words they associate with conflict at each end point. Additional associations may be added to these new words with similar lines. The final product should be a web of associations and words related to conflict. The teacher will ask the students to read over the information in their webs and make their own generalizations about the meaning of conflict. The teacher will ask the students to share their generalizations about conflict with the class. Following this, the teacher will point out that the students may have had different views and associations with the word conflict.</p> <p><i>Note: Many students may equate conflict with violence. The teacher should point out that most conflicts do not lead to violence.</i></p> <p>Part 2: How can conflict result in positive changes?</p> <p>The teacher will ask the students to brainstorm ways in which conflict with others can be positive. Examples: <i>Conflict can be interesting or exciting. Conflict can be an opportunity to learn new things. Conflict can be a way of growing closer to others by working out differences. Conflict can bring about positive changes.</i> The teacher will point out that conflict is part of life because we are all different. Everyone experiences conflict in school, home and at work. Conflicts we experience are often beneficial because when we try and solve them we see things in new ways. Conflicts are opportunities to learn.</p> <p>The teacher will write the word “resolution” on the board and explain that it means a way found to solve a problem or conflict. Given a description of a specific conflict situation, the students will work in small groups to brainstorm positive resolutions to the conflict. The groups may act out the conflict and positive resolution scenario for the rest of the class.</p> <p>Conflict Scenarios: <i>disagreeing with others about which game to play at recess; disagreeing with others about the rules of a game; dealing with a bully; dealing with someone copying from your paper; dealing with a situation that involves possible theft; disagreeing with a sibling about chores and responsibilities</i></p> <p>Part 3: How have you experienced a conflict in your life? How have you tried to solve the conflict? How have you learned from the conflict? What changes have been made in your life as a result of conflict?</p> <p>Independently the students will complete a <i>Personal Conflict/Resolution Analysis</i> When finished, they may share their responses with a partner or in a one-on-one conference with the teacher.</p> <ul style="list-style-type: none"> • Attachment 2 – Personal Conflict Analysis 	<p>Conflict and Change</p>	<p>Dialogue and discussion, constructed response, self-assessment</p>
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<p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Allow students to use cue cards when acting out the scenarios. Lined index cards can be used. • Make reference to television and movies that students are familiar with and solicit examples of conflict from their viewings • Have students make a conflict/resolution t-chart to organize their ideas. (see link) 		
<p>Conflict and Change/Location: My Changing Community The object of this lesson is to increase the students’ awareness of on-going changes that take place in one’s community. Students may be assigned several days in advance to be “on the look out” for changes, as well as discuss with parents changes in government and environment.</p> <p>In small groups, students will brainstorm changes they have witnessed in their community. Examples: physical developments - <i>new roads, new stores opening, old store closings</i>; changes in government - <i>new mayor, city council representatives, other local leaders</i>; changes in the environment - <i>pollution, beautification projects</i></p> <p>The students and teacher will compile a class list of community changes and leave enough room between each item to write additional information. In small groups, the students will brainstorm possible reasons why the community changes have taken place. Examples: <i>traffic congestion, more or less people in the community, more or less jobs in the community, dissatisfaction with government leaders, growing or declining crime rates, recycling projects</i></p> <p>The teacher will lead a class discussion of possible reasons why community changes have occurred and write brief explanations below some of the changes on the class list. Students will independently complete a "<i>Seen With My Own Eyes</i>" report describing a community change and provide a suggested reason for why the change occurred.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Model the process of identifying a change and possible reasons for the change on the board with the whole group prior to small group work • Provide a specific format for the report • Allow students to dictate, use a word processor or record their reports as an alternative to writing 	<p>Conflict and Change; Location</p>	<p>Dialogue and discussion, constructed response</p>
<p>Conflict and Change/Movement/Migration: Past, Present, and Future Students will create a 3-part folded matchbook to illustrate their hypotheses about how their location has changed over time. Each part of the product will include a sketch and a brief descriptive paragraph.</p>	<p>Conflict and Change; Movement/ Migration</p>	<p>Dialogue and discussion, Constructed Response</p>

<p>To create the matchbook, students will follow the directions below:</p> <ol style="list-style-type: none"> 1. Fold one inch along the long horizontal edge of a sheet of construction paper. 2. Fold the sheet in half horizontally. 3. Cut two slits along the paper from the unfolded edge to the middle fold. 4. Label the outside flaps "Past," "Present," and "Future" 5. On the top side of the inside flap, students will place their three illustrations. On the bottom side of the inside flap, students will place their written explanations. <ul style="list-style-type: none"> • Under the "past" fold, students will illustrate and answer the following: <i>What did their environment look like several hundred years ago? What cultures thrived there? What natural resources were present and how were they used?</i> • Under the "present" fold, students will illustrate and answer the following: <i>What does it look like in their city? What cultures thrive? What natural resources are present and how are they used?</i> • Under the "future" fold, students will illustrate and answer the following: <i>What will their city look like several hundred years in the future? What cultures thrive? What natural resources are present and how are they used?</i> <p>Students will share their thoughts, illustrations, and predictions with their classmates. Some students will likely remember that Native American nations thrived in North America in the past, and their drawing will reflect this knowledge. This will be an appropriate opening to preview the upcoming study of Native Americans.</p> <ul style="list-style-type: none"> • <i>See Attachment 3- Matchbook Past, Present, Future</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Complete the matchbook as a whole group activity. • Write “past”, “present” and “future” descriptions on the board as a 3-column chart using key words and phrases generated by the students. The students can then use the chart to write descriptions in their own words. • Assign a peer helper to assist students with cutting and measuring • Eliminate the descriptive writing component and allow students with significant written expression difficulties to do illustrations only based on key words and phrases displayed on the board or screen 		
<p>Conflict and Change/Individuals, Groups, Institutions: Changes in Me: Self-Study</p> <p>Students will participate in a self-study, examining how they may have changed and stayed the same in recent years. Students will complete individual interest inventories that solicit information about their current feelings, activities, favorites and responsibilities. Given the prompt, "<i>How have you changed in recent years?</i>" the students will</p>	<p>Conflict and Change; Individuals, Groups, Institutions</p>	<p>Self-Assessment, Constructed Response</p>

<p>reflect on their interest inventory answers and share thoughts in small group discussions about ways they have changed and stayed the same over the last few years. Following the discussions, students will individually compose poems that compare how they used to be with how they are now. The teacher may model the how to compose a <i>Used to Be, But Now I'm ___ Poem</i> using examples of positive developments and growing independence that are common to this age and grade level.</p> <p>Example:</p> <p><i>I used to be in third grade, but now I'm fourth grade. I used to print, but now I write in cursive. I used to have to be told to clean my room, but now I do it on my own.</i></p> <p>Students will write poem drafts and prepare final copies using the <i>Used to Be Poem Form</i> provided. Students may add illustrations and share their poems small groups or with the entire class.</p> <ul style="list-style-type: none"> • Attachment 4 - Student Interest Inventory • Attachment 5 - I Used to Be Poem <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Allow students with written expression challenges to type their poems on a word processor or dictate • Give students time to practice their poems aloud with a partner before presenting to whole class • Cut and paste the poem onto a word document leaving blanks at the end of each line for the student to personalize 		
<p>Distribution of Power/Rule of Law: Classroom Constitution</p> <p>Students collaborate to create a classroom constitution with rules and consequences for behavior.</p> <p>Opening</p> <p>First, students guess the approximate age of our country. The teacher guides students toward the understanding that America is a relatively young country, and that other nations thrived here before the United States was created. Next, the teacher briefly describes the founding of our country, beginning with the early Europeans' travels across the ocean and settled far from their homes. As these Europeans created new communities in the colonies, they needed rules to help govern them. To this end they decided to democratically create documents listing their rules and agreements. One such document was the Constitution, which students will study more in depth later in the year. The teacher can show a printout or electronic version of the original Constitution.</p> <p>The teacher reminds students that they too have moved to a new location, their fourth grade classroom. In this new location they will create a lasting community like the forefathers of the United States did. Their community will democratically create a list of rules and agreements by which they govern themselves.</p>	<p>Distribution of Power; Rule of Law</p>	<p>Self-assessment</p>

<p>Brainstorm The teacher asks each student to propose an agreement or rule for their Classroom Constitution. The teacher records all suggestions. If a rule is proposed negatively, i.e. “Don’t run,” the teacher will remind students to phrase their rules positively, i.e. “Walk.”</p> <p>Rank In small groups the students will rank the suggested rules in order of importance. The teacher will record the top five to seven rules under the heading, “Classroom Constitution.”</p> <p>Sign The teacher will remind the students that they are making agreements both with one another and their teacher. In order to show their assent, the founders of the United States signed their rules document, The Constitution. At The National Archives Experience, students can view the signatures on the Constitution and even add their own. After viewing the signatures on the Constitution, students will sign their own classroom constitution.</p> <p>Consequences In a follow up lesson, students will vote on a consequence for breaking one of their rules.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Allow students to discuss ideas partner or small group prior to coming up with their own rule • Assist students with clearly communicating their idea for a rule 		
<p>Location: What If . . . ? Think/Pair/Share Activity Students will reflect and consider how location can affect their lives. Students will complete the attached "What if I lived..." table and share responses with a partner. Teacher may lead discussion before or after the assignment allowing students to share.</p> <p>Ideas to discuss may include climate (temperature and weather), physical features and location (mountains, rivers, desert, plains, and rural, urban, suburb), natural resources, and job opportunities. Advantages and disadvantages of various locations could also be discussed.</p> <ul style="list-style-type: none"> • <i>Attachment 6: What If</i> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Peer partners • Allow students to dictate information • Provide a graphic organizer for students to organize their thoughts prior to writing (see link) 	Location	Constructed response; dialogue and discussion
<p>Technological Innovation: Defining Technology The teacher will list the following items on the board: <i>refrigeration, the wheel, paper, control of fire, farming, boats, sharpened rocks, computer</i></p>	Technological Innovation	Dialogue and discussion, constructed response

<p><i>chips, shoes, telephones, baskets, internet, and cell phones.</i> In small groups, the students will ask each other what all the items on the list have in common. The teacher will allow time for the students to “discover” that they are all examples of technology. The students should add other examples of technology to the list. In small groups, the students will discuss and write a definition for technology on sentence strips. The group definitions of technology should be displayed, compared with each other, and with several dictionary definitions.</p> <p>Ranking Technology In small groups, the students will discuss and decide upon three of the most important technological innovations of all time. They will write each technology on an index card and rank them by first, second and third in importance. On the back of the index card they will write a brief explanation of why they have ranked the technology as first, second and third in importance over all others. The groups will share their ranking order with the rest of the class.</p> <p>Analyzing Technology Using the list of technological innovations from the preceding activities, the students will select one of the technologies and work with a partner to discuss its positive and negative impact on people and the environment. Following their discussion, one partner will write a description of how the technology has helped people and/or the environment. The other partner will write a description of how the technology may have hurt people and/or the environment. Descriptions of the positive and negative effects of each technology will be shared with the whole class.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Partner work as an alternative to small groups Compile a list of possible technologies using student input and have students choose from that list • Use teacher-led small groups for rankings and reasoning • Allow peer partner work • Model the process with the whole class prior to partner work • Provide a graphic organizer for entering positives and negatives (see link) 		
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Resources for Unit

<p>University of Delaware's Center for Teacher Education suggested literature list groups popular children's trade books by social studies theme and grade level.</p> <p>The ABC's: A Bibliography of Children's Books with Social Studies Themes links children's literature and social studies by categorizing popular trade books by social studies themes.</p>
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This unit was created by Laurie Jones, Neena Knight, Gina McGowan, and Michelle Pinch and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 05/27/08.

Personal Activity Assessment Sheet **by** _____

List five activities you spend time doing. Describe why you spend time doing each of these activities. Describe what value or belief is behind each activity you described.

Activity Decision	Why I Spend Time Doing This Activity	My Beliefs and Values

Name _____

Personal Conflict Analysis

How often do you experience conflict in your life?

What are your feelings when you experience a conflict?

When you have a conflict, what is your first response?

Who do you have conflicts with most often?

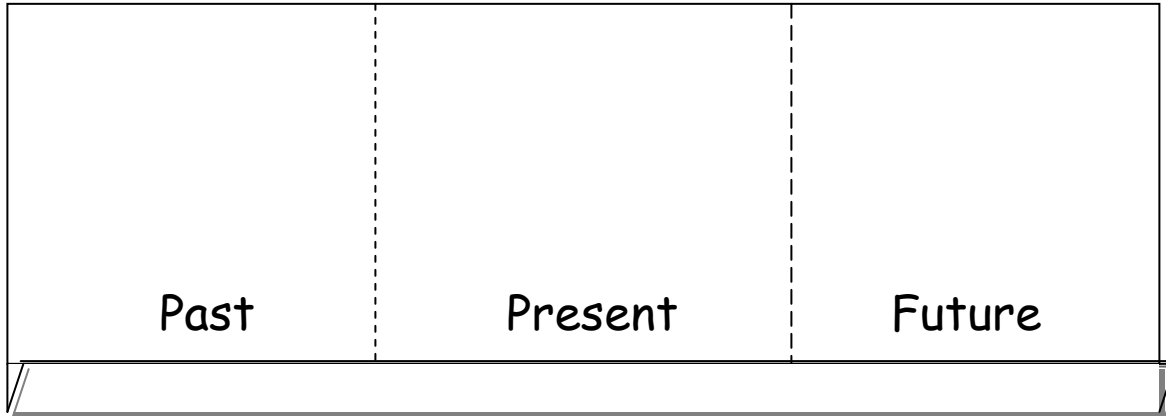
How have you tried to solve conflicts?

What have you learned from conflicts that have been solved?

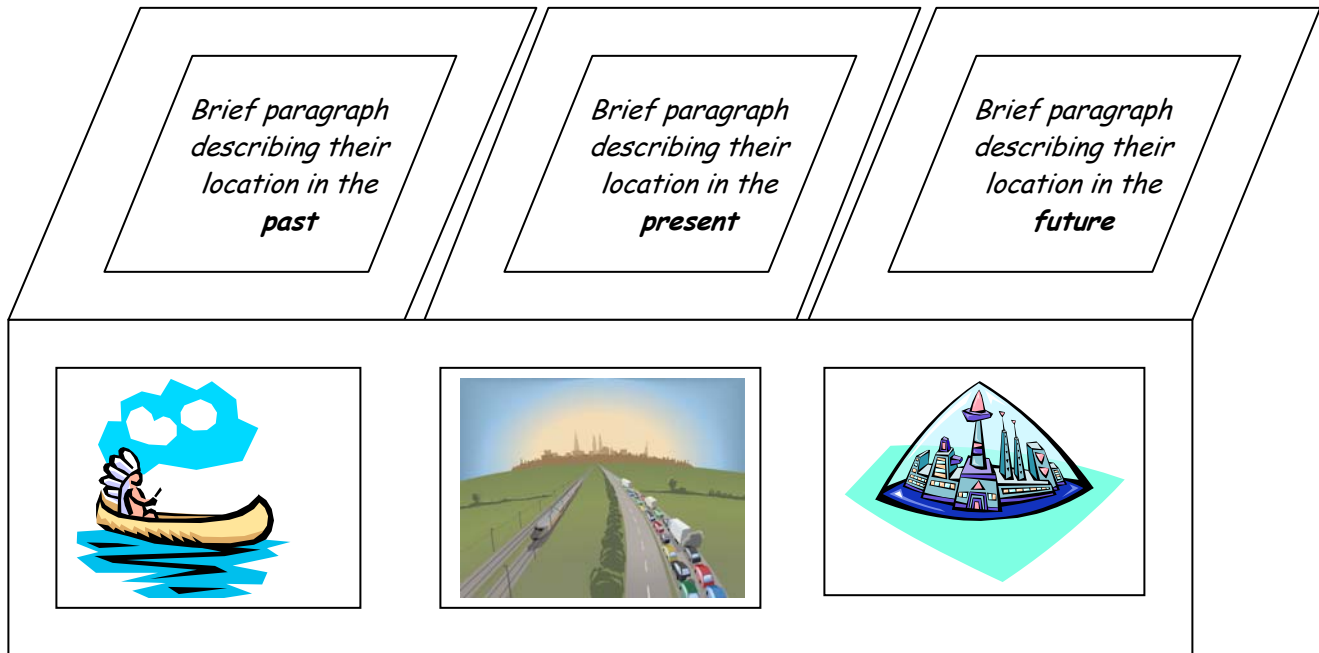
What changes have been made in your life as a result of conflict?

How can you help others when conflicts arise?

Outside view of Matchbook:



Inside view of Matchbook:



4th Grade Student Interest Inventory

Name _____

Date _____

Directions: Complete each sentence about yourself as accurately and honestly as you can.

My favorite school subject is

What I like best about school is

What I like least about school is

The chores at home I most like to do are

In my free time I like to

My favorite games are

My favorite foods are

My favorite color is

My favorite types of books are

The subject I most like to read about is

My favorite author is

My favorite animals are

My favorite song is

My favorite games are

My hobbies are

My favorite sports to play are

My favorite restaurant is

My favorite T.V. show is

My favorite movie is

My favorite computer website is

Things I like to write about are

Things I like to make are

The most interesting place I have ever visited is

The place I most want to visit is

Something that scares me is

Character traits I like about myself are

Character traits I like least about myself are

Five changes I have made in the last year are

Five things I have learned in the last year are

Five things I would like to learn in the next year are

The job I would most like to have in the future is

What if . . .

Name _____

Think/Pair/Share Activity

If you lived in a different location, how would it affect your life? Complete the table and share with a partner.



If I lived. . .

by the ocean

in the mountains

in the city

I might wear (clothing)			
I might eat (food)			
I might play these sports or do these activities			
I might shop at these stores			
I might see these things			
Jobs for my parents might be			

CONNECTING THEMES

Cut out each of the below situations and bolded themes. Paste themes as column headings on a separate sheet of paper, then paste the situations under the corresponding theme. Be prepared to share your reasoning. Think of one to add.

Situations:

Instant messaging	First day in kindergarten	Going to church, mosque, or temple
Job in a new city	Fight with a friend	Principal at school
Cell phone	Snow skiing	Increase in population
Growing oranges	Goalkeeper in soccer	Recycling
American Revolution	Getting an education	

Themes:

<u>Location</u>	<u>Migration/ Movement</u>	<u>Conflict/ Change</u>	<u>Belief & Ideals</u>	<u>Technological Innovations</u>	<u>Individual, Groups, Institutions</u>	<u>Distribution of Power</u>
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Directions: Move around your new classroom and find someone who fits the below descriptions. Have them sign their name in the correct box

Can You Find Someone Who...

Demonstrates that school is important to them by trying to complete their homework regularly <hr/>	Moved to a new place because of their parent's job <hr/>	Speaks a different language at home <hr/>
Performs chores at home different than that of their brother or sister <hr/>	Has had a disagreement with a friend before <hr/>	Has visited another country <hr/>
Can tell you about something that happened to them that changed their life <hr/>	Can tell you something they've done that they didn't meant to do <hr/>	Enjoys using the Internet <hr/>
Can name something they liked when they were younger that doesn't interest them now <hr/>	Has a car at home <hr/>	Has gotten into trouble at home <hr/>