

Communities Have Laws

Objective(s): The student will be able to:

- Explain the need for laws in the community.
- Identify signs in the community.

TEKS:

- 1.10 Governments (A), (B)
- 1.17 Social studies skills (D)
- 1.18 Social studies skills (A), (B)
- 1.19 Social studies skills (B)

Vocabulary:

- Law
- Sign
- Community
- Rules

Materials:

- Social Studies box that contains:
 - Stop sign
 - Railroad sign
 - Do Not Enter sign
 - Slow sign
 - Speed Limit sign
 - Pedestrian Crossing sign
 - Curves Ahead sign
 - Signal Ahead sign
 - Slippery sign
 - School Crossing sign
 - Right Turn sign
 - Books on community traffic signs such as: “I Read Signs” by Tana Hoban, “I Read Symbols” by Tana Hoban
- Pencils
- Crayons
- Markers
- Copies Every Students Learns workbook page 32

Learning strategies:

1. To begin the lesson the teacher will read the poem “Signs” by D.G. Chester. After

reading the poem the teacher will discuss the last line “It’s the law! You must obey.”

2. The teacher will ask the following questions: “Why do we have these rules?” [Accept reasonable answers.] “Why do you think communities need to have rules?” [Accept reasonable answers.] The teacher will write the students’ answers on the board. During this discussion, the students will use the vocabulary words.
3. As the teacher talks about the signs in the community, she will demonstrate the objects in the box. These objects include the Stop sign, Railroad sign, Do Not Enter sign, Slow sign, Speed Limit sign, Pedestrian Crossing sign, Signal Ahead sign, Slippery sign, School Crossing sign, Right Turn sign, Curves Ahead sign, and books on community traffic signs such as: “I Read Signs” by Tana Hoban and “I Read Symbols” by Tana Hoban
4. After discussing each object, the teacher will place the signs where they are visible to all of the students. The students will later have an opportunity to touch the objects.
5. The teacher will explain to the students that rules in the community are called laws.
6. The students will complete Every Student Learns page 32. The students will draw a sign that helps keep people in the community safe.
7. The teacher will read the poem again, this time the students will read along.

Parent/family/community inclusion:

The students will be able to identify the different kinds of signs around their community and encouraged to talk about them with their family. The students and their family can discuss similarities and differences between the signs here in the USA and signs from the family’s native country.

Images

