

## OUR COMMUNITIES: Additional Activities and Links

Connects to **What do we know about us?** on page 103

As an alternative to charting children's thinking, you could create an "online noticeboard" (e.g., using Popplet or a similar program) where children could record questions and later refer back to it to add answers they find, photographs they take, etc.

Connects to **What do we want to find out about us?** on page 111

An interactive game at <http://ca.ixl.com/math/grade-1/interpret-data-in-tally-charts-picture-graphs-tables> may assist children still mastering how to interpret data in tally charts, picture graphs, and tables. (An animated movie that explains similar information is at <http://www.brainpopjr.com/math/data/tallychartsandbargraphs/>.)

Connects to **What do objects and spaces in our school tell us?** on page 116

You could create a scavenger hunt that involves important objects and spaces in your classroom or school. Some options: offer extreme close-up photos you have taken that show a part of various classroom/school objects and challenge children to find the actual items, or make up riddles about objects' locations that children need to solve to correctly identify the item.

Connects to **What can we learn about our school community from the people who work and learn here?** on page 118

Children may enjoy this movie, which offers comparisons between a school and a community, and looks at the people who are part of a school community: <http://www.brainpopjr.com/socialstudies/communities/school/>. Ideas for additional related activities are at the bottom of the screen.

Connects to **What do objects and spaces in our neighbourhood tell us?** on page 120

Following a Neighbourhood Walk, you could ask each child to read out what objects and places they saw and recorded. As the words are read out, input them into an online "word cloud" generator, such as <http://www.wordle.net/>. These tools use font size to represent the frequency of each word, so children might enjoy seeing what things were the most (and least) noted by their class while on their walk.

Connects to **How do the jobs that different people have help our community?** on page 124

Children can visit <http://www.meetmeatthecorner.org/episodes/interview-with-a-firefighter> to watch a child interviewing a volunteer firefighter about her job. This video could also be shown to model how to interview of someone in the community.