

Unit 1: Our Community

WEEK 2 Day 5



Read Aloud
“Towns in Maine” slides
Read 2 of 2

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	Who and what makes a community?
Content Objective	I can use a combination of drawing and dictating to describe my neighborhood. (W.3.K.b, Geography 2)
Language Objective	I can describe familiar places orally and with drawing. (SL.3.K.a, SL.3.K.b)
Vocabulary	neighborhood: an area of a town or city informational text: text that provides facts, teaches about a topic
Materials and Preparation	<ul style="list-style-type: none">● teacher created “Towns in Maine” slides● projector and screen● “My Neighborhood” writing paper● writing and drawing tools <p>In advance of the lesson, prepare a drawing of your home or the school neighborhood as a model.</p> <p>On the whiteboard write: What special places are in your neighborhood?</p>
Opening 2 minutes	Review the text.

	<p><i>Yesterday we read an informational text to learn about our different neighborhoods/towns. Let's look again at the slide of where our school is.</i></p> <p>Show the relevant slide(s).</p> <p><i>We noticed yesterday that although there were some places we know here, the author did not show all the places in the neighborhood that are special to each of us.</i></p> <p>Set a purpose for the lesson.</p> <p><i>Today, you will have a chance to make your own informational text about your own neighborhood. You will talk about your neighborhood with a partner and describe some of the places that are special to you. Then, you will draw and write about your neighborhood to teach someone else about it. You can include places where you play, where you get the things we need, and where you live.</i></p> <p><i>Here's a drawing I started of our school neighborhood to show some of the places that are special to me.</i></p>
<p>Text and Discussion 6 minutes</p>	<p>Display the teacher model and explain why each place was included in the drawing.</p> <p>Invite children to ask questions about the model, then add a few details to the drawing in response to their questions.</p>
	<p>Invite children to Think, Pair, Share to plan out their neighborhood drawings.</p> <p><i>What special places are in your neighborhood/town?</i></p> <p>As children discuss, circulate to ask prompting questions that encourage them to elaborate on their ideas. Questions might include: Where do you play? Where do you get food? Do you have family or friends in other houses on your street?</p>
<p>Key Activity 11 minutes</p>	<p>Distribute the "My Neighborhood" paper and writing and drawing tools. Invite children to draw about their neighborhoods.</p> <p>While children work, circulate to take dictation and continue to ask questions that encourage elaboration and detail. This lesson can be extended on the same day to allow for more time drawing; children will also have an opportunity to work on their neighborhood drawings as the Writing Station is introduced in Week 3.</p>

<p>Closing 1 minute</p>	<p><i>You all talked about and began drawing such important places in your neighborhoods! Next week in the Writing Station you will have time to continue these drawings.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart. <i>We have been thinking about this question: What does it mean to be a member of a community?</i></p> <p>Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: A member of a community is part of a neighborhood. Community members help each other get what they need.</p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>Geography 2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and in Think, Pair, Share.</p> <p>How do children describe their neighborhoods orally?</p> <p>Observe children’s drawings.</p> <p>How do children represent their neighborhood with drawing?</p>

Notes