


2nd Grade – My Neighbors are Nebraska – Lesson 4

Grade 2	<p>Theme: My Neighbors are Nebraska (History) Lesson Title: Who are the People in My Neighborhood? Literacy Strategies: Note-making, Think Aloud, summary writing</p>
Objectives / Learning Targets	<p>1. I can interview a community member from my neighborhood to discover important biographical information about my neighbor.</p>
Background Information	<p>This lesson would work best if the teacher is able to invite neighbors or community members to come visit the class. There may be a city council member or other city leader who offices near your school or who lives in the neighborhood. You might invite several guests to the classroom for a day to tell about their role in the neighborhood and provide students time to interview a community member. Consider providing interview questions to class guests in advance of their visit.</p> <p>If neighborhood guests are not possible, the teacher might have students interview “neighbors” from the school like the security guard, secretary, counselor, cafeteria worker, etc.</p>
Materials & Resources	<p>Poster/chart paper for showcasing interview information</p> <div style="text-align: center;">  </div>
Content Standards/ Indicators	<p>Social Studies: SS 2.4.1.d, SS 2.4.2.a ELA: LA 2.1.5.b, LA 2.1.5.c, LA 2.1.6.f, LA 2.1.6.g, LA 2.1.6.i, LA 2.1.6.l, LA 2.1.6.n, LA 2.2.1.c, LA 2.2.1.g, LA 2.3.1.a, LA 2.3.1.b, LA 2.3.1.c, LA 2.3.3.a, LA 2.3.3.d, LA 2.4.1.c</p>
Procedures & Routines	<p>Anticipatory Set: Play the video “Sesame Street: Ben Stiller Sings About Friends & Neighbors” (or any Sesame Street: People in Your Neighborhood” video) https://www.youtube.com/watch?v=O_yohVIVbEA&index=3&list=RDjwDq32MtOQU Brainstorm other people in the neighborhood (teachers, bus driver, dentist, lifeguard, librarian, plumber, grocer, fireman, police officer, doctor, etc.)</p>
Gradual Release of Instruction	<p>Modeled: Show the students a blank timeline. Explain that timelines are sequenced in a chronological order to show the major events of someone's life. Point to the first box and explain that this is where the students will write down important information about someone from their neighborhood.</p>

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Students might interview community members by asking questions like:

- When were you born? Where were you born?
- How long have you lived in Nebraska? How long have you been in this neighborhood?
- What different jobs have you had?
- What is your favorite thing about Nebraska?
- What do you want people to know about what you do in our neighborhood?
- What do you hope people will always remember about you?

Model/share how to complete the timeline by completing a mock interview.

Shared:

Pair students together. Ask students to brainstorm other questions they could possibly ask a neighbor during an interview (optional). Have students practice interviewing using the questions provided. Provide students feedback on proper interviewing etiquette.

Guided:

Invite guests to the classroom for the Neighbor Interviews. Assign students a “neighbor” and allow time for them to talk and complete their interviews. Partner students together if preferred.

Independent:

Students work to complete their poster with information gathered from the interview. Instead of a cut-out, the teacher might take a picture of the student with their neighbor and paste it to the poster.

Summary	Have students write a thank you note to the neighbor they interviewed.
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