

**SCoPE Site Lesson Plan**

- Title:** Lesson 8 – Alike and Different (SS020108)
- Abstract:** Following the sharing of several books that show how communities vary in size, population, and resources, children create a T-chart showing how communities are alike and different. In the lesson children are exposed to the terms “rural,” “suburban,” and “urban.”
- Subject Area:** Social Studies
- Grade Level and Course Title:** Second Grade/The Local Community
- Unit of Study:** Defining the Local Community
- Benchmark:** Describe how communities are alike and different (II.4.EE.2).
- Key Concepts:** community, rural, suburban, urban
- Instructional Resources:**
- Equipment/Manipulative:
- Chart Paper/Markers
  - Reproduced paper magnifying glasses for each child
  - Transparency/Overhead Projector
  - White/Chalk Board
- Teacher Resource:
- Burton, Virginia Lee. *The Little House*. Boston: Houghton Mifflin Company, 1942.
  - Hill, Lee Sullivan. *Farms Feed the World*. Minneapolis: Carolrhoda Books, Inc., 1997.
  - Kalman, Bobbie. *I Live in a City*. New York: Crabtree Publishers, 1986.
  - Roop, Peter, and Connie Roop. *A Suburb*. Chicago: Heinemann Library, 1999.

**Sequence of Activities:**

1. Read aloud to the class, *Farms Feed the World*. Ask children to describe some of the characteristics of life in the story. Record their responses on the chalkboard. Using the class list, point out to the children some of the characteristics of a rural community such as country, farms, few houses, animals, fields, etc.
2. Read aloud to the class, *A Suburb*. Make a second class list next to the one created in Step 1. This one should list the characteristics of the community in the story. Point out to the children that such things as many houses, yards, near a city, shopping mall, etc. are characteristics of a suburban community.
3. Read aloud to the class, *I Live in a City*. Make a third class list of the characteristics of an urban community which may include city, many people, tall buildings (skyscrapers), factories, etc.
4. In order to compare the characteristics of each type of community pose the following questions to the children. Create an Alike and Different T-chart similar to the example below as they respond. How are rural, suburban, and urban communities alike? How are rural, suburban, and urban communities different? Following are examples of what might be included in the T-chart:

<b>Alike</b>	<b>Different</b>
People live, work, and play	Number of people
Teachers	Number of houses
Schools	Open spaces-fields/farms or city blocks
Police officers	Places to shop

Guide the children to understand how communities differ as the population increases.

5. At this point in the lesson, pose this question to the children. "Do you think our community is rural, suburban, or urban?" Direct the children to write or illustrate their responses in their Thinking/Writing Journals.
6. Read *The Little House* aloud to the class. Ask the children to become "community detectives" to discover, by listening and looking at the pictures, when the community changes from rural, to suburban, to urban. Prior to reading the book, reproduce a picture of a magnifying glass, about the size of a fourth of a sheet of paper. Cut them out and give one to each child to raise in the air when they notice a change.
7. Add these new words to the classroom word wall: rural, suburban, and urban.

**Assessment:**

Informally observe the responses as the characteristics lists and the T-chart are being developed. The Thinking/Writing Journals may be used as a more formal assessment of their comprehension of the various communities. An additional formal assessment would be to individually conference with each child, using a set of photographs or illustrations from books. Ask them to verbally describe the similarities and differences between communities.

**Application****Beyond School:**

Encourage families to take a trip to visit a community different from their own.

**Connections:**

English Language Arts:

- Children can listen to literature to compare various communities.
- When children write in their Thinking/Writing Journals, they practice elements of the writer's craft.