

Exploring Communities

Objectives:

- Students will explore attributes of the community in which they live. They will compare rural, urban and suburban communities and attempt to classify their own community.

TEKS:

2. 7 (D)

Vocabulary:

- Urban
- Suburban
- Rural
- Communities
- Neighborhood

Materials:

- Living in Suburban Communities by Kristin Sterling
- Living in Rural Communities by Kristin Sterling
- Places in my Community by Bobbie Kalman

A box of social studies decorated with different communities and containing the following

- Farm houses
- Houses/buildings
- Cars/Airplane Toys
- Farm animals

Teaching Strategies:

1. Have a discussion with the students to remind them that there are many types of communities. Write the words urban area, suburban and rural area on the smart board. Tell the students that these are three types of communities—areas where people live and work. Discuss and write additional words to describe each area. Decide as a group which characteristics best describe the area where the students live. Read the three books comparing all of these areas. Tell the students to listen for descriptions of the areas.
2. Read the three books listed above.
3. Ask relevant questions to students about what they understood from the three books:
 - What community do you think you live in? Why?
 - If I have a house with certain farm animals, where do I live?
 - There's an airport in my community, where do I live?
 - Lead the students to understand that one type of community isn't better than another, just different.
4. Show students the social studies box and have the class classify in which community do the objects belong to? Why?

- Have students write a short paragraph about something new they learned about different types of communities and/or which one they would like to live in, and why.

Inclusion of parent / family / community:

Encourage students to talk to their families about which type of community they live in (in urban, rural or suburban). What characteristics do they like about the type of community in which they live? Has their family (and ancestors) always lived in this type of community? If not, when and why did they move/change?

Academic / Extension Reinforcement:

Teacher will observe student participation in discussions. The final writing should reflect understanding of the characteristics of the different areas.

