

About the Developmental Studies Center

Our Mission

Developmental Studies Center (DSC) is a nonprofit organization dedicated to children's academic, ethical, and social development. Since 1980, DSC has developed school-based and after-school programs that help children develop capacities to think deeply and critically so they will continue learning throughout their lives and strengthen their commitment to such values as kindness, helpfulness, personal responsibility, and respect for others.

DSC's Programs Develop Skills and Community

Programs for use in classrooms

Caring School Community™ • Grades K–6

The Caring School Community (CSC) program is a nationally recognized, research-based program that builds community—in the classroom, across grades, schoolwide, and with families.

Making Meaning® • Grades K–8

The Making Meaning program is a reading comprehension curriculum that teaches comprehension strategies through read-alouds, collaborative structures, and reflective partner work.

SIPPS® (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) • Grades K–12

The SIPPS program teaches decoding systematically. It is designed specifically for intervention and covers single-syllable decoding, short vowels, simple consonants, complex vowels, consonant digraphs, polysyllabic strategies, and high-frequency sight words.

Being a Writer™ • Grades K–5

The Being a Writer program is a yearlong writing curriculum—the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. (Available August 2007)

Programs for out-of-school time

AfterSchool KidzLit® • Grades K–8

The AfterSchool KidzLit program is a literacy enrichment program consisting of terrific read-aloud books, and discussions and activities that help kids make connections between the stories, their own lives, and the world.

AfterSchool KidzMath™ • Grades K–6

The AfterSchool KidzMath program provides academic enrichment using cooperative math games and literature-based activities. Kids deepen their understanding and practice important math skills—and have fun.

Science Explorer • Grades K–6

Science Explorer is an inquiry-based, interactive program of experiments using ordinary materials that inspire students to explore scientific principles.

Math Explorer • Grades 6–8

Math Explorer invites children to fly planes, launch rockets, learn card tricks, and make cool stuff to take home—all while practicing the important math skills middle-school students need extra help with.

For more information, please visit www.devstu.org or contact us by phone at 800.666.7270.



**DEVELOPMENTAL
STUDIES CENTER™**

Nonprofit. Research Based. Mission Driven. Since 1980.

Where in the World?

Before Sending Home the Activity

Use this activity to introduce a geography, history, or social studies unit, to build students' understanding of how these subjects connect to their own curiosity about the world around them. Begin by making a class list of places that students have studied, read about, or seen in films or on television that they found interesting. Ask students why these places interest them, and help them identify any common themes—for instance, scenery, wildlife, history, culture, connection to personal heritage, and so on.

Ask students to choose one place (not necessarily from the list) that they would like to visit—a continent, country, city, wilderness, or other region they would like to explore. Give them time to research the area they have chosen and have them draft a brief essay about what they would want to see or experience on their visit, and why. Have them bring home their final draft with their Home Activity sheet.

Before sending home the activity, make sure students are familiar with how to do Venn diagrams, and review that if necessary. Also ask the class for suggestions about making this Homeside Activity successful.

Follow-Up

Have a whole-class conversation about how the activity went. Did students get new ideas for interesting places to visit? What were some of the similarities and differences between adult and student choices? Did the adults' interest in places fit the common themes students had identified in their own choices? Did any new themes emerge? Connect students' ideas about these themes to the new unit of study when you introduce it.

Where in the World?

Dear Student,

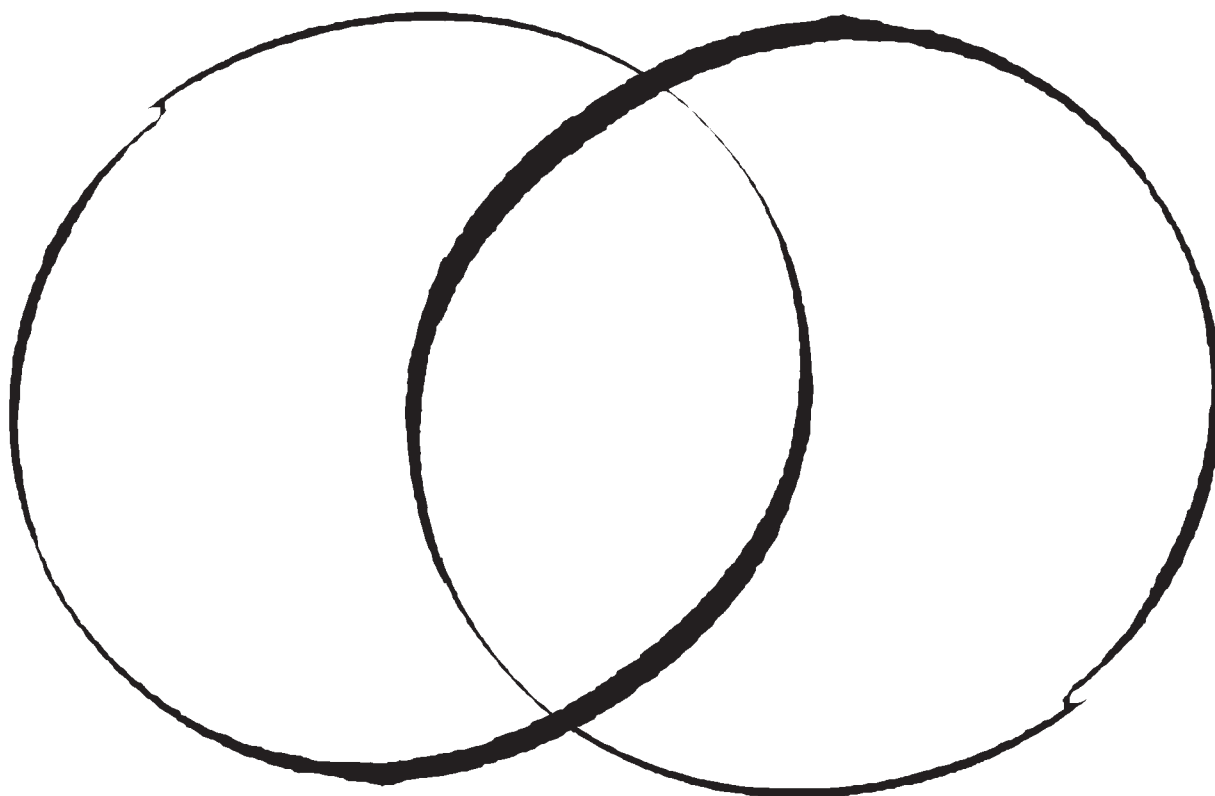
You are in charge of this Homeside Activity, which means you are in charge of finding an adult to do it with you, finding time you both have free to do it, explaining and “directing” the activity, making sure the adult signs it, and bringing it back to class. Please find about 20 minutes that you can spend on the activity with a parent or other adult—a neighbor, grandparent, older brother or sister, or family friend. If you’d like, get a bunch of people involved!

One of the most important reasons for doing this activity is that you and the adult will learn things from each other about what you think, feel, know, and want to know. In class we can then also learn from each other, when we share what we have learned at home. Just be sure to ask the adults for permission to pass along what they say—and don’t forget to thank them for contributing to our class’s learning!

Talk with a parent or other adult about the place you want to visit. Read aloud your essay and answer any questions the adult might have about your interest in that place.

Then ask the adult to name a place that they would like to visit. Ask the adult to explain his or her interest in this place. What would he or she like to do there? Why? What would he or she expect to see there? Discuss the similarities and differences between the places you have chosen and the reasons for your choices.

Take notes by writing your and the adult’s reasons on the Venn diagram on the back of the page.



Why I Want to Go to

Why the Adult Wants to Go to

Comments

After you have completed this activity, each of you please sign your name and the date below. If you have any comments, please write them in the space provided.

Signatures

Date

Please return this activity to school. Thank you.

WHERE IN THE WORLD?

¿En qué lugar del mundo?

Querido alumno o querida alumna,

Tú eres la persona encargada de realizar esta Actividad Familiar: te toca encontrar a una persona mayor que la pueda hacer contigo, hallar un tiempo que los dos tengan libre, llevar a cabo la actividad, obtener la firma y por último traer la actividad de vuelta a la escuela.

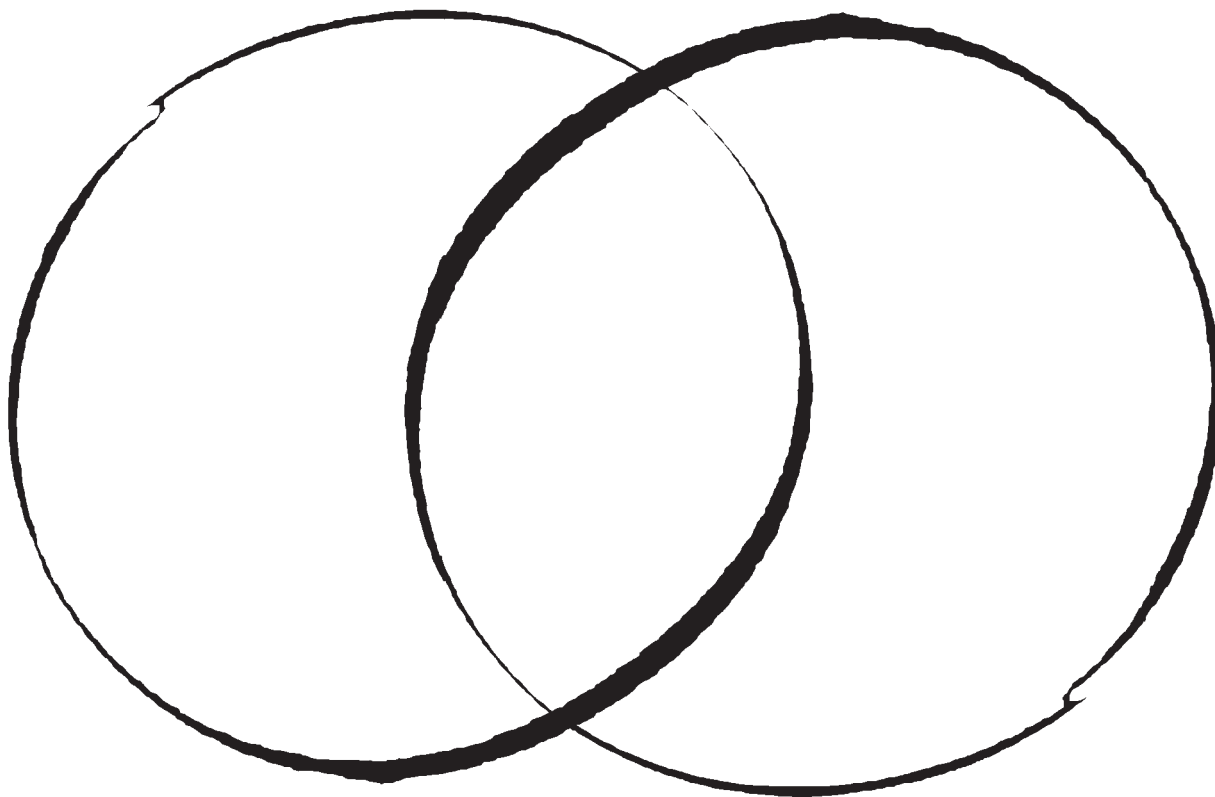
Necesitarás hallar unos 20 minutos que puedas dedicarle a la actividad junto con uno de tus padres o con otra persona mayor: pudiera ser un vecino o una vecina, uno de tus abuelitos, tu hermano o hermana mayor, o algún amigo o amiga de la familia. Si quieres, ¡puedes reunir a todo un grupo!

Una de las razones principales por la cual realizar esta actividad es que cada uno de ustedes aprenderá mucho acerca de la otra persona: ambos aprenderán qué piensa, qué siente, qué sabe y qué quiere saber cada cual. Más tarde en la clase, seguiremos aprendiendo unos de otros al compartir lo que hemos aprendido en casa. Sólo asegúrate de pedirles permiso a las personas mayores para compartir lo que te han contado, y ¡no te olvides de agradecerles por su contribución a nuestro aprendizaje!

Habla con uno de tus padres o con otra persona mayor acerca del lugar que te gustaría conocer. Léele tu ensayo y contesta cualquier pregunta que él o que ella tenga acerca de tu interés por ese lugar.

Luego pídele que nombre algún lugar que le gustaría conocer. Pídele que te explique por qué le interesa tanto ese lugar. ¿Qué le gustaría hacer allí? ¿Por qué? ¿Qué le gustaría ver allí? Conversen sobre las semejanzas y las diferencias entre los lugares que han elegido. Luego conversen sobre las razones que llevaron a cada cual a elegir su lugar. ¿Qué razones comparten ambos? ¿Cuáles son distintas?

Escribe tus apuntes en el dorso de esta hoja y utiliza el diagrama de Venn que encontrarás allí.



Por qué quiero conocer . . .

Por qué la persona mayor quiere conocer . . .

Comentarios

Después que hayan completado esta actividad, haga el favor cada uno de firmar y de escribir la fecha en el lugar indicado. Si quisieran hacer cualquier comentario, por favor escríbanlo aquí.

Firmas

Fecha

Por favor trae esta actividad devuelta a la escuela. Gracias.

¿EN QUÉ LUGAR DEL MUNDO?