

Lesson 1: Exploring a Community (2 Days)

Getting Started

✿ Questions to Explore

- How do communities serve and protect the people who live in them?
- How do members of a community help meet other members' needs?



Facts and Definitions

- **Rural** means in the country.
- **Urban** means in the city.
- A three-dimensional shape stands on its own and is not flat.

⦿ Skills

- Identify and explore different communities (SS)
- Recognize goods and services provided by the community (SS)
- Describe jobs that contribute to goods and services (SS)
- Investigate features of maps (SS)
- Create simple maps (SS)
- Recognize, draw, and build three dimensional shapes: rectangular prisms, cubes, cones, and cylinders (M)
- Solve problems using spatial visualization (M)
- Listen and respond to stories read aloud (LA)
- Read and comprehend fiction (LA)

✂ Materials

- 3 sheets of poster board
- scissors

Introduction

Ask your child what a community is. Ask him to describe his community.

Activities

Activity 1: Places in the Community

On the sheet, "Places in the Community," ask your child to label each community building and then to write a sentence about why the building is important for the community. Some of the buildings are quite obvious, while others may have more than one correct label. Your child can decide on a label based on her own experiences in her community.

Note: The word "church" is used in Option 1 and on the map in Activity 4 to refer generically to a place of worship. Feel free to substitute "synagogue," "mosque," "temple," etc. as needed.

Provide assistance as your child writes her sentences. Remind her that a sentence starts with a capital letter and usually ends with a period. As your child completes each sentence, encourage her to sound out each syllable in each word. Do not worry about correct spelling. Inventive spelling attempts are fine at this

stage. You want your child to become comfortable with writing. If you focus on spelling at this point, your child may choose not to write with words that she can't spell. Focus instead on encouraging the open expression of ideas. Spelling will be reinforced later.

Before your child begins the activity, review the fact that all sentences have a subject, which is a noun. Review the fact that a noun is a person, place, or thing. Let your child tell you four or five examples of words that are nouns. Tell her that the sentences on the page are missing their subjects.

Option 1

This option includes a word box to choose from.

Option 2 (advanced)

No word box is provided for this option.

Activity 2: The City Mouse and the Country Mouse

Tell your child that you are going to read a story about one mouse that lives in the city and one that lives in the country. Explain to your child that communities in the country are called **rural**. Communities in the city are called **urban**. There is a student activity page with a story called "The City Mouse and the Country Mouse." Read the story aloud to your child or let her attempt to read the story aloud. Read through the story at least two times.

After you have read the story to your child, ask her the following questions:

- How were the City Mouse and the Country Mouse different? (The City Mouse lived in a busy place with lots of fancy food. The Country Mouse lived in a quiet place with simple food like grain.)
- Why did the City Mouse invite the Country Mouse to his house? (He wanted to show his friend all the delicious food and nice things in the city.)
- What happened to the Country Mouse when he was in the city? (He got scared! There was a cook, a cat, and even a trap. It was noisy and dangerous.)
- Was it better living in the city? Why or Why not? (No, it was not better for the Country Mouse. Even though the food was tasty, it was too scary and unsafe.)
- Would you rather live in the city or the country? Why? (Answers will vary)

Activity 3: Rural or Urban?

Fold a piece of paper in half vertically. Label the first column *Rural* and the second *Urban*. Then help your child make a list of advantages of living in the country and advantages of living in the city.

Using the sheet called "Rural or Urban?", ask your child to write three sentences about which place she would rather live. Provide support as needed.

Remind your child that all sentences start with a capital letter and end with a period, question mark, or exclamation mark. Show her the differences among these three and how they are each used. Also review that all sentences have a subject (noun) and a predicate (verb). Discuss that a verb shows action (run, walk, read). A verb can also be a "being" verb. These verbs, such as *is* or *are*, describe what things are. Ask your child to give you examples of verbs.

When she finishes her sentences, ask her to circle the noun that is the subject of the sentence and underline the verb that refers to the noun. At the bottom of the sheet, she can draw herself in the city or in the

country.

Activity 4: Map of a Community

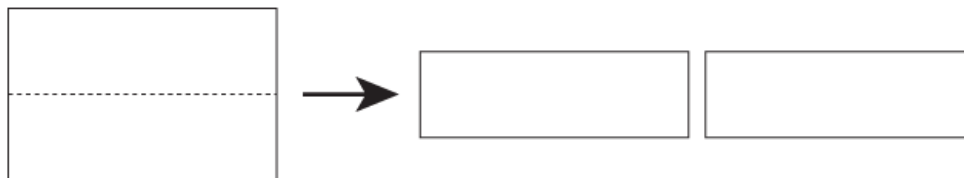
Ask your child why people use maps. Let your child analyze the "Map of a Community" sheet. Ask her to locate and read the labels on the map. Review the different symbols in the map key and show her the scale. Explain how a scale is used to measure distance on a map. Help your child use a ruler to measure the distances between different buildings in the community.

Day 2

Activity 5: Map of Your Street

For this activity, ask your child to cut a poster board in half lengthwise. Then she can paste the two halves together to make a long thin strip (see diagram below). Now ask her to draw her street across the poster board and then draw any perpendicular streets that cross that street. Finally, she can draw the houses, stores, parks, or other landmarks found on each block.

Cut Poster Board in Half



Activity 6: Three-Dimensional Maps

Explain to your child that a three-dimensional shape is one that can stand on its own and is not flat. Show your child examples of rectangular prisms (door, book), cubes, cones (ice cream cone, funnel), and cylinders (can, lipstick). Now ask her to identify the shape of most buildings in the community (cubes and rectangular prisms). Look at pictures of buildings in books or on the Internet.

Let your child cut out and fold the rectangular prisms and cubes using the patterns on the activity sheets. Ask her to identify each shape she creates. She can count the angles, faces, and points of each shape and then use the shapes she has created to make a three-dimensional map of a community. To create the map, have her do the following:

- Tape two poster boards together. This will be the base of the map.
- On a separate sheet of paper, draw the plan for the community. It does not need to be based on a real community.
- Include at least three labeled roads on the map.
- Create a map key that can include railroad tracks, bodies of water, or bridges.
- Include all of the buildings mentioned in Activity 1 ("Places in the Community").
- Use the shapes as either buildings or houses.
- Glue the shapes onto the map and then label them.

Note: Save the three-dimensional map for Lesson 2 so your child can add community workers to the map.

Wrapping Up

Ask your child what types of places people visit in a community and what they do there. Play a game where you say a simple sentence and your child identifies the noun that is the subject and the verb that is in the predicate.

Life Application

As you walk and drive around your community, talk about the locations and shapes of different buildings.

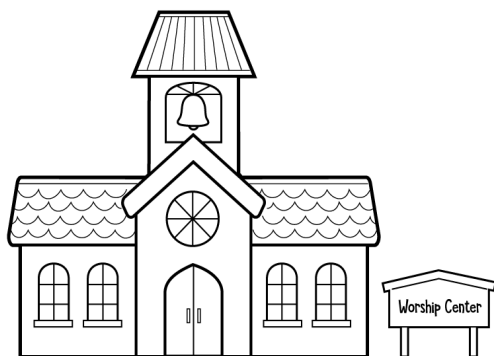
PLACES IN THE COMMUNITY

Directions: Use the words from the box to complete each sentence.

Word Box hospital fire station police station school
grocery store museum library worship center

The _____

is important because _____

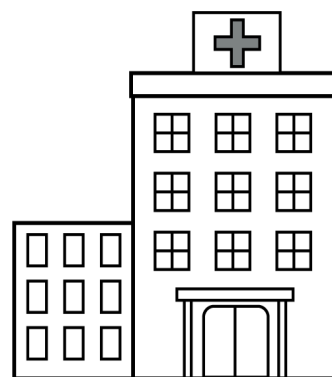


The _____

is important because _____

The _____

is important because _____



The _____

is important because _____

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Word Box hospital fire station police station school
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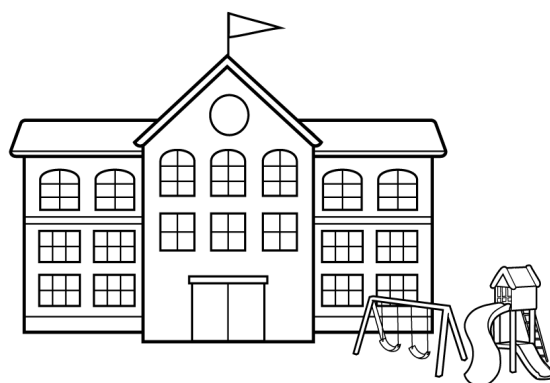


The _____

is important because _____

The _____

is important because _____



The _____

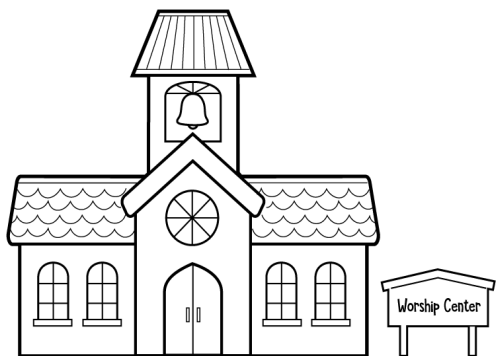
is important because _____

PLACES IN THE COMMUNITY

Directions: Complete each sentence.

The _____

is important because _____

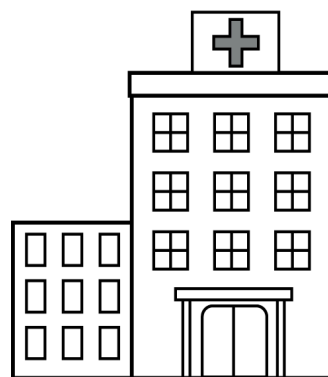


The _____

is important because _____

The _____

is important because _____



The _____

is important because _____

PLACES IN THE COMMUNITY

Directions: Complete each sentence.

The _____

is important because _____

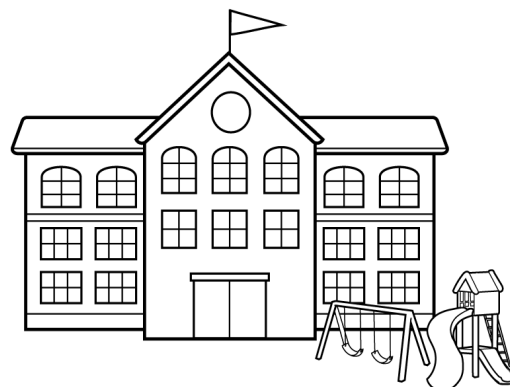


The _____

is important because _____

The _____

is important because _____



The _____

is important because _____

THE CITY MOUSE & THE COUNTRY MOUSE

Once upon a time, a little mouse from the country invited a little mouse from the city to visit him. When City Mouse sat down to dinner, he was surprised to find that Country Mouse had nothing to eat except barley and grain.

“Really,” City Mouse said, “you do not live well at all; you should see how I live! I have all sorts of fine things to eat every day. You must come to visit me and see how nice it is to live in the city.”

Country Mouse appreciated the offer, and after some time passed, he went to the city to visit his friend.

Shortly after Country Mouse arrived, City Mouse took him to the kitchen cupboard of the house where he lived. There, on the lowest shelf, behind some stone jars, stood a big paper bag of brown sugar. City Mouse gnawed a hole in the bag and invited his friend to nibble.

The two little mice nibbled and nibbled at the brown sugar. Country Mouse had never tasted anything so delicious in his entire life. He was just thinking how lucky City Mouse was, when suddenly the kitchen door opened with a bang, and in came the cook to get some flour.

“Run!” whispered City Mouse. As fast as they could, they scampered to the back of the cupboard, through a hole, and into the safety of the wall. Country Mouse was shaking all over, but City Mouse said, “Don’t worry; she will soon go away and then we can go back.”

After the cook had gone away and shut the door, they stole softly back. This time City Mouse had something new to show his friend. Together, they went to a corner on the top shelf where a big jar of dried prunes stood open. After much tugging and pulling, they got a large dried prune out of the jar on to the shelf. They nibbled quite happily. This was even better than the brown sugar. The little Country Mouse liked the taste so much that he could hardly nibble fast enough. But all at once there came a scratching at the door, followed by a loud MIAOUW!

“What is that?” said Country Mouse. This time, City Mouse looked worried. He whispered a quick, “Shush!” and then scampered as fast as he could to back to the safety of the hole.

Country Mouse ran after, as fast as he could. As soon as they were out of danger, City Mouse explained, "That was the old Cat; she is the best mouser in town. If she gets you, you are lost."

"This is very terrible," said Country Mouse; "I do not want to go back to the cupboard again."

"No," said City Mouse, "I will take you to the cellar; there is something special there."

So City Mouse took his little friend down the cellar stairs and into a big cupboard where there were many shelves. On the shelves were jars of butter and cheeses. Overhead hung bunches of sausages, and there were spicy apples in barrels standing about. It smelled so good that it went to the little Country Mouse's head. He ran along the shelf and nibbled at a cheese here, and a bit of butter there, until he saw an especially rich, very delicious-smelling piece of cheese on a little stand in a corner. He was just on the point of putting his teeth into the cheese when City Mouse squealed.

"Stop! Stop!" cried City Mouse. "That is a trap!"

The little Country Mouse stopped and said, "What is a trap?"

"The minute you touch the cheese with your teeth, something comes down on your head, and you are done for."

Country Mouse looked at the trap. He looked at the cheese. He looked again at the little City Mouse. "If you'll excuse me," he said, "I think I will go home. I'd rather have barley and grain in peace and comfort than brown sugar and cheese and be frightened to death all the time!"

So the little Country Mouse went back to his home, and there he stayed all the rest of his life.





Rural or Urban?



Would you rather live in the country or city? Write 3 sentences.

1. _____

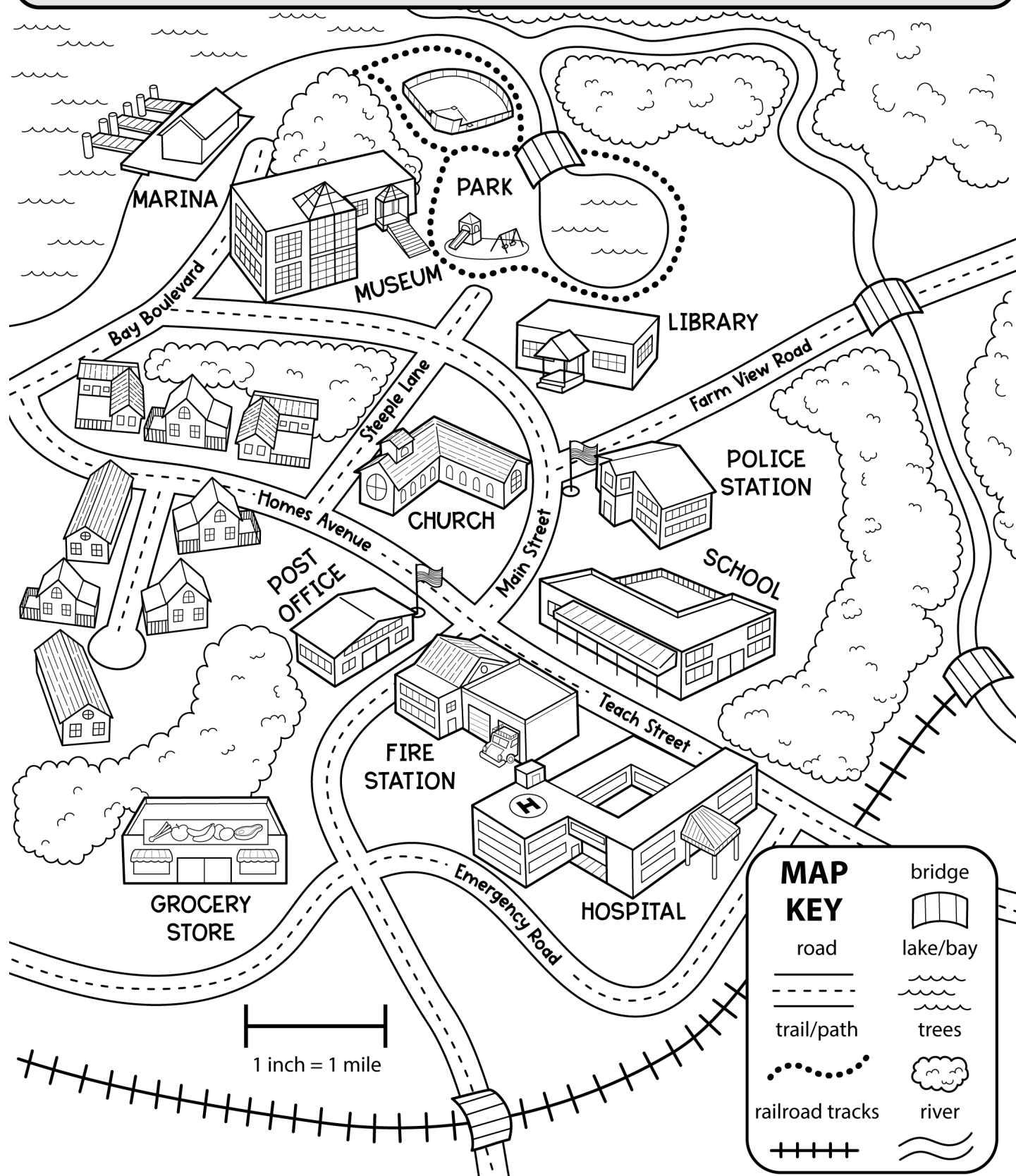
2. _____

3. _____

Draw a picture of yourself in the country or the city.

Map of a Community

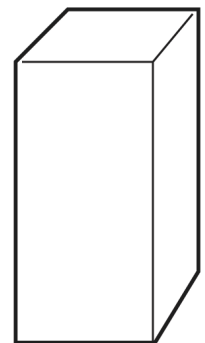
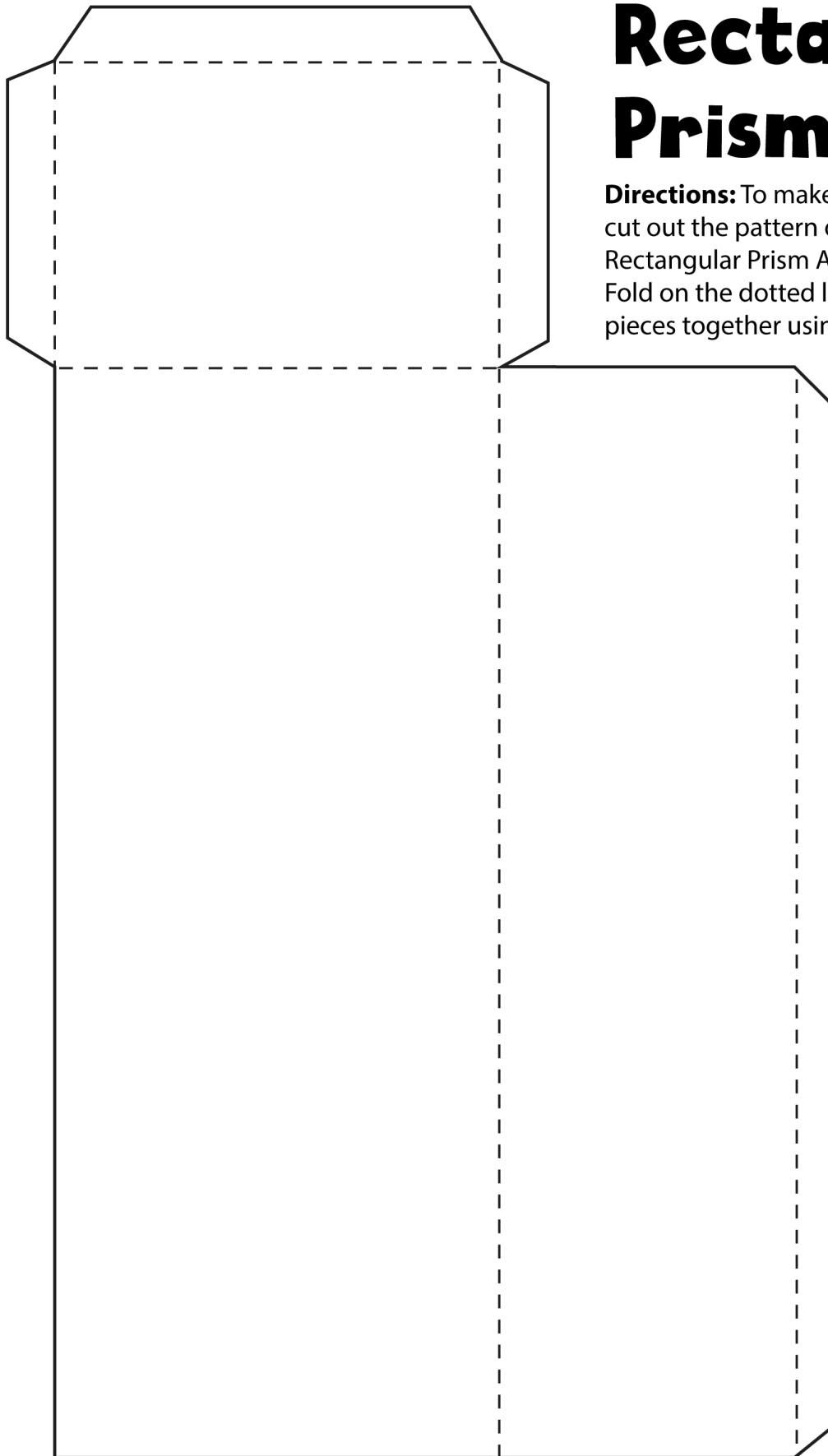
Directions: Locate and read the labels on the map. Measure the distances between buildings using a ruler.



Rectangular Prism A

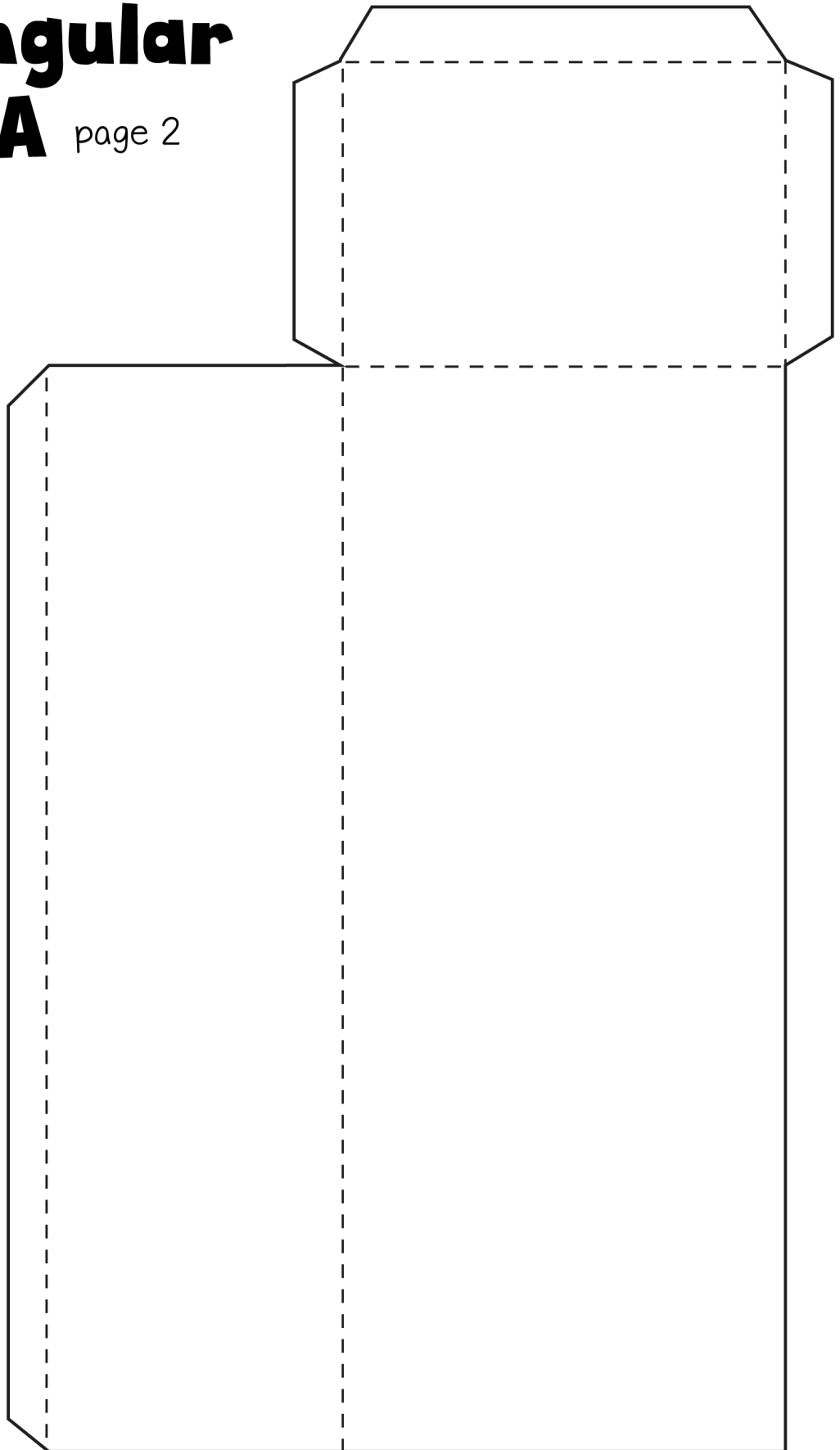
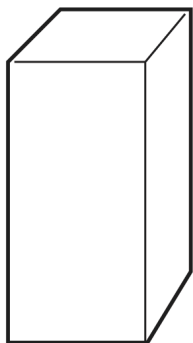
page 1

Directions: To make this rectangular prism, cut out the pattern on both pages labeled Rectangular Prism A along the solid lines. Fold on the dotted lines and glue the two pieces together using the tabs.



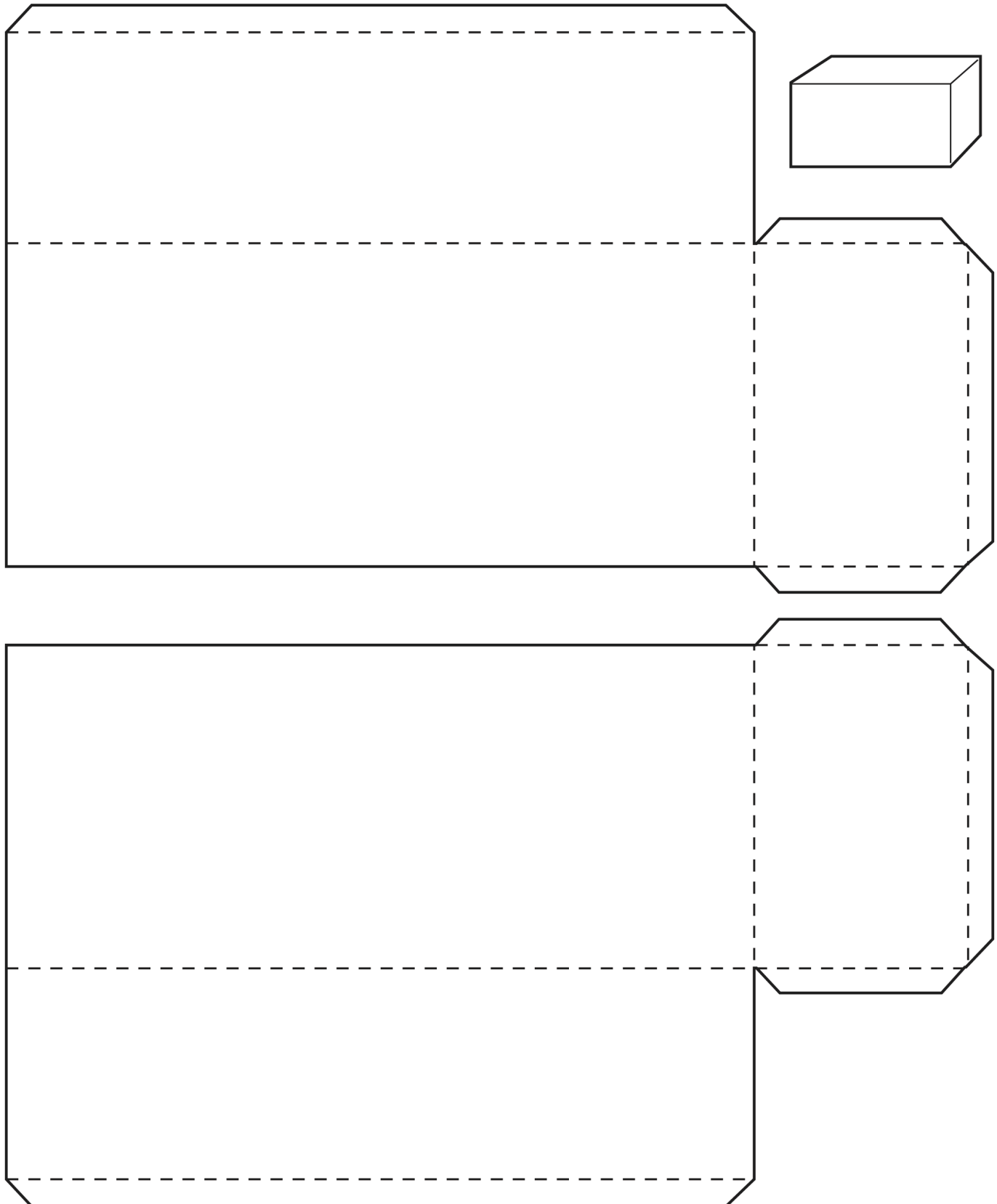
Rectangular Prism A

page 2



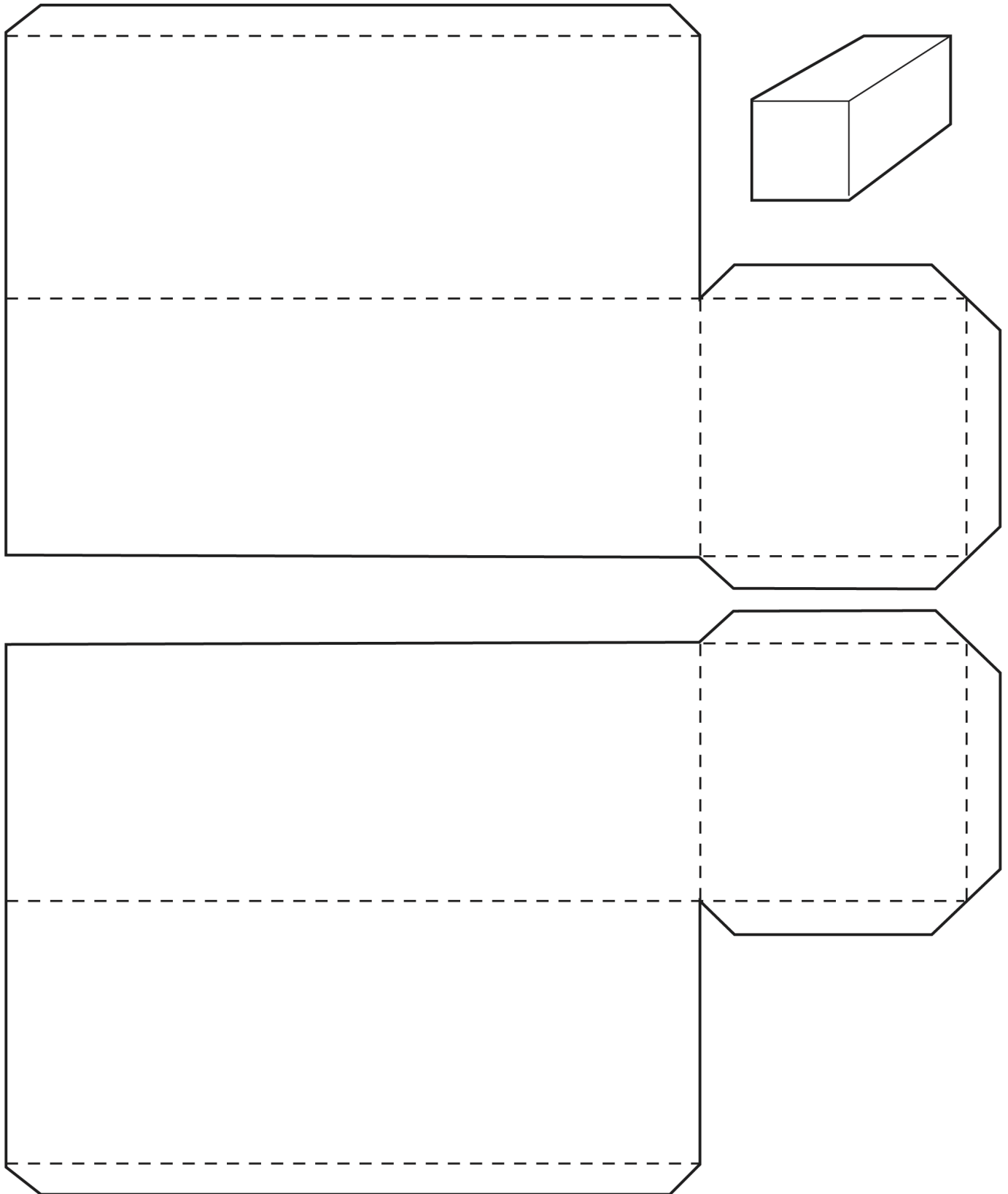
Rectangular Prism B

Directions: To make this rectangular prism, cut out the pattern along the solid lines. Fold on the dotted lines and glue the two pieces together using the tabs.



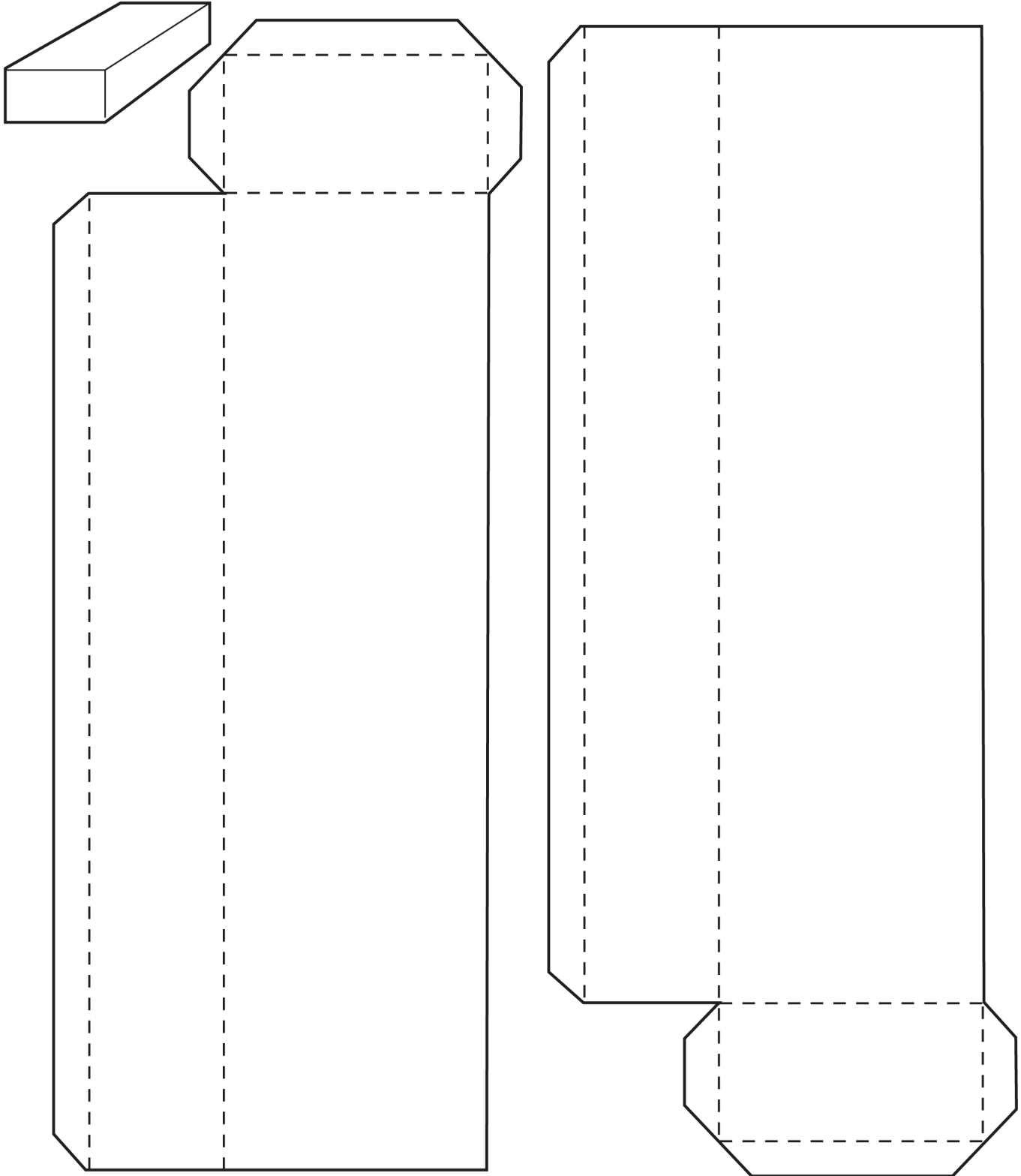
Rectangular Prism C

Directions: To make this rectangular prism, cut out the pattern along the solid lines. Fold on the dotted lines and glue the two pieces together using the tabs.



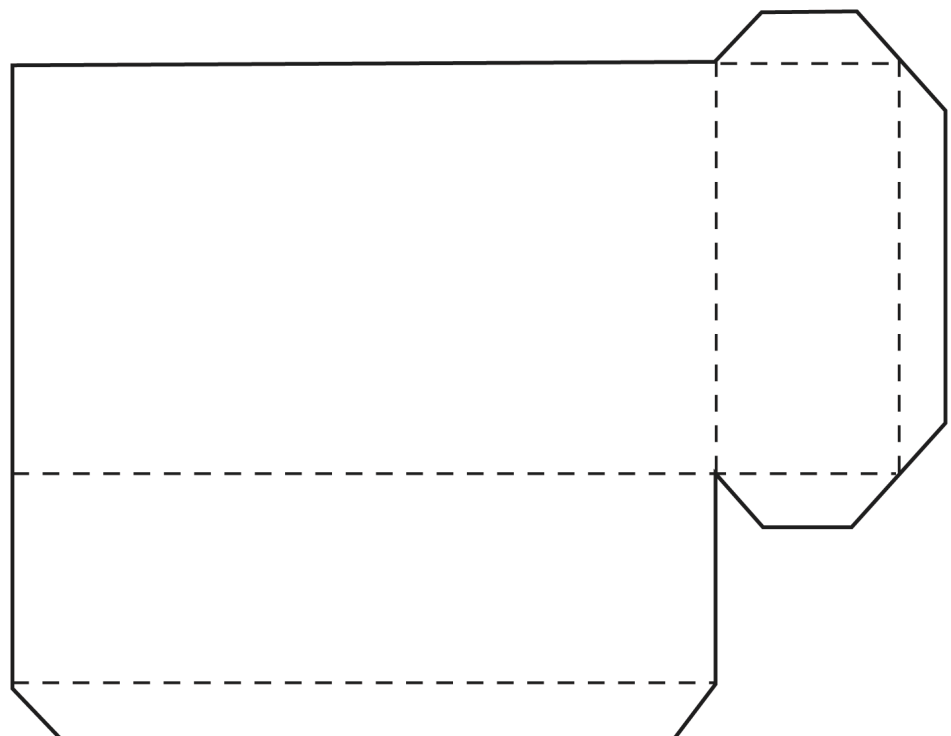
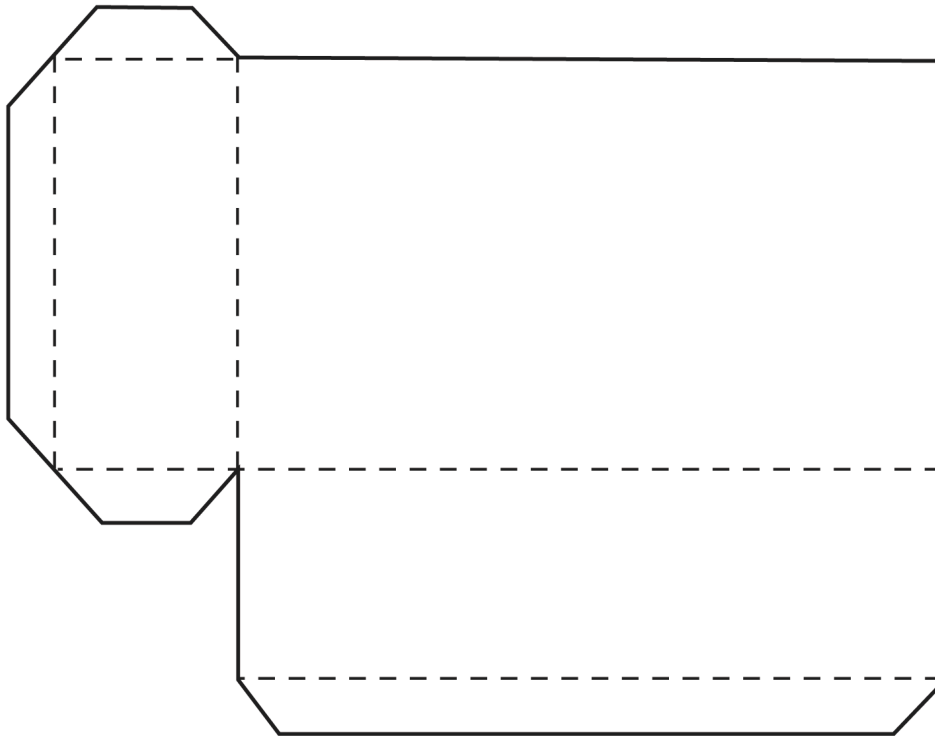
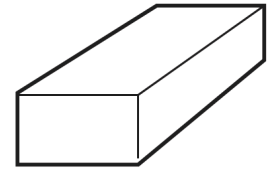
Rectangular Prism D

Directions: To make this rectangular prism, cut out the pattern along the solid lines. Fold on the dotted lines and glue the two pieces together using the tabs.



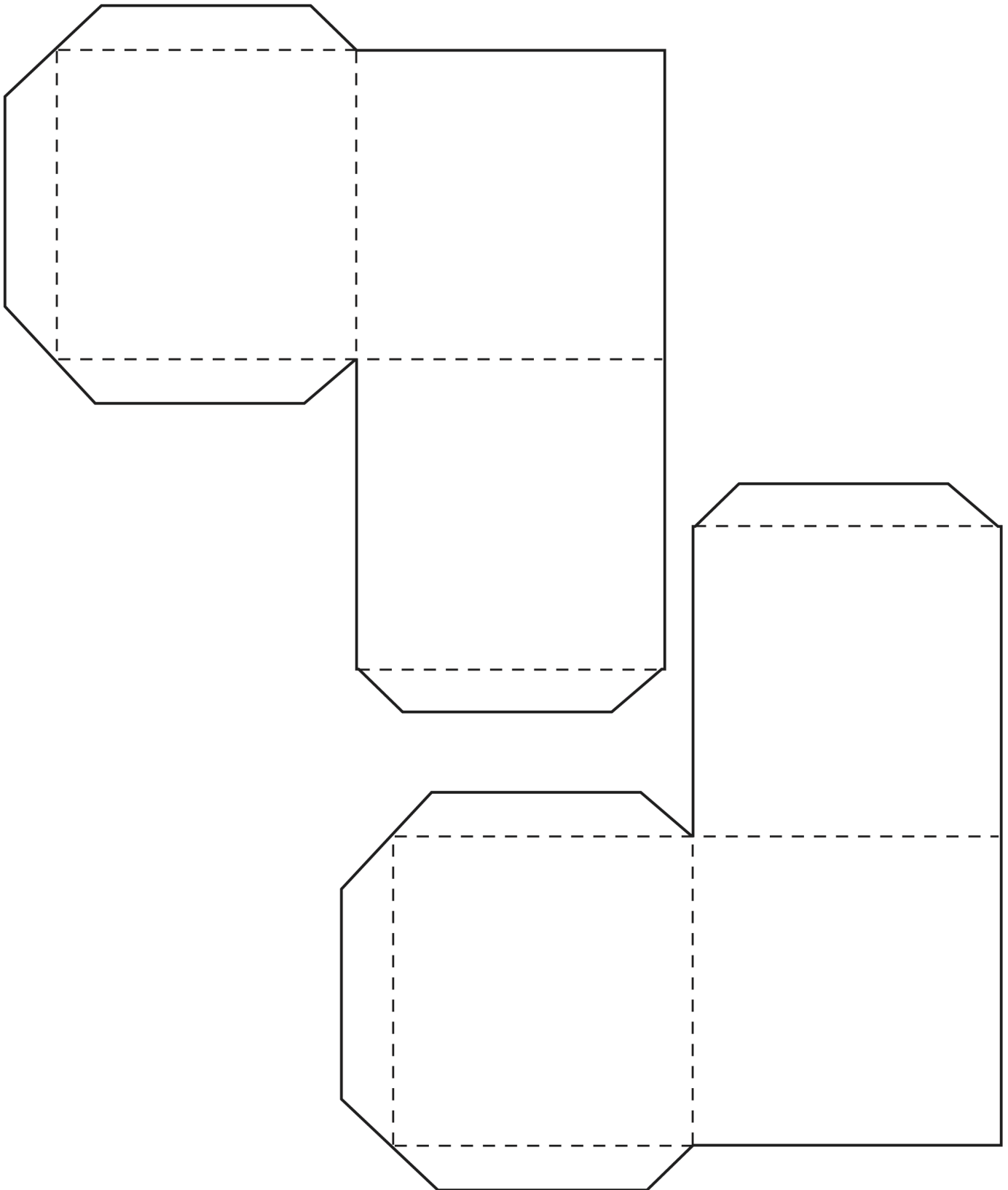
Rectangular Prism E

Directions: To make this rectangular prism, cut out the pattern along the solid lines. Fold on the dotted lines and glue the two pieces together using the tabs.



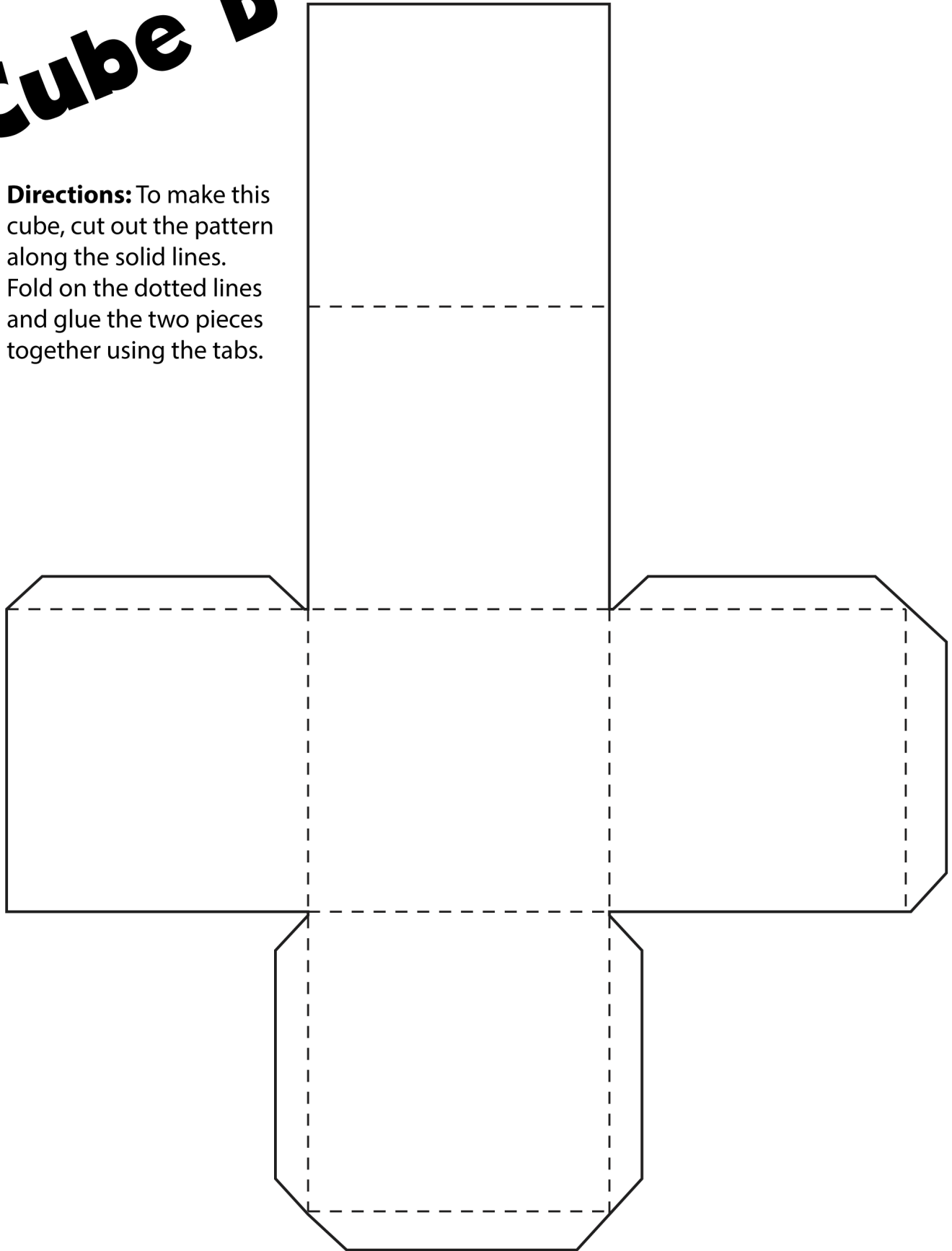
Cube A

Directions: To make this cube, cut out the pattern along the solid lines. Fold on the dotted lines and glue the two pieces together using the tabs.



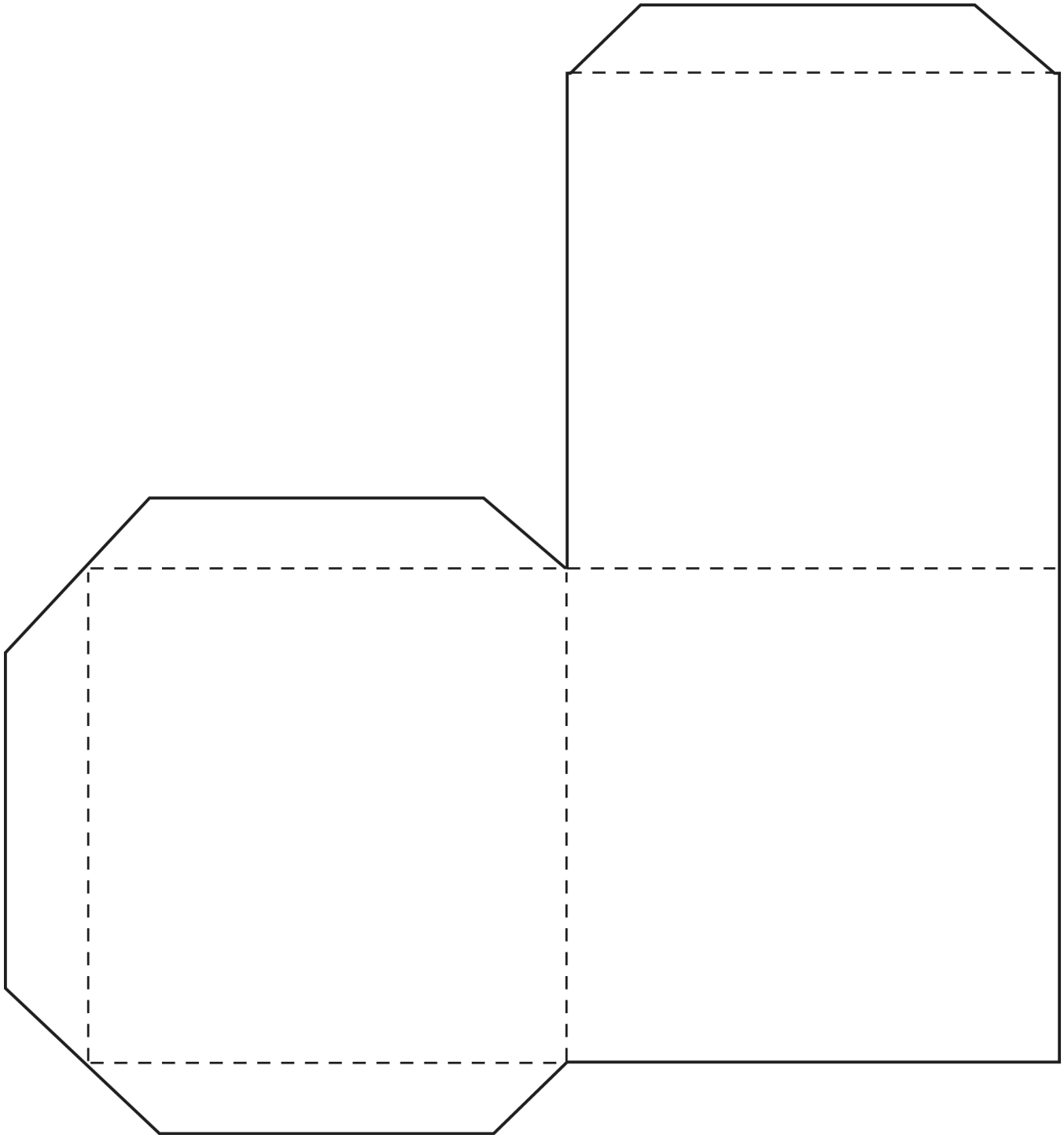
Cube B

Directions: To make this cube, cut out the pattern along the solid lines. Fold on the dotted lines and glue the two pieces together using the tabs.



Cube C page 1

Directions: To make this cube, cut out the pattern along the solid lines on both sheets labeled Cube C. Fold on the dotted lines and glue the two pieces together using the tabs.



Cube C page 2

