

CL-15B

Being a Good Neighbor

Grades 2–3

Interpersonal Effectiveness

Caring for Our Community

Students name community places and helpers, sort choices that help or hurt shared places, and learn safe ways to help, like working with a grown-up and wearing gloves.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Community Helper Cards

BIG IDEA Good neighbors take care of the places we share, and they help safely.

1 I CAN

- ☐ say what a good neighbor does: helps others and takes care of the places we share.
- ☐ tell how a library, a park, a fire station and a clinic help the whole community.
- ☐ choose safe ways to help, like working with a grown-up and wearing gloves for litter.

KEY WORDS / PALABRAS CLAVE

community	comunidad
neighbor	vecino, vecina
property	propiedad
respect	respeto
litter	basura
safe	seguro, segura

3 STANDARDS

Texas Model
5th ed., 2018

Interpersonal Effectiveness

ASCA Standards
Mindsets & Behaviors, 2021

B-SS 5 Ethical decision-making and social responsibility · B-SS 6 Effective collaboration and cooperation skills

Social Studies TEKS
Gr 2 §113.13(c)(8)(B)

identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community

Social Studies TEKS
Gr 2 §113.13(c)(10)(C)

identify ways to actively practice good citizenship, including involvement in community service

Social Studies TEKS
Gr 3 §113.14(c)(9)(C)

identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting

Health TEKS
Gr 2 §115.14(b)(9) · Gr 3 §115.15(b)(11)(B)

describe steps one can take to reduce hazards, avoid accidents, and prevent accidental injuries for self and others (Gr 2) / identify characteristics of safe home, school, and community environments (Gr 3)

Character traits
TEC §29.906(b)(8)

good citizenship, including ... concern for the common good and the community, responsible decision-making skills, and respect for authority and the law

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ A pair of work gloves or plastic gloves to show (optional)
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Community Helper Cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the Community Helper Cards apart if you plan to do the extension.

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. Emiliano lives in a story town. Neighbors are people who live, work or learn near us. Emiliano’s neighbors share some important places. Listen to each clue and whisper your guess to your table neighbor.”

CLUE 1 “Books, computers and story time. Everyone borrows, and everyone brings things back.” (Library)

CLUE 2 “Trees, swings and a trash can by every bench.” (Park)

CLUE 3 “A red truck, long hoses and helpers who keep us safe from fires.” (Fire station)

CLUE 4 “Nurses and doctors help neighbors stay well.” (Clinic)

ASK “Who takes care of these places in Emiliano’s town?” Take two answers, then say: “Helpers work there, and good neighbors help too. A good neighbor helps others and takes care of the places we share.”

TEACH 5 min

DO Show the projector page. Point to the four places. Say, “A community is a group of neighbors and the places they share. These places are for everyone. The library lends books, the park gives us a place to play, firefighters keep us safe, and the clinic helps us stay well.”

SAY “Property means things that belong to someone: a person, a school or the whole community. Good neighbors respect property. They use it the right way and leave it the way they found it, or better. Here are four Good Neighbor Moves: Help out. Share the space. Follow the safety rules. Keep it clean.”

SAY “Helping is great, but help safely. Help with a grown-up. Wear gloves to pick up litter. See broken glass or something sharp? Don’t touch it. Tell a grown-up.” Hold up the gloves if you have them.

PRACTICE 9 min

DO · 2 MIN Teach two signals. **Good neighbor:** hands together over your head like a roof. **Not yet:** arms in an X. Read each sentence; students show a signal. For item 3, ask, “What should Regina do instead?”

GOOD 1. Lucía returns her library book on time, with every page in place.

NOT YET 2. Caleb writes his name on the park slide with a marker.

NOT YET 3. Regina sees broken glass by the swings. She reaches down to pick it up with her hands.

GOOD 4. Harper helps a park worker pick up litter. They both wear gloves.

Item 2 does not respect property. Item 3: say, “Regina wants to help, and that is kind. But broken glass is sharp. Don’t touch it. Stay back and tell a grown-up.”

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 alone or with a partner; Part 2 on their own. In grade 2, read Part 2 aloud together first. The “Can you” line is optional for students who need more time.

Answer key. Part 1: Helps 1, 4, 5; Hurts 2, 3, 6. Part 2: Wear gloves to pick up the cups and cans · Tell the leader about the broken bottle · Stay where the leader can see him.

WRAP-UP 3 min

SAY “Emiliano’s town has a library, a park, a fire station and a clinic. Helpers take care of them, and so do good neighbors, the safe way.”

CHECK “Show me good neighbor or not yet: Héctor sees a broken bottle by the library door. He tells the librarian.” (Good neighbor.) Give the family letters to the teacher for take-home folders.

Short on time? Read only practice items 1 and 3, and do worksheet Part 2 together as a class.

5 OPTIONAL EXTENSION • 10 MINUTES

Community Helper Cards. Groups of 3 or 4 each draw one card from page 6. Each card shows a problem in a story neighborhood. Groups match it to the place and helper who can fix it, then plan a safe kid job.

- 1 Read the card together. Pick the place on the card whose helpers can fix the problem (2 minutes).
- 2 Plan a safe kid job. On a sticky note, write one Good Neighbor Move a kid could do safely, with a grown-up (4 minutes).
- 3 Each group shares: “The problem is _____. The _____ can help. A kid can safely _____.” (4 minutes).

Key: Library 3, 5 • Park 1, 6 • Fire station 2, 8 • Clinic 4, 7. Groups write on sticky notes, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *comunidad*, *propiedad*, *respeto*, *clínica*, *parque*.
Note: library = *biblioteca* (a *librería* is a bookstore). Let partners talk in Spanish first. Frame: “_____ helps the community because _____.”

EXTRA SUPPORT

Read the worksheet aloud. Pair students. Use the word bank under the speech bubble. In Part 2, students may draw instead of writing. Shorten Part 1 to items 1–4 if needed.

STRETCH

Ask: “What would Emiliano’s town be like without a library or a park?” Early finishers write a safe kid job for one Community Helper Card on a sticky note.

7 QUICK CHECK

During the signals: if many students call item 3 a good-neighbor choice, replay the help-safely rule with the gloves before the worksheet.

After class: I collect the worksheets and sort Part 2 into “all 3 safe ways” and “not yet.” They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

Maybe Something Beautiful by F. Isabel Campoy & Theresa Howell (HMH, 2016). Spanish edition: *Quizás algo hermoso*. Mira shares her art, and a muralist and her neighbors join in to brighten their gray city. Inspired by a true story.

Last Stop on Market Street by Matt de la Peña (Putnam, 2015). Spanish edition: *Última parada de la calle Market (2025)*. CJ and his nana ride the bus across town to serve at a soup kitchen. Preview first: it opens as they leave church, and CJ wishes for a car and a music player. Keep talk on CJ.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE • CYCLE 15

MORNING ANNOUNCEMENT

EN “Good morning, Yellow Jackets! Our library, our playground and our classrooms belong to all of us. Today, be a good neighbor: respect property and keep it clean.”

ES “¡Buenos días, Yellow Jackets! La biblioteca, el patio de recreo y los salones son de todos. Hoy, sean buenos vecinos: cuiden lo que es de todos y manténganlo limpio.”

HALLWAY IDEA

Grow a big paper “Good Neighbor Tree” near the office for Earth Day (Thursday, April 22). When a teacher spots a Good Neighbor Move, the class adds a paper leaf with its class name, such as “Room 12.”

TEACHER TIP

Name it when you see it: “You put the library books back on the cart. That’s caring for our community!”

If a student shares something personal: keep the lesson on the characters. “Thanks for telling me. Let’s think about what Emiliano could do.” If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Caring for Our Community

A good neighbor helps others and takes care of the places we share.



Library

Books and computers for everyone



Park

A safe place to play



Fire station

Keeps us safe from fires



Clinic

Helps neighbors stay well

Good Neighbor Moves · Take care of the places we share.

1

Help out.

2

Share the space.

3

Follow the safety rules.

4

Keep it clean.

Ayuda · Comparte el espacio · Sigue las reglas de seguridad · Mantenlo limpio



Help safely.

Help with a grown-up. Wear gloves to pick up litter.



Something sharp?

Broken glass? Don't touch it. Tell a grown-up.

Respect property: use it the right way, and leave it the way you found it, or better.

Caring for Our Community

A good neighbor helps others and takes care of the places we share.

Part 1 **Helps or hurts?** Read each one. Circle **HELPS** or **HURTS**.

- | | | | |
|---|---|--|--|
| 1 | Tomás puts his trash in the can at the park. | ☒ HELPS | ☒ HURTS |
| 2 | Ramón rips a page in a library book. | ☒ HELPS | ☒ HURTS |
| 3 | Eli stomps through the flowers by the fire station. | ☒ HELPS | ☒ HURTS |
| 4 | Paola holds the clinic door for a neighbor with a cane. | ☒ HELPS | ☒ HURTS |
| 5 | Chloe takes turns on the park swings. | ☒ HELPS | ☒ HURTS |
| 6 | Sergio writes on the wall at the clinic. | ☒ HELPS | ☒ HURTS |

Part 2 **Help safely!** Help Emiliano at the park clean-up.

On Earth Day, Emiliano joins a park clean-up with his older cousin. The grown-up leader hands out gloves and bags. Emiliano sees paper cups, cans and a broken bottle by the slide.



Check ✓ the 3 safe ways Emiliano can help.

- | | |
|--|--|
| ☐ Wear gloves to pick up the cups and cans. | ☐ Pick up the broken bottle with his hands. |
| ☐ Tell the leader about the broken bottle. | ☐ Throw the trash in the bushes. |
| ☐ Go off alone to find more trash. | ☐ Stay where the leader can see him. |

What can Emiliano say to the leader? Write it in the bubble.

Excuse me, I see _____

Can you _____

Word bank: broken · bottle · glass · slide · please · help

Community Helper Cards

✂ Cut on the dashed lines.

1. Read your card. 2. Pick the place that can help. 3. Plan a safe kid job on a sticky note. 4. Share with the class.

PROBLEM #1



The chain on a park swing is broken. Kids keep trying to swing on it.



Library



Park



Fire station



Clinic

PROBLEM #2



Smoke is coming from a pile of dry leaves at the end of the street.



Library



Park



Fire station



Clinic

PROBLEM #3



The new picture books keep coming back with torn pages.



Library



Park



Fire station



Clinic

PROBLEM #4



A neighbor has a bad cough that will not go away.



Library



Park



Fire station



Clinic

PROBLEM #5



A neighbor wants to borrow books in Spanish and English.



Library



Park



Fire station



Clinic

PROBLEM #6



Wind blew trash all over the grass after the soccer game.



Library



Park



Fire station



Clinic

PROBLEM #7



An older neighbor needs a checkup and does not know where to go.



Library



Park



Fire station



Clinic

PROBLEM #8



Tall weeds are hiding the fire hydrant on Main Street.



Library



Park



Fire station



Clinic

Being a Good Neighbor

Ser un buen vecino

Family letter · Carta para la familia · Grades 2–3 · Grados 2–3



ENGLISH

Dear Family,

This week, your child's class had a lesson about **caring for our community** with the school counselor. A good neighbor helps others and takes care of the places we share, like the library, the park, the fire station and the clinic. We also practiced safe ways to help.

FOUR GOOD NEIGHBOR MOVES

Help out · Share the space · Follow the safety rules · Keep it clean. **Help safely:** with a grown-up, and with gloves for litter. If there is broken glass or something sharp, don't touch it. Tell a grown-up.

TRY THIS AT HOME

1. If you like, visit a free community place together, such as the public library or a park, and talk about the helpers who take care of it.
2. Name it when you see it: "You held the door for the person behind you. That's caring for our community!"

TALK ABOUT IT AT HOME

"Why does a community need libraries, parks, fire stations and clinics?"

Your child may bring home a worksheet about Emiliano at a park clean-up. Ask your child how Emiliano helped safely.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo cuidar nuestra comunidad** con la consejera escolar. Un buen vecino ayuda a los demás y cuida los lugares que compartimos, como la biblioteca, el parque, la estación de bomberos y la clínica. También practicamos maneras seguras de ayudar.

CUATRO MANERAS DE SER UN BUEN VECINO

Ayudar · Compartir el espacio · Seguir las reglas de seguridad · Mantener todo limpio. **Ayudar con seguridad:** con un adulto y con guantes para recoger basura. Si hay vidrios rotos o algo filoso, no se toca: se le avisa a un adulto. (En clase usamos las palabras en inglés *Good Neighbor Moves*.)

PARA PRACTICAR EN CASA

1. Si gustan, visiten juntos un lugar gratuito de la comunidad, como la biblioteca pública o un parque, y platicuen sobre las personas que lo cuidan.
2. Cuando lo vea, dígalo en voz alta: "Le detuviste la puerta a la persona que venía detrás de ti. ¡Eso es cuidar nuestra comunidad!"

PARA PLATICAR EN FAMILIA

"¿Por qué una comunidad necesita bibliotecas, parques, estaciones de bomberos y clínicas?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Emiliano en una limpieza del parque. Pídale que le cuente cómo ayudó Emiliano de forma segura.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar