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iCivics Readers Grade 4

This sample includes the following:

- Management Guide Cover (1 page)**
- Management Guide Table of Contents (1 page)**
- How to Use This Resource Pages (5 pages)**
- Sample Reader (18 pages)**
- Sample Lesson Plan (16 pages)**
- Sample Civic Discourse Lesson (1 page)**
- Sample Game Cards (4 cards)**

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Management Guide
Grade 4

iCIVICS

Readers



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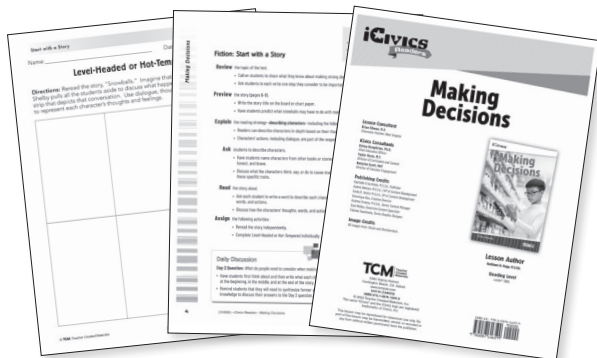
Kit Components

6 copies of 10 books



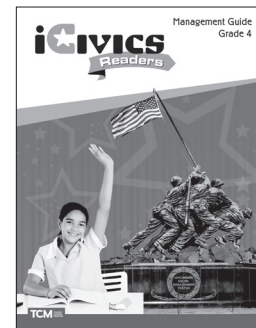
Full-color readers integrate civics with fiction and nonfiction.

Lesson Plans



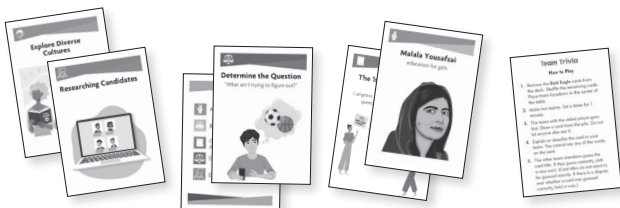
Lesson plans include targeted instruction, essential questions, and numerous opportunities for civic discourse.

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.

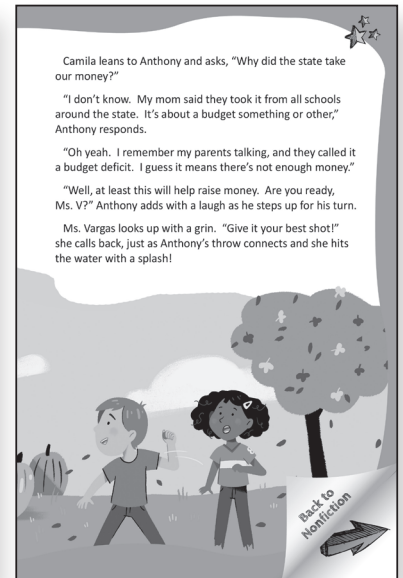
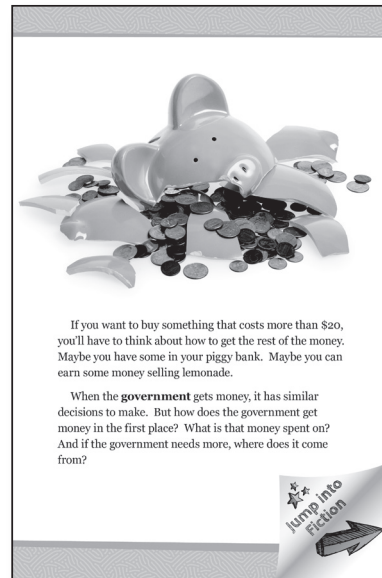
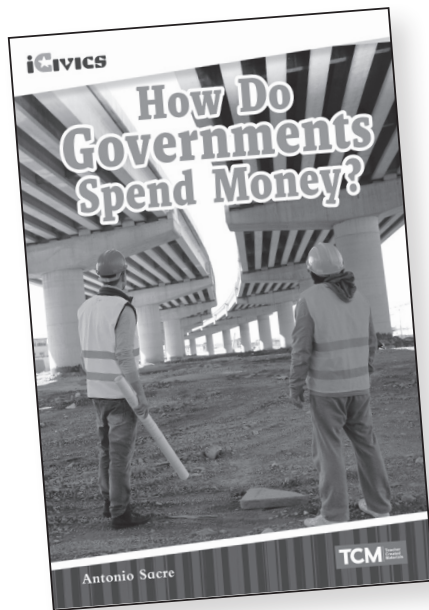
Digital Resources



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

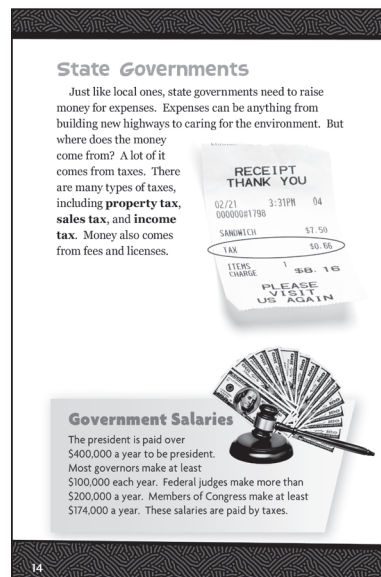
About the Readers

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.



Sidebars and meaningful photographs enhance informational text for students.

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.

What's the Deal with Voting?

Day 5 Materials

- *What's the Deal with Voting?* books
- copies of *My Thoughts on Elections* from Day 1
- copies of *Share Your Voice, Part 1* (page 12)
- copies of *Share Your Voice, Part 2* (page 13)

Civics in Action

Review topics related to voting.

- Redistribute the activity sheets students completed on Day 1.
- Have students review their initial responses. Call on students to share if they still agree with what they wrote on Day 1. Have students explain why their reasoning has changed or stayed the same.
- Ask students to talk with partners about something they learned from the text that they had not considered before.

Introduce the Civics in Action activity.

- Distribute *Share Your Voice, Part 1*.
- Read the steps of the activity on both pages.
- Have students talk with partners about which topics they want to research and why.

Assign the following activities:

- Compete *Share Your Voice, Part 2* independently. Interviews can be conducted at home or with other adults where you are learning.
- Share your opinion piece with the whole group.
- **Below-level support:** Provide an opinion writing frame that students may use to draft their essays.

Close the lesson.

- Discuss how other students' opinion pieces persuaded students to vote one way or another.

Daily Discussion

Essential Question: *How does voting allow citizens to have a voice?*

- Have students write reflections on the Civics in Action activity as it relates to having a voice, so they come to the discussion prepared.
- Have student pairs discuss their answers to the essential question.

Assessment Options

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

© TCM | Teacher Created Materials (124003)—iCivics Readers—What's the Deal with Voting? 7

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.

Blended Learning (cont.)

Videos

Even before *Schoolhouse Rock!*® 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.



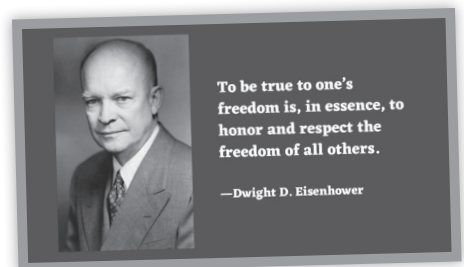
tcmpub.digital/icr/meettheexperts

- 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

Making Decisions

We make decisions every day. Some choices we make are easy and some are not. There are many things to consider when making a decision. It can be challenging, but you have the power to choose!

MAKING DECISIONS

Making Decisions

LI BI



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ISBN-13: 978-1-0876-1538-7



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Read and Respond

1. What is the first step in making a decision?
2. What parts of your brain do you use when you make a decision?
3. Think of a decision you have made. Talk about the outcome with a classmate.
4. Think of a decision you had to make that was not easy. Why do you think it was difficult?
5. What can you do if you are struggling to make a decision?
6. Why is it important to think about the possible outcomes of a decision?

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Image Credits: All images from iStock and/or Shutterstock

Library of Congress Cataloging-in-Publication Data

Names: Bjorlie, Selina Libi, author.
Title: Making decisions / Selina Li Bi.
Description: Huntington Beach, CA : Teacher Created Materials, [2022] | Includes index. | Audience: Grades: 4-6 | Summary: "We make decisions every day. Some choices we make are easy and some are not. There are many things to consider when making a decision. It can be challenging, but you have the power to choose!"-- Provided by publisher.
Identifiers: LCCN 2021045455 (print) | LCCN 2021045456 (ebook) | ISBN 9781087615387 (paperback) | ISBN 9781087628790 (epub)
Subjects: LCSH: Decision making--Juvenile literature.
Classification: LCC BF448 .B56 2022 (print) | LCC BF448 (ebook) | DDC 153.8/3--dc23/eng/20211108
LC record available at <https://lccn.loc.gov/2021045455>
LC ebook record available at <https://lccn.loc.gov/2021045456>

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5482 Argosy Avenue
Huntington Beach, CA 92649
www.tcmpub.com

ISBN 978-1-0876-1538-7

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Decisions, Decisions

What should I eat for breakfast? What color socks should I wear? Which movie should I watch tonight? Decisions, decisions. Whether you are **aware** of it or not, you make many decisions each day.



So, what is a decision? It is a choice you make about something. There are usually two or more **options**. People can make most decisions on their own. But sometimes, they have to ask for help.

Everyone makes hundreds or even thousands of decisions every day. Some decisions are easy, such as which shoes to wear to school, or whether you want strawberry or vanilla ice cream. Some decisions are more difficult, such as who to sit by on the bus. And some decisions are really difficult. What if you see a classmate being bullied at school? What should you do?

As you get older, you'll have plenty of decisions to make. There will be different levels of **complexity**. Making responsible decisions can be challenging!

Jump into
Fiction



Snowballs



At recess, Jamie swung on the swing, pumping her legs toward the sky. She searched the playground for her best friend, Teresa, but there was no sign of her anywhere—just the school’s meanest bullies, Blade and Cooper, marching toward Jamie with snowballs in their hands. Jamie’s legs grew heavy, and the swing swayed lower to the ground.

“Scramble, doofus! It’s our turn,” yelled Blade, as he stood by the swing set.

“Yeah, we have total dibs on the swings, so beat it,” added Cooper.

Jamie’s heart thumped against her chest. She hopped off the swing and started to walk away.

She felt someone grab her arm and yank her to the side. It was Teresa. She whispered, “You have every right to be on the swings, too.”

Just then, Blade hurled a snowball toward Jamie, and it grazed the top of her head as she ducked.





“You need to stand up for yourself,” said Teresa.

Jamie’s mind swam in circles, making her dizzy.

She could stand up to them, but if Mrs. Shelby thought she was fighting, she’d be in major trouble. Another option would be ignoring Blade and Cooper, but then Teresa would call her a wimp.

Jamie wanted to do the right thing—ignore it—but those bullies didn’t own the playground. She decided to make a snowball.

“Bawk...bawk...chicken,” teased Blade. “I dare you to throw it!”

“They deserve it,” said Teresa.

Jamie patted the snowball, but her stomach began twisting into knots. She threw the snowball to the ground and stomped on it.

“I changed my mind. It’s not worth it! Let’s get away from here,” Jamie said.

Blade hurled another snowball at her, but this time it almost hit Mrs. Shelby’s leg!

“What are you two doing? Both of you go inside now,” Mrs. Shelby said, frowning her brow.

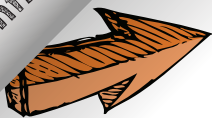
Cooper dropped his snowball to the ground. Cooper and Blade trudged toward the school, shoulders slumped.

“It’s a good thing you didn’t throw the snowball!” said Teresa.

“I know,” replied Jamie. “That was a close call.”



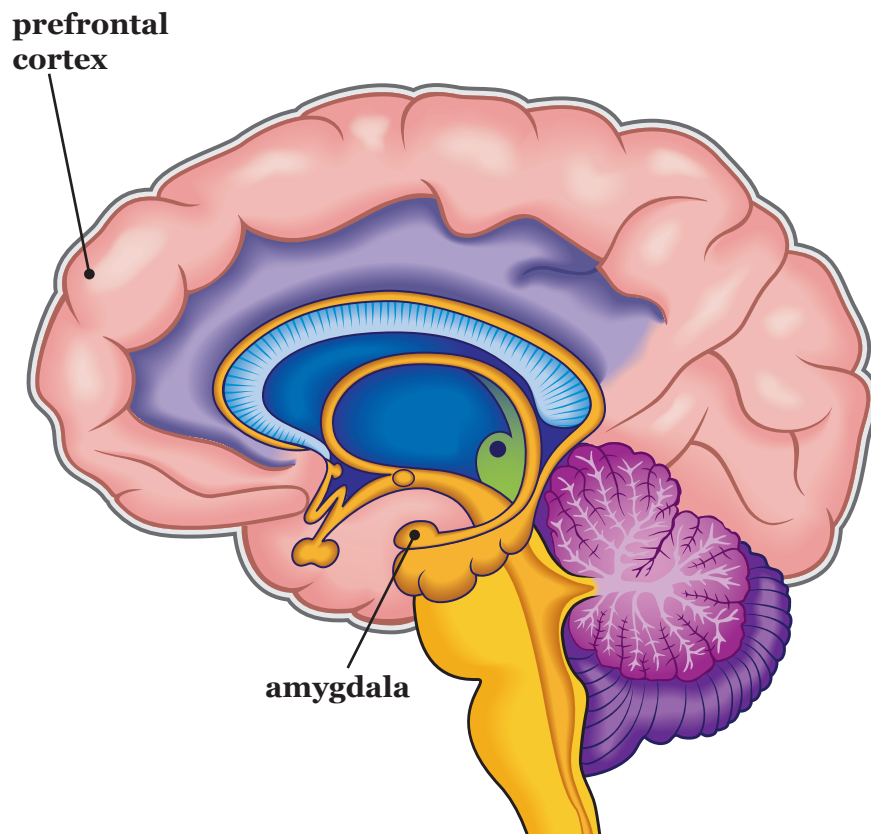
Back to
Nonfiction



Your Brain and Decisions

How do you make a decision? To make a decision, you must use your brain.

The part of the brain that helps you make choices is called the *prefrontal cortex*. It is located in the frontal **lobe** of your brain. This part of the brain helps bring together your thoughts and actions. It helps you solve problems. The prefrontal cortex is the last area of the brain to fully grow. It is still growing even in teenagers!



Fun Brain Fact

The human brain is made up of roughly 73–75% water. This is one of the reasons why it's so important to drink enough water! Not getting enough water can affect how the brain functions.



The **amygdala** is the part of the brain that deals with emotions. It is responsible for your **survival** skills. If you are in sudden danger, such as a fire, the amygdala prepares your body to act when there is danger. It **triggers** a fear response. Your heart races! Your palms sweat!

These parts of the brain influence your decisions. And the decisions you make are affected by many different things: your emotions, your **knowledge**, and your **experience** in the world.

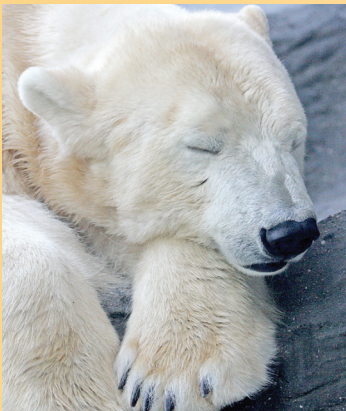


Steps to Decision-Making

The decision-making process involves six steps.

Step 1 Identify Your Question

The first step is identifying your question. To make a healthy decision, you must first know exactly what you are trying to decide. So, the first step in the decision-making process is to clearly state the question or situation. Ask yourself, *What am I trying to figure out? Does this question need to be solved?* Perhaps you are trying to decide what to eat for breakfast. The question might be, *Should I eat a bowl of cereal or a bagel with cream cheese?*



Animals Make Decisions, Too

Studies have shown that animals have to make choices just like us. They have to decide when to eat and sleep. They must weigh the advantages and disadvantages of their choices just like we do!



Some decisions are more difficult and affect not only you but other people, too. What if you borrowed your friend's favorite jacket and you accidentally ripped it? The question might be, *Should I tell my friend I ripped their jacket?*

Think of a decision you had to make today. What would the question have been?

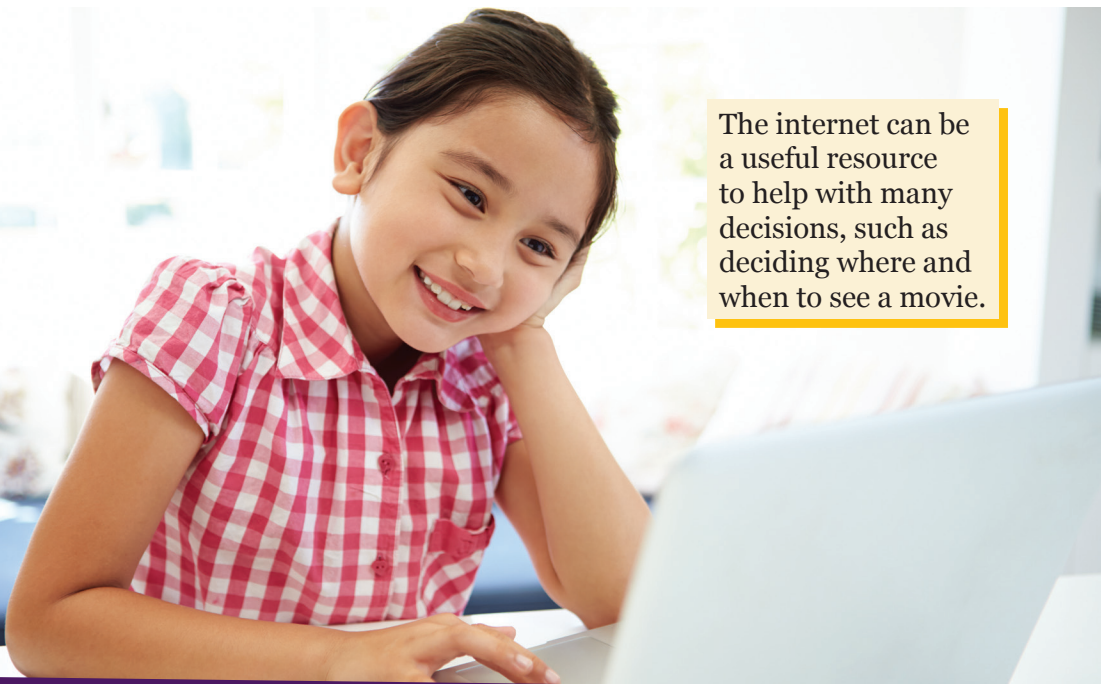
Step 2

Gather Information

Once you have figured out what question you need to answer, you need to gather information. Find out everything you can about your situation. You might need to research using books or the internet. You may need to get information from other people.



You will also need to ask yourself, *What are my values?* A value is something people care about. It is their likes and dislikes. It is their needs and desires. To determine your values, you can think about what is most important to you right now. You can also think about what you can do without.



The internet can be a useful resource to help with many decisions, such as deciding where and when to see a movie.



Talking with other people can help you make decisions.

For example, you may have enough money for a new video game. Do you decide to buy it or not? You might decide to save your money or use it to buy something else instead. Knowing your values often helps you make decisions.

Sometimes, people have to make a choice to do what's right rather than what they want. For instance, you may decide to do homework instead of playing with friends.

Differences in Values

Values are very personal. Different people have different values. Sometimes, people's values are based on their cultural or religious beliefs. It can take time to develop values and determine what is important to you. Values tend to change over time, especially as people get older.

Step 3

Brainstorm Options

Once you've defined your situation and gathered important information, then you can brainstorm ideas. Be creative. Be **flexible**. Make a list of all the possibilities!

Ask yourself, *What are all the possible options?* Try to think of as many options as you can. Ask a friend or an adult to help you brainstorm ideas. This can help give you a different point of view. It opens up other ideas you might not have thought of.

Group Decisions

Small groups can sometimes make better decisions than large groups. It's easier to decide on something when there are fewer people. Seven to nine people works best for a group decision!



Brainstorming can occur on paper, or you can talk through your ideas with other people.

You can also ask yourself, *How does this option affect me? How does this option affect others?*

Certain options might make you feel better than others. Cheating at a board game might help you win, but you might feel bad afterward. Maybe you want to go to the movies with your friends, but you promised your aunt that you would help her clean her house.

Our decisions often make an **impact** on our lives. Our decisions can affect other people, too.

 **Think** and **Talk**

What strategies have you used for brainstorming solutions or responses? What works well for you and what doesn't work?

Step 4

consider the Consequences

Choosing between different food options can be tricky!

After brainstorming ideas, you will want to think about each of your options. Choices people make often have consequences. Consequences are the results of those choices. Consequences can have different **outcomes**. Choosing to eat a candy bar right before dinner could have a negative outcome. You might not feel hungry at dinner time. Studying for a test instead of playing with your friends may have a positive outcome. You may earn a better grade.

Make a list of all your options. Think about the outcomes of each option. Ask yourself, *Which option seems the best? Which options have the best outcomes?*

Have you ever made a choice that resulted in something you were not happy with? Did you learn from that experience? You probably learned what not to do next time. Reflecting on past decisions and their outcomes can help you make new decisions.



Choosing how long to study can have different consequences.



Feelings

Some options can make you sick inside or worried. Ask yourself, *What am I worried about? Will my decision hurt me or someone else?* How you feel might be a way to find out if you are making a good or a bad decision. Learn to trust your feelings and **emotions**.



Strong emotions can have a big impact on our decisions.

Emotions

Our emotions can be spread to other people like colds. We can “catch” good and bad feelings from others. If your friend is feeling down about something, you might start to feel sad just like them!

Your feelings can affect how quickly or slowly you make a decision. If you are angry, you might be in a hurry to make a quick decision. If you are afraid, you might take longer to make a decision because you are being more careful. Stop and think about what your emotions are telling you. Maybe you’re not sure what to do.

Sometimes, people have trouble coming up with good options. Or they might need help making decisions. Keep in mind that you can always talk to an adult you trust if you are having difficulty making decisions. They can provide a new **perspective**.



Sometimes, you may feel confused or overwhelmed when making a decision.

Step 5 Make a Decision

After you have thought about all your options and the outcomes, you are ready to make a choice.

Be flexible! Be open-minded! For example, you might decide to play with your friends instead of playing with your siblings. But maybe you also decide that once you have spent an hour with your friends, you will go home and play with your siblings.



Making a decision can be tricky. You need to pay attention to your feelings. Ask yourself, *What's best for me? What's best for others involved?*

Sometimes, making a decision can be difficult. It can make you feel worried. Many times, people are scared to make decisions. Don't be afraid to ask for help if you need to. Think about all your options, and pick the best one. Try to choose the option that is best and healthiest for everyone involved. Making good choices takes a lot of practice.

Think and Talk

Have you ever asked for help with a decision?
What was the outcome?

Brain Energy

Decision-making is a mental process. But did you know it takes physical energy, too? The average adult brain uses 20% of the body's energy.



Making Good Choices

At some point, everyone worries about making a decision. But there are a lot of things we can do to help us make good choices.

Making decisions takes a lot of energy. Did you know your brain needs energy to make good decisions? Eating healthy foods, such as fresh fruits and vegetables, will help fuel your brain. This will help you make good decisions.

Being tired can lead to bad choices. Not getting enough sleep can affect your thinking. It makes it harder to focus. It makes it more difficult to remember things. Getting enough sleep is important. It will help you make good choices.



Staying healthy is key to making good decisions.



Exercise also helps the brain work better. Activities such as running or swimming increase your heart rate. This increases the blood flow to the brain, making it easier for you to make smart decisions.

Eating healthy foods, exercising regularly, and getting good rest will help you think more clearly and make good decisions.

It's recommended that children and young adults get one hour of exercise every day.



Brain Food

Eating blueberries is good for your brain. They can help improve memory. Other foods that are good for your brain include oily fish, broccoli, and dark chocolate.



Step 6

Reflect on the Outcome

After you've made your choice, you should reflect on the results of your decision. Did it have a positive or negative outcome? This is the last step in the decision-making process.

Ask yourself, *Did my decision solve the issue? Am I happy with my choice?*

If you make a choice that you end up not feeling happy about, don't feel bad. Everyone makes mistakes. And it's important to learn from our mistakes. This is one way we learn **valuable** lessons.

What if you decided not to tell anyone you were going to a friend's house after school? As a result, you got into trouble because your family was worried about where you were. This is a valuable lesson. Next time, make sure to tell someone where you are going.

Remember to trust your feelings and knowledge. Don't be afraid to ask for help! If you're not happy with your decision, you might need to try a different option next time.

Colors and Mood

Colors can make a difference in your mood. Blue is a calming color. Red and yellow together can make you hungry.



After you've made a decision, you can reflect on it with other people.

Responsible Decisions

Think of all the choices you make every day. Decisions can be challenging. Some of your choices will make a big difference in your life. Some of your choices can affect other people.

Healthy decision-making is an important skill that involves many steps. Next time you need to make a decision, just remember the six steps:

1. **Identify your question**—Know exactly what you are trying to decide.
2. **Gather information**—Keep in mind your values.
3. **Brainstorm options**—Make a list of all the possibilities.
4. **Consider the consequences**—Think about both good and bad outcomes.
5. **Make a decision**—Choose the best option for everyone involved.
6. **Reflect on the outcome**—Analyze your decision.



It can take time and thought to make a responsible decision. It's up to you to make good choices!

Glossary

amygdala—the part of the brain that is responsible for emotions, such as fear

aware—having knowledge about

complexity—the quality or state of being difficult to understand

emotions—strong feelings (such as anger, love, joy, or fear) that are sometimes accompanied by physical reactions

experience—the knowledge or skills that come from having done or gone through something before

flexible—able to change

impact—a powerful effect something has on a person or situation

knowledge—the range of a person's understanding and information they have learned

lobe—a rounded part

options—things that can be chosen from

outcomes—situations that occur as results or consequences

perspective—point of view; an accurate rating of what is important and what isn't

survival—continuation of living

triggers—causes or brings about, especially a type of reaction

valuable—of great worth

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Civics in Action

It is important to become an active and engaged member of a community. One way to do this is to make good decisions. Or you can help other people make them. Sometimes, it is helpful to talk through issues. Good community members will support one another. Together, they make the right decisions.

- 1.** Read about a decision someone is trying to make. For example, maybe your governor is trying to figure out how to spend state money.
- 2.** Think about the steps to making decisions. Write ideas for each step. Decide what you think is best.
- 3.** Write a letter or email to this person.
- 4.** Give your opinion as to which decision they should make. Explain the steps you went through to help you make your decision.



Making Decisions

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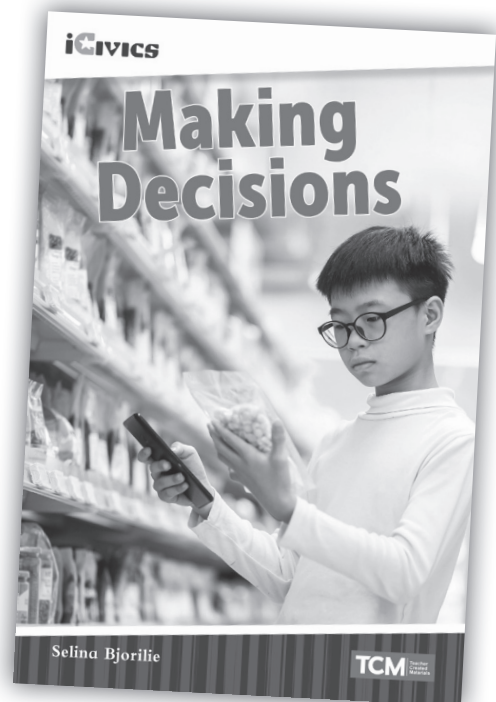
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Reading Level

Lexile®: 660L

TCM | Teacher
Created
Materials

5482 Argosy Avenue
Huntington Beach, CA 92649
www.tcmpub.com
124110 (124000)

ISBN 978-1-0876-1659-9

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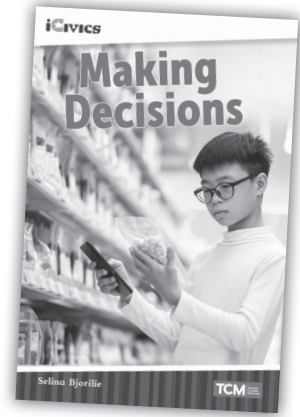
Standards

Content

- ★ Understands the skills needed to become an active and engaged member of a community.
- ★ Knows the steps to being an effective decision maker.

Literacy

- ★ Describes in depth a character, setting, or event in a story or drama, drawing on specific details in a text (e.g., a character's thoughts, words, or actions).
- ★ Explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- ★ Comes to discussions prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic to explore ideas under discussion.
- ★ Writes opinion pieces on topics or texts, supporting a point of view with reasons and information.



Essential Question

What should people consider before making important decisions?

English Language Proficiency Support

Use these strategies throughout the lesson.

Level 1

- Have students listen as you read the book orally. Stop after each page, and ask students to share what they heard.

Level 2

- Read most of the book aloud, and read some of it chorally with students. Demonstrate for students how to actively listen by asking and answering questions aloud with partners.

Level 3

- Read some of the book aloud, and have students read most of the book with partners. Have students demonstrate active listening by asking and answering detailed questions after each page.

Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Create a Connection (page 3)	Fiction: Start with a Story (page 4)	Nonfiction: Find Out the Facts (pages 5 and 6)		Civics in Action (page 7)
Consider situations that require decisions.	Support character descriptions with the characters' thoughts, words, and actions.	List and explain the steps to making good decisions.		Write letters to help someone make good decisions about issues related to being a good citizen.

Day 1 Materials

- *Making Decisions* books
- copies of *Decision Time* (page 8)

Create a Connection

Activate student knowledge about making decisions.

- Call on a few students to share decisions they made that they felt good about, thought very hard about, or left them questioning their choices.
- Discuss as a whole group the types of things students consider when they make decisions.

Distribute copies of *Decision Time*.

- Read the directions to students.
- Provide time for students to complete their activity sheets independently.
- Have students share their decisions with partners.
- Poll the group to see who would have made similar decisions.
- Ask students to share with the whole group what they wrote at the bottom of their pages.

Connect to the book.

- Distribute the book to students.
- Discuss what they notice about the cover image and the title.
- Review the Table of Contents. Have students identify what they will read about in this text.

Assign the following activities:

- Read “Decisions, Decisions” with a partner (pages 4–5).
- Discuss how your decision-making may change as you get older.

Daily Discussion

Essential Question: *What should people consider before making important decisions?*

- Use the mini-lesson “Come to Discussions Prepared” in the Management Guide (page 50) to teach the civic discourse skill.
- Explain to students that they will need to apply their own ideas about the essential question when they contribute to discussions.
- Have each student write one thing they learned about making decisions. Explain that they will show they have come prepared by sharing this during the next discussion.

Day 2 Materials

- *Making Decisions* books
- copies of *Level-Headed* or *Hot-Tempered* (page 9)

Fiction: Start with a Story

Review the topic of the text.

- Call on students to share what they know about making strong decisions.
- Ask students to each write one step they consider to be important when making a decision.

Preview the story (pages 6–9).

- Write the story title on the board or chart paper.
- Have students predict what snowballs may have to do with making decisions.

Explain the reading strategy—*describing characters*—including the following points:

- Readers can describe characters in-depth based on their thoughts, words, and actions.
- Characters' actions, including dialogue, are part of the sequence of events in a story.

Ask students to describe characters.

- Have students name characters from other books or stories who are thoughtful, confused, honest, and brave.
- Discuss what the characters think, say, or do to cause students to identify them with each of these specific traits.

Read the story aloud.

- Ask each student to write a word to describe each character based on the character's thoughts, words, and actions.
- Discuss how the characters' thoughts, words, and actions create a sequence of events.

Assign the following activities:

- Reread the story independently.
- Complete *Level-Headed* or *Hot-Tempered* individually.

Daily Discussion

Day 2 Question: *What do people need to consider when making decisions?*

- Have students first think about and then write what each character does at the beginning, in the middle, and at the end of the story.
- Remind students that they will need to synthesize former and new knowledge to discuss their answers to the Day 2 question.



Day 3 Materials

- *Making Decisions* books
- copies of *Paraphrasing Procedure* (page 10)

Nonfiction: Find Out the Facts

Connect back to the fictional story and the pre-reading activity.

- Ask students to explain what Jamie is thinking when she decides whether or not to throw the snowball.
- Read pages 10–11 together as a large group. Discuss the parts of the brain Jamie uses to make her decision.

Explain the reading strategy—**explaining procedures**—including the following points:

- Authors write to explain procedures, or how to do things.
- Procedures are usually written in sequential order.
- Readers use details and examples from the text to understand procedures.

Model the procedure to make decisions.

- Read pages 12–13 aloud.
- Distribute *Paraphrasing Procedure*, and read the directions aloud.
- Complete Step 1 on *Paraphrasing Procedure* as a group. Show how you can describe this step in many ways to make it easier to understand.
 - Example: “Let’s see. The first step is to identify my question. What’s another way I could word that? Maybe *What Question Do I Have?* or *What Do I Need to Know?*”

Assign the following activities:

- Read pages 14–21 with a partner.
- Stop after each section, and paraphrase each step on *Paraphrasing Procedure*.
- Save *Paraphrasing Procedure* to complete during the next lesson.
- **Above-level support:** Have students discuss any additional steps they may consider when making decisions.

Daily Discussion

Day 3 Question: *What are the first steps to making a good decision?*

- To support students’ readiness to contribute to the group discussion, have students review what they wrote on their activity sheets before sharing their ideas with the whole group.

Day 4 Materials

- *Making Decisions* books
- copies of *Paraphrasing Procedure* (page 10) from Day 3
- copies of *Jamie's Decision* (page 11)
- notebook paper or reading response journal

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

Review the reading strategy—*explaining procedures*.

- Ask students to review the steps they wrote about on Day 3.
- Have students explain to new reading partners how decision-making follows a procedure.

Explain the next steps:

- Finish reading the book with today's reading partner.
- Complete *Paraphrasing Procedure* with that partner.
- Share responses with the whole group.
- **English language support:** Have students draw webs to show the various steps.

Direct students to rethink decisions they have made recently.

- Ask students to each write one decision they made but later questioned. Forewarn students that they will be sharing these decisions.
- Have students write about how they could have used the first five decision-making steps to make better decisions.
- Instruct students to share their decisions with partners. Partners should offer each other at least one suggestion to help with the decision-making process.

Daily Discussion

Day 4 Question: *How is making decisions related to being a good citizen?*

- Have students talk about their ideas in small groups before sharing their ideas with the whole group to support students' ability to find success through group discussion.

Fiction/Nonfiction Text Extension

Call on students to explain the decision Jamie needs to make. Explain to students that although not every step of the decision-making process is explained in the story, Jamie probably follows at least some of the steps before making her decision to drop the snowball. Distribute *Jamie's Decision*. Have students complete their activity sheets with partners.

Day 5 Materials

- *Making Decisions* books
- copies of *Dear Troubled* (pages 12–13)
- image showing different parts of a friendly letter

Civics in Action

Review the process for making good decisions.

- Call on students to list and explain the steps to making strong decisions.

Discuss why it is important to have a strategy for making decisions.

- Call on students to share some of the situations in the book when people needed to make decisions.
- Discuss as a group how making decisions is related to being an active and engaged member of a community.

Introduce the Civics in Action activity.

- Distribute and read the directions and situations aloud on the first page of *Dear Troubled*.
- **Below-level support:** Restate what Troubled’s issue is, and discuss the decisions the person must make in each situation.
- Have each student decide on one situation as the focus of their letter.
- Show students an image identifying the different parts of a friendly letter. Explain that their letters should be written in this format.

Assign the following activities:

- Complete the second page of *Dear Troubled* independently.
- Use your plan to write the friendly letter.
- Read your letter to a partner.

Daily Discussion

Essential Question: *What should people consider before making important decisions?*

- Prepare students to discuss the essential question by asking them to write about the Civics in Action activity. Have them explain how they helped Troubled be an active and engaged member of the community.

Assessment Options

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

Create a Connection

Name: _____

Date: _____

Decision Time

Directions: Read each situation and its question. Circle **YES** or **NO** to describe the decision you would make in the situation. Then, write whether each decision is automatic, emotional, or both.

1. A group of friends wants to go swimming. But the lake is really cold. Would you jump in? **YES** **NO**

Is this decision automatic, emotional, or both? _____

2. Your family is eating dinner at a restaurant. The ice cream is tempting, but you are really full. Do you order ice cream? **YES** **NO**

Is this decision automatic, emotional, or both? _____

3. You are at the fair with some friends. A few of them decide to sneak onto a ride. Do you join them? **YES** **NO**

Is this decision automatic, emotional, or both? _____

4. As you leave a store, you notice \$10 on the sidewalk. Someone in front of you just dropped it. Do you turn it in? **YES** **NO**

Is this decision automatic, emotional, or both? _____

Directions: Answer the questions about a decision you made.

5. A recent decision I made was: _____

6. This decision was (check one): automatic emotional

7. This decision affected these other people: _____

8. This decision made me feel: _____

Name: _____

Date: _____

Level-Headed or Hot-Tempered

Directions: Reread the story, "Snowballs." Imagine that in the next scene, Mrs. Shelby pulls all the students aside to discuss what happened. Create a short comic strip that depicts that conversation. Use dialogue, thought bubbles, and captions to represent each character's thoughts and feelings.







Find Out the Facts

Name: _____

Date: _____

Paraphrasing Procedure

Directions: Paraphrasing means to rewrite something in your own words. In the chart, paraphrase each of the six steps.

Decision-Making Steps	In My Own Words
1. Identify Your Question	 _____ _____
2. Gather Information	 _____ _____
3. Brainstorm Options	 _____ _____
4. Consider the Consequences	 _____ _____
5. Make a Decision	 _____ _____
6. Think about the Outcome	 _____ _____

Name: _____

Date: _____

Jamie's Decision

Directions: Reread the story, "Snowballs." Explain how Jamie follows the steps to make her decision.

Step 1: Identify Your Question

What could have been the question that Jamie asks herself?

Step 2: Gather Information

What information does Jamie need to make her decision?

Step 3: Brainstorm Options

What are at least two decisions Jamie could have made?

Step 4: Consider the Consequences

What is a possible consequence of each decision?

Step 5: Make a Decision

What decision does Jamie make?

Step 6: Think about the Outcome

How do you think Jamie feels about her decision?

Name: _____

Date: _____

Dear Troubled

Directions: Read these letters from people who want to be active and engaged community members. They each need help to make a decision. Choose one letter to respond to, and continue your work on the next page.

Dear Decision Pal,

My neighbor is kind of old. He doesn't get around very well. The flowerbeds around his house have a lot of weeds. I'd like to offer to pull weeds for him, but every time he sees me on the sidewalk, he gives me a mean look. Should I offer to help him?

Your friend,
Troubled

Dear Decision Pal,

My mom is always getting on my case to clean out my drawers and closet. She says she can donate my clothes to people who need them. But what if I want to wear those things again? I would not be able to. My clothes bring me good memories, too. What should I do?

Your friend,
Troubled

Dear Decision Pal,

I am worried about my friend. She is usually very happy and helpful. Lately, she has looked tired and seems sad. I asked her what was wrong, and she turned and walked away from me. I think she didn't do well on the last math test. But she loves math! I don't know what to do to help her.

Your friend,
Troubled

Dear Decision Pal,

I have a friend at school who has been kind of rude to one of the cafeteria workers. My friend makes unkind comments about the food. The cafeteria worker just smiles and waves him through the line, but I can tell it's really getting to her. I'm afraid if I say anything to him, he'll think I'm not cool.

Your friend,
Troubled

Name: _____

Date: _____

Dear Troubled *(cont.)*

Directions: Plan the response letter you want to write to Troubled. Make sure your plan explains each step of a good decision.

I am writing to the person who needs to make a decision about: _____

The question Troubled needs to ask is: _____

The information Troubled needs to gather is: _____

Two possible options are: _____

Possible consequences are: _____

The best possible outcome is: _____

If I were Troubled, I would: _____

Name: _____ Date: _____

Time to Reflect

Directions: Write about what you have learned.

1. How will decisions you make today be different from decisions you'll make as a teenager and as an adult?

2. How does making positive decisions show good citizenship?

3. Which step do you think is the hardest part of making decisions? Why?

4. What can you do to make this step easier?



Name: _____

Date: _____

Making Decisions Quiz

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

- 1** How does Jamie show her decision?
- (A) She throws a snowball at Blade and Cooper.
 - (B) She pumps high on the swings.
 - (C) She listens to Teresa.
 - (D) She drops the snowball on the ground.

- 3** What is one *consequence* of not doing homework?
- (A) having fun with friends
 - (B) getting a bad grade
 - (C) being able to watch TV
 - (D) sleeping in late

- 2** Based on the book, which part of the brain helps to make decisions?
- (A) the pre-frontal cortex
 - (B) the amygdala
 - (C) the hippocampus
 - (D) the brain stem

- 4** What likely happens to Blade and Cooper?
- (A) They make a lot of new friends.
 - (B) They have a turn on the swings.
 - (C) They learn to make better snowballs.
 - (D) They face a consequence for their behavior.

- 5** Which do you think is the most important part of making a decision? Explain.

Answer Key

Decision Time (page 8)

- 1-4. Students should circle YES or NO and state whether the decision was automatic, emotional, or both.
- 5-8. Students should write about whether their recent decision was automatic or emotional, whom it affected, and how it made them feel.

Level-Headed or Hot-Tempered (page 9)

Look to see that students included the emotions and reactions that are likely to happen for each specific character. Check that students included dialogue.

Paraphrasing Procedure (page 10)

Example answers include:

- Step 1: clearly state the question or situation; ask the right question
- Step 2: collect information; find out everything about the situation
- Step 3: brainstorm; think of possible decisions
- Step 4: think about possible consequences (good and bad); think about the possible outcomes for each decision
- Step 5: make a choice; decide
- Step 6: consider the outcome; reflect on what happened; think about whether I would do something different next time

Jamie's Decision (page 11)

Example answers include:

- Step 1: Should I fight back against the bullies?
- Step 2: Jamie should think about how she really feels and if it's worth it to fight back.
- Step 3: She could fight back or walk away.
- Step 4: She could get into trouble or end up hurting someone; She might regret not standing up for herself or get teased by Teresa.
- Step 5: She drops the snowball.
- Step 6: Jamie is relieved that she decided to not fight back because she would have gotten in trouble. And now, she can swing in peace.

Dear Troubled (pages 12-13)

Students should have written friendly letters to Troubled in which they identify the question, suggest ways to gather information, offer two possible decisions, and list who each decision would affect and possible consequences of each decision.

Time to Reflect (page 14)

Reflections should be complete and thoughtful.

Making Decisions Quiz (page 15)

1. D
2. A
3. B
4. D
5. Answers should identify one step in the decision-making process and explain why it is the most important.

Civic Discourse Mini-Lessons

Skill 1: Come to Discussions Prepared

Materials

- chart paper and markers
- short reading passage
- images or diagrams of recently studied math or science concepts (e.g., charts, graphs, diagrams, or time lines)

Introduce the skill to students.

- Call on students to list ways they can be prepared for group discussions. Write these ideas where students can see them.
- If students do not mention the following, add them to the chart: *read the assigned material, write the main points and key details, write the answers to questions, draw pictures of the main ideas, make a personal connection, talk with a neighbor about important details.* You may also wish to add others on your own.

Teach the skill to students.

- Explain that you will model being prepared for a discussion.
- Display and read a short reading passage.
- Think aloud to model how you can be prepared. “I just read the passage. I know the whole passage is about _____. I will write the topic on a sheet of paper. Something I learned about the topic is _____. Another thing I learned is _____. I will write both these key details.”
- Discuss why it’s important for every student to be prepared for class or group discussions.

Practice the skill.

- Display an image or diagram for students to study.
- Explain to students that you will be discussing the most important information from the image or diagram.
- Encourage students to carefully review the image or diagram. Then, have them jot notes or draw pictures about it.
- Ask questions about the image or diagram, and call on students to answer the questions.
- Discuss how being prepared helps keep the momentum going. Students can learn from one another and think about the information in new ways when everyone is prepared.

Crazy Eagles

How to Play

1. Place the **Category Key Cards** faceup where all players can see them. Deal one wild card to each player.
2. Shuffle the remaining playing cards. Deal them into two piles. Place one pile facedown in the middle of the table. Spread out the other pile faceup on the table so all cards can be seen.
3. The player closest to the door goes first. Turn over the top card of the draw pile. Look at the faceup cards and pick one that connects to the card you drew. Explain the connection.
4. Once a match is made, keep both cards, and play moves to the next player.

Category Key Cards



Awesome Activists



Ballot Measures



Constitutional
Amendments



Decision-Making Tips



Election Activities



Consider the Sources

news media vs.
entertainment media





Volunteer in Your Community

