CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON # C-16

UNIT TITLE: “Community: The Big Picture”

Created By: Andrea Heinricy - Spring 2002

GRADE: 1ST
BINKO /Study Guide for Geographic Alliance

(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will __________________________ by __________________________ (Bloom’s Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
The teacher will....
The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
"Community: The Big Picture"

First Grade Unit On Community
Andrea Heinricy
EHD 160
Spring 2002

Master Teacher: Mrs. Zovig Adanalian
Supervisor: Mr. Steve Kemper
Identifiable Standards

1. **History Social Science Standard One:** The student will demonstrate an understanding of the responsibility of individuals and groups to solve conflicts or problems.

   1.1- Understand and practice basic civic values of fair play, good sportsmanship, individual responsibility, respect for rights and opinions of others, and respect for rules.
   "Community Web", "My Community Book", "Compare and Contrast"

2. **History Social Science Standard Two:** The student will demonstrate an understanding of the geography and economics of a familiar neighborhood.

   2.2- Demonstrate understanding of the geographical elements of scale, distance, relative location, and spatial relationships of a floor or table map.
   "Mapping Our School", "P.E.-Directionality"

   2.8- Through literature, demonstrate an understanding of the many ways people work together to get jobs done and show appreciation for the work others do.
   "My Community Book", "Compare and Contrast"

3. **Language Arts Writing Standard Four:** The student organizes thoughts and information for writing, with assistance as appropriate, for audience and purpose.

   4.2- Begin to brainstorm to generate ideas for writing.
   "Community Web", "My Community Book"

   4.4- Stay with assigned or selected topic.
   "My Community Book"

   4.5- Include appropriate facts and details
   "My Community Book", "Compare and Contrast"

4. **Language Arts Writing Standard Five:** The student writes to communicate for a variety of purposes.

   5.2- Convey a message using multiple sentences in a simple narrative or factual report, such as writing about a personal experience.
   "My Community Book"
5. **Language Arts Writing Standard Six:** The student is beginning to use, with some assistance, appropriate conventions of written language.

6.4- Use simple sentence construction.
   “My Community Book”

6.5- Capitalize proper nouns, the pronoun “I”, and the first word in a sentence.
   “My Community Book”.

6.7- Print legibly and space letters, words, and sentences appropriately.
   “My Community Book”
Rationale

This unit is designed to teach students about the place they live in and the people they live together with in the place they live. The students will learn all about community from this unit, “Community: The Big Picture.” Through exploring different components of community, this unit will help students to learn and understand its meaning through various activities. The exploration of community will be conducted through a series of literature books as well as the grade level social studies book. The students will be introduced to new vocabulary words such as community, neighborhood, and city. The unit will teach to both the language arts and history-social science standards for first grade students.

During this one-week unit, the students will create individually their own “Community Book” as well as create a map of their school together in groups. “Community: The Big Picture,” will help students to learn about one’s community and will allow these young students the opportunity to begin the process of learning and growing into a positive and moral contributor of the community in which they live. Students will be given the chance to learn together the meaning behind the word, community.
Vocabulary

community                state
neighborhood             city
country                  profession
community helper         Earth
<table>
<thead>
<tr>
<th>Week of April 11th - April 15th</th>
<th>Mon.</th>
<th>Tue.</th>
<th>Wed.</th>
<th>Thu.</th>
<th>Fri.</th>
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</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td>Book: Police Officer</td>
<td>Holland 1:30</td>
<td></td>
<td>Main Event: American Revolution</td>
<td>Veterans Day Book: A Bedtime Book About Love, Polar Bears &amp; Snows</td>
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<tr>
<td><strong>Reading</strong></td>
<td>Shortalkon Community Book: Bedtime Story</td>
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<td>1941-1957 Book: Black国の Black Boys, Book: The Land of the Free</td>
<td><strong>Spelling Test</strong></td>
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<td>Book: A Bedtime Story</td>
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<td><strong>Whole Class</strong></td>
<td><strong>Whole Class</strong></td>
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<tr>
<td><strong>Math</strong></td>
<td>1911-1925 Book: Black Boys</td>
<td><strong>Word Problem</strong></td>
<td></td>
<td>Choral Read, Whole Bar Graphs Day</td>
<td><strong>Spelling Test</strong></td>
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<tr>
<td></td>
<td>Whole Class</td>
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<td>Whole Class</td>
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<td><strong>Order Events</strong></td>
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<tr>
<td>READING / CENTERS / SEATWORK</td>
<td>LUNCH</td>
<td>STORYTIME</td>
<td>THEMATIC</td>
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</table>
| **Introduce:**  
  - Spelling Words  
  - mine, around  
  - fine, back  
  - shine, blame  
  - line, nine  | **Seatwork:**  
  1. Spelling 4x  
  2. Math  
  3. Journal  
  
  "over the weekend..." | **Intro to Unit:**  
  - Community  
  - Book (include teachers)  
  - Vocab Word Sentence Strips  
  - Discuss comm. (if needed)  
  - Draw picture of school & write one sentence about it  | **Centers:**  
  1. Compare/Contrast  
  2. Writing: A Mystery  
  3. Audio  
  4. Spelling  
  5. C.K.  | **Early Dismissal**

| **Centers:**  
  1. Compare/Contrast  
  2. Writing: A Mystery  
  3. Audio  
  4. Spelling  | **Firefighters + Police Men:**  
  1. Spelling 3x  
  2. ABC order  
  3. Math  
  4. Journal  
  
  Favorite place in our community. | **Book:**  
  - Firefighters (policemen)  
  - Review vocab  
  - Places in comm.  
  - Add to web  
  - Picture of these  
  - Write about it. | **Book:**  
  - Police Men  
  - Review  
  - People in comm. (comm. helpers)  
  - Add to web  
  - Pick one: write as if you were one of them  
  - Draw picture of it. |

| **Centers:**  
  1. Compare/Contrast  
  2. Writing: A Mystery  
  3. Audio  
  4. Spelling  | **1. Spelling 2x**  
  2. Sentences  
  3. Math  
  4. Journal  
  
  "My fav. part in story..." | **Book:**  
  - Doctors  
  - Intro to directionality  
  - Venn/Pic: right, left, above, below, etc.  
  - Examples  
  - How do we get to cafeteria?  
  - Game: ?  
  - P.E.: Directionality Game  
  - Worksheet | **Mapping Our School:**  
  - Groups  
  - "Picture of yourself + Cover page w/ Title "My Community"" |

**Finish map of school, groups**
TOPIC: Community Web

OBJECTIVE:
After teacher explanation, modeling, and guided practice, all students will create their own web about community with 100% accuracy.

MATERIALS:
Teacher needs:
Large butcher paper, black marker
Students need:
White paper, pencils

MOTIVATION:
"Sometimes when we learn something new it is helpful to place all the information into a web. This helps us see what connects to what and gives us a better understanding of what we learned. It also helps us to remember everything we learn as well. Today we are going to begin our first web together as a class about community. We will add to this each day."

PROCEDURES:
Teacher Explanation:
1. I will explain to the students what a web is and how we can use it.
2. I will tell the students that they are going to make one so that they can keep track of all the information they have learned during the week about community.
3. I will guide the students into a discussion about the word community. We will brainstorm together as a class what community means and what it consists of.

Teacher Modeling:
1. During the discussion, I will jot down any ideas students give about what they think community is, creating a list of the class's brainstorm ideas.
2. As a class I will guide the students of how we can sort the ideas on the board.
3. Then I will use the large butcher paper up front to begin the web. We will begin with the places in a community.
4. Using the large web, I will show the students the format and write the appropriate words in the appropriate places.

Guided Practice:
1. Students will have on their desks the white piece of paper to create their own web. They will copy all the information from the model up front.
2. I will help guide the discussion and continue to model where to put the information.

Independent Practice:
1. Next, the students will independently add the new information they learn each day to their web. At the end of the unit, as a class we will complete the large one on the board.

CLOSURE:
The closure will come at the end of the week or at the end of the unit when as a class we discuss all the things we have learned and share with one another the web the students have individually
created.

EVALUATION:
At the end of the week I will collect the students' webs and assess how well they understood the assignment. Beginning at the start of the week, I will also evaluate the students during guided and independent practice. Students who had difficulty with the assignment will meet with the teacher for extra help the next day.
TOPIC: My Community Book/My School and My House

STANDARD: SS-2.8, LA-4.2, 4.4, 4.5

OBJECTIVE:
After an introduction of places in a community, all students will create the first two pages in the community book by drawing and writing about their school and their home to teacher satisfaction.

MATERIALS:
Teacher needs:
My Map Book, by Sara Fernelli, “My Community Book” example

Students need:
Two colorful construction papers, two white papers, two writing papers, color crayons, pencils, glue

MOTIVATION:
I will read aloud to the students My Map Book, by Sara Fernelli, explaining to the students the different places in a community. I will tell the boys and girls that they are going to make their very own community book of their own all week long. “Boys and girls, today we are going to write about our school and draw a picture of it. Schools are an important part of a community, especially ours! I want you to write about why it is special to you and then draw a picture of it the best you can. Then we will do the same for the places we live, whether it is a house or an apartment.”

PROCEDURES:
Teacher Explanation:
1. I will explain to the students that different places where we live are part of our community.
2. I will then again explain that they are going to make community books out of construction paper, a picture on one side and a writing sample on the other.

Teacher Modeling:
1. I will begin by showing to the class the example of two pages in a completed community book of a student’s school and house.
2. I will read to the students the samples of writings about both the student’s school and house.

Guided Practice:
1. As a class, we will brainstorm ideas about what to write about our school and then, next, our houses.
2. I will write on the overhead a sentence starter for writing about our school.
3. The students will voluntarily contribute ideas for the story as I dictate what they say.
4. We will repeat step four, writing about the teacher’s house.

Independent Practice:
1. Students will be given a sheet of writing paper to begin writing about their school.
2. Then students will be given a sheet of white paper to draw a picture of their school.
3. Next, students will complete the same process for writing and drawing about their homes.
4. When all the drawing and writing is completed, students will be given a yellow and green piece of construction paper.
5. Students will glue in the middle of one side of the paper their writing and on the other side, their picture.
6. Students will continue this process until all four sheets of paper have been glued down.

CLOSURE:
After all students have completed the activity, students who volunteer will read aloud what they wrote and share with the whole class their drawings. As a class, we will close by sharing all different places that help to make our community a better place.

EVALUATION:
I will collect from each student the work they completed during the activity for the day. I will check to see if it had been completed to my satisfaction. During independent practice, I will have monitored the room, evaluation each student’s behavior as well.
TOPIC: My Community Book/Community Helpers

STANDARD: SS-1.1, 2.8, LA-5.2

OBJECTIVE: After an introduction and read aloud of the different people in a community, all students will choose a community helper and draw a picture and write a story as if they were that person to teacher’s satisfaction.

MATERIALS:
Teacher needs:
“My Community Book” example page, community web, Community Helpers: Nurses, by Dee Ready, Community Helpers: Teachers, by Tami Deedrick
Students need:
Construction paper, crayons, pencil, writing paper, glue

MOTIVATION: I will read aloud the two books about different community helpers and will introduce many others as well. The students will begin the lesson by adding onto the community web they started yesterday. This will help them to get thinking about which community helper they would like to be. “Boys and girls, today you get to choose one community helper you would like to be and act like them during this lesson. You are going to pick one and then draw a picture of yourself as if you really were that community helper. Then you will get to write a short story as if you were that same community helper.”

PROCEDURES:
Teacher Explanation:
1. I will explain to the students that all the different people that live here with us are a part of our community.
2. I will explain to the students that they are going to first add this new information to their web at their desk.
3. Then I will hold up an example from an old community book of the community helper page.
Teacher Modeling:
1. I will pick on community helper and begin to write on the overhead what I would do and say if I were them. I would use a lot of detail so that the students will remember to as well.
2. On the overhead I would give the students a story sentence starter.
Guided Practice:
1. As a class, I would ask the students to help me ask myself good questions so that I could give good information as to what I would do and say if I were a certain community helper.
2. The questions the class and I would come up with would remain on the overhead so that students will have more ideas as to what to write about.
Independent Practice:
1. The students will first be given one piece of writing paper. They will copy the story sentence starter and write their story.
2. Then students will be given a white piece of paper to draw a picture of themselves as the community helper they chose.
3. After the writing and drawing process is completed, the students will be given a blue piece of paper.
4. Students will then glue on one side of the paper the picture they drew and on the other side glue the story they wrote.

CLOSURE:
When the activity has been completed, the students will come back together as a whole class and share their work. I will pick on volunteers to come to the front of the class. Then I will facilitate a review of all of the different community helpers there are in a community.

EVALUATION:
I will collect the students work and check to make sure it was completed to my satisfaction. If it was not, I will return the work to those students and meet with them in a small group so that they can try it again.
TOPIC: Compare and Contrast

STANDARD: SS-1.1, 2.2, 2.8

OBJECTIVE: After a read aloud of Police Officers Protect People and Firefighters Fight Fires, by Carol Greene, all students will complete a decorative venn diagram comparing and contrasting police officers and firefighters with 100% accuracy.

MATERIALS:
Teacher needs:
Police Officers Protect People and Firefighters Fight Fires, by Carol Greene, venn diagram transparency, pen
Students need:
Decorative firefighter and police officer venn diagram, pencils, crayons

MOTIVATION:
I will read aloud to the students the books about firefighters and police officers. “Boys and girls, what is your favorite part about what a firefighter does? What is your favorite part about what a police officer does? Today, we are going to get to compare these two community helpers. How can we do this? Good, with a venn diagram. Let’s get started.”

PROCEDURES:
Teacher Explanation:
1. I will explain to the students how comparing and contrasting two things can help us better understand both.
2. I will remind the students that we have done this before.

Teacher Modeling:
1. Using the overhead projector, I will show the students a copy of the decorative venn diagram they will be filling out and coloring in a minute.
2. I will place one common fact about both police officers and firefighters in the middle.

Guided Practice:
1. I will pass out to the students the venn diagram papers and allow students to copy information down as I write it on the overhead.
2. Then I will ask the students to give me another fact that is similar between these two community helpers. Then I will write it in on the overhead and students will copy.
3. Next I will have the students tell me one fact that only relates to police officers. Then I will write it in on the overhead in the circle that has a police officer hat on top of it and students will copy.
4. Then I will ask the students to tell me one fact that only relates to firefighters. Then I will write it in on the diagram on the overhead in the circle that has a firefighter hat on the top of it. Students will write on their own at their desks.

Independent Practice:
1. Students will need to add to each section of the venn diagram at least three more facts that compare and contrast firefighters and police officers.
2. When students are done writing, they will begin coloring their venn diagram.
CLOSURE:
Students will then share with the students in their groups at their desks. Then we will come back together as a whole class and one student from each group will share and read aloud the venn diagram they made.

EVALUATION:
I will collect students work at the end of the lesson to check and see if the work was completed and to check students understanding. Work will be handed back to those students who did not complete accurately. Students who did not understand, will see me for a review on venn diagrams.
TOPIC: Mapping Our School

OBJECTIVE:
After teacher explanation, modeling and guided practice, all students will be able to identify, draw
and label a part of our school campus in groups with 100% accuracy.

MATERIALS:
Teacher needs:
Example maps of cafeteria, classroom, bathroom, playground, overhead, pen
Students need:
One large piece of butcher paper per four students, markers

MOTIVATION:
I will ask the students if they think they can draw the whole school like a map in one day. Then I
will tell the students that today they will be map makers. They will learn how to draw like real
map makers do. I will also tell them that they are going to be able to work together in groups.

PROCEDURES:
Teacher Explanation:
1. I will explain to the class what a map looks like of a school and I will tell them that each group
will map out only one part of the school.
Teacher Modeling:
1. Using the overhead projector, I will show students examples of the kinds of maps they will be
making today.
2. Then I will begin mapping our classroom on the overhead.
Guided Practice:
1. I will ask the students to help me to make the map by choosing volunteers.
2. I will ask probing questions that will get the students to think of the important things that need
to be drawn.
Independent Practice:
1. Once I feel students have a good understanding of what they are to do, I will pass out a large
piece of butcher paper and markers to each group.
2. I will assign each group one of the five places on campus they will map out. The places will be
the school office, cafeteria, playground, black top, and the cafeteria.

CLOSURE:
After all groups have completed their maps, we will come together on the carpet to share.
Students will be given the opportunity to ask questions and listen to each other. I will then cut
out the individual maps and have the class tell me where to glue them on a large piece of butcher
paper, creating a map of the whole school.

EVALUATION:
The maps will be graded for accuracy, effort and participation. If student work does not display
an understanding of the activity, then I will need to reteach the concept with a mini lesson.
Bibliography

Capstone Press. Mankato, Minnesota.

Bridgestone Books. Mankato, Minnesota.


1. Community is a group of

   a. plants and animals that work together
   b. people that work together in the same place
   c. homes and people that work together

2. Circle the words that belong to a community

   people  library  hospital
   school  computer  police officer

3. Community helpers are people that

   a. work at the community helper store
   b. live in Fresno
   c. help all the people in a community

4. Name two places in our community.

   ____________________________
   ____________________________

5. Name two different community helpers.

   ____________________________
   ____________________________

6. A neighborhood is a place full of

   a. flowers
   b. houses and apartments
   c. cars