
GRADE 1: PEOPLE AND ENVIRONMENTS: THE LOCAL COMMUNITY

ABSTRACT:

In the Grade 1 People & Environments strand, students will explore natural and built features in our community through the book *Beaver is Lost* by Elisha Cooper which tells the story of a beaver who gets lost and embarks on a journey through town to make his way back home.

Source: Cooper, Elisha. *Beaver is Lost*. New York: Schwartz & Wade Books, 2010. Print. ISBN: 978-0385386524

Language Literacy Focus: Reading and Writing

SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):

In what ways do people and the natural and built features of our community work together to help meet the needs of the community?

LEARNING GOALS

In Social Studies, students will:

LG1: identify some of the natural and built features in our community (for example, rivers, ponds, roads, fountains, zoo) **(Significance)**

LG2: identify some distinct areas in the local community and describe their characteristics (construction site, zoo, city streets) **(Significance)**

In Language, students will

LG3: gather and organize information

LG4: extend their understanding of a text by connecting the ideas in them to their own knowledge of a community

LG5: use pictures in a text to make simple inferences

Prior Knowledge and Concepts

- Vocabulary: city, construction site, zoo, road, pond, river, dam, fountain, swimming pool, lost (*ELL connection: Pre-teach key words to ensure a better understanding of text and a richer discussion*)
- Familiarity with simple maps



A. Instructional Strategies:

Interactive Read Aloud/Shared Reading



Ask students if they have ever been lost, what they did and how they felt. (*Turn and talk to your neighbour about it.*) Introduce the book *Beaver Gets Lost* to students. Explain that our learning goal when reading this book is to use the picture clues to find out what is happening and to identify the places Beaver goes as he makes his way back home.

B. Student Activities:

Interactive Read Aloud/Shared Reading



1. Read ***Beaver is Lost***. Students and teachers develop a list for “Places Beaver Goes” Students discuss the purpose of these places. (*Teacher allows students to think, pair share, or turn and talk to allow all students an opportunity to articulate their thinking as list is developed*). Ask the students if they have questions about Beaver and his adventure. Teacher records student questions and “wonders”. **(Gather and Organize; Interpret and Analyze)**

Assessment suggestions: Teacher has informal conversations with students asking them to name some places Beaver goes when he is lost. **(LG1, LG4, LG5)**

2. Read *Beaver is Lost* as a class and develop a t-chart to differentiate between the natural features and the built features Beaver encounters on his journey. **(Gather and Organize; Interpret and Analyze)** *Teacher uses Think Pair Share and Turn and Talk, so all students can articulate their ideas.*

Assessment suggestions: Teacher listens to students as they turn and talk or share their ideas with a partner to determine who is having difficulty distinguishing between built and natural features. **(LG1, LG2)**



3. Teacher posts 2 or 3 simple maps for students to examine. Teacher leads students in a discussion about what symbols, words etc. help us read and use the map easily (title, legend, colour, images, built features, natural features). Teacher records ideas and develops success criteria for a good map: My map has a title, a legend, colour, images... Students use this criteria to create a map that highlights Beaver's journey.

(Communicate)

Assessment suggestions: Teacher uses success criteria to give students feedback about their maps. Using their maps, students informally explain Beaver's journey to teacher.

(LG1, LG2, LG4)

4. After read aloud, students determine the purpose of each place Beaver passes through. Using student generated questions from the previous activity and other guiding questions to elicit information: What are they doing here? Who works here? Why would someone go here? (Pleasure, knowledge, work, shop etc.) **(Evaluate and Draw Conclusion)**

Assessment suggestions: In informal conversations, ask students why they go to certain places to elicit an understanding of the purpose of places. (eg. Have you been to the zoo? Why did you go there?) **(LG1, LG2)**

EXTENSIONS

- If Beaver got lost in our community, what places would he go to on his way back home? (Use pictures from the community and Google maps)
- Create maps of their own community
- Look at a Google map of the community and determine what is a built feature or a natural feature. Take a walk in community and take pictures of built and natural features.
- Use pictures of their community, and ask students why people go to these places?
- What should you do if you get lost? (Link to Physical Education and Health curriculum, Strand C: Health Living, Personal Safety)

A note about assessment: The achievement chart on pages 32 and 33 of the Ontario Curriculum Social Studies document and the achievement chart on pages 20 and 21 of the Ontario Language curriculum will prove helpful when assessing the various components of these activities.



OVERALL EXPECTATIONS

Social Studies:
Application: B1

Language:
Reading: 1
Writing: 1

SPECIFIC EXPECTATIONS

Social Studies
Application: B1.1,
Understanding Context: B3.1, 3.2

Language:
Reading: 1.5, 1.6
Writing: 1.5

OTHER RESOURCES

<http://kids.nationalgeographic.com>

<http://www.torontozoo.com/explorethetoo/Animals.asp?pg=20>

<http://www.canadiangeographic.ca/kids/maps/>

Explain Everything App