



# WHERE YOU BELONG/GROUP NEEDS

★ Grades K-2

## Skills and Objectives:

- Students will identify the different groups to which they belong.
- Students will use counting techniques to take a census of their family and class.

### Chalkboard Definitions

**community:** a group of people who live in the same area or who have something in common with each other.

**group:** (1) a number of things or people that are similar in some way; (2) a number of people who get together or share something in common.

**need:** (1) something that a person has to have; (2) to want something very much.

## WHERE YOU BELONG

### Suggested Groupings:

Whole class, individuals

### Getting Started:

● Discuss the definition of a group with your students. Explain that a very important group is the family, and that families tend to live together in one place, the “household.” In addition, households can also include people who are not family members. The U.S. Census Bureau gathers information about households. Have students give examples of other groups. Explain that each student can be a member of other groups, like a class, a school, a local community, and a country. The Census Bureau also gathers information about some of these groups.

### Using the Activity Worksheets:

- Distribute copies of the Lesson 3A Activity Worksheet (page 10).
- Guide students step-by-step through the activity: Have them draw each group, then count and fill in the totals.

### Wrapping Up:

Ask your students: **What are some ways we could describe members of groups?** (*Possible answers: students, firemen, etc.*) **What do the members of this class share?** (*Possible answers: a room, a teacher, etc.*)

**What do you like about belonging to a group?** (*Possible answers: making friends, sharing ideas.*)

- Challenge students to think of other groups they may belong to, such as a team or chorus.

### Extension Activity:

Use the counting techniques from the Activity Worksheet on page 10 to take a census of the class next door to yours.

## GROUP NEEDS

### Suggested Groupings:

Whole class, individuals

### Getting Started:

- Ask your students if they understand what “needs” means. Write two sentences using the word “needs” on the board.
- Explain that individuals “need” certain things to live. Ask students for examples (food, water, shelter, etc.)
- Explain that what one person needs might be different from what the group as a whole needs. Use your class as an example.
- Ask students what the class needs. Move the discussion from class needs to the needs of a family, then from family to community needs.

### Using the Activity Worksheets:

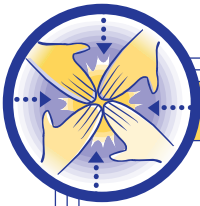
- Distribute copies of the Lesson 3B Activity Worksheet (page 11).
- During or after your classroom discussion of group needs, help students fill in their lists.

### Wrapping Up:

- Review with students their lists of class, family, and community needs.

### Extension Activity:

● Photocopy extra copies of the Lesson 3B Activity Worksheet (page 11). Ask students to take this worksheet home and fill in family needs with the help of a parent.



Name: \_\_\_\_\_

# Where You **Belong**

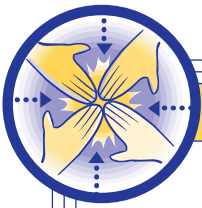
- We all belong to many groups. You belong to the groups below. Draw a picture of each group, including everyone who is a part of the group. Then count how many people are in each group.

My Class

How many? \_\_\_\_\_

My Household  
(the people I live with)

How many? \_\_\_\_\_



Name: \_\_\_\_\_

# Group Needs

● Groups have different needs. Write down some of the things your class needs. Then write down your family and community needs.

**1. My class needs:** \_\_\_\_\_

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**2. My family needs:** \_\_\_\_\_

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**3. My community needs:** \_\_\_\_\_

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