

## Places in My Community Integrative Unit

My unit is centered on one main activity that will last for five consecutive days. Throughout this unit, social studies is integrated into writing.

Students will recognize places within their community.

Students will use details to write about a specific place in their community.

I – G1.0.2 – Give examples of places that have absolute locations (e.g., home address, school address).

I – G2.0.1 – Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.

W.GN.01.03 write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.

**Day 1:** First I will be reading the book “Me on the Map” by Joan Sweeney and we will begin discussing what a community is. On chart paper, we will make a list of places that are in the students’ community (Mexicantown) like buildings, parks, homes, streets, and schools. Then I will show the students their community on Google Maps using the satellite view. If time permits I will have students work in small groups to create their own maps of their community.

**Day 2:** As a class, we will recall the places in the community that we discussed the day before. I will talk about descriptive words and use the example of a bakery. As a class, we will make a brainstorming web describing the bakery. I will ask students what the bakery looks, smells, and sounds like, what types of things they have and how they taste. I will recap what an adjective is and use these throughout my web. Then, the students will choose one place from the list that they created yesterday and added onto today. The students will make their own brainstorming webs for the place of their choice in their community.

**Day 3:** We will go over the brainstorming web about the bakery as a class and I will model how to write several descriptive sentences using the information on the web. I will have students close their eyes and imagine they are in the bakery as I read the sentences. I will ask if the writing was descriptive enough to make them feel like they were inside of the bakery. Together, we will underline descriptive words that helped us visualize the bakery. Then, students will use their own webs to write a sloppy copy describing their place of choice in the community.

**Day 4:** Students will finish their sloppy copy, have it looked over by a teacher, and begin working on their final copy.

**Day 5:** Students will finish their final copies. When finished, students will draw a picture of the place that they described and I will place each picture on a large piece of paper with streets on it to display Room 308’s community. When all writing pieces are complete, I will place the descriptions around the community map.