

## Student Book Notes—*Getting Together*



### Synopsis

*Getting Together* explores some of the reasons people form friendships and join clubs and organized groups. The book highlights both the ways in which people conform or express themselves through fashion and the rights and responsibilities of belonging to a society or nation.

### Vocabulary Development

*ballot, conform, democracy, extended family, motto, naturalization, nuclear family, peer pressure, society, social science*

### Challenges in the Text

historical perspective; vocabulary

### Cross-Curricular Connections

social studies—citizenship

### Learning Outcomes

Students will:

1. display an understanding of why people group together.
2. be able to state the main advantages of being involved in Scouts or Guides.
3. recall how people become citizens in a democratic society.

### For Independent Readers

Provide these questions before students read the text:

- Why do most people like to be around others that are like them?
- How did you choose your best friend?
- If you could form your own club, what would it be?
- How did Scouting begin?

### Visual Elements

Students have the opportunity to:

1. view cartoon illustrations.
2. read thought bubbles.
3. read and interpret photographs and illustrations.
4. view double-page spreads.

### Purposes for Reading

Possible choices include:

1. to learn about some different types of clubs and groups.
2. to learn about the main reasons people form friendships.
3. to learn about some of the positive and negative effects of conforming.

### Critical Thinking

Students have the opportunity to:

1. form and justify opinions about the use of school uniforms.
2. form generalizations about the reasons people wear particular clothes.
3. summarize information in order to imagine a new type of club.

### Special Features

- Turn to “Fast Facts” and find some fascinating information about flags.
- Have some fun identifying uniforms. “Fact Finder” supplies the clues.
- What do you think about school uniforms? Read “What’s Your Opinion?” and have your say.
- Women didn’t always wear pants. Read “In Focus” and find out why.

## Guiding Learning

### Before Reading

Read the title to students and discuss the cover photograph. Ask, *Do you think these people are friends? Why? Think about your own best friend. In what ways are he or she and you similar and different?*

### During Reading

Key text to guide:

**Pages 4–5:** Read these pages to students. Ask, *What are some of the reasons people enjoy the company of others?* Discuss the term “social animals.”

**Pages 6–7:** Say, *Read pages 6 and 7 and find out the main reason people form friendships.* Challenge students to think about their own friends and how the “similarity principle” applies to them.

**Pages 8–14:** Have students read these pages independently. Provide guidelines similar to the following: *How do we know people belong to a particular group? What is special about the Olympic flag?* Challenge students to name all the uniforms on pages 12 and 13. When students have finished, talk about some of the more obvious outward signs of belonging to a group.

**Pages 15–19:** Share read page 15. Invite students to debate the issue of school uniforms. Then say, *Read to the end of page 19 and find out how fashion has changed over the years.* Highlight the fashion restrictions in the past based on gender and social class.

**Pages 20–21:** Have students read these pages independently and discuss the advantages of belonging to one of these groups.

**Pages 22–25:** Have students read about each of the clubs on these pages. Then have them specify two or three they would like to try and tell why.

**Pages 26–27:** Ask, *What is a democracy? How do people become citizens in a democratic country?* Have students articulate their ideas, then read these pages, and discuss.

**Pages 28–29:** Ask, *When is it good to follow what other people do, and when is it bad? How can you help yourself decide what to do?* Have students read these pages and talk about conformity and peer pressure.

### After Reading

Responding: Invite students to think about their own behavior and peer pressure. Talk about how caring and trusted adults can often help.

## Thinking Activity Master 7

### My Own Club: Summarizing Information

Have students think about a club they would like to create. Remind them that most clubs have rules, rights, and responsibilities. Then have students, either individually or in pairs, complete the activity.

# My Own Club

Name \_\_\_\_\_ Date \_\_\_\_\_

Imagine and describe a club that you would like to create.

**Club Name** \_\_\_\_\_

**Membership** (who may join) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Club Rules** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Club Activities** \_\_\_\_\_

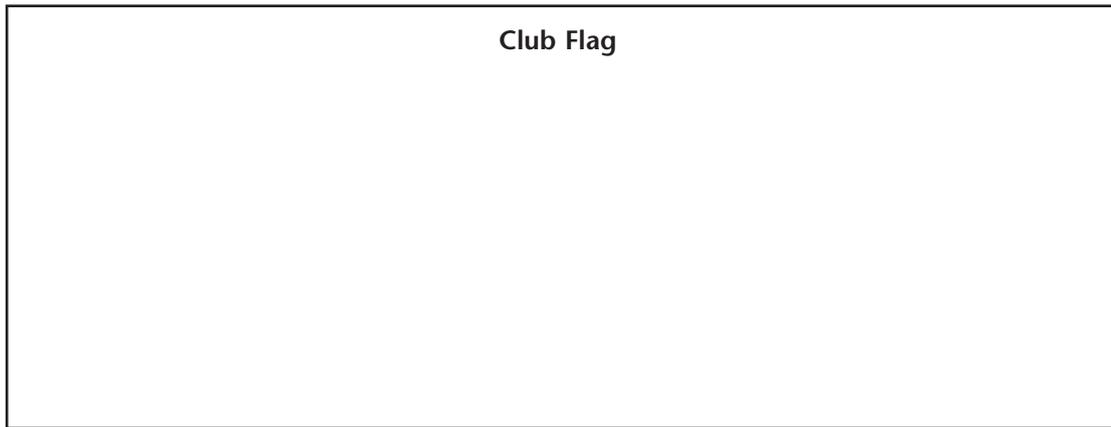
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Club Motto** \_\_\_\_\_

**Club Flag**



# Nonfiction Assessment Record

<b>Book Title: <i>Getting Together</i></b>		
Student _____ Date _____		
Say, Read pages 4 and 5 silently. Ask, <i>What are two reasons people like to join together?</i>	Could the student recall at least two different examples from these pages? (Learning Outcome 1)	<input type="checkbox"/>
Say, Read pages 6 and 7 silently. Ask, <i>What is the main reason why people choose their friends?</i>	Did the student mention the “similarity principle”? (Purpose for Reading 2)	<input type="checkbox"/>
Say, Read page 15 silently. Ask, <i>Do you think school uniforms are a good idea? Why/Why not?</i>	Was the student able to state and justify an opinion? (Critical Thinking 1)	<input type="checkbox"/>
Say, Read pages 16 and 17 silently. Ask, <i>Why do groups of people often wear similar types of clothes?</i>	Did the student understand the need for identification with a particular group? (Critical Thinking 2)	<input type="checkbox"/>
Say, Read pages 20 and 21 silently. Ask, <i>What are two advantages of belonging to Scouts or Guides?</i>	Was the student able to state at least two different advantages? (Learning Outcome 2)	<input type="checkbox"/>
Say, Read pages 22 through 25 silently. Ask, <i>Which of these clubs would you like to try, and why?</i>	Was the student able to choose at least one club and give reasons for that choice? (Purpose for Reading 1)	<input type="checkbox"/>
Say, Read pages 26 and 27 silently. Ask, <i>What are two ways people become citizens in a democratic country?</i>	Did the student specify birth and naturalization? (Learning Outcome 3)	<input type="checkbox"/>
Say, Read pages 28 and 29 silently. Ask, <i>What is one positive and one negative effect of conforming?</i>	Did the student offer at least one positive and one negative effect? (Purpose for Reading 3)	<input type="checkbox"/>