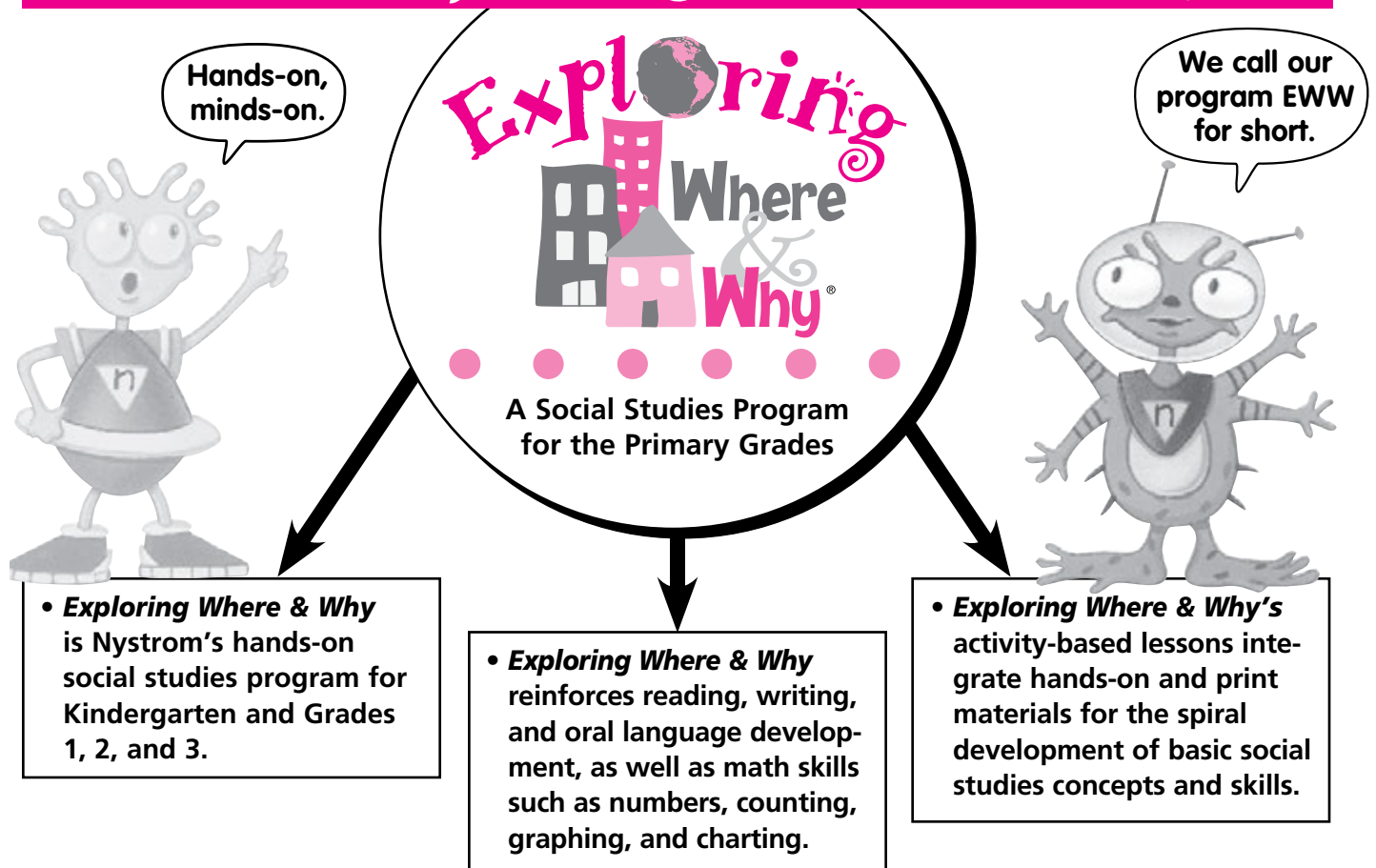


# What is *Exploring Where & Why*?



## What does *Exploring Where & Why* do?

Builds a solid foundation of essential **social studies** skills and concepts.

Develops **responsible citizens**—in the community, country, and world.

Develops **multicultural** awareness and sensitivity.

Reinforces **reading, writing, math, and science**.

Develops **critical thinking** skills.

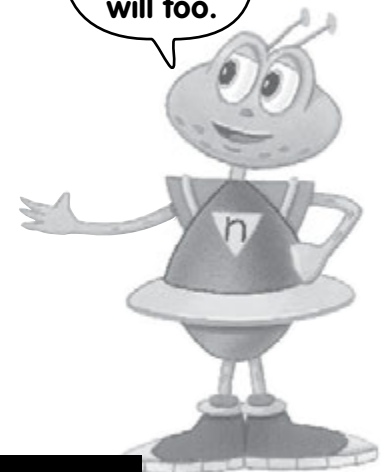
Integrates frequent **assessment** and **evaluation**.

Stimulates a variety of **intelligences**.

Provides learning opportunities for **diverse student populations**.

Ensures **success** for all students.

**We love EWW—you will too.**





## GRADE 2

# Communities Here & There

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# EWW Components...



Teacher's  
Guide



Desk  
Maps



Wall  
Maps

Markers

Activity  
Globes

These are  
your classroom  
materials for  
Grade 2.



## TWO THEMES...NEAR AND FAR

- ✓ Focus moves from the world students know best—their community—to the larger, less familiar world—the United States and the World.
- ✓ Lessons integrate the social sciences...civics, culture, economics, geography, and history—in age-appropriate contexts.
- ✓ EWW builds a framework for studying people and places near and far—now, long ago, and even in the future.

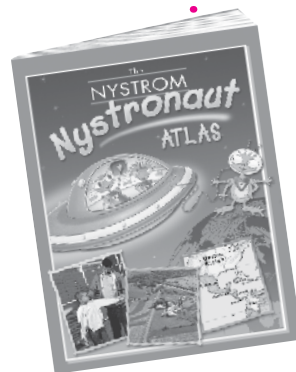
# An Overview



Community Models



Nystronaut Atlases



EWB CD-ROM, Grade 2



Literacy Library

**Hands-on teaching means minds-on learning!**

## HANDS-ON APPROACH...PROMOTES ACTIVE LEARNING

- ✓ Lessons are completely activity-based. That's why there are no textbooks.
- ✓ Activities and methods target a range of learning styles, "intelligences," abilities, and experiences.
- ✓ Hands-on materials focus students' attention on their own learning.
- ✓ Students work individually, with a partner, in small groups, and as a whole class.
- ✓ Activities stimulate critical thinking skills.
- ✓ Cooperative and collaborative learning improve communication skills.
- ✓ Variety of materials keeps students interested.





# Teacher's Guide...A Closer Look



## 6 Units

### Lessons for a full curriculum

### Step-By-Step Lesson Plans

#### Lessons

- ✓ 2-5 activities
- ✓ 15-20 minutes each

#### Icons

- ✓ Highlight technology and portfolio features
- ✓ Identify key topics

## Community Needs and Wants

**UNIT 2**

Students get an understanding of basic economics. They distinguish between needs and wants and, later, between goods and services. They explore how people make, sell, and buy goods and provide services—recognizing that we are all consumers. Students then discover why people work and explore the choices that people need to make with money.

Lessons	Page
1 Meeting Needs and Wants	.53
2 Making and Selling Goods	.59
3 Providing Services	.71
4 Earning and Using Money	.77

**Assessment & Evaluation**

Unit 2 Test .86

**Literature Links**

Your students might enjoy books such as these about needs and wants, goods and services, and how people make and use money.

- *Ox Cart Man* by Donald Hall
- *Supermarket* by Kathleen Krull
- *Axle Annie* by Robin Pulver
- *Policeman Lou and Policewoman Sue* by Lisa Desimini
- *My Rows and Piles of Coins*

- *You Can't Buy a Dinosaur with a Dime: Problem Solving in Dollars and Cents* by Harriet Ziefert
- *The Monster Money Book* by Loreen Leedy
- *Pigs Will Be Pigs* by Amy Axelrod

Insert this divider before page 53.

#### Tabbed Divider

- ✓ Summary
- ✓ Lessons
- ✓ Time Frame
- ✓ Literature Links
- ✓ Family Update

Unit 2 Community Needs and Wants

**LESSON 3**

### People and Places in a Community

**OVERVIEW**

Students learn what some community needs are and how a community meets those needs.

CD-ROM Lessons 4 and 5.

**ACTIVITY A**

### Places in a Community

**ACTIVITIES AND MAIN GOALS**

**A Places in a Community** Identify places that meet community needs.

**B Workers in a Community** Identify different types of workers and which workers help meet community needs.

**C Community Leaders** Identify people who help solve a community's problems.

**Getting Started**

Ask students:

- Where would you go if you were very sick? (hospital)
- Where would you go to check out books? (library)
- How are these two places alike?

Explain to students that both places take care of community needs. Tell students that today they will learn about places that take care of community needs.

**Teaching**

1 **Locate places on a map that meet community needs.**

a. To distribute Desk Maps 2A/2B and map markers, follow your own procedure or one suggested on pages xii–xiii.

b. Write **Places in a Community** on the board. Review the definitions of *transportation*, *communication*, and *laws*. Then ask students:

- Do communities need transportation?
- Do communities need communication?
- Do communities need laws?

#### Lesson at a glance

#### Focuses students on the activity

- ✓ Reinforces previous learning

#### Strategy ties directly to objectives

- ✓ Easy to follow
- ✓ Variety of methods

#### Questioning Strategy

- ✓ Clearly marked

Everything you  
need for the  
whole year!



## Activity Sheets

- ✓ Pull lesson together
- ✓ Graphic organizers
- ✓ Use critical thinking skills

## Summarizing and Assessing

- ✓ For every activity
- ✓ Checks student progress

## Cross-Curricular Activities

- ✓ Marked by icons

## Lesson Closure

- ✓ Wrapping up
- ✓ Reviews, reinforces, and reflects on lesson

### Summarizing and Assessing

Read the following questions. Have students raise their hands if the answer is yes.

- Do some places in our community provide services? (yes)
- Does our school provide services? (yes)
- Does our library provide services? (yes)
- Do we go to the supermarket mainly for services? (no)
- Do we go to the supermarket to buy goods? (yes)

Clean and collect the materials according to your own procedure or one suggested on pages xii–xiii.

### Extending

**ECONOMICS** *Talk to a Service Worker*—Invite a service worker (police officer, firefighter, librarian) to come to talk to the class about his or her job. Encourage students to prepare questions ahead of time.

**LANGUAGE ARTS** *Find Service Workers*—Provide students with books about service workers. You might include *Officer Buckle and Gloria* by Peggy Rathmann (police officer); *My Great Aunt Arizona* by Gloria Houston (teacher); and *Mr. Griggs' Work* by Cynthia Rylant (postal worker). Have each student select a book, identify the service worker, and tell something about the worker's job.

## LESSON 3 CLOSURE

### ASSESSING LESSON 3

Read the titles of workers, such as those listed below. Tell students to raise their hands when they hear the title of a service worker. For each service worker, have a volunteer tell where that person might work.

- ♦ **doctor** (service worker; hospital or office)
- ♦ **baker**
- ♦ **teacher** (service worker; school)
- ♦ **VCR repair person** (service worker; store)

### REVIEW, REINFORCE, REFLECT

Review and reinforce the lesson by playing the following game with your students. (See pages xii–xiii for ideas on using Review, Reinforce, Reflect.)

Choose a service job that students have looked at. Then have students try to guess the job title, guiding them with hints. For example:

- ♦ **I help people who are sick. I provide them medicine. Who am I?** (doctor or nurse)

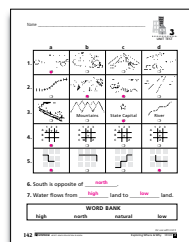
NYSTROM HERFF JONES EDUCATION DIVISION

Lesson 3 Providing Services 75

## Unit Closure

- ✓ Assessment & Evaluation
- ✓ Formal pre- and post-test
- ✓ Informal testing options

## UNIT 3 ASSESSMENT & EVALUATION



UNIT 3 TEST

**PORTFOLIOS**  
Make these part of your assessment.

**SCHOOL & HOME**  
Let students take home portfolios to share with their families.

**EWV CD-ROM**  
A great way to review and reteach!

### Unit Assessment

1. Distribute the *Unit 3 Test*. Tell students:

- ♦ Look at one row of pictures at a time.
- ♦ For each numbered row, I will tell you the kind of picture to find.
- ♦ Then fill in the circle below the correct picture or pictures.

a. For each numbered row, have students mark the picture or pictures that show:

1. a map view (1)
2. a natural feature (2)
3. a symbol for a cultural feature (1)
4. a Y in box A2 (1)
5. a route that is 3 blocks long (2)

The number of correct responses is shown in parentheses. There is a total of 10 correct responses in this step and the next.

b. Direct students' attention to items 6 and 7. Read each sentence. Then have students complete the sentences by using words from the word bank at the bottom of the page. (3)

c. Bonus points: On the board, draw a compass rose. Put only an S for south on it. On the back of their papers, have students draw a complete compass rose.

2. Collect papers and check responses.

### Additional Assessment Options

1. Distribute Desk Maps 2A/2B and map markers. Have students turn to 2B. Help them label the edges of the map to create a grid. (See Lesson 4, Activity B.) Tell them to:

- ♦ Put an X on a red building in B2.
- ♦ Use Desk Map 2A to mark a Y on a cultural feature on Desk Map 2B in section A3.
- ♦ Draw a route between X and Y.
- ♦ Count the number of blocks and write it on the map.

Collect and review the marked maps.

2. Label the north wall or corner of the classroom with an N. Ask students to stand up. Give them the following instructions:

- ♦ Take one giant step east.
- ♦ Point left.
- ♦ Turn and walk four steps south.
- ♦ Slide one step west.

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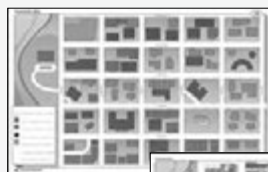
Exploring Where & Why GRADE 2 141

This way for  
exciting hands-on  
components!



# Student Materials...A Closer Look

## 60 Desk Maps



30

17" x 11"  
two-sided  
markable



30

17" x 11"  
two-sided  
markable



Desk Maps reflect two themes, Near and Far.

### NEAR 2A COMMUNITY 2B COMMUNITY MAP

Use sides 2A and 2B to:

- compare places in communities  
homes, stores, services, industries,  
recreation areas — then and now
- develop economic concepts  
goods and services  
producers and consumers
- identify natural and cultural features
- introduce map skills and concepts

### FAR 2C UNITED STATES 2D WORLD

Use sides 2C and 2D to:

- develop map skills and concepts
- identify the United States
- name states and capitals
- explore our country's government and history
- locate continents, oceans, and countries

## 2 Wall Maps



50" x 33"  
markable

Wall Maps match Desk Maps 2A Community and 2B Community Map.

Use Wall Maps to:

- model activities
- demonstrate skills and concepts
- engage students in whole-class activities
- assess comprehension

## 6 Activity Globes



9" diameter  
markable

Globes correlate with World Desk Map and Atlas.

Use Activity Globes to:

- show that a globe is a model of the earth
- compare a globe with a world map
- learn locations of continents and oceans
- identify hemispheres, seasons, and climates
- demonstrate day and night



## 6 Community Models



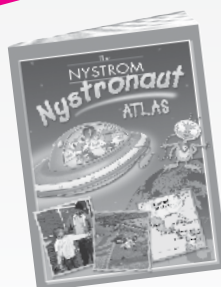
19" x 13", markable

**Three-dimensional model of 2A/2B community and surrounding area.**

**Use the Community Models to:**

- demonstrate how maps represent three-dimensional places
- demonstrate how water flows from high land to low land
- involve students in hands-on activities
- engage students in critical thinking activities

## 15 Nystrom Atlases



8½ x 11  
48 pages  
full color

**The Nystrom Nystronaut Atlas is integrated with the lessons.**

**Use Nystronaut Atlases to:**

- compare communities, including your own
- expand concepts and themes: similarities and differences, urban and rural, producers and consumers, community services, diversity, change over time
- link "near" and "far" through photos and maps
- introduce map skills and geography concepts
- teach beginning reference skills
- add a rich multicultural dimension

## Literacy Library



**12 age-appropriate books to support Grade 2 content.**

**Use the Literacy Library to:**

- Support reading through social studies.
- Extend the learning with cross-curricular activities.
- Read engaging stories to the class or have students read them.

## CD-ROM



**Developed just for EWW, the activities support Grade 2 content and skills.**

**Use the CD-ROM to:**

- introduce, reteach, and reinforce
- target another learning style
- motivate reluctant learners
- develop technology skills

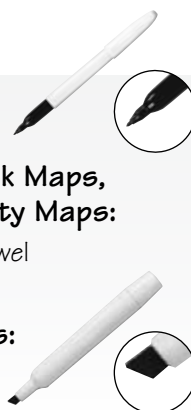
## 34 Markers

**Use dry-erase markers on Desk Maps, Activity Globes, and Community Maps:**

- easy to clean with a paper towel

**Use wide-tipped markers with water-soluble ink on Wall Maps:**

- easy to clean with a damp paper towel



# LESSON 2

## Types of Communities

### OVERVIEW

*Students compare different kinds of communities and decide which is most like their own.*

### ACTIVITIES AND MAIN GOALS

- A Urban and Rural Communities** Compare three kinds of communities: city, town, and farm community.
- B Comparing Communities** Compare all three kinds of communities with students' own.

### ACTIVITY A

## Urban and Rural Communities



#### OBJECTIVES

Students will be able to:

- 1 *Discuss pictures of different kinds of communities.*
- 2 *Identify characteristics of different communities.*
- 3 *Identify similarities and differences between communities.*

#### NEW VOCABULARY

city	urban
town	rural
farm	

#### REVIEW VOCABULARY

community

#### MATERIALS

- Wall Map 2A
- *The Nystrom Nystonaut Atlases*
- Activity Sheet 5, *Comparing Communities*
- picture of a community (a vacation picture, travel poster, or photo from a magazine or travel book)

### Getting Started

Display and point to Wall Map 2A. Ask students:

- ◆ **What is this a picture map of?** (a community)
- ◆ **Do all communities look like this?** (no)

Write **community** on the board. Show the class the picture of a community that you brought in. Discuss ways in which this community is different from the one on the wall map.

Let students know that today they'll look at different kinds of communities.

### Teaching

#### 1 *Discuss pictures of different kinds of communities.*

- a. Tell students that today they will talk about three different kinds of communities: **city**, **town**, and **farm communities**. Write each name on the board.
- b. Explain that a farm community is part of a **rural** area—a place outside the city where not many people live. Also explain that a city and its suburbs are called an **urban** area. Urban areas have more people and buildings than rural areas. Write *rural* and *urban* on the board.
- b. To distribute atlases, follow your own procedure or one suggested on pages xii–xiii.

- c. Ask students to turn to pages 6–7 in their atlases. Help them identify the pictures of a city, a town, and a farm community.
- d. Share impressions of each community by asking:
  - ◆ **What things do you notice in the picture of the city? The town? The farm community?**

## 2 Identify characteristics of different communities.

- a. Distribute Activity Sheet 5, *Comparing Communities*. Let the class know that this is a chart. Explain that charts help people compare things.
- b. Point out the three kinds of communities on the top of the chart: *City, Town, Farm Community*. (The last column will be completed in Activity B.) Also, read the headings in the left column: *Streets, Buildings, Green Areas*.
- c. Explain that, after looking at each picture in the atlas and talking about each kind of place, students will fill in the chart.

- 1) Have students point to the atlas photo of the city. Tell them to look closely at the streets. Ask:

◆ **Do you see any city buses? Cars? Tractors?**

Holding up a copy of the chart, show students how to find the box for city streets and circle the word or words that name things usually found on city streets. Note that they may need to circle more than one item in some categories.

- 2) Continue in the same way, looking at the streets in the atlas photos of the town and farm community. (Tractors are not visible in the photo of a rural area, but explain that students would see both tractors and cars in such an area.)
- 3) Follow the same procedure as students focus on the buildings in each kind of community. Ask:
  - ◆ **Are most of the buildings tall?**
  - ◆ **Are most buildings short?**
- 4) Continue the procedure with the third row, having students look at the green areas in the photos. Explain that green areas are places with grass, plants, trees, or flowers. (Mention that yards are not evident in the picture of Boston but that cities do have houses and apartment buildings with yards.)

Name \_\_\_\_\_

**Comparing Communities** 5  
ACTIVITY SHEET

Turn to pages 6–7 in *The Nystrom Nystrom Atlas*. Look at the picture of each kind of community. Below, circle the names of things you would usually see in each place.

	City	Town	Farm Community	Our Community
<b>Streets</b>	buses cars tractors	buses cars tractors	buses cars tractors	buses cars tractors
<b>Buildings</b>	tall buildings short buildings barns	tall buildings short buildings barns	tall buildings short buildings barns	tall buildings short buildings barns
<b>Green Areas</b>	parks yards fields	parks yards fields	parks yards fields	parks yards fields

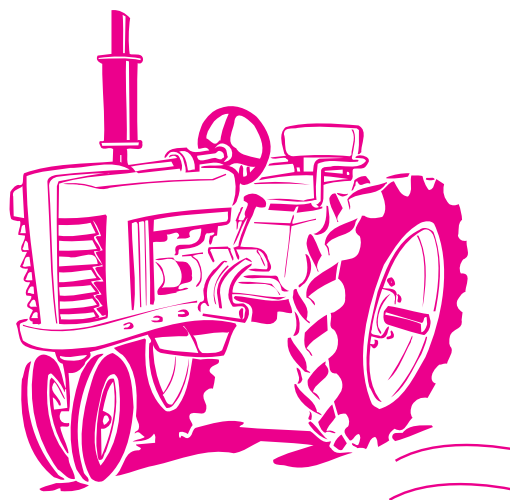
OBJECTIVE: Identify characteristics of different communities and compare them with own community. For use with Unit 1, Lesson 2, Activity A and B. © NYSTROM 1999. www.nystromeducation.com Exploring Where & Why GRADE 2 33

**ACTIVITY SHEET 5**

### 3 Identify similarities and differences between communities.

- a. Have students refer to their activity sheets to review what they learned about city communities. Call on volunteers to read the circled terms beneath *City*.
- b. Repeat the procedure for *Town* and *Farm Community*.
- c. Help the class compare communities:

- ◆ Which communities have tall buildings?
- ◆ Which communities have barns?
- ◆ How are streets in the farm community and streets in the city different?
- ◆ Which communities have lots of green areas?
- ◆ What are the buildings like in the city? In the town? What is the difference between the buildings in the two places?




#### Summarizing and Assessing

Have each student tear a sheet of paper into three pieces. Have them label each piece with a large letter, using **C** for *city*, **T** for *town*, and **F** for *farm community*. For each of the following questions, have students hold up the appropriate letter or letters.

- ◆ Which community has mostly short buildings? (T, F)
- ◆ Which community has lots of fields? (F)
- ◆ Which community has busy streets with lots of cars and buses? (C)
- ◆ Which community often has tractors on the roads? (F)
- ◆ Which community has barns? (F)

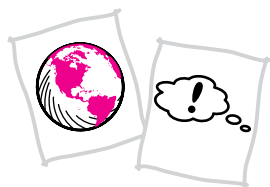
Collect materials using your own procedure or one suggested on pages xii–xiii. Save Activity Sheet 5 for use in Activity B.

#### Extending

 **CRITICAL THINKING** *Classify Photos*—Label three shoe boxes **City**, **Town**, and **Farm Community**. From a supply of old magazines and travel brochures, have students cut out community pictures, sort them, and place them in the correct boxes.

## ACTIVITY B

# Comparing Communities



### OBJECTIVES

Students will be able to:

- 1 Identify characteristics of their own community.
- 2 Identify the community most like their own.

### REVIEW VOCABULARY

community      city  
town              farm

### MATERIALS

- The Nystrom Nystonaut Atlas (one)
- Activity Sheet 5, *Comparing Communities* (partially completed in Activity A)
- pictures of your community (optional)
- crayons or markers

### Getting Started

Review the types of communities. Hold up pages 6–7 of the atlas and point to a picture. Ask students:

- ◆ What kind of community is this?
- ◆ How did you know it wasn't a \_\_\_\_? (Name a community other than the kind students named.)

Continue in the same way with the other photographs on the pages. Let students know that today they'll decide what kind of community they live in.

### Teaching

#### 1 Identify characteristics of their own community.

- a. Distribute Activity Sheet 5, *Comparing Communities*. Let students know that today they'll fill in the last column with information about their own community.

- b. Begin by asking:

- ◆ What do you usually see driving down the streets of our community? City buses? Cars? Tractors?

Have students circle the appropriate words on their activity sheets.

- c. Have students look out the window, focusing on the buildings around the school. (Optional: Show the class photos of the community around the school.)

- ◆ What kinds of buildings do you see—tall or short?
- ◆ What kinds of buildings are there in other places in our community?

As a class, decide which words to circle.

- d. Have students think about the green areas in your community. Remind them that green areas are places with grass, plants, trees, or flowers.

- ◆ Are there any parks in our community?
- ◆ Do people have grassy yards around their homes?
- ◆ Are there any fields for growing crops in our community?

Again, find agreement on the answers before students circle words on their activity sheets.

Name \_\_\_\_\_

**5**  
ACTIVITY SHEET

### Comparing Communities

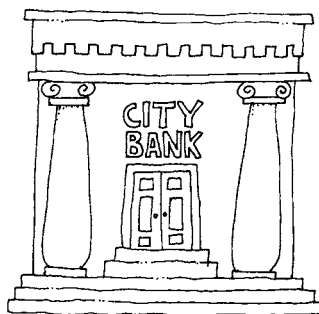
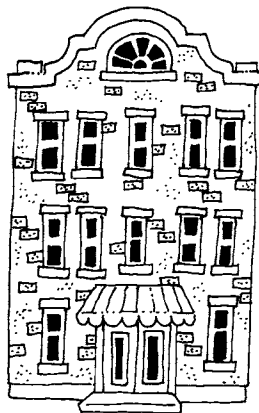
Turn to pages 6–7 in *The Nystrom Nystonaut Atlas*. Look at the picture of each kind of community. Below, circle the names of things you would usually see in each place.

	City	Town	Farm Community	Our Community
<b>Streets</b>	buses cars tractors	buses cars tractors	buses cars tractors	buses cars tractors
<b>Buildings</b>	tall buildings short buildings barns	tall buildings short buildings barns	tall buildings short buildings barns	tall buildings short buildings barns
<b>Green Areas</b>	parks yards fields	parks yards fields	parks yards fields	parks yards fields

OBJECTIVE: Identify characteristics of different communities and compare them with own community.  
For use with Unit 1, Lesson 2, Activity A and B  
Exploring Where & Why GRADE 2 33

ACTIVITY SHEET 5





## 2 Identify the community most like their own.

- a. Have students take out a bright crayon or marker.
- b. Tell students that they are going to find out which community is most like their own.

1) Begin by asking:

- ◆ **What do you see on the streets in our community?**
- ◆ **Which kind of community has streets most like ours?**

With a colored marker, model how to outline the appropriate community's box on an activity sheet. Then have students outline the box on their activity sheets.

- 2) Continue in the same way with buildings and green areas, having students outline the boxes that most closely match their community.

- c. Then have students look at the boxes that are outlined.

- ◆ **Which kind (or kinds) of community has outlined boxes?**
- ◆ **Which kind of community is most like ours?**
- ◆ **Do you think our community is also a \_\_\_?** (Repeat the name of the community students suggested.)

- d. If your community does not fit in one category, explain that each community is different even though it may be like others in many ways.

- e. Have the class reach a consensus on which kind of community yours is.

### Summarizing and Assessing



Summarize and assess by reviewing students' activity sheets.

### Extending



**GEOGRAPHY** *Bring in Pictures*—Ask students to bring in pictures of their own community. Begin a display of community pictures or add them to the Ourselves/Others bulletin board (see Getting Started, Lesson 1). Students can add to this display in upcoming lessons.

## LESSON 2 CLOSURE

### ASSESSING LESSON 2

For each of the following questions, have students show a thumbs up if the answer is yes or thumbs down if it's no.

- ◆ **Do farm communities have many city bus lines?** (no)
- ◆ **Do towns have mostly short buildings?** (yes)
- ◆ **Do cities have both short and tall buildings?** (yes)
- ◆ **Is our community a town?**

### REVIEW, REINFORCE, REFLECT

Reflect on the lesson by discussing the following question. (See pages xii–xiii for ideas on using Review, Reinforce, Reflect.)

Ask students:

- ◆ **If you could live in any type of community besides your own, which type would it be? Why?**

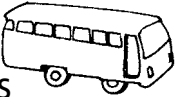

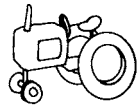
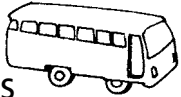

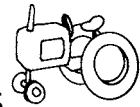
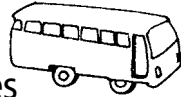

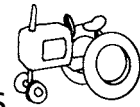
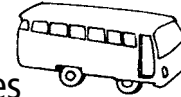

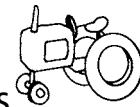
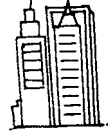


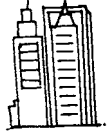


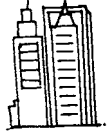


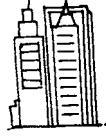



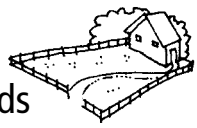


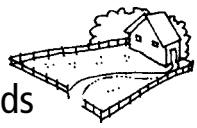


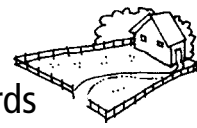


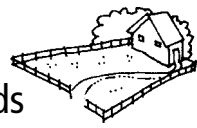

Give students 30 seconds to think about how they will answer the question before beginning the discussion.

Name \_\_\_\_\_



# Comparing Communities

Turn to pages 6–7 in *The Nystrom Nystronaut Atlas*.  
Look at the picture of each kind of community.  
Below, circle the names of things you would usually  
see in each place.

	City	Town	Farm Community	Our Community
<b>Streets</b>	 buses  cars  tractors	 buses  cars  tractors	 buses  cars  tractors	 buses  cars  tractors
<b>Buildings</b>	 tall buildings  short buildings  barns	 tall buildings  short buildings  barns	 tall buildings  short buildings  barns	 tall buildings  short buildings  barns
<b>Green Areas</b>	 parks  yards  fields	 parks  yards  fields	 parks  yards  fields	 parks  yards  fields

**OBJECTIVE:** Identify characteristics of different communities and compare them with own community.

For use with Unit 1, Lesson 2, Activity A and B