



Wonderwood Curriculum

for Building Knowledge

Week 2: Communities

Wonder Question: What do people need to live and thrive?

Overview

Last week we learned about maps. This week we are diving into communities. The idea that connects these two topics is who do we live with and near.

Lesson Plans

Each week's lesson plans will follow the same structure to **BUILD** children's knowledge.

- **B**egin With Wonder
- **U**ncover Ideas
- **I**nquire Further
- **L**earn By Doing
- **D**ecide What's Next

All printables and the resource list is available following the lesson directions.

This week we're going to BUILD children's knowledge about communities.

- Day 1: Begin With Wonder (10-15 minutes)
- Day 2: Uncover Ideas (20-30 minutes)
- Day 3: Inquire Further (30-45 minutes)
- Day 4: Learn By Doing (20-30 minutes)
- Day 5: Decide What's Next (20-30 minutes)



If you want more information about how the lessons are designed, refer to the [Wonderwood Curriculum Overview](#).



Day 1: Begin With Wonder (10-15 minutes)

Parent or Teacher Directions

1. Remind children that last week they learned about maps and the connection between maps and this week's topic is "Who do we live with and near?"
2. Share the week's Wonder Question: "What do people need to live and thrive?"
3. Complete the Wonder Task. (*Printable provided at the end.*)
 - a. Watch the video: [Types of Communities](#)¹.
 - b. Ask children what they notice and wonder about communities. Sample questions:
 - i. What do you notice about where people live?
 - ii. How are these places alike or different?
 - iii. What do all communities seem to need?
 - c. Have children write, draw, or dictate (and you write) what they notice and wonder on their Wonder Task printable.
4. Create the Wonder Board for the week. (*Printable provided at the end.*)
 - a. Share that children will explore their wonderings this week: "What do you want to find out about communities? We will spend this week seeking answers to our Wonder Question and your questions."
 - b. As needed, show them how to turn their wonderings into questions, e.g., "I wonder who keeps our parks clean." → "Who takes care of parks in our community?"
 - c. Then have children write, draw, or dictate (and you write) their questions on the Wonder Board.
5. If children need some question inspiration, share some suggestions:
 - a. What is a community?
 - b. Who works in a community?
 - c. What buildings are important?
 - d. How do people help each other in our community?
 - e. What happens when something goes wrong in a community?
6. Post the Wonder Board in a place that's easy to revisit.
7. Let the questions guide the knowledge building for the week.

Printables and Materials for Day 1

- Wonder Task
- [Types of Communities](#)
- Wonder Board (printed) or chart paper or poster board or white board/bulletin board with index cards for the Wonder Board

¹ <https://www.youtube.com/watch?v=NR7z9FbUf5k>





Day 2: Uncover Ideas (20-30 minutes)

Parent or Teacher Directions

1. Review the Wonder Board (started on Day 1).
 - a. Ask: “What questions do we have?”
 - b. Select one or more questions to focus on for the day.
2. Complete Tuesday on the Knowledge Map. (*Printable provided at the end.*)
 - a. Remind children that the Knowledge Map is how they will keep track of what they learn about communities this week.
 - b. Have children write, draw, or dictate (and you write) the selected questions on the Knowledge Map for Tuesday.
 - c. Then work with them to identify what they already know, other questions they might have, and how they will find their answers. Do not complete the last question yet.
3. Have children spend 8-10 minutes using Wonderwood or exploring books about communities either on hand or from a local library. See the Resource List: Communities (Week 2) for options. (*Printable provided at the end.*)
4. Revisit the Knowledge Map.
 - a. Have children share what they learned from their exploration.
 - b. Discuss which questions they can now answer. As it makes sense, revisit the Wonder Board to look for other questions they may now have answers for (even those they didn’t identify at the beginning of the day) and document that status on the Wonder Board.
 - c. Have children write, draw, or dictate (and you write) their answers to the last question: What have you learned about communities? Answer your questions.
 - d. Lastly, have children share new questions they may have about communities after their exploration. As it makes sense, add those questions to the Wonder Board.
 - e. Share progress on your questions and answers in The Knowledge Builders Club for Families Facebook group.

Printables and Materials for Day 2

- Wonder Board (started on Day 1)
- Knowledge Map
- Wonderwood or books: Resource List: Communities (Week 2)



Day 3: Inquire Further (30-45 minutes)

Parent or Teacher Directions

1. Have children complete Our Community Chart (Week 2) to show what they know.
(Printable provided at the end.)
 - a. Brainstorm examples in your community for each feature.
 - b. Then answer the questions about your community.
 - c. To further reinforce skills and knowledge, sort the different types of jobs into categories, discuss what different community helpers have in common with each other, or create charts or graphs representing statistics about community helpers or features.
2. Review the Wonder Board (started on Day 1) and Knowledge Map (started on Day 2).
 - a. Prompt children to identify and select one or more questions to focus on for the day.
 - b. Have children write, draw, or dictate (and you write) the selected questions on the Knowledge Map for Wednesday.
 - c. Then work with them to identify what they already know, other questions they might have, and how they will find their answers. Do not complete the last question yet.
3. Have children spend 10-15 minutes using Wonderwood or exploring books about communities either on hand or from a local library. See the Resource List: Communities (Week 2) for options.
4. Revisit the Knowledge Map.
 - a. Have children share what they learned from their exploration.
 - b. Discuss which questions they can now answer. As it makes sense, revisit the Wonder Board to look for other questions they may now have answers for (even those they didn't identify at the beginning of the day) and document that status on the Wonder Board.
 - c. Have children write, draw, or dictate (and you write) their answers to the last question: What have you learned about communities? Answer your questions.
 - d. Prompt children to consider different aspects and connections to communities. Use the Semantic Map: Communities to share new connections to communities.
(Printable provided at the end.)
 - e. Lastly, have children share new questions they may have about communities. As it makes sense, add those questions to the Wonder Board.

Printables and Materials for Day 3

- Our Community Chart (Week 2)
- Wonder Board (started on Day 1)



Week 2: Communities Lesson Directions

- Knowledge Map (started on Day 2)
- Wonderwood or books: Resource List: Communities (Week 2)
- Semantic Map: Communities (Week 2)



Day 4: Learn By Doing (20-30 minutes)

Parent or Teacher Directions

1. Review the Knowledge Map (started on Day 2).
 - a. Say: “We can learn about communities from texts we listen to or read. We can also learn by doing. Today we will apply what we know about communities and learn more about communities by exploring them.”
 - b. Ask: “What do you know about communities?”
2. Engage in a Learn By Doing Experience about communities (provided below). *Note: There are 4 options, or be creative and come up with your own!*
3. Revisit the Knowledge Map.
 - a. Have children share what they learned from their experience.
 - b. Have children write, draw, or dictate (and you write) their answers to Thursday’s question: What have you learned about communities?
 - c. Prompt children to consider different aspects and connections to communities. Use the Semantic Map: Communities to share new connections to communities.
 - d. Lastly, have children share new questions they may have about communities after their exploration. As it makes sense, add those questions to the Wonder Board.

Printables and Materials for Day 4

- Wonder Board (started on Day 1)
- Knowledge Map (started on Day 2)
- Semantic Map: Communities (Week 2)



Learn By Doing Experience: Communities (Week 2)

Option One: Interview a Community Helper

- Work together to write interview questions. For example:
 - What is your name?
 - What do you do in our community?
 - Who else do you work with?
 - How long have you lived in our community?
 - What is your favorite thing about our community?
- Help children secure an interview with a postal worker, librarian, sanitation worker, etc. For older children (particularly if the community helper is someone they know), consider having them join them on the job for a whole or part of a day.
- Help children conduct the interview and record it (assuming the interviewee consents to being recorded).
- Then watch the interview with the whole family.
- Reflect on the interview: “What do you like about the job? What do you dislike? What job do you want to do when you grow up?”

Option Two: The Ideal Community

- Ask: “If you lived in a dream or ideal community, what would it include?”
- Refer to your Our Community Chart (Week 2) to identify the different community features.
- As needed, visit and/or observe places in the community to become more familiar with each of the features.
- Then have children describe and draw their dream or ideal community (e.g., they can draw a map), including each of their dream community features.
- Ask: “What does your dream community need to thrive? How is your dream community different from our current community? What might we do now in our community to get closer to making your ideal community real?”

Option Three: Community Tour

- Research and select 2-3 different community institutions (e.g., school, park, library, courthouse, city hall, post office, fire station) where there are community helpers to visit on a field trip.
- Before the field trip, get any permissions you need to visit, and then have children read or make a map of the community and mark the places that you plan to visit and figure out how you will get there (e.g., what route will you take and how will you sequence your visits).
- At each location, find a place to observe what happens and who visits the institution.
- Ask: “Who is in our community? What do you notice and wonder about them?”



- Have children create a list of what they notice and wonder and draw pictures of their observations.
- After the field trip, have children share their observations with a family member who didn't participate in the field trip.
- As an optional extension, ask children to create a story about a community helper. Have them write it down and illustrate it or dictate it and you write it down. Then read the story to a family member.
- Share either the observations or story with The Knowledge Builders Club for Families Facebook group.

Option Four: Community Service Project

- Research and select a community service project. It could be a book or food drive or a community clean-up day.
- Discuss what you will need to do to participate in the project (e.g., how to sign up, what tools to bring, what clothes to wear, etc.) and make a plan.
- Then participate in the service project.
- Be sure to take pictures and videos to document the experience!
- After the project, reflect on the experience: "What did you do? Who else participated? What did you learn? How else might we help in our community?"
- Then have children create a book or video of the experience with the pictures and descriptions of what was done.
- Share your experiences with The Knowledge Builders Club for Families Facebook group.



Day 5: Decide What's Next (20-30 minutes)

Parent or Teacher Directions

1. Review the Wonder Board (started on Day 1) and Knowledge Map (started on Day 2).
 - a. Ask: "What have you learned about communities? What do you still want to learn?"
 - b. Have children write, draw, or dictate (and you write) the selected questions on the Knowledge Map for Friday.
 - c. Then work with them to identify what they already know, other questions they might have, and how they will find their answers. Do not complete the last question yet.
2. Have children spend 8-10 minutes using Wonderwood or exploring books about communities either on hand or from a local library. See the Resource List: Communities (Week 2) for options.
3. Revisit the Knowledge Map.
 - a. Have children share what they learned from their exploration.
 - b. Have children write, draw, or dictate (and you write) their answers to the last question: What have you learned about communities? Answer your questions.
4. Revisit the Wonder Board.
 - a. Have children review and identify any remaining unanswered questions and document that status on the Wonder Board.
 - b. As children express interest in answering the unanswered questions, encourage them to further explore Wonderwood or unexplored books about communities on their own/during their free time to answer these questions.
5. Close out the week.
 - a. Say: "This week we've focused on what people need to live and thrive."
 - b. Ask a follow-up question such as:
 - i. "What do you love most about your community?"
 - ii. "What could make it better?"
 - iii. "Who makes your community special?"
 - iv. "What is your favorite question we asked?"
 - v. "What is a question you still have?"
 - vi. "What are you looking forward to learning about next?"
 - c. Have children draw a badge for themselves that shows what they learned (e.g., a helping hand or a special community building or landmark).
 - d. Share the badges and what your children learned about communities in The Knowledge Builders Club for Families Facebook group.
6. Make connections and move the learning forward as a bridge to next week.



Week 2: Communities Lesson Directions

- a. Say: “Now that we know more about our community and who lives here, next week we’re going to learn more about what brings us together. What do you think our topic will be?”
- b. Have children share their guesses.
- c. Then say: “We will pick up our knowledge journey next week.”

Printables and Materials for Day 5

- Wonder Board (started on Day 1)
- Knowledge Map (started on Day 2)
- Wonderwood or books: Resource List: Communities (Week 2)



Our Community Chart (Week 2) p.1

Community Feature	Description/Definition	Examples from Our Community
Places and spaces	Important locations in the community where people live, work, learn, or gather	
People and jobs	The different kinds of people (e.g., helpers, leaders) who do work to help the community: who are they and what do they do?	
Services and support	The different ways the community helps its members (e.g., healthcare, safety, education) and the organizations or institutions that provide those services	
Government	The way the community is organized and governed: Who is in charge of the community? What are the rules and laws of the community?	
Infrastructure	Invisible things (systems and processes) that keep the community running and the organizations and institutions that maintain those	
Events and traditions	Celebrations, gatherings, events, and shared beliefs and/or unique food, languages, or customs	



Our Community Chart (Week 2) p.2

Community Feature	Description/Definition	Examples from Our Community
Environment	Natural elements in or around the community (e.g., parks, weather, climate, animals)	
Communication	The ways that people connect with each other and share information (e.g., news, signs, social media, town meetings)	
Business and economy	The types of businesses in the community and the ways that people get what they need (e.g., goods and services)	

Who do I know in my community? How do I connect with them? Draw or write your answer.



Our Community Chart (Week 2) p.3

What makes my community strong and thriving? Draw or write your answer.

What would your community miss if it were gone? Draw or write your answer.

What's something you're proud of in your community? Draw or write your answer.



Wonder Task

This week's Wonder Question:

--

This week we're learning about _____.



I noticed...

This led me to wonder...



Wonder Board

This week we're learning about _____.

#	Questions	Unanswered	Explored	Answered



Wonder Board Setup Example

This is an example of how you might set up the Wonder Board if you do not use the printable handout.

- Create a bulletin board or piece of chart paper or poster board paper with three categories: Unanswered Questions, Explored Questions, and Answered Questions.
- Gather index cards (and tape) or sticky notes.
- Write one question per index card or sticky note.
- Move the index cards and sticky notes throughout the week to the appropriate category.
- When you get an answer, add that to the card or sticky note.

This week we're learning about _____.

Unanswered Questions

How do we use maps?

How did people use maps in the past?

How do people create maps?

Explored Questions

Answered Questions

What are different types of maps?

Physical, political, topographical, weather



Knowledge Map p.1

This week's Wonder Question:

This week we're learning about _____.

Day 2 (Tuesday)

Select and rewrite one or more questions from your Wonder Board.

What do you already know that might help you answer your question?

What other questions do you have? What else might you need to find out?

How will you find answers?

What have you learned? Answer your questions.



Knowledge Map p.2

Day 3 (Wednesday)

Select and rewrite one or more questions from your Wonder Board.

What do you already know that might help you answer your question?

What other questions do you have? What else might you need to find out?

How will you find answers?

What have you learned? Answer your questions.

Day 4 (Thursday)

What have you learned?



Knowledge Map p.3

Day 5 (Friday)

Select and rewrite one or more questions from your Wonder Board.

What do you already know that might help you answer your question?

What other questions do you have? What else might you need to find out?

How will you find answers?

What have you learned? Answer your questions.





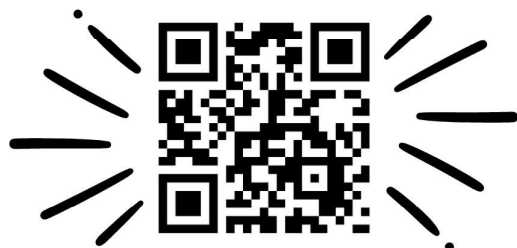
Resource List: Communities (Week 2)

Take this book list to the library*

- What Are Different Types of Communities?, Josie Keogh
- Look Where We Live!, Scot Ritchie
- Producers and Consumers, Sloane Wilden
- Jobs and Earnings, Sloane Wilden
- Living in Rural Communities, Kristin Sterling (also Suburban and Urban options)
- Night in the City, Julie Downing
- Keeping the City Going, Brian Floca
- A Chair for My Mother, Vera M. Williams
- Last Stop on Market Street, Matt de la Peña
- Dear Street, Lindsay Zier-Vogel and Caroline Bonne-Müller
- Harlem Grown: How One Big Idea Transformed a Neighborhood, Tony Hillery
- Maybe Something Beautiful, F. Isabel Campoy and Theresa Howell
- We are the Builders, Deepa Iyer

– OR –

Download
Wonderwood



Select “Communities,” “People,”
“Buildings,” “Places,” or “Parks.”

Note: If children are not yet able to read, Wonderwood reads aloud texts, so they can still use it independently.

For printed books, either read aloud the book or search for a read-aloud video of the book online.

Use these topics to search for children’s books, videos, and other resources:

- neighborhoods
- jobs
- community helpers
- schools
- parks
- emergency workers
- fire station
- post office
- grocery stores
- local government
- local economy

Access additional resources
and support in The Knowledge
Builders Club for Families
Facebook Group.

*Every family is different. While we’ve curated this list with care, we recommend parents preview each book to ensure it’s the right fit for their child.



Semantic Map: Communities (Week 2)

When children have knowledge about maps, they have access to many other topics.



Each connection or relationship between the two topics is a new idea for children to understand. Examples:

- Construction is necessary to build the buildings, roadways, and other infrastructure that a community relies on for shelter, transportation, work, etc.
- Ancient civilizations were different types of communities of people that existed and worked together to thrive.
- Communities have an economy which involves money.
- When natural disasters occur, communities are often affected and have to come together to rebuild.