

*Families, Neighborhoods  
and  
Communities*



*A Multidisciplinary Unit  
by*

*Linda L. Martella, M.Ed*



# An Introduction to: **FAMILIES, NEIGHBORHOODS, AND COMMUNITIES** A Multidisciplinary Unit for Grades 1-3 By Linda L. Martella, M.A.Ed

## **GOALS:**

### **Content**

1. The students will learn how family, neighborhood and community have developed and be able to tell how each is interdependent with one another.
2. The students will learn about values, roles and relationships within the family, neighborhood and community.
3. The students will learn how to conduct themselves during classroom discussions with eye contact, waiting turns, asking questions and staying on the topic.

### **Process**

1. The students will be able to create a set of rules for the classroom while learning how to work in cooperative groups.
2. The students will learn how to memorize scripture verses.
3. They will learn how to use different art media, techniques and processes to communicate ideas, experiences, and stories.
4. The students will learn about sequence of events.

### **Affective**

1. The students will learn to appreciate respect, cooperation and good citizenship in their family, neighborhood, community and other cultures.
2. The students will demonstrate responsibility for their family, neighborhood and community by doing their part in chores at home and at school, and by participating in simple community service projects.



## Purpose of this Unit:

The purpose of this unit is to help students from the beginning of their education to become aware that God created the family unit to be the center of an orderly and God-fearing society. It explores a traditional family, neighborhood and community and shows how they relate to each other and how they have been affected by the demise of the family unit throughout the Bible and beyond. By the end of the unit, the students will gain an appreciation for a solid nuclear family, a respect for the interrelations between themselves, their family and society, and an understanding and appreciation for the importance of being ready to join God's perfect family in heaven.

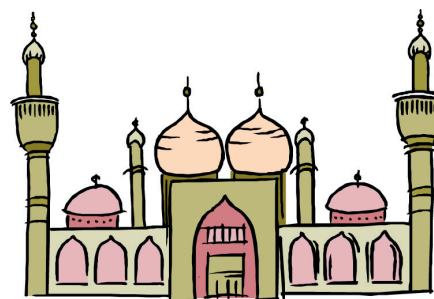
In each lesson there will be the following parts:

A. Goals - What each lesson should accomplish.

B. Information for the Teacher

1. Bible Lessons - These Bible lessons will explore a variety of families in the Bible and may include a memory verse to learn. Most of the stories are found in the 5 Volume FOREVER STORIES by Carolyn Byers. Review and Herald Pub. Assn., Washington, D.C. c. 1990.
2. Families, Neighborhood, and Community background information - This is information that will guide the teacher in presenting age-appropriate information to the students, but is not intended for reading aloud to the students. Also included may be information from Ellen G. White.

C. Suggested Activities for the Students - These are creative activities that a teacher may wish to use in the classroom to involve the students in learning the lessons. Teachers may adapt lesson length and activities to suit their classrooms and available materials. Many of the ideas can be explored during the course of the school year.



## UNIT CONTENTS:

Lesson 1 - Introduction to Family, Neighborhood, and Community

Lesson 2 - All About My Family and Me  
Defining family, neighborhoods and communities

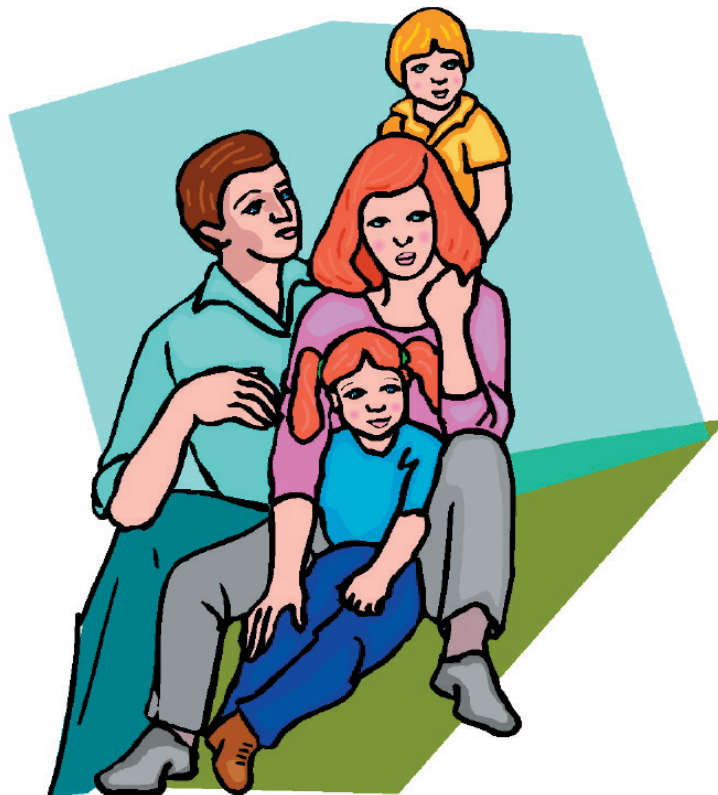
Lesson 3 - Who Are the People in Your Neighborhood?  
Defining roles in family, neighborhoods and communities

Lesson 4 - Who is My Neighbor?  
Defining relationships in the family, neighborhoods and community

Lesson 5 - Responsibility is a Big Word  
Defining responsibilities in the family

Conclusion - Families are Forever  
Celebrating families, neighborhoods and communities

References





# What is a Family?



**What is a family?**

**Who is a family?**

**One and another makes two is a family!**

**Baby and father and mother: a family!**

**Parents and sister and brother: a family!**

*All kinds of people can make up a family*

*All kinds of mixtures can make up a family*

**What is a family?**

**Who is a family?**

**The children that lived in a shoe is a family!**

**A pair like a kanga and roo is a family!**

**A calf and a cow that go moo is a family!**

*All kinds of creatures can make up a family*

*All kinds of numbers can make up a family*

**What is a family?**

**Who is a family?**

**Either a lot or a few is a family;**

**But whether there's ten or there's two in your family,**

**All of your family plus you is a family!**

*~Anonymous*

## LESSON 1: Introduction to Family, Neighborhood, and Community

### Goals:

- Students will be introduced to the beginning of the family unit and the Sabbath, which began at creation.
- Students will be introduced to chronological order.
- Students will use art materials to draw from memory, imagination or observation the days of creation.
- Students will learn to follow directions.
- Students will create classroom rules.



### Background Information for the Teacher:

#### A. Bible Lesson: The Creation Story. See Genesis chapter 1 and 2.

1. Memory Verse: Genesis 1:1, KJV - In the beginning God created the heavens and the earth; or Exodus 20:8-11 - "Remember the Sabbath day to keep it holy. Six days shalt thou labor and do all thy work: But the seventh day is the Sabbath of the Lord thy God: in it thou shalt not do any work, thou, nor thy son, nor thy daughter, thy manservant, nor thy maidservant, nor thy cattle, nor thy stranger that is within thy gates. For in six days the Lord made heaven and earth, the sea, and all that in them is, and rested the seventh day: wherefore the Lord blessed the Sabbath day, and hallowed it."
2. Classroom reading material: Byers, Carolyn. FOREVER STORIES, God Makes Our World, Review and Herald Pub. Assn., c. 1990.

#### B. Family, Neighborhood, and Community Information:

Two institutions that were begun at Creation were: The family unit and the Sabbath. God designed these two institutions as a blessing for mankind. The family was created as the basic unit for society. The Sabbath was given as a gift to reflect on God's creation and to strengthen family ties. However, with the fall of man, Satan has sought to destroy both the family and the Sabbath.

"God celebrated the first marriage. Thus the institution has for its originator the Creator of the universe. 'Marriage is honorable;' it was one of the first gifts of God to man, and it is one of the two institutions that, after the fall, Adam brought with him beyond the gates of Paradise. When the divine principles are recognized and obeyed in this relation, marriage is a blessing; it guards the purity and happiness of the race, it provides for man's social needs, it elevates the physical, the intellectual, and the moral nature." (Patriarchs and Prophets, p. 46).

"After resting upon the seventh day, God sanctified it, or set it apart, as a day of rest for man. Following the example of the Creator, man was to rest upon this sacred day, that as he should look upon the heavens and the earth, he might reflect upon God's great work of creation; and that as he should behold the evidences of God's wisdom and goodness, his heart might be filled with love and reverence for his Maker." (Patriarchs and Prophets, p. 47).

"On every leaf of the forest or stone of the mountains, in every shining star, in earth and air and sky, God's name was written. The order and harmony of creation spoke to them of infinite wisdom and power." (Patriarchs and Prophets, p. 50). Creation demonstrates the importance of order and laws in our world. When God created the earth He had a specific order in which each day was created. There is a relationship between day one and four - the separation of night and day made a place for the existence of the sun, moon and stars; day two and five - the separation of air and water made a place for the birds and fish; and day three and six - the creation of vegetation and dry land provided a place for man and animals to live. The order of how each day was created was also important. Each successive day from the first day was dependent on the conditions previously created.

<http://www.ncsociology.org/sociationtoday/v22/family.htm>



Suggested Activities:

**Introduction Activity #1: What's in My Bag?**



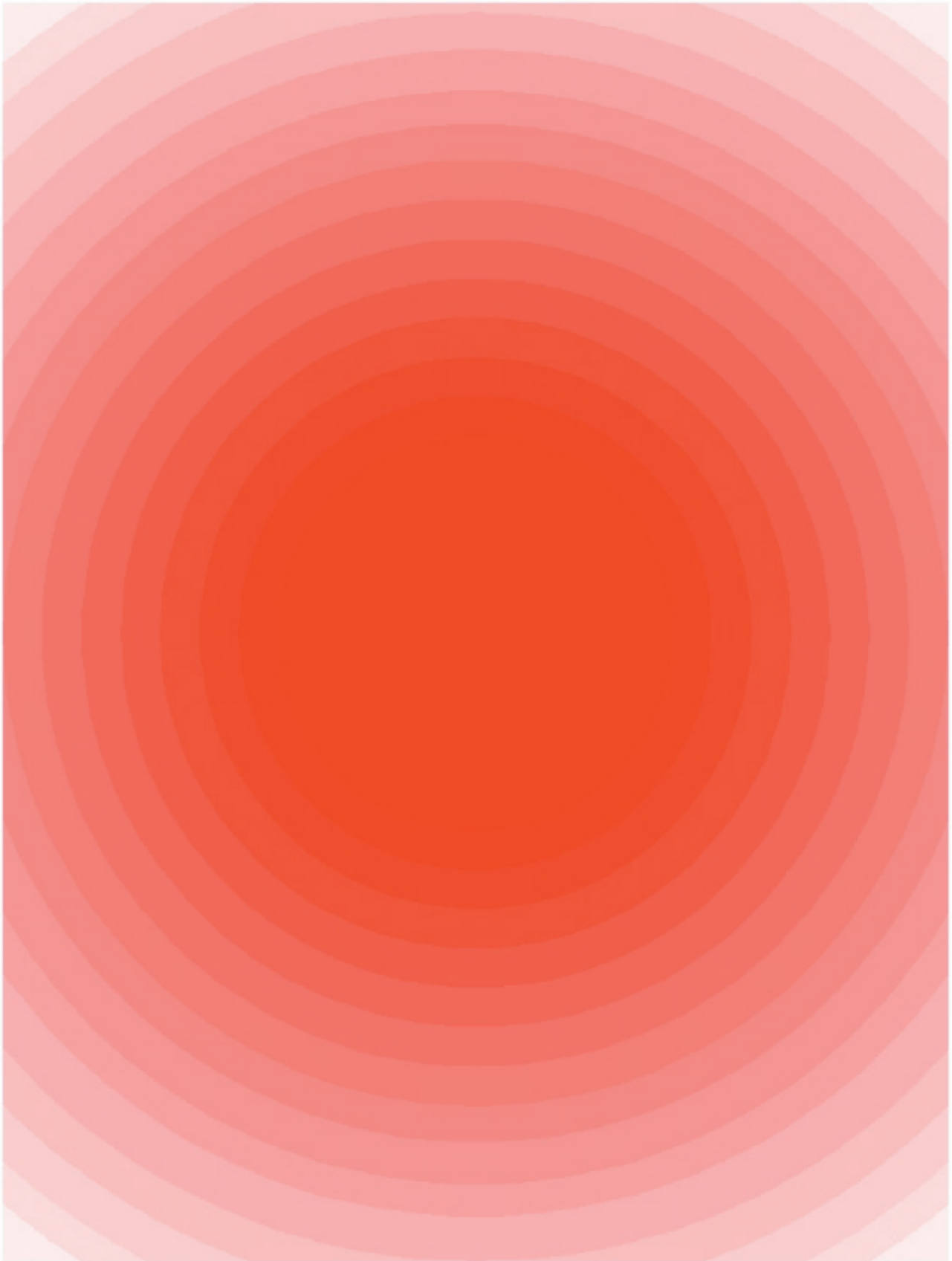
Materials Needed:

1. Large brown paper bag
2. Clear, empty container with lid. (May be pint size jar, GLAD type disposable container).
3. Clear container of water with lid.
4. Clear container of dirt with lid.
5. Plant, flower or packets of seeds
6. Picture or replicas of sun, moon, and stars.
7. Picture or replicas of fish and birds.
8. Picture or replicas of a variety of animals.
9. Picture or replicas of family members or a model house.
10. Picture or model of church.

Procedure:

Draw items out of the bag in random order and ask students what these things have in common. Ask students to arrange items in order of how they think they should be placed. Lead students to discover that these are items created in the beginning by God. Review the days of creation beginning with Day One and moving to Day Seven.





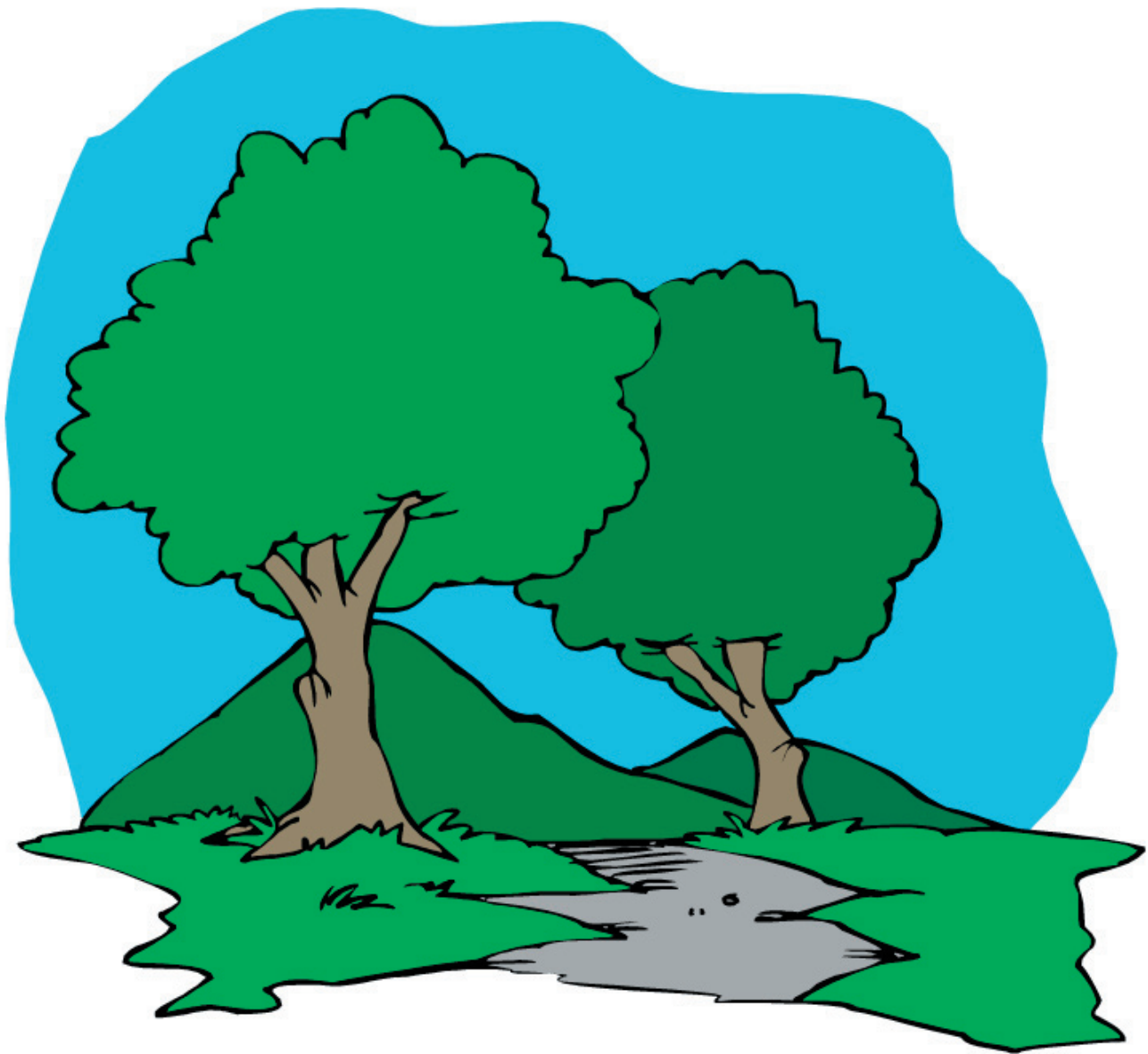
Day One - Light



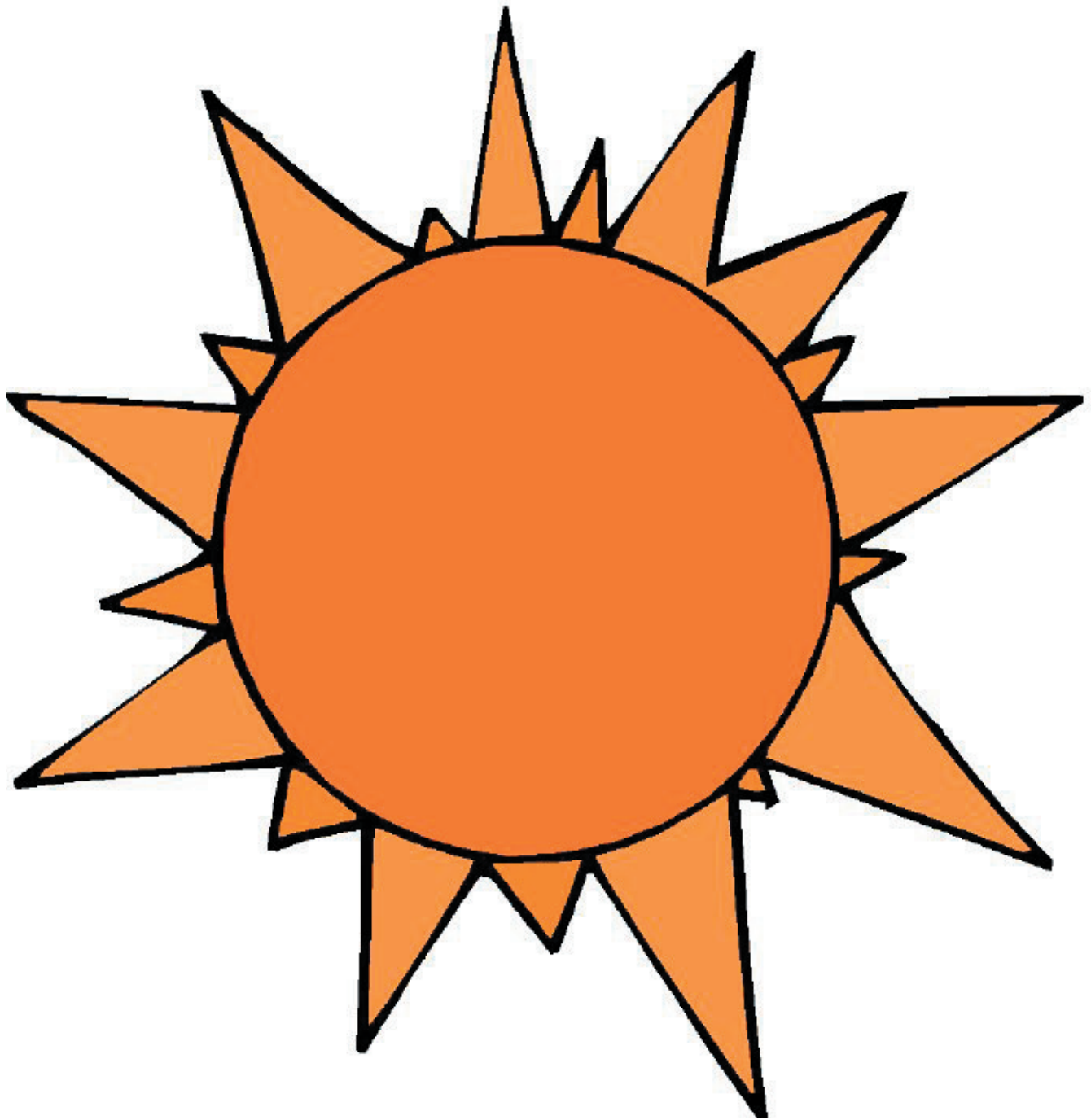


## Day Two - Air





### Day Three - Vegetation, Dry Land



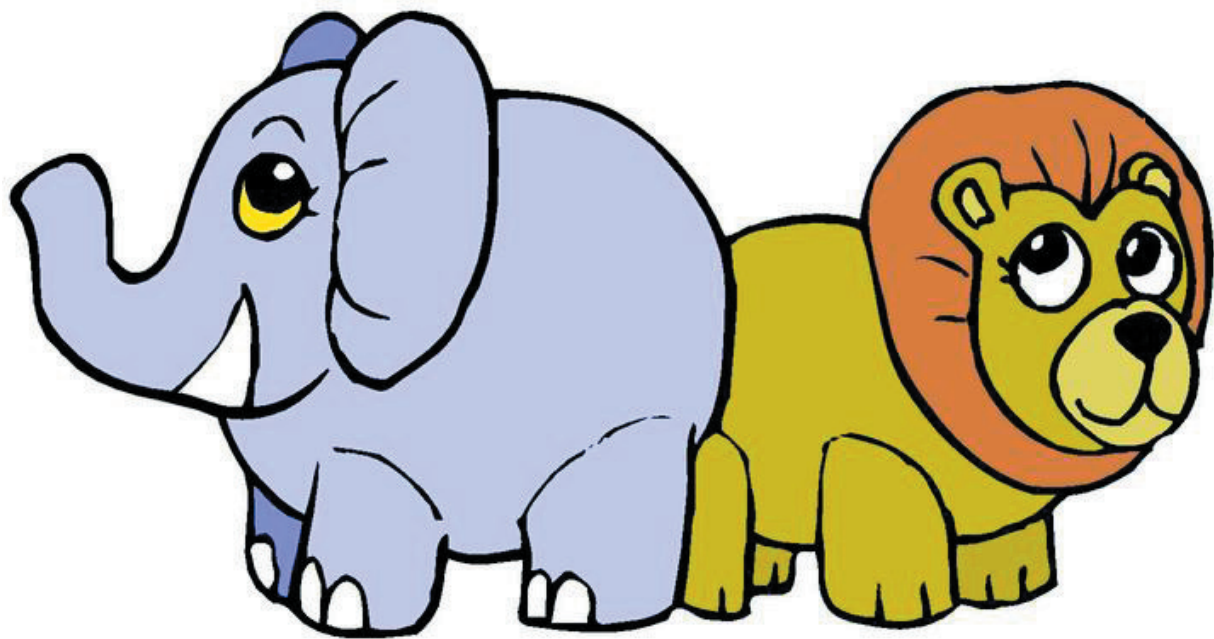
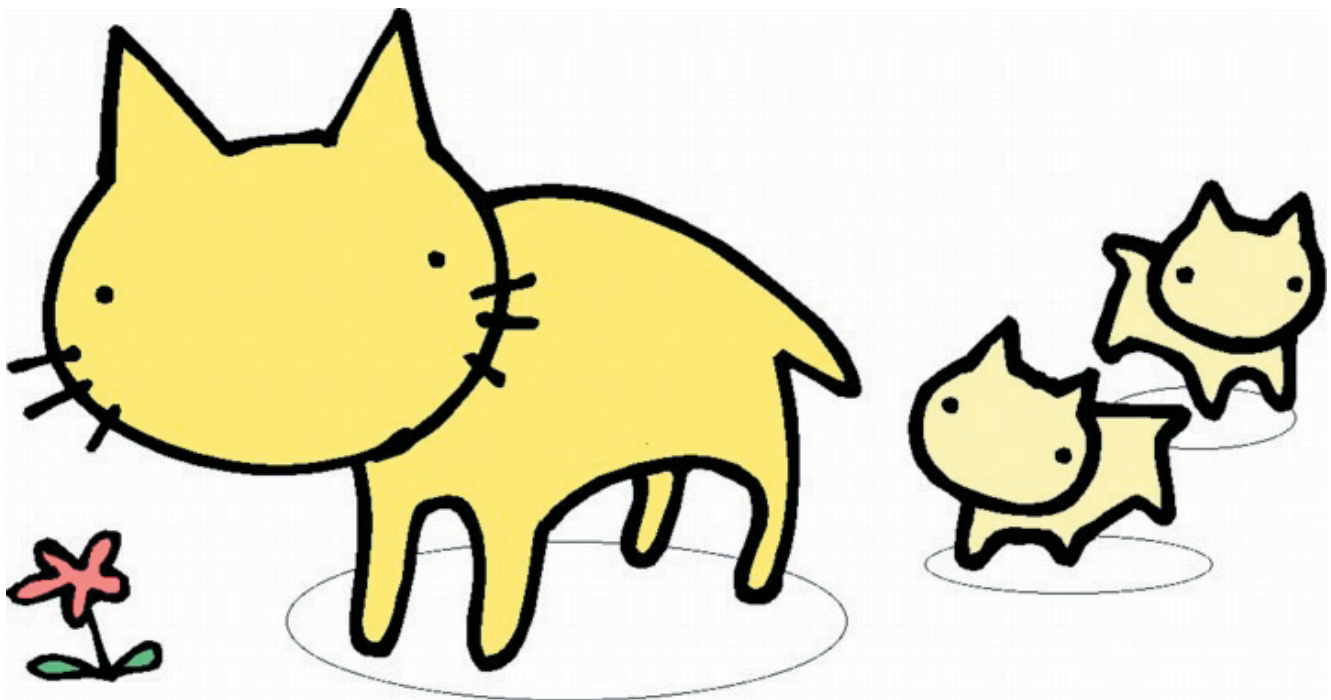
Day Four - Sun, Moon, Stars



Day Four - Sun, Moon, Stars

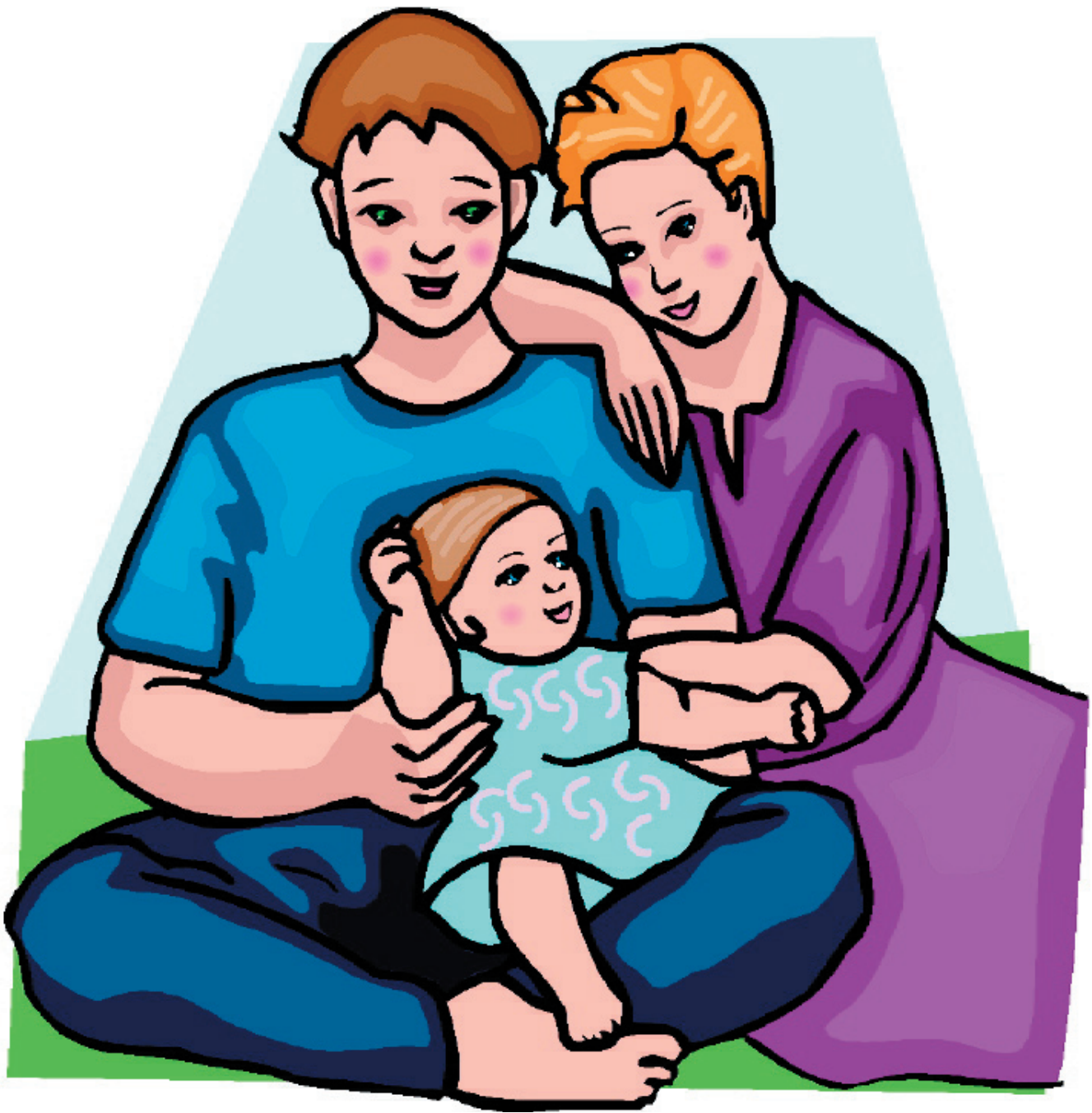


## Day Five - Fish and Birds



Day Six- Animals and Man





Day Six- Animals and Man





## Day Seven - The Sabbath



## Activity # 2: In the Beginning God Created

The teacher may show the Power Point presentation "In the Beginning" on the days of Creation. Emphasize the order that God used in creation. Direct students attention to the numerals 1 - 7 and ordinals first - seventh.

## Activity #3: Let's Draw Creation

Materials needed:

Plain white paper or newsprint 8  $\frac{1}{2}$ " x 11"

Pencils

Crayons or colored pencils

“4”

Procedure:

1. Hand out a piece of plain 8  $\frac{1}{2}$ " x 11" paper to each student.
2. Instruct students to fold the paper in half lengthwise. (The folded paper will be long and skinny).
3. Fold it in half again two more times so that you have created eight rectangular shaped, creased boxes when the paper is unfolded.
4. Working from the upper left corner and going across the paper instruct students to draw symbols or pictures for the various days of creation.
5. Tell the students that box #1 is located in the upper left corner; box #2 is to the right of #1, etc. Box # 5 is underneath box #1:
  - In box #1 write "Genesis 1:1 In the Beginning God created..."
  - In box #2 draw light with either a red, orange, or yellow crayon.
  - In box #3 draw clouds to represent air and water on the lower half of the box.
  - In box #4 draw vegetation, i.e. mountains, trees, grass, flowers.
  - In box #5 draw a picture of the sun, moon, and stars.
  - In box #6 draw a picture of birds in the upper half of the box and fish in the lower half of the box.
  - In box #7 draw a picture of animals and man.
  - In box #8 draw a picture of a church.



*Genesis 1:1 In the Beginning...*

Example:



Suggested Questions for Assessment:

1. Why do you think God created the world in the order He did? Why wasn't man created first? (Things could not live if proper community, environment, or habitat did not exist.)
2. What was the last thing God created? (The creation of man and woman - the institution of first family - was God's last creation act)
3. Did God create on the seventh day? (No) What did God do on the seventh day of creation? (He rested and the first Sabbath day began.)
4. Why is order important? (Order helps us think and operate more efficiently.)
5. Why are rules important? (Rules help us get along with each other and help us not to hurt each other.)
6. How did God use order when He created? (He made everything fit perfectly - every day built on the day before.) Lead students to see how the days paralleled by playing a matching game. You may use the example above. Simply print off the pictures (leave out the numbers) and have students place each day in the order it happened. Then have them match the days and what corresponded to that day. The Sabbath day will be set aside and can be seen as a symbol for what God wanted the day to be. A "set aside, special day" to thank Him for all he created and to be with our families.

## Activity #4: Four Cool Rule's Rule

### Materials:

White Board  
Dry Erase Markers



### Procedure:

1. Talk about the importance of order and rules. Review how God used order to create the world. He gave us laws or rules to live by so that we would be happier. Lead students to reason why laws are helpful. i.e. traffic rules are easiest to understand especially at intersections. What would happen if the light was green on both sides? Discuss the difference between procedures (how we do things) and rules (things or what we should obey). Then lead the students in creating class rules based on respect, or love, and cooperation.

Examples: I will work quietly. I will follow directions. I will be reverent during worship. I will share with others. I will do my work every day. I will play fairly on the playground. I will help keep my room clean. I will obey the teacher. Etc.

2. Help students group rules under the following categories:

Respect for God  
Respect for Teachers  
Respect for Other  
Respect for Yourself

Four basic rules are easier to remember than a whole long list for younger students. Try using LOVE in place of RESPECT for easier understanding:



L = Love and obey God  
O = Obey teachers and parents  
V = Value others  
E = Expect the best in all you do

## Activity #5 - Fun Teacher Resource

### Materials:

Print out of LOVE acronym. (May be laminated on a poster.)

### Procedure:

Engage students in a discussion about the need for order and rules in our homes, in our classroom, and in our world. Encourage class cooperation and understanding by having students create and vote rules for the classroom. (See activity #4.) Reinforce procedures and classroom rules by daily, weekly, and monthly review. Do this in a fun, quiz format. Help students apply the rules to their lives by practicing and carrying out of the rules consistently. You might say, "Before we go to lunch, who can tell me what our procedure is for getting ready for lunch?" Or, "Who can tell me what LOVE stands for?"

## It's Time for LOVE!

Teach students in your classroom to quiet quickly by teaching them this LOVE acronym. Practice with them often on the first day of school; the first week of school; and repeat during the following school months so that students know this will be your consistent way of gaining their attention. Tell them you will only use this when you have something very important they need to hear, and when you need them to be quiet for your instruction. Tell them when they hear you say: "It is time to LOVE" they are to do the following:

**L** - Look at the teacher

**O** - Obey instantly

**V** - Voices silent

**E** - Ears listening





## LESSON TWO: All About My Family and Me

### Defining family, neighborhoods and communities

#### Goals:

- The student will be introduced to the relationships between a family, neighborhood and community.
- The student will create a booklet about themselves and their family, integrating writing complete sentences and drawing.
- Students will understand how they fit in their family by making a family tree.



#### Background Information for the Teacher:

A. Bible Lesson(s): The First Family - Adam and Eve. See Genesis 1 -4.  
Father of Many Nations - Abraham. See Genesis 20-22.

1. Memory Verse: Genesis 12:2 NIV - "I will make you into a great nation and I will bless you; I will make your name great and you will be a blessing." (You may choose to shorten it for younger students).
2. Classroom reading materials: Byers, Carolyn. FOREVER STORIES, God Makes A Promise, Review and Herald Pub. Assn., c. 1990.

Adam and Eve were the first family mentioned in the Bible. This is a great story to introduce the concept of family. The concept of sin and how it started hurting families can be introduced in the story of how Adam and Eve had to leave their heavenly home and how Cain killed his brother Abel. You should start with the "Happy Eden Family" and then transition into the sad family that had to leave Eden. Be aware that some students may be sensitive to the sadness angle so you should plan to reassure students that it will get better when Jesus comes and that we will have a happy world again. These are stories that can begin a great discussion on emotions.

Abraham's family is a great family to study with this age students because of the Promise that his family would become as the stars or sand. What a great way to introduce the concept of community. This story touches on the idea of roles and rules or laws within the family. Following are a few paragraphs that Ellen White that will give you more information about the concept of family and leadership in Abraham's household.

"Abraham's household comprised more than a thousand souls. Those who were led by his teachings to worship the one God, found a home in his encampment; and here, as in a school, they received such instruction as would prepare them to be representatives of the true faith. Thus a great responsibility rested upon him. He was training heads of families, and his methods of government would be carried out in the households over which they should preside.

In early times the father was the ruler and priest of his own family, and he exercised authority over his children, even after they had families of their own. His descendants were taught to look up to him as their head, in both religious and secular matters. This patriarchal system of government Abraham endeavored to perpetuate, as it tended to preserve the knowledge of God. It was necessary to bind the members of the household together, in order to build up a barrier against the idolatry that had become so widespread and so deep-seated. Abraham sought by every means in his power to guard the inmates of his encampment against mingling with the heathen and witnessing their idolatrous practices, for he knew that familiarity with evil would insensibly corrupt the principles. The greatest care was exercised to shut out every form of false religion and to impress the mind with the majesty and glory of the living God as the true object of worship.

It was a wise arrangement, which God Himself had made, to cut off His people, so far as possible, from connection with the heathen, making them a people dwelling alone, and not reckoned among the nations. He had separated Abraham from his idolatrous kindred, that the patriarch might train and educate his family apart from the seductive influences which would have surrounded them in Mesopotamia, and that the true faith might be preserved in its purity by his descendants from generation to generation.

Abraham's affection for his children and his household led him to guard their religious faith, to impart to them a knowledge of the divine statutes, as the most precious legacy he could transmit to them, and through them to the world. All were taught that they were under the rule of the God of heaven. There was to be no oppression on the part of parents and no disobedience on the part of children. God's law had appointed to each his duties, and only in obedience to it could any secure happiness or prosperity.

His own example, the silent influence of his daily life, was a constant lesson. The unswerving integrity, the benevolence and unselfish courtesy, which had won the admiration of kings, were displayed in the home. There was a fragrance about the life, a nobility and loveliness of character, which revealed to all that he was connected with Heaven. He did not neglect the soul of the humblest servant. In his household there was not one law for the master and another for the servant; a royal way for the rich and another for the poor. All were treated with justice and compassion, as inheritors with him of the grace of life.

"He will command his . . . household." There would be no sinful neglect to restrain the evil propensities of his children, no weak, unwise, indulgent favoritism; no yielding of his conviction of duty to the claims of mistaken affection. Abraham would not only give right instruction, but he would maintain the authority of just and righteous laws.

How few there are in our day who follow this example! On the part of too many parents there is a blind and selfish sentimentalism, miscalled love, which is manifested in leaving children, with their unformed judgment and undisciplined passions, to the control of their own will. This is the veriest cruelty to the youth and a great wrong to the world. Parental



indulgence causes disorder in families and in society. It confirms in the young the desire to follow inclination, instead of submitting to the divine requirements. Thus they grow up with a heart averse to doing God's will, and they transmit their irreligious, insubordinate spirit to their children and children's children. Like Abraham, parents should command their households after them. Let obedience to parental authority be taught and enforced as the first step in obedience to the authority of God. (Patriarchs and Prophets p. 141, 142.)

#### B. Family, Neighborhood and Community Background Information

The two families, Adam and Eve and Abraham, help develop understanding of family and how the world became populated. The FOREVER STORIES provide a simple, understandable framework for young students.

A family is defined as two or more individuals who are related to each other and often share the same home. Families are special and unique. Families can be small or large. Families can be old or they can be young. Families can have no children, one or more children, or adult children who have left home. Families start with two parents but can still be a family with one parent if there is a death or divorce. Families live all over the world in all kinds of houses. A nuclear family generally includes the father, mother, sons and daughters. An extended family includes grandfathers, grandmothers, uncles, aunts and cousins. All people in the world are part of God's family.



<http://ryoung001.homestead.com/Family.html>

<http://www.cyberparent.com/stepparent.htm#Kinship>

<http://www.aafp.org/x6799.xml?printxml>

Neighborhoods are defined as places where people live, work, play, surrounded by family and friends. Neighborhoods can be in cities or in the country. Neighborhoods can have special historical sites or just be a place to live. Neighborhoods differ around the world, in population size, in styles, and how they are laid out or planned. Neighborhoods also have varying styles of homes for people to live in. Some houses are similar while others are unique and custom built. Some houses are close together while others are far apart. Houses are unique to their cultures. Neighborhoods share celebrations and the people in neighborhoods look out for each other. Most people in neighborhoods share the same language and wear similar style of clothing. Neighborhoods should be places where people can feel safe and feel at home. Neighborhoods are part of communities.

<http://www.gnocdc.org/def/neighborhood.html>

Communities are made up of many different neighborhoods. Most communities have places and buildings such as stores, post offices, churches, sports fields, schools, parks, police stations, fire houses, libraries and more. Communities have special workers in all of the places and buildings. These people live in the nearby neighborhoods that make up a community. Communities can be large like cities, or small like towns.

[http://www.utexas.edu/lbj/rhodesprp/01\\_02/divide/dev.htm](http://www.utexas.edu/lbj/rhodesprp/01_02/divide/dev.htm)

Lead students in discussing how a classroom can be similar to a family. Some starter statements could include the idea that we have different people in our classroom, we care about each other and our feelings, we work together, we play together, we eat together, we help each other, we quarrel and make up, we have rules so we can get along better, etc.

**"Let's do it together. Let's have more fun.  
Let's do it together. Let's work as one." Chuck Fulmore**



## Suggested Activities:

### Activity #1: All About Me

Materials: Paper  
Pencils  
Crayons  
Colored pencils  
Colored pens  
Scissors  
Glue sticks and or liquid glue  
Yarn- variety of colors including: black, brown and yellow  
Paper punch  
Construction Paper (assorted colors for covers) OR  
Pocket Folders OR Manila File Folders  
Small wiggly craft eyes-two per student

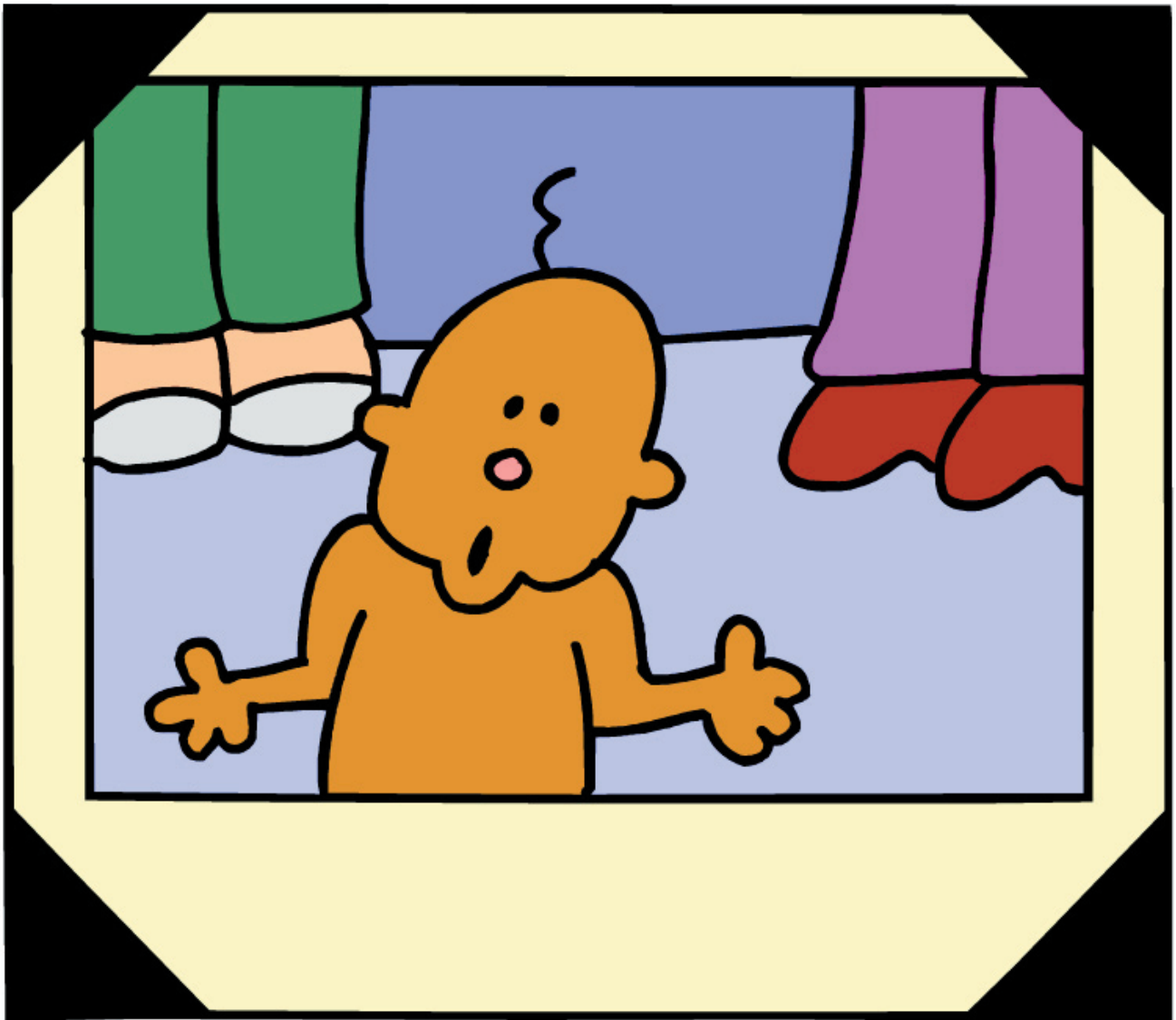
#### Procedure:

1. Teachers may use the primary grade paper available in most educational supply stores to make a booklet about each student or click on the link to download free printable picture paper.  
  
[http://mrsjones.org/pix/story\\_paper.jpg](http://mrsjones.org/pix/story_paper.jpg)
2. Direct students to draw a picture on each page and then write the rest of the sentence given at the bottom of the page.
3. Direct students to number each page so they can be assembled in order at the end of the project.
4. Use the following example to create worksheets for students.
5. At the completion of the pages, assemble in chronological order, and add a cover made from construction paper, pocket folders or manila file folders.
6. On the cover, have students create a picture of their self created from colored construction paper, yarn hair, and wiggly eyes.
7. Place the title "All About Me" on the cover. (Show example book.)



# All About Me

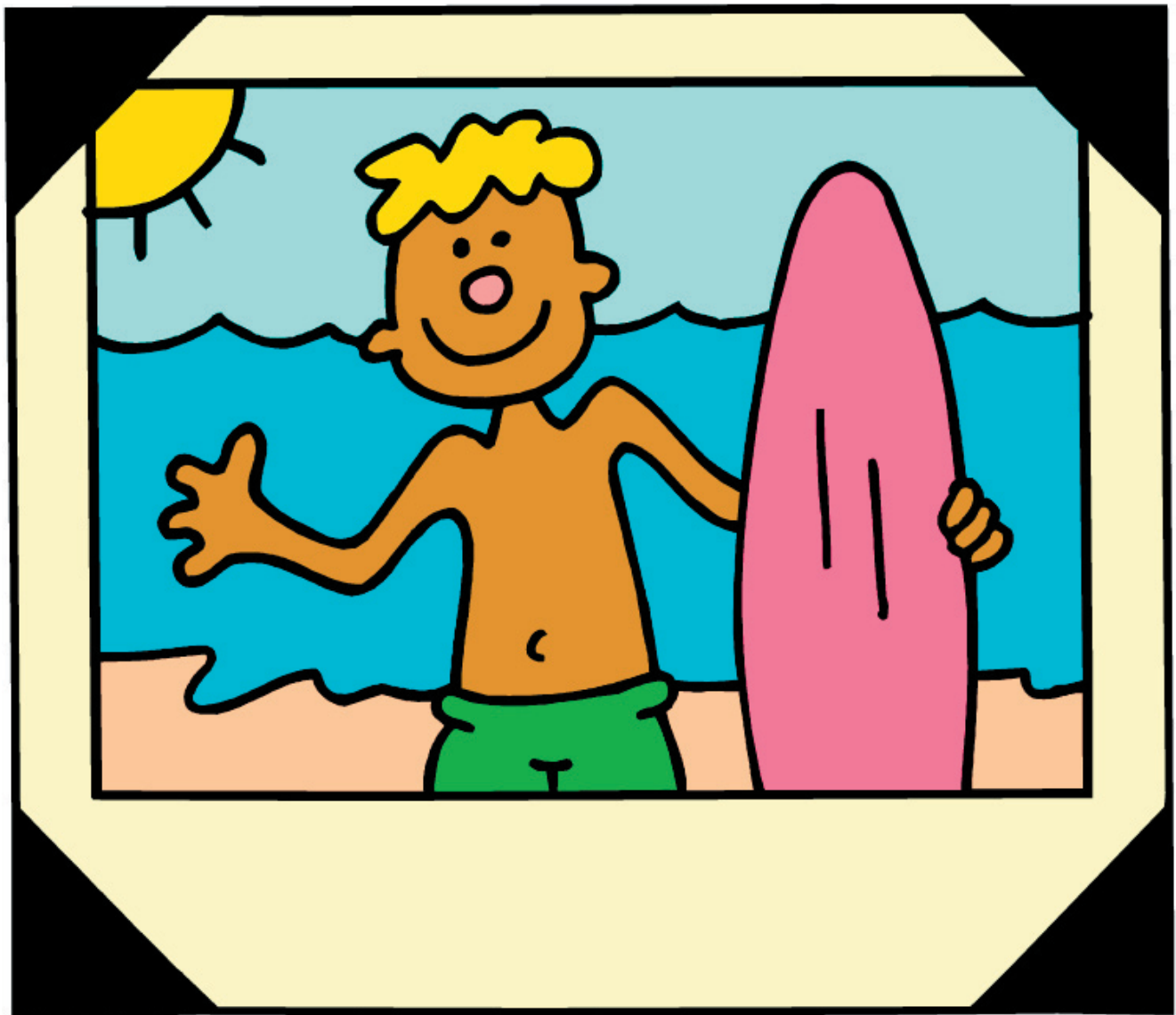




My name is Lucy Smith.  
I was born June 25, 2005.



This is my house.



This is my brother, John.  
He likes to swim.



This is my sister, Sally.  
We share a room.



My favorite thing to do with my family is to go on a picnic.



This is my dad.  
His name is Frank.

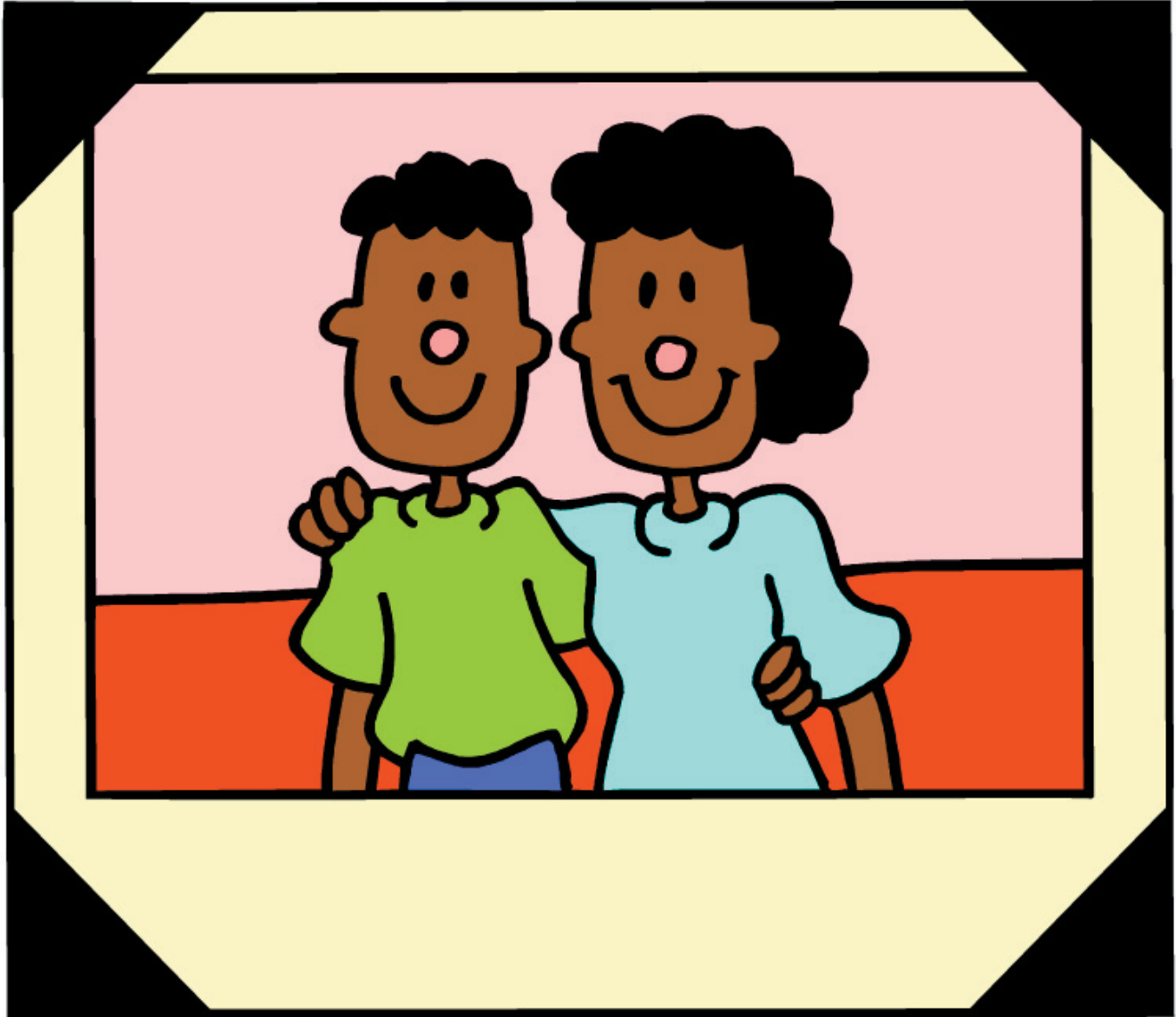




This is my mom.  
Her name is Helen.



These are my grandparents.  
They live far away in another state.  
We visit them at Christmas.

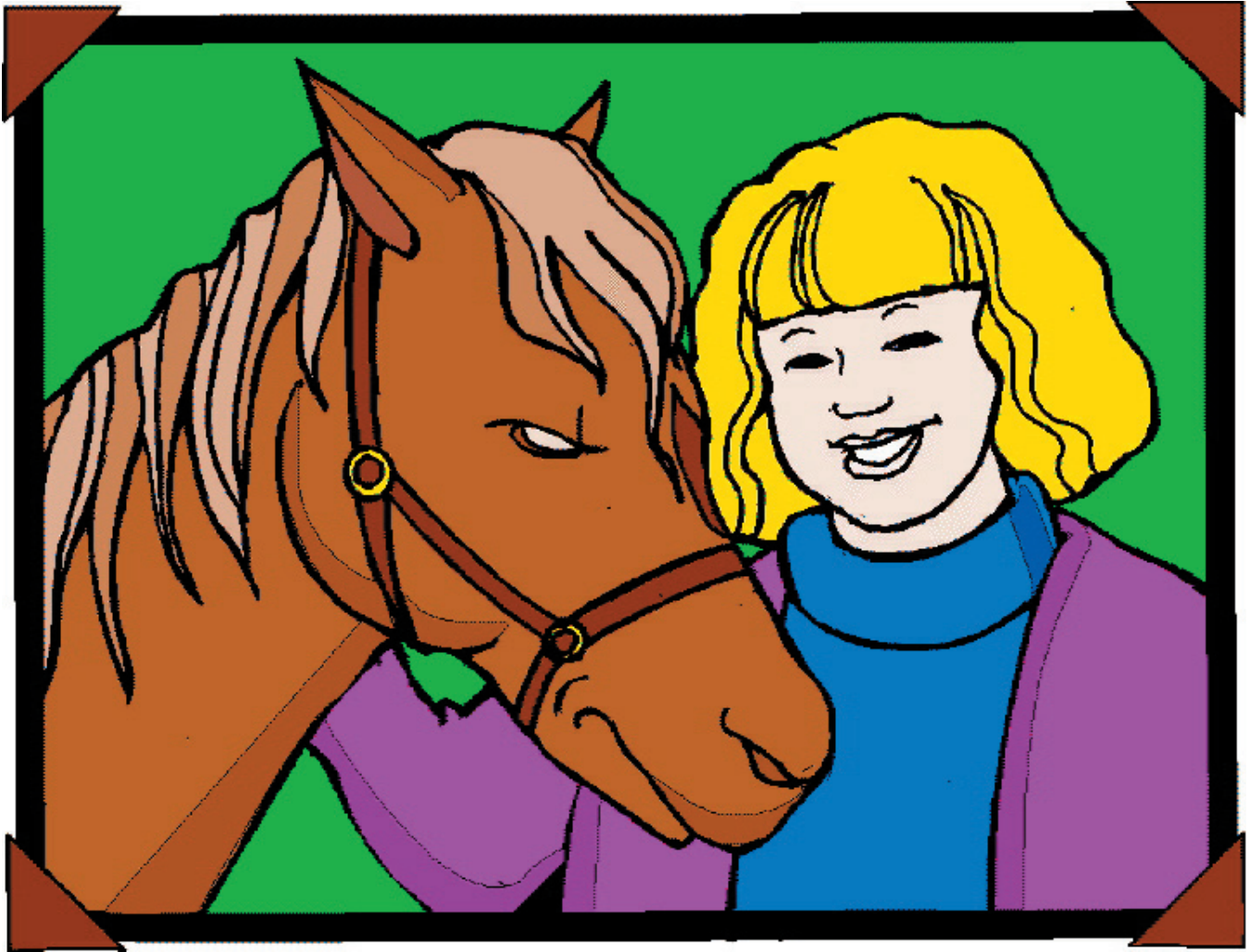


This is my best friend, Joey.  
We like to play at his house.  
He has a swing set.

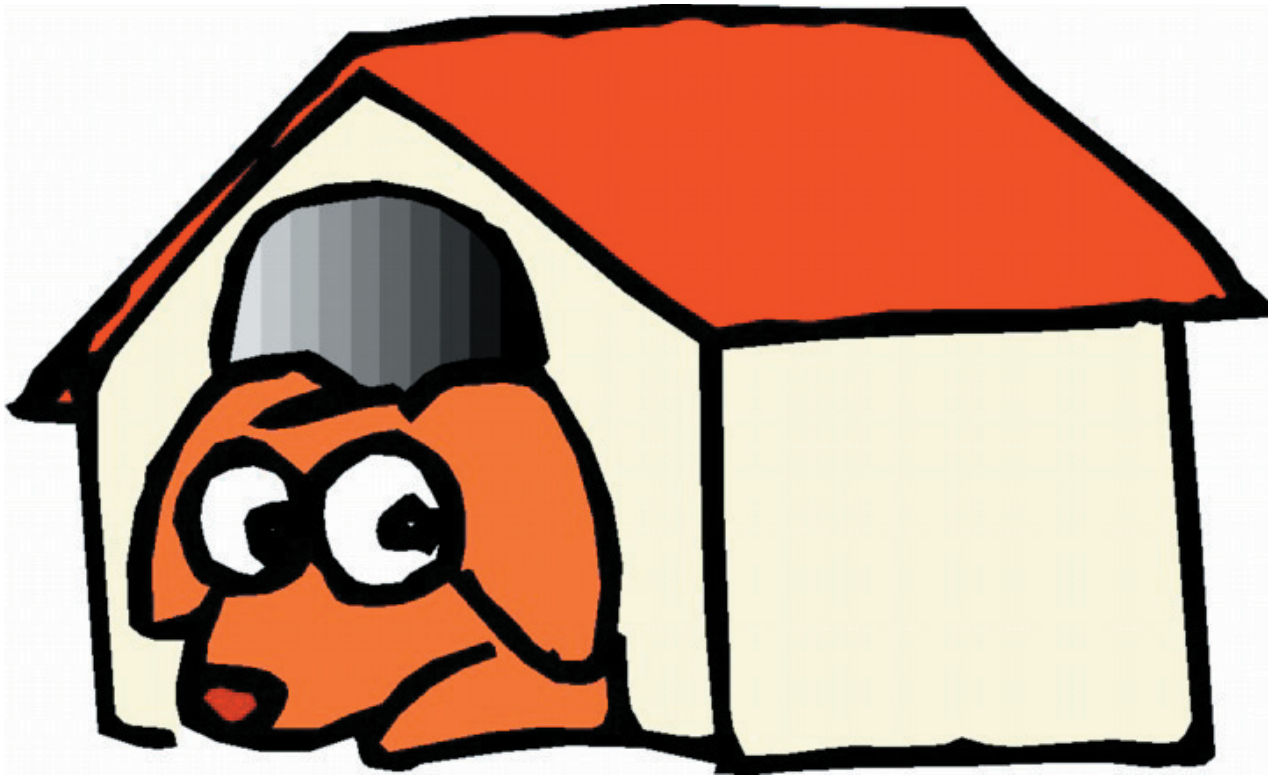


The funniest thing that happened to me was when I thought there was a snake in the water. It was just a stick.





I have two pets. This is my horse,  
Blaze.



This is my dog, Brownie.





My responsibilities at my home are to clean my room, help wash the dishes and vacuum.



My family is special because we love each other and we play together. We love Jesus in our family.

## Optional Activity #2: This Is Me!

### Materials needed:

- White or Tan Bulletin Board (Butcher) Paper
- Pencil
- Crayons or markers
- Scissors



### Procedure:

1. Students are to lie down, allowing room for legs and arms to be drawn around, on a length of butcher paper.
2. Teacher will trace around the student's body with a pencil.
3. Instruct students to draw their face, drawing on hair and clothes to the paper figures.
4. For cleanest results, outline completed bodies with markers and then color in with crayons or markers.
5. When completed, cut the bodies and hang them around the room. Or, pose completed bodies at the student's desk, providing support to the back (yardsticks or heavy cardboard pieces work well) for "Back to School Night." Parents will "meet the class" this way at the beginning of the school year.
6. Click on the link to find other options that can be adapted for grades one through three.

<http://www.preschoolrainbow.org/family-theme.htm>

## Activity #3 - Who's in My Tree?

Read books or visit Websites about family and family trees such as:

Who's Who in My Family Loreen Leedy, Holiday House, New York, NY, c. 1995.

All Kinds of Families Norma Simon, Alberta Whitman & Co., Morton Grove, IL, c. 1976.

Brothers and Sisters Maxine B. Rosenberg, Clarion Books, New York, NY, c. 1991.

The Nitty-Gritty of Family Life Joy Wilt, Educational Products Division, Waco, TX, c. 1979.

<http://www.urbanext.uiuc.edu/worms/familytree/youandme.html>

[http://www.dltk-bible.com/genesis/families/my\\_family\\_tree.htm](http://www.dltk-bible.com/genesis/families/my_family_tree.htm)



**Assessment:**

1. Students will show understanding of their personal family in their booklets. Students will compare uniqueness of each family when presenting their booklets.
2. Students will show understanding of family relationships by creating a family tree showing parents, paternal and maternal grandparents and great-grandparents.
3. Students will be introduced to varying sizes and types of families in class room discussions.
4. Students will demonstrate self-awareness when making a life size replica of themselves.

**LESSON THREE: Who Are the People in Your Neighborhood?**

Defining roles in family, neighborhood and community

**Goals:**

- Students will learn about roles or occupations in the community through literature, fieldtrips, classroom guests and/or Internet options.
- Students will learn to use a Web quest on careers and occupations and cultures.

**Background Information for the Teacher:**

A. Bible Lesson(s): Israelites leave Egypt. The Sanctuary. See Exodus 1-26. John the Baptist. See Luke 1.

1. Memory Verse: Luke 3:4b, NIV - "Prepare the way for the Lord, make straight paths for him."
2. Classroom reading materials: Byers, Carolyn. *FOREVER STORIES, Getting Ready for Jesus*, Review and Herald Pub. Assn., c. 1990.

B. Family, Community, and Neighborhood Background Information:

Every member of a family has a role. A father, mother, son, daughter, sister, brother, aunt, uncle, cousin, grandmother and grandfather are examples of roles. There are members in the immediate family (father, mother, children) and the extended family (aunts, uncles, cousins, niece, nephew and grandparents). The word role is synonymous with position, function, or responsibility.

People serve different roles in a community. Most roles are chosen by people in the career or occupation they choose. All roles work together to help a community survive and grow. Every career/role is important to the functioning of a good community. If people fail to use their roles correctly the community is hurt. Some examples would be if a doctor decided not to help someone who was sick, if the grocery store decided to close, if the firemen didn't respond to a fire. When people perform their roles we have a good community.

Cultures serve different roles as well. We have the flavor of the Orient, the new world of America, the old European culture, and many more. Students can observe dif-





ferences best through comparison of pictures. All cultures are special and unique, just as neighborhoods and the families in them are special and unique. Everyone around the world contributes something special and unique to our world. When cultures work together there is peace. When cultures misunderstand or fail to work together, there can be war. All cultures are part of God's family. We will be with God's family when we go to heaven.

In the story of the Israelites, Moses, and John the Baptist students can begin to understand different roles. Roles such as being slaves in Egypt-learning to be subservient, the firstborn son's role-the heir to a father's possessions, Moses' leadership role as leader of the children of Israel, and John the Baptist's role of desert preacher are examples of different roles or positions and responsibilities people had in Bible times. Each role was needed at the particular time in history and eventually prepared the way for Jesus to enter this world. Following are Ellen White quotes to give you more information about the importance of John the Baptist's role.

"Soon after the birth of the promised child, the father's tongue was loosed, "and he spake, and praised God. .... And all they that heard them laid them up in their hearts, saying, What manner of child shall this be!" All this tended to call attention to the Messiah's coming, for which John was to prepare the way." (Desire of Ages, p. 99).

"... Before the birth of John, the angel had said, 'He shall be great in the sight of the Lord, and shall drink neither wine nor strong drink; and he shall be filled with the Holy Ghost.' God had called the son of Zacharias to a great work, the greatest ever committed to men. In order to accomplish this work, he must have the Lord to work with him. And the Spirit of God would be with him if he heeded the instruction of the angel. John was to go forth as Jehovah's messenger, to bring to men the light of God. He must give a new direction to their thoughts. He must impress them with the holiness of God's requirements, and their need of His perfect righteousness. Such a messenger must be holy. He must be a temple for the indwelling Spirit of God. In order to fulfill his mission, he must have a sound physical constitution, and mental and spiritual strength. Therefore it would be necessary for him to control the appetites and passions. He must be able so to control all his powers that he could stand among men as unmoved by surrounding circumstances as the rocks and mountains of the wilderness." (Desire of Ages, p. 100)

"As a prophet, John was 'to turn the hearts of the fathers to the children, and the disobedient to the wisdom of the just; to make ready a people prepared for the Lord.' In preparing the way for Christ's first advent, he was a representative of those who are to prepare a people for our Lord's second coming. The world is given to self-indulgence. Errors and fables abound. Satan's snares for destroying souls are multiplied. All who would perfect holiness in the fear of God must learn the lessons of temperance and self-control. The appetites and passions must be held in subjection to the higher powers of the mind. This self-discipline is essential to that mental strength and spiritual insight which will enable us to understand and to practice the sacred truths of God's word. For this reason temperance finds its place in the work of preparation for Christ's second coming.

In the natural order of things, the son of Zacharias would have been educated for the priesthood. But the training of the rabbinical schools would have unfitted him for his work.





God did not send him to the teachers of theology to learn how to interpret the Scriptures. He called him to the desert, that he might learn of nature and nature's God.

But the life of John was not spent in idleness, in ascetic gloom, or in selfish isolation. From time to time he went forth to mingle with men; and he was ever an interested observer of what was passing in the world. From his quiet retreat he watched the unfolding of events. With vision illuminated by the divine Spirit he studied the characters of men, that he might understand how to reach their hearts with the message of heaven. The burden of his mission was upon him. In solitude, by meditation and prayer, he sought to gird up his soul for the lifework before him." (Desire of Ages p. 101).

Suggested Activities:

**Activity #1 - Come and Listen to a Story**

Students will learn about people in the neighborhood by reading or listening to books being read by teacher or adults.

Suggested books to read or sites to visit:

Be My Neighbor Maya Ajmera and John D. Ivanko, Charlesbridge, Watertown, MA, c. 2004.

Jobs People Do Christopher Maynard, Dorling Kindersley, New York, NY, c. 1997.

Community Helpers from A to Z Bobbie Kalman, Crabtree Publishing, New York, NY, c. 1998.

<http://www.teachercreated.com/lessons/000505pt.shtml>

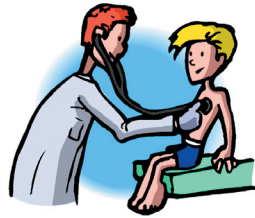




Artist/Sculptor



Businessman



Doctor



Gardner



Chef



Fireman



Gas Attendant



Librarian



Musician



Photographer



Pilot



Teacher



Preacher



Farmer



Plumber



Scientist



Dentist



Secretary

### **Activity #2 - We're Going on a Trip Today**

Students will learn about the neighborhood and community by going on a field trip.

Suggested field trips:

The local firehouse, library, grocery store, police station, hospital, pet store, or local zoo (NOTE: These field trips may be visited over the course of the school year.) Make arrangements ahead of time and be sure to follow the proper guidelines of your school for taking field trips.

### **Activity #3 - We Have a Visitor Here Today**

Students learn about the neighborhood and community by listening to guests. Make arrangements ahead of time for inviting guests. Set time frames for the length of presentation you are looking for; and provide guests with the age/grade of your class so appropriate and suitable materials can be made.

Suggested guests to speak about careers:

Policemen, firemen, librarian, zoo keeper - make use of parents - to visit the class (NOTE: Guests may be invited through the course of the school year.)

### **Activity #4 - Surfin' the 'net**

Students will learn about the neighborhood and community by interacting with age appropriate sites.

Suggested Web sites to visit for activities:

<http://www.enchantedlearning.com/themes/communityhelpers.shtml>

<http://www.enchantedlearning.com/classroom/K1/occupations.shtml>

<http://www.planning.org/kidsandcommunity/>

<http://cw.mariancollege.edu/bwagner/webq%20Fall%202004/2nd%20grad/index.htm>

<http://homepages.bw.edu/~khawke/webq/process.htm>



### Assessment:

Students will show understanding for careers by correctly playing: "What Do I Do?" Play the game by holding up a picture of an occupation person. Students must tell what the occupation is, where the person works and what they do at their job. You may use the following cartoon characters or use real life pictures. Pictures can be made large or into card size. Laminate for longer use.

Two ways to play the game: If made into large pictures, the teacher may hold up the picture. Student must tell three things about the picture to remain standing: occupation, where the person works, describe the job. If they miss one of the points they must sit down. Penalty for answering out of turn: forfeits play and must sit down.

If made into cards, students may keep the card if answered correctly when it is their turn. Score points for each card as follows: one point each for correctly naming the occupation, telling where that person works, and for briefly describing their job. Penalty for answering out of turn: student loses turn.







Asia



France

**Comparing neighborhoods/communities around the world**





**Israel**



**Greece**



**Poland**

**Comparing neighborhoods/communities around the world**





# Comparing Urban and Rural Communities in Germany



## LESSON FOUR: Who Is My Neighbor?

Defining relationships in the family, neighborhood and community



### Goals:

- Students will make a cooperative collage of faces of the world.
- Students will learn about respect and cooperation in a group or community through the use of a paper puppet skit.
- Students will listen to a story about the Good Samaritan while making a nature card. (See Activity #3, Lesson 5)

### Background Information for the Teacher:

Bible Lesson(s): The Good Samaritan. See Luke 10:25-37. Jesus Our Example. See Matthew, Mark, Luke and John.

1. Memory Verse: Luke 10:27 NIV, " 'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and, 'love your neighbor as yourself.' "
2. Classroom reading materials: Byers, Carolyn. FOREVER STORIES, Jesus Lives With Us, Review and Herald Pub. Assn., c. 1990.  
Your Story Hour with Uncle Dan and Aunt Sue, has a wonderful audio tape on the Good Samaritan. Click on the link below for ordering information.

<http://www.yourstoryhour.org/home/index.en.php>

### Family, Neighborhood, and Community Background Information

Cooperation and respect are basic to a well-ordered family, neighborhood and community. Jesus is a perfect example of this concept. He exhibited cooperation and respect during his time on earth, first to His parents and family and then in his neighborhood, and later in the community in which He lived and worked.

Lead students to understand how we can follow Jesus' example and have respect and cooperation in our own homes and our classroom. Practicing respect and cooperation now will help us when we grow up to be respectful and cooperative in our jobs and future relations with our neighbors, community and other cultures as well. Ellen White speaks to the importance of the influence of a well-ordered family.

"It is no small matter for a family to stand as representatives of Jesus, keeping God's law in an unbelieving community.

One well-ordered, well-disciplined family tells more in behalf of Christianity than all the sermons that can be preached. Such a family gives evidence that the parents have been successful in following God's directions, and that their children will serve Him in the church. Their influence grows; for as they impart, they receive to impart again. The father

and mother find helpers in their children, who give to others the instruction received in the home. The neighborhood in which they live is helped, for in it they have become enriched for time and for eternity. The whole family is engaged in the service of the Master; and by their godly example, others are inspired to be faithful and true to God in dealing with His flock, His beautiful flock.

The greatest evidence of the power of Christianity that can be presented to the world is a well-ordered, well-disciplined family. This will recommend the truth as nothing else can, for it is a living witness of its practical power upon the heart.

The best test of the Christianity of a home is the type of character begotten by its influence. Actions speak louder than the most positive profession of godliness.

Our business in this world . . . is to see what virtues we can teach our children and our families to possess, that they shall have an influence upon other families, and thus we can be an educating power although we never enter into the desk. A well-ordered, a well-disciplined family in the sight of God is more precious than fine gold, even than the golden wedge of Ophir." (Adventist Home, p. 32).

The following resources are excellent sites that have information and interactive ideas that can be used in the classroom on respect and cooperation. The "Critter" site has online books that can be read to the students or by students who are already reading.

[http://www.livingvalues.net/values/cooperation\\_ages3-7.htm#Parents](http://www.livingvalues.net/values/cooperation_ages3-7.htm#Parents)

<http://www.urbanext.uiuc.edu/familyworks/respect-00.html>

[http://www.lsuagcenter.com/4hcritters/par\\_respect.htm](http://www.lsuagcenter.com/4hcritters/par_respect.htm)

<http://www.broward.org/aqi02164.htm>

<http://www.goodcharacter.com/YCC/Cooperation.html>

<http://www.biblevoice.org/listen/?search=Your+Story+Hour&region=&bcid=101&langid=1&do=Search>





### Suggested Activities:

#### Activity #1: Many Places, Many Faces

##### Materials needed:

Old magazines that feature people of the world such as National Geographic, World, etc.

Scissors

Glue

Large piece of white butcher paper (or bulletin board paper)



##### Procedure:

1. Explain a collage and tell students they will be looking through old magazines for pictures of people, old and young, that represent the variety of cultures in the world.
2. Instruct students to cut neatly and then glue pictures of people around the world into a pre-drawn heart shape on the butcher paper. You may prefer to glue the faces in rainbow shape with like colors.
3. Choose a title for the collage: "Many Places, Many Faces" or "All God's Family", or "Colors of the World", etc.

##### Suggested reading:

Children from Australia to Zimbabwe Maya Ajmera and Anna Rhesa Versola, Charlesbridge Publishing, Watertown, MA, c. 1997.

Children Just Like Me Barnabas and Anabel Kindersley, Dorling Kindersley Pub., Inc. New York, NY, c. 1995.

Cities of the World Michael Pollard, Schoolhouse Press, Inc., Lexington, MA, c. 1986.

The Crowded Cities Tessa Potter, Schoolhouse Press, Inc., Lexington, MA, c. 1986.

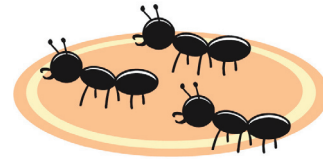
# "Jesus Loves the Little Children of the WORLD"



## Activity #2: Bug Ville Learns Respect and Cooperation

### Materials:

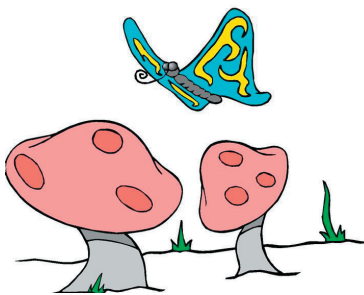
- Popsicle sticks
- Glue
- Scissors
- Crayons or Markers (optional)
- Laminating material such as contact paper
- Background music (optional)
- Script for Bug Ville Learns Cooperation and Respect



### Procedure:

Discuss with students the importance of working together, learning to work cooperatively and peacefully in our homes, our families, and our communities and in the world. Help them understand that friendships are important and that when we think of others and try to meet their needs, we can get along much better. Lead them to understand that God created everyone and even though we live in different parts of the world and have different colors in our eyes, hair and skin, we are all important to God.

Students will prepare the bugs by cutting and gluing them onto tag board. Glue onto popsicle sticks so they can be easily held by hand. Students can practice the skit, which is read by the teacher or other adult, by holding up their bug when they hear its name read during the skit. This may be performed for audiences such as a retirement center or parents.



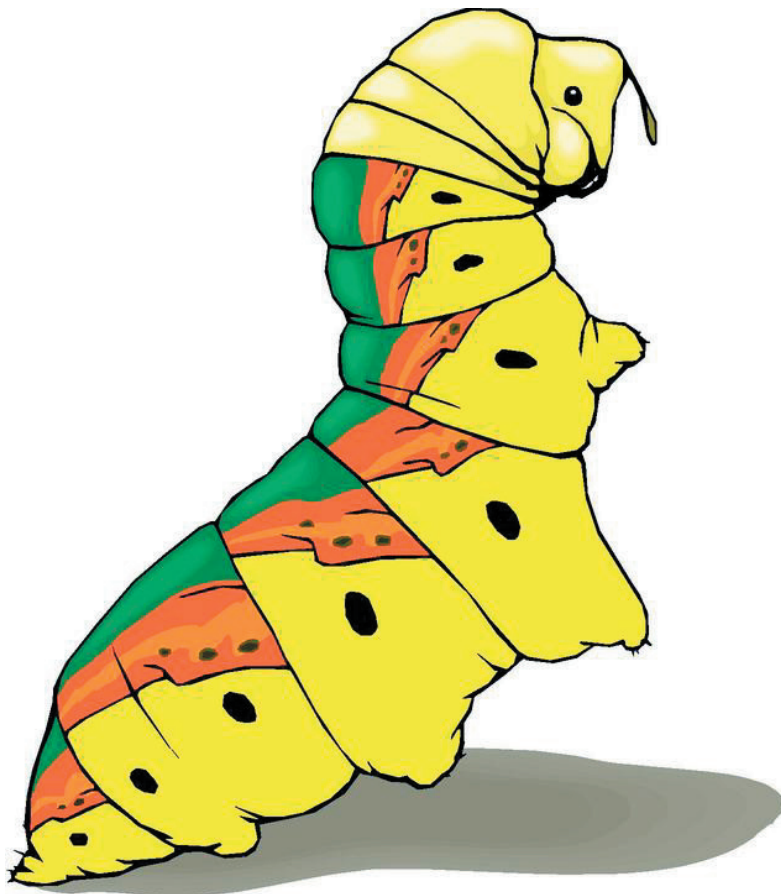
# Bug Ville Learns Respect and Cooperation

1. In a small community known as Bug Ville, there were six little bugs that were very different in the way they acted. Their names were **Puncher Bug**, **Climb Over the Desks Bug**, **Noisy Bug**, **Meanie Bug**, and **Respectful Bug**. All six bugs went to the same school in Bug Ville known as Bug Ville Elementary School.
2. On the way to school, **Puncher Bug** punched every bug that he passed. He just couldn't keep his hands to himself.
3. Then there was **Kicker Bug**. He tried to trip or kick all the other little bugs as they entered the school doors or when they went outside to recess. Students didn't like to be around **Puncher Bug** and **Kicker Bug** because they kicked and punched so much. The other bugs tried keep away from them and didn't want them for their friends.
4. Another naughty bug called **Climb Over the Desks Bug** just couldn't stay in his seat. He always wanted to sit by another bug either in front or behind him. He always disturbed the nice respectful bugs that were trying to listen to the teacher.
5. When it was time for recess or computer class, **Noisy Bug** would yell and shout down the hall and disrupt the other classes in the building.
6. All throughout the day, when the bugs were least expecting it, **Meanie Bug** would pinch, hit, trip, yell and push the bugs in the classroom, on the playground and in the hallways. He took things from their desks, grabbed their lunches and broke their pencils. The bugs didn't like **Meanie Bug** at all!
7. After class, the Teacher Bug gathered together all five bugs, **Puncher Bug**, **Kicker Bug**, **Climb Over the Desks Bug**, **Noisy Bug**, and **Meanie Bug**. She introduced them to **Respectful Bug** and told the five disrespectful bugs to watch how **Respectful Bug** acted and to follow his example so they could see how good bugs should behave. The five bugs watched and noticed that **Respectful Bug** always lined up and walked into the schoolroom quietly. He was polite and friendly. Inside the classroom he walked quietly to his seat and sat down. He got his work out and was ready to listen when the teacher came to talk to the bugs. During class he raised his hand before asking questions and he sat still and didn't wiggle around or disturb the other class bugs.
8. Now that you have met the six bugs, which bugs would you like to be and act like?
9. Being respectful is more than just sitting still and being quiet. It means we listen when someone is talking. We sing during music times. We participate when called upon. We follow directions. We obey rules. We are kind to others. We obey our parents and teachers. We love Jesus and that is why we want to show respect. Respect for Him, respect for our parents and teacher, respect for our friends and respect for others.

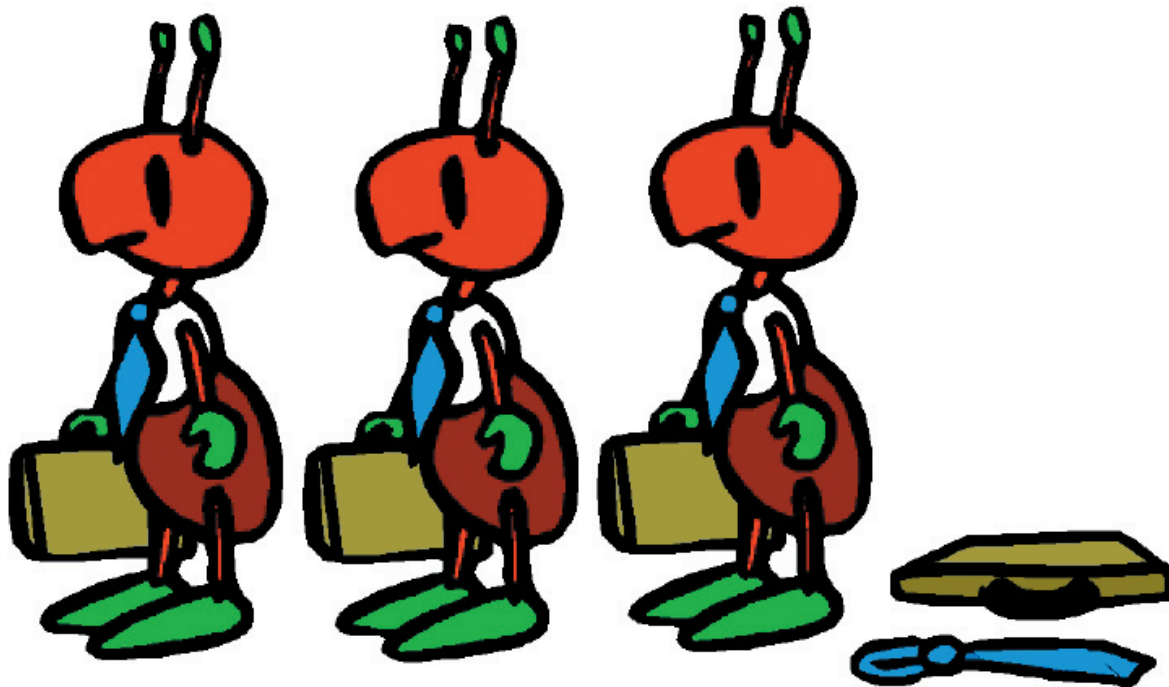


10. The naughty bugs from Bug Ville tried hard to change and be more like **Respectful Bug**. And soon, after very hard work and lots of time, **Noisy Bug**, **Kicker Bug**, and **Climb Over the Seat Bug** became known as the **Cooperation Triplets**, and **Meanie Bug** and **Noisy Bug** became known as the **Friendly Bugs**. Now **Respectful Bug** had lots of good friends and everyone in Bug Ville was happy. THE END



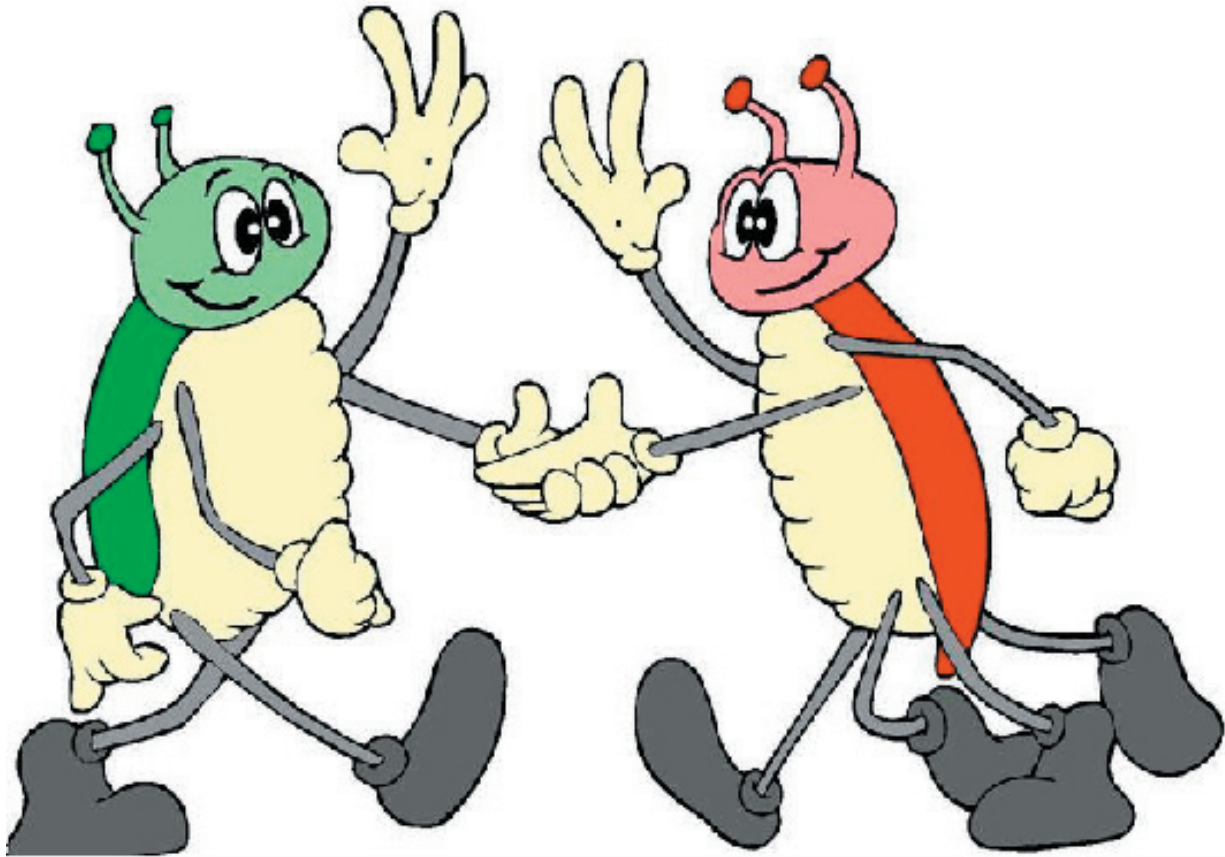


Climb over the Desks Bug



Cooperation Triplets





Friendly Bugs



Meanie Bug

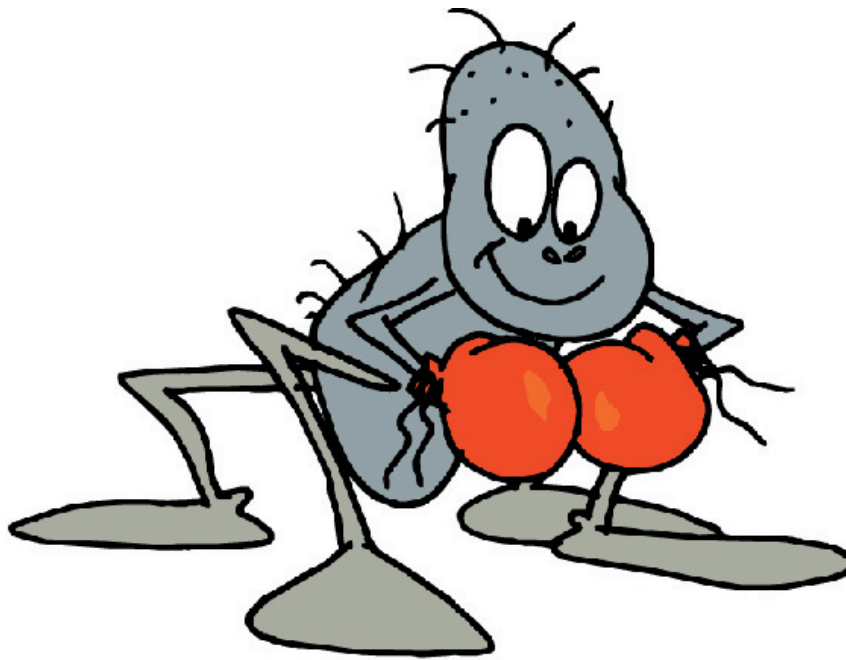




Noisy Bug



Respectful Bug



Puncher Bug



Kicker Bug

## LESSON FIVE: Responsibility is a BIG Word Defining responsibilities in the family

# Responsibility

### Goals:

- Students will be introduced to the importance of being responsible through a parable seen on Power Point presentation, "Parable of The Lazy Ant."
- Students will work cooperatively to create and own jobs in the classroom.
- Students will learn about being responsible in the community by visiting a nursing home and presenting a homemade card they have designed.

### Background Information for the Teacher:

#### A. Bible Lesson: Heaven - see Revelation 21.

1. Memory Verse: John 14:1-3 NIV, "Do not let your hearts be troubled. Trust in God; trust also in me. In my Father's house are many rooms; if it were not so, I would have told you. I am going there to prepare a place for you. And if I go and prepare a place for you, I will come back and take you to be with me that you also may be where I am."
2. Classroom reading materials: Byers, Carolyn. FOREVER STORIES, Jesus Takes Us Home, Review and Herald Pub. Assn., c. 1990.

#### B. Family, Neighborhood, and Community Background Information

Responsibility is a big word, but when students understand what it means they can practice it through daily chores at home, daily school work and chores at school's end and in their own churches. It is easy for "mom" or "teacher" do it all for them, but this is crippling to a student's growth. It is important to step back and let students make errors enabling them to learn and grow. The old adage "practice makes perfect" still holds true.

Students can understand responsibility through Jesus' example. Can you picture Jesus not coming when His mother or father called? Can you picture him leaving his room a mess, or forgetting to feed his pet lamb? These are concepts students can understand.

When students understand that we are preparing for a heavenly home, it helps them choose to be responsible, to do their best in being responsible citizens in their homes, at school, their church, their neighborhoods and communities. What we are will be seen in how we act. Doing kind things for others is a wonderful way to learn responsibility, caring and compassion. Following are a few paragraphs Ellen White penned to this thought.

"If we have Christ abiding with us, we shall be Christians at home as well as abroad. He who is a Christian will have kind words for his relatives and associates. He will be kind, courteous, loving, sympathetic, and will be educating himself for an abode with the family above. If he is a member of the royal family, he will represent the kingdom to which he is going. He will speak with gentleness to his children, for he will realize that they too are heirs of God, members of the heavenly court. Among the children of God no spirit of hardness dwells.



Remember that just as you are in your family, so you will be in the church. Just as you treat your children, so will you treat Christ. If you cherish an un-Christlike spirit, you are dishonoring God. . . . Position does not make the man. It is Christ formed within that makes a man worthy of receiving the crown of life, that fadeth not away.

God wants every person to begin at home, and there live the Christ-life. In the church and in every business transaction a man will be just what he is in his home. If he submits to the Holy Spirit's guidance in the home, if he understands his responsibility to deal with minds there, then when in responsible positions he will pursue the same course. Remembering the tenderness of Christ toward him, he will manifest the same love and tenderness toward others. . . .

The principles of heaven are to be carried out in every family, in the discipline of every church, in every establishment, in every institution, in every school, and in everything that shall be managed.

Men and women, children and youth, are measured in the scales of heaven in accordance with that which they reveal in their home life. A Christian in the home is a Christian everywhere. Religion brought into the home exerts an influence that cannot be measured. If we have Christ abiding with us, we shall be Christians at home as well as abroad. He who is a Christian will have kind words for his relatives and associates. He will be kind, courteous, loving, sympathetic, and will be educating himself for an abode with the family above. If he is a member of the royal family, he will represent the kingdom to which he is going. He will speak with gentleness to his children, for he will realize that they too are heirs of God, members of the heavenly court. Among the children of God no spirit of hardness dwells." (Sons and Daughters of God, p. 255.)

"Those who, so far as it is possible, engage in the work of doing good to others by giving practical demonstration of their interest in them are not only relieving the ills of human life in helping them bear their burdens, but are at the same time contributing largely to their own health of soul and body. Doing good is a work that benefits both giver and receiver. If you forget self in your interest for others, you gain a victory over your infirmities. The satisfaction you will realize in doing good will aid you greatly in the recovery of the healthy tone of the imagination. The pleasure of doing good animates the mind and vibrates through the whole body. While the faces of benevolent men are lighted up with cheerfulness, and their countenances express the moral elevation of the mind, those of selfish, stingy men are dejected, cast down, and gloomy. Their moral defects are seen in their countenances. Selfishness and self-love stamp their own image upon the outward man. That person who is actuated by true disinterested benevolence is a partaker of the divine nature, having escaped the corruption that is in the world through lust; while the selfish and avaricious have cherished their selfishness until it has withered their social sympathies, and their countenances reflect the image of the fallen foe, rather than that of purity and holiness." (Testimonies to the Church, Vol. 2, p. 534.)





## Suggested Activities:

### Activity #1 – Parable of The Lazy Ant

The teacher may show the Power Point presentation of “The Parable of The Lazy Ant.” This parable is intended to help students realize the value of being responsible in our homes and neighborhoods. If we do our part we feel better, others appreciate our contributions, we follow Jesus’ example of doing good, and we make our neighborhoods better places to live in.

### Activity #2: Happy Helpers

#### Materials needed:

- Pencil
- Paper
- Glue
- Scissors
- Pictures of potential classroom chores
- Poster board

#### Procedure:

1. Talk to students about the importance of working together to make a happy home, neighborhood and community when everyone does their part.
2. Talk about jobs or chores they have at home and jobs or chores that could be done at school.
3. Create a list on the whiteboard of the various chores that need to be done every day in the classroom.
4. Make pictures or symbols on a poster board, or have a pre-printed job chart that allows the class to create school jobs.
5. Talk to the students about taking turns, and demonstrate how each job will be rotated so that everyone will have a turn during the year.







### Activity #3 - Sharing and Caring

Community Service starts young. This activity helps students connect with the older generation and teaches caring. There are many other ways to involve students in community service. This is just one way. How about raking leaves for an elderly person; making cookies and taking them to a neighbor; making cards for a children's hospital; making Christmas boxes of toys for children's organizations. Can you think of others?

#### Materials:

- Paper, may be colored or plain
- Crayons or markers
- Stickers
- Glitter

#### Procedure:

1. Make arrangements ahead of time to visit a retirement center.
2. Have each student make a pretty nature picture card that can be shared with a resident.
3. Write simple phrases on the white board that students can copy such as: You are special to God. God loves you and so do I. Have a Happy Day! I am thinking of you. Etc.
4. Bus students to the center and have students distribute the cards to the residence.
5. Optional: Have students sing a few group songs before distributing the cards.



[http://www.abanet.org/publiced/lawday/schools/lessons/k3\\_community.html](http://www.abanet.org/publiced/lawday/schools/lessons/k3_community.html)

[http://www.usaweekend.com/diffday/tools/guides/teachers\\_guide.html](http://www.usaweekend.com/diffday/tools/guides/teachers_guide.html)

**CONCLUSION: Families are Forever**  
Celebrating families, neighborhoods and communities



**Goals:**

1. Students will learn that no family, neighborhood, or community will be perfect until we are in God's heavenly home, but that while we live on this earth we can do our best to respect, cooperate and do our part to get along with each other.
2. Students will work cooperatively in creating a three-dimensional neighborhood.

**Background Information for the Teacher:**

**A. Bible Lesson: Heaven - see Revelation 21 - (a continuation of Lesson 5.)**

1. **Memory Verse:** John 14:1-3 NIV, "Do not let your hearts be troubled. Trust in God; trust also in me. In my Father's house are many rooms; if it were not so, I would have told you. I am going there to prepare a place for you. And if I go and prepare a place for you, I will come back and take you to be with me that you also may be where I am."
2. **Classroom reading materials:** Byers, Carolyn. FOREVER STORIES, Jesus Takes Us Home, Review and Herald Pub. Assn., c. 1990.

**B. Families, Neighborhoods, and Communities Background Information**

This is the conclusion of the introduction to Family, Neighborhood, and Community Unit. And yet it is also a beginning. Many of the concepts and ideas presented can be used throughout the year to continue the study of Family, Neighborhood and Community.

When families are happy and get along with other families, it creates nice neighborhoods. And when neighborhoods get along with other neighborhoods and everyone performs their job it creates happy communities.

Since sin entered our world, Christians have had to work harder to have happy families, safe neighborhoods and safe communities. We have to do our part to keep happiness and peace and a clean environment.

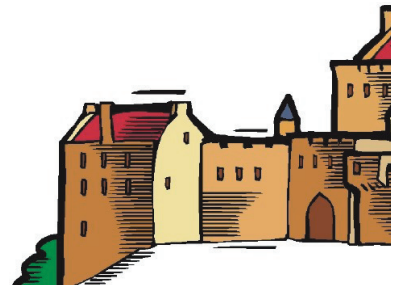
When Jesus comes again our families will join Jesus' special family gathered from all over the world. All the neighborhoods that Jesus is building in heaven will be perfect. Everyone will live in one big happy community and be the family of God.

## Suggested Activities:

### Activity #1 - Our Classroom Community

#### Materials:

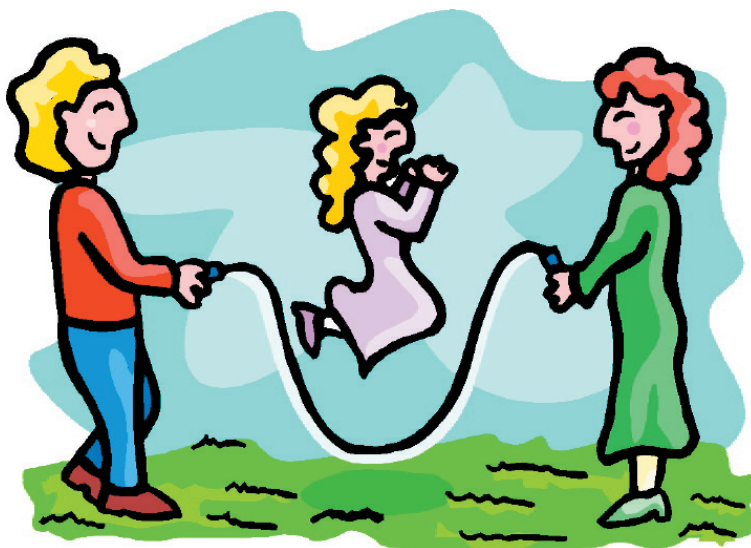
- Assorted sizes and shapes of boxes and cardboard cylinders
- Plastic animals
- Blue paint for water
- Millet or smaller for sand
- White labels that can be cut for road dividers
- Grass and tree materials from model trains
- A light weight but sturdy 4' x 8' board such as masonite or an available large table



#### Procedure and concluding Assessment:

1. Students will demonstrate understanding of family, neighborhood, and community as they work in cooperative groups to build a three-dimensional model community on a large 4' x 8' top.
2. Decide if you want to make a community here on earth or create an imaginary community in heaven. If you choose the latter you may wish to use white or gold spray paint for your buildings and glitter to make them sparkle.
3. If you choose to make a 4' x 8' top you will use the above materials to create grass, sand, roads, water, etc., on a flat surface. This makes it a place to build a miniature town that can be placed on display and used throughout the year.
4. Click on the link to find instructions for making a box community.

<http://www.enchantedlearning.com/crafts/Boxtown.shtml>



## Resources

The following are resources that relate to families, neighborhoods, and communities. These resources are intended to enhance the unit with information, illustrations or ideas for further multidisciplinary activities. Some links have great educational units on families, neighborhoods, and communities. Be sure to check out every site!

### Enrichment Activities in:

SCIENCE: Animal Families and Communities Sites

<http://www.harcourtschool.com/activity/animalcom/animalcom.html>

<http://www.tlsbooks.com/animalfamilies.htm>

<http://www.fi.edu/tfi/units/life/habitat/habitat.html>

MATH: Math Families Plus More Math Sites

<http://math.about.com/od/addingsubtracting/a/facts.htm>

<http://www.funbrain.com/>

MUSIC: Music and Musical Families Sites and Family Songs

<http://pbskids.org/barney/children/music/memyfamily.html>

<http://www.dsokids.com/2001/instrumentchart.htm>

<http://www.exhibits.pacsci.org/music/Instruments.html>



### Songs to learn:

- Hemphill, Joel, "He's Still Workin' On Me." c1980 by Hemphill Music Company. Brentwood, Kids Sing Praise. New Spring Publishing/ASCAP, Brentwood Publishing, c1986.
- Root, G.F. and Rev. C.H. Woolston, "Jesus Loves the Little Children." c. 1986 New Spring Publishing. Brentwood, Kids Sing Praise. New Spring Publishing/ASCAP, Brentwood Publishing, c1986.
- Trad. Spiritual, "He's God the Whole World in His Hands." c1986 New Spring Publishing. Brentwood, Kids Sing Praise. New Spring Publishing/ASCAP, Brentwood Publishing, c1986.
- McNaughton, J.H., arr. "Love at Home." Christ in Song. Review and Herald Pub. Assn., c 1908.
- Palmer, H.R. "Angry Words! Oh, Let Them Never." Christ in Song. Review and Herald Pub. Assn., c1908.
- Fulmore, Chuck. (Lots of family songs). Heaven is for Kids, vol. 1 and 2. Northwest Gospel Music Pub. Co., c. 1978.



LANGUAGE ARTS: Word Family Sites

[http://members.tripod.com/Tiny\\_Dancer/etword.html](http://members.tripod.com/Tiny_Dancer/etword.html)

<http://www.enchantedlearning.com/rhymes/wordfamilies/>

**Works Cited:**

Ajmers, Maya and John D. Ivanko. Be My Neighbor. Charlesburg, c2004.

White, Ellen G. Adventist Home. Southern Pub. Assn., Nashville, TN, c1952.

\_\_\_\_\_. Desire of Ages. Pacific Press Pub. Assn., Mountain View, CA c1940.

\_\_\_\_\_. Patriarchs and Prophets. Pacific Press Pub. Assn., Mountain View, CA c1958.

\_\_\_\_\_. Sons and Daughters of God. Review and Herald, Washington, D.C., c1955.

\_\_\_\_\_. Testimonies to the Church, Vol. 2. Pacific Press Pub. Assn., Mountain View, CA, c1948.

Wilt, Joy. The Nitty-Gritty of Family Life. Educational Products Division, Waco, TX, c1979.

**Literature Connections:**

Ajmers, Maya and Anna Rhesa Versola. Children from Australia to Zimbabwe. Charlesbridge Publishing, Watertown, MA, c1997.

Berenstain, Stan and Jan. Week at Grandma's. Random House, New York, NY c1986.

\_\_\_\_\_. Go to School. Random House, New York, NY c1978.

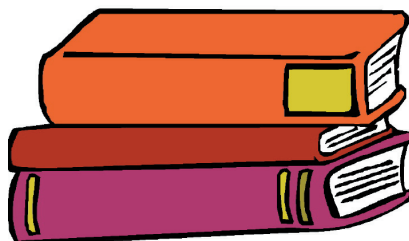
\_\_\_\_\_. Moving Day. Random House, New York, NY c1981.

\_\_\_\_\_. New Baby. Random House, New York, NY c1974.

\_\_\_\_\_. On the Job. Random House, New York, NY c1987.

\_\_\_\_\_. Trouble at School. Random House, New York, NY, c1986.

\_\_\_\_\_. Visit the Dentist. Random House, New York, NY c1981.



Burton, Virginia Lee. The Little House. Houghton Mifflin Co., Boston, MA c1942, 1969.

Byers, Carolyn. FOREVER STORIES: Getting Ready for Jesus, vol. 3. Review and Herald Pub. Assn., Hagerstown, MD, c1989.

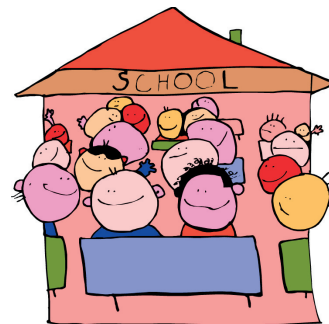
\_\_\_\_\_. FOREVER STORIES: God Makes a Promise, vol. 2. Review and Herald Pub. Assn., Hagerstown, MD, c1989.



\_\_\_\_\_. FOREVER STORIES: God Makes Our World, vol. 1. Review and Herald Pub. Assn., Hagerstown, MD, c1990.

\_\_\_\_\_. FOREVER STORIES: Jesus Lives with Us, vol. 4. Review and Herald Pub. Assn., Hagerstown, MD, c1989.

\_\_\_\_\_. FOREVER STORIES: Jesus Takes Us Home, vol. 5. Review and Herald Pub. Assn., Hagerstown, MD, c 1990.



Kalman, Bobbie. Community Helpers from A to Z. , Crabtree Publishing Company, c1988.

Kindersley, Barnabas & Annabel. Children Just Like Me. Dorling Kindersley Pub., Inc., New York, NY, c1995.

Leedy, Loreen. Who's Who in My Family? Holiday House, New York, NY, c 1995.

Maxwell, Arthur S. The Bible Story, Vol. 1-10. Review and Herald Pub. Assn., c. 1953.

Maynard, Christopher. Jobs People Do. Dorling Kindersley Pub. Inc., New York, NY, c1997.

Pollard, Michael. Cities of the World. Schoolhouse Press, Inc., Lexington, MA, c1986.

Potter, Tessa. The Crowded Cities. Schoolhouse Press, Inc., Lexington, MA, c 1986.

Rosenberg, Maxine B. Brother and Sisters. Clarion Books, New York, NY, c1991.

Simon, Norma. All Kinds of Families. Albert Whitman and Co., Morton Grove, IL, c1976.

Wilder, Laura Ingalls. Farmer Boy. Harper and Row, NY, c1933, 1961.

\_\_\_\_\_. Little House in the Big Woods. Harper and Row, NY, c1932, 1959.

\_\_\_\_\_. Little House on the Prarie. Harper and Row, NY, c1935, 1963.

\_\_\_\_\_. On the Banks of Plum Creek. Harper and Row, NY, c1937, 1965.

Wilt, Joy. A Kid's Guide to Understanding Parents. Educational Products Division, Waco, TX, c1980.

\_\_\_\_\_. The Nitty-Gritty of Family Life. Educational Products Division, Waco, TX, c1979.

\_\_\_\_\_. Surviving Fights with Your Brothers and Sisters. Educational Products Division, Waco, TX, c1978.

### More Suggested Web Resources:

<http://scrapbooking.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.berensteinbears.com%2Fdressup.html> (Printable Berenstein Bear Paper dolls)

<http://www.ancestry.com/learn/library/article.aspx?article=8173>  
(Celebrate families)

<http://www.thefamilyworks.org/Parenting/HoliTrad.htm> (Article on family traditions)

<http://auntannie.com/> (Craft ideas)

<http://www.uen.org/themepark/habitat/communities.shtml> (Community/Neighborhood)

<http://www.kab.org/partners.asp?id=314&rid=315> (Learn about care for our environment)

<http://www.homeschoolingadventures.com/k3.html> (K-3 family lesson plans + more)

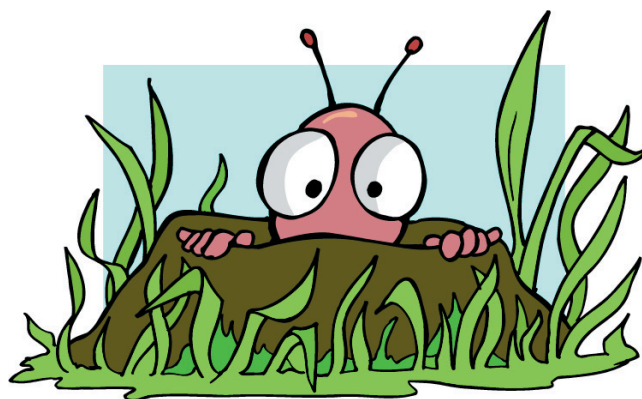
<http://students.resa.net/stout/EarlyElementarySocialStudiesUnits.htm> (See above)

[http://www.dptv.org/tec/YOUVILLE/DOWNLOADS/14\\_scope\\_3.pdf](http://www.dptv.org/tec/YOUVILLE/DOWNLOADS/14_scope_3.pdf) (Neighborhood)

<http://ohioline.osu.edu/hyg-fact/5000/5206.html> (Understanding other cultures)

<http://www.quia.com/rr/31917.html> (Game on Bible Families)

[http://www.bosnsw-k6.nsw.edu.au/linkages/IntegratedUnits/TeacherLibrarians/librarians\\_celebrate.html](http://www.bosnsw-k6.nsw.edu.au/linkages/IntegratedUnits/TeacherLibrarians/librarians_celebrate.html) (On Celebrations)



**About this unit:**

Writing a unit about family, neighborhood and community is a bit daunting when you consider that each component is studied for the first four years of school (K-3). I chose to think of this as an "introduction" to stimulate your creativity and demonstrate how you can connect other disciplines to this topic. I hope you will use this unit as a springboard to "kickstart" your school year off to a great year for learning and investigating all about family, neighborhood and community.

**Special thanks:**

- To my son, Jeff Martella, for his contribution of "The Parable of the Lazy Ant", written when he was attending Greater Boston Academy in Stoneham, MA.
- To my friend, Teresa Ecols, for giving me the idea of Bug Ville when I was living in Orem, UT.

**Contact me:**

If you use any or part of this unit, I would be interested in hearing how you and your students enjoyed it. You may email me with further suggestions, ideas or comments:

[lmartella55@hotmail.com](mailto:lmartella55@hotmail.com)

