

People Who Help in My Neighborhood

Grade Level: 1 - 5

Content Areas: Music, Art, Geography, Social Studies, Technology, and Language Arts

Time Frame: 120 minutes

MATERIALS

People Who Help in My Neighborhood Book

Various colors of bulletin board paper

Milk cartons or shoeboxes

Art Supplies

Large Table

Toy cars and people

OBJECTIVES

Students will:

- Develop an awareness of how communities change.
- Recognize changes in a model community.
- Make decisions on how a community might change.
- Identify positive and negative changes that have taken place in a community.

VOCABULARY:

Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

Address - The writing on a piece of mail that shows where the mail is going

Community - A group of people who live in the same area

Compactor - A machine used to reduce the size of waste

Hydrant - A large, upright pipe that draw water from the city's water supply; hydrants supply water for fighting fires.

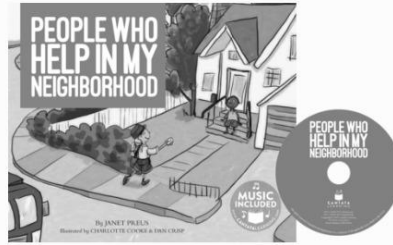
Spout - A tube or pipe that water flows out of

Traffic - Cars and trucks that are moving on a road

FREE SONG

Click [here](#) to download or stream the People Who Help in My Neighborhood song.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.



PROCEDURES/ACTIVITIES

Preparation:

This lesson teaches students how communities change. The lesson will consist of students creating a town that will undergo many changes. Some of the changes will be positive and some negative. The lesson is meant to show students in a concrete way how the things they do impact others.

Lesson Procedure:

1. Start by asking students what they think makes up their community. Read [People Who Help In My Neighborhood](#) book. Ask students again after the book if their thoughts on what a community is has changed. Ask students to consider different changes that their community has had.
2. Have students gather around the large table that you have chosen. Discuss with students that they will be creating their own community and to think about what will need to be added to the table to create a setting for a town.
3. Students might suggest roads, bodies of water, and other features. You can use black paper to add roads, blue construction paper to add bodies of water, and so on.
4. After physical features are completed, tell students it is time to build houses for their community. Students might use shoe boxes, milk cartons, and art supplies to create different styles of homes. When the homes are completed, have students place them throughout the community.
5. Ask students how does a community change as it grows. Discuss the impact on the community of new construction. How has the original setup of the town changed? Have students had to build new roads? Do residents have less land surrounding their homes? List the changes.
6. As more homes are built, discuss the impact on the people who live in those homes. Tell students that soon the community will grow so much it will need a variety of services.
7. As the community grows and changes, discuss how those changes have impacted the original community. How might the community continue to change in the years ahead?
8. Finally, bring the discussion back to the student's own community. Which of the changes to the model community are reflected in their own community?

Language Extension:

Students can now write a reflection about what they learned from this activity, how the community responded to the changes made to it and how their own community has changed in the past and how it might need to change in the future. This can be done with words or pictures.

Technology Extension:

Students can even build their community or dream community within Build With Chrome from Google, which you can find [here](#).

Art Extension:

Students can build their community or dream community with building materials such as cardboard boxes and even LEGO's. They can replicate places such as school, doctor's office, post office, bank, grocery store, park, etc... with the building materials.

PE Extension:

For a PE extension, you would organize a walk or tour around your community. This could get the students out looking at the community and promote exercise with the community too.

Standards:

First Grade: CCSS.ELA-LITERACY.SL.1.1, CCSS.ELA-LITERACY.SL.1.4, CCSS.ELA-LITERACY.L.1.1, CCSS.ELA-LITERACY.L.1.6

Second Grade: CCSS.ELA-LITERACY.SL.2.1, CCSS.ELA-LITERACY.SL.2.4, CCSS.ELA-LITERACY.L.2.1, CCSS.ELA-LITERACY.L.2.3, CCSS.ELA-LITERACY.L.2.6

Third Grade: CCSS.ELA-LITERACY.SL.3.1, CCSS.ELA-LITERACY.SL.3.4, CCSS.ELA-LITERACY.L.3.1, CCSS.ELA-LITERACY.L.3.3, CCSS.ELA-LITERACY.L.3.6

Fourth Grade: CCSS.ELA-LITERACY.SL.4.1, CCSS.ELA-LITERACY.SL.4.4, CCSS.ELA-LITERACY.L.4.1, CCSS.ELA-LITERACY.L.4.3, CCSS.ELA-LITERACY.L.4.6

Fifth Grade: CCSS.ELA-LITERACY.SL.5.1, CCSS.ELA-LITERACY.SL.5.4, CCSS.ELA-LITERACY.L.5.1, CCSS.ELA-LITERACY.L.5.3, CCSS.ELA-LITERACY.L.5.6

