

WonderHere<sup>?</sup>

a unit of study on

US Government



Instructor Guide

SAMPLE

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# Dearest Moms & Dads,

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We are honored and thrilled that you've chosen us to come alongside your family as you pursue a wonder-filled education for your children! For the next six weeks, you and your children will explore and learn about all things government! This learning may cause your child to have some wonders along the way... champion them to pursue those wonders. Remember, YOU are their greatest cheerleader!

This unit's Invitations to Play and Create have been specially designed to spark creativity, encourage play, and develop a love of learning with in your child. To us, that's just as important as the reading and math lessons and activities!

Speaking of! Our Language Arts and Mathematics activities are based on Finland's acclaimed learning benchmarks and encourage deep and critical thinking, without losing that sense of play and curiosity. Remember that our *First Things First* guide is there to help you navigate our foundational learning elements that make our curriculum unique!

Be encouraged, moms and dads! Your child is a problem solver, community-minded, a courageous learner, filled with wonder, and capable of much... and so are YOU! We are here to help you be their best teacher. We're rooting for you!

Tiffany & Jessica



# Unit Overview

	Nature Journaling	Composer Study	Literature
Week 1: Rights, Responsibilities, Rules, & LAWS	Observe rules and laws in nature and society	"God Bless America" by Irving Berlin	"America: A Patriotic Primer" by Lynne Cheney
Week 2: Good Citizenship	Nature walk with litter pick-up	"For Your Country and My Country" by Irving Berlin	"What if Everybody Did That?" by Ellen Javernick
Week 3: US Symbols & Landmarks	American Flag Neighborhood Hunt	"Goodbye France (You'll Never Be Forgotten by the U.S.A.)" by Irving Berlin	"A is for America: An American Alphabet" by Devin Scillian
Week 4: Government Hierarchy	The Branches of Government	"Let's All Be Americans Now" by Irving Berlin	"Grace for President" by Kelly DiPucchio
Week 5: Community Helpers & Careers	Community Helpers I-Spy	"White Christmas" by Irving Berlin	"Whose Hands Are These?: A Community Helper Guessing Book" by Miranda Paul
Week 6: Current Events	Learn about bees as an endangered species	"Anything You Can Do (I Can Do Better)" by Irving Berlin	Newsela article of choice



	Invitation to Play	Invitation to Create
Week 1: Rights, Responsibilities, Rules, & LAWS	Same Game, New Rules	My Family Constitution
Week 2: Good Citizenship	Citizenship Playmat	My Place in this World
Week 3: US Symbols	LEGO Monuments	Patriotic Mix
Week 4: Government Hierarchy	Mock Trial: The 3 Little Pigs	Government Rap Song
Week 5: Community Helpers & Careers	Career Day Sudoku	Dream Board
Week 6: Current Events	Current Events Trivia	My Own Newsreel

# WEEK ONE



## PBL Rights, Responsibilities, Rules, & Laws

This is a special week, since it is the first week of this unit! Not only will your child be learning about rights, responsibilities, rules, & laws, they will also be exploring their thoughts, questions, and wonders about US Government as a whole. Before jumping into the topics and concepts, give your child the opportunity to express their wonders.

First, allow them to peruse the documents on the following page. Visit the links at the bottom of the page for more information. What thoughts and questions do they have? Write them down so you can come back to it throughout the unit.

Next, ask a few questions to get them thinking deeper about US government:

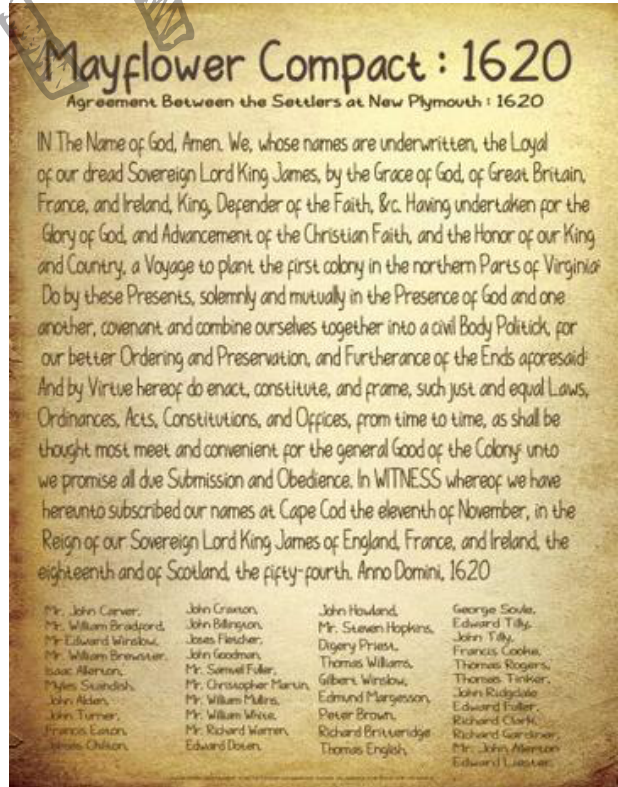
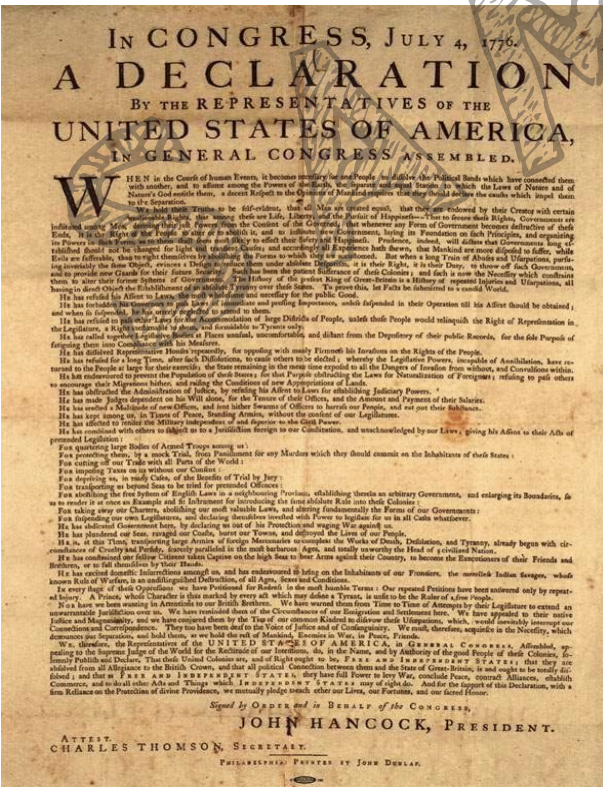
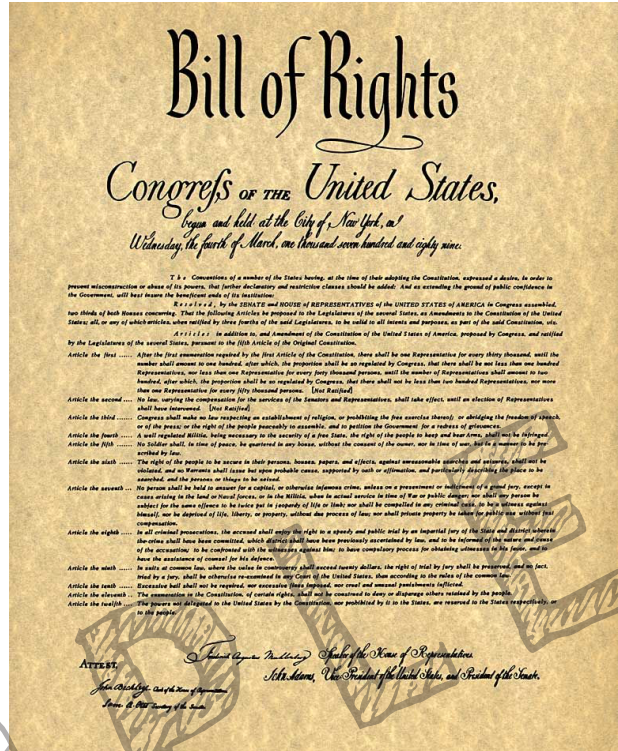
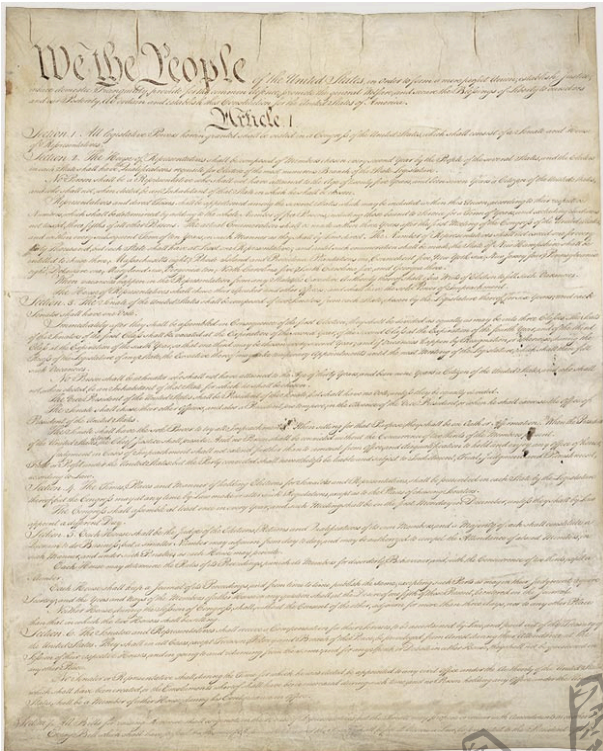
- How was our government started?
- What makes a US symbol special?
- How does the Constitution meet the needs of our country?
- What are our country's immigration laws?
- Are the laws of the land just?
- Did the Women's Suffrage Movement end all injustices for women?
- Did the Civil Rights Movement end all injustices for people of color?
- What are other governments in other countries like?
- How has our government improved and changed over the years?

Go through the background information below. Have your child conduct additional research on anything that sparks their interest. Remember, the goal isn't to simply fill their minds with facts, but to chase their wonders and have them spend time learning about and researching topics that interest them. Have them record what they wondered, researched, and created in the "Project Time" section of their Student Workbook.

### *Background Information*

- RIGHTS are the freedoms that are outlined in the US Constitution that all Americans are entitled to.
- RESPONSIBILITIES are something that it is your duty to do.
- RULES are a set of understood expectations that regulate an activity or group of people.
- LAWS are system of rules within a community which are enforced legally with punishment.
- Citizens have the right to help decide how things will be done in their community, as well as the responsibility to vote for those in office.
- The UNITED STATES CONSTITUTION is the supreme law of the United States. It sets important limitations on the government that protect the rights of citizens.

# Rights, Responsibilities, Rules, & Laws



Online Resources  
[www.archives.gov/founding-docs](http://www.archives.gov/founding-docs)  
[www.history.com/topics/colonial-america/mayflower-compact](http://www.history.com/topics/colonial-america/mayflower-compact)

# WEEK ONE

## Nature Journaling Rules & Laws in Nature

This week's topic of learning is *Rights, Responsibilities, Rules, & Laws*. Did you know that the outdoors are filled with naturally existing rules and laws?

By definition, a *law of nature* is "a regularly occurring or apparently inevitable phenomenon." In other words, nature just happens, and it happens every day, without our help. That's spectacular when you think about it!

Take some time to go for a nature walk, perhaps in your backyard, local park, or just around the block. Ask your child to carefully observe the nature around them. What are patterns they see that

happen "inevitably" without our help?

Maybe it's how a tree grows upwards, how you can toss a pebble in the air and it will always come down, how the water in a pond always ripples when you throw something in it, or how the roots of a plant grow into the ground.

Have your child take time to write or draw their experiences, wonders, and observations in the "Nature Journaling" section of their Student Workbook. Check out our *First Things First* guide for more on nature studies, on how they play a pivotal role in learning.



Take a photo while on your nature walk & post it using #wewonderhere!





# Rights, Responsibilities, Rules, & Laws

## Composer Study Irving Berlin

Throughout this study on US government, your child will be exposed to a variety of lively sounds coming from the early 1900s in America.

Irving Berlin is best known for his outstanding contribution to early Broadway music and some of the very well-known classics we all sing today. He was a pioneer in ragtime music and had a great love for America, which is made evident in his compositions.

As you study each “song of the week,” take time to have your children think critically about each song and give their “reviews.” Have them write or draw any thoughts in the “Composer Study” section of their Student Workbook. Check out our *First Things First* guide for more on why we believe music is vital to your child’s learning.



Song of the Week:  
*God Bless America*

*God bless America,  
land that I love  
Stand beside her and guide her  
Through the night  
with the light from above*

*From the mountains  
to the prairies  
To the oceans white with foam  
God bless America,  
my home sweet home*

*God bless America,  
land that I love  
Stand beside her and guide her  
Through the night  
with the light from above*

*From the mountains  
to the prairies  
To the oceans white with foam  
God bless America,  
my home sweet home*

*From the mountains  
to the prairies  
To the oceans white with foam  
God bless America,  
my home sweet home*

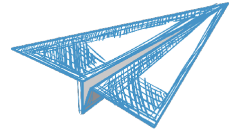
*God bless America,  
my home sweet home*



www.irvingberlin.com

# WEEK ONE

## Invitation to Play Same Game, New Rules



Rules are foundational to kids' playtime. Whether your children are playing traditional games with set rules or and making up games with their own sets of rules, most children understand rules in the context of social norms much better than we realize. This is why experts believe and research shows that free play is essential to healthy child development.

It's in these moments that kids learn good communication, problem solving, and leadership. As parents, we're often tempted to intervene immediately when there is a discrepancy during playtime, as there often is with any sort of play involving rules.

We encourage you to pause before stepping in to save the day. See if your children will work it out for themselves first. (Obviously if the arguing escalates to physical fighting, by all means please step in). If and when you do become involved, try to encourage communication between the children, allowing each one to express themselves.

Ultimately, we want to be able to equip our children to be problem solvers and approach issues with a sense of empathy. Read on the next page how to have fun with "bending" the rules, and remember to go back to our *First Things First* guide for more on the importance of play in your child's day.



Take a photo playing new games + post it using #wewonderhere!



## How to Play

When your child gathers to play with children this week - whether with siblings, cousins, or friends - challenge them to take a traditional game and put a “twist” on the rules.

For example, try playing hide and seek in reverse! Instead of many “hiders” and one “seeker”, choose one “hider” (giving them ample time to find the perfect spot). Then the “seekers” will all go out in search for them. When someone finds the “hider” they will join them in hiding in that same spot, until everyone has found the secret spot with all the now “hiders.”

Another game that’s fun for the whole family is charades. A fun rule to add is that all players must keep one hand behind their back as they act out the word.



## Reflection & Discussion

Discuss with your child which version of these games they like better. Do they like games with more traditional rules, or games that “twist” the rules?

How does the understanding of rules make the game fun? Would it be fun if there were no rules? Would they want to play with someone who always broke the rules?

While establishing and running a government isn’t exactly a “game,” try to make a connection with your child. What if the founders of America didn’t believe in setting rules and laws? What would our country be like? Do you think they would’ve been successful?



# WEEK ONE

## Invitation to Create My Family Constitution

The United States Constitution is known as the supreme law of the land. It is constantly referred to when deciding if an action or law is “constitutional” or not. If it is not, it cannot happen. Take some time as a family to read and talk about the constitution. Discuss the importance of this document.

A family is similar to a nation, although small in comparison. It has a certain organization, hierarchy, and goal of unity. What if you came together

as a family to write a “Family Constitution?” What would go in it? How would it be used? This week, you will get to do this very thing as a family!

The purpose of your Family Constitution is to establish values and goals that can be carried out in the everyday. Think of it less as a list of specific “dos” and “don’ts” and more of a family road map. Check out the next page for ideas on creating your Family Constitution!



Take a photo of your Family Constitution  
+ post it using #wewonderhere!

## How to Create

### What you need:

- Poster, chart paper, chalkboard, or whiteboard for brainstorming
- Drawing/sketch paper
- Pens
- Several black tea bags

Gather around the table with your writing utensils and paper. You can even use a chalkboard or whiteboard as a space for brainstorming. Consider these questions when drafting your Family Constitution:

- What will our family stand for?
- What does our family believe in?
- What will we want to always do?
- What will we never do?
- How will we resolve conflict?
- What is our emergency plan?
- Where do we see our family in one month? One year? Five years?

Once you've drafted out the articles of your Family Constitution, you're ready for your fancy final draft!

1. Take paper and tear off a little bit from each side. The tearing will give the paper an old look.
2. Write (or have an older child write) your Family Constitution in cursive or print neatly onto the paper. Make sure the ink is dry before moving on.
3. Add tea bags to hot water and let them soak for about three minutes.
4. When the water has cooled, remove the tea bags and squeeze out water.
5. Gently press the tea bags onto the paper. Apply pressure with the tea bag until the entire paper is covered. When done, the paper should appear to have an old look to it.
6. Let the paper dry and hang it in your home. Refer to it often!

Check out our *First Things First* guide for more on the importance of art and creativity in your child's learning.

# WEEK ONE

## Literature "America: A Patriotic Primer"



*"America: A Patriotic Primer is a succinct history of the United States, an ABC of the principles on which this country was founded, and a book for children and families to pore over, discuss, and cherish.*

*A is for America, the land that we love.  
B is for the Birthday of this country of ours...."*

### Daily Reading Routine

Find a comfy spot to read together from this week's text. On the first day with the text, as the parent, read aloud to your child. Model for them fluency (an appropriate pace) and vocal inflection (expression). This is important for even older learners who, believe it or not, still enjoy being read to!

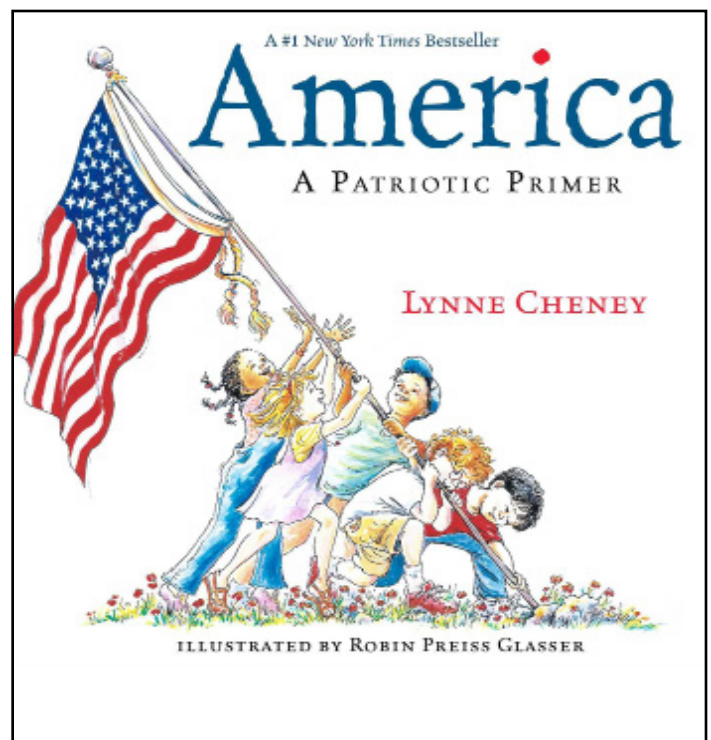
On the days that follow engaging with the same text, encourage your child to read aloud to you. For hesitant children or children not yet reading independently, echo read (reading a short portion of the text and then having your child echo back what you just read) before asking your child to read aloud with more independence.

During the reading of the text, ask and answer questions with your child, re-

ferring back to the text constantly to find your answers. Focus on asking questions before, during, and after reading.

Remember that the goal is to enjoy the literature together and create a safe space for reading, learning, and gaining new information.

Refer back to our *First Things First* guide for more on information on our beliefs about literature and how reading aloud, exposure to rich text, a peaceful pace, and family togetherness through reading is paramount.



# Rights, Responsibilities, Rules, & Laws

## Questions to Ask

### Before Reading

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- Look at the front and back cover of the book. What are you wondering about?
- What does the title tell you about the book?
- What do you think this book will be about? Why do you think that?
- What would you like to ask the author before you read this book?
- Is this story fiction or nonfiction? How do you know?
- What do you already know about this topic?
- Are you interested to read this book? Why or why not?

### During Reading

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- What has happened in the story so far? (fiction)
- What do you think will happen next? Why? (fiction)
- What is the character feeling? How do you know? (fiction)
- Why do you think the character did what they did? (fiction)
- What would you have done if you were the character? (fiction)
- What have you learned about this topic so far? (non-fiction)
- Do you think it will be important to remember this? Why? (non-fiction)
- What is the most interesting thing you have read about so far? (non-fiction)

### After Reading

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- If this story had a sequel, what do you think it would be about? (fiction)
- What questions would you like to ask the author right now?
- If you could have a conversation with one of the characters in the story, which character would you choose and what would you talk about? (fiction)
- Did this book remind you about anything in your life? Anything in another book, movie, or TV show? Anything happening in the world right now?
- What changes would you make to the story? (fiction)
- What is your opinion of the book? Did you enjoy reading it? Explain.
- Create a new ending for the story. (fiction)

# WonderHere<sup>?</sup>

a unit of study on

# US Government



Primary Workbook

# SAMPLE



# Hey there, wonderer!

We are so excited you are joining us on this fun journey as we explore U.S. Government!

For the next six weeks YOU will become an expert on all things American government related! Each week, you will learn about a different topic: Rights, Responsibilities, Rules, & Laws; Good Citizenship; US Symbols & Landmarks; Government Hierarchy; Community Helpers & Careers; and Current Events!

We encourage you to write down all your wonders, because they may inspire your PBL project! Remember, the sky is the limit when it comes to your project... dream big, make a plan, and get creative!

Oh, and get ready for some hands-on fun with our invitations to play and create! You'll be making a Patriotic snack mix, participating in a mock trial, making your own newsreel, and so much more! (We don't want to give too much away just yet!).

Remember, when you're learning something new or a skill that may be difficult at first, YOU can do hard things!

You are a problem solver, you're community-minded, you're a courageous learner, you are filled with wonder, and you are capable of much! We're rooting for you! Have so much fun!

Tiffany & Jessica

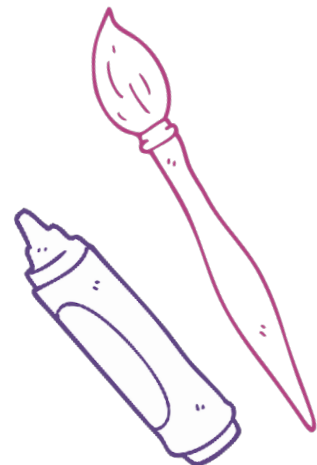


# Draw the Theme



Draw a picture of this unit's theme!

SAMPLE



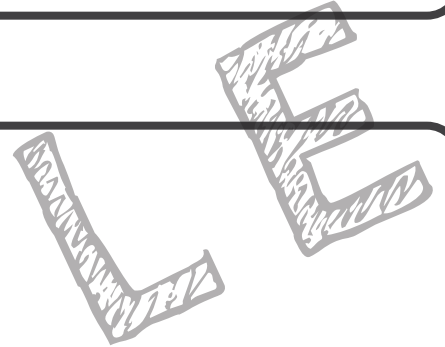
# Set Goals!



This unit I want to...



I can grow in reading by...



I can grow in math by...

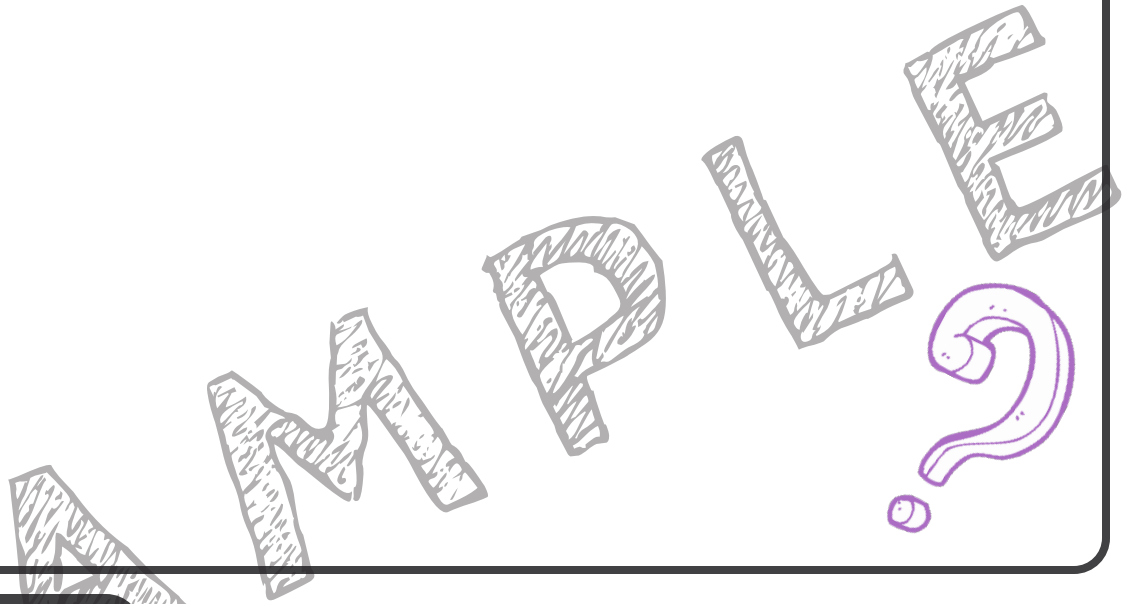


It would be so fun to...

# PBL Project

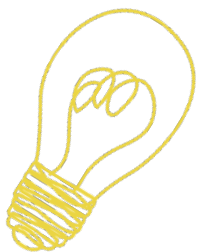
## Question

What are some questions that come to mind as you explore this unit's phenomena?  
Write them down here. Pick your favorite question to drive your project. Circle it!



## Research

Where/how can you get more information about your project question?  
Write down all the information you learn here.



# Planner



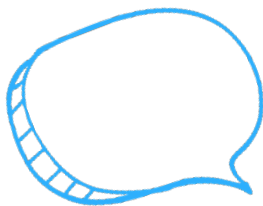
## Create

Now that you've gathered information about your question, what can you create to show what you've discovered? A book? Magazine? Skit? Brochure? Blog? Poster? Collage? Song? Presentation? Model? Song? Prototype? Video? Make plans here!



## Share

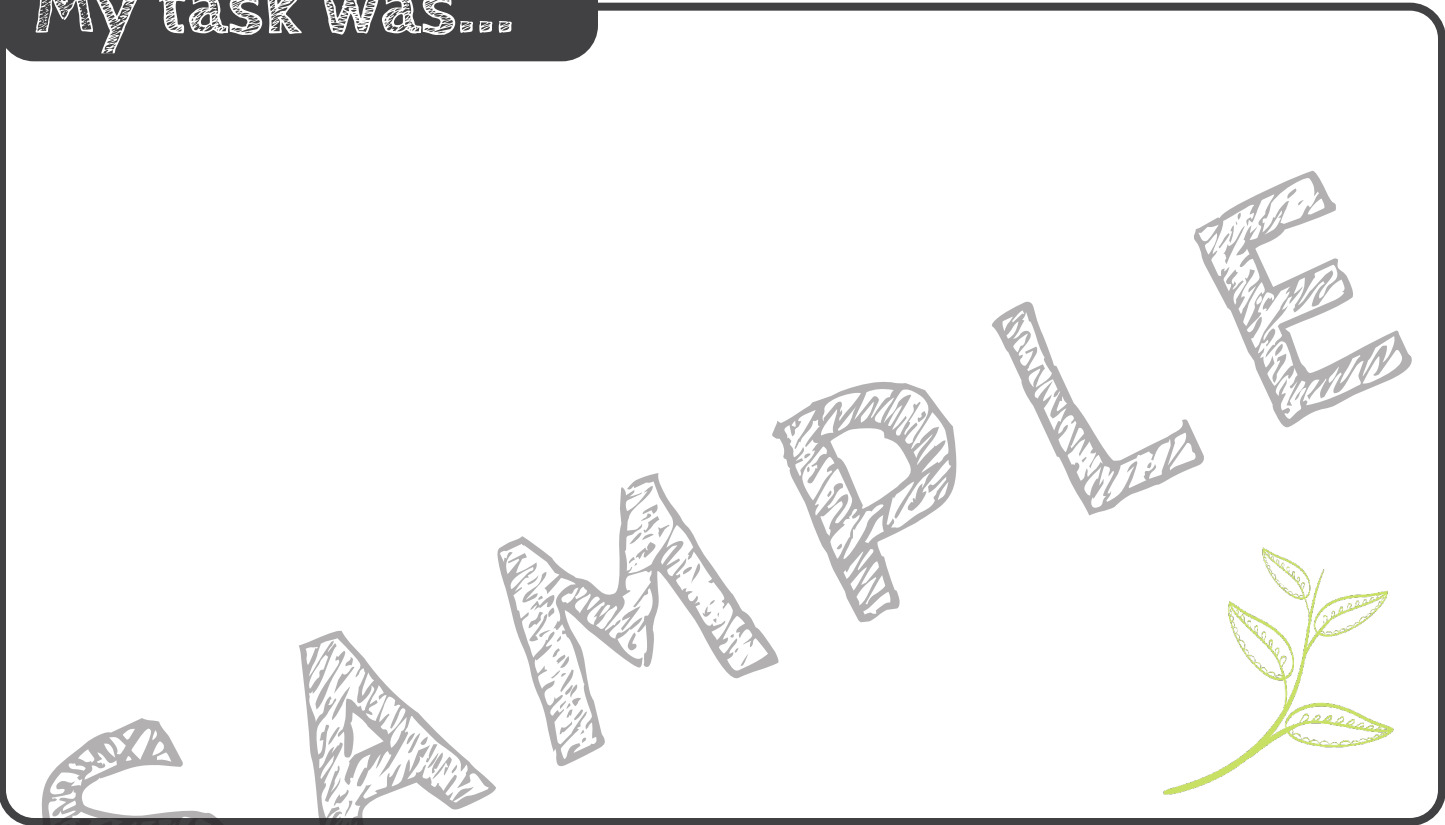
Congratulations! You've asked, researched, created, and now it's time to share all of your hard work! Who would you like to share with? Publish a blog? Upload your video to YouTube (with mom and dad's permission)? Invite people to your showcase! Write to reflect about how it went here.



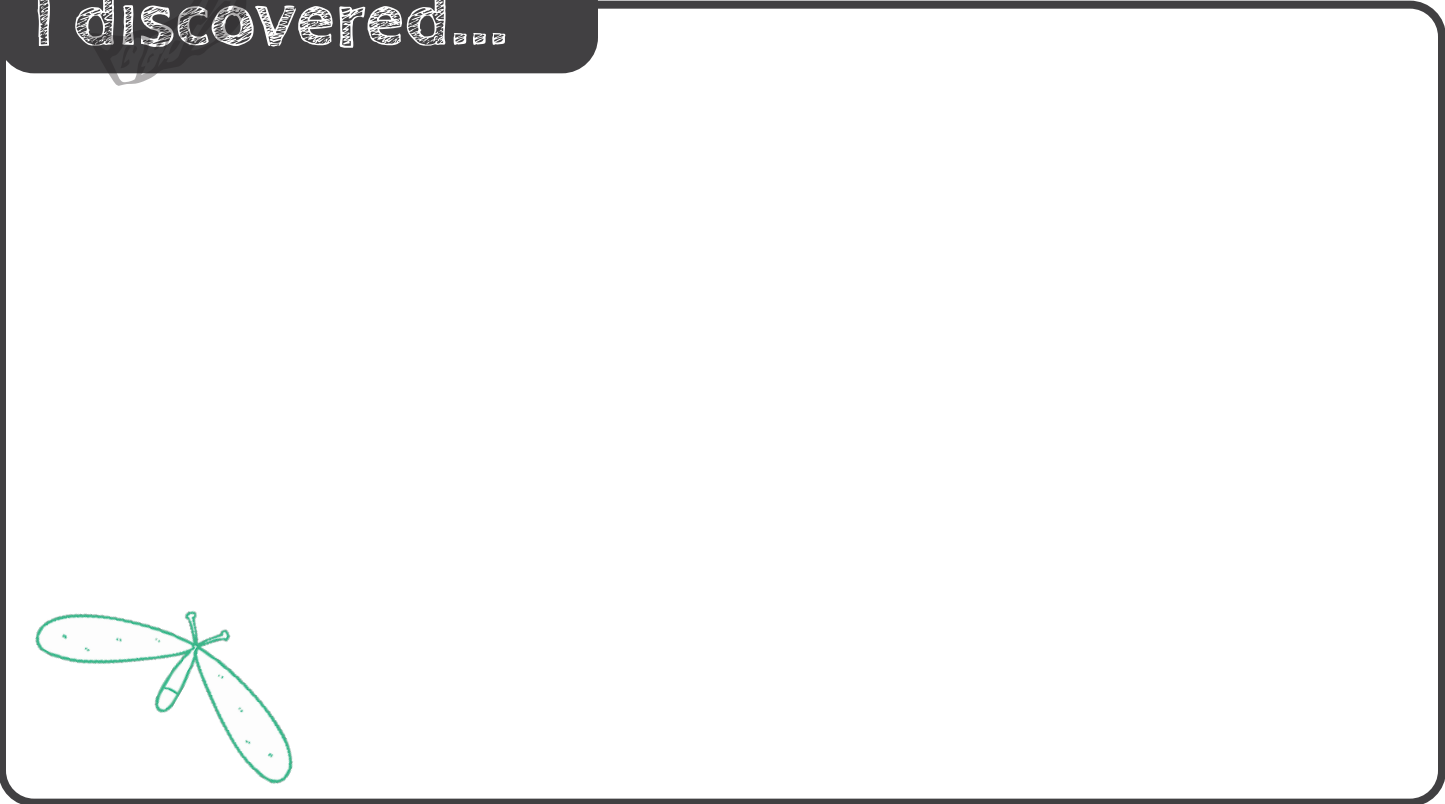
# Nature Journaling

WK 1

My task was...



I discovered...



# Composer Study

WK 1

## Irving Berlin

Throughout this study on Government, you will be exposed to a variety of lively sounds coming from the early 1900s in America. As you immerse yourself in this time period, you may discover some songs that are familiar to you today!

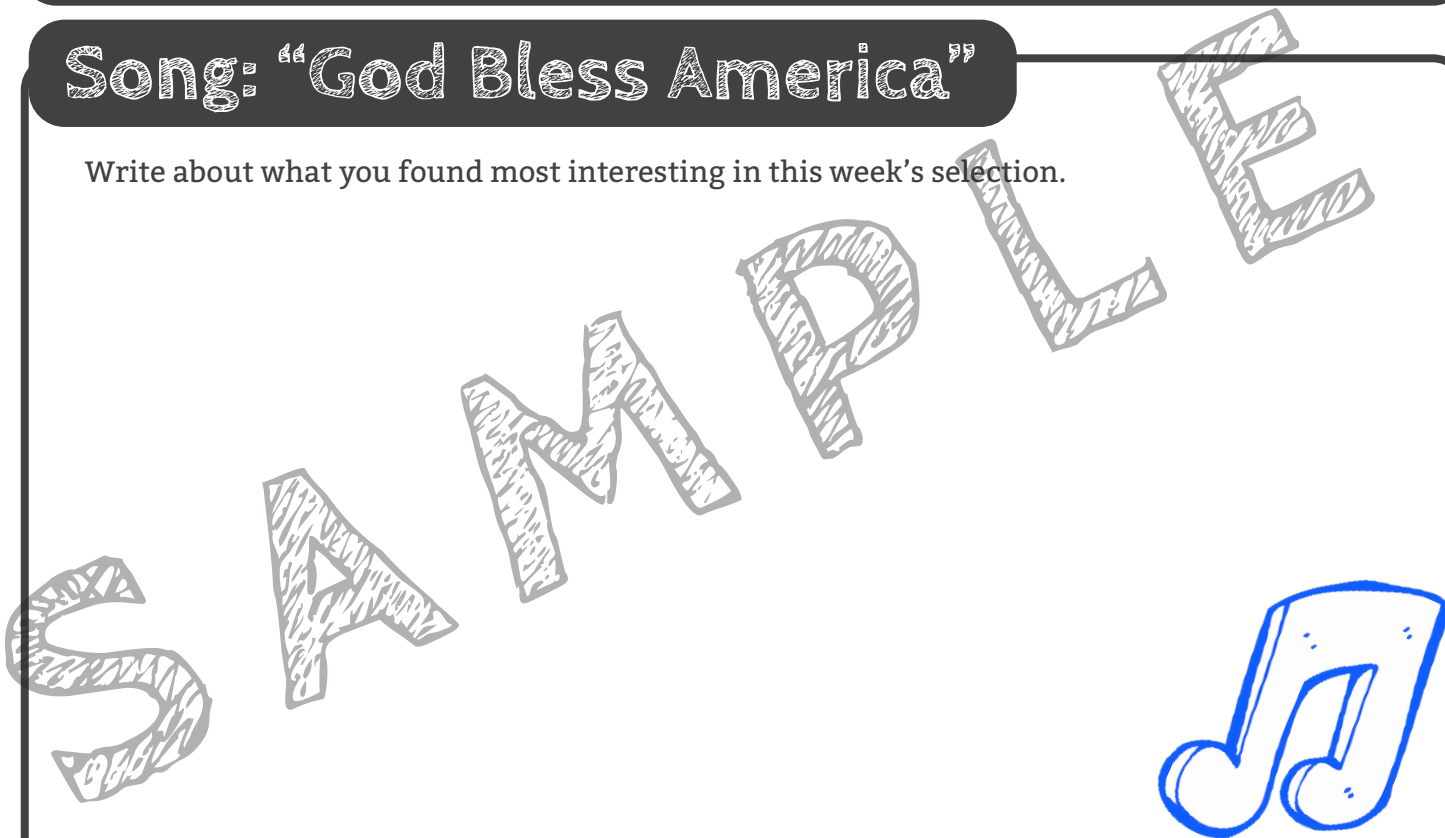
Irving Berlin is best known for his outstanding contribution to early Broadway music and some of the very well-known classics we all sing today. From a very young age, Irving Berlin was always singing and writing music. He was a pioneer in ragtime music and had a great love for America, which is made evident in many of his compositions.

Some of his most popular pieces written include “God Bless America”, “Anything You Can Do”, and “White Christmas”. He was also the composer of the well-known Broadway musical “Annie Get Your Gun.”



## Song: “God Bless America”

Write about what you found most interesting in this week’s selection.



# Project Time

Today I Wondered...

So I...

researched

created

Today I Wondered...

So I...

researched

created



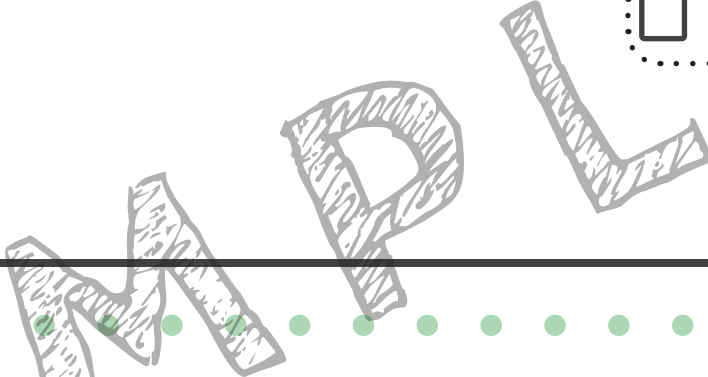
Today I Wondered...

[Empty writing space]

So I...

[Empty writing space]

- researched
- created



Today I Wondered...

[Empty writing space]

So I...

[Empty writing space]

- researched
- created

# Early Literacy Mini Lesson

## Letter Recognition

At this age, many children are learning to connect uppercase letters to their lowercase counterpart. Some children are also still learning to recognize the letters in general, especially if they are among the ones that are typically confused or reversed (b, d, p) (q, g) (W, M). Use this table as a checklist to make some notes about letters the child knows and ones that still need practice.

A	a	B	b	C	c	D	d
E	e	F	f	G	g	H	h
I	i	J	j	K	k	L	l
M	m	N	n	O	o	P	p
Q	q	R	r	S	s	T	t
U	u	V	v	W	w	X	x
Y	y	Z	z				

## Practicing Recognizing Letters

Look at the uppercase letter. Choose the lowercase letter that matches the capital letter.

<b>F</b>	x	c	f	z
----------	---	---	---	---

<b>B</b>	b	q	z	a
<b>L</b>	k	c	t	l
<b>T</b>	b	t	o	s
<b>H</b>	v	w	h	d
<b>A</b>	a	x	e	y
<b>I</b>	f	i	g	j
<b>Q</b>	h	l	m	q
<b>E</b>	k	n	e	o
<b>D</b>	r	d	s	p
<b>G</b>	g	u	y	a
<b>N</b>	v	c	n	f
<b>R</b>	a	w	g	r
<b>J</b>	x	j	k	l
<b>M</b>	m	y	r	n
<b>U</b>	z	u	t	b
<b>P</b>	e	h	k	p

# Early Literacy Mini Lesson

## Creativity in Storytelling

Listening to oral storytelling is important for children to develop the ability to create a picture in their own mind as they listen. This creative process is a little different from what happens with a read aloud, where they are looking into the pages of a book while hearing the story. It is a skill that needs to be developed. Telling stories over and over again, even adding onto familiar stories over time, actually invites them to allow the story to *live* inside of them in a way that develops their own imagination and creativity.

### Step 1:

Choose a story to tell orally. Children's folktales (fables, fairy tales, etc.) are a wonderful place to start, but it could also be your own story. Tell the story 2-3 times (over the course of a few days) in a way that demonstrates that you have studied the story and it is natural for you to tell (not read) it.

### Step 2:

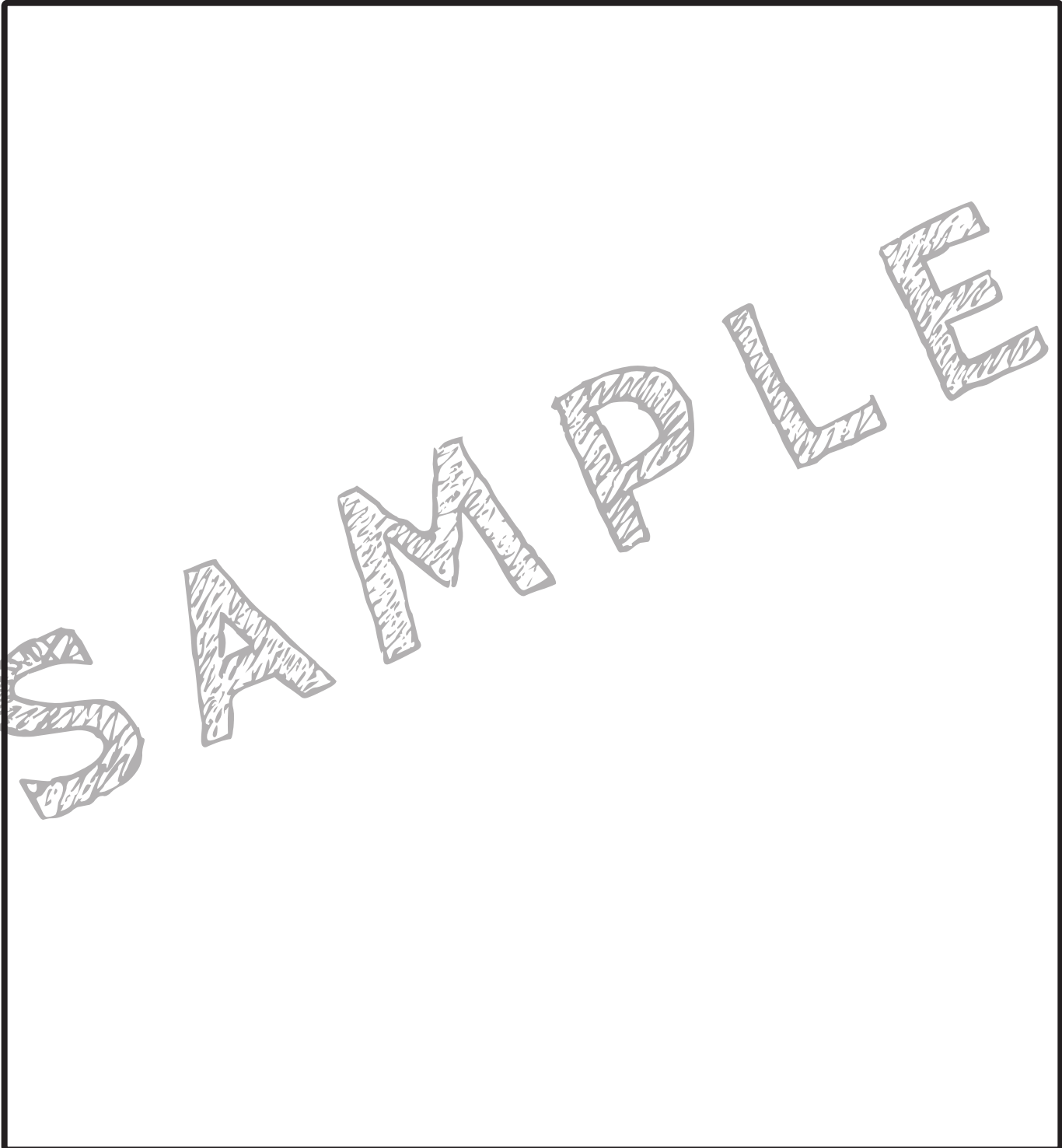
Tell the story again with puppets. You can use dolls, stuffed animals, animal figures, and/or draw or make your own.



## Practicing Storytelling

Invite the child to take a turn telling the story with puppets. You might even invite them to act it out!

What was your favorite part of the story? Draw the scene in the box below.



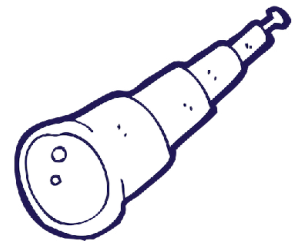
# Mentor Sentence

## Sentence

A is for America, the land that we love.

## Invitation to Notice

S A M P L E



## Invitation to Label

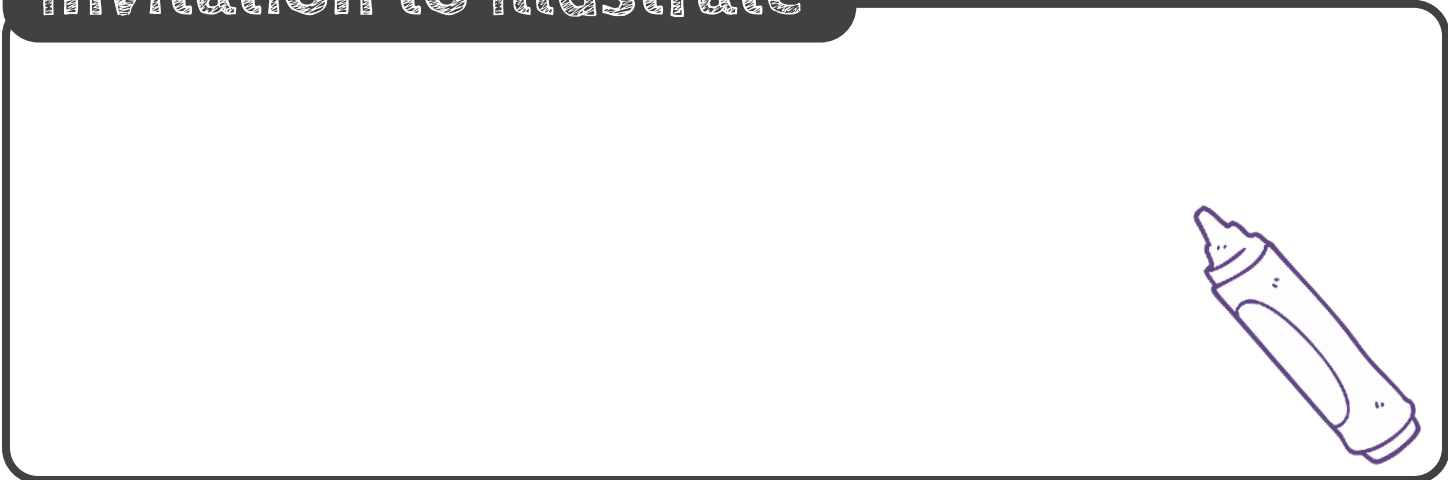
## Invitation to Revise



## Invitation to Imitate



## Invitation to Illustrate



# Vocabulary in Texts

Help the child to choose three unfamiliar words from this week's text. These words that they do not know will be their vocabulary words for the week.

Use the graphic organizer to record the words they chose. In the box marked "word" have the child copy the new word.

In the box marked "meaning" they will explain (in their own words) what the word means. This can be written by the child or scribed by the adult.

In the box marked "drawing" have the child draw something that will help them to remember the word's meaning.

.....

## Vocabulary Graphic Organizer

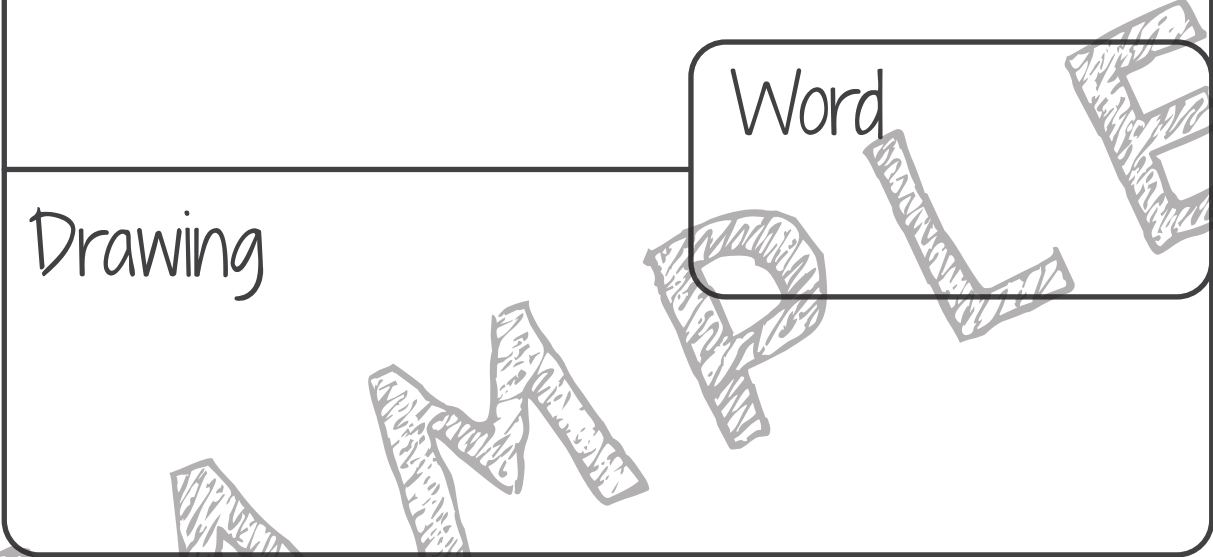
Meaning	Word
Drawing	



Meaning

Drawing

Word



A large rounded rectangular box divided into two horizontal sections. The top section is labeled 'Meaning' and the bottom section is labeled 'Drawing'. To the right, a smaller rounded rectangular box labeled 'Word' is attached to the 'Drawing' section. The word 'SAMPLE' is written in large, hand-drawn, textured letters across the middle of the page, overlapping the 'Drawing' section and the 'Word' box.

Meaning

Drawing

Word

A large rounded rectangular box divided into two horizontal sections. The top section is labeled 'Meaning' and the bottom section is labeled 'Drawing'. To the right, a smaller rounded rectangular box labeled 'Word' is attached to the 'Drawing' section.

# Comprehension Mini Lesson

## Reading for Enjoyment

We want our children to love reading! One way to cultivate this in your home or school is by sharing your own reading experiences. Discuss with the children what you are reading. Tell them where you read! Allow them to see you reading, sneaking in a few chapters before dinner, or maybe at the same time that they are engaged with a book. Listen to audio books together. Have lots of discussion about what you read together. You are modeling for them what a reader does.

## Practicing Reading for Enjoyment

Read together often this week. Create a special reading nook together - a place where reading tends to happen with your family. Add things to make it comfortable or special.



Create a “book bucket list” with your child! What books have you been dying to read? What are you interested in reading more about? What authors have you enjoyed and wondered what other books they have written? The list can be a compilation of your ideas and theirs.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

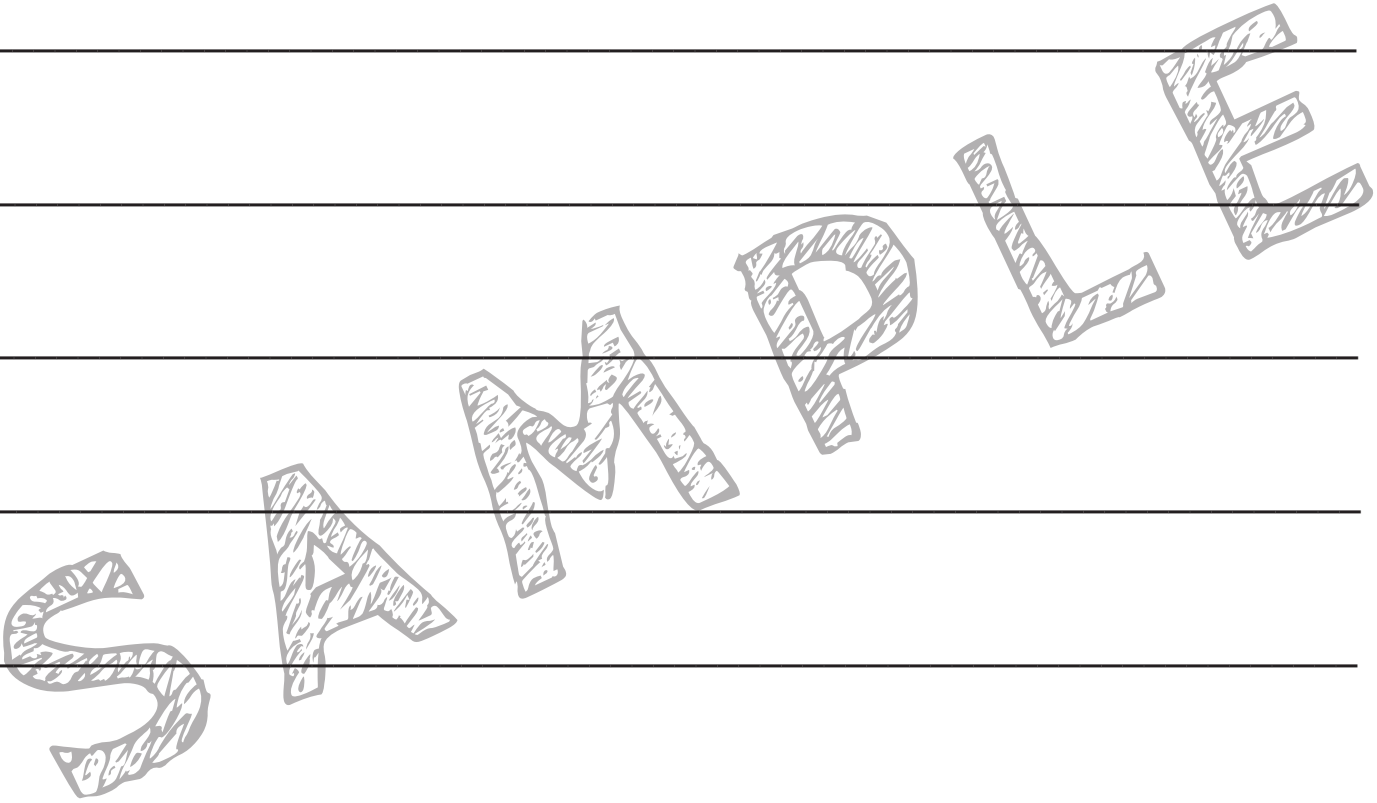
6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

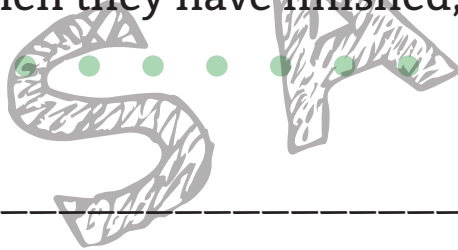
10. \_\_\_\_\_



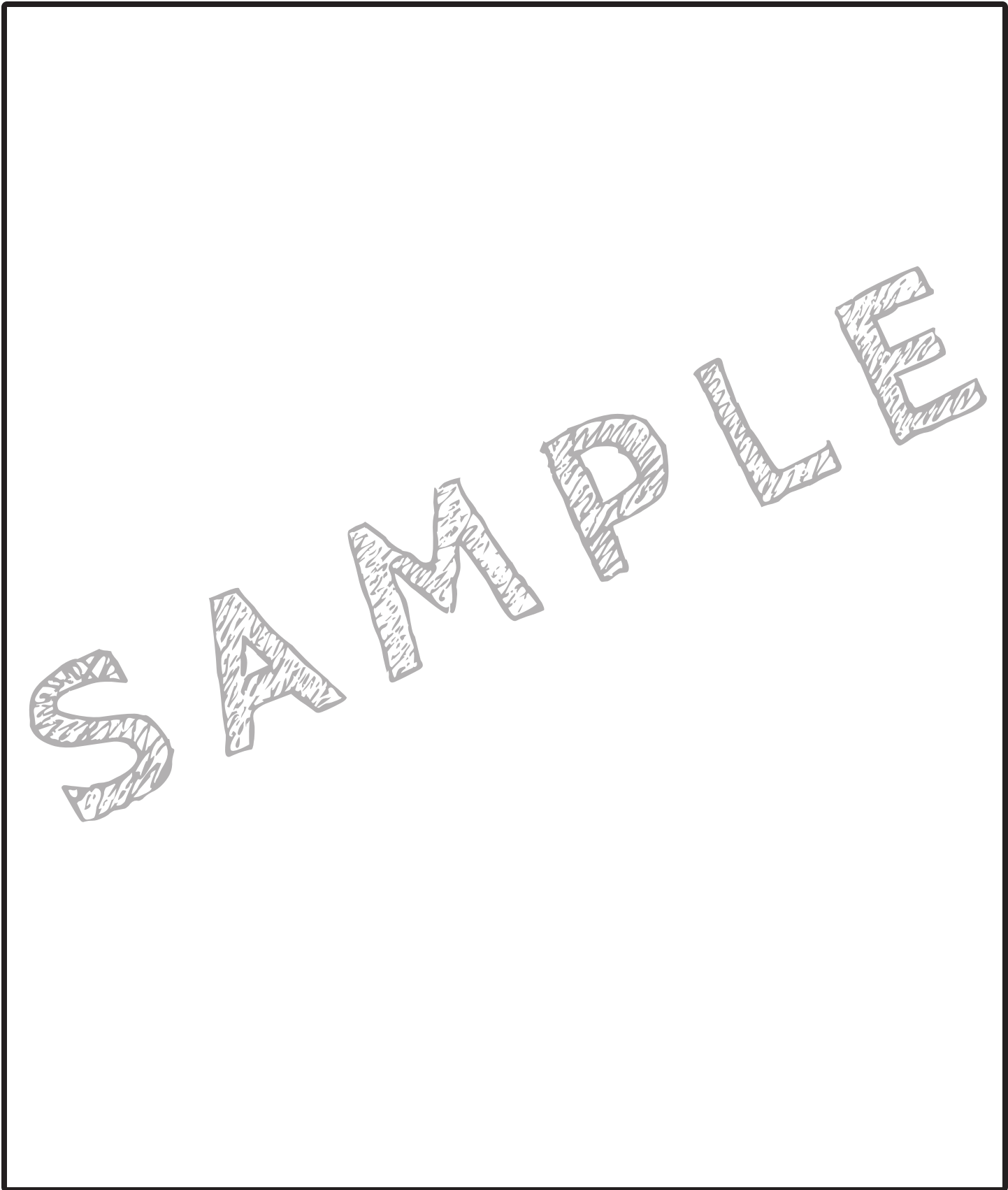
# Writing Mini Lesson

## Free-Writing

Once a week, encourage your child to use these free-writing pages to write about WHATEVER they would like. This is their space. Do not try to control what goes in it. Spelling does not have to be perfect and you, the adult, don't even need to understand it. Honor the stage of writing in which they find themselves. If it is just pictures, so be it. After they draw, ask them if they need you to write their story for them in words. If it is pictures with some words spelled inventively, or letters here and there, or a page full of writing, all of those are okay! This is about drawing from themselves and translating these ideas into something symbolic. The box is for drawing. The lines are for writing. When they have finished, pick one thing to notice and tell them!



Four sets of horizontal dashed lines for writing, each set consisting of a top line, a middle dashed line, and a bottom line.



ROOT  
WORD  
GO FISH

WonderHere   
↓

# Directions:

Prep: Cut out and laminate (optional) the cards.

Objective: To become the first player with all cards matched and none left in your hand.

1. Before playing, make sure you've studied and have become familiar with the Root Words List (included here).
2. Shuffle the cards and deal 7 cards to each player. Place the rest of the cards face down in a pile in the middle. This is your Draw Pile.
3. Examine your hand of cards and set aside pairs of matching cards (i.e. "aqua" and "meaning water").
4. On your turn, choose an opponent to ask for a card. Your goal is to get more matches. You might have the "bio" card and would say, "Do you have 'meaning life'?" If they do, they will give it to you and you will lay that matching pair aside. If they don't, they will say "Go Fish!" and you will have to pick a card from the Draw Pile.
5. Keep taking turns and making matches until a player has no cards left in their hand. They are the winner!

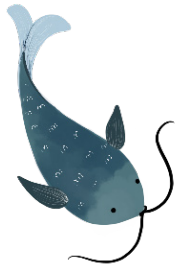
ROOT	MEANING	EXAMPLE WORD
anti	against	anticlimactic
aqua	water	aquarium
aud	hear	auditory
bene	good	benevolent
bi	two	biannual
biblio	book	bibliography
bio	life	biography
cent	one hundred	centennial
centri	center	geocentric
chron	time	chronological
circum	around	circumference
dict	to say	dictation
dorm	sleep	dormant
fract	to break	fraction
geo	earth	geology
homo	same	homosapien
hydr	water	hydrate
inter	between	interstate
magn	great	magnitude
mal	bad	malevolent
micro	small	microscope
mis	bad	misunderstand



ROOT	MEANING	EXAMPLE WORD
mono	one	monologue
non	not	nonfiction
ped	foot	pedestrian
pend	hang	depend
penta	five	pentagon
phobia	fear	hydrophobia
phon	sound	telephone
photo	light	photosynthesis
poly	many	polygon
port	carry	teleport
post	after	postseason
pre	before	preseason
punct	point	punctuation
re	again	redo
scribe	write	describe
semi	half	semisweet
spec	look	spectacle
sub	under	subpar
tele	far	telephone
therm	heat	thermostat
tri	three	triangle
un	not	unnecessary

Root Word:

Root Words  
**GO FISH**



anti

Meaning:

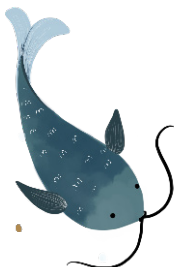
Root Words  
**GO FISH**



"against"

Root Word:

Root Words  
**GO FISH**



aqua

Meaning:

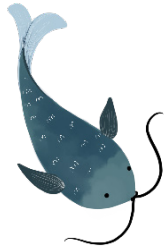
Root Words  
**GO FISH**



"water"

Root Word:

Root Words  
**GO FISH**



aud

Meaning:

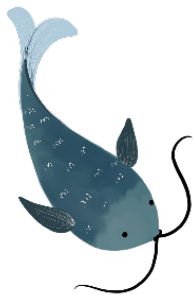
Root Words  
**GO FISH**



"hear"

Root Word:

Root Words  
**GO FISH**



bene

Meaning:

Root Words  
**GO FISH**



"good"

# WonderHere<sup>☁</sup>

a unit of study on

# US Government

Post-Primary  
Math Project

# SAMPLE



# MATH-TROPOLIS

a city where math  
& social studies collide!

Are you ready to build your very own city?! With a little bit of research, a little bit of math, and a LOT of imagination, you can create the most magnificent city around!

Before diving in, visit [WonderHere.com/Student](http://WonderHere.com/Student) to explore a few online resources about architecture and design.

Here's some of what you can expect to learn throughout this project!

Mathematics Benchmarks	Social Studies Benchmarks
Round up figures and calculate with approximate values	How to be a good member of society
Build, draw, examine, classify objects and figures.	Basic map skills
Classify objects into cylinders, cones, etc.	Community helpers
Recognize rectangular prisms, round cylinders, circular cones and pyramids.	Different types of jobs and careers
Learn more about triangles, quadrangles, circles.	Interviewing others
Study symmetry in proportion to a line.	Decision making
Systematically collecting data on topics of interest	
Record and present data using tables and diagrams.	

# TASK 1

# Gather Research

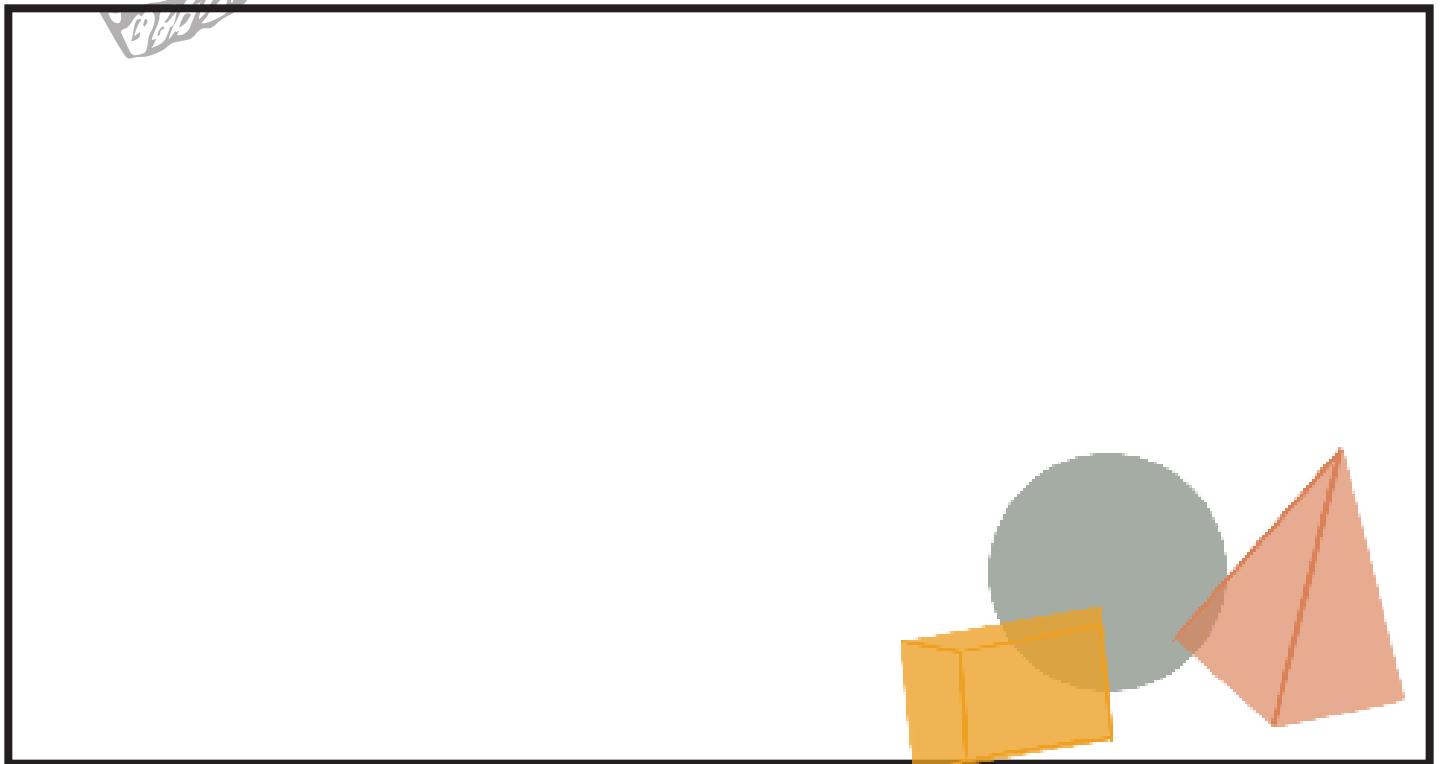
What city, state do you live in? Complete each sentence below.

What city/  
state do you live in? \_\_\_\_\_

What is your current city's population? \_\_\_\_\_

What reliable source(s) did you use to determine this  
information? \_\_\_\_\_

What would you consider is the most important information  
for a city planner when determining how to develop your city  
to benefit your residents?



Take a drive with your parents and look around your city. What do you see a lot of? What do you NOT see a lot of, but wish you did? Draw or write your observations below.



A large, empty rectangular box with a black border, intended for drawing or writing observations. A faint, stylized watermark of the word 'SAMPLE' is visible across the box.

List ideas of how you could revitalize an area in your city. Would you like to see more parks, homes, apartments, better transportation, restaurants, ways to help your environment? Identify 1-3 of your favorite city development ideas and draft a survey to receive information from your friends and family.



A large, empty rectangular box with a black border, intended for listing ideas and drafting a survey. A faint, stylized watermark of the word 'SAMPLE' is visible across the box.