



**WASHINGTON, DC:  
“WHAT PEOPLE LIKE MOST  
IS IN THIS BOOK!”**



# CONTENTS

## Introduction

### Our Heroes

- 8 *Superheroes Are Citizens, Too*  
J.O. Wilson Elementary School (DCPS), PreK3
- 16 *Symphony in DC Major*  
Seaton Elementary School (DCPS), PreK4 & First Grade

### Stories About DC

- 42 *Abuela's Visit to Dreamcess Camila*  
Sacred Heart School, Kindergarten
- 50 *Mr. B and Mr. C Find the Perfect Place: Looking at DC from Different Perspectives*  
Sacred Heart School, PreK4
- 58 *The Story of the Blue Rooster*  
J.O. Wilson Elementary School (DCPS), PreK3, 2016-2017
- 66 *La Casita de Libros*  
DC Bilingual Public Charter School, PreK3

### Getting Around DC

- 76 *Important Things on H Street for Kids (and How to Ride the Streetcar to Get There)*  
J.O. Wilson Elementary School (DCPS), PreK3
- 84 *Traffic to Love, and Traffic Not to Love*  
DC Bilingual Public Charter School, Kindergarten
- 92 *Frutita Finds New Friends!*  
Sacred Heart School, PreK3
- 100 *Exploring Our Community*  
Sunshine Early Learning Center, PreK1 & PreK4

### Supporting DC

- 118 *Bridges*  
E.W. Stokes Community Freedom Public Charter School, PreK French
- 126 *Exploring Columns*  
E.W. Stokes Community Freedom Public Charter School, Kindergarten French

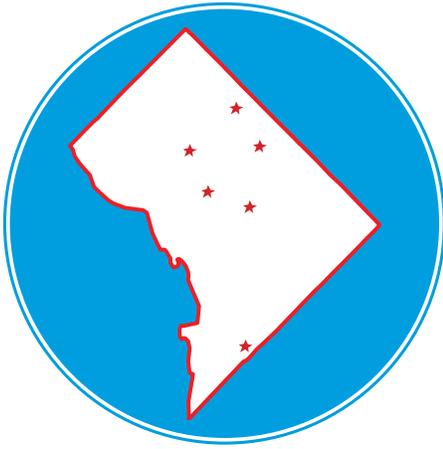
### If You're Happy and You Know It

- 136 *Project Happiness*  
DC Bilingual Public Charter School, PreK4
- 144 *Spreading Happiness*  
J.O. Wilson Elementary School (DCPS), PreK3, 2015-2016

### Your Own Chapter

### About the Authors and the Book





# INTRODUCTION

People from all around the world know about Washington, DC. They talk about it, write about it, draw it, and make movies and TV shows about it. But almost always, we hear only the opinions and ideas of adults.

For this book we invited some of our youngest citizens—preschoolers, kindergartners, and first graders from DC Bilingual Public Charter School, Sacred Heart School, Seaton Elementary School (DCPS), E.W. Stokes Community Freedom Public Charter School, Sunshine Early Learning Center, and J.O. Wilson Elementary School (DCPS)—to tell us what they think of our city. We asked them to share their ideas in order to help other children (and adults) learn about what is important about DC. We asked their teachers to help students research the city and discuss their ideas with classmates and children from the other schools. Each teacher guided the children in different ways. The result is *Washington, DC: "What People Like Most is in This Book!"*, a title suggested by the children that conveys their connection to their city. In this book you will find a set of descriptions, theories, and stories—shared in pictures, words, and photographs—that are thoughtful, informative, and sometimes surprising. As Sergio Spaggiari, a veteran educator from Reggio Emilia, Italy, notes, "It seems that for cities to be understood and appreciated, they should be talked about in stories." You can learn a lot about our city from the stories in this book.

Jim Reese

Director, The Professional Development Collaborative at  
Washington International School<sup>1</sup>

On behalf of the Children Are Citizens coordinating team: Mara Krechevsky, Ben Mardell, Nathalie Ryan, Joanne Seelig, Stacy Steyaert, and Tim Wright

1. The Professional Development Collaborative supports a network of educators across DC in learning about and putting into practice ideas and pedagogical tools from Project Zero (PZ), a research group at the Harvard Graduate School of Education. Our ultimate goal is to create powerful learning environments for children across the region. For more information, visit <http://www.pdcollaborative.org>. For more information about the Children Are Citizens project, go to <http://www.pz.harvard.edu/projects/children-are-citizens>.



# OUR HEROES

## *Superheroes Are Citizens, Too*

J.O. Wilson Elementary School (DCPS),  
PreK3

## *Symphony in DC Major*

Seaton Elementary School (DCPS), PreK4  
& First Grade



## Superheroes Are Citizens, Too

We are a class of preschool students at J.O. Wilson Elementary. The first week of school we chose Superheroes as the name of our class. Since then we have explored what it means to be a preschool superhero in Washington, DC.



At home we help our mommies with the eggs for pancakes and making dinner with the kitchen tools. We help daddy and mommy fix the house because we are strong superheroes.

At school we give our friends soft hugs and help people open their snacks. We plant stuff in the garden and clean up our room.



Superhero Glenn





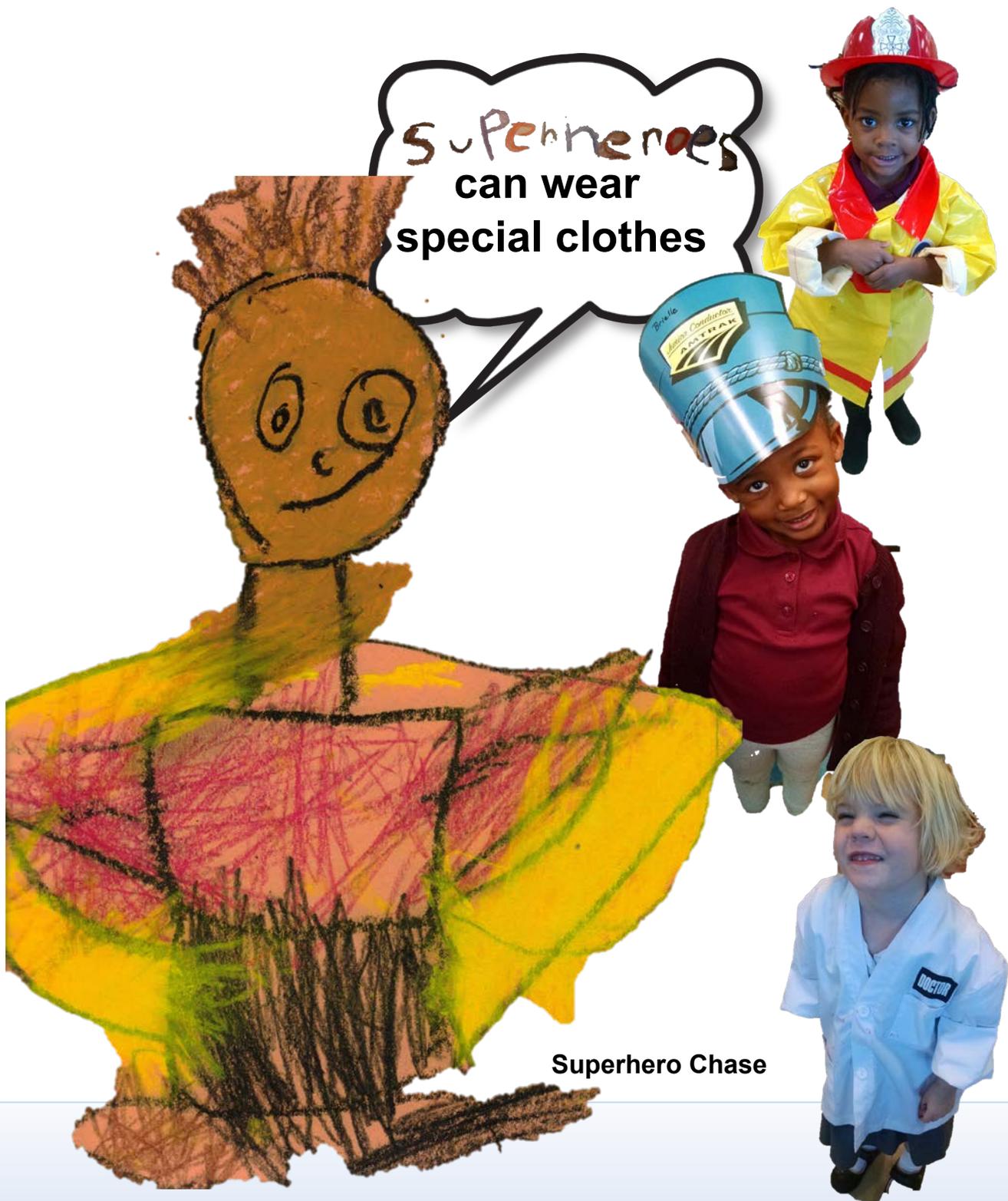
Superheroes  
travel  
around  
the  
city



Superhero Vegas

Some superheroes fly but we don't fly. We take the bus, Uber, cars, jumbo jets, walk, and run. Our favorite way to travel is the train. The train goes choo choo. At Union Station the train comes in and takes us someplace else. At the Capitol we took a special train where Jack's daddy and his guys work.





Superhero Chase

When we use our superhero powers we wear a cape. There are other clothes you can wear to be a superhero. Firefighters wear helmets to put out fires. Doctors wear white coats. Police wear blue clothes. Conductors on the train wear hats with buckles on the side.

Superheroes  
recycle

We recycle at home and at school. We have to put things (bottles, cans, paper, and plastics) in recycling bins. They go to a big place and trash people separate them. We are superheroes dumping recycling!



Superhero Ella



**S**uperheroes  
always save  
the day



**Superhero Alice**



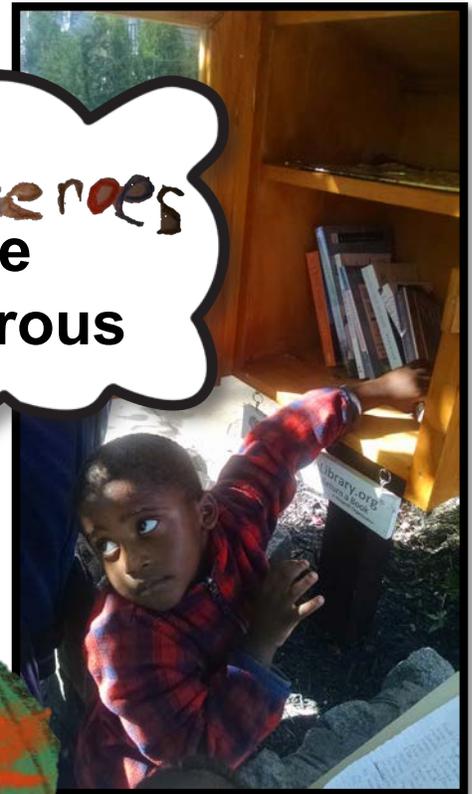
**Superheroes can save people in the city. We help our mommy by saving her from spiders. If our mommy fell in the ocean we would get her out. We remind our friends to eat and drink slowly. When our puppy runs away we can catch her.**



Superheroes give goodies that others need like snacks, toys, water, presents, parties, and band-aids. We put books in the little library on 7<sup>th</sup> Street. We bring food to the baskets in the cafeteria. Superheroes can also be generous by holding someone's hand.

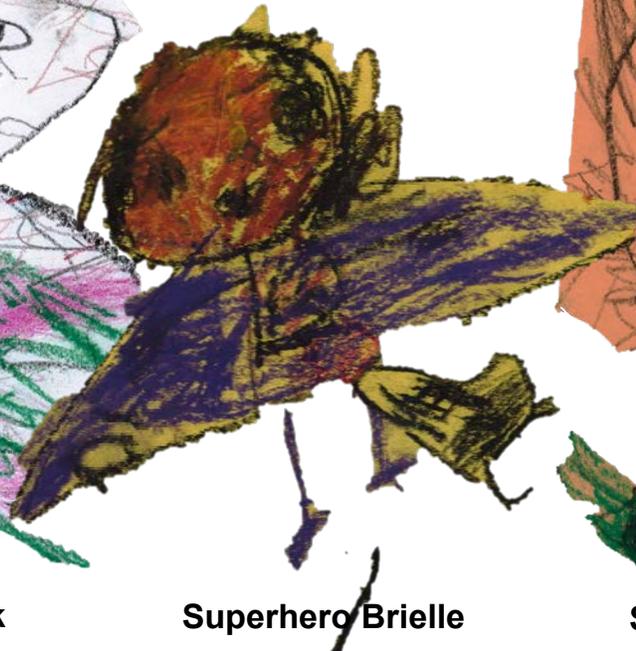


Superhero Josiah

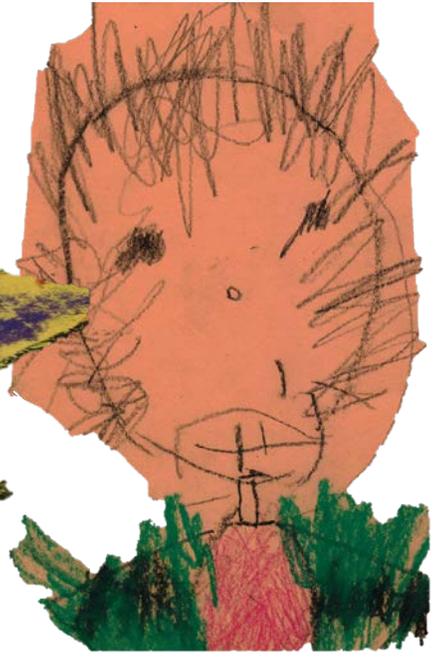




**Superhero Jack**



**Superhero Brielle**



**Superhero Ahmad**

**Thank you to all the community superheroes who visited our classroom and welcomed us into their workplaces. We learned so much from all of you about what it means to be a hero.**



**Superhero Kamirra**



**Superhero Lauren**



**Superhero Jovon**



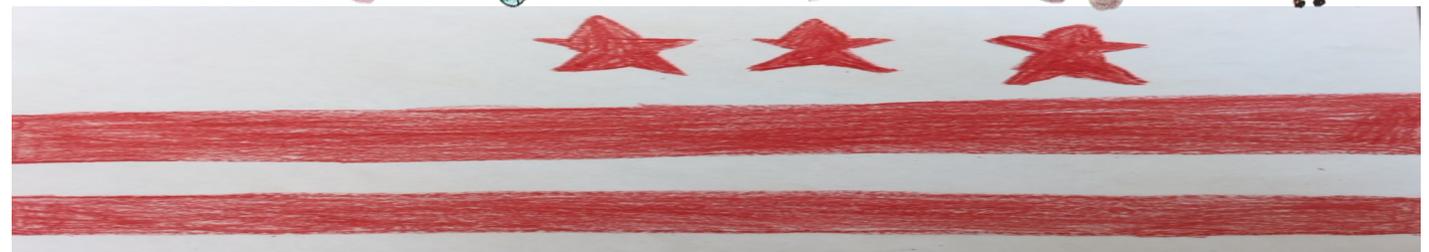
**Superhero Malik**

# Symphony in DC Major

Making the City Beautiful by Playing Our Own Instruments



By the First Graders and Preschoolers of Seaton Elementary School



At the start of the year,  
we began studying our  
city. Looking at the  
outline of DC, we  
noticed...

The map of Washington, DC,  
has three straight lines that look  
like a triangle.

A state with a lot of bumps.

Like the earth, like the United  
States of America.

It looks eaten.

Like someone took a bite out of  
a slice of cheese.

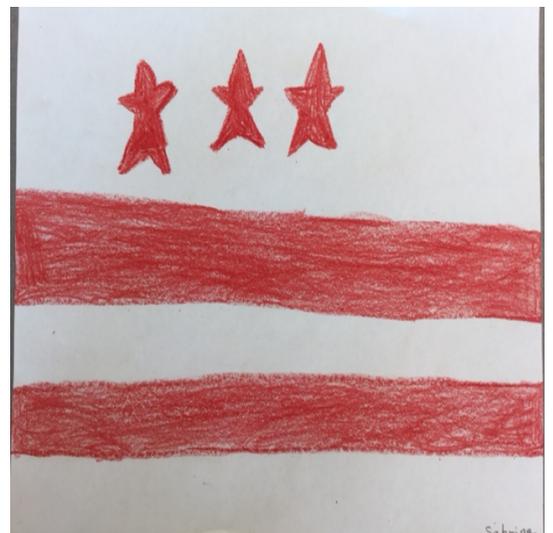
You can see the section and  
some on the side is gone.

Like a rock.

Is it really cheese?



DC's map



DC's flag

We found out that there is a new and wonderful addition to our school's Shaw neighborhood. It is a sculpture called "Symphony in DC Major."



**Meet  
Mr. Zachary  
Oxman,  
the artist of this  
sculpture**



Mr. Oxman's sculpture has three heroes...



**Mr. Duke Ellington**



**Colonel  
Robert Gould Shaw**

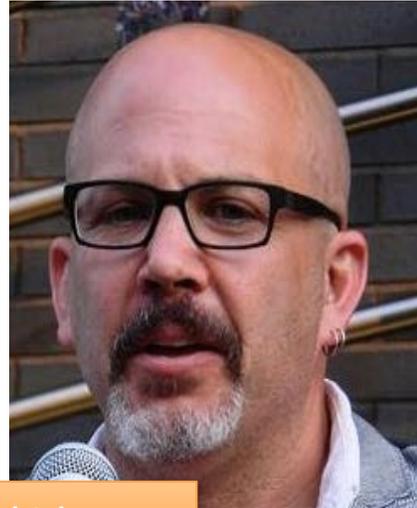


**Ms. Alma Thomas**



# Mr. Oxman visited our school and we asked him lots of questions.

Are you famous?



*To my kids.*

How long did it take to make the whole sculpture?



*1 year*

Was it fun to make?



*It was hard work and I loved making it.*



Why is it called a symphony?

*Because a city is like a symphony—each person is like a different instrument in the orchestra.*



Why does each part have a circle mirror?

*Because then depending on where you are standing, you see different things. Up close you aren't sure what is being reflected. When you step back, the faces come into focus.*



Why did you pick this place?

*The place picked me. The builder made these spaces for art and he asked me to make a sculpture about people from DC.*

# We visited the sculpture and...



sketched,



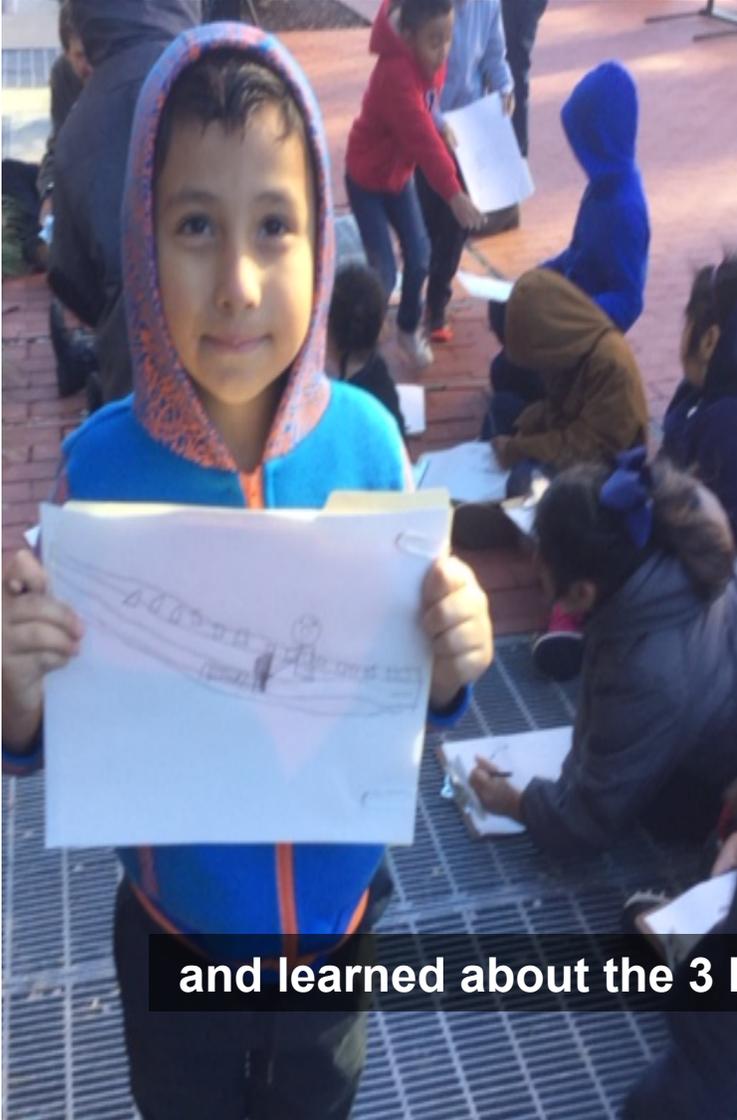
asked questions,



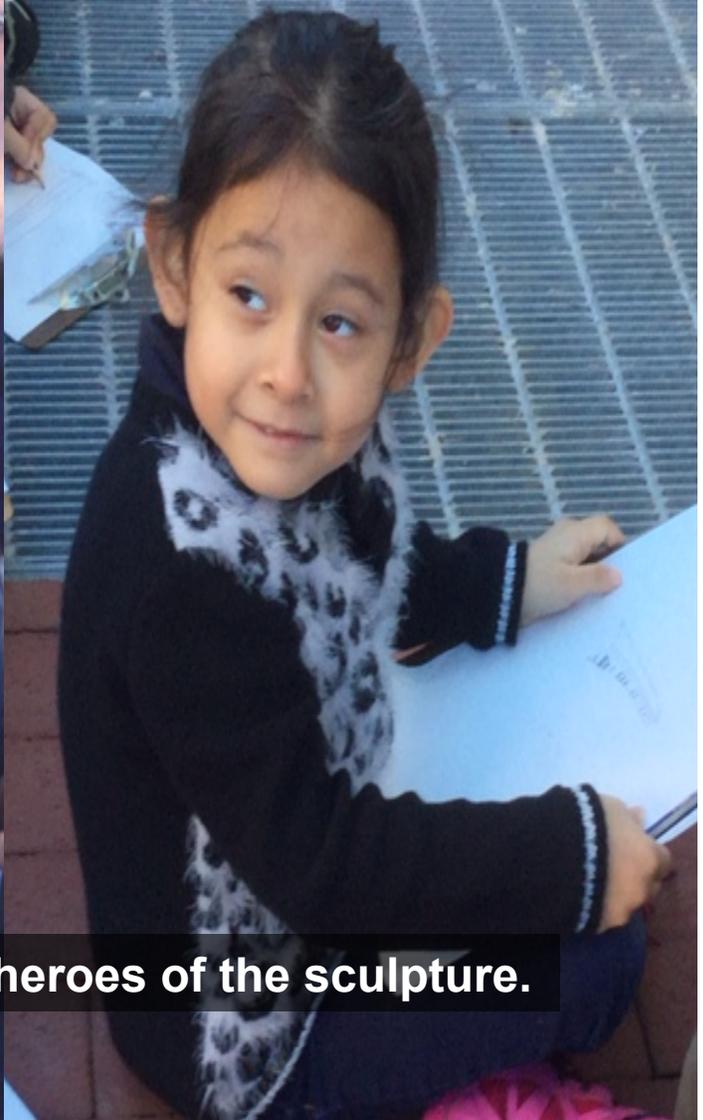
made connections to the Shaw neighborhood,



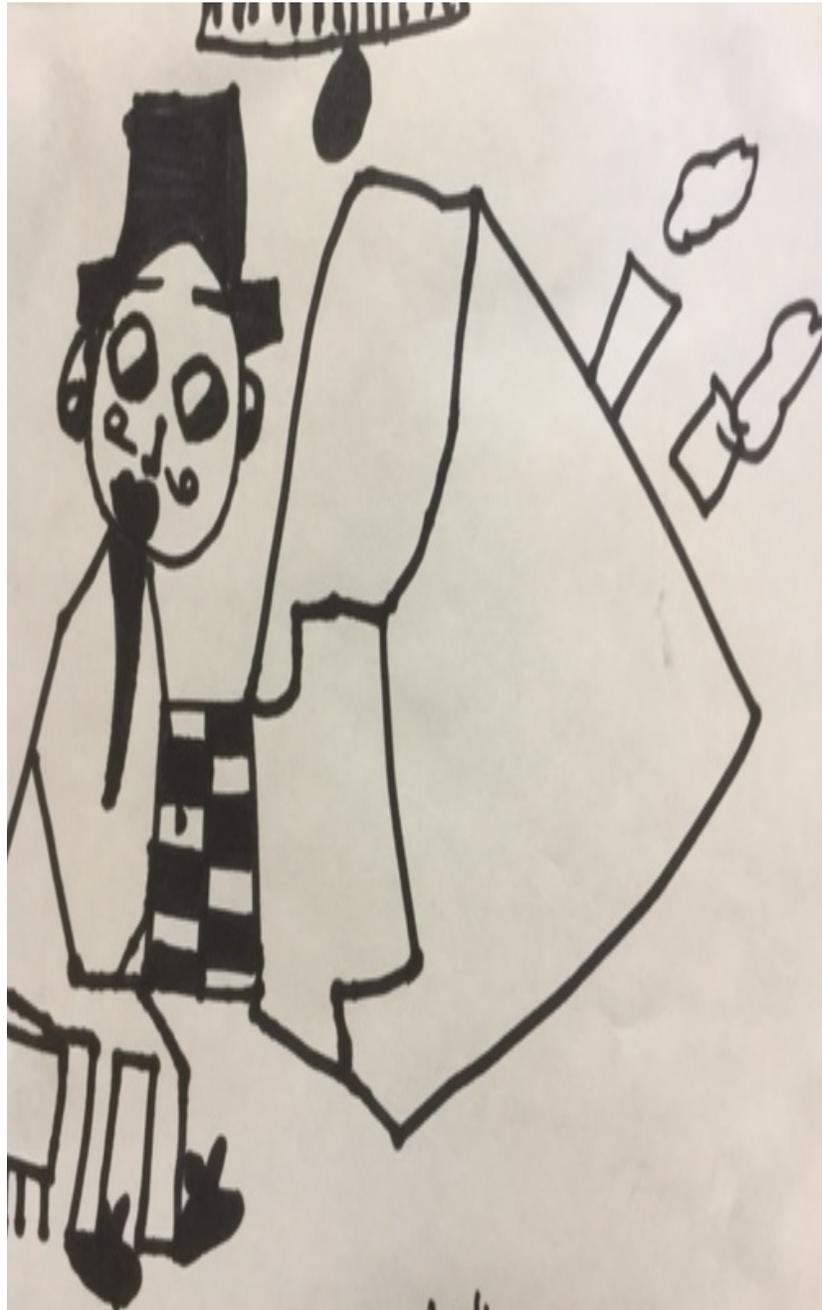
**looked carefully,**



**and learned about the 3 heroes of the sculpture.**

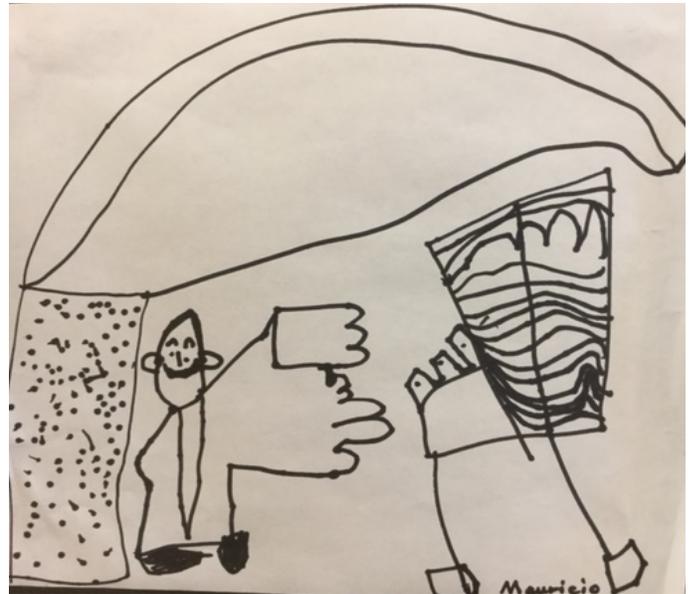
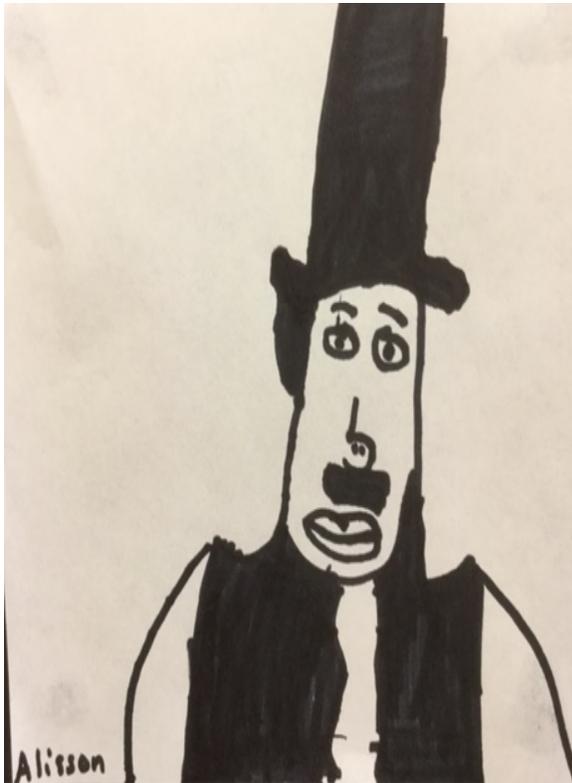


# We learned about Duke Ellington.



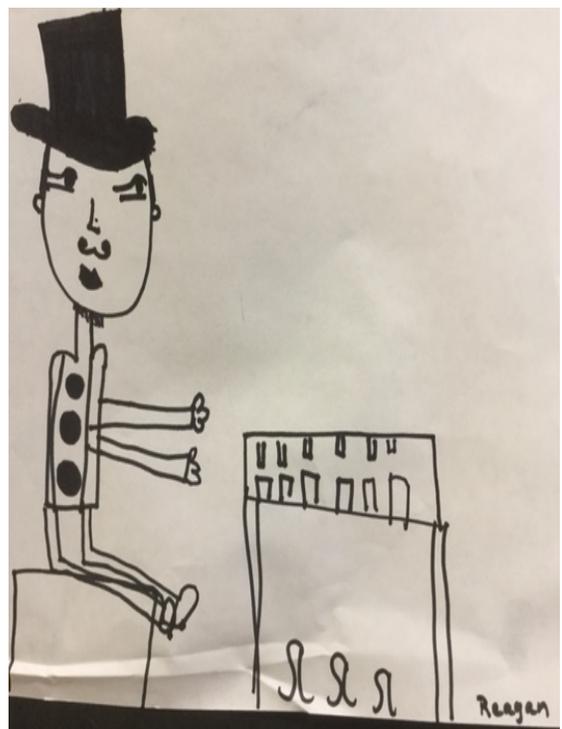
When Duke Ellington was a little boy, he wanted to play baseball, instead of the piano.

When he grew up, he went to another city called New York City to make music.

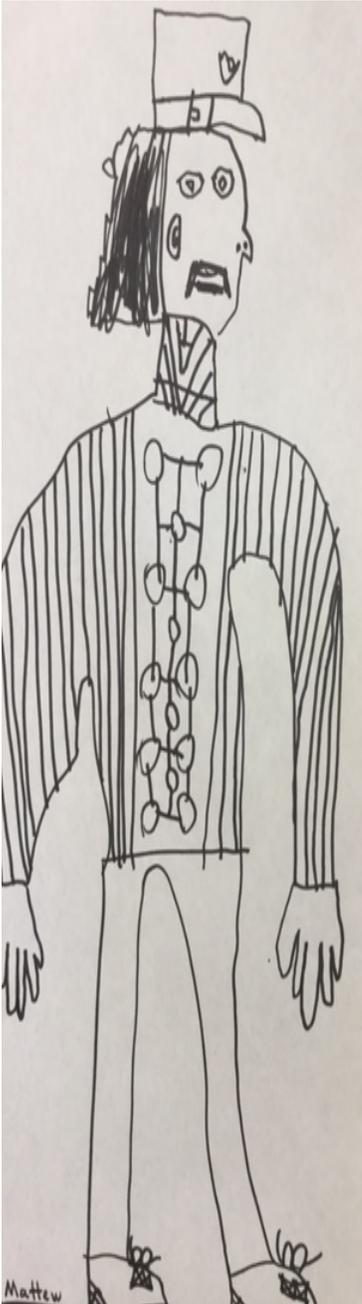


I love when he  
moves his fingers.

He played the piano,  
but a lady sang a song  
on the A-train.



# We learned about Colonel Robert Gould Shaw.

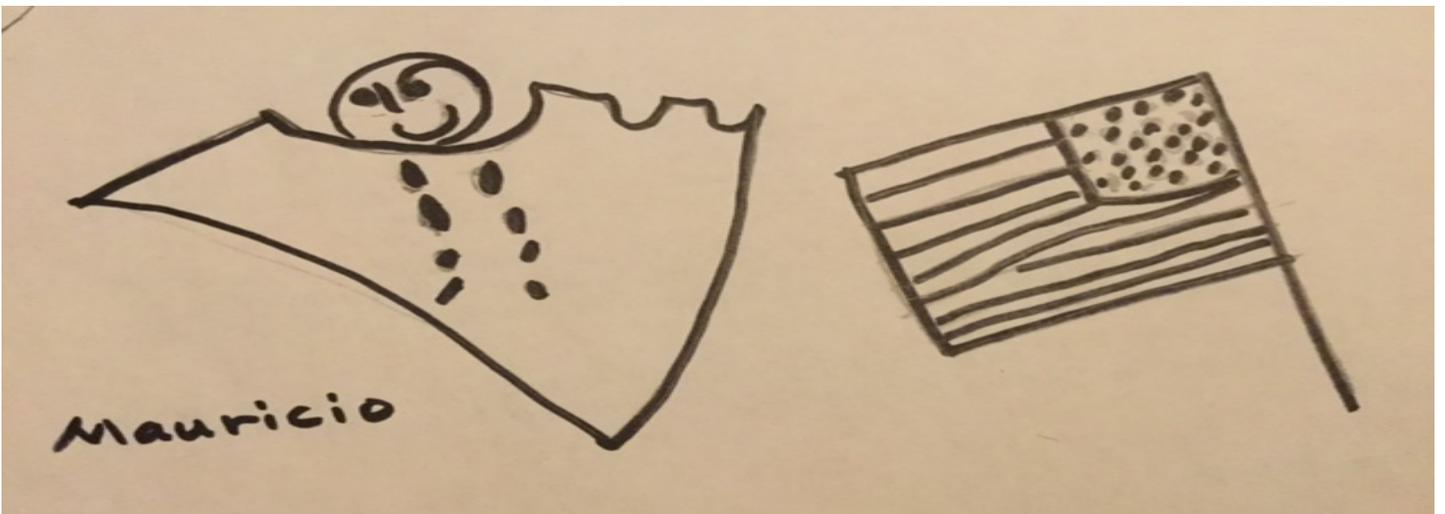


Colonel Shaw was a soldier. Colonel Shaw took good care of the soldiers. He got some boots for the soldiers. Robert Shaw was the only one who had a horse. The other soldiers were walking in the dirt.

Our Shaw neighborhood was named in honor of Colonel Shaw who was the leader of the famous 54<sup>th</sup> Massachusetts Voluntary Infantry, one of the first all African-American army regiments.



Colonel Shaw's men were angry.  
Mean.  
And really, really angry.  
They were scared,  
surprised, nervous, scared.  
And lonely because some men died.



# We visited the African-American Civil War Museum



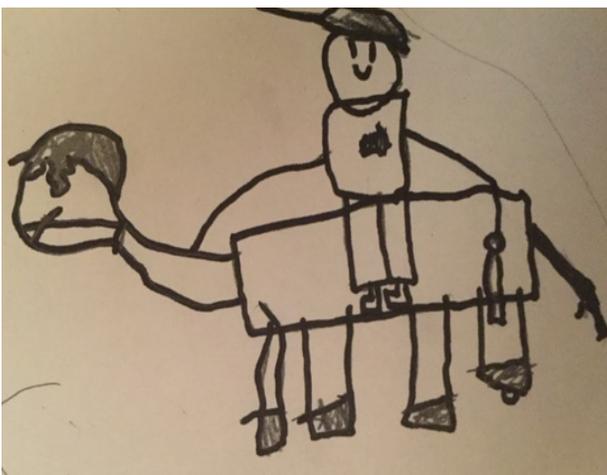
and found out what life was like  
for Col. Shaw and his soldiers.



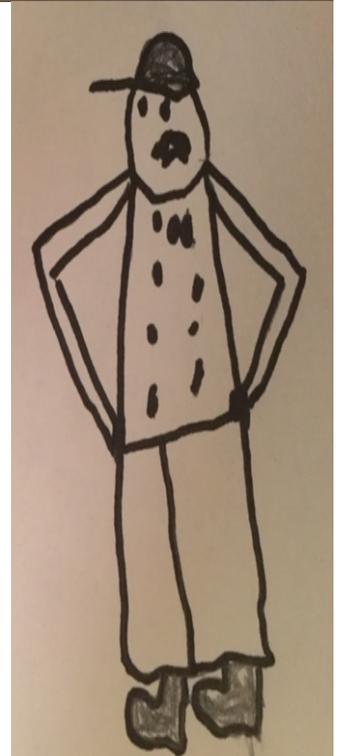
We traveled to the National Gallery of Art to see the sculpture of the 54<sup>th</sup> Massachusetts Regiment.



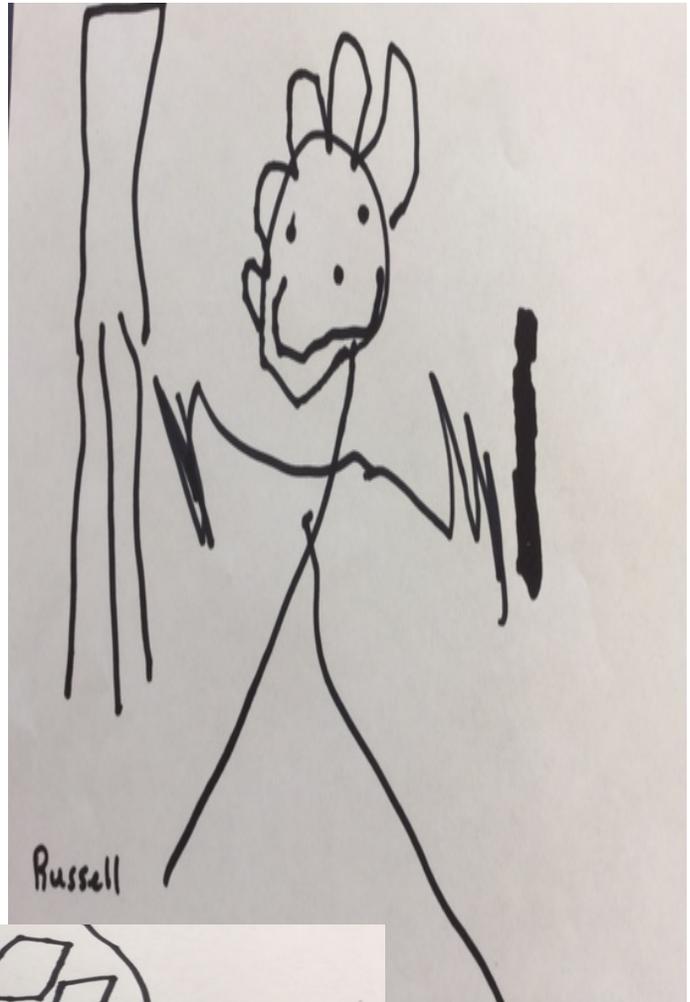
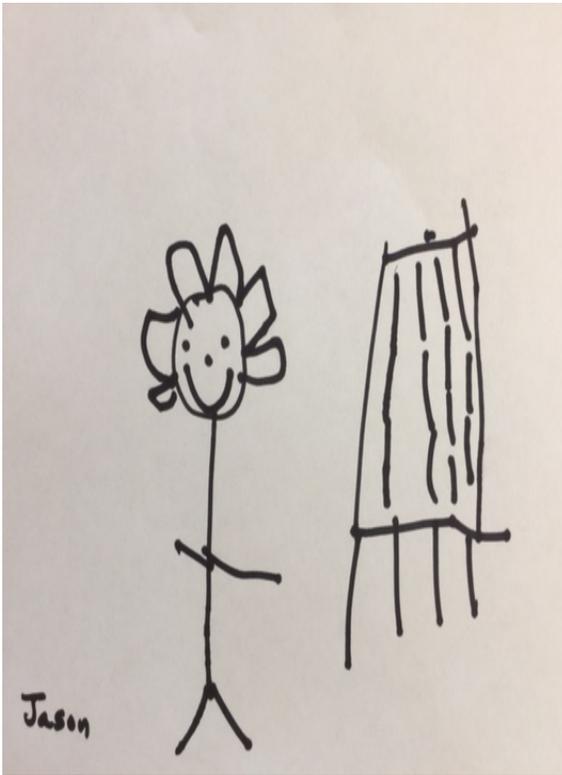
It makes me feel happy because he made (helped) the North win the war and now we don't have slavery.



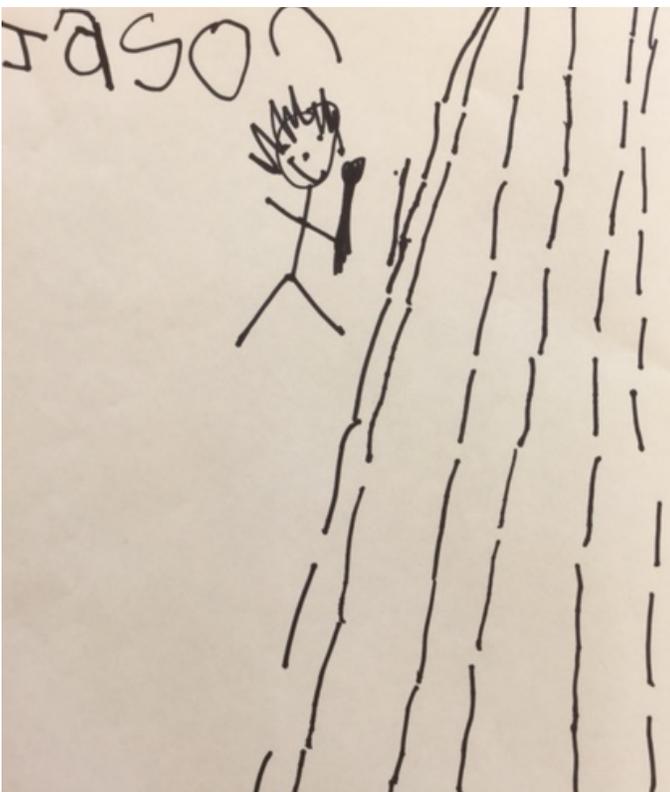
It makes me think of my dad's dad because he was in the war.



# We learned about Alma Thomas.

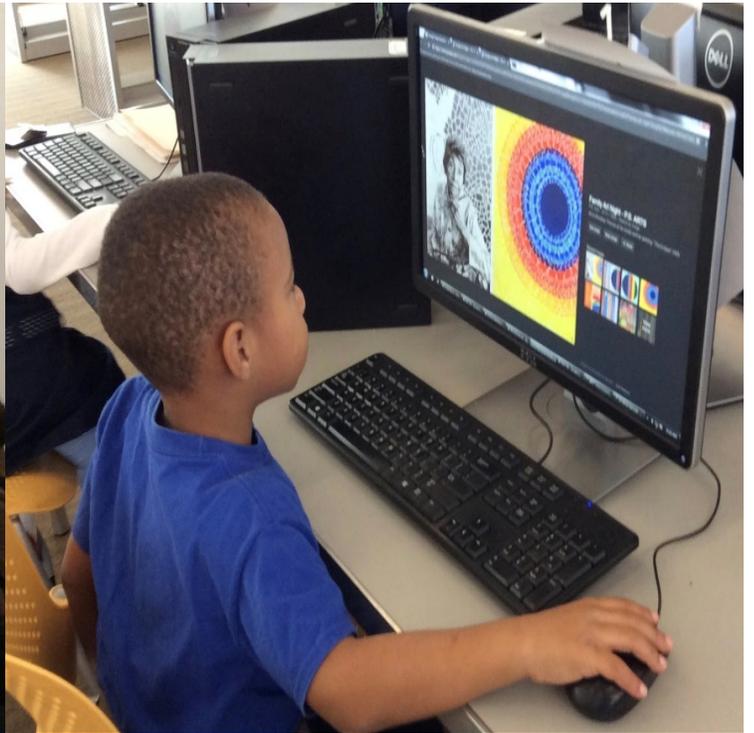


Alma Thomas was an artist. She is famous. Her art makes me smile. Alma Thomas loved painting her flowers. One of Alma Thomas's paintings is in the White House.



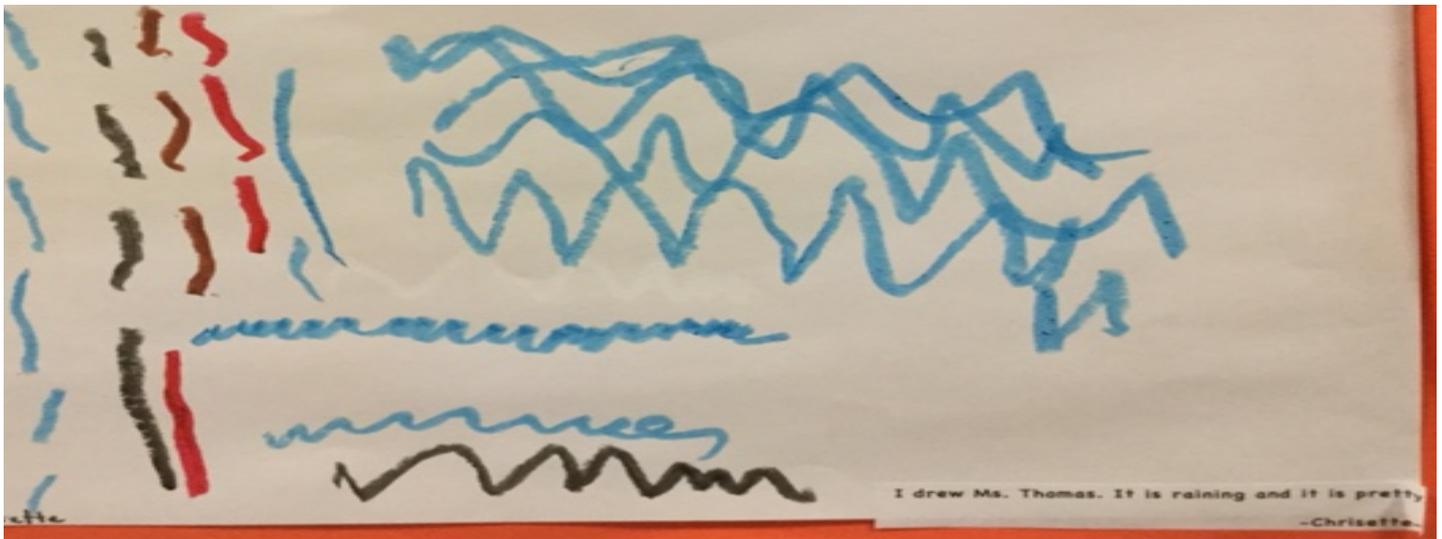
Alma Thomas dips her paintbrush in the paint when she paints her flowers. Alma Thomas is special, very special, like Ms. Thomas (our art teacher), who teaches us how to make beautiful art. I want Alma Thomas to visit me.

The PreK4 students learned about Alma Thomas at the National Gallery of Art and at the Watha T. Daniel Library.

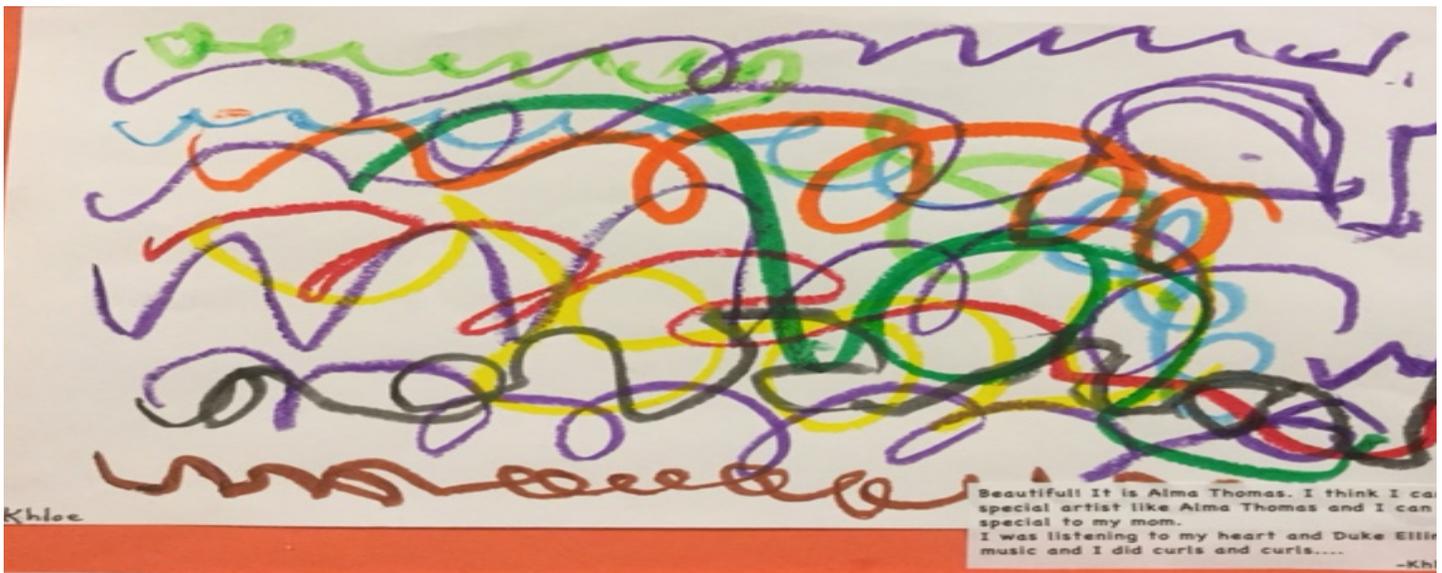


The PreK created works of art inspired by Alma Thomas. The first graders helped them.





It is raining and it is pretty.



Beautiful! It is Alma Thomas. I think I can be a special artist like Alma Thomas and I can be special to my mom. I was listening to my heart and Duke Ellington music. I did curls and curls.



It is Alma Thomas' work. This is the piano. She is looking in the garden at these purple and green and yellow flowers. This white part is the sunshine.

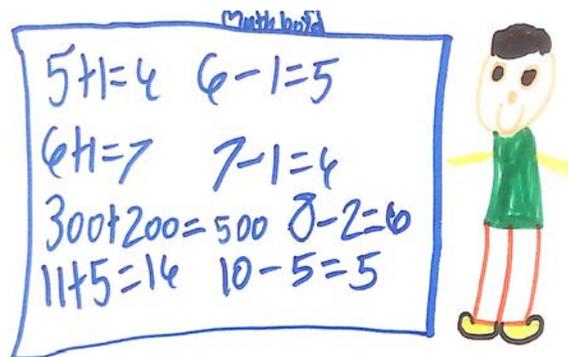
Inspired by Duke Ellington, Col. Shaw, and Alma Thomas, we wondered how we and our friends could contribute to the DC Symphony.



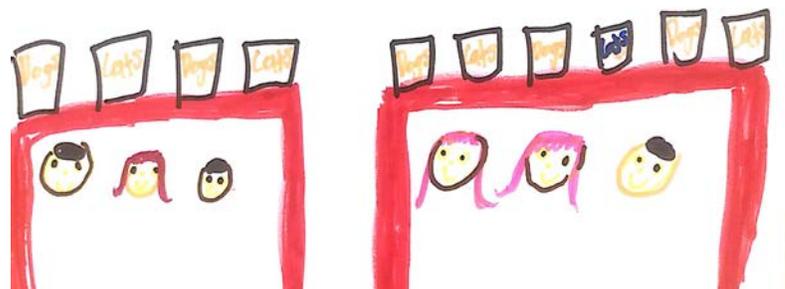
"I think Coral is going to be a librarian. I think Coral is going to be a librarian because Coral is good at reading. Librarians are important to the community because librarians help people know how to read."

- Lily

"I think Jayden will be a teacher because whenever someone does *Foundations* and they get the word wrong he likes to correct them. I think Jayden will be a teacher because he is smart and he will go to college. I think he will help the community because he will make kids smart."

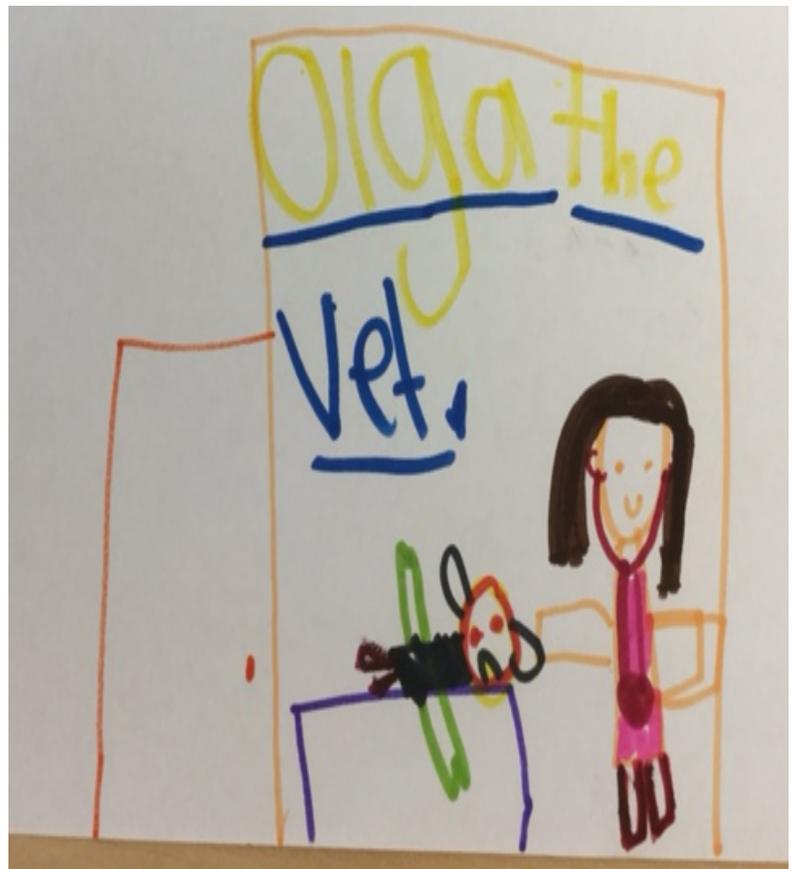


- Oumou



“I think that Olga will be a vet because she knows how to take care of dogs and cats. Vets are important to the community because they take care of pets.”

- Joslyn



Yahir will be an engineer.

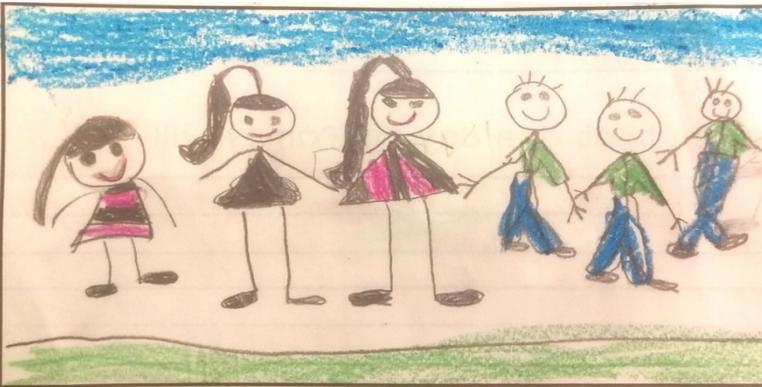


“I think Yahir will be an engineer because he is smart and kind and strong. An engineer is important because he builds houses to live in.”

- Matthew

“I have a dream that one day I will become a police officer and I will help people follow the rules.”

- Alexandre



“I have a dream that one day I will be a coach because I will help people get strong.”

- Gia



“I have a dream that one day people do not hurt others. I see a person that is hurting another person and I will help that person by being a mom.”

- Analia



“I have a dream that one day I will be an artist—an artist makes the world colorful.”

- Sabrina

# We created a LIVING HISTORY MUSEUM that showed how we want to be part of the DC Symphony.



I will inspire my community by helping kids so students can be ready for college. I will be a teacher.



I will inspire my community by teaching kids how to paint and hang my pictures on the walls to make it beautiful. I will be an artist.

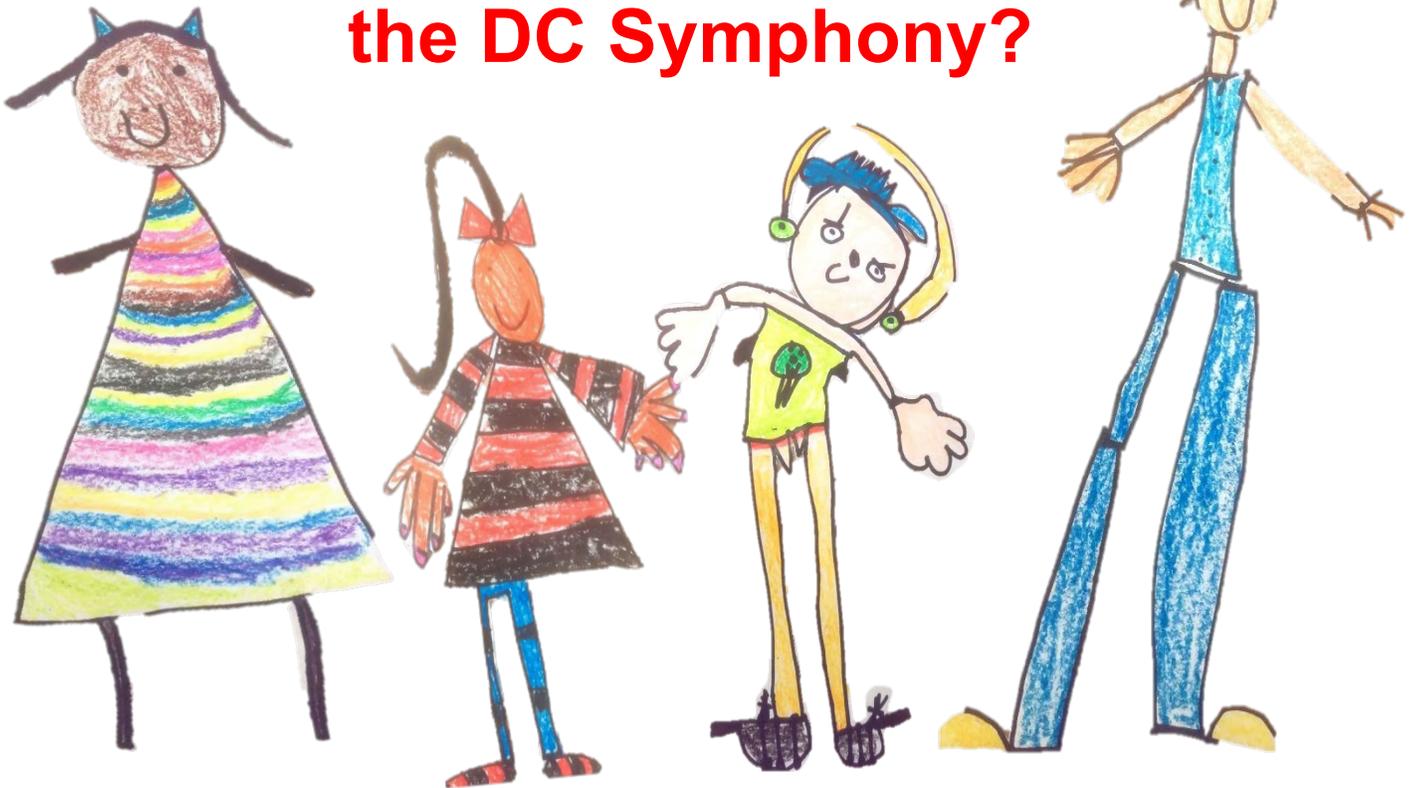


I will inspire my community by singing for people so people won't feel alone. I will be a singer.



I will inspire my community by teaching kids how to paint and hang my pictures on the walls to make them beautiful. I will be an artist.

**Having heard our story,  
What part will you play in  
the DC Symphony?**





# STORIES ABOUT DC

*Abuela's Visit to Dreamcess Camila*  
Sacred Heart School, Kindergarten

*Mr. B and Mr. C Find the Perfect Place:  
Looking at DC from Different Perspectives*  
Sacred Heart School, PreK4

*The Story of the Blue Rooster*  
J.O. Wilson Elementary School (DCPS),  
PreK3, 2016-2017

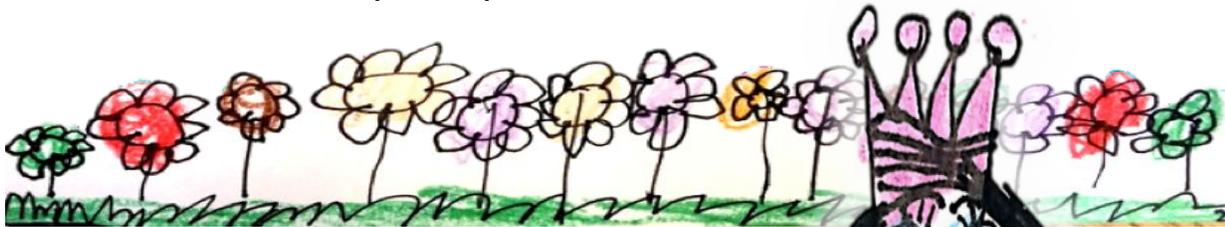
*La Casita de Libros*  
DC Bilingual Public Charter School, PreK3

# Abuela's Visit to Dreamcess Camila

By Sacred Heart's Kindergarten Class

A STORY INSPIRED BY OUR EXPLORATION OF IDENTITY

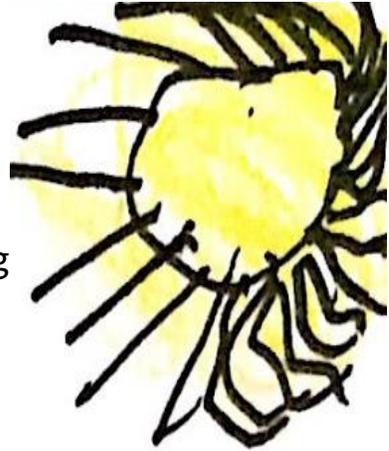
Camila is a special girl who lives in Washington, DC. She wants to be a princess and is always dreaming of wonderful things. That's why she calls herself Dreamcess Camila. She wears pants under her dress when she explores her city to stay comfortable and clean in the dirt. She lives in the Washington Monument Castle. It has everything she likes, even an elevator! She sings a little song that is also a story when she visits the special places in DC:



“ I am a princess, I need a crown,  
I have blue eyes, and my long,  
straight hair is brown! I wear  
a dress and pants to walk  
around! I have a castle in DC  
downtown, it's called the  
Washington Monument  
where you can go up and  
down! I miss my Abuela  
when she's not around! ”



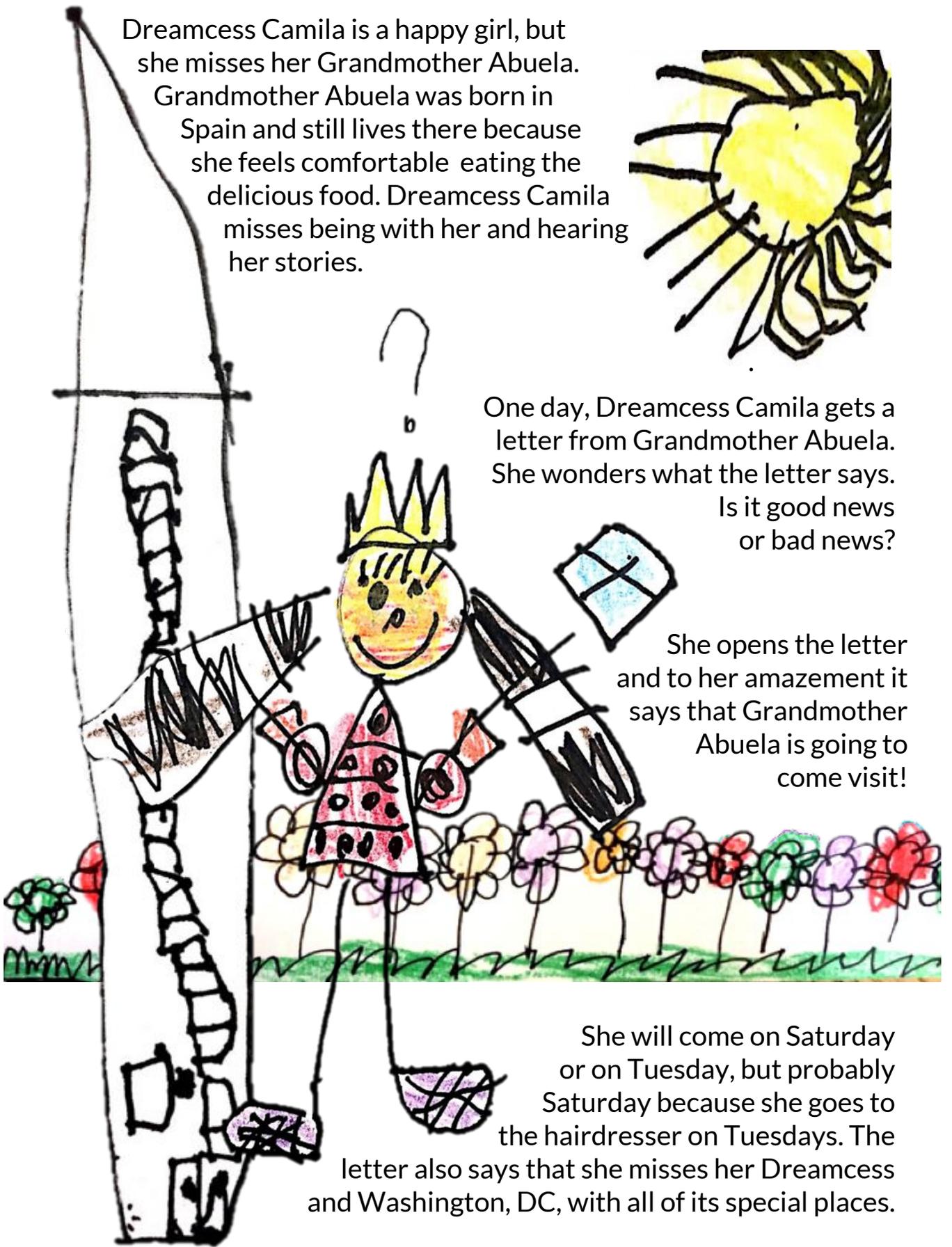
Dreamcess Camila is a happy girl, but she misses her Grandmother Abuela. Grandmother Abuela was born in Spain and still lives there because she feels comfortable eating the delicious food. Dreamcess Camila misses being with her and hearing her stories.

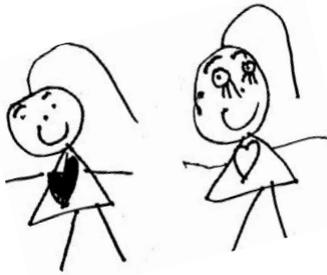


One day, Dreamcess Camila gets a letter from Grandmother Abuela. She wonders what the letter says. Is it good news or bad news?

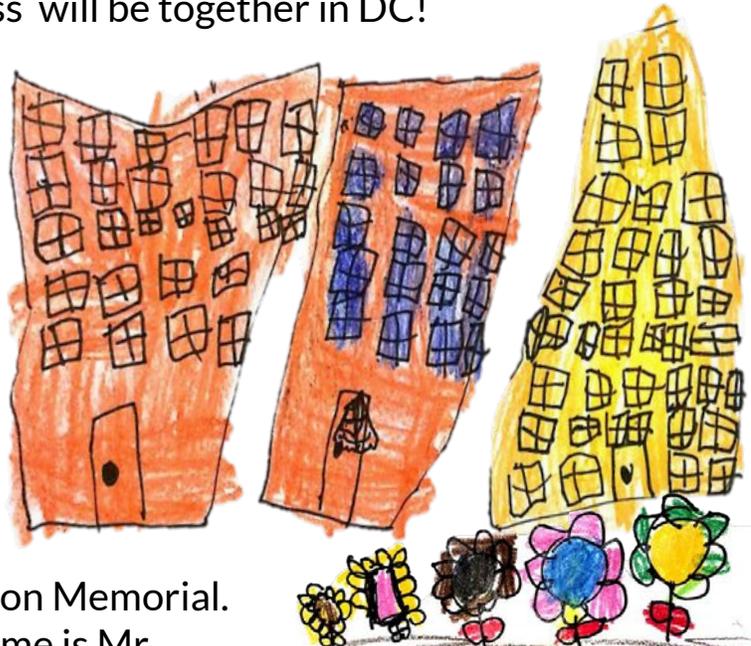
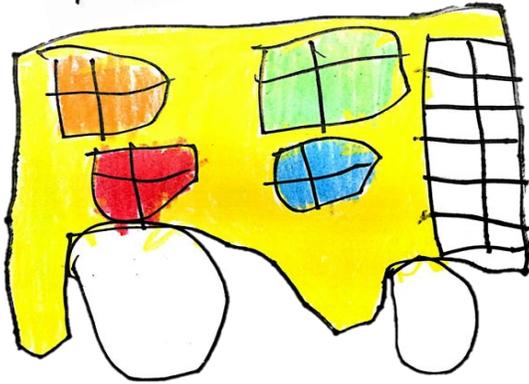
She opens the letter and to her amazement it says that Grandmother Abuela is going to come visit!

She will come on Saturday or on Tuesday, but probably Saturday because she goes to the hairdresser on Tuesdays. The letter also says that she misses her Dreamcess and Washington, DC, with all of its special places.



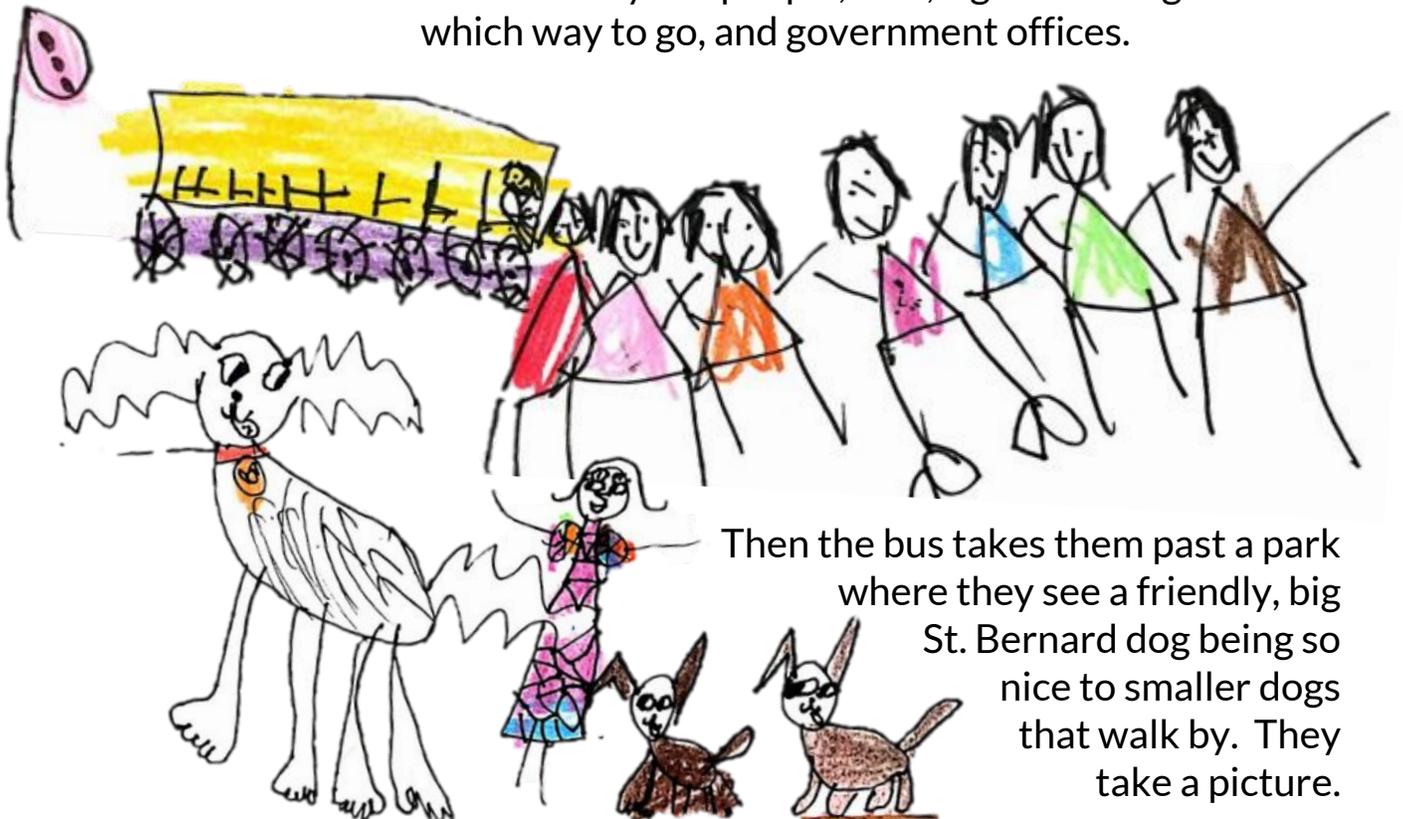


Dreamcess Camila feels full of joy! She hasn't seen her Grandmother Abuela for a long long time, but this letter changes everything! Grandmother Abuela and Dreamcess will be together in DC!



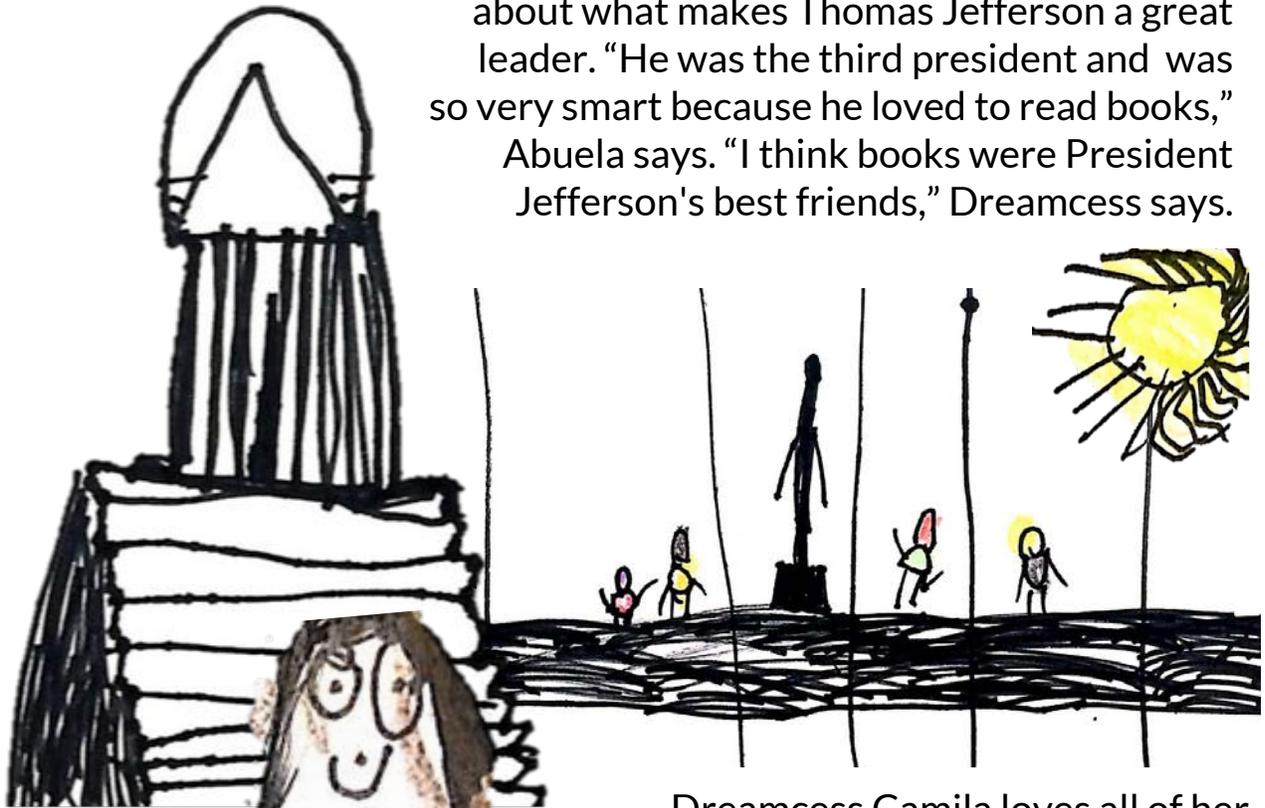
When Grandmother Abuela arrives, they get on the bus right away to go see the Jefferson Memorial. They greet the driver whose name is Mr.

Jack. The bus is empty and the windows are open, bringing fresh air to the inside of the bus. They see people, cars, signs showing which way to go, and government offices.

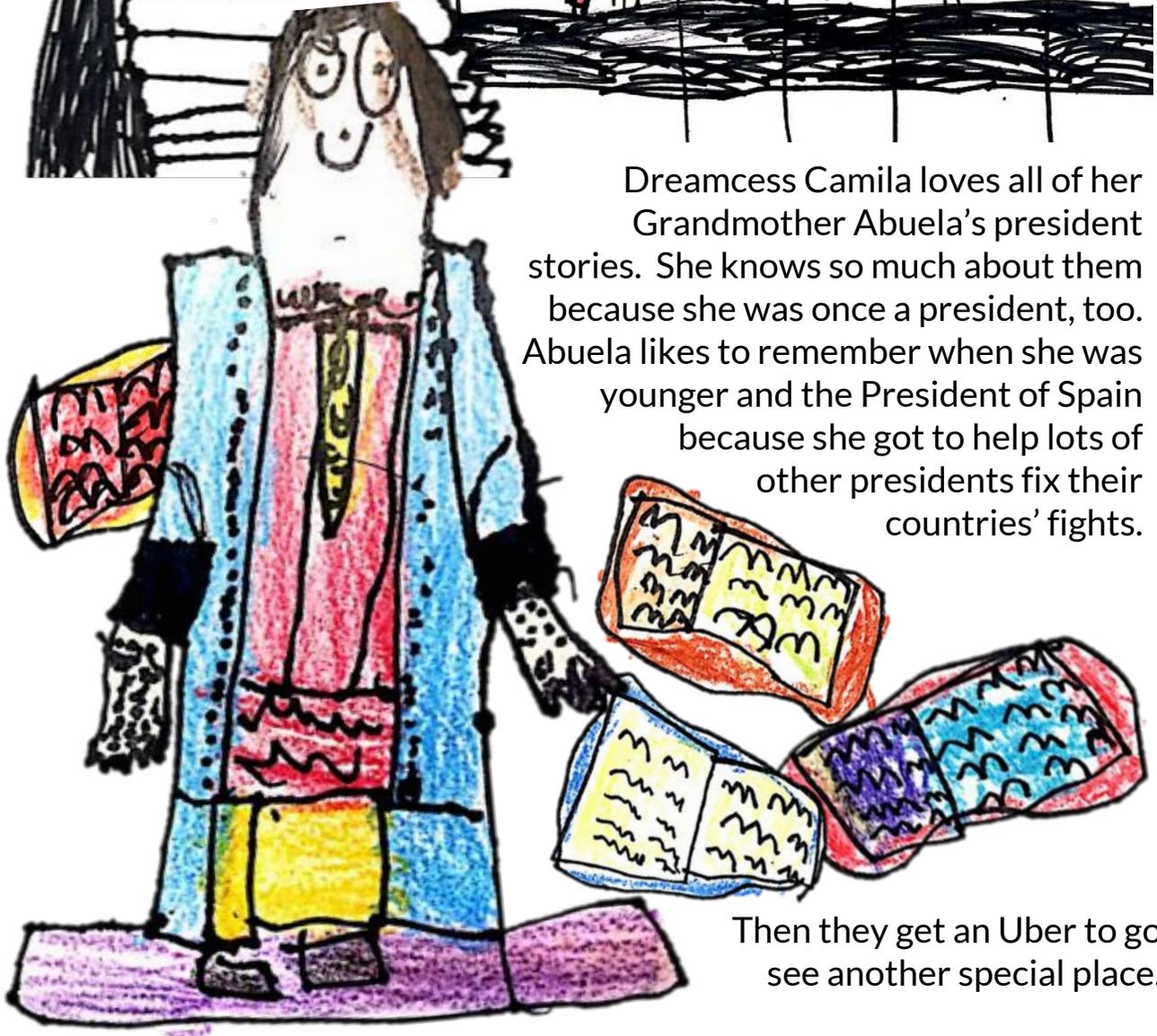


Then the bus takes them past a park where they see a friendly, big St. Bernard dog being so nice to smaller dogs that walk by. They take a picture.

When they arrive at the memorial, they think all about what makes Thomas Jefferson a great leader. "He was the third president and was so very smart because he loved to read books," Abuela says. "I think books were President Jefferson's best friends," Dreamcess says.



Dreamcess Camila loves all of her Grandmother Abuela's president stories. She knows so much about them because she was once a president, too. Abuela likes to remember when she was younger and the President of Spain because she got to help lots of other presidents fix their countries' fights.



Then they get an Uber to go see another special place.



Mr. Adam is the Uber driver and his favorite color is green. He has a green hat and his green car smells like flowers. Mr. Adam takes Dreamcess and her Grandmother Abuela to the White House.



Grandmother Abuela tells Dreamcess Camila about the first president, George Washington, and how he never got to live in the White House because it was not ready for him.

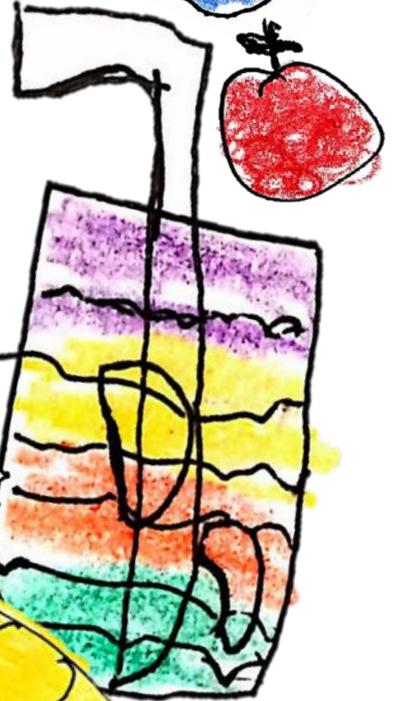
"Sometimes when you build things, it takes you more time than you think to finish," she says. "A president wants

things to be calm and does not want bullying or meanness. The White House is a place where people work for peace and order." Dreamcess Camila and Grandmother Abuela take lots of pictures.

She also says, "Presidents are lucky because they can eat yummy things all the time like arroz con frijoles, broccoli, and my dad's delicious chicken. They are allowed to have ice cream, donuts, grapes, and hot cocoa any day they want!"



Dreamcess Camila and her Abuela sit on a bench to have a small snack before getting back on track. They share a grilled cotton candy sandwich, jelly bean juice, carrots, an apple, and a bottle of water. This is one of the best snacks ever!



Then they take the G64 bus towards home.



They pass a tiny circle with a tree in the middle.



# The Inspiration for our Story

## What is my unique identity?

At the beginning of the school year, our kindergarteners were wondering about the many different things that make us who we are. We thought about our unique physical features (our “outside identity”), and our individual feelings, ideas, and memories (our “inside identity”). We also thought about the special people in our lives who help us grow stronger, smarter, and happier every day. With the help of Imagination Stage and the National Gallery of Art, we explored how our similarities and differences make each of us a special person.



As we started to look at ourselves and our friends in a new way, we began to wonder about other things. Can a place have an identity, too? What about our city?

## What is DC's identity?



We needed to investigate! We explored our city's places, people, animals, and more. It became clear to us that DC's identity is so, so special because it's made up of incredible places, the nicest animals, and so many amazing people, *including us!*



We decided to write a story to share all that we had learned together. We agreed that our story would need a unique character, a person very special to us, and adventures that would take this character to some of the most special places in DC. After a lot of collaboration, drafts, and patience, the story of Dreamcess Camila and her Grandmother Abuela came to life!

- Gricell Medley & Kristen Kullberg

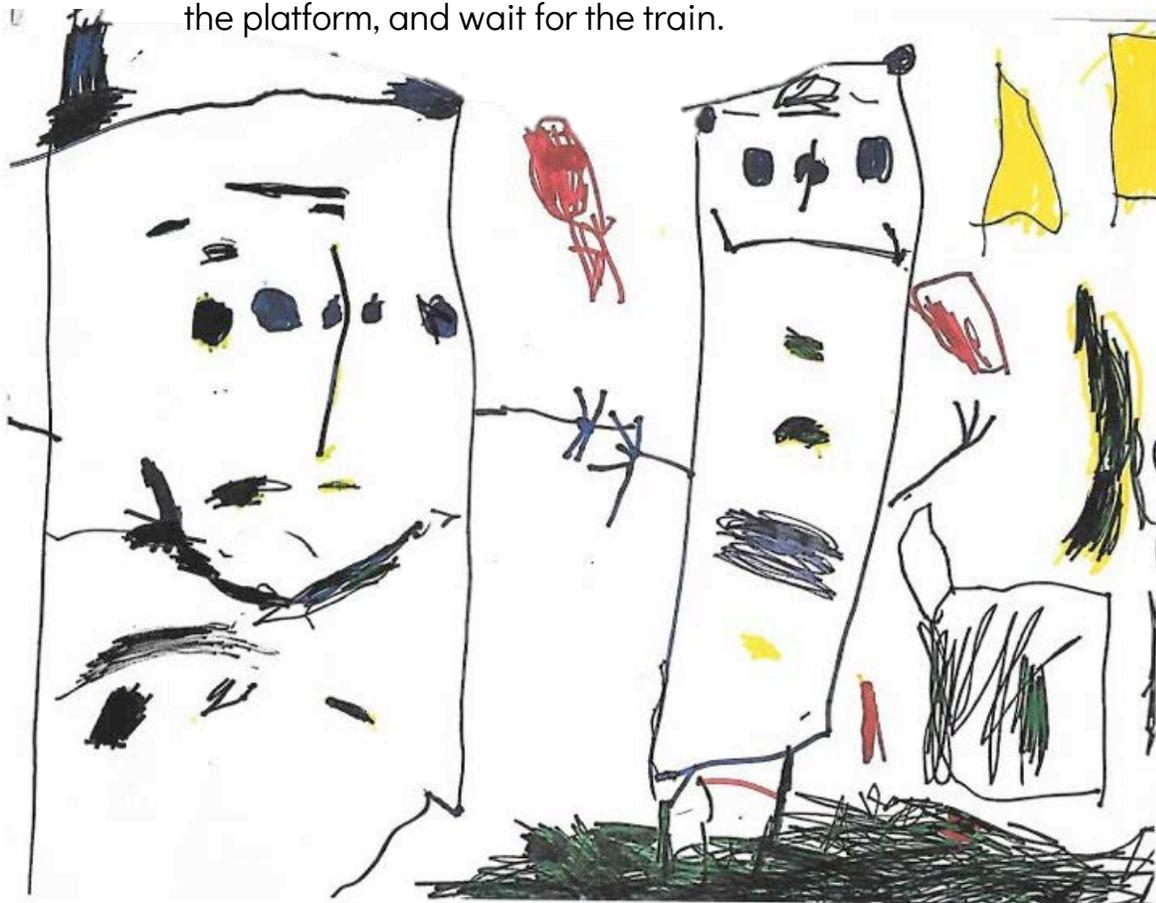
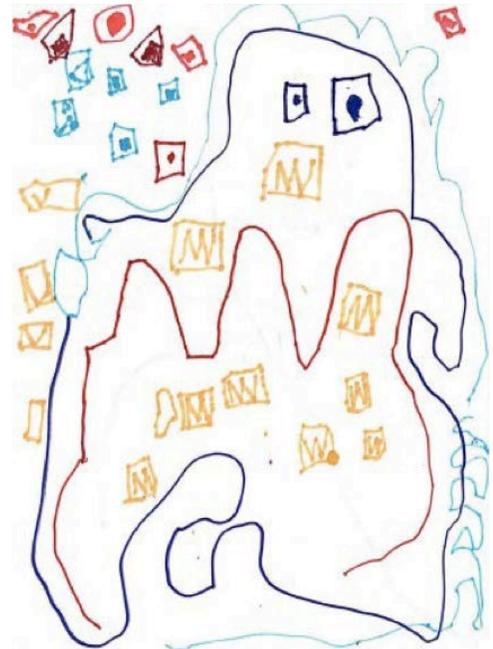
# Mr. B and Mr. C Find the Perfect Place

## PreK4 at Sacred Heart Looks at DC From Different Perspectives

Mr. B and Mr. C are new monuments in Washington, DC. They are very strong, extremely happy, and magical! Together, they hold hands and go see all the wonderful places in the city. They are looking for the perfect place to live.

They buy a map of the city and see that DC is confusing. They also see that DC is shaped like a hand! They wonder if it will be very hard to find the center of the city. The map shows them that they can follow the Yellow Line from Columbia Heights Metro Station to get there.

The two friends go to the station, buy their Metro cards, go down the steps, get on the platform, and wait for the train.





Mr. B and Mr. C feel the wind coming out of the tunnel. "What a delicious and refreshing breeze!" they say. Then they hear "Psst, psst!" and turn around. It's the train! "I am the Yellow Line, with lights on my front! The lights guide me through tunnels. Everyone can see my yellow lights coming and hear my wheels squeaking on the rails," he says.



Mr. B and Mr. C hop on!  
Yellow Line tells them, "Our  
first stop will be the White  
House. People who live  
here are special because  
they are leaders who  
work for the citizens!"

The two friends like the  
White House a lot. "Maybe  
we should live *here*," they  
say. But the police say,  
"You can't live here! The  
President lives here!"



The White House says,  
"Lots of people visit me  
every day from all over!  
Children from many schools  
come here. See the children  
in red? My Secret Service  
dogs sniffed them up and  
down. They're from Sacred  
Heart and have come here to  
give cards to our workers! The  
cards say, 'DC loves you and  
thank you for being a good  
citizen!' Why don't you go  
behind me so my security  
doesn't bother you?"

The White House is very  
smart. This isn't the place  
for Mr. B and Mr. C. They ask  
Yellow Line to keep going.

They follow Yellow Line to the Jefferson Memorial. When they arrive, they fall in love with its big gardens. “There aren’t any trees to cover us here,” says Mr. B. “The sun won’t have any trouble lighting us up!” says Mr. C. They hug and think that this might be their perfect place, but the Jefferson Memorial says, “You cannot put yourself here! I’m the Jefferson Memorial! I’m white with many pillars, and I am very beautiful and big. If you stand in front of me, you’ll cover my beauty!” Mr. B and Mr. C decide to keep walking.



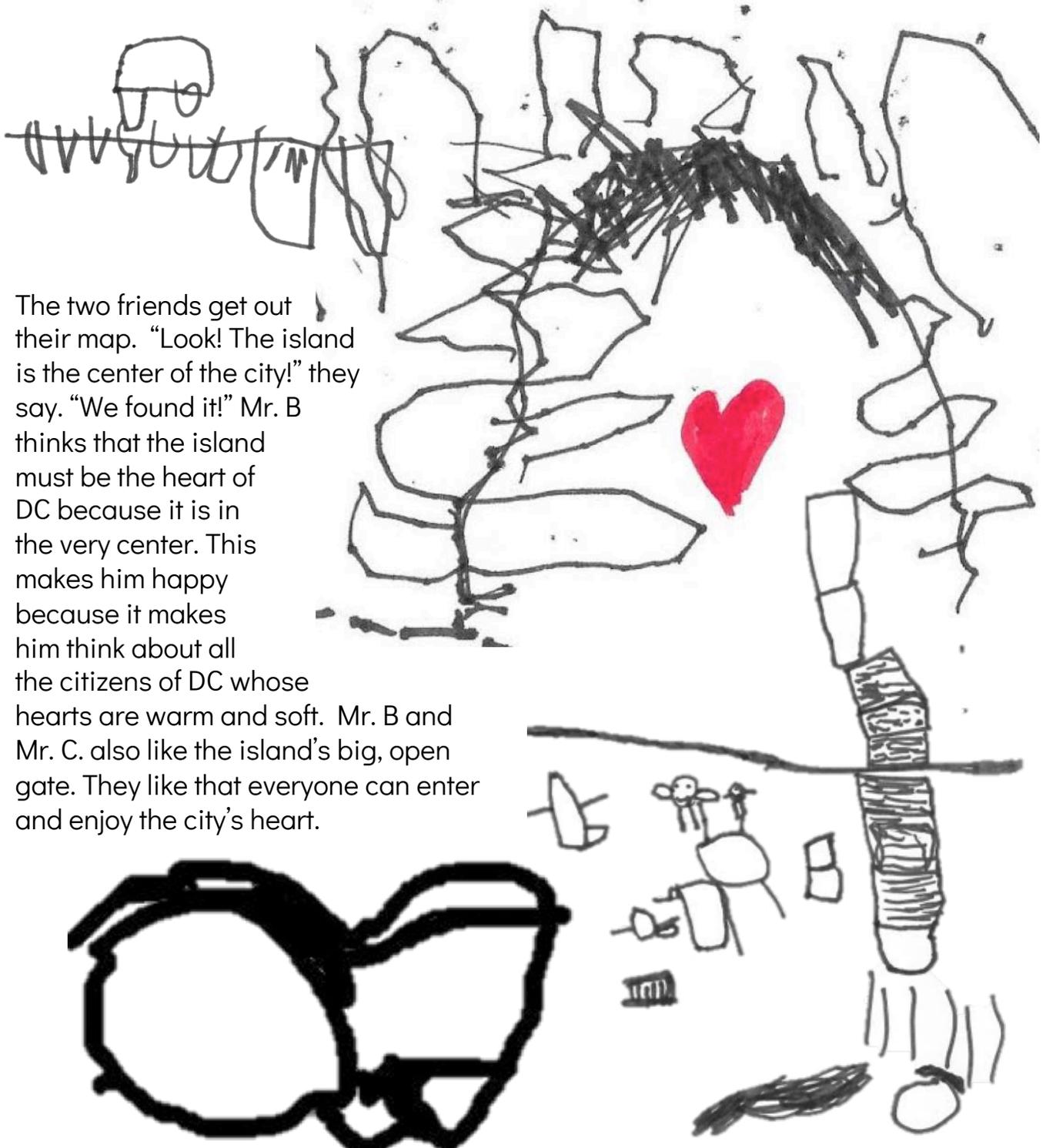
The two friends walk with their eyes wide open to see every detail of the city. They hear children playing and they feel love. They meet the Washington Monument. “Look at my colors! My base is green because I am strong and heavy, the red of my lights is the heart of the citizens who visit me, and the white of my bricks is for the brightness of the city and the cool breeze,” the Monument says. “Look at the happy children roll down my hill! My visitors are happy because they get to run, walk, and roll on my fresh green grass.” The Monument frowns at Mr. B and Mr. C and says, “I will not allow you to stand *here*. Go away so I don’t lose all my charm.”



The two friends decide to keep looking for their perfect place. They find a very big house where they think an artist must live with dancers, musicians, and other great artists. It is the Kennedy Center!

They are very impressed by a big statue inside of the doors. Mr. C and Mr. B think that the bright, colorful statue must be an important person like a doctor, president, or writer. "Whoever it was, they must have been a good citizen because artists don't make yellow statues for everyone!" says Mr. B. Then the two friends go to sit on the terrace and look at the water going up and down. "How great would we look if we settled in the Harbor of Georgetown?" says Mr. B. "Or maybe we'd look better on Roosevelt Island because it has the shape of a belly," says Mr. C. They decide to go and see.

Mr. B and Mr. C have a lot of ideas about the island. "How strange! Look how many birds there are! Is the island their home?" says Mr. B. Mr. C responds, "Maybe it's a sanctuary. How do people get to the island?" Mr. B tells his friend that nobody can walk on the water because they would sink. Mr. C still wonders how they would get there. He thinks they might need a bridge. "It smells like candy because it is sweet and incredible!" he says.



The two friends get out their map. "Look! The island is the center of the city!" they say. "We found it!" Mr. B thinks that the island must be the heart of DC because it is in the very center. This makes him happy because it makes him think about all the citizens of DC whose hearts are warm and soft. Mr. B and Mr. C. also like the island's big, open gate. They like that everyone can enter and enjoy the city's heart.

Once they get to the beautiful island, they know it is the perfect place because they feel safe and happy. "Let's stay here as monuments!" says Mr. B. "Yes! But we need a few more things to make it extra special for the children of DC," says Mr. C. The two friends agree that there will be a mobile on top, a doorway with stairs, a maze of colored balls, and a line of hearts. They add a garden where children run and moms drink coffee.



It's a magical place with hearts everywhere. People come from all over to see all of the happy children holding hands and playing together in this very special, perfect place.



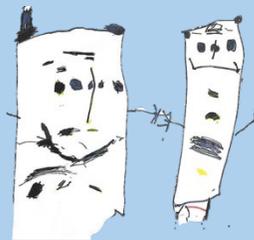
# BEHIND THE SCENES OF OUR STORY

One day my students and I found ourselves at the top of our church steps. One child said, "I can see the whole city from here!" Another student said that we should all go outside more to see more of our city: the back of the church, the other side, and even the construction site around the corner. They were fascinated by looking at their world in new and different ways. This is how our exploration of different perspectives began.



We took our learning outside of the classroom and into our city. We looked at familiar places with new eyes (including from the top of a ladder!), met many new people, and documented our thinking along the way. Soon enough, our investigation into the special places and people of DC brought us to wonder about how, in a city full of monuments, there isn't one to specifically honor the children. Our city's need for a children's monument became our new focus and we got right to work designing one! All of our experiences became the basis for the story of Mr. B and Mr. C. We listened to each other and built our story together. We constructed our own monuments in the classroom and used dramatic play to figure out the rest. In the end, we all agree on one thing: DC is the perfect place for all of us!

- Maru Ramirez  
& Kristen Kullberg



"Washington, DC, is for everybody because it is like an open heart. Our city welcomes ALL citizens because our hearts are open, cozy, soft, and warm. We love each other and DC loves everyone, too." - PreK4

# The Story of the

By: "The Statues," 2016-2017,

Once upon a time, in the Year of  
the Rooster, there was an

**AIRPLANE** piloted by

**COOKIE MONSTER**

that dropped an egg on

the roof of the National Gallery of

Art (and left a trail of cookies).

The egg cracked and out popped a

white rooster. In two days it turned

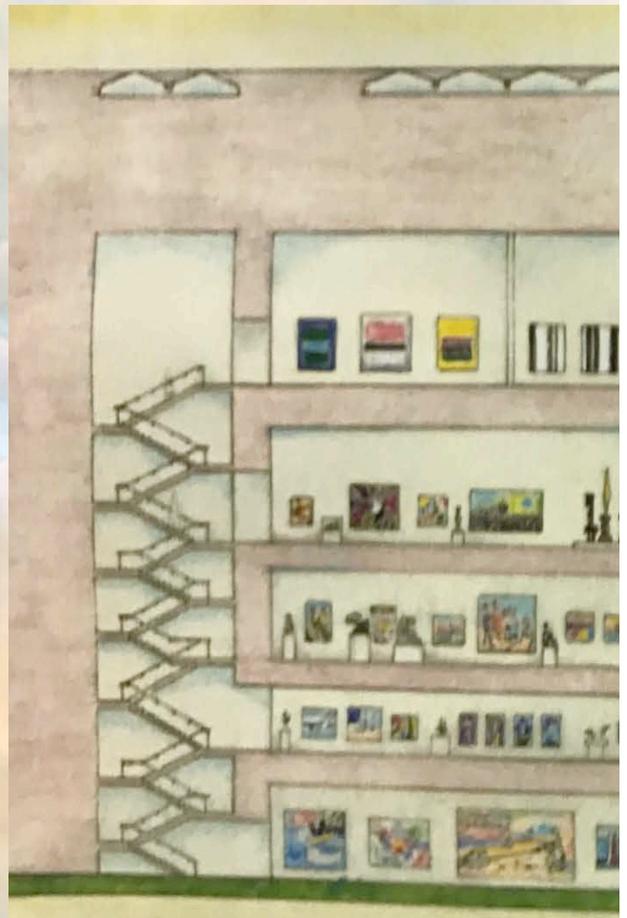
into **BLUE ROOSTER**.

The **SECURITY GUARD**

stayed with him and now takes

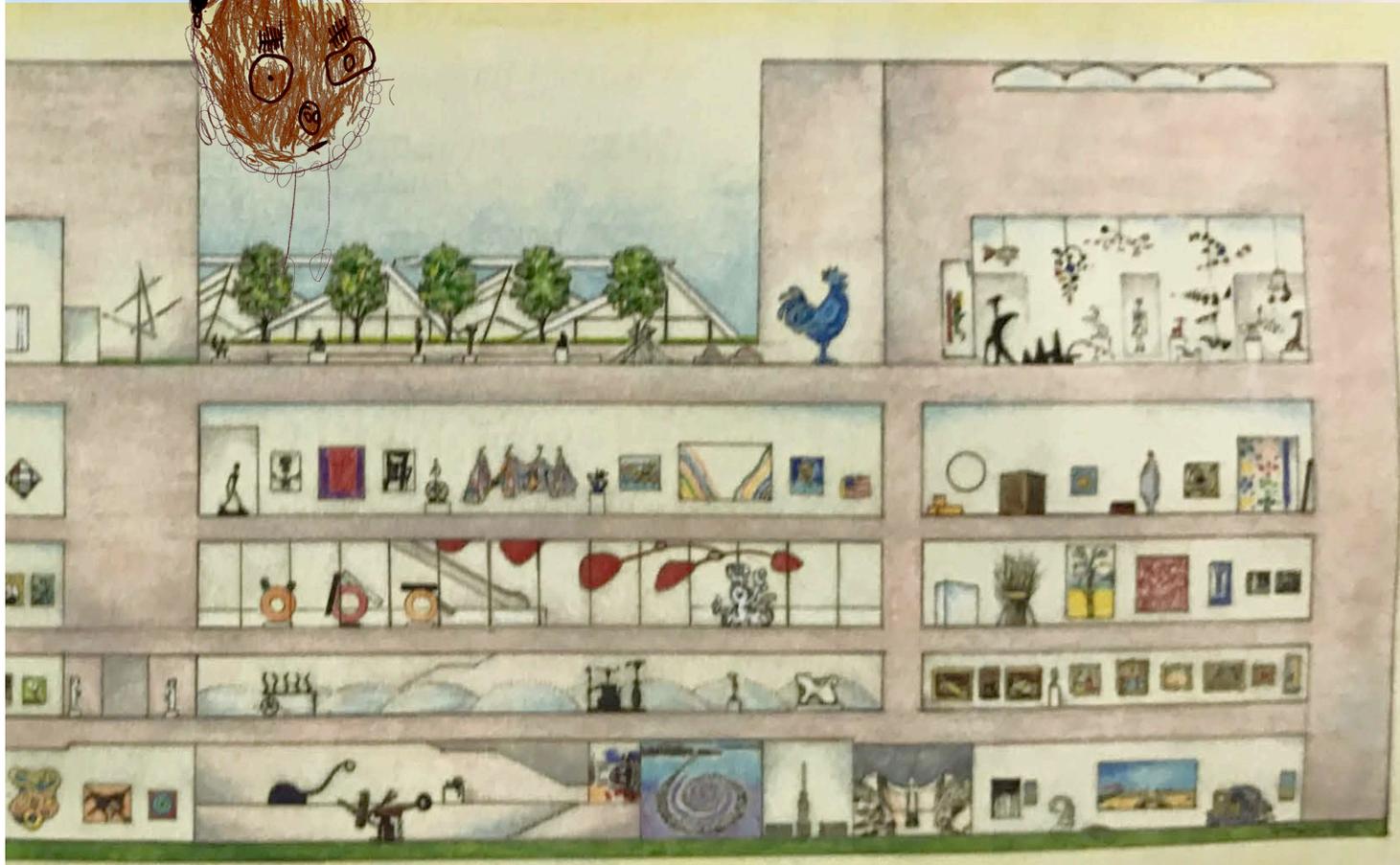
care of him every single day of the

year.



# Blue Rooster

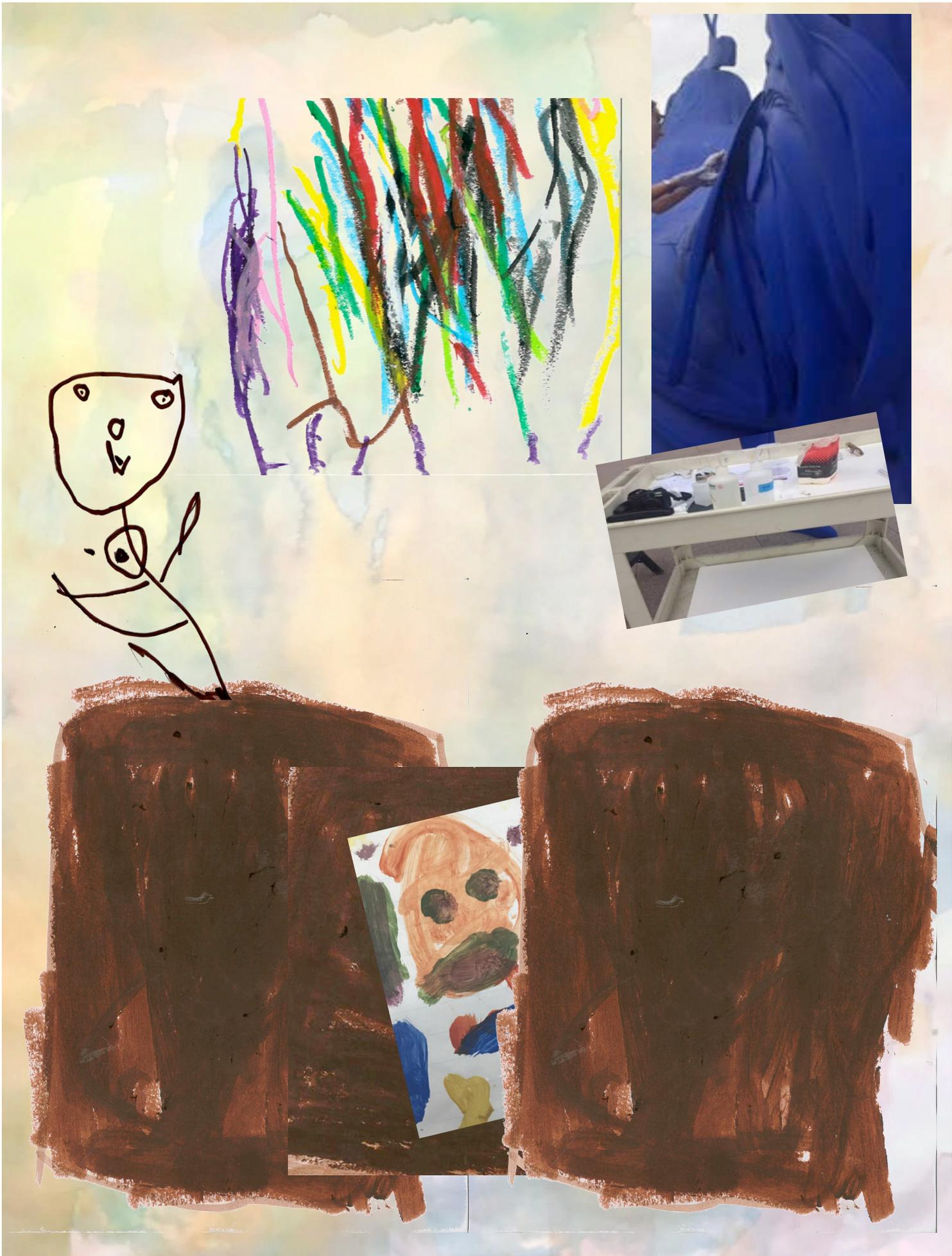
PreK3 class at J.O. Wilson Elementary School





A **RAINBOW** appears every time **BLUE ROOSTER** makes a new friend. He has lots of friends—all the people in Washington, DC, are his friends, including a class at J.O. Wilson Elementary School called **THE STATUES**. **BLUE ROOSTER** and **PTERODACTYL** fly in the sky together and sometimes go to hotels.







**BLUE ROOSTER** has lots of friends in the National Gallery of Art; one of them is a **MONSTER**

who lives in the Richard Serra sculpture. He is nocturnal. **BLUE**

**ROOSTER** is really good at hide and seek because he can change into a

**CoLoRFUL RoosTER** or a **PINK ROOSTER**

or an **OWL** to blend into the

background. Sometimes he gets hurt. A

**CoLoRFUL ZEBRA**

is a mommy who makes special medicine to fix the rooster. His friend

**BUDDY**, the Eastern box turtle,

visits him. It's fun to have playdates!

**BLUE ROOSTER** cheers people on as he

watches them from his perch on the roof of the National

Gallery of Art. After a long day, **BLUE ROOSTER**

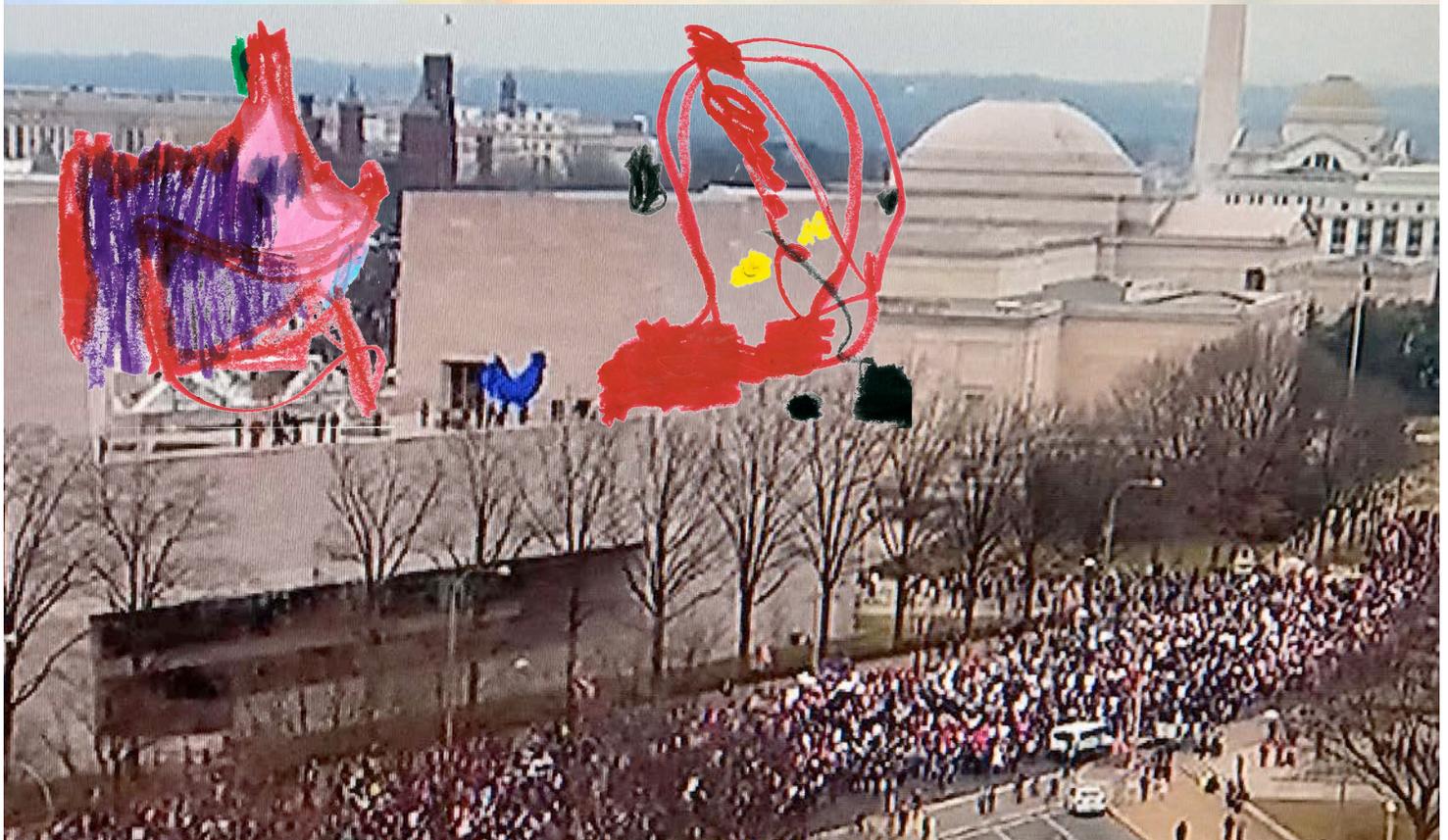
likes to fall asleep playing with his **MONSTER TRUCK**

There is also a **SNAKE** that climbs on his back to

cuddle him. When the morning comes **BLUE**

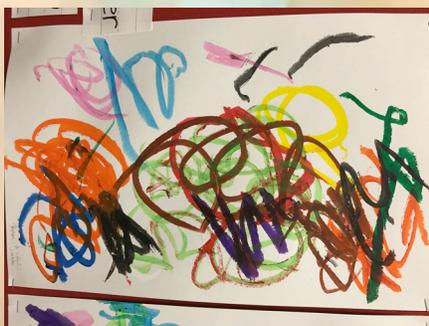
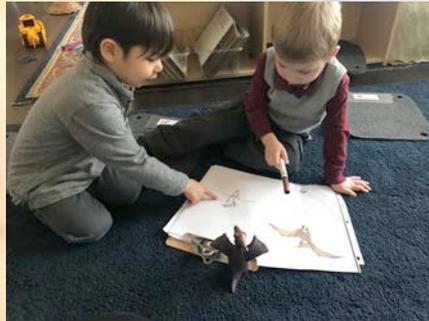
**ROOSTER** says, "Cock-a-doodle-do" and wakes up

all the citizens in Washington, DC.





“It seems that for cities to be understood and appreciated, they should be talked about in stories, rather than merely described.”  
- Sergio Spaggiari (Reggio Emilia)



# La Casita de Libros

A Study of Little Book Libraries In Washington, DC, by  
PreK3 Students of DC Bilingual

Once upon a time during our daily community walks, we noticed a small house made out of wood with books inside. It was a little book library.





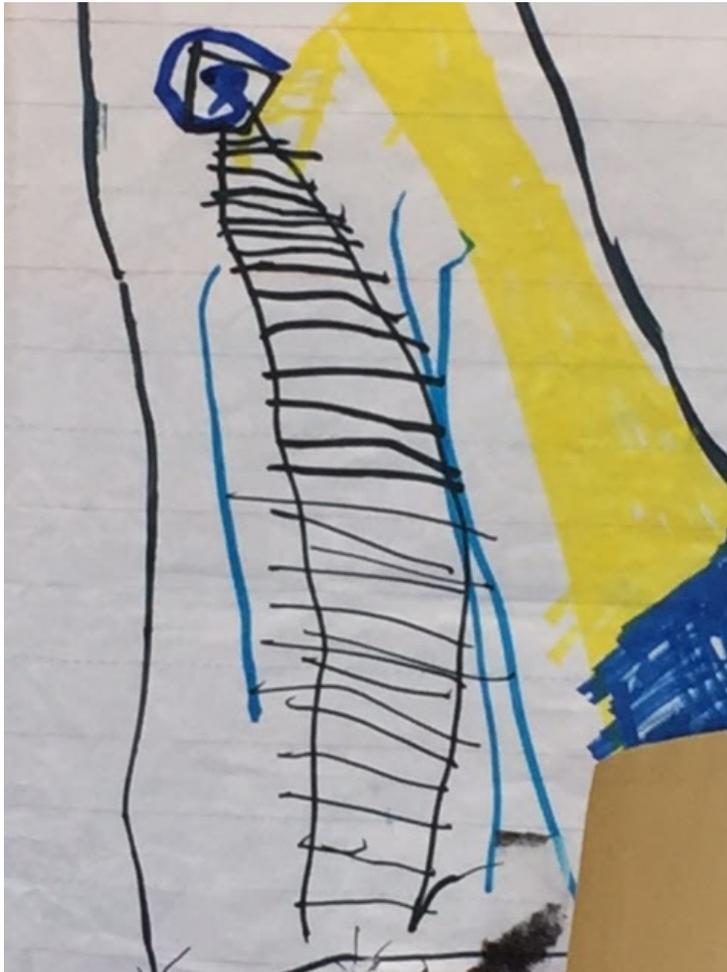
Then we started noticing more little book libraries around our city. We took a field trip to explore two of these little libraries. One was in the shape of a robot and it was hard to open the door. The other one was in the shape of a choo choo train, and we could not reach the door. But they both had treasure inside. **BOOKS!**

We liked these small libraries so much that we decided to write a story about a little library called La Casita de Libros.

We hope you enjoy our story.

# La Casita de Libros

La Casita de Libros has a million steps. You have to climb all the steps if you want to go inside. There is a railing that you can hold onto so that you don't fall.



There is a big yellow slide on the side of La Casita that you can use to go down. It is so much fun.

Solo niños y animales pueden entrar a La Casita. Only children and animals can go inside La Casita. There are no toys inside, only books inside a bucket for the children.

Once you get up there, there is a door. If you want to open it, you have to know how to do it. It looks like this.





*Princess Scarlet*

There are two animals that take care of La Casita. A white and black mouse named Princess Scarlet and a white mouse named Paulette.

Princess Scarlet wears a sweater and a skirt and she works very hard at keeping La Casita clean. The children help her clean. She tells the children that if you care about something you have to keep it clean.



*Paulette*

Paulette also lives in La Casita. He is a funny little mouse and he makes the children laugh. El hace piruetas (he does cartwheels) and he also takes all the books out and makes a big mess. Then he hides. Paulette does this because he is sneaky and also gets scared.

*Paulette haciendo piruetas*



In the woods nearby lives a fairy named Ada and she has many, many fairy friends that live in a cocoon in the woods. Ada and her fairy friends care a lot about La Casita. They don't need to go up all the stairs to go in. They have wings, so they fly up and slide down. Ada and her friends bring presents for the children. The presents are all wrapped up in beautiful paper. The presents are always books. The big children read to the small children. All the fairies sing to the children beautiful songs that make them feel happy and peaceful.



At night one of the fairies named Ryan Fairy works very hard to make a glowing feast for the children. He turns all the fairies into stars in the deep night sky.



*“Ryan Fairy”*

“La Casita de Libros” is in Washington, DC. It is at our school, DC Bilingual. You should come visit sometime.

## Behind the scenes of the study of little book libraries in Washington, DC



We discover a little book house.



Carys makes a book for for our little book house.



Kayla makes sure to keep our little book house clean.



The fairies sing to the children.



# GETTING AROUND DC

*Important Things on H Street for Kids  
(and How to Ride the Streetcar to Get There)*  
J.O. Wilson Elementary School (DCPS), PreK3

*Traffic to Love, and Traffic Not to Love*  
DC Bilingual Public Charter School,  
Kindergarten

*Frutita Finds New Friends!*  
Sacred Heart School, PreK3

*Exploring Our Neighborhood*  
Sunshine Early Learning Center, PreK1 & PreK4



# Important Things on H Street for Kids

(and How to Ride the  
Streetcar to Get There)

By J.O. Wilson Elementary  
School's PreK3 Class,  
the "Monuments"

## How to ride the streetcar

- 1 **Think** about where you want to go. Look at the map.
- 2 **Wait** at the stop. Keep off the tracks and stay back from the street.
- 3 **Press** the green button to open the doors. They shut automatically.
- 4 **Sit down** in the seat or hold on to the railing (but you have to be careful).
- 5 **Wait** until you get home to lie down.
- 6 **Look** out the window and notice the taxis, cars, buses, motorcycles, and buildings.
- 7 When it stops, **get out**.
- 8 You can get on another bus or walk to the store or get a red bike to go where you want.





## Important things to know about the streetcar



- The streetcar goes up and down the H Street hill but it stops at Union Station.



- When the streetcar gets to Union Station, it will go back down H Street.
- You cannot ride the streetcar to Lexington or Florida or anywhere way way way far away (you need to take a different bus or the Metro or get on an airplane to do that).
- The streetcar is red and white and gray and yellow.
- The streetcar has brakes to stop and wires at the top to make it go.
- There are 5 stops on H Street. Each stop has important things.





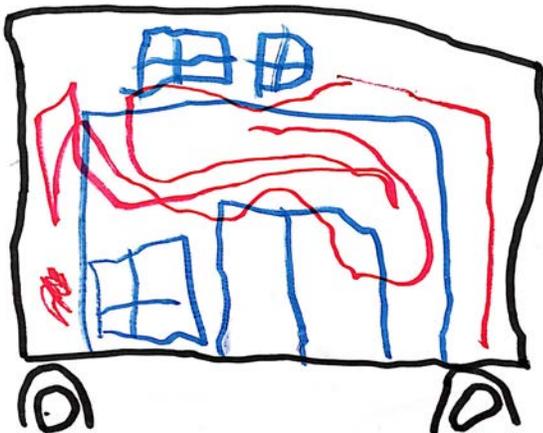
Union Station is at the beginning and end of the streetcar line.



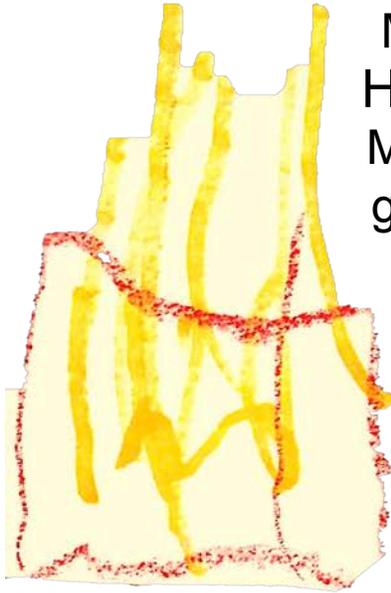
When you get there, you'll see lots of **Hopscotch Kids**. They are dancing and doing poses! You can dance too.

## A STREET AND

On your way inside, you will see a **bus**. There are lots of people waiting, probably to go home to their city. Or maybe they are going to take a trip to Egypt or Japan or other places.



Go inside. There are a lot of **escalators** in Union Station! You have to go up and down. Stay still, hold onto the rail. You have to wait. When it's at the end you can jump!



If you want to eat, you can go to McDonald's! Only kids can get Happy Meals and Happy Meals have toys! You can get burgers and **french fries** and a drink.



Look up at the **owl!** They don't want birds at McDonald's in Union Station. The owl scares the pigeons like whoo-whoohoo!

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# UNION STATION

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In the bottom of Union Station, you can get a **monument coin**. You put the coins in and then you turn it, turn it. It comes out like an oval.

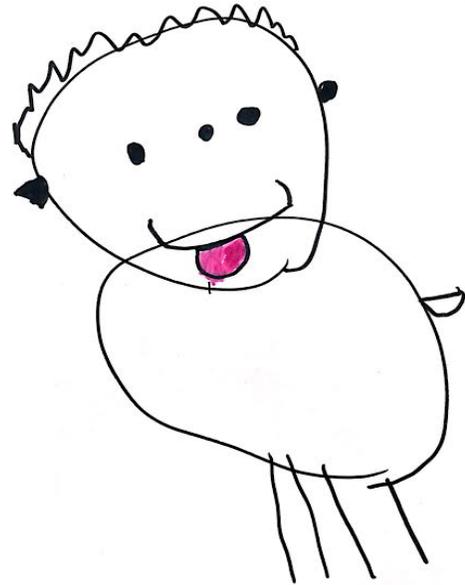
You can hold it and you can show your friends. But don't put it in your ear or it will hurt!



There is a pet store at 3<sup>rd</sup> Street. The store has beds for pets and dog food.

Sometimes the workers can even take you to see the **dogs**! The dogs are cute. Some are big and some are small. When you touch them, it makes them really happy.

You can hold the dogs and play with them and give them a kiss. They say, “ruff ruff.”



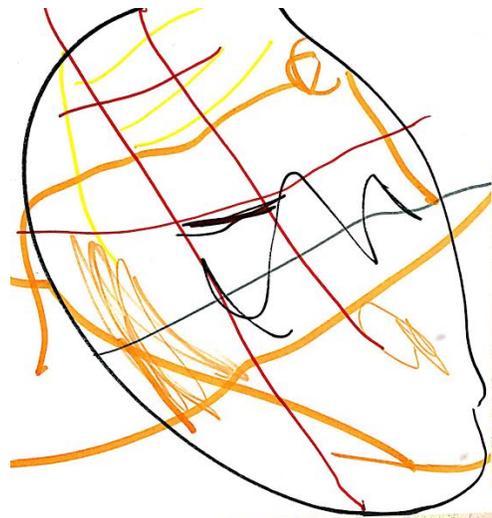
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## H STREET AND 3RD

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You can get **grapes** from the grocery store. The grapes are really yummy and tasty. When we were there, we saw cakes too.

They had **orange cakes**, blue cakes, green and purple cakes. Strawberry and raspberry cupcakes too.



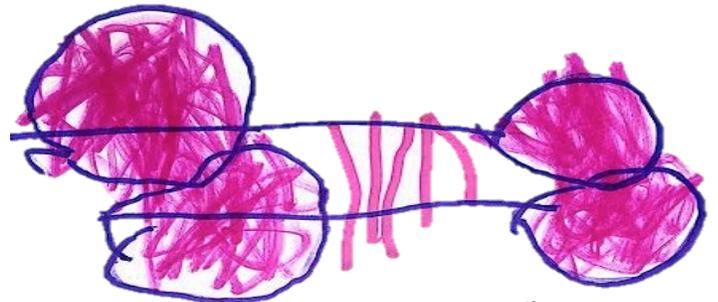
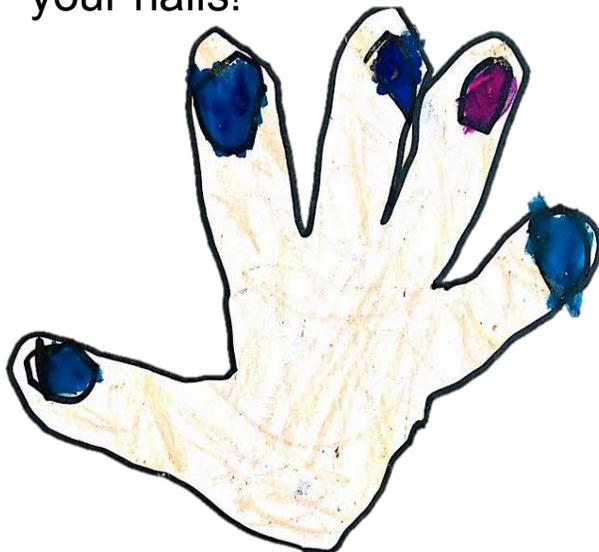
At 5<sup>th</sup> Street, you can go to Sidamo to get **hot chocolate**. Hot chocolate is kind of hot but it will get cold outside while you wait for the bus.

They roast coffee beans and change them from green to brown. Smoke comes out of the chimney and you might think it is snow but it is just smoke and little pieces of the beans.

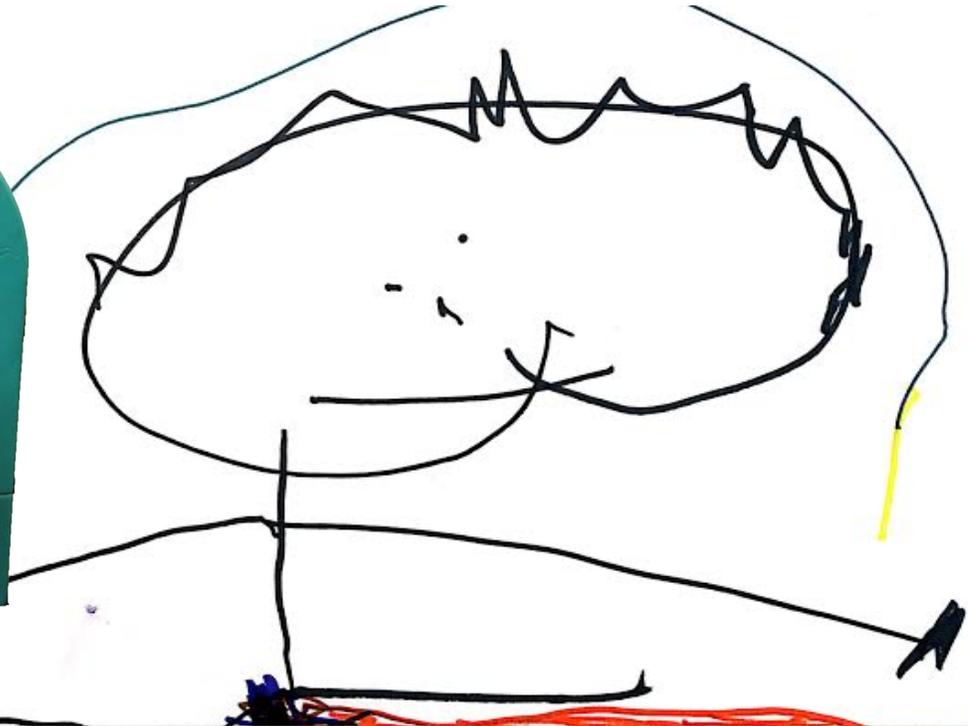


## H STREET AND 5TH

You can also go to the nail salon. You can look with your eyes and see **blue and white and pink and yellow** colors for your nails!



There is a pet store at 5<sup>th</sup> and H. Sometimes pets come in who are beautiful. They have **squeaky toys**, stuffed animals for little pets, and chains for the pets' necks. You should get things for your pet there because pets like the things they have. You can't go at night, though, because it's closed in the darkness.



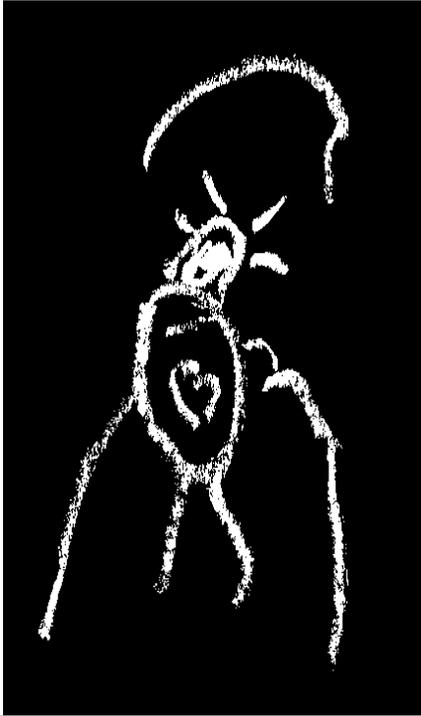
H STREET AND 8TH

At 8<sup>th</sup> Street, there is a **slide** for kids in an office. The kids slide while grown-ups are working on taxes.

7/11 is at 8<sup>th</sup> Street too. Sometimes, your grown-up can take you there to get **chips**, fruit, everything! Our favorite thing to get is the applesauce.

8<sup>th</sup> Street is loud with lots of people and buses and construction.





On the wall at the 13<sup>th</sup> Street streetcar stop, you will see a **skeleton**. He has a head, legs, and arms, and a heart in the middle. He has a hat and a basket. He's going coconut hunting or maybe on an Easter egg hunt. There are all different kinds of skeletons but this one is happy.



## H STREET AND 13TH

You can go to Maketto and get a **sprinkly donut**. It has sugar so remember that it is not so healthy. Under Maketto you can get something kind of like a donut. You can get a bagel!



There's a **dance studio** too where kids and grown-ups go to dance. Dancing is so much fun.



# “Traffic to Love, and Traffic Not to Love” por Kinder C, DC Bilingual



Si vienes a nuestra comunidad, deberías saber que...

“...en el tráfico hay muchos carros y no te puedes salir porque hay carros al frente y a los lados.” – Angie

“...además carros go muy rápido because they want to go to work or drop their kids at school.” - Emily

# Observando el tráfico

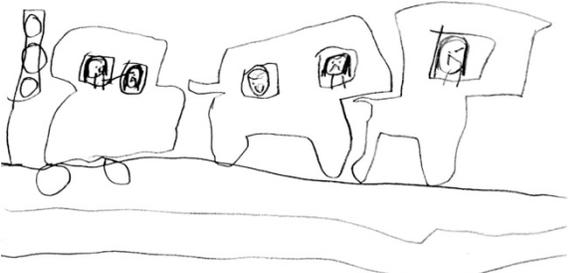
Si observas el tráfico en nuestra comunidad, te darás cuenta de que...

“Cuando hay tráfico pueden venir los carros muy rápido y golpear su carro.”  
Nelson

“[Las personas están] tristes porque... si van al trabajo y ya no están ahí y llegan muy tarde al trabajo donde deben ir. Ni mi papá ni le gusta ir al trabajo tarde, ni a mi mamá.”  
Britanie

“Hay mucho tráfico. Voy a dibujar las personas. [Están] enojadas porque nadie no se mueve.”  
Krystel

“Yo veo mucho tráfico porque yo veo que los carros están moviendo un poquito despacio.”  
Nico



“El tráfico triste y enojado” por Stephanie



“Static, grumpy traffic” por Lily



“Bumper cars” por Kai

# ¿Cuál es el problema con el tráfico?

1. “Para unas personas, hace muy late.” - Jonah
2. “La gente está enojada y pita mucho para que vayan los carros, porque los carros no quieren parar, quieren ir no tarde al trabajo y no tarde a la escuela.” - Britanie



“Rainbow traffic” por Krystel con la colaboración de Kiara, Kelly, Erika y Alec, y el feedback de Kinder C

3. “Los carros no mueven en el tráfico. When a car goes in the middle and stays there, the cars stay longer.” - Jory
4. “Hacen falta mas calles porque cuando hay tráfico en una calle, puede ir a otra calle.” - Kelly

# Soluciones al problema del tráfico

Solucionar los problemas del tráfico toma mucho trabajo de planificación, investigación, y colaboración



En este modelo del tráfico en nuestra comunidad podrás ver cómo se ve el tráfico alrededor de DC Bilingual, y algunos de los inventos que creamos para ayudar a solucionarlo.

# Los altavoces

“Son para que la gente salga a diferentes horas, porque si no, va a haber mucho tráfico. Los altavoces van a decir `Paaaasennn a diferentes horas!!!’ También cuentan chistes para que la gente no se aburra en el tráfico.”

- Nelson



Estos altavoces estarán instalados alrededor de las calles donde hay más tráfico en la ciudad.



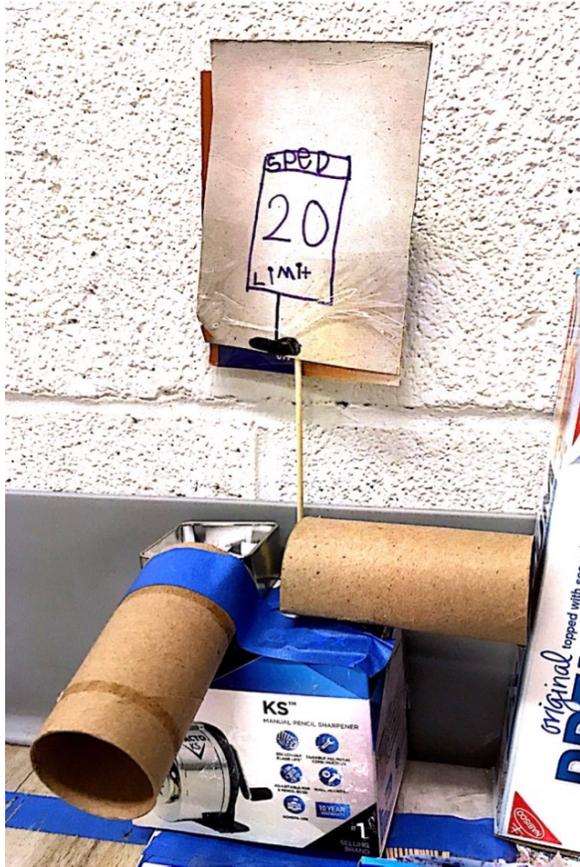
la cárcel donde llevan a las personas que cometen infracciones

“Si un carro esta haciendo mucho rápido, el altavoz puede ver y se conecta con el police, y puede que el police know the license plate, [así] el policía puede saber cuál carro está y va a agarrar.”

- Jonah

“Hablan con las gentes que están en el carro para que no se enojen y para que no digan malas palabras. Si una gente no ve la luz, la gente que está atrás le va a decir mas palabras malas y le va a pitar. Entonces (los altavoces) le dicen que paren porque si no, les van a llevar preso.”

- Erika



## La súper tira-tickets

“Tiene los números como van los carros, y cambian cuando los carros van muy despacio o rápido. Cuando los carros van muy rápido, la cámara los ve y entonces lanza un ticket al carro. Tienen que ir a un número como no tan tan bajo. Tiene que ir a 20. Porque si van muy lento, entonces va a hacer más tráfico.”

– Angie



Ticket that landed on a car



Ticket holder

## La tirolina

“Es para el policia, porque si un carro es muy rápido el policia zips down and puts the ticket on el carro.”

- Dason

“In case you want to go to places real fast, or your car got broken in traffic, you can use the zipline.”

- Lily

“Con un magnet puede agarrar el carro y llevarlo. Hay una rampa para que los carros bajen.”

- Alec



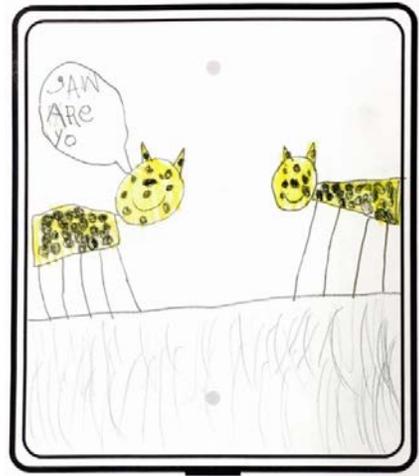
# Señales de tráfico chistosas

“The jokes on the traffic signs are to make the people who are driving laugh.”  
- Kiduse

“Necesitas chistes porque si las personas que están driving estan aburrido, pueden ir a dormir.”  
- Jonah



“Un payaso con un pie en la cara.”  
- Stephanie



“¿Qué le dijo un jaguar a otro jaguar? Jaguar you?”  
- Angie



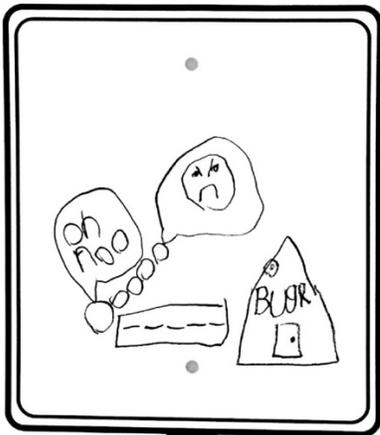
“Una oveja tira la pelota muy fuerte y le dice a otra ‘beeeee.’ Y la otra contesta, ‘beeeee tuuuuu.’”  
- Krystal



“Un pez le pregunta a otro: ‘¿Qué hace tu papá?’ ‘Nada, y el tuyo?’ ‘Nada también.’”  
- Kiara

# Señales de tráfico chistosas

“Los chistes son para que cuando la gente se sienta enojada y triste, no se sienta enojada y triste, y se rían. Si sus papas dicen que no podemos ir en esa parte porque hay mucho trafico, tal vez se pueden reír con esos chistes.” - Nelson



“Why did the booger cross the road? Because he was late for school.”

- Jayden



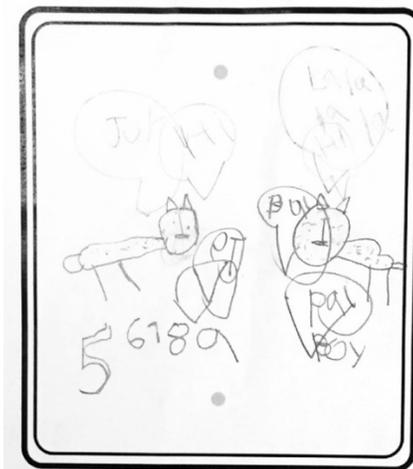
“How do make a tissue dance? You give it a boogie.”

-Lily



“What did the A say to the B? `C, D, E, F, G.”

-Jonah



“What did number 8 say to the jaguar? `Bye!”

- Dason

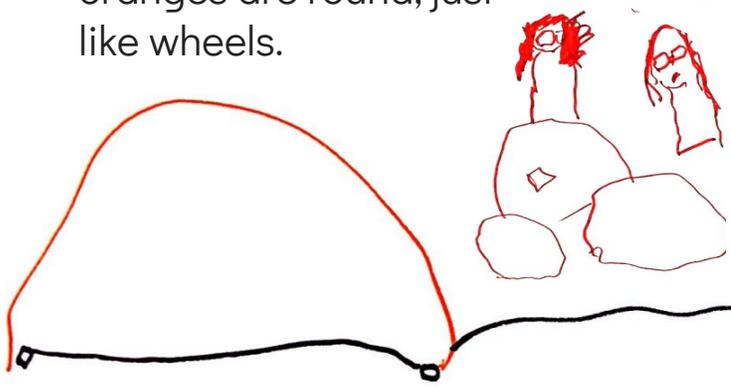
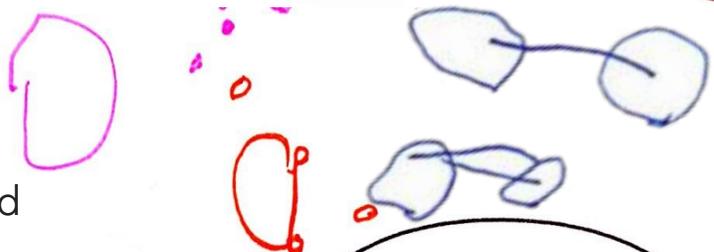
# FRUTITA FINDS NEW FRIENDS!

PREK3 AT SACRED HEART SCHOOL INVESTIGATES THE WHEELS OF WASHINGTON, DC



I am Frutita, a friendly wheel who lives at Sacred Heart School in Washington, DC.

If you look down, you can find wheels like me. Some wheels look tiny. My name means "Little Fruit" because apples and oranges are round, just like wheels.



I see many different wheels going around my city and I want to know them. I'm going to leave my classroom to investigate!

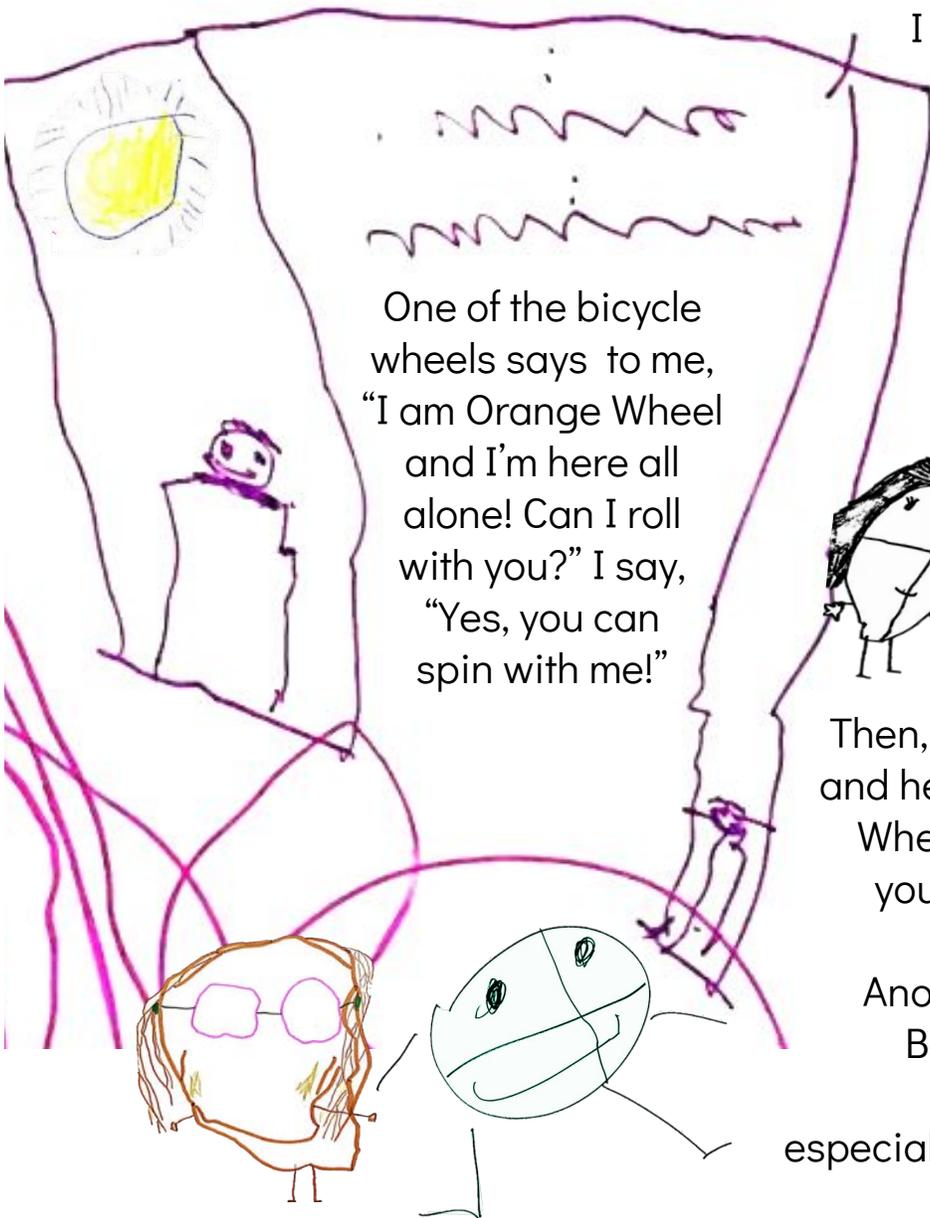
I want to see if they want to be my friends and roll with me.

First, I go to the school parking lot and see many cars. I get closer and see that each car has wheels! I get even closer and notice that these wheels are very old.



I meet Tati Wheel who asks, “Can I roll with you around town? Nobody wants to be my friend and that makes me sad!” I tell Tati, “Don’t feel sad. Old wheels just need to go to the garage to get fixed before they can go places and roll with friends. Maybe I can come back later after you get fixed so we can roll around town to see places together.”

Tati, the old wheel, feels happy and I start to roll again.



One of the bicycle wheels says to me, "I am Orange Wheel and I'm here all alone! Can I roll with you?" I say, "Yes, you can spin with me!"

I go to the park to see if I can find a friend who can spin like me. I see a bicycle that a kid forgot.



Then, I get close to a circle and he says, "I am Avocado Wheel and I can spin like you because I'm a circle, and circles do that!" Another circle says, "I am Banana Wheel. I think wheels are like hair, especially my twisty ponytail."

With my new friends from the park, I see other wheels. "Look! The wheels of the Metro bus!" We decide to follow them to see where they go.



**LET'S GO SPIN!**

We follow the Metro bus and see many people inside going places that are too far away for walking. I wonder, "Where do they go?"

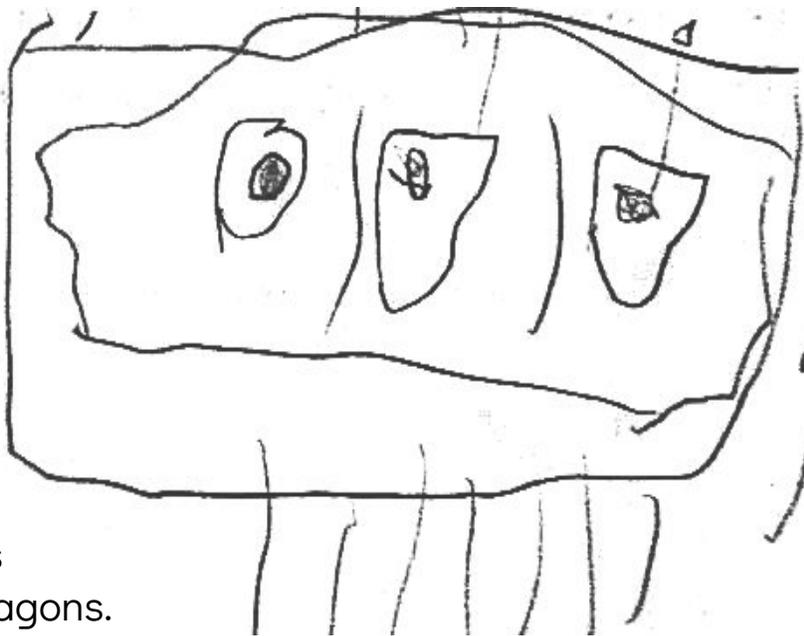
I ask the wheels and one of them says, "Hello, I'm Strawberry Wheel. I'm going with my sisters to visit the museum and the White House."

We pass a train station but don't stop because the Metro bus wheels want to go other places so more people can get to know them.

*WE  
SPIN SO  
FAST!*



I have more questions, but the wheels of the Metro bus can't stop to talk. They need to pick up passengers at the next stop and *fast!* I decide to go back to the train station I saw when we were chasing the Metro bus. That's when I see big, strong wheels connected to several wagons.



At first, I can't see the wheels because the train is standing at the station with his wheels under him. When he moves a little, I can see the wheels! I hear a voice that says, "I am Cookies Wheel. I am stronger than the wheels of bicycles because I make the train go!" Banana Wheel says, "I think the wheels of the Metro train can go very far, even to the beach!" Orange Wheel says, "I wonder if those wheels go underground into a tunnel. I think those wheels pick up many passengers and go very, very fast!" Then, we decide to go see some airplane wheels.



We go to the airport and Avocado Wheel says, “Look up there!” I see two wheels on an airplane going up into the sky. Avocado Wheel asks them, “Can you come down and play with us?” He has to say it very loud because the airplane wheels are going very high. Cookies Wheel says, “If they come down from the sky, there will be so many wheels playing together!”

One of the airplane wheels answers from the sky, “We are Cake and Grape wheels! We go very high and very far, and we cannot go down right now! We need to go pick up more people!”



We’ll have to make friends with airplane wheels some other time when they’re not so busy. “Let’s roll!” I say to my new friends, and we go on our way together.



“If we have wheels, we can go *everywhere!*” I say to my friends. “We can go to the beach with the wheels of the train,” says Banana Wheel. “I think wheels can take me all the way to a farm!” says Strawberry Wheel. Cookies Wheel is excited to go in a tunnel.

Today was the best day because we went round and round our city and got to see many special places together. Now I am happy because I have many friends to spin around DC with me!

# The Making of Our Story

From the first day of school, PreK3 was interested in learning about wheels. We decided to do an investigation of why wheels are important and how they can take us to all the places that make Washington, DC, special. We were also very curious about how they spin!



We started by investigating all of the different wheels in our lives. Our first stop was our school parking lot. There, we found many different types of wheels: some new, some very old. These new discoveries inspired us to investigate more of our city's wheels! We looked closely at the wheels zooming past us on the street outside of our school, around the National Mall, and even at the airport. Whether it's because they take us to special places, spin really fast, or connect us to other citizens of DC, one thing is certain: *we love wheels!*



- Paty Gonzalez & Kristen Kullberg



## Exploring Our Community

We are the children from Sunshine Early Learning Center. We wrote this book because we want to share what we have in our neighborhood. Come and visit us and see the beautiful places we have.

Two classes wrote this book: the kids in PreK4 (you can call us Team Chocolate because we love chocolate!) and PreK1.

We go to school every day. Our mommies and daddies bring us to school with our brothers and sisters. We love going to school. We enjoy playing with our friends at the playground. We learn how to write our names and the alphabet, and we count numbers. We love reading books.

In our neighborhood of Washington, DC, there are many interesting things to see: the box on the pole, the bus stop, the black box, the Pepco building, the garbage truck, the playground, the garden, and the library.

**We want to tell you about our neighborhood!**

# The Box on the Pole

In front of our school is a pole with a box. Every time we go for a walk, Team Chocolate and PreK1 look inside the box and wonder who lives inside the box!



It looks empty but we think spiders live in it because spiders are small and like to stay in the dark. That is where they stay so they can catch bugs and eat them!



Spider in the Box  
by Jason



Bugs Caught by the Spider  
by Messiah

Here are our ideas about who lives in the box on the pole:

*The bird lives inside the box. I see the bird flying around. It is a hawk. -Donovyn*

*The spider lives inside the box. -Destiny*

*Spider likes to crawl. -Marlin*

*It has eight legs and it makes a web. -Jabari*

*The spider is big. -Roman*

*It is black in color. -Kennedy*

*I don't like spiders. I'm scared. -Leia*

*It's OK Leia, the spider is friendly. -Roman*

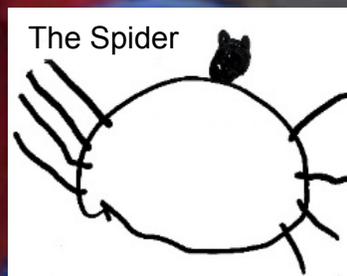
*The spider and the hawk are friends. -Destiny*

*Spider and the hawk like to play together. -Roman*

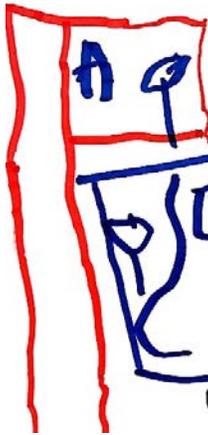
*They like to eat apples. -Marlin*

*One day, the spider fell down on the water. -Anari*

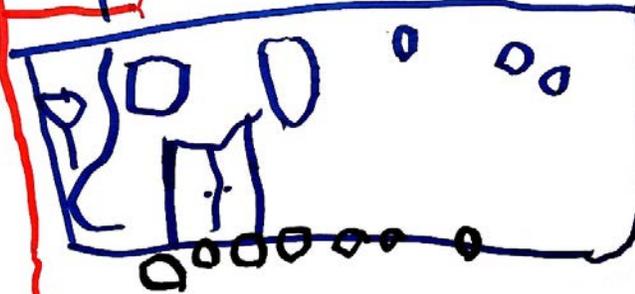
*The hawk flies and catches the spider. The spider is happy. She adds, "Thank you" to her friend hawk for saving her. -Marlin*



# The Bus Stop



There is a bus stop right next to our school. Here is what we notice:



**This is the bus stop.**

People wait at the bus stop to go to work.

The big bus can kneel down so it's easy to ride.

The bus has a lot of chairs to sit on.

We like sitting near the window; we can see a lot outside.

If there are no more chairs, you can stand and hold the pole.

The pole looks like a straight line.

The doors open and close.

My mom uses a card to pay for the bus.

Sometimes coins, like quarters and dimes.

The bus helps us go to school.

The bus can take us to our house.

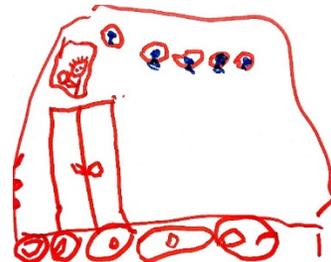
The bus can bring us to the store.

The bus can bring us to the library.

It can take us everywhere.

We always wave our hands to the bus driver.

**The bus driver will beep his horn and smile at us.**



# The Black Box

Beside the bus stop there is a black box.

It's big and we think people put it there so they can sit on it.

We looked at it and we saw some trash inside.



Roman could not sit anywhere, so Dylan got up and gave him his spot.

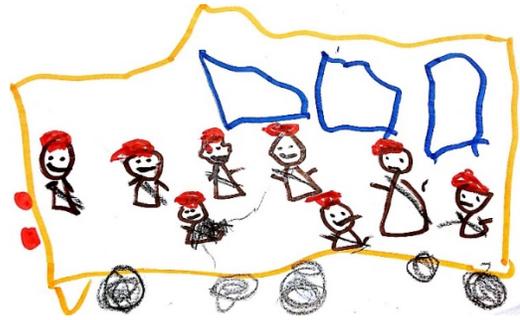
Team Chocolate made a story about the animals who live inside the box:

*Inside the box is a dog and a cat. This is our pet dog named Pillow. Pillow likes to go for a walk every day. He likes to catch balls. He loves to roll over and eat any kind of food. He enjoys playing hide and seek. He always wags his tail when he is happy and excited. Pillow has a friend cat named Scoop. Scoop likes to roll over, too. She always washes herself. She wants to be clean all the time. She meows every time Pillow visits her. They like to play together inside the box. They play robot toy and Choo Choo! Train. They also love to listen to stories.*

# The Pepco Building

At the corner of the block there is a building we call the Pepco building.

We like to imagine what is going on inside of the Pepco building:



*The orange race car was very sad because it was broken. He knew Team Chocolate could help. But the children couldn't go inside the Pepco building because it wasn't safe. There was a big sign that read "Danger." So Team Chocolate asked a firefighter to go in and bring the race car out so they could fix it. She did and Team Chocolate fixed the race car so it could go even faster. The race car went back into the Pepco building for a race. The race car said, "Thank you!" to the firefighter and Team Chocolate for helping to fix him. The race car was very happy. He could move super fast again. He gave Team Chocolate a ride. Team Chocolate wore their seatbelts and helmets. They enjoyed their ride.*



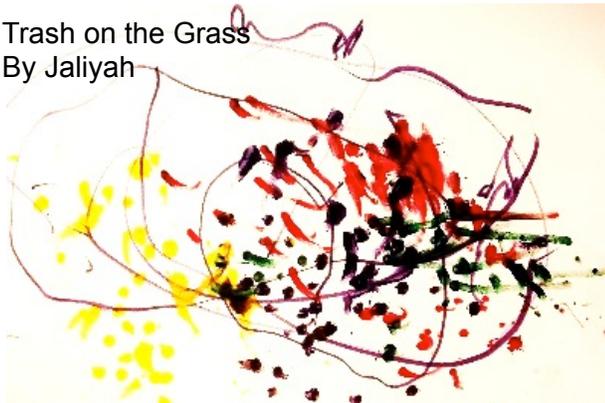
The Pepco building is always closed and has no windows. We can see our playground on the other side of the fence.

People and cars should not go in. You can see it on the sign on the gate and that's why its empty.

We hear wind moving inside the Pepco building, and we think there is a big fan in there. We wonder, what is the fan for?



Trash on the Grass  
By Jaliyah



Outside the Pepco building we see a lot of trash, like lots of leaves, plastic, some cups, and bottles. The trash can is full and they use big bags to keep the trash. We think it's a lot of trash people are making. We wonder who will take all this trash?

# The Garbage Truck

Guess who we always see come to our place? It's the garbage truck!

**Hello, Mr. Garbage Truck!**

The truck is big!

The truck is loud!

It really makes a growling sound.

Dylan runs away.

We say to him, "It's okay."

Then we watch it take the trash away!

We say hello to the blue one.

But there's an orange too!

Even red and darker blue.

They are our friends.

The stinky truck.

We really call it

**Mr. Garbage Truck.**



We also see trash cans and dumpsters.



The garbage truck picks up the trash using its two big hands. The dumpster is very heavy. It's okay because the garbage truck is strong to lift it. He likes to eat healthy foods like apples, oranges, and vegetables, and to drink milk. He has super power to lift and collect the trash in our community.

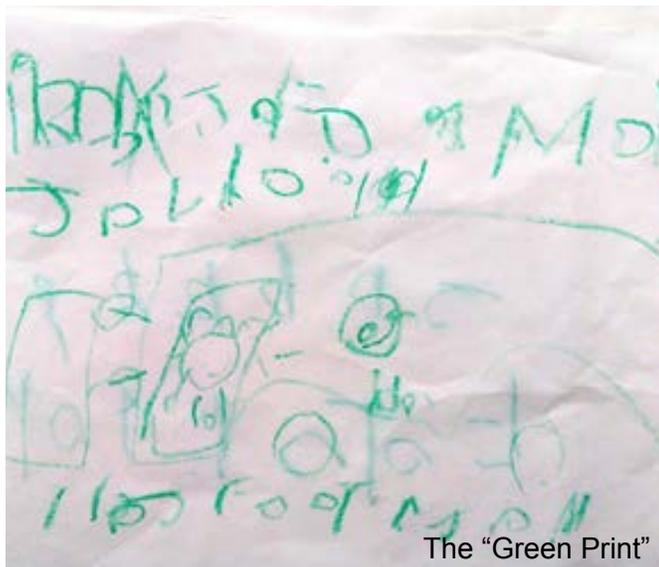


He makes our surroundings clean  
so we will not get sick.

## PreK1 makes a garbage truck with a big box.



We followed Jabari's "green print" plan. First we painted it white, and then we added green. We took turns to color pieces of paper and stick them on the truck. We used green paint, green crayons, and green colored pencils. We stuck another small box on the front of the truck.



The "Green Print"



At the front, we put the garbage truck's lifting arm on the side and the smoke pipe on the top. We folded the back so it would easily take in trash. We used round plastic tops for its wheels. We used a wrench and screwdriver on the wheels. We have a tool box.

# The Playground



When we come back from our neighborhood walks, we go to our playground. We have three slides at the playground. The green slide is for our little friends, the young infants. The blue slide is for the toddlers. The yellow slide is for us, Team Chocolate and PreK1 children.

We love playing at the playground with our friends. We run, we hop, we jump, and we touch the sky. We play balls and blow bubbles.



Kennedy says "Weeeeeee!" when she goes down the slide.



We wait for our turn to climb up the steps.

We love our playground.  
We enjoy the big space to run around.



We have a police car in the playground. We can go anywhere when we drive our police car. We can go to the store and buy some food. We can give our friends a ride and take them home. When we see our little friends, we beep our horns and wave our hands and say, "Hi!" to them.

When we feel tired, we sit down and rest on the bench. We drink our water. The water is good and it is cold.



# The Garden

We have a beautiful garden on our playground. We plant watermelons, green beans, corn, sweet potatoes, cantaloupes, sunflowers, and lots of squash.



Watermelon



Corn



Cantaloupe



Squash



Praying Mantis



Bumble Bee



Sunflower



Butterflies and Red Sunflower

When the sunflowers bloom there are busy bumble bees buzzing around the sunflowers. There are colorful butterflies, dragonflies, and a praying mantis visiting our garden every day.



In the spring, we plant some corn, squash, green beans, watermelon, and cantaloupe in our garden.



In the summer, the sunflowers are big and bright in color. We love looking at the sunflowers and the bees.



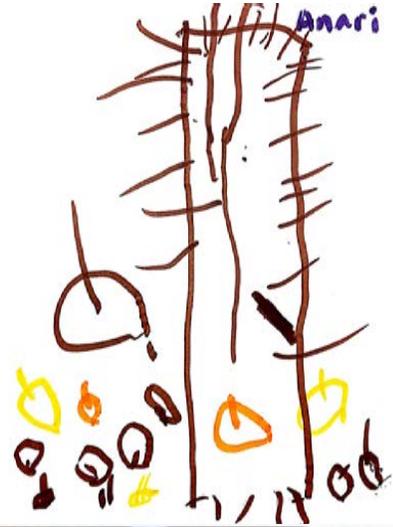
In the fall, we like to harvest and eat the cantaloupe and watermelon.

They are sweet and yummy!

There is a big tree in our playground.

In the fall, we like to watch the trees change color from green to yellow, and some red, orange, and brown.

*The leaves fall down on the ground!*  
- Anari



We enjoy running around the tree and we sing "Ring Around The Rosie."

In the winter, the leaves are gone on the tree. The wind blows the leaves and brings them to other places. The bark is hard and rough. Sometimes there are small bugs marching on the tree making a straight line.

# The Library: A Special Trip

We have a big library near our school.  
We don't usually go to visit.



There are lots of books at the library. Big books and small books. The librarians are friendly and helpful. It's okay to ask for help, they are willing to give you a hand. We love listening to stories about our community.



Along with the fun and excitement of exploring the library and other things in our neighborhood, we learn how to love and be responsible for our community.

**Our neighborhood belongs to us, our friends, our families, and to everyone.**



# SUPPORTING DC

## *Bridges*

E.W. Stokes Community Freedom Public  
Charter School, PreK French

## *Exploring Columns*

E.W. Stokes Community Freedom Public  
Charter School, Kindergarten French

# BRIDGES

We are the PreK French A class at Elsie Whitlow Stokes. We've been fascinated by bridges so we researched, designed, and built bridges we thought would make Washington, DC, more interesting.

We began our research with a walk to the Michigan Avenue Bridge. We walked over it...



It's in Brookland. – Ian

There are so many cars. – Jonah

I go over this bridge when I go to ballet class! – Hannah

...and looked underneath.

There's a construction site!

– Dawson



The bridge goes over the Metro.

– Jordan

And then we sat down and sketched it from the side.



To continue our research, we visited the Woodbridge Library and the National Building Museum.



The library has lots of books about bridges. We asked the librarian our questions and she gave us books. We saw so many different bridges.



At the Building Museum we got to touch bridges. They were made out of wood. The bridge made out of cards wasn't strong. It got crushed by books!

We imagined other bridges to make Washington, DC, more interesting and worked together to design our blueprints

Blueprints tell us what to build. We need to list our materials to know what comes next. Bridges are made out of different materials. We get to pick what we use.



And we started to build our models



We need to follow our plan to build our bridge. Some bridges are different colors so we use paint.

And we kept building...



Bridges need strong glue so they don't fall down. Our bridges will be sturdy because we put cardboard underneath.



After working hard to complete our models, we wrote stories about our bridges. Here are a few we wanted to share with you!



Waverly 4, and  
Felix A. 4

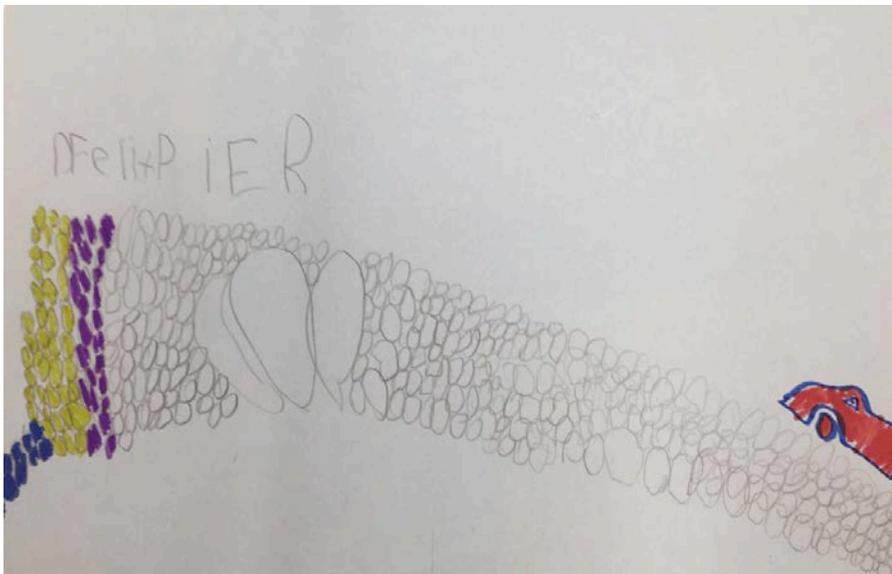


"My bridge goes to my house derrière la porte. It has bricks on it, c'est fort. The bridge to the door of my house is a beam bridge. If you go the wrong way then you fall in the water. The bridge on the water has balloons under to float. It's a pontoon bridge."



“This is our bridge. There’s a special button on top to bounce back up. The sticks are little ropes so if you slip on the goo then the stick will help. This is my house and Dawson’s house, and the other side is the Building Museum! It’s a beam bridge; it has columns underneath. There are hearts on the bridge and when you press them, someone gets married at the Building Museum.”

Cora 5, and Dawson 5



Felix D. 5

“Il était une fois un pont qui était très fort pour les choses lourdes. Ça va de Washington, DC, jusqu’au Canada. Une fois mon papa et ma maman et mon bébé et mon frère et moi on a été au Canada. Notre voiture est arrivée, après c’est allé sur le pont et après c’est allé jusqu’ à la maman et le papa de mon papa. Les trous sont pour que les tortues peuvent aller à l’autre côté. Les tortues grimpent et passent. Les filets sont pour que les jellyfish ne vont pas au pont. Et les bateaux passent aussi. Ca prend longtemps pour traverser le pont mais c’est gratuit. Beaucoup de voitures peuvent aller en même temps.”



Alexandre 4, and Adila 3

"It's a bridge that you hold on with your hands upside down and you climb, climb, climb. You just press the trampoline really down and then jump! You can go somewhere else, you can go to school and come back home."



Jonah 5, and Isa 4



"This is a treasure chest and the tall sidewalk. And water with a big turtle. The turtle guards the treasure so no one takes it. But the treasure is going to fall inside the water. We don't know what to do but we get in the rocket ship to go and get it. It's going to stretch to reach the treasure so it won't break down. That's the hook to grab the treasure."

Hannah 5, and Adama 5

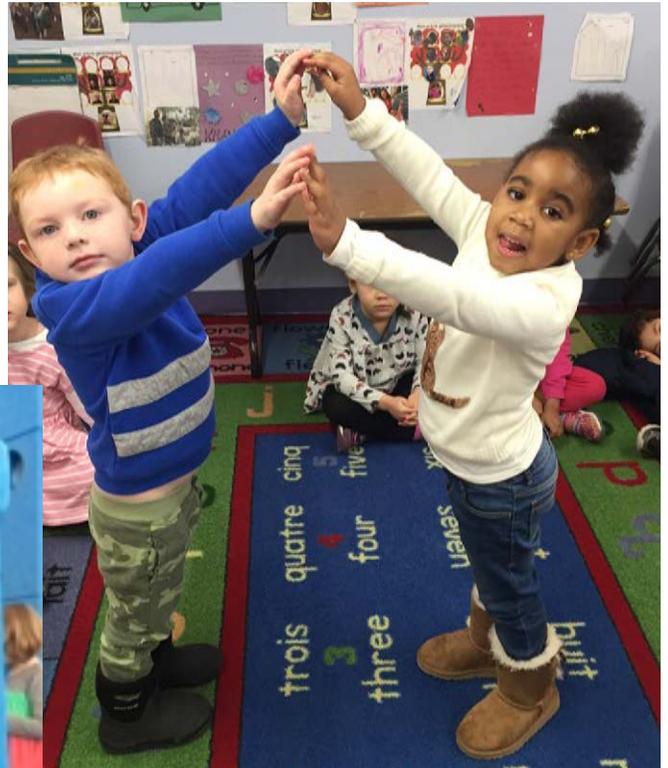


“First you go up the ladder and then you jump over the queen and then you go down into the ball pit. And the necklace, well, they are to hold up the bridge. It’s so if you’re an acrobat, and you want to go on the water, you can go on here. And these are decorations because our statues are princesses. And we decorated it because that is what is on our blueprint. The princess uses our bridge and our families. It goes from Adama’s house to my house. It’s kind of like a beam bridge because it has piers underneath, but you can’t see them because they weren’t on the blueprint.

If you had grip shoes, you could climb all the way to the statues. The two queens are friends. So if we go across the bridge we can get to each other. And you have to jump across the queen, and you must bow to your majesty before you pass. But you have to make sure you don’t bend the stairs, and you have to be so careful because they’re a little slippery... And then you can just dive into the water and swim.”

We learned so much about bridges! Here's what we think other people should know.

Not all bridges look the same. Some bridges are real and some are pretend. We can make bridges with our bodies and blocks.



Bridges have to be very strong to carry all the cars. If they're not strong, they will fall. If you build a bridge of bricks, be careful because they're heavy and you could drop them on your toes!



# Exploring Columns

Kindergarten French

Elsie Whitlow Stokes

Community Freedom Public Charter School

....In the beginning...



We visited the National Building Museum to learn about homes and cities. We sat in the Great Hall and observed the space around us. We walked and ran around, then described what we saw.

We played hide and seek, ran around the columns, and gave them hugs. We lay on the carpet and looked up at them. We thought that the columns held up the building and wondered why they had cracks and lines. We drew pictures of the columns. **We love the big columns!**



How old are the columns at the National Building Museum?



# Comparing and contrasting columns in DC

Inspired by our visit to the National Building Museum, we began researching columns. We put pictures of different columns on a table. We saw that the columns in the National Arboretum didn't have a roof, but the Franciscan columns did. The columns in the National Arboretum were the same.



The National Arboretum

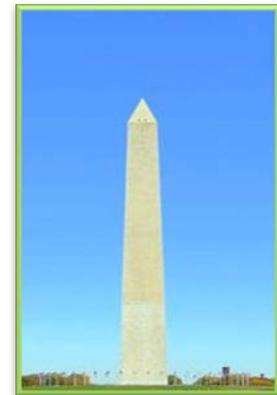


The Franciscan Monastery



The U.S Capitol

**Colin:** "The Capitol has a statue at the top, but the Washington Monument does not have one. The Capitol has a lot of columns."

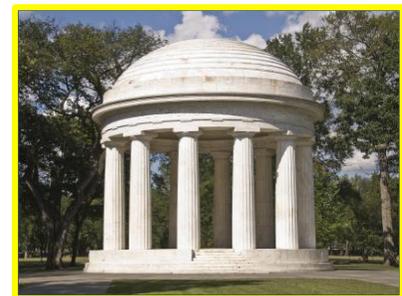


The Washington Monument



The White House

**Lyrik:** "They both have white columns. One building is like a circle and has sections."



World War 1 Memorial

**What is your comparison?**

# Engineers at work

We decided to make our own columns...

We worked in groups to help each other. We observed and drew the columns. Three of the buildings we made are the Washington Monument, the National Arboretum, and the Jefferson Memorial.



**Max, Theodore, Oliver, Colin:** Drawing



**Elise and Lucie:**  
Teamwork



**Malcolm:** Individual work



**Colin:** Observing

**Oliver:**  
“We need to put a round thing on the top.”



**Oliver and Theodore:**  
Gluing

**What columns would you like to build?**



**Erina and Aiden** drawing columns in the cafeteria of the Smithsonian Castle

## Using our Imaginations

We used our imagination to name our columns.



Clara May's  
Column



Malcolm's  
"Owl Column"

We thought of different places where we could put our columns.



**Sifan:** "My columns are called Friendship. I will put them in my room so I can look at them every time."

**Lucie:** "My column is called Isabelle because that's my middle name. I will put it in my room."



**Oliver:** "My columns are called Four Columns. They will go in the hall way of my school so everyone can see them."

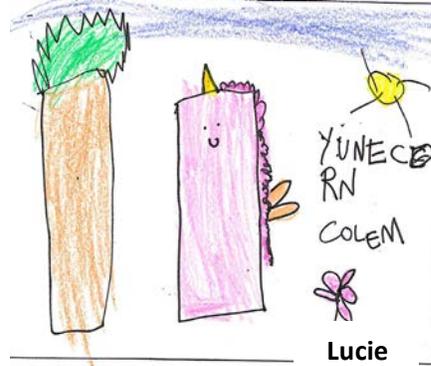
**What would you name a column  
that you created?**

# There is a story behind every column.

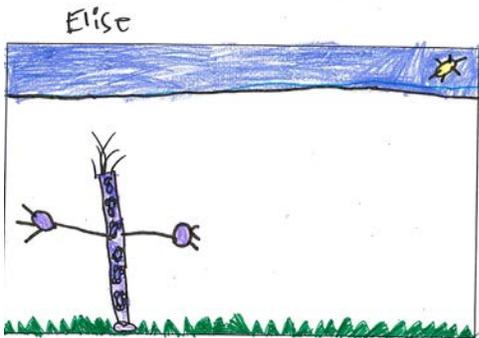
We are Super Writers! We made up stories about columns. We saw columns at the park, on buildings, at the National Arboretum, and in the big forest.



ONW Day thet was  
a caesole AND it  
HAD COLUMNS  
The COLUMNS Wep Big



IT LEVS IN THE FOREST  
IT GOOS TO MY HOME



once upon a time there was  
a colom that look like  
it had lots of ~~car~~ <sup>car</sup> wrapperse  
on it and it had arms.



WUNS I SOL  
a BIG COLIM  
it had scos



one day I WIT to  
the POIC AND Ther  
WAZ A COLAM

It's fun making up stories because we can write and draw whatever we want.

What is your column story?

# Field Trip to the National Arboretum

To continue our research, we went to the National Arboretum close to our school. The columns there were very tall and they all looked alike. They did not hold up anything. We counted the columns. There were 22 of them.

**We asked the columns three questions.**

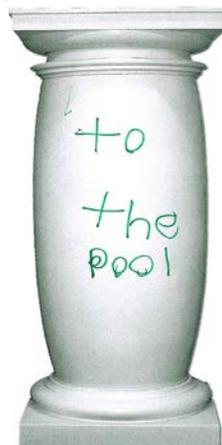
**Columns, if you could talk, what would you say to us?**



**Columns, how are you feeling today?**



**Columns, if you could walk, where would you go?**



**What questions do you have for the columns?**

## What we learned and know

We work in groups because it's easy to get help from friends and we are not by ourselves. Group work is hard sometimes because when we want to make different things, our friends might say no.



Field trips are fun. We are excited to go on field trips because we get to see everything like buildings and columns. We learned a lot about columns. Columns are the best. They can be any size and super strong. They are hard to push. Old columns can be painted to look shiny.



We learned that the columns at the National Building Museum are over 130 years old. Many

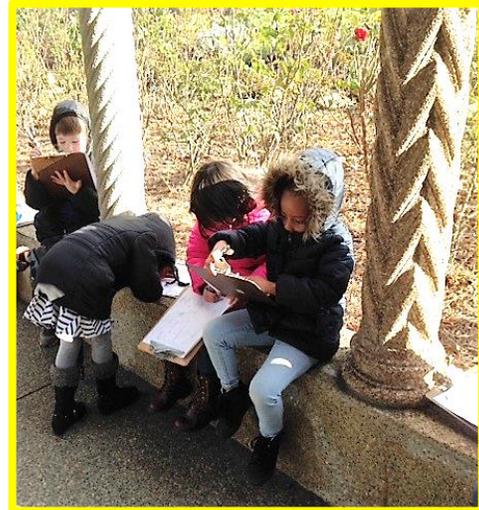
of the columns there are 75 feet tall. We still wonder how many columns are on the Abraham Lincoln Memorial.



What is most important about columns is taking care of them and keeping them clean and beautiful.

## Behind The Scenes: Exploring Columns in DC

Kindergarten French explored different spaces and discovered that we wanted to learn more about columns. We went on a journey filled with excitement and curiosity. As we investigated and researched many buildings and landmarks, we found a city with beautiful columns. The National Building Museum became “home” during our visits.



Our field trips, stories, pictures, and models of columns and buildings represent our journey. We want to share what we learned about our city to show that “we are **active** citizens of DC.”



**What can you do to become an active citizen  
of where you live?**



# IF YOU'RE HAPPY AND YOU KNOW IT

## *Project Happiness*

DC Bilingual Public Charter School, PreK4

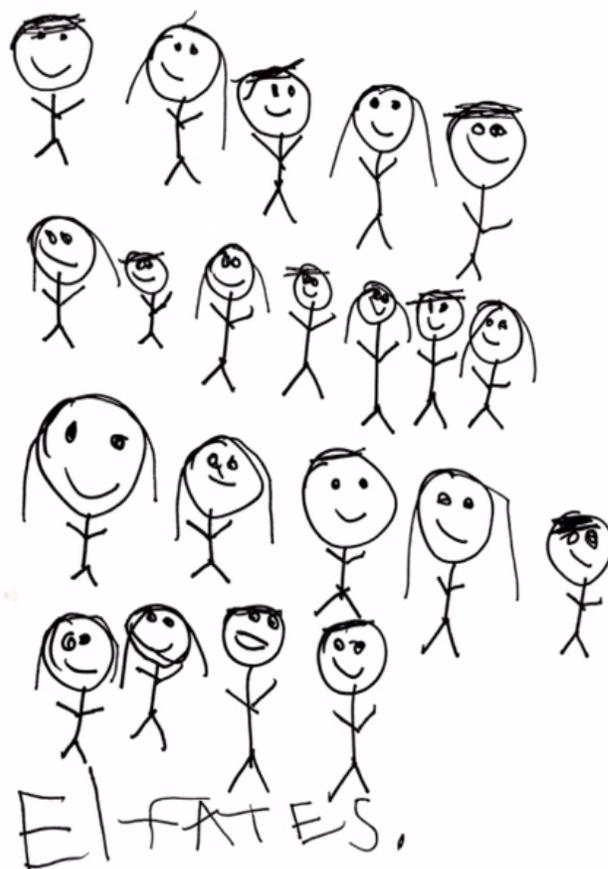
## *Spreading Happiness*

J.O. Wilson Elementary School (DCPS),  
PreK3, 2015-2016

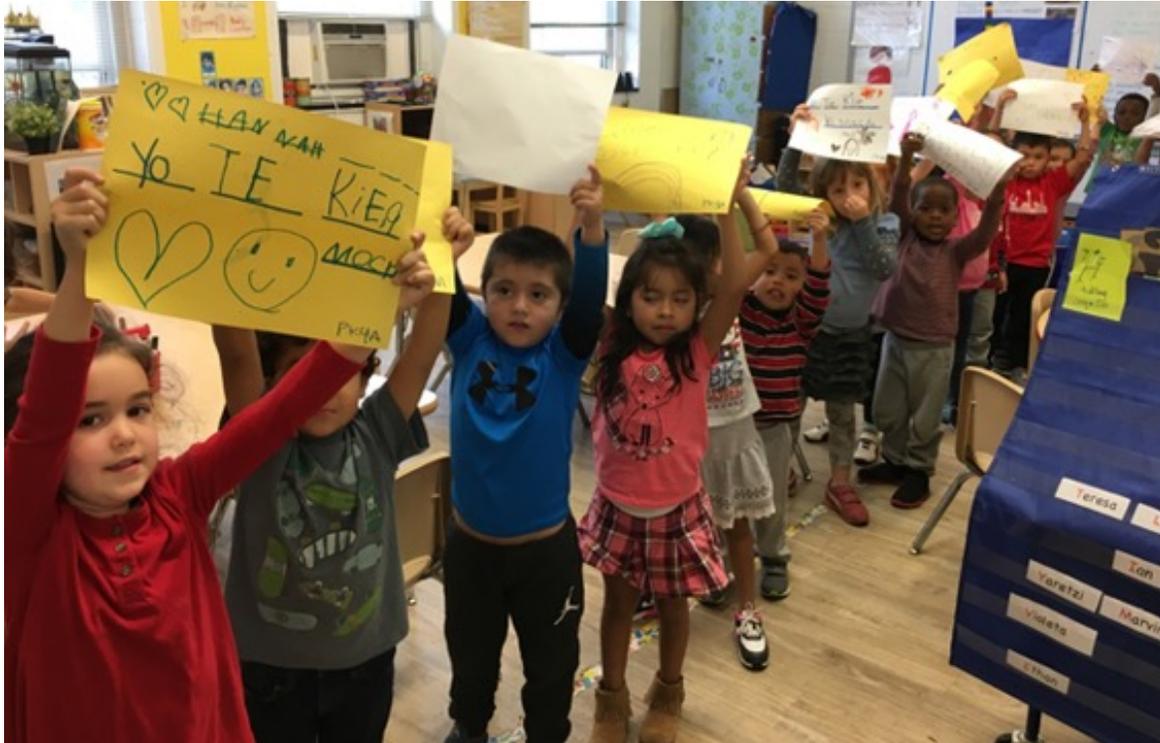
# Project Happiness

Somos los Elefantes de Pre Kinder 4 de DC Bilingual. Hace unos meses nos empezamos a dar cuenta que muchas personas en nuestra ciudad no estaban felices y queríamos darles a todos un GRAAAAN ABRAZO! Así que pasamos muchos meses buscando la fórmula perfecta de cómo hacer las personas de nuestra comunidad y de DC felices. Así como lo dijo Violeta, “nuestra meta es hacer una explosión de felicidad, esas son muchas personas felices.” Esta es nuestra historia.

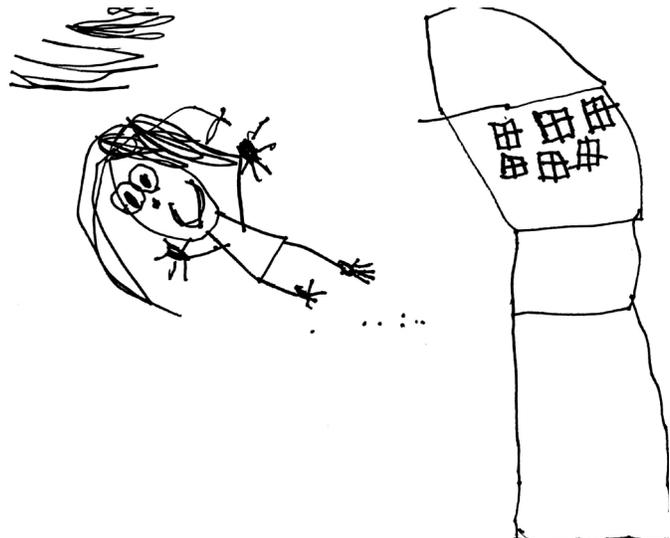
Había una vez un grupo de elefantes que estaba preguntando a personas que los hacía felices. Estábamos preguntando porque queríamos saber que los hacía felices. Necesitábamos más información.



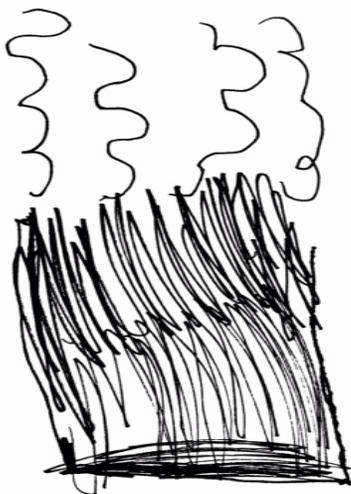
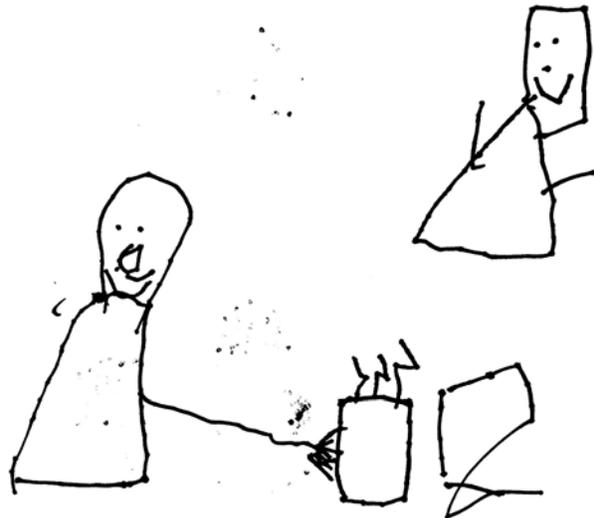
Then we wrote signs to try to help make people happy. Some signs said, "I'll give you an octopus hug." Other signs said, "Te puedo hacer cosquillas" o "Te puedo dar un abrazo." Hicimos muchas pancartas para otras personas. Y nos fuimos a parar en el pasillo. Las personas que iban pasando las leyeron y nos sentíamos muy felices.



Otro día nos dimos cuenta que había mucha gente triste en la escuela. Y qué decidimos hacer? Fuimos a Walmart a comprar chocolate. Caminamos por la calle desde la escuela hasta Walmart.



Cuando llegamos a la escuela, lo preparamos. First, we tried the hot chocolate. Then, we gave it to other people, just to be awesome. Queríamos que las otras personas se sintieran felices.



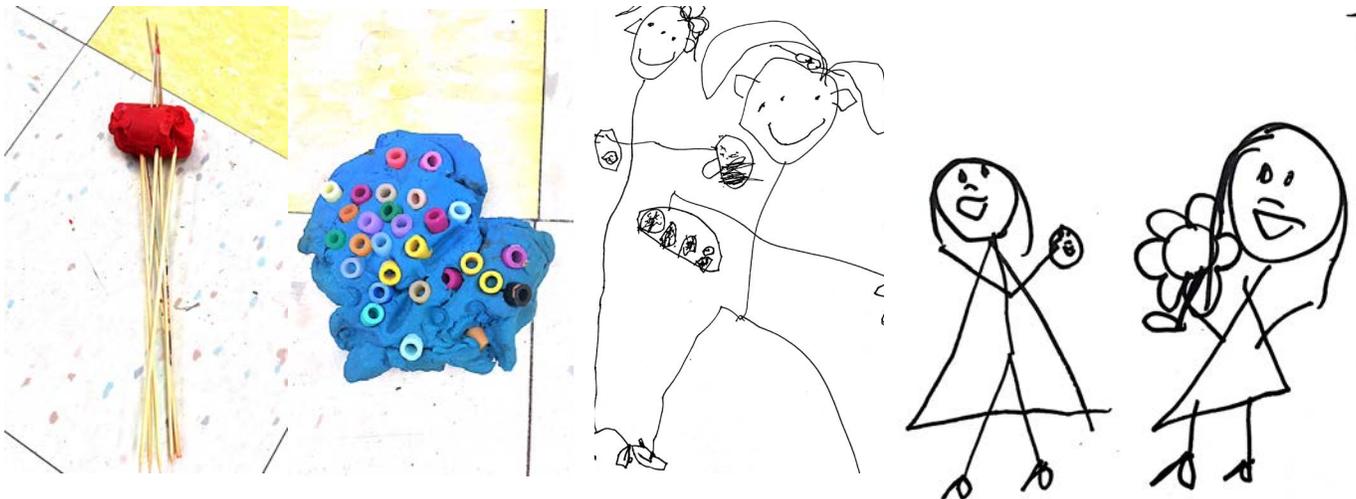
Misión cumplida! When we gave the people hot chocolate, they felt happy, and we felt happy, too. Happiness kept growing.

Otro de nuestros proyectos fue hacer esculturas chiquitas y grandes. Aprendimos hacer esculturas como las personas en Italia. Las dejamos en el Metro para hacerles a las personas felices.





Después tomamos fotos de nosotros dando esculturas y tarjetas a personas íbamos encontrando en la ciudad. Las cartas y las esculturas les hacían sentir felices. Las personas no eran nuestras familias. We felt happy because we were giving other people things. Nos dijeron, "Gracias, y cuál es tú nombre?"



## EL FIN

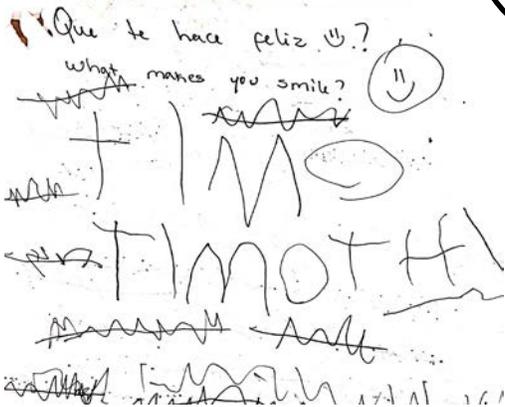
Y qué estás haciendo tú para hacer tu comunidad más feliz?



## Qué fue una de las cosas que hiciste durante el Proyecto Felicidad?

Estábamos haciendo felices a otras personas, haciendo chocolate muy caliente. Si las personas no están felices, están aburridos y tristes. No me gusta ver a las personas tristes. Me gusta hacer felices a los demás y más y más y más y más y más...

- Ethan



## Tell me about one thing you did for Project Happiness.

We asked them what makes them happy and I wrote down their answers, because we have to know how to make people happy because if we're playing soccer, we want to know who wants to play too.

- Timothy



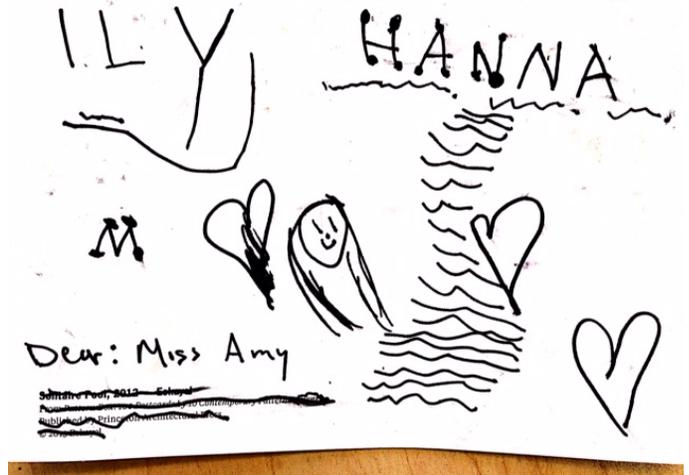
# Por qué el Proyecto Felicidad es importante para ti?

Es importante porque estamos siendo líderes y trabajamos unidos en equipo y hacemos amigos.

- Ian



# Tell me about one thing you made for Project Happiness.



It's a postcard for Amy because I love her. I did it to make people happy, so the people getting it can feel happy, and I can feel happy because I made it for them.

- Hannah

# Our 10 Rules On How to Be Awesome!

## You Can Share

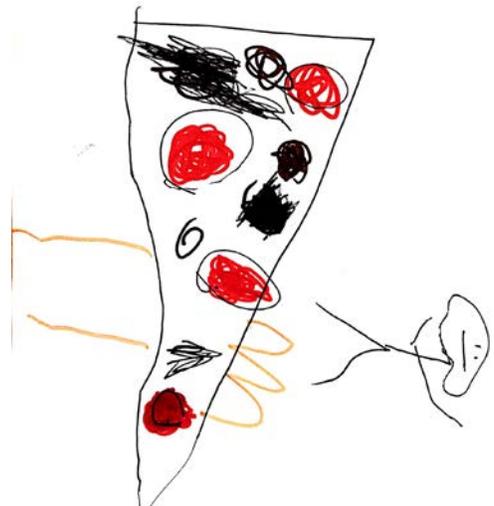
1. Give them flowers. – Roger
2. Give them kernels to make popcorn. – Caleb



3. If you have ice cream and you start to buy one and you want to eat it yourself, you have to stop and think about someone and give it to them. – Timothy

4. You should take turns with your things so both of you have one thing, so you don't need to buy the same things. – Violeta

5. When you have one more pizza left, and someone wants to eat it, you should share. – Ethan

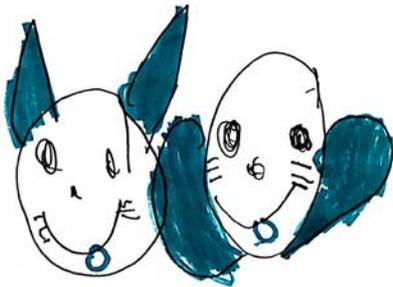


## You Can Take Care of People

6. You have to say, “Are you okay?” – Marvin

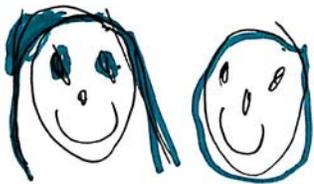
7. When people fall down, you have to grab them and help them. – Nina

8. If someone is almost going to fall, you run to grab their hand before they fall.  
– Javi



9. You can give people doggies and kitties when they don't have them so they feel happy.

– Hannah



## You Can Listen

10. You have to listen with your ears so you can remember what people said so they don't have to tell you again.

– Timothy



# Spreading *HAPPINESS*

By: J.O. Wilson “The Statues”,  
2015-2016, PreK3 class



In Washington, DC, a classroom of children called “The Statues” was really *HAPPY*. The children were bursting with so much *HAPPINESS* they made their teachers feel good all day long every day. Their classroom was a wonderful place where friends loved each other and felt *HAPPY*. Soon a question arose, “How can we make people who aren’t in this classroom happy when we feel *HAPPY, HAPPY, HAPPY?*”



We wanted to make people feel as good as we felt and spread our *HAPPINESS*. We created special *HAPPINESS* cards and carried them around the city in red bags. We went on lots of field trips all over the city, even when it was raining. We loved riding the X2 Bus so much we recreated the bus in the classroom.

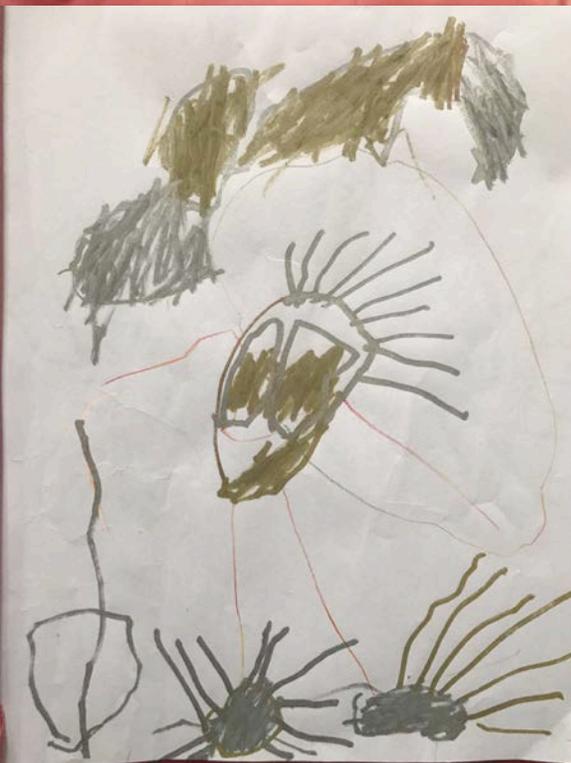
# Here's how we spread *HAPPINESS* :



1. Carry your mailbag and smile!



2. Find someone who might



3. Give them a card



4. Look at their face. Watch for their big smiles. That means they are feeling *HAPPY* too!



It feels good to be *HAPPY* and our class is friendly! We will always love each other in our classroom even after we go to different places. It was fun to give other people our *HAPPINESS*. Did this chapter make you feel *HAPPY*?

Tell us about it! [jowilsonstatues@gmail.com](mailto:jowilsonstatues@gmail.com)





# YOUR OWN CHAPTER

Use the following pages to continue exploring Washington, DC, through writing and drawing.















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AND THE BOOK**

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Jasiah Green  
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Kiduse Lawson  
Kelly Lopez

Lucas Martin-Lewis  
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Stephanie Vicene-Chavez

# DC Bilingual Public Charter School

## PreK3b

Spanish Teacher: Catalina Stirling

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Miguel Cruz Del Cid  
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# DC Bilingual Public Charter School

## PreK4

Spanish Teacher: Ina Borjas

Early Childhood Education Teacher: Nanci Caballero

English Teacher: Amy Dickinson

Early Childhood Education intern: Maria Lopez



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Cindy Bonilla

Yaretzi Caseres-Lozano

Jonathan Escobar

Ian Guevara

Timothy Johnson

Roger Lagos

Caleb Lawson

Dennis Lopez-Romero

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Maude Rogers

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Javiera Toha

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Lula Velez

Teresa Warner

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Classroom French Teacher: Achille Ango

Learning Specialist, K-1st Grade: Jennifer Sloop



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Colin Beis  
Aiden Bostick  
Theodore Bowers-Disney  
Malcolm Brandt  
Lyrik Briscoe  
Fletcher Huff  
Rayan Jamal  
Luke Magnuson  
Clara May Little

Jasmin McDaniel  
Erina Munir  
Max Randall  
Malachi Roberts  
Savannah Spivey  
Elise Stratton-Treadway  
Lucie Swift-Morgan  
Oliver Tyndle  
Oliver Z.

# E.W. Stokes Community Freedom Public Charter School, PreK French

Teacher: Liliane Duchene

Assistant Teacher: Kady Keita



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Felix Alliaume  
Adama Ba  
Isa Childs  
Dylan Crews  
Alexandre Deutz  
Khane Diouf  
Felix Doutriaux  
Hannah Fitzgerald

Jonah Garrison  
Cora Hutton  
Jordan Lunt  
Nora Magnuson  
Ian Miller  
Ighodalo Okoawo-Atohengbe  
Waverly Ragland  
Dawson Tyndle

# J.O. Wilson Elementary School (DCPS) PreK3 “Monuments”

Early Childhood Education Teacher: Kristen Gnau

Early Childhood Educational Aide: Jorge Hernandez



Messiah Brown  
Demi Cain  
Owen Durney  
Liam Felix  
Kylee Hines  
Malaki Johnson  
Sammy Kuznits  
Zoe Lie-Venhuizen

Aiden Mazloom  
David McAllister  
DilLynn Miller  
Kaylin Orellana  
Rehaan Rangwala  
Sawyer Wenograd  
Taqwa Zahran

# J.O. Wilson Elementary School (DCPS) PreK3 “Statues”

Early Childhood Education Teacher: Georgina Ardalan

Early Childhood Education Aide: Rainstar Luke



Mya Boone  
Javale Cash  
Sloane Coppinger  
Ronan Fang-Master  
Treasure Harris  
Emi Hooks  
Kasey Leary

Adam Nguyen-Lakrik  
Enzo Patton  
Ethan Sanok  
Logan Thomas  
RJ Thomas  
Nora Tomer  
Sebastian Zavodny

# J.O. Wilson Elementary School (DCPS) PreK3 “Superheroes”

Early Childhood Education Teacher: Elizabeth Wyrsh-Ba  
Early Childhood Educational Aide: Denise McKenzie



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Jailaa Boney  
Brielle Culbreath  
Kamirra Coleman  
Ketsia Dima  
Lauren Harris  
Malik Harrison  
Ella Holder

Jovon Johnson-Banks  
Alice McPherson  
Ahmad Mims  
Vegas Ross  
Chase Stroman  
Glenn Warble  
Josiah Williams

# J.O. Wilson Elementary School (DCPS) PreK3 “Statues” 2015-2016

Early Childhood Education Teacher: Georgina Ardalan  
Early Childhood Educational Aide: Janet Shipp



Cora Neal Allen  
Thomas Anderson  
Raelyn Berkley  
Ryan Bulter  
Amelia Ford  
Milaki Harper  
Christian Hayes

Natalie Jordon  
Samuel Kuznits  
Laila Long  
Xerxes Olaseha  
Skylar Pearson  
Xavier Rivera  
Arjun Sikdar

# Sacred Heart School Kindergarten

Homeroom Teacher: Gricell Medley

Assistant Teacher: Inés Reig



Noel Asefaw

Leo Bonilla

Bryce Boykins

Raquel DaSilva

Stella Fester

Fernando Flores

Otoniel Granados

Henry Huber

Joshua Jansen

Angelina Jimenez

Ezana Kassahun

Charlie Malloy

Clarissa Martinez

Remy Mendez-Lawrence

Sasha Montemayor

Dayana Muñoz Guzman

Sammy Parker IV

Kennedy Porter

Darvin Reyes

JeanCarlos Silva Zelaya

Joelle Speight

James Wills

# Sacred Heart School

## PreK3

Teacher: Patricia Gonzalez

Teacher Aide: Roselia Gonzalez



Justin Alvarenga  
Paul Centeno Carballo  
Gemedede Chibessa  
Eleonor Heitman  
Katy Hernandez  
Isaac Hughes  
Owen Kilgallon  
Alicia Luna  
Steeley Ross  
Chase Williams  
Cydney Williams

# Sacred Heart School

## PreK4

Teachers: María Eugenia Ramírez, María Celia Joya  
Arts Integration Coach: Kristen Kullberg



Stephanie Aquino  
Elizabeth Ascencio  
Ariana Canales  
Lucas Carr  
Samantha Chávez Carballo  
Julián Gómez  
Nathan Hickey  
Alistair Higgins  
Cameron Jones

Lyda Landrigan  
Magnolia Landrigan  
Karen Martínez  
Lexie Martínez  
Mardo Martinez-Mejia  
Ronald McCants III  
Bryan Mejia-Urquilla  
Abigail Mogus  
Stephen Trynosky

# Seaton Elementary School (DCPS) First Grade

Teacher: Jenelle Dijlohn

Art Teacher: Terry Thomas



Kristian Baugh  
Mauricio Capacho  
Alisson Diaz Argueta  
Kaleb Fasil  
Katie Gatica-Nava  
Alexandre Genchev  
Shayla Grant  
Reagan Mcintosh  
Gia Norde  
Denis Pavon  
Duane Pressley Jr.

Cristina Reyes  
Cadyn Richardson  
Angel Sanchez Cabrera  
Jose Sanchez Lopez  
Analia Sanchez Ramirez  
Derrion Smith  
Pablo Soto-Castro  
Ashley Vasquez-Martinez  
Rosario Velasquez-Tucux  
Sabrina Wang  
Terrence Wu

# Seaton Elementary School (DCPS) First Grade

Teacher: Stacie Dunlap

English as a Second Language Teacher: Fabiana Duarte

Art Teacher: Terry Thomas



Jayden I Bacchus

Quadair J Battle

Yahir N Benavides-Valencia

Jesus Castillo-Garcia

Chloe Chen

A'lfonzo L Dunn

Joslyn Fuentes

Jameliah A Jackson

Nyelle S Kearney

Oumou D Keita

Kamila Kerimkulova

Maky B Majano Leon

Alondra Marvan-Gaspar

Lily A Morgulis

Olga S Ortega-Lopez

Jaqueline Paredes-Diaz

Fatima G Perez

William Primitivo-Crespo

Coral Reyes

Jahir R Vargas Hernandez

Matthew Wang

Sayaun L Williams

Sophia L Worthy

# Seaton Elementary School (DCPS)

## PreK4

Teacher: Dimuthu Mack

Assistant Teacher: Sonia Solis

Art Teacher: Terry Thomas



Russell Allston  
Evelyn Callejas  
Chrisette Chance  
Hailey Chen  
Heily Crespo  
Lucia De Beaufort  
Tatiana Fuentes  
Tyrell Gales  
Mark Huang

Idriss Kirakoya  
Winnie Lu  
Kevin Mancillia  
Shanik Pineda  
Jason Reyes  
Samuel Urbina  
Jack Weng  
SiJuan Williams  
Khloe-Symone Wint

# Sunshine Early Learning Center PreK1

Teachers: Elmer Sison, Tawana Lane



Damian Bailey  
Makayla Baldwin  
Messiah Burroughs  
Aliyah Cox  
Trinity Dansbury  
London Ferguson  
Jabari Howard  
Ronece Jackson

Tyler Jackson  
Jordan Johnson  
Dylan Locke  
Jalayah Maddox  
Jason McBryde  
Jaymari Smith  
London Smith  
Arizona Washington

# Sunshine Early Learning Center PreK4 (Team Chocolate)

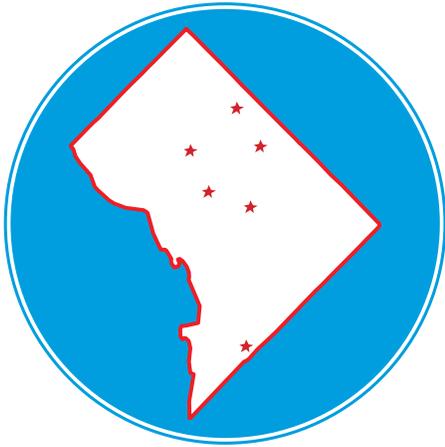
Teachers: Michelle Mandap, Odella Dorsey-Lewis

Foster Grandparent: Grandma Joan Turner



Jayden Blakes  
Destiny Dobbs  
Roman Jefferson  
Raniyah Johnson  
Anari Jones  
Keon Lee  
Kennedy Miller

Marlin Mitchell  
Leia Parker  
Donovyn Perry  
Isabella Sanchez  
Miley Shorter  
Riley Thompson  
Chelsea Walker



# ABOUT THIS BOOK

**T**his book is the fruit of a beautiful labor: a project called *Children Are Citizens: Children and Teachers Collaborating Across Washington, DC*.

Members of the project include children, teachers, and administrators from DC Bilingual Public Charter School, Sacred Heart School, Seaton Elementary School (DC Public Schools), E.W. Stokes Community Freedom Public Charter School, Sunshine Early Learning Center, and J.O. Wilson Elementary School (DC Public Schools), as well as educators from the National Gallery of Art, Imagination Stage, the National Building Museum, the Professional Development Collaborative at Washington International School, and Project Zero at the Harvard Graduate School of Education.

The project is grounded in the belief that children are not just future or hypothetical citizens—rather, they are citizens of the city in the here and now, with the right to express their opinions and participate in the civic and cultural life of Washington, DC. As the world becomes increasingly connected and interdependent, knowledge of oneself as an individual learner and member of a community becomes more important. People need to be able to listen to one another, to work together to identify and solve problems, and to acknowledge and respect diverse points of view. When children grow up in a culture and begin their schooling with support for thinking, feeling, and acting in groups, they are more likely to participate in and practice democracy as informed and caring citizens.

This is the second time a group of DC educators has worked together on a Children Are Citizens project. This cohort came together in December, 2015, and has met in monthly seminars since then to learn from and with one another about creating compelling curriculum that connects children with their city. Initially adults listened to the children about what was most interesting about DC. We learned that the children were fascinated by monuments, columns, trolleys, traffic patterns, garbage trucks, wheels, the blue rooster on the top of the National Gallery of Art, and making people happy.

Next, teachers helped children research these topics of interest. They helped children formulate questions and theorize about the topics. The children talked, wrote, drew, played, improvised, told stories and created three-dimensional models about their ideas. Teachers, children, and families took field trips to the National Gallery of Art, the National Building Museum, and Imagination Stage, and educators from these institutions came to the schools to support the children's research. Children shared their work, questions, and feedback across neighborhoods and across schools; in the process they became part of something bigger than themselves.

Indeed, the children learned a great deal. They discovered that:

- In making aesthetic decisions about their book pages, they needed to draw on their mathematical skills (e.g., planning how to include their most important ideas in the eight pages allotted to their class) and literacy skills (e.g., using new vocabulary to explain their ideas, and considering how books work and how to convey their ideas in words and images).
- The Shaw neighborhood was once home to Duke Ellington and is named in honor of Civil War hero Colonel Robert Gould Shaw.

- Feedback from children from another school could help them figure out how best to describe or represent important parts of their city.
- They have different notions about whom Washington, DC, belongs to (e.g., everyone, the presidents, the Capitol Police, God, family members, or George Washington), and through conversation and debate, opinions can change and new theories can emerge.
- The world is much bigger than their immediate neighborhoods—bigger than just the streets they walk on and the people they see every day.
- Their thoughts and feelings about DC are valued by other children and many adults, and they can change their ideas if a better idea is suggested.
- They can use their imaginations to envision new possibilities for the city (e.g., how to make people happy).

This learning aligns well with the District’s early learning standards regarding communication and language (especially collaboration and presentation of knowledge and ideas), approaches to learning/logic and reasoning (especially information processing, problem-solving and decision making), and others.

The adults learned a great deal as well. We learned that what children pay attention to in museums is sometimes different from, and sometimes similar to, what adults find important. We all love the blue rooster. We learned that small groups can be an ideal setting for children to discuss and debate ideas and that, given support, young children can express profound ideas about their city. We learned that the ability to listen is essential for the exchange and modification of ideas, and that expressing and explaining one’s own ideas, and listening and responding to those of others, are critical for creating a democratic culture in the classroom and beyond. As PreK4 teacher Maru Ramirez explains, “Listening to students, following their lead, and pushing their thinking with provocations—these are the three things that have given me an opportunity to let my students’ thinking about DC go deeper. Through all of this, I have realized that it is not how I prepare a lesson; it’s how I react to my students’ thinking.”

Our thanks to Fight for Children and the PNC “Grow Up Great” Program for their generous support of this project. We extend our deep gratitude to our wonderful mentors for their guidance and assistance to teachers throughout the project: Jodi Bossio Smith, Anne Charny, Rebecca Courouble, Kristen Kullberg, Emily Kuller, Jere Lorenzen-Strait, Margaret Ricks, and Terry Thomas. We also want to express our appreciation to the school administrators for their time and support of their teachers’ and children’s learning. Enormous thanks to the amazing educators at the National Gallery of Art, particularly Gwen Fernandez and Dena Rapoport, for their contributions to this project. Special thanks to the DC Public Library, especially Wendy Lukehart, for their support of this program.

We are deeply grateful to Sophie Simkin, our extraordinary intern from Tufts University, for her indispensable help in putting this book together, and to Chris Rusinko for his graphic expertise. Thanks, also, to Jeff Bird and Amy Hightower, Jon Feiger and Nancy Laben, Jim Reese and Yannick Chevalier, and Rachel Trinkley and Josh Levin for providing housing and a warm welcome to weary researchers. Most of all, we thank the teachers of the Children Are Citizens project for their dedication to children, democracy, and the city.

Ben Mardell and Mara Krechevsky

Project Zero at the Harvard Graduate School of Education

P.S. Please share your thoughts, questions, or appreciations of Washington, DC, or this book at [cacbook17@gmail.com](mailto:cacbook17@gmail.com) or on Instagram and Twitter using #PZCAC.

**TO WHOM DOES  
WASHINGTON,  
DC, BELONG?**

Us! 'Cause its our city and we know more people are coming here maybe 'cause it's a beautiful place! I like this place 'cause it's beautiful...

– Zoe

Washington, DC, es una ciudad feliz para todos, es como un arco iris porque va cambiando de sentimientos. Felices, enojados, tristes – eso es ser ciudadanos.

– Ariana

It belongs to everyone and we share all the things in DC and we don't keep it to ourself. We share it with everyone.

– Sawyer

De todos porque todos son amigos, pero algunos no saben y necesitan participar para entender.

– Lucas

I don't know, that's a tricky question.

– Maude

I wonder if it belongs to everybody who comes here like policemen, people that work in DC, kids, doctors, even the president.

– James

To my grandfather because he knows everything.

– Eleonor

Washington, DC, belongs to the world because DC is special and is part of the world.

– Joelle

I think it belongs to grown-ups and kids and teachers too. And if you want it to belong to you, it could.

– Demi

Cuando tú haces feliz a los demás ciudadanos las personas te dejan entrar a su corazón porque lo haces sentir feliz, por eso pienso que DC es de todos.

– Stephanie

DC belongs to...the people that live in Washington, DC, because they have a lucky, happy life because they live in Washington, DC. My question now is, "Where did the earth come from?"

– Javiera

