



Objectives

- Students will be able to identify the features that make suburban, urban, and rural communities different.
- Students will identify in which type of community they live using the characteristics of suburban, urban, and rural communities.
- Students will identify activities that are available in each type of community and discuss how those activities affect the people living in that community.

Materials

SMART Notebook/SLSO, Google Drawings, Google Classroom, literature, web resources for introducing community types (i.e. BrainPop, BrainpopJr, YouTube), webcam/recording devices

Related Literature

- My New York by Kathy Jakobsen
- Prairie Town by Bonnie Geisert
- Where Do I Live? By Neil Chesnow
- Town and Country by Craig Shuttlewood
- The City Kid & the Suburb Kid by Deb Pilutti
- Country Kid, City Kid by Ted Rand

Essential Vocabulary

Community, suburban, urban, rural, characteristic, population

Standards

- 2.1: A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.
- 2.1a: An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.
- 2.1b: Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.
- 2.1c: Rural communities are characterized by a large expanse of open land and significantly lower populations than urban or suburban areas.



- 2.1d: Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.

Teacher Technology Skills

- Signing in to SLSO as a teacher
- Accessing “Activities” templates (i.e. Super Sort)
- Creating/customizing SMART Lab Activities
- Creating interactive handouts
- Sharing activities with students
- Creating a template on Google Drawings
- Posting a question/creating an assignment on Google Classroom

Student Skills

- Signing in to SLSO as a student
- Interacting with (annotating) SLS handouts
- Submitting/marking work as complete on SLSO
- Adding clipart to a Google Drawing
- Using the scribble feature within Google Drawings
- Responding to a question/submitting an assignment on Google Classroom

Procedure

1. Conduct a virtual read-aloud or access an age-appropriate internet video (i.e. BrainPopJr) focused on types of communities.
2. *What Do You See?* – Use SLSO to push out an illustration to students and ask students to identify details in the illustration that hint at the type of community. This activity is designed to activate prior knowledge of community characteristics.
3. *Concept Mapping* – Provide opportunity for independent practice by asking students to move written descriptions or images into the associated type of community using pre-created templates on SMART Notebook/Class Lab Activities.

Extension Activities

Homework: Students can respond to the following prompt on Google Classroom in 3-4 sentences. Each bullet point can be answered by 1 – 2 sentences. The questions can either be posed as a “question” so students can view each other’s responses and reply to



one another. The prompts could also be posted as an assignment if it is desired to give students a grade for their submissions.

Prompt:

- *What type of community do you think we live in?*
- *What daily activities are you able to do because of where you live?*
- *How might your life be different if you lived in a different type of community?*