



# WHAT IS COMMUNITY?

Topic: What is Community?

Subject: Socials Studies,  
Geography

Grade: 1-3

## Lesson Focus and Goals:

Goal 1: To gauge how much students already know about the community and what makes up a community.

Goal 1: To engage young learners to think about the community in which they belong to.

Goal 2: To help students develop a sense of place both in the classroom and in the community outside of the classroom.

## Materials Needed:

White Board Markers/Chalkboard Chalk  
Markers  
Paper  
Pins

## Learning Objectives:

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.

## Structure / Activity:

1. Prompt students to use their critical thinking skills by asking students “what do you think the word community means?”
  - Take a few minutes to visually record the words that students associate with Community on a large chalkboard/whiteboard/paper easel, OR break students up into small groups and have them spend a few minutes collaborating and brainstorming about what represents community (small group brainstorming sheet attached).
2. Have students listen to a read-a-long book about Community, a short story or poem that will help children memorize community concepts and practices. (Be sure to check out our resource list of books for a number of great books on community).
3. After the read-a-long get students to participate in a collective brainstorming activity.
  - Prompt questions: “What words in our book were used to describe the community?” “What buildings or places do you think are important in our community?” “What makes these buildings or locations important?”
  - Create a word wall from both brainstorming activities that is All About Community. Students can use this word wall for future writing assignments about community and as spelling words for spelling tests. (Word wall template cards attached).

## Assessment:

- Assess students in their level of participation. Did they have prior knowledge of what community is? Did they participate and engage in the brainstorming activity? Were they able to pick out words about community from the read-a-long.
- Use of words in writing assignments regarding community.
- Spelling test on community words.

# SMALL GROUP DISCUSSION



**Names:**

