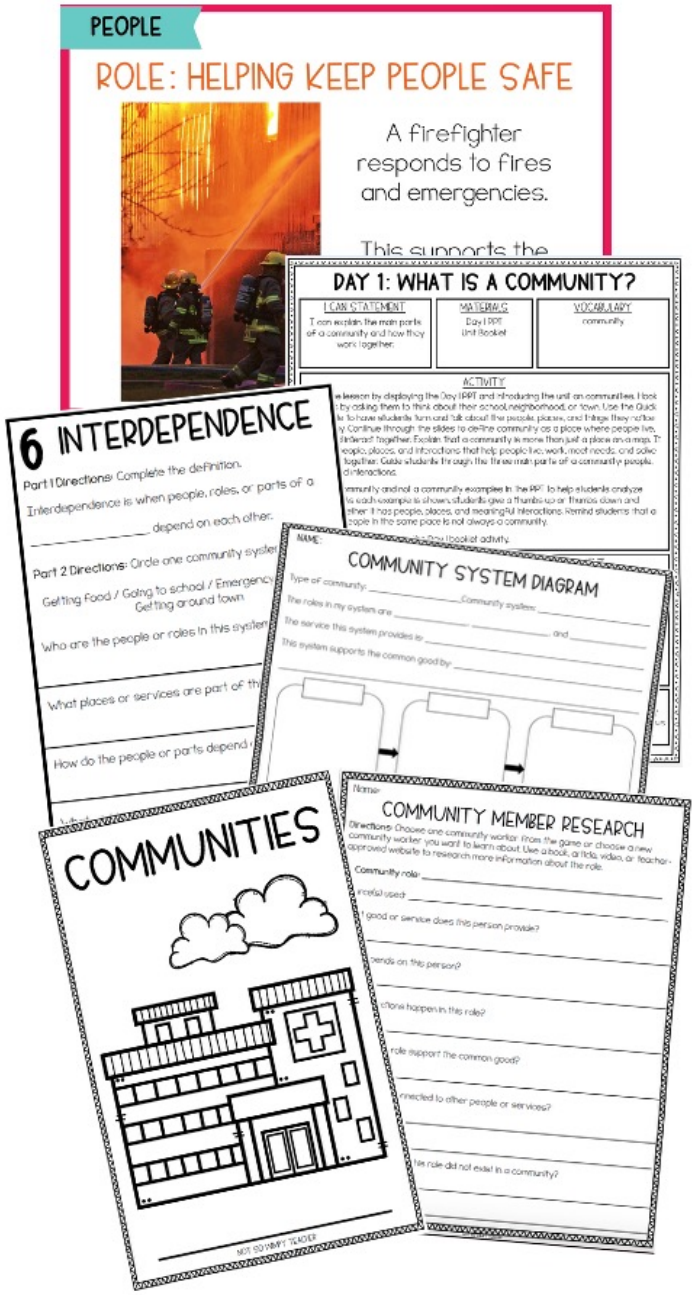
# What's Included

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

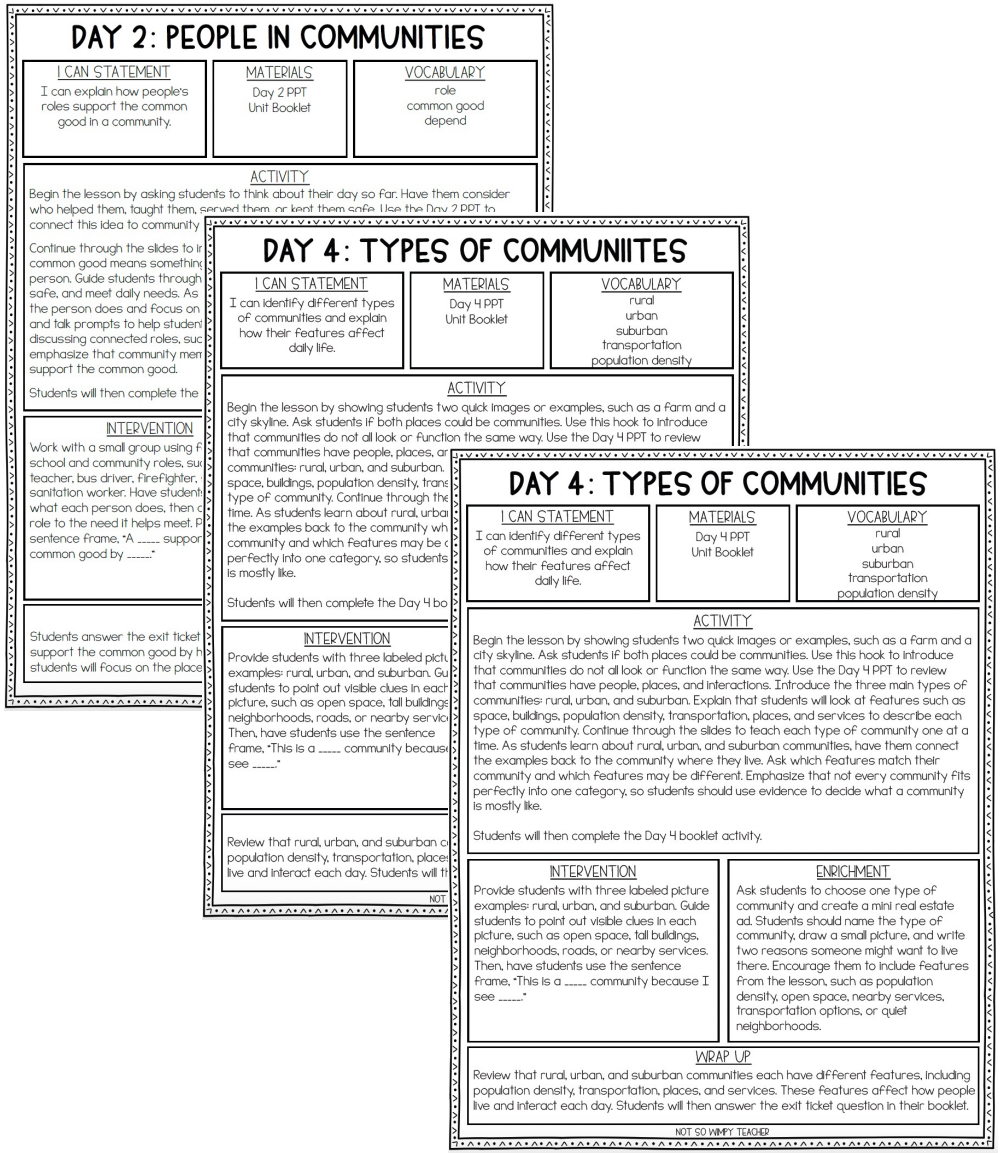


# 10 Days of Activities

**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 2: PEOPLE IN COMMUNITIES

I CAN STATEMENT
I can explain how people's roles support the common good in a community.

MATERIALS
Day 2 PPT
Unit Booklet

VOCABULARY
role
common good
depend

ACTIVITY
Begin the lesson by asking students to think about their day so far. Have them consider who helped them, taught them, served them, or kept them safe. Use the Day 2 PPT to connect this idea to community

Continue through the slides to i common good means somethin person. Guide students through safe, and meet daily needs. As the person does and focus on and talk prompts to help student discussing connected roles, suc emphasize that community mem support the common good.

Students will then complete the

INTERVENTION
Work with a small group using f school and community roles, su teacher, bus driver, firefighter, sanitation worker. Have student what each person does, then role to the need it helps meet. F sentence frame, "A _____ suppo common good by _____."

Students answer the exit ticket support the common good by h students will focus on the place

DAY 4: TYPES OF COMMUNIITES

I CAN STATEMENT
I can identify different types of communities and explain how their features affect daily life.

MATERIALS
Day 4 PPT
Unit Booklet

VOCABULARY
rural
urban
suburban
transportation
population density

ACTIVITY
Begin the lesson by showing students two quick images or examples, such as a farm and a city skyline. Ask students IF both places could be communities. Use this hook to introduce that communities do not all look or function the same way. Use the Day 4 PPT to review that communities have people, places, ar communities: rural, urban, and suburban. space, buildings, population density, trans type of community. Continue through the time. As students learn about rural, urba the examples back to the community wh community and which features may be perfectly into one category, so students is mostly like.

Students will then complete the Day 4 bo

INTERVENTION
Provide students with three labeled pictu examples: rural, urban, and suburban. Gu students to point out visible clues in each picture, such as open space, tall buildings neighborhoods, roads, or nearby servic Then, have students use the sentence frame, "This is a _____ community becaus see _____."

Review that rural, urban, and suburban c population density, transportation, place live and interact each day. Students will t

NOT

DAY 4: TYPES OF COMMUNITIES

I CAN STATEMENT
I can identify different types of communities and explain how their features affect daily life.

MATERIALS
Day 4 PPT
Unit Booklet

VOCABULARY
rural
urban
suburban
transportation
population density

ACTIVITY
Begin the lesson by showing students two quick images or examples, such as a farm and a city skyline. Ask students IF both places could be communities. Use this hook to introduce that communities do not all look or function the same way. Use the Day 4 PPT to review that communities have people, places, and interactions. Introduce the three main types of communities: rural, urban, and suburban. Explain that students will look at features such as space, buildings, population density, transportation, places, and services to describe each type of community. Continue through the slides to teach each type of community one at a time. As students learn about rural, urban, and suburban communities, have them connect the examples back to the community where they live. Ask which features match their community and which features may be different. Emphasize that not every community fits perfectly into one category, so students should use evidence to decide what a community is mostly like.

Students will then complete the Day 4 booklet activity.

INTERVENTION
Provide students with three labeled picture examples: rural, urban, and suburban. Guide students to point out visible clues in each picture, such as open space, tall buildings, neighborhoods, roads, or nearby services. Then, have students use the sentence frame, "This is a _____ community because I see _____."

ENRICHMENT
Ask students to choose one type of community and create a mini real estate ad. Students should name the type of community, draw a small picture, and write two reasons someone might want to live there. Encourage them to include features from the lesson, such as population density, open space, nearby services, transportation options, or quiet neighborhoods.

WRAP UP
Review that rural, urban, and suburban communities each have different features, including population density, transportation, places, and services. These features affect how people live and interact each day. Students will then answer the exit ticket question in their booklet.

NOT SO WIMPY TEACHER

# PowerPoint Lessons

TYPES OF COMMUNITIES

I can identify different types of communities and explain how their features

PEOPLE

ROLE: HELPING PEOPLE LEARN



A librarian helps people find books, information, and resources.

This supports common good be learning helps p make decisions

COMMUNITIES

Vocabulary:

Community: a place where people live, work, and interact

TYPES OF COMMUNITIES

LIFE IN RURAL COMMUNITIES



Because places are spread out, people m travel longer distanc to get to school, stor doctors, or other services. People mo depend more on ca trucks for sportation.

COMPARING COMMUNITIES

COMPARING SUBURBAN & URBAN

Suburban community
Urban community

TURN AND TALK

Which usually has more houses with yards
hich usually has mor and tall buildi

INTERDEPENDENCE

FOLLOW AN ITEM

Many people are involved:

A farmer grows the wheat.

A factory worker turns it into bread.

COMMUNITIES



3 PLACES IN COMMUNITIES

**Directions:** Think about places in your community. Name 4. For each place, write an interaction that would happen there and how this place supports the common good of the community. One example has been completed for you.

| PLACE | AN INTERACTION THAT MAY HAPPEN HERE | HOW THIS PLACE SUPPORTS THE COMMON GOOD |
|---|---|---|

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?

1 WHAT IS A COMMUNITY

**Part I Directions:** Circle the correct answer.

it is the best definition of a community?

A place where people live, work, interact, and meet needs together

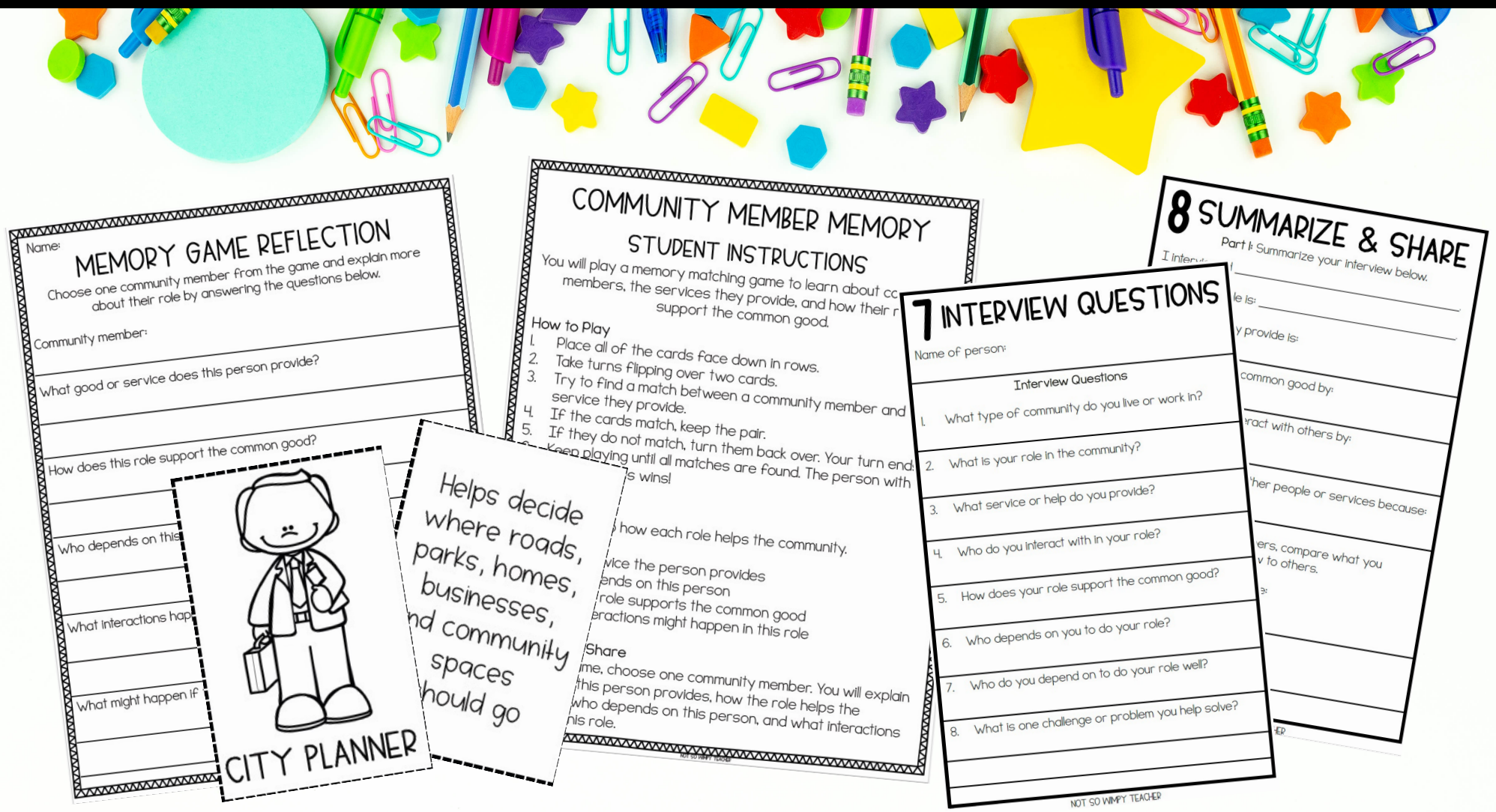
A group of people who all like the same thing

A building where people shop for supplies

**ctions:** Read the example. Decide which part unity is missing or weak.

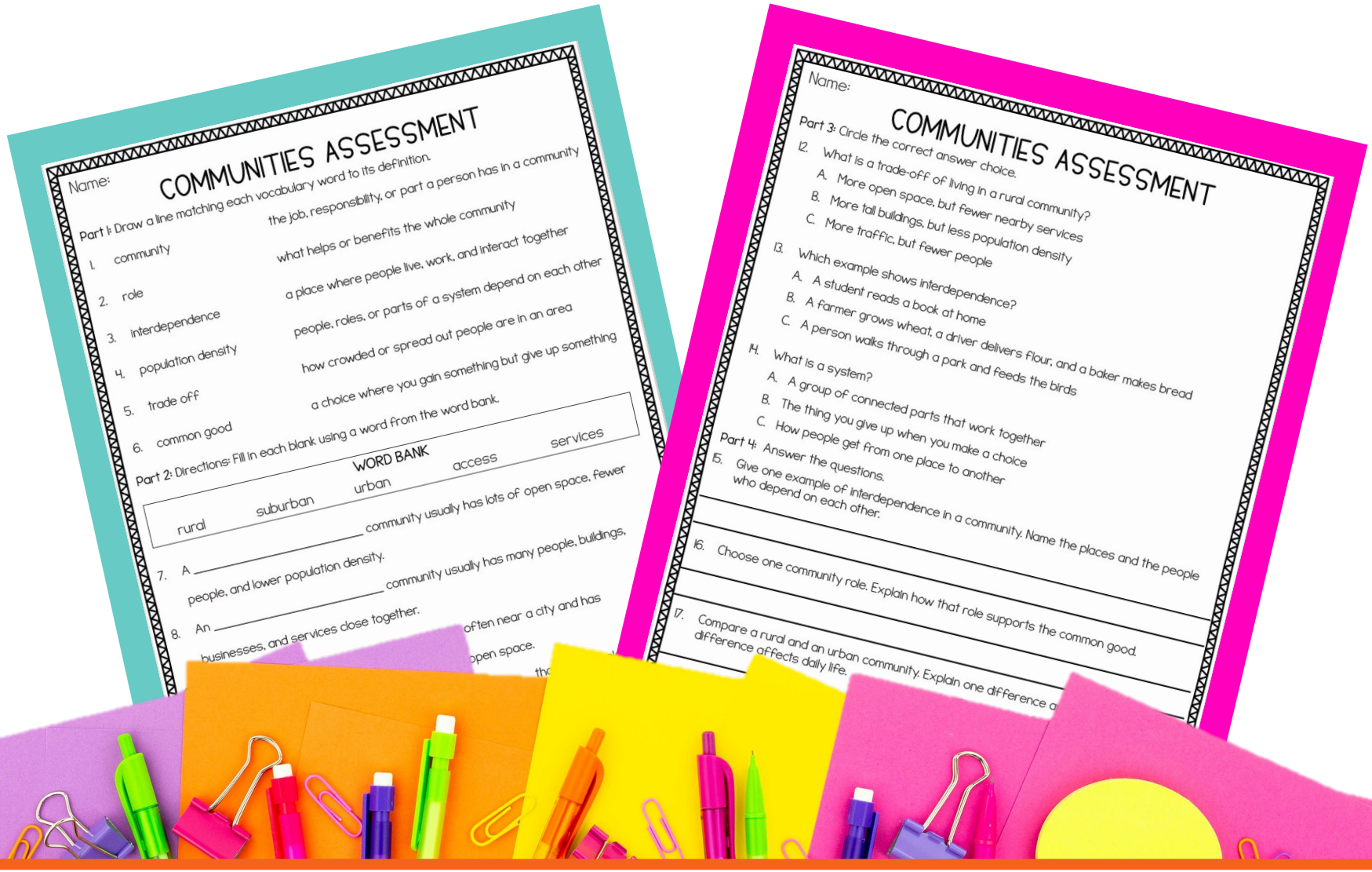
**Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.**

# 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.**