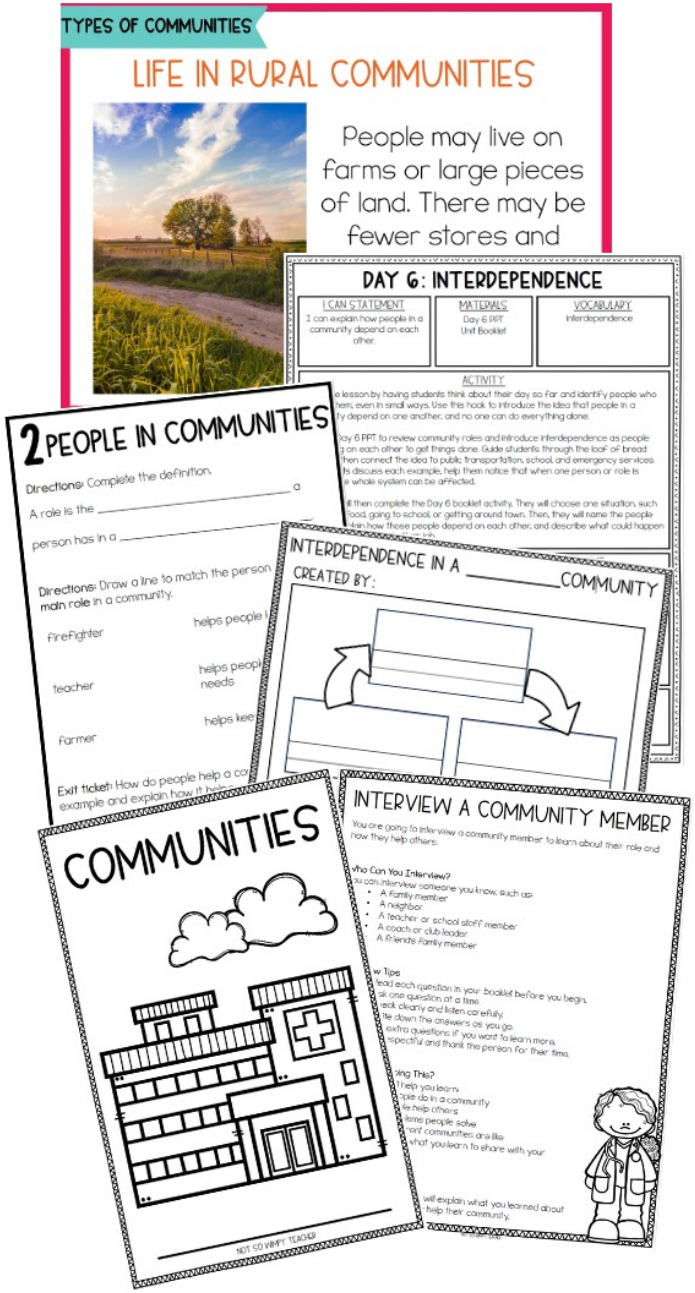
What's Included

- ✓ 6 instructional PowerPoints
- ✓ Vocabulary cards
- ✓ Student booklet with an activity for each day
- ✓ Task Cards
- ✓ Interview a Community Member Activity
- ✓ Optional enrichment activity
- ✓ Assessment

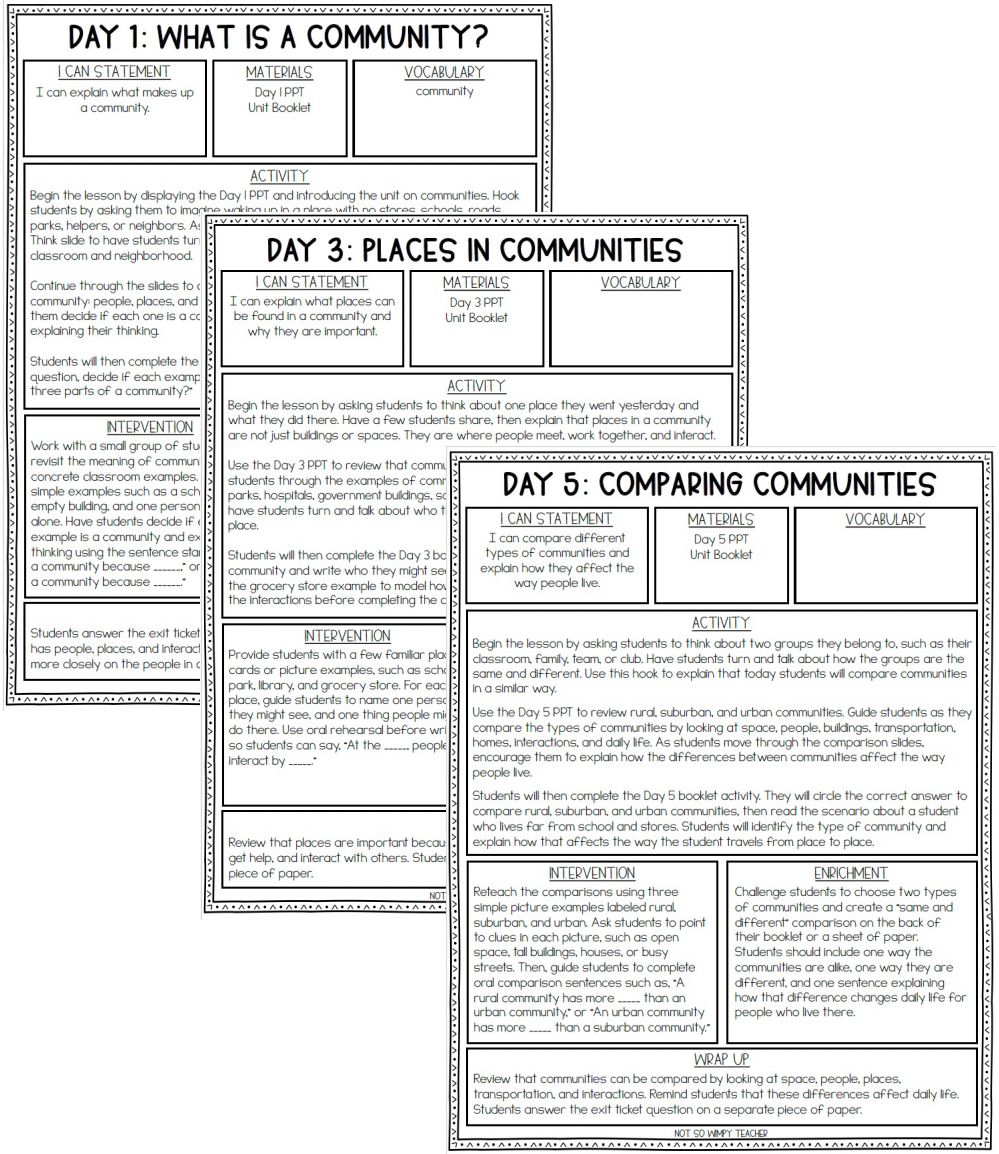


10 Days of Activities

This unit includes six instructional PowerPoints that teach the concept.

Students will practice the skill using guided booklets, an interview a community member project, interdependence enrichment activity, task cards, and vocabulary cards.

This unit comes with an assessment to test student understanding of the material taught.



DAY 1: WHAT IS A COMMUNITY?

I CAN STATEMENT
I can explain what makes up a community.

MATERIALS
Day 1 PPT
Unit Booklet

VOCABULARY
community

ACTIVITY
Begin the lesson by displaying the Day 1 PPT and introducing the unit on communities. Hook students by asking them to imagine waking up in a place with no stores, schools, roads, parks, helpers, or neighbors. A
Think slide to have students tur
classroom and neighborhood.

Continue through the slides to
community: people, places, and
them decide if each one is a co
explaining their thinking.

Students will then complete the
question, decide if each examp
three parts of a community?"

INTERVENTION
Work with a small group of stu
revisit the meaning of commun
concrete classroom examples.
simple examples such as a sch
empty building, and one person
alone. Have students decide if
example is a community and ex
thinking using the sentence sta
a community because _____." or
a community because _____."

Students answer the exit ticket
has people, places, and interact
more closely on the people in

DAY 3: PLACES IN COMMUNITIES

I CAN STATEMENT
I can explain what places can be found in a community and why they are important.

MATERIALS
Day 3 PPT
Unit Booklet

VOCABULARY

ACTIVITY
Begin the lesson by asking students to think about one place they went yesterday and what they did there. Have a few students share, then explain that places in a community are not just buildings or spaces. They are where people meet, work together, and interact.

Use the Day 3 PPT to review that commu
students through the examples of comm
parks, hospitals, government buildings, s
have students turn and talk about who t
place.

Students will then complete the Day 3 bo
community and write who they might se
the grocery store example to model ho
the interactions before completing the c

INTERVENTION
Provide students with a few familiar pla
cards or picture examples, such as sch
park, library, and grocery store. For eac
place, guide students to name one pers
they might see, and one thing people mi
do there. Use oral rehearsal before wri
so students can say, "At the _____ peopl
interact by _____."

Review that places are important becau
get help, and interact with others. Stude
piece of paper.

NOT

DAY 5: COMPARING COMMUNITIES

I CAN STATEMENT
I can compare different types of communities and explain how they affect the way people live.

MATERIALS
Day 5 PPT
Unit Booklet

VOCABULARY

ACTIVITY
Begin the lesson by asking students to think about two groups they belong to, such as their classroom, family, team, or club. Have students turn and talk about how the groups are the same and different. Use this hook to explain that today students will compare communities in a similar way.

Use the Day 5 PPT to review rural, suburban, and urban communities. Guide students as they compare the types of communities by looking at space, people, buildings, transportation, homes, interactions, and daily life. As students move through the comparison slides, encourage them to explain how the differences between communities affect the way people live.

Students will then complete the Day 5 booklet activity. They will circle the correct answer to compare rural, suburban, and urban communities, then read the scenario about a student who lives far from school and stores. Students will identify the type of community and explain how that affects the way the student travels from place to place.

INTERVENTION
Reteach the comparisons using three simple picture examples labeled rural, suburban, and urban. Ask students to point to clues in each picture, such as open space, tall buildings, houses, or busy streets. Then, guide students to complete oral comparison sentences such as, "A rural community has more _____ than an urban community," or "An urban community has more _____ than a suburban community."

ENRICHMENT
Challenge students to choose two types of communities and create a "same and different" comparison on the back of their booklet or a sheet of paper. Students should include one way the communities are alike, one way they are different, and one sentence explaining how that difference changes daily life for people who live there.

WRAP UP
Review that communities can be compared by looking at space, people, places, transportation, and interactions. Remind students that these differences affect daily life. Students answer the exit ticket question on a separate piece of paper.

NOT SO WIMPY TEACHER

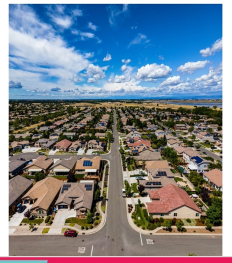
PowerPoint Lessons

COMPARING COMMUNITIES

I can compare different types of communities and explain how they affect the w

INTERDEPENDENCE

SUBURBAN COMMUNITES



In a suburban community, people depend on nearby places and servic Many childr ride a schoo to schoo

INTERDEPENDENCE

TO REVIEW:

People in a community depend on each other.

Their jobs are connected in

es not work, it eople.

PEOPLE

COMMUNITIES NEED MANY ROLES

A community needs many different roles to work well. No one person car do everything alone. Different people do different jobs to support each other.

COMMUNITIES

PARTS OF A COMMUNITY

A community has:

- people
- places
- interactions

take a closer look

PLACES

GOVERNMENT BUILDINGS



People go to government buildings to make decisions that help the

COMMUNITIES



2 PEOPLE IN COMMUNITIES

Directions: Complete the definition.

A role is the _____ a person has in a _____.

Directions: Draw a line to match the person to their

5 COMPARING COMMUNITIES

Part I Directions: Circle the correct answer.

1. Which community has more open space?

Rural / Urban

2. Which community has more people?

4 TYPES OF COMMUNITIES

Part I Directions: Draw a line to match the type of y to its traits.

near a city with neighborhoods

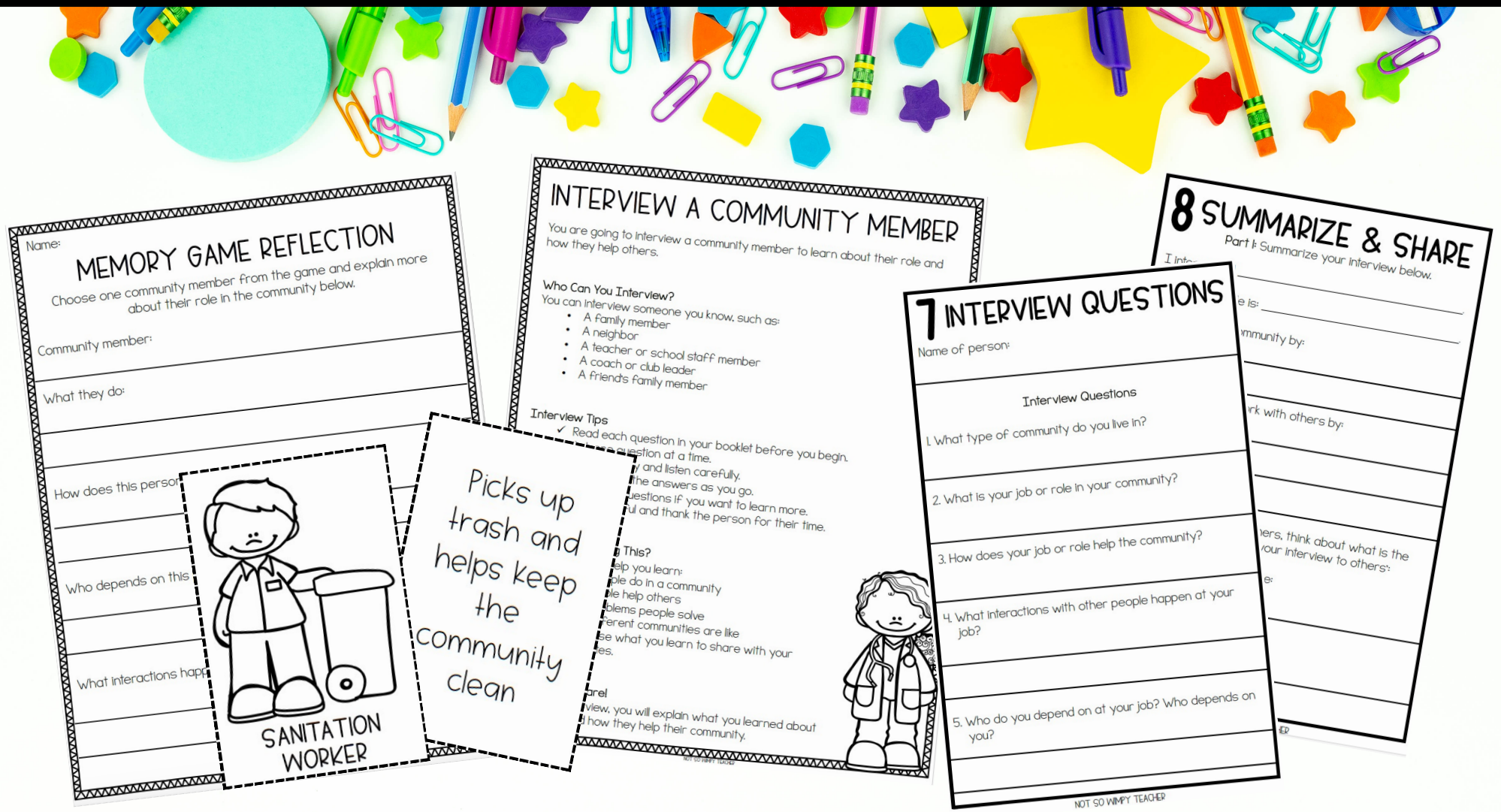
lots of open space and fewer people

lots of people and tall buildings

tions: Draw a picture of ONE

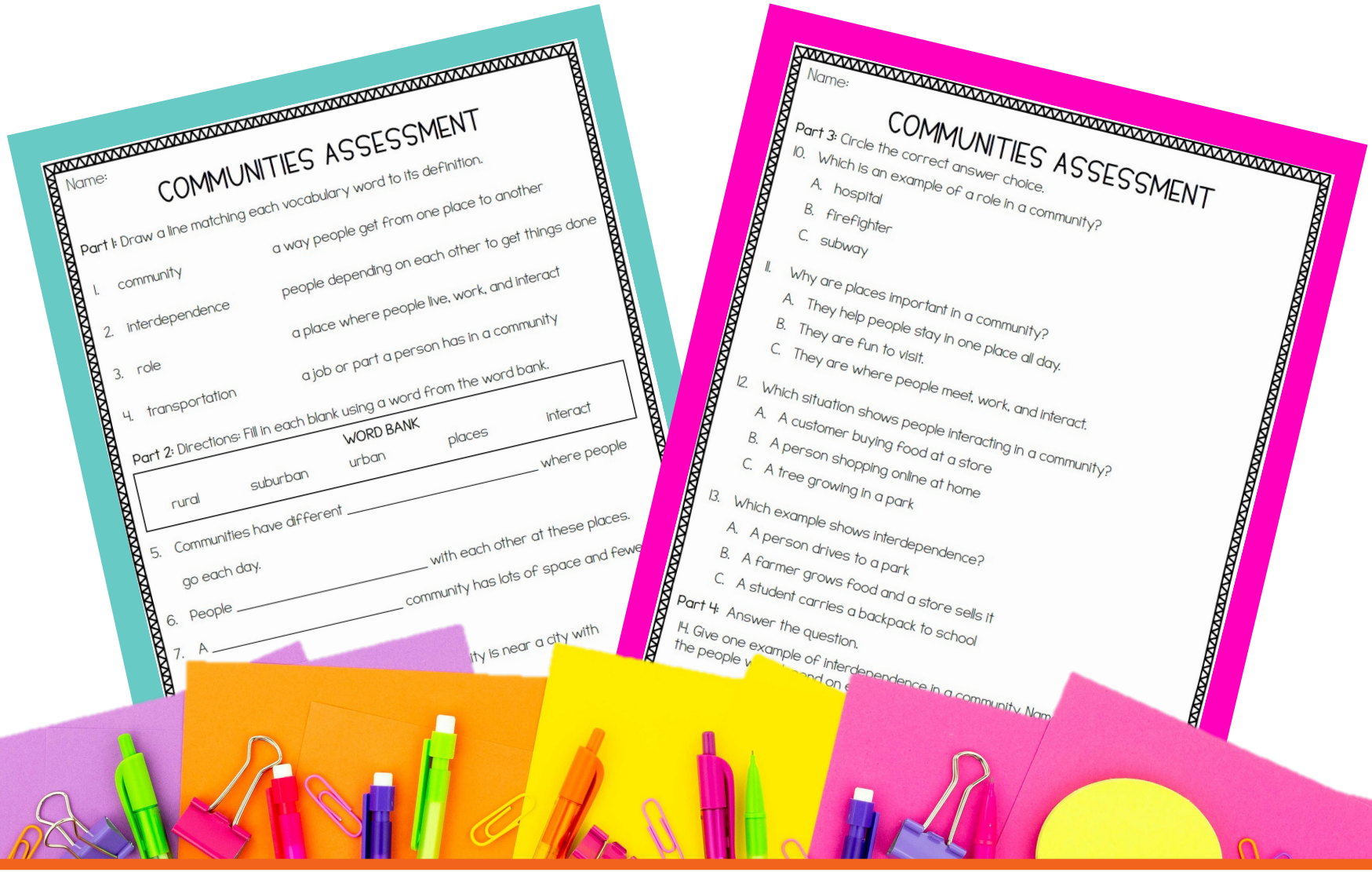
Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.

Interview a Community Member



Students will interview community members to understand their roles and how the community depends on one another. An alternative memory match game is included!

Assessment



Each unit includes an assessment with answer keys to assess student understanding of communities.