

# Neighborhoods-An Instructional Unit

## Grade 2

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The subject matter in this unit centers around the concept of neighborhoods. The students will be able to use prior knowledge of their own neighborhoods to interpret differences and similarities in others' environments. In addition, the students will be able to expand on their knowledge base by learning more about the existence of neighborhoods.

In an affective manner, the students are encouraged through this unit to take pride in their surroundings. Through investigation of the neighborhood, the students may also begin to act on improving or maintaining aspects of their own neighborhood.

### **Lesson #1:**

Lesson-initiating activity

**Objective:** The student will be able to state any prior knowledge about neighborhoods.

**Activity:** To assess what the students know about the topic of neighborhoods, the teacher will have students fill out a concept map that describes "neighborhoods." The students are to fill in any information that they may know about the subject. After each student has completed his or her concept map, each student then can tell the teacher the "best" idea or the favorite idea that he or she may have. The teacher will then place these ideas on a big concept map on the chalkboard. This concept map serves as a "pre-test" as to what the students know about the topic. If possible, the concept map should be saved on the board throughout the instructional unit so additional information can be added.

**Evaluation:** Teacher observation.

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**Lesson #2:**

Integration of social studies, language arts, and reading

**Objective:** The student will be able to comprehend information on neighborhoods.

**Activity:** Each student will be placed in a group of three students. Each group of students will read pages 10-25 in *America's Neighborhoods* by taking turns. The story is about a family that moves from Connecticut to Florida. It describes the new neighbors and the old neighbors of the family. The story also discusses differences between the neighborhoods.

When the group of students has completed reading the pages, the group then needs to do the following tasks by working together in cooperative groups. The students will be assigned the jobs of recorder (the person who writes the information,) leader (the person who makes sure the group stays on task,) and researcher (the person who looks up the information in the book) to perform this activity.

1) Fill out the Venn Diagram sheet that compares the neighborhoods in Connecticut and Florida. The students will find similarities and differences.

2) Answer the following prompt on a piece of writing paper:

*How can neighbors help each other?*

The students should be given approximately 30 minutes to read the pages and complete the tasks. Then, the teacher should ask the "leader" of each group to discuss the group's Venn Diagram and writing prompt with the class. The teacher should then lead a discussion on aspects of a positive neighbor and things that a neighbor can do to help another neighbor.

**Evaluation:** Both teacher observation and written groups' work.

**Lesson #3:**

Integration of social studies and language arts (dictionary skills)

**Objective:** The student will be able to define terms.

## *The Florida Geographer*

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**Activity:** The teacher will place the following terms on the chalkboard:

NEIGHBORHOOD  
NEIGHBOR  
STATE  
CITY

The teacher will then place the students into pairs. The pair of students will copy the terms down on paper. Then, they will look up the words in the dictionary. After the definitions are located, each pair will develop two sentences using each of the words. Then, the pair will share their sentences with another pair. Then, a third pair will share their sentences with the others.

Following the sharing portion of this activity, the teacher will go over the definitions and make sure that all students understand the terms.

**Evaluation:** Teacher observation.

### **Lesson #4:**

Integration of social studies and art

**Objective:** The student will be able to identify how a family relates to a neighborhood.

**Activity:** The teacher will give each student two pieces of construction paper. The students will cut out the same form of a house on both pieces. Then, on the top piece, the student will draw the front of his or her home. After the outside of the home is decorated, the student will cut a "window" to be able to see through. Then, the two pieces should be glued together, leaving the "window" unglued. The student will then draw his or her family inside of the house.

When the students have completed the houses, the teacher will place the houses on a bulletin board entitled "Our Classroom Neighborhood." The students can then help to draw roads, trees, etc. to add to the bulletin board.

When finished, the teacher will lead a discussion on the classroom neighborhood and what is needed to make the neighborhood one that is liked by all of the members.

**Evaluation:** Teacher observation

**Lesson #5:**

Integration of reading and social studies

**Objective:** The student will be able to gain an appreciation of literature while learning aspects of positive neighborhood behavior.

**Activity:** The teacher will read *Crow Boy* by Taro Yashima to the class. When finished, the teacher will discuss the story with the children. The book is about a boy who is ignored and disliked by the other children in his neighborhood from first grade to fifth grade. Then, in sixth grade, the boy's teacher supported him and uplifted his confidence until finally the boy demonstrated to the class that he could imitate crow sounds. The class enjoyed the sounds very much and then looked at the boy with more appreciation from that day forward.

The teacher should discuss how the neighbors of the town did not give the boy a chance and that if they would have demonstrated positive behaviors perhaps the classmates would have gotten to know the boy sooner.

**Evaluation:** Teacher observation.

**Lesson #6:**

Integration of dramatic arts and social studies

**Objective:** The student will be able to demonstrate positive behaviors that influence neighborhoods.

**Activity:** The teacher and students will brainstorm a list of positive behaviors that help neighborhoods. The teacher will list these behaviors on the board. Some examples are:

- Raking leaves
- Sweeping the sidewalks
- Watering the lawn
- Taking out the trash
- Giving a cup of sugar to the neighbor if needed

After the list is generated, individuals will be called to the front of the room to act out the behaviors. After each individual acts out the behavior, the class can guess as to which one was chosen. Then, when all children have had a turn (repeating behaviors is acceptable) the teacher will ask the students to write down how the

positive behaviors help the neighborhood. The student responses could be added to the bulletin board made in the prior lesson.

**Evaluation:** Teacher observation.

**Lesson #7:**

Integration of social studies, art, and language arts

**Objective:** The student will be able to describe aspects of a neighbor.

**Activity:** Each student will be given a large piece of construction paper, a piece of writing paper, and a magazine.

The teacher will begin the lesson by reviewing positive behaviors of neighbors. The students will discuss these aspects with the teacher. Then, the teacher will put the following letters in this manner on the chalkboard:

N  
E  
I  
G  
H  
B  
O  
R  
S

The teacher will review the characteristics of a vertical poem. Then, the teacher and the students will generate words that could be used to start each phrase with the appropriate letter. For instance, an "N" phrase could start with "nice, never, new, neighbors, etc." (This way, all of the students could think of phrases without getting "stumped" on a particular letter.)

Each student will complete the vertical poem. Then, the students will "peer edit" or "teacher edit" depending on the classroom. The students can then paste the final copy of the poem on the large piece of construction paper. The students will draw a positive neighborhood on the large paper. They may also cut out "neighbors" from the magazines provided. When completed, post the pictures in the room.

**Evaluation:** Teacher observation and papers are posted in the room for both student and teacher evaluation.

**Lesson #8:**

Homework assignment

**Objective:** The student will be able to compare and contrast two neighborhoods.

**Activity:** Each student will interview an adult at home regarding his or her neighborhood when growing up. Then, the student is to compare his or her neighborhood with the adult's neighborhood. A Venn Diagram could be used.

On the following day, each student will be given the opportunity to share the responses with the class. A discussion may follow about different neighborhoods.

**Evaluation:** Teacher observation and completion of the assignment provides the student with homework points.

**Lesson #9:**

Integration of social studies and reading

**Objective:** The student will be able to gain an appreciation of literature while learning aspects of positive neighborhood behavior.

**Activity:** The teacher will read *Old Henry* by Joan W. Blos to the class. The book is about a messy neighbor who was pleasant but did not clean up the mess that he made. The neighbors complained so much that Henry left town. After some time, the neighbors began to miss Henry. Finally, the neighbors wanted Henry to return to the neighborhood. They accepted Henry's mess and accepted Henry.

The teacher will then discuss the story with the class. The students will then answer the following prompt:

*If you lived in Henry's neighborhood, how would you feel about Henry's mess?*

After the students have answered the prompt on paper, the students will read their responses to the other members of the class. A discussion should follow that stems from the feelings involved.

## The Florida Geographer

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**Evaluation:** Teacher observation.

**Lesson #10:**

Integration of language arts and social studies

**Objective:** The student will be able to write creatively.

**Activity:** Each student will be able to produce a fiction story in this lesson. The teacher will hand out magazines or clip art pictures. The teacher should then discuss what a rebus puzzle is and how it is formed. Then, have the students make a fiction story about a neighborhood. In place of certain neighborhood words, the student will substitute the pictures at hand. The students may also make other pictures if the ones that they wanted to use are not included.

After each student has finished the stories, have the students read the stories aloud to the class. Then, have them take the stories home to read to a neighbor!

**Evaluation:** Teacher observation and production of the story.

**Lesson #11:**

Integration of reading, language arts, and social studies

**Objective:** The student will be able to gain an appreciation of literature while learning aspects of positive neighborhood behavior.

**Activity:** The teacher will read *Nice New Neighbors* by Franz Brandenburg. This story is about the Fieldmouse children. No one wanted to play with them. They try to win the friendship of their neighbors. In the end, they succeed.

After the story is read aloud, the teacher should give each student a piece of paper. The teacher will time the students for 10 minutes. Within the 10 minutes, the students should retell the story in writing, including as much as they could remember.

When 10 minutes is over, the students will share their responses with the other members of their cooperative group. Then, the teacher will time the students for 10 more minutes. This time, the students write out the story including the information they may have forgotten beforehand to make a more complete retelling of the story.

When finished, the students may compare their recount of the story with the book itself.

**Evaluation:** Teacher observation and the reading of the retelling papers by the teacher.

**Lesson #12:**

Integration of math, physical education, and social studies

**Objective:** The student will be able to order numbers and determine even and odd numbers.

**Activity:** Each student will be given an index card. On the index card, the student will write their address NUMBER. After doing so, the teacher will lead a discussion about addresses and why they are necessary. Students will discuss how addresses are important for a neighborhood.

Then, the teacher will bring the students outside to the play area. The teacher will show the class a beginning line and an ending line. She will then tell the students that they have three minutes to get in a line ordered by the number on each card. The students have to help one another to line up.

After three minutes, the teacher will check the line to see if the numbers are in the correct order. If not, the teacher will only state the number of mistakes made, not which ones are wrong. The children must then correct the mistakes until the order of the numbers is correct.

Following this, the teacher will designate two different areas in the play area as “odd and even” areas. The students again have 3 minutes to find the appropriate area according to the address number. Again, the teacher will correct the mistakes in the same manner as above.

**Evaluation:** Teacher Observation

**Lesson #13:**

Integration of reading and social studies

**Objective:** The student will be able to gain an appreciation of literature while learning aspects of positive neighborhood behavior.

**Activity:** The teacher will read *Ira Sleeps Over* by Bernard Waber to the class. This book is about a child who spends the night at a neighbor’s house for the first time. The child is a bit uncomfortable, but then the child feels better later.



After the story is told, the students will discuss with the teacher how the neighbor showed positive behavior.

**Evaluation:** Teacher observation

**Lesson #14:**

**Objective:** The student will be able to distinguish between cardinal and intermediate directions.

**Activity:** The teacher will ask a student to walk to the other side of the room. Then, the teacher will ask the students to explain to that student using explicit directions how to get back to his or her seat. After the students have successfully (or unsuccessfully) tried to get the other student back to his or her seat, the teacher will ask the students why giving directions is important. Discussion will then follow.

The teacher will then put a compass rose on the board and will write NORTH on the top. The teacher will then ask if any student knows the other three names of the directions to fill in the blanks on the compass rose. After SOUTH, EAST, and WEST are correctly filled in on the compass rose, the teacher will explain to the children why it is important that everyone uses the same direction words. The discussion can then progress to explain how directions are used on maps and how there are professional map-makers. The teacher may also explain a compass and how it always points to the north. The teacher will explain to students that north is not always on the "top" but that north and south are always opposites and east and west are always opposites as well.

Following this, the teacher will do the activity that was done at the beginning of the lesson, except this time, the students would need to tell the other students directions using the words north, south, east and west. For instance, "please take three steps south."

After many students have had turns, the teacher will ask the question, what can we do if we want to find a place that is in between two directions? The students and the teacher will then discuss the intermediate directions of northeast, southeast, northwest, and southwest. The teacher will fill these in on the compass rose on the board.

Now, the teacher will continue the game using both cardinal and intermediate directions. After the students have mastered the directions, the teacher will pass out the worksheets #1 and #2 from

Frank Schaffer Publications entitled: *Which Way? and The Compass Rose*. When the students have completed the sheets, the teacher will go over the answers with the students to ensure understanding.

**Evaluation:** Teacher observation and completion of the two worksheets.

### **Lesson #15:**

**Objective:** The student will be able to use a legend in a map.

**Activity:** The teacher will pass out worksheets #7 and #8 by Frank Schaffer Publications entitled *Maps Show Directions and A Compass Rose* to review directions. When finished, the students will go over the answers with the teacher.

After this, the teacher will show the students various maps. The teacher will point out that every map has a compass rose. She will ask the students to find these. Then, the teacher will explain what a legend or key is on a map. She will explain why legends or keys are important in interpreting an area. A discussion will follow.

After the discussion, the teacher will ask the students to help her make a map on the board. She will draw a compass rose and a section for the legend. The teacher will ask the class to make a map of the classroom on the board using pictures that are cited in the legend. The teacher will assist the children in drawing the map on the board. When finished, discuss how the pictures in the legend would help someone who has never been to the classroom before.

Then, the teacher will have students complete worksheets #3 and #4 by Frank Schaffer Publications entitled *Important Places in the City and What Is It?* When finished, the teacher will review the answers with the students.

**Evaluation:** Teacher observation and completion of worksheets. (the assessment of the worksheets on the compass rose and directions)

### **Lesson 16:**

**Objective:** The student will be able to create a map of his or her neighborhood.

**Activity:** The teacher will review the compass rose, cardinal and intermediate directions, and legends. Then, the teacher will explain

that the students will have the opportunity to use the information that they learned about neighborhoods and about making maps to make a map of their own neighborhood.

The teacher will pass out paper and explain the aspects of making a map. Then, each student will make a map of his or her neighborhood. The students may then show each other their maps. The maps can then be posted around the room.

**Evaluation:** Teacher observation.

**Lesson #17:**

Integration of reading and social studies

**Objective:** The student will be able to produce a map by using listening skills for information.

**Activity:** The teacher will read *Apt. 3* by Ezra Jack Keats to the class. The story describes the location of different apartments in an apartment building.

Then, the students will each receive a blank piece of unlined paper. The teacher will then reread the story aloud to the class. The students will draw a map of the apartment building on the paper. Then, the students will compare the maps to others' maps in each cooperative group. Following this comparison, the teacher will read the story again and the students will put the final touches on the map.

The maps can then be displayed in the reading area of the room near the book itself.

**Evaluation:** Teacher Observation.

**Lesson #18:**

**Objective:** The student will be able to differentiate between needs and wants

**Activity:** Each student will be placed in a group of three students. Each group of students will read pages 44-47 in *America's Neighborhoods* by taking turns. The passage is about needs and wants. After the students have read the pages, the teacher will ask each group to discuss what the terms "need" and "want" mean. After this discussion, the teacher will ask student volunteers to discuss the meaning

of the words. The teacher will generate a discussion. She will point out that some items can be both a need and a want depending on the circumstances. For instance, food is a need, but specific foods such as pizza are wants. A person does not need pizza to survive, but a person needs to eat food to survive.

Then, the students will individually list needs and wants. When finished, each student will be able to share one of each with the class. The teacher will write the responses on the chalkboard to incorporate all answers from all students.

**Evaluation:** Teacher Observation.

**Lesson #19:**

**Objective:** The student will be able to identify the need for community helpers

**Activity:** Each student will be placed in a group of three students. Each group of students will read pages 54-57 in *America's Neighborhoods* by taking turns. The passage is about services that people do for a neighborhood. When finished, the group will make a list of all the community services that come to mind. Then, each group will come to the board and list the services that they would like to share. After every group has listed the services, the class will go over them together. Some examples are: hairdresser, teacher, doctor, mailperson, firefighter, police officer, etc.

When the students understand the idea of community helpers, the teacher will ask each student to select one occupation. Then, the teacher will ask the student to write down what that job does for the neighborhood. The teacher will help to elicit responses. Then, each student will be given a paper plate. On the plate, the student will draw a face, putting the name of the occupation in the middle of the plate. Then, along the outside of the plate, the student will write a phrase or sentence that explains how the service helps the community. When finished, each student will share the plates with one another. The plates should be posted on a display entitled "COMMUNITY HELPERS." The display should be posted before career week.

**Evaluation:** Teacher Observation.

**Lesson #20:**

Integration of language arts and social studies

**Objective:** The student will be able to explain specific services to the community.

**Activity:** For career week, the teacher will invite parents and community representatives to come in to speak to the class. Each presenter will describe his or her service to the neighborhood. After the week has ended, the students will each choose a community helper represented in career week.

Each student will then be given the opportunity to go to the library and to the computer for Internet use to research the particular occupation. The teacher will help the students in this process, as this may be the first research opportunity in second grade. When finished, the students will write a report about the job using the information researched and the information obtained through the speeches.

The teacher will help each student edit his or her report. Then, each student will be given the opportunity to type his or her report on the computer in the classroom. The reports will then be kept by the teacher in the child's work folder as an example of research and publication.

**Evaluation:** Teacher observation and production of a publication.

**Lesson #21:**

Closure activity

**Objective:** The student will be able to create a neighborhood using all of the knowledge learned in the unit.

The student will feel a sense of pride for his or her neighborhood.

**Activity:** The teacher will ask parents to send to school various sized boxes. After the teacher has collected at least enough boxes for each member of the class to have one, the class together will produce a "neighborhood" on the floor of the classroom using modeling clay, boxes covered with construction paper and decorated, and newspaper. The students will design the roads, determine directions, provide community helpers, etc. in order to incorporate all the aspects learned in this unit. The students will share ideas, compromise, and collaborate to use positive behaviors of a neighborhood.

When the model neighborhood is finished, each student will write a report entitled:

*What my neighborhood means to me....*

The teacher will help the students to edit and publish the essay. The students will practice presenting the essay to the group.

Then, the students may invite a neighbor to class to “visit” the model neighborhood. The students will orally present the essays to the invited guests. Refreshments will also be served.

**Evaluation:** The student will self-evaluate the unit by filling in the following chart on a piece of paper:

What I liked about the unit on neighborhoods:

- 1.
- 2.
- 3.

What I didn't like about the unit on neighborhoods:

- 1.
- 2.
- 3.

### **Lesson #22:**

#### Assessment and Evaluation

**Objective:** The student will be able to summarize the instructional unit on neighborhoods.

**Activity:** Each student will complete the following test.

**Evaluation:** The teacher will grade the test. If any student fails to pass the test, the teacher will work individually with that student to ensure comprehension of the material.

#### **Materials and Equipment:**

- Timer or watch
- Writing paper
- Construction paper
- Library
- Computer with Internet access

- Magazines
- Clip Art pictures
- Chalkboard or overhead projector
- “Cluster” worksheets
- Venn diagram worksheets
- Index cards
- Pencils
- Crayons or markers
- A parent or guardian
- Scissors
- Glue
- Worksheets from sources listed in bibliography
- Books listed in bibliography
- Small boxes collected from parents
- Modeling clay
- Paper plates
- Large construction paper
- Newspaper
- An invited group of neighbors
- Invited community helpers
- Refreshments

**Extra Credit Extension Activities**—Each student may do as many of the following for extra credit:

1. Write a letter to a community leader asking him or her to send you information about the community.
2. Send a letter to a pen-pal asking him or her to describe his or her neighborhood. Then write a paper to compare your neighborhood with his or hers.
3. Go to the library. Find books on neighborhoods. Do a book report.
4. Recycling is a positive neighborhood behavior. Count the number of homes in your neighborhood that recycle.

5. Make a poster that shows your neighborhood. Show why someone new to the area should move into your neighborhood.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What is a neighborhood?
2. What is a neighbor?
3. Circle the smaller one:  
City \_\_\_\_\_ State \_\_\_\_\_
4. What is the opposite of north?
5. What is the opposite of southwest?
6. What is the opposite of west?
7. Name one community helper.
8. What part of a map shows symbols?
9. How can neighbors show polite behavior?
10. How can you be a good neighbor?

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