



## CLASS COMMUNITY PUZZLE

**Learning Objectives:** The students will...

1. Understand the similarities and differences among students in their class.
2. Identify the characteristics of a good citizen in the classroom.
3. Enhance their oral, visual, and/or written communication skills.

**TEKS:** SS K.10A&B, K.15A, 1.17C&D, 2.10A&B, 2.16E&F

**Materials Needed:** A large sheet of cardboard or sheets of card stock (cut into enough puzzle pieces so that each student in the class will have one), markers or crayons.

**Vocabulary:** common good, differences, responsibility, similarities

**Teaching Strategy:**

1. Preceding the lesson, the teacher should cut a large sheet of cardboard or card stock into puzzle pieces. There should be a puzzle piece for each student in the class. Before cutting out the pieces, be sure to write a number on the back of each puzzle piece so that the pieces will fit back together correctly.
2. The teacher should give each student in the class a puzzle piece. Instruct students to print their names on their puzzle piece and then draw pictures and/or symbols (on the side OPPOSITE the number) to represent the following:
  - a. Number of people in their family (stick figures)
  - b. Favorite food
  - c. What they like to do for fun (favorite hobby)
  - d. Favorite animal
  - e. Favorite sport
  - f. Favorite color
3. After puzzle pieces have been completed, divide students into groups of three or four students. Ask the students in each group to compare and contrast their puzzle pieces. Have students note how information on their puzzle pieces is similar and how the information differs.
4. Students should be given the opportunity to share with the class how they were similar and different from the students in their group.
5. Lead all the students in the class to assemble one large puzzle. Pieces may be taped on the wall, chalkboard, or a template. They may also be stapled on a bulletin board.
6. Explain to the students that their class is like a puzzle. When all the students' individual puzzle pieces are put together, the puzzle or classroom community is complete. Even though each puzzle piece or person is not exactly the same, they still form a complete puzzle when put together. If one piece is missing or classmates are absent or not feeling well, the puzzle or class is incomplete. Finally, point out that one puzzle piece by itself does not make a puzzle. We all need each other to make the classroom puzzle complete or whole.
7. Tell students that the founders of our country believed that it was each citizen's responsibility to work to help others, and that citizens should put the good of their community before their own needs (common good). Relate to students that their class is like a small community and as good citizens; students should look for opportunities to help classmates and accept responsibility for the common good of their classroom community.

8. Have students brainstorm ways that they can be good citizens in the classroom. The teacher should record responses on the board, chart paper, or an overhead transparency.

**Evaluation:** Have students respond, orally or in written form, to any of the following questions.

1. One way I can be a good citizen in my classroom is by \_\_\_\_\_.
2. A talent or ability that I have is \_\_\_\_\_. I can use this talent to help classmates by \_\_\_\_\_.
3. People should look for chances to help others because \_\_\_\_\_.

**Extension for Gifted/talented:**

Have students complete the following analogy: I am like a puzzle because \_\_\_\_\_. Analogies may be written on construction paper and illustrated, if desired.