

SCoPE Site Lesson Plan

- Title:** Lesson 4–The Regions in Which I Live (SS020104)
- Abstract:** Beginning with the idea that a neighborhood is a region, the children investigate the concentric pattern of the regions in which they live. Following the reading of the book, *My Place in Space*, children compile a small book illustrating their neighborhood, local municipality (community), state, and country as a concentric pattern extending from the local community to the country or nation.
- Subject Area:** Social Studies
- Grade Level and Course Title:** Second Grade/The Local Community
- Unit of Study:** Defining a Local Community
- Benchmark:** Describe regions they live in including neighborhood, municipality, state, and country (II.4.EE.1).
- Key Concepts:** community, region
- Instructional Resources:**
- Equipment/Manipulative:
- A set of four paper circles 3,5,7, and 9 inches in diameter for each child
 - An outline of the state map reproduced on the 7-inch circle
 - A reproduction of the United States on the 9-inch circle
 - Michigan map
 - United States map
- Student Resource:
- Guthrie, Woody. *"This Land is Your Land."* New York: Ludlow Music Inc., 1956.
 - Rand McNally. *The Big Book Series.* Chicago: Rand McNally, 2000.
 - Smith, S.F. "America." *Music for Everyone No. 7 Gems of the Universe.* New York: Remic Music Corporation, 1955. 24.

Teacher Resource:

- Hirst, Robin, and Sally Hirst. *My Place in Space*. New York: Orchard Books, 1992.

Sequence of Activities

1. Before beginning this lesson, review information from Lessons 1, 2, and 3 of Unit 1 with the students. Reinforce the concept that communities are places where people live and work because they have common interests. Have the children look again at the web organizer made in Lesson 2, to determine the various groups to which people belong in a common community. Ask the children, "What common interest brings people together to form these groups?" In Lesson 3 the children discovered boundaries and features of their neighborhoods. Ask them the question, "What do you like about the neighborhood where you live?" Look for common interests in the responses, such as my friends live there, there is a nice playground, my grandmother lives nearby, etc.
2. Read the book *My Place in Space* out loud to the students. Ask the children, "Where is your place in space?" Record their responses on the chalkboard. Responses may be similar to the book, but may range from the street on which they live to the planet Earth. Discuss the responses with the class and encourage the children to categorize them as near, farther and farthest away.
3. Explain to the children that the places where they live are called regions. The neighborhood is a region made up of people's homes, apartments, parks and the other things that people use near where they live. The community/town is a region made up of several neighborhoods. Refer to the regional map (county map) in the classroom and point out regions of urban, suburban and other land uses in the county.
4. Next, place a Michigan map on a classroom wall. Show the children that their local community is located within the state. Explain to the children that the state is another region.

5. Place a map of the United States on a classroom wall. Point out where Michigan is located on this map. Tell the children that the United States of America is another region in which they live.
6. Using *My Place in Space* as a model, have the children make a small book with a page for each region. Use the set of four circles as the pages for the book. Have the children draw their own neighborhood on the 3-inch circle. Include an illustration depicting their local town or community on the 5-inch circle. Have the children color the small, outline map of Michigan with their local community labeled and starred on the 7-inch circle. The 9-inch circle has an outline map of the United States of America. Tell the children to locate and to color only Michigan on the 9-inch circle.
7. Direct the children to title their book. An example for the title could be "Regions in Which I Live." Tell the children to write a short text for each of the regions. The teacher may provide a sample text written on the board to help the students begin the narrative. Sample text may be as follows:
 - a. I live in a neighborhood.
 - b. My neighborhood is in the town of (your local community).
 - c. My town is in the State of Michigan.
 - d. Michigan is part of the country of the United States of America.
8. Direct the children to get out their Thinking/Writing journals. Have the children reflect on the concept of regions by writing in their Thinking/Writing Journal. Prompts for those children who need them might include:
 - a. Where is your place in space?
 - b. Describe the regions in which you live.

9. Add the appropriate vocabulary words to the “community” word wall.
 - neighborhood
 - region
 - Michigan
 - state
 - United States of America
 - country

10. As a way of using another intelligence, as a class, sing or choral read, “This Land is Your Land” and/or “America”.

Assessment:

Read the Thinking/Writing Journals of the children to check for knowledge about the spatial relationships among the regions in which they live. Give the class the following activity as a formal assessment. Reproduce for each child.

1. How are groups, such as family and school, alike?
2. What is one thing that makes your neighborhood special?
3. Name something that makes (your locale) a community.
4. Name three regions you live in.

The questions may be read to the children. Answers may be written, drawn, or verbal.

Application**Beyond School:**

Children may take their region books home to share with family members. Family members who have looked at the book should be asked to sign the back of the cover. Books are then returned to school to go into the class library where they are shared with other children in the school.

Connections:

Arts:

- Children draw pictures of their neighborhood and community.

English Language Arts:

- Children’s literature is used as a catalyst for discussion and as a model for the children to write their own books.
- The thinking/writing journals and the region books are opportunities for writing.