

SAMPLE LESSON

Grade 2 *Connect*

NYSTROM

Young Citizens



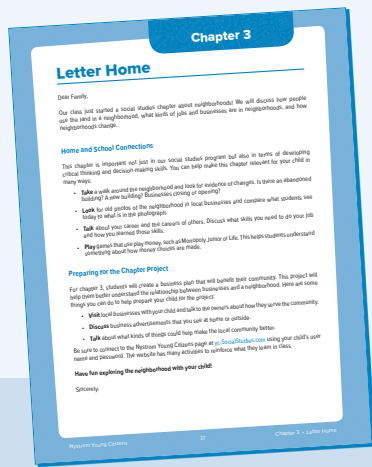
Compelling Question

What Brings Changes to a Neighborhood?

▶ Students will learn about the different aspects that make up a neighborhood.

Time Frame: 5 Weeks

- 1 Students will learn about various natural and man-made features of a neighborhood.
- 2 They will receive an introduction to the concerns and issues of local businesses.
- 3 They will learn about the skills needed for various jobs in a neighborhood.
- 4 Finally, they will learn about the numerous ways a neighborhood can change.
- 5 Students will complete the chapter review, project, and assessment.



Letter Home

Ask students to share the **Letter Home** with their families.



Chapter 3 Pre-assessment

1. Separate students into groups and distribute **Community Desk Map 3A**.
2. Use **Community Desk Map 3A** and divide the map into different neighborhoods that include four or six blocks, depending on the number of groups.
3. Assign each group a neighborhood on the map.
4. Ask the groups to use the neighborhood that they've been assigned to answer the question: "What changes could happen to your neighborhood?"



Lesson 3

Working in a Neighborhood

Online Activities

- Vocabulary Activities

Literacy Links

- *Before We Eat: From Farm to Table*, by Pat Brisson
- *Career Day*, by Anne Rockwell
- *The King of Too Many Things*, by Laurel Snyder

Main Goals

- A What jobs do people in the neighborhood do?** Identify different workers and the services they provide.
- B Why do people work?** Explain the skills necessary to make income.
- C Researching Skills: Using Graphs.** Create and understand bar graphs.
- D How do people use their money?** Explain that people can spend, save, invest, or give to charity.

A

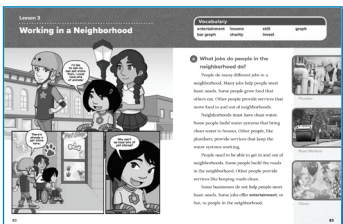
What jobs do people in the neighborhood do?



Careers



Economics



pp. 82–83

New Vocabulary

entertainment

Review Vocabulary

goods
service

Materials

- Student Book
- Community Desk Map 3A/B
- Think Book
- map markers

Objectives

Students will be able to:

- Give examples of community workers.
- Demonstrate that workers are paid to provide goods and services to the community.

Vocabulary Focus

Write the word *entertainment* on the board. Students may know what this word is but not be able to identify it. Say the word. Show them how you split the word into parts in order to pronounce the word. Point out that it has the word *entertain* in it. Give a few examples (entertaining, entertainer, etc.).

Getting Started

1. Ask students: What is my job? (**teacher**) Then ask what other jobs do people do at school? (**librarian, nurse, janitor**)
2. Let students know that today they'll learn more about the kinds of jobs people do.

Literacy Links

- *Living in a Rain Forest*, by Allan Fowler
- *The Seven Continents*, by Will Mara
- *What Do People Do All Day?* by Richard Scarry

Teaching

1. Encourage students to read the comic on p. 82 of the Student Book independently. Ask students what job Leena would like to have.
2. Read p. 83 of the Student Book together as a class.
3. Divide students into groups and distribute **Community Desk Map 3A** and map markers. Have students look at different places on the map. Have students find the Post Office on the map.
 - a. Ask them who works at a post office. (mail carriers)
 - b. Ask them why people use the post office. (to mail letters, buy stamps)
 - c. Finally, ask them who uses the services of these workers. (people in a community)
4. Have each group of students circle five places where people work on their desk map.

Summarizing and Assessing

In their **Think Books**, have students write down the five locations that they identified on their desk maps. Next to the name of the location in their Think Books, have them write what kind of work people in that location do. Let them know that it is okay to repeat answers. For example, many places have people who sell things. Check their answers for understanding. Have students clean, collect, and put away materials.



Modifications for Differentiation

Above Challenge these students to create a master list of jobs in their community by interviewing office staff about who works at the school. Afterward, have them use the community map to list other jobs in their own community.

Below In Summarizing and Assessing, have students write one or two locations and the kind of work people do, instead of writing about all five locations.

ELL In Summarizing and Assessing, allow students to use the map and point to the locations they circled. If students do not have the background experience for vocabulary, rephrase the question of what kind of work people do into a statement. For example, “People help others find books in the library.”

Extending

Economics Ask each group to choose one worker that they identified in their **Think Books**. Allow each group a few minutes to discuss the job the worker does. Have each group in turn briefly act out the job the group has chosen. After each group performs, ask the class:

T

- What job did students act out?
- Is there a special name for the worker who does that job?

Write on the board the name of each job that students act out. After the groups finish, review the list of jobs with students. Tell students that all of these workers earn money and that people earn money in many ways.

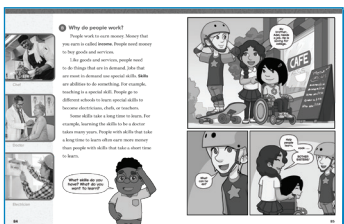
B Why do people work?



Careers



Economics



pp. 84–85

New Vocabulary

income
skill

Review Vocabulary

need
demand

Materials

- Student Book
- Community Desk Map 3A/B
- Think Book
- map markers

Objectives

Students will be able to:

- Indicate that people need money/income to pay for basic needs and that they work to earn money.
- Describe skills that workers use to earn income.

Vocabulary Focus

Introduced in Teaching section.

Getting Started

1. Write the three basic needs (food and water, clothing, shelter) on the board. Ask students how people get these basic needs. (*We buy them.*)
2. Ask students what they need to buy something. (*money*)
3. Ask students where grown-ups get the money to buy something. Listen to see if students identify going to work.

Teaching

1. As a class, read p. 84 of the Student Book. Emphasize the vocabulary words by referring to the Getting Started activity and telling students that the book tells us a new word for earning money: *income*.

2. Distribute **Community Desk Map 3A** and map markers. Ask students to circle two places where people could work to earn income.
3. Model by choosing one place, such as the Food market, from the map. Think aloud about what skills a person might need to work there (a person needs to be able to read, do math, be friendly to customers).
4. Ask students to get out their **Think Books** and create a T-chart with one side labeled **Place to Work** and the other side labeled **Skills**. In partners or small groups, ask students to write the places they selected and skills that the workers might need in their Think Books.   
5. Monitor student responses. Reteach as necessary.
6. Have students clean, collect, and put away materials.

Summarizing and Assessing

Ask students to read the comic on p. 85. Tell students this is meant to be a funny description of skills. Make sure they understand that bothering sisters isn't a skill that could earn income. Emphasize the vocabulary words as you discuss the comic.

Ask students to think of a job they would like to do to earn income.  In their **Think Books**, ask them to write the title, "My Future Job." Have them list the job and then list as many skills as they can think of that they will need to do that job. Encourage students who finish early to think of more than one job. Allow time for the class to share their responses.

Modifications for Differentiation

Above Challenge students to verify skills that workers need by interviewing staff at the school, their family members, or composing an email to a city worker.

Below If students cannot do all the writing, have them complete one or two places to work and skills in their **Think Books** instead of all the responses for the whole group.

ELL Revisit scenarios completed in previous lessons. Act out earning money, then purchasing something in a pretend store and exchanging money or credit cards while emphasizing the vocabulary words such as *income* and *skills*.

Extending

Economics Explore the average income for different careers. Be sensitive to income differences within the class. It may be helpful to focus on the income of celebrities and/or careers that aren't represented in the families within your class.



Researching Skills

C

Using Graphs



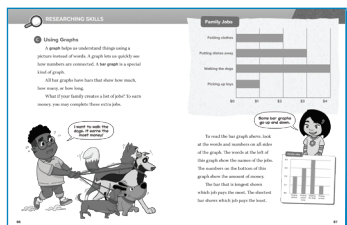
Careers



Economics



Information
Processing



pp. 86–87

New Vocabulary

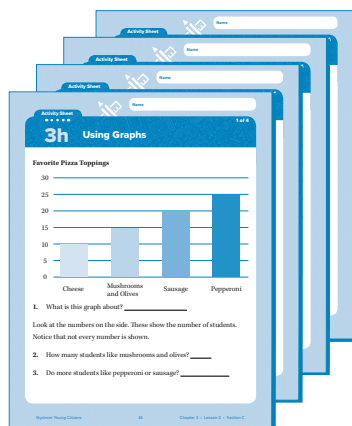
bar graph
graph

Materials

- Student Book
- Activity Sheet 3h
- Images of Graphs [↓](#)
- coloring utensils

Online Activities

- Using Graphs



Activity Sheet 3h

Objectives

Students will be able to:

- Make comparisons based on the information on a simple bar graph.
- Create a simple bar graph to display information.

Vocabulary Focus

Show images of different kinds of graphs. Tell students that graphs are a way to show information in a quicker way than writing everything out. Let them know that today they will be learning more about one kind of graph, the bar graph. Ask them if they can imagine why it's called a bar graph.

Getting Started

1. Take a simple poll with only two responses such as “Get up early?” or “Sleep in late?” Create a simple bar graph that shows how many students chose each response.
2. Tell students they are going to use bar graphs to show information.

Teaching

1. As a class, read the comic and text on pp. 86–87 of the Student Book.
2. Distribute **Activity Sheet 3h**. Do the first two examples together as a class. Emphasize that the bars can go horizontally or vertically. Depending on the class familiarity with graphing, consider using the terms *x-axis* and *y-axis* as initial introductions to these terms.

Summarizing and Assessing

Read the directions for the last two parts of **Activity Sheet 3h**. Divide students into groups of six or less. Allow them to work together to complete the rest of the activity sheet.



Modifications for Differentiation

Above Challenge students to complete a class-wide poll in addition to the graph for their small groups.

Below Complete the activity sheet in a teacher-led group if students are not ready to work independently.

ELL Review the meaning of *choice* and then briefly describe a common hot and cold lunch served at your school. One at a time have children choose which lunch they would like, say the sentence “I choose to eat the hot/cold lunch,” and then write their first initial in one square in the correct bar of the graph.

Extending

Math Distribute graph paper. Ask students to create their own bar graph about a topic of their choice. Emphasize that they need to give their graph a title and provide labels.

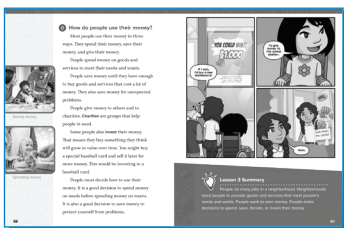
D How do people use their money?



Economics



Reading



pp. 88–89

New Vocabulary

charity
invest

Review Vocabulary

goods
need
service
want

Objectives

Students will be able to:

- Illustrate that people use money to buy goods and services that meet their wants and needs.
- Discuss four ways that people use their income.

Vocabulary Focus

Introduce in Teaching by allowing students to group categories before providing specific terms for them. Review exact terms at the end of the lesson after students have completed the activities.

Getting Started

1. Read the comic on p. 89 of the Student Book together as a class.

Materials

- Student Book
- Leveled Student Readers

2. Ask students to imagine what they would do with the money if they won \$1,000. Write these answers on the board.

Teaching

1. Look at student responses. Add your own suggestions if students don't come up with responses that include spending, saving, investing, or giving their money.
2. Ask them to help you group the answers into categories. If students do not see categories, circle the responses that show spending. Without using the word *spending*, ask students how the circled responses are alike. Without verifying that students are right or wrong, direct students to the Student Book. Tell them that the book will give them some clues about what categories they could use.
3. Read p. 88 of the Student Book together. After reading, ask students what words we could use to describe the categories.
4. Direct students to the **Leveled Student Readers**.

Summarizing and Assessing

Complete the assessment activities for the **Leveled Student Readers**. Read the lesson summary together.

Modifications for Differentiation

Above Have students learn more about charities. Allow students to use computers to view charity pages online or print out the descriptions of two or three charities in the community. Ask students to share what they learned with the class.

Below Students may not be able to read and group all the responses in the Getting Started Activity. Narrow the responses to two in each category and provide category headings of "Giving," "Spending," and "Saving" for them earlier in the lesson.

ELL In addition to the Below modification, review the meanings of the category headings. If necessary, explain to students that \$1,000 is a large enough amount to use in many ways. If ELL students' responses are not reflected in the list on the board, encourage students to say how they would use extra money or money they received as a surprise.

Extending

Civics Consider donating the goods created in the Extending activity of chapter 3, lesson 2, section C to the school or another group.

Letter Home

Dear Family,

Our class just started a social studies chapter about neighborhoods! We will discuss how people use the land in a neighborhood, what kinds of jobs and businesses are in neighborhoods, and how neighborhoods change.

Home and School Connections

This chapter is important not just in our social studies program but also in terms of developing critical thinking and decision-making skills. You can help make this chapter relevant for your child in many ways:

- **Take** a walk around the neighborhood and look for evidence of changes. Is there an abandoned building? A new building? Businesses closing or opening?
- **Look** for old photos of the neighborhood in local businesses and compare what students see today to what is in the photograph.
- **Talk** about your career and the careers of others. Discuss what skills you need to do your job and how you learned those skills.
- **Play** games that use play money, such as Monopoly Junior or Life. This helps students understand something about how money choices are made.

Preparing for the Chapter Project

For chapter 3, students will create a business plan that will benefit their community. This project will help them better understand the relationship between businesses and a neighborhood. Here are some things you can do to help prepare your child for the project:

- **Visit** local businesses with your child and talk to the owners about how they serve the community.
- **Discuss** business advertisements that you see at home or outside.
- **Talk** about what kinds of things could help make the local community better.

Be sure to connect to the Nystrom Young Citizens page at yc.SocialStudies.com using your child's user name and password. The website has many activities to reinforce what they learn in class.

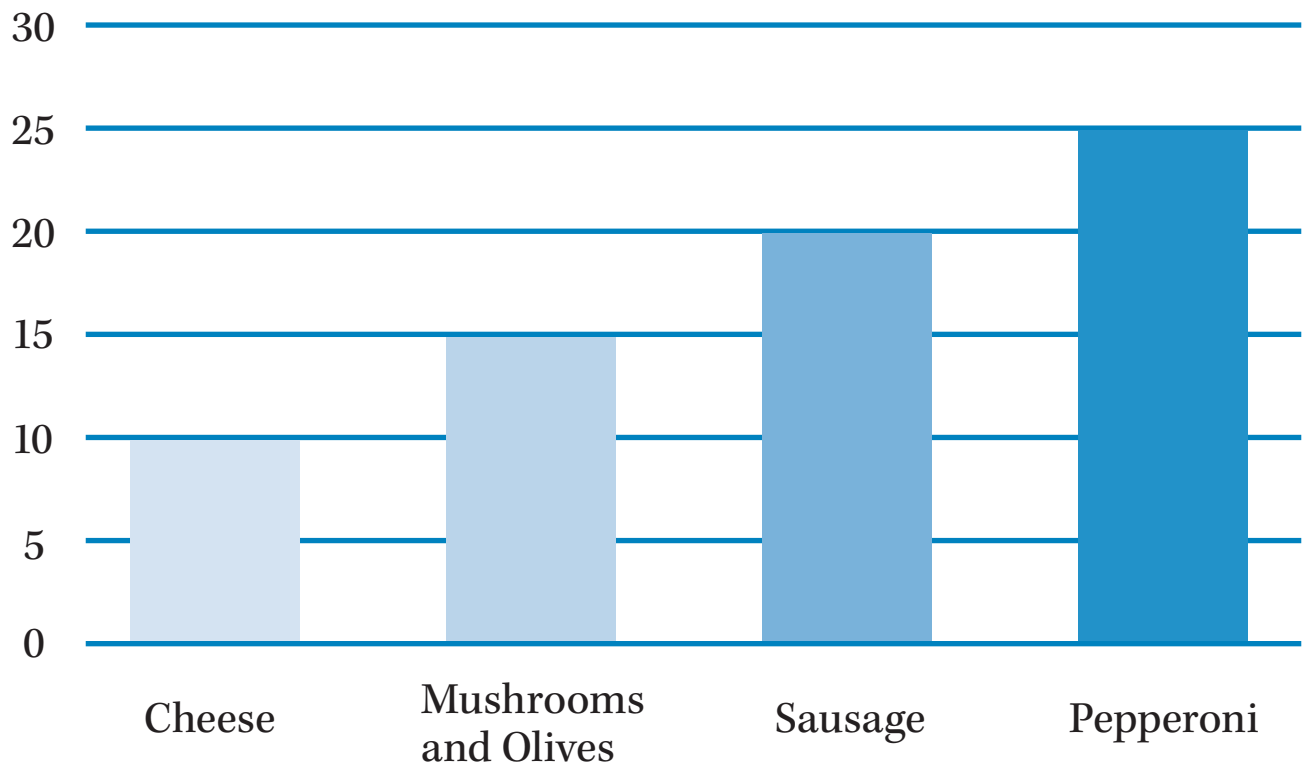
Have fun exploring the neighborhood with your child!

Sincerely,

3h

Using Graphs

Favorite Pizza Toppings



1. What is this graph about? _____

Look at the numbers on the side. These show the number of students.
Notice that not every number is shown.

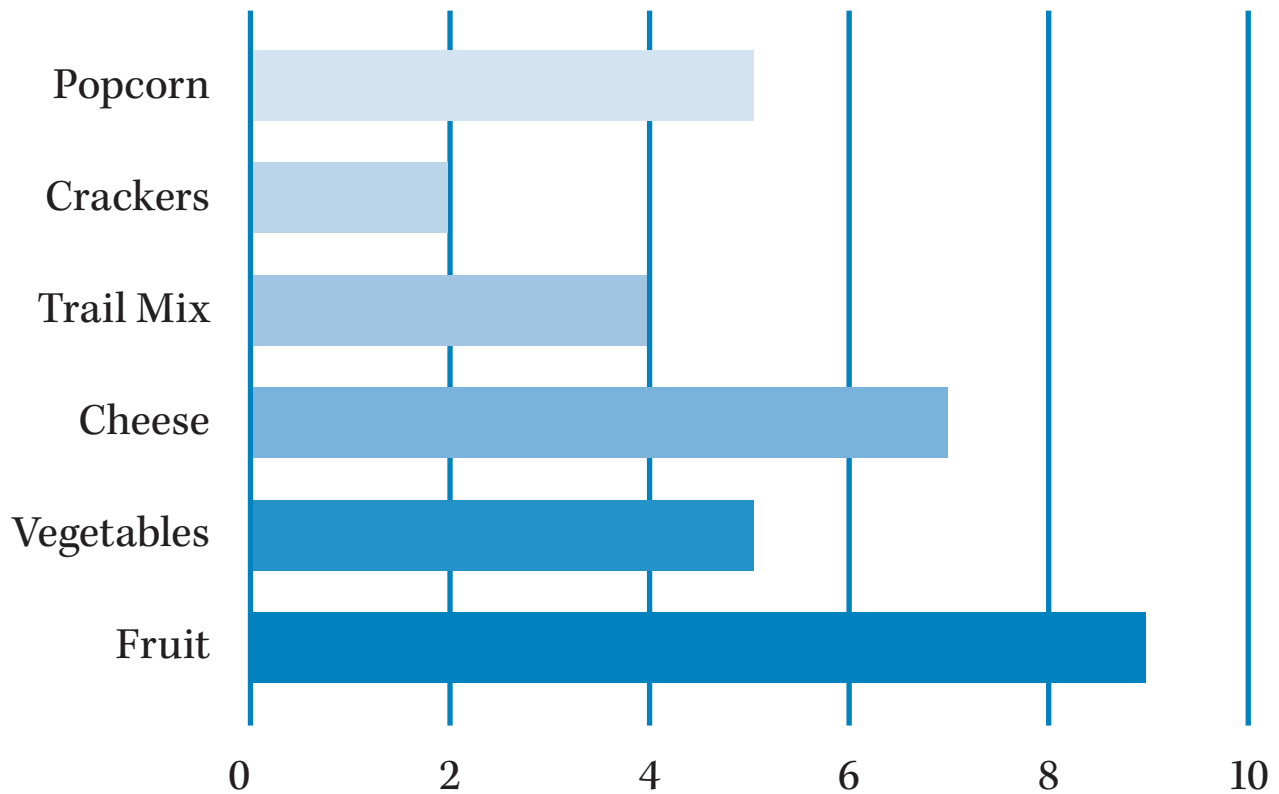
2. How many students like mushrooms and olives? _____

3. Do more students like pepperoni or sausage? _____

3h

Using Graphs

Favorite Snacks

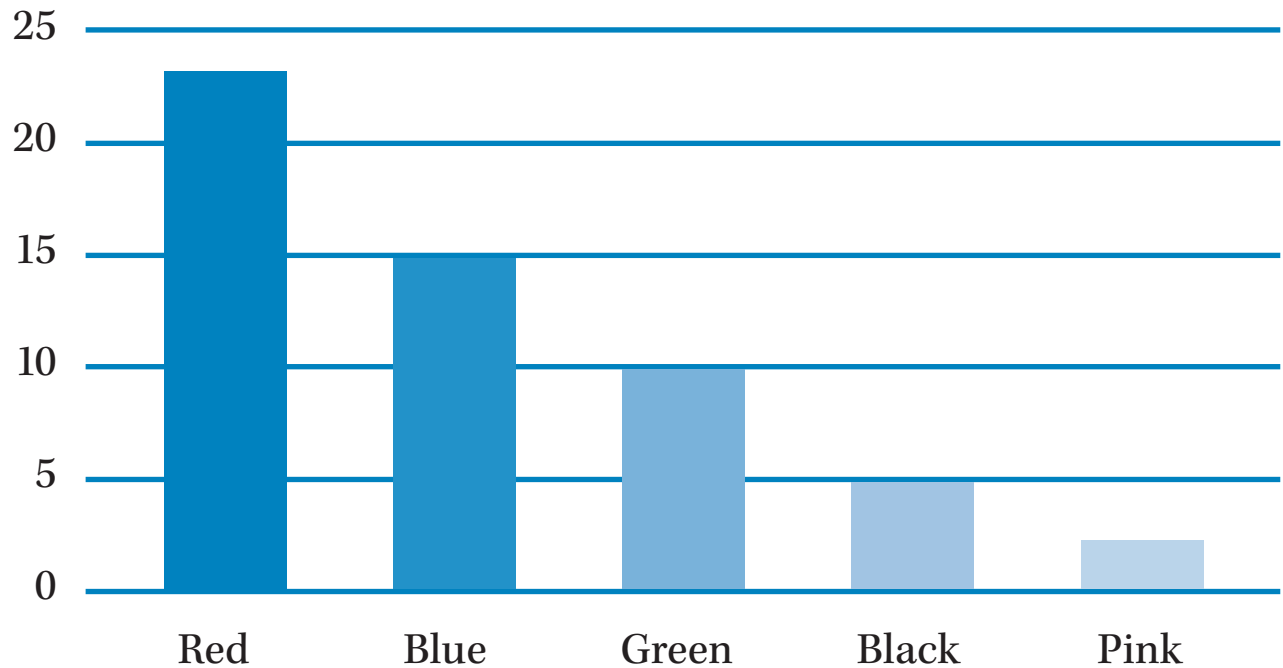


4. How many students voted for cheese as their favorite snack? _____
5. What is the most popular snack? _____
6. What is the least popular snack? _____

3h

Using Graphs

Favorite Colors



7. What color received the least votes? _____
8. What color received the most votes? _____
9. How many votes did the color green receive? _____

3h

Using Graphs

Make your own graph

With the people in your group, decide how many of you are having hot lunch today and how many are having cold lunch. Use a crayon to color in the number of boxes for hot and cold lunches.

Today's Lunch**Number of
Students**

6

5

4

3

2

1

Hot Lunch**Cold Lunch**

Lesson 3

Working in a Neighborhood



Vocabulary

entertainment
bar graph

income
charity

skill
invest

graph

A What jobs do people in the neighborhood do?

People do many different jobs in a neighborhood. Many jobs help people meet basic needs. Some people grow food that others eat. Other people provide services that move food in and out of neighborhoods.

Neighborhoods must have clean water. Some people build water systems that bring clean water to houses. Other people, like plumbers, provide services that keep the water systems working.

People need to be able to get in and out of neighborhoods. Some people build the roads in the neighborhood. Other people provide services like keeping roads clean.

Some businesses do not help people meet basic needs. Some jobs offer **entertainment**, or fun, to people in the neighborhood.



Plumber



Road workers



Clown

B Why do people work?

People work to earn money. Money that you earn is called **income**. People need money to buy goods and services.

Like goods and services, people need to do things that are in demand. Jobs that are most in demand use special skills. **Skills** are abilities to do something. For example, teaching is a special skill. People go to different schools to learn special skills to become electricians, chefs, or teachers.

Some skills take a long time to learn. For example, learning the skills to be a doctor takes many years. People with skills that take a long time to learn often earn more money than people with skills that take a short time to learn.



Chef

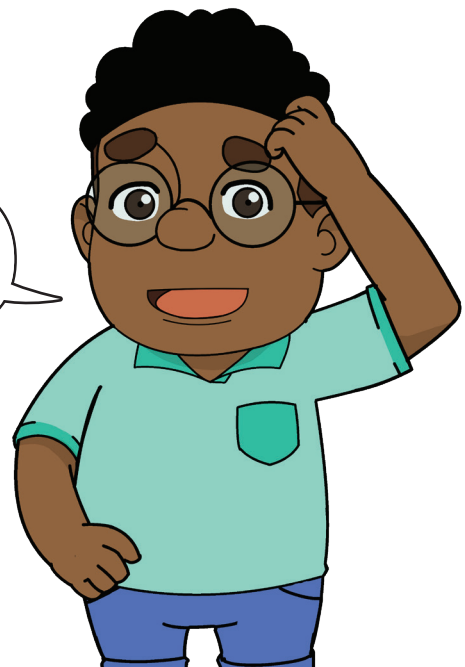


Doctor



Electrician

What skills do you have? What do you want to learn?







C Using Graphs

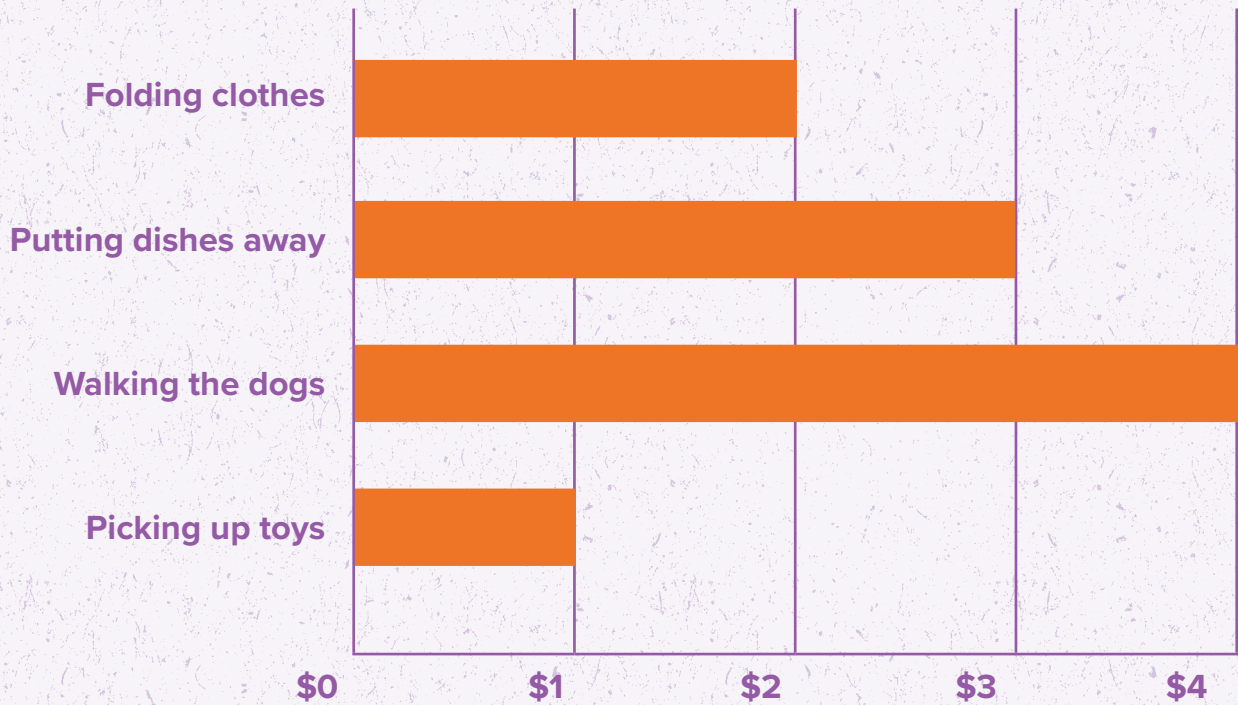
A **graph** helps us understand things using a picture instead of words. A graph lets us quickly see how numbers are connected. A **bar graph** is a special kind of graph.

All bar graphs have bars that show how much, how many, or how long.

What if your family creates a list of jobs? To earn money, you may complete these extra jobs.



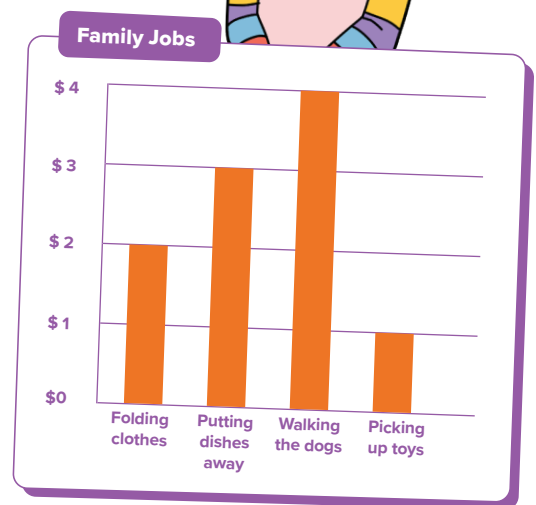
Family Jobs



Some bar graphs go up and down.

To read the bar graph above, look at the words and numbers on all sides of the graph. The words at the left of this graph show the names of the jobs. The numbers on the bottom of this graph show the amount of money.

The bar that is longest shows which job pays the most. The shortest bar shows which job pays the least.



D How do people use their money?

Most people use their money in three ways. They spend their money, save their money, and give their money.

People spend money on goods and services to meet their needs and wants.

People save money until they have enough to buy goods and services that cost a lot of money. They also save money for unexpected problems.

People give money to others and to charities. **Charities** are groups that help people in need.

Some people also **invest** their money. That means they buy something they think will grow in value over time. You might buy a special baseball card and sell it later for more money. This would be investing in a baseball card.

People must decide how to use their money. It is a good decision to spend money on needs before spending money on wants. It is also a good decision to save money to protect yourself from problems.



Saving money



Spending money



Lesson 3 Summary

People do many jobs in a neighborhood. Neighborhoods need people to provide goods and services that meet people's needs and wants. People work to earn money. People make decisions to spend, save, donate, or invest their money.