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***I Belong, You Belong, We Belong***



For information concerning IMPACT II opportunities, such as interschool visits, staff development, workshops, and Adapter and Disseminator grants, please contact:

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# Goals

Creating meaningful connections through purposeful, real-world learning builds upon the concepts that are necessary for our young learners' success. *I Belong, You Belong, We Belong* engages students in hands on activities that enhances and augments learning objectives in reading, writing, and social studies, while increasing students' self-awareness and discovery of themselves, their families, their community and the world through project-based learning. This project is designed to connect my students with the multiplicity in our culture, while igniting a sense of assimilation, amplifying Arts and Culture within the curriculum through a five-part process.

- *The students begin with sharing their attributes, comparing and contrasting themselves to their peers.*
- *Students then discuss their family time and work on their family diary, which is a home/school connection.*
- *Lessons on characteristics about my students' city and state are shared. Students will learn about maps and enjoy trips through Google Earth, where students will find their favorite places in our community.*
- *Then students will research the career they chose, write a small presentation using books, computers and teacher made rubrics Each student will present their career to the class and parents.*
- *"Our" community will culminate this project. Students will be placed in heterogeneous (mixed) groups of four to five students to create their own communities incorporating all attributes of this project. The groups will decide if they want to create a city, suburb or rural community. They will draw a map of their community first and then build it using recycled boxes, construction paper, scissors and a variety of art materials. Each group will present their community at a ribbon-cutting ceremony where parents, community members and administration will be invited.*

# Common Core Standards for Grant

## Reading for Informational Text

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
9. Compare and contrast the most important points presented by two texts on the same topic.
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Writing

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. Recall information from experiences or gather information from provided sources to answer a question.

## Speaking and Listening

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

## Reading Foundational Skills

4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.

## Measurement and Data

### Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.

### Represent and interpret data

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

# Lesson Plans:

## “This is Me”:

At the onset of the school year it is important for students to feel happy and safe within their class structure. In order to promote diversity, and empower our learners with the foundation that different is good, the teacher will read “Chrysanthemum” about a girl who loved her unique name until she entered school and everyone made fun of Chrysanthemum’s name being too many letters and it representing a flower. The book shares the girl’s feelings and how she tried to cope with being different. After reading the story, the teacher will lead the students in a student-centered discussion about the book and its meaning. Students will then learn characteristics about themselves such as height, weight, hair color, eye color, talents, uniqueness, etc. Each student will create a “me” paper listing all their unique attributes, then comparing these attributes with their classmates. The students will then create a character sketch of themselves and then individually each student will present themselves to the class. Discussions will include similarities and differences (Venn Diagram) among classmates. If you would like to generate a game with these creative diagrams, students can fill in an all about me list and paste it to the bottom. Teacher can hang the “mini” me students and allow students to use the clues to infer which student is described. (4 Days)

My favorite color is:

My favorite activity is:

My favorite game is:

My favorite attribute about me is:

## “This is My Family”:

Now that students have demonstrated an understanding of diversity and the important impact that being “unique” contributes to our classroom community, the teacher will introduce “This is My Family”. Through pictures and stories of my (the teacher) family memories, the teacher shares family attributes about family memories. Teacher will ask students to bring in some photos of activities they have shared with their family, and students will be placed in small groups to share their photos and stories. Through sharing memories, students will learn about different kinds of families, rules and privileges. The students will also learn about the different kinds of shelters people use to keep safe such as houses, apartments, mobile homes, trailers, condos, etc. After students share in small groups, each student will draw a picture of their family; and the home they live in using an inside view. After they complete this assignment in class, the students, whole group will compare and contrast their photos and group them according to similarities and differences. The students will create a collage of their family, their home, and things their family enjoys doing on the poster they individually made of their home. During this experience, the students will be creating a family diary at home, illustrating the important parts of their family time. Teacher may send home a class made book using construction paper folded with 10 sheets of writing paper in the middle stapled. Once this is completed, parents are invited to share the students’ presentations on “This is My Family”.

(Two weeks)

# Family Diary

Dear Parents,

As Thanksgiving approaches, our class will be working on skills that will make a connection with all different types of people. Through our activities your child will learn about different cultures, map and globe skills, history, economics, and chart and graph skills, along with geography. In order to help make this more meaningful for your child's acquisition on these very important skills, I have attached a "family diary" for you and your child to work on together. Each page should have two times and a description for those activities. For example, dinner may be from 6:00 through 6:30 (this may be your family time to summarize the day's events) and family reading time from 7:00 until 7:30 (each Wednesday may be joke book day). Remember, all families are unique and your family time should correlate to your family needs. Your child will choose his or her favorite daily family activity and illustrate it on the page. Your child may use a photograph for the illustration. Please begin this activity by Monday, \_\_\_\_\_. Your child must have at least 6 entries, 2 times per entry, and one illustration. Your child's "family diary" must be returned to school by Friday, \_\_\_\_\_. You may use the front and back page per daily entries. The back page of this book will be used for teacher comments. This is a fun family activity and I can't wait to read how you and your family spend time together. I hope you enjoy this project and the time you share with your child.

Have Fun!

# This is my Community

Students will learn the attributes of communities, such as rural, suburb and city. Using United Streaming (if available), students will watch an introduction video on communities. Using Google Earth, we will put in our school's address and see an aerial view. Then we will travel to places around our school. Once we have viewed some places in our community, we will generate a list of all the places that we feel are important in our community. Then we will add the places we have fun at in our community. The students will identify key components in their city and look for patterns in the kind of places housed in their community. Students will learn about maps and enjoy trips using Google Earth, where my students will visit different areas and places in our community using Google Earth. I will have a map of my school copied for all students. Then students will be placed in heterogeneous groups of 3 and follow the highlighted parts of the map in number order to find the item left for them by their teacher. Groups meet back in the class and discuss how they were able to use the map to find the item (X marks the spot). My students will write an Expository essay on why "their" community is GREAT! We will share our writing and make it into a community book, which will be housed in our school library for the entire school to share. During this time, "Places in our Community" will be sent home for parents and students; Venn diagrams will be used to compare and contrast the varieties of communities. (3-5 days)



# Places in our Community Homework

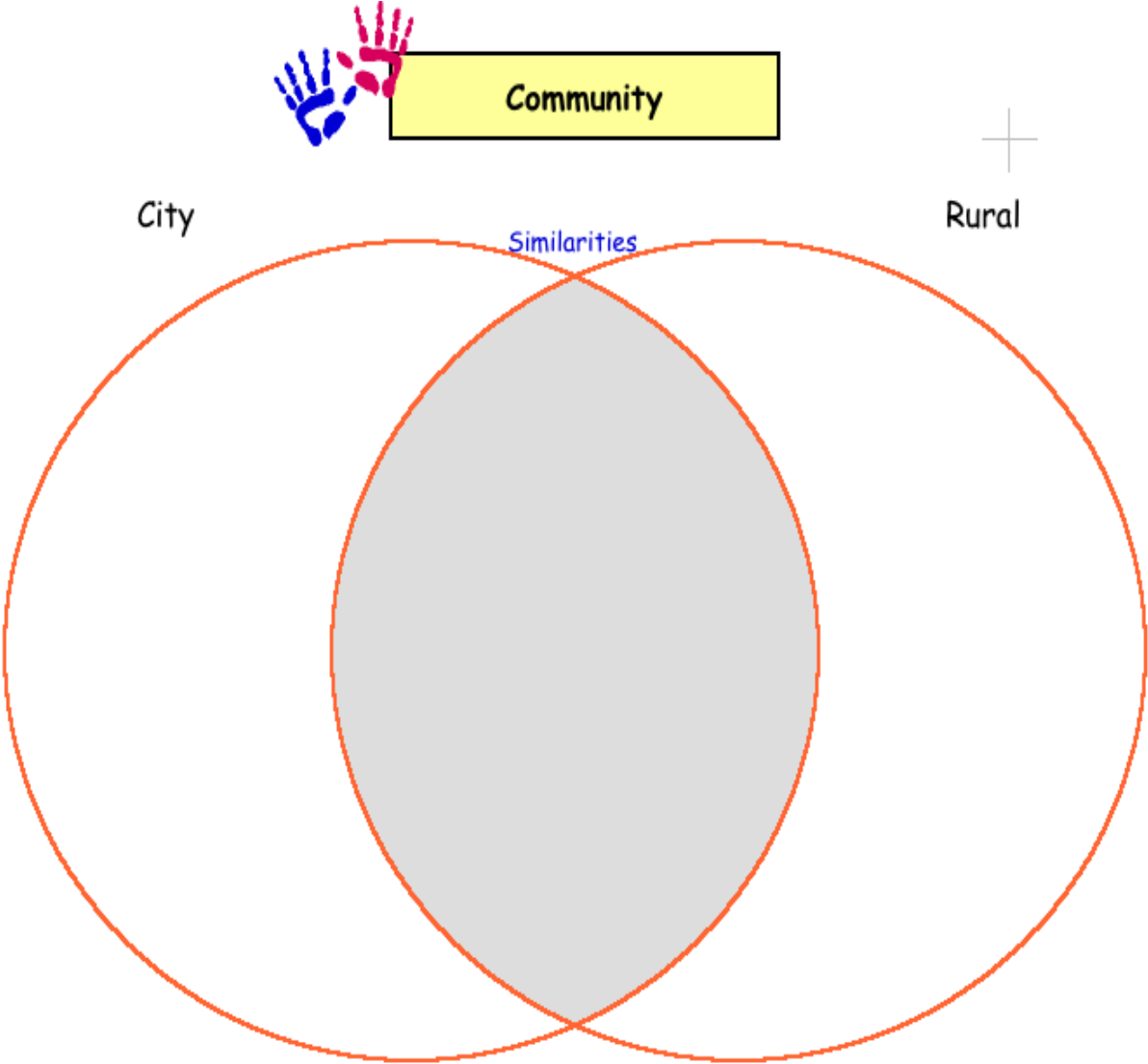
## The Places We Visit in my Community

Directions: With your family, keep a log of the places you visit. Decide if you visit this place for good and/or services. This should be a fun family activity.

Due \_\_\_\_\_

	Choose:		Examples of the Goods/Services offered...	Choose one: How often do you visit this place?				
	goods	services		rarely or never	a few times a year	monthly	weekly	daily
<b>Places I visit in my community</b>								
grocery store	X		food and drinks				X	
McDonald's	X		take care of sick people				X	

# Venn Diagram: Compare and Contrast a City and a Rural Area





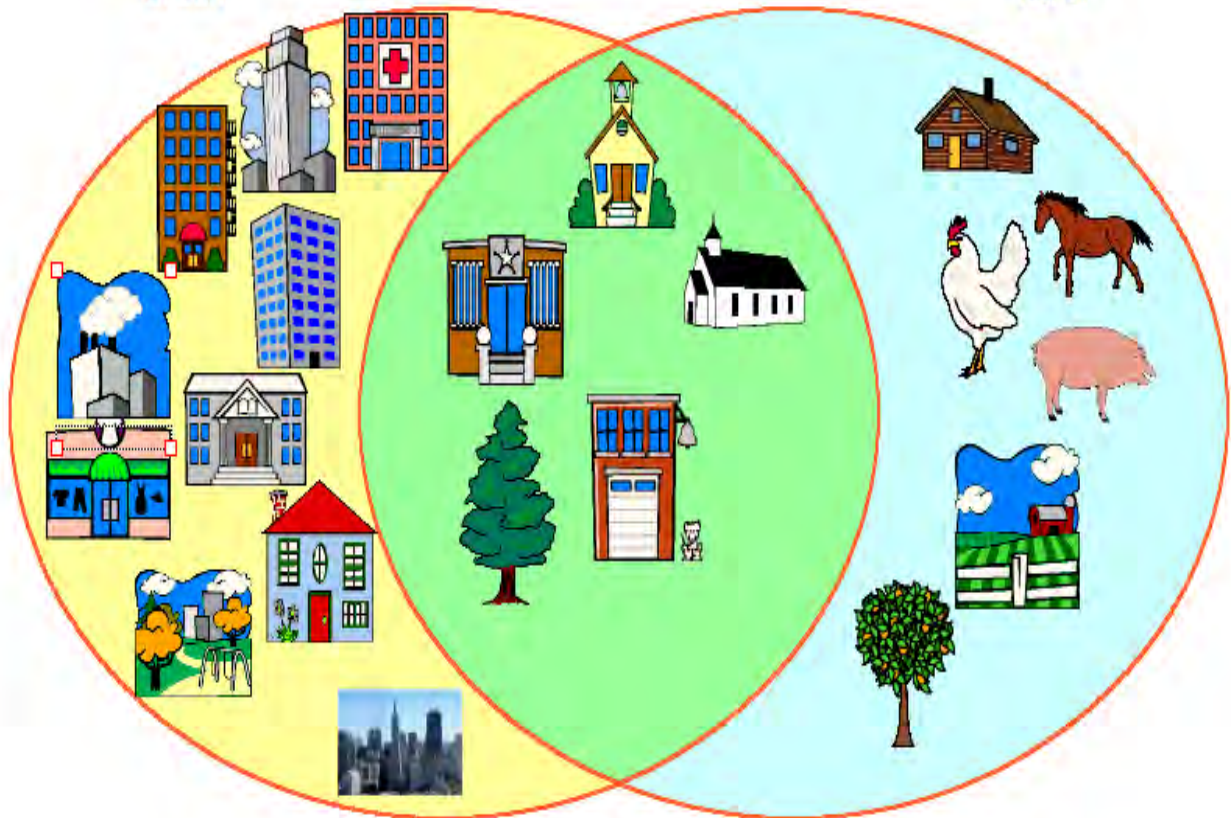
## Community Comparison

Compare the city and Suburb to the rural area.



Urban

Rural



## “This Job is Important”:

After students demonstrate an understanding of the importance of maps and places in the communities, the class will collaboratively generate a Wants/Needs list. The “distinguishing” question for students to analyze the differences between wants and needs is: Is this “item/thing” necessary in order to a healthy and safe life? Students will then be grouped in pairs and be given paper to generate an adult’s needs/wants list or a child’s wants/needs list. We will compare the lists and discuss the similarities and differences. Once the students are able to justify the differences between wants and needs, the students will discuss the places in our community to find/buy these items. This will then evolve into jobs in our community. In small groups, students will generate a list of a variety jobs in our community. We will compare each group’s list and make one class list. Students will be given a list of jobs needed in the three types of communities and will choose one career to research using the Career Research planner as their guide. Using a variety of resources such as magazines, books, computers and teacher made rubrics, students will answer the questions about the career they chose. Using the planner as a guide, the students will create presentations, teaching others about the career that was researched. Additionally, students will create a costume using class items such as construction paper, markers, scissors and items from around their house/community to dress the part. The class will culminate their efforts in a “This Job is Important” presentation to the students, parents and administration. My students will recognize the importance of each person’s contribution in our community. For example, without our lunch ladies cooking our cafeteria food, many students would not be able to eat lunch. Without the garbage men, our community would be filled with trash (Three weeks)

# Needs

## Adults

Jobs/money  
Transportation  
Housing  
Entertainment  
Safety  
Goods  
Services

## Children

Education  
Transportation  
Safety  
Entertainment  
Housing  
Goods  
Services

# Wants

## Adults

New car  
Bigger house  
More money  
Maid service (clean house)  
Extra hours in the day  
Vacation

## Children

Chocolate factory  
Toys  
Bakery  
Ice cream parlor  
Movie Theater  
Performing arts center/shows  
Disney world

# Career Rubric

Name: \_\_\_\_\_

Career: \_\_\_\_\_

Directions: How do you think you did on your career research project?

"5" Excellent: Prepared, Practiced, Published "4" Good: Very prepared, few mistakes "3" O.K.: Some information missing, not very prepared, and still in need of editing "2": A lot of information still needed, still in need of significant editing "1" Not ready

	<u>Student</u>	<u>Teacher</u>
<u>Written Presentation</u>		
1. Answer all planner questions	_____	_____
2. Neatest work	_____	_____
3. I used punctuation	_____	_____
4. I capitalized	_____	_____

## Oral Presentation

5. Clear and loud voice	_____	_____
6. Spoke with Fluency	_____	_____

Overall Student Grade: \_\_\_\_\_

Overall Teacher Grade: \_\_\_\_\_

Total Possible  
Points:

**35**

What do you think you did really well?

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What do you think you could have done better?

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Comments from Teacher:

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# Invitation to Career Day:



\_\_\_\_\_ Career Presentation Day.

It will be held in our classroom from

\_\_\_\_\_.

You are welcome to join us.

**Important:** Your child should dress as the worker he/she researched. Students are encouraged to bring props that represent the tools their worker uses.

# Career Day in Progress





I worked really hard to learn about being a zoo keeper ... I hope everyone enjoys!

I AM A FARMER AND I WILL SHARE SOME IMPORTANT INFORMATION ON MY CAREER...



These are two of my 19 students that I earned a career. We had a doctor, lawyer, mechanic, librarian, and so many other community workers. I was so proud of my students!



An artist presenting her career to parents, peers and administration.



Our community fire fighter... he shared some great information.

**This is Our Community:**

Students will decide if they want to create a suburb, city or rural community. According to the community chosen, students will be placed in heterogeneous (mixed) groups of 4 to 5 children. Collectively, the groups will discuss their talents and what each learner will contribute to this project individually and collaboratively. Using the rubric given to each group (see below), the students will complete tasks in numerical order. After each group creates a map of their community, the teacher will meet with the groups and have the students justify the important places in their community. Each group will transfer their drawing to the project board, and the groups will then begin individual tasks to create their project. Using a variety of materials, such as recycled boxes, construction paper, scissors and a variety of art supplies, students will build the places in their community. As some members begin to make their buildings, other members are making invitations and others are making signs to keep everyone safe. The students communicate throughout the project, sharing accomplishments and reviewing ways members' problem solved, collectively deciding on ways that were effective and ways to improve, as it is essential to culminate the daily projects on the carpet sharing our communication skills. This time of our day lays a strong scaffold to helping the camaraderie of groups.

Once the project is underway and the students are motivated, group members take pictures, using school camera/teacher camera to log their journey. Each group will collaboratively answer the questions on the presentation sheet. Depending on the teacher's technology knowledge, the students will use GarageBand to tape their responses and add the pictures from the project. Once the students, with the teacher's support, feel their complete, the GarageBand presentation will be sent to iTunes. Each group will create a podcast, which will be shared during the ceremony. If a podcast is not achievable, students will decide which part of the presentation should be read at the ceremony and complete a Poster justifying why people should move to this community. Students can create collages with the pictures to share their journey with the audience. Students will use nonfiction text features to persuade their audience. The teacher will have several magazines, pamphlets, and flyers about different areas. Students will work collaboratively to complete text features fun sheet.

Each group will present their community at a ribbon cutting ceremony where parents, community members and administration will be invited. Students will present their communities and the audience will go visit each community and ask questions, while the students answer and explain. (two-three weeks)

## **Student Rubric for Communities:**

Community Name: \_\_\_\_\_ Type \_\_\_\_\_

Names: \_\_\_\_\_

Check each item as you complete it.

- \_\_\_ 1. Decide on the name of your city. Write the name on the space above.
- \_\_\_ 2. Talk to each other about the things you're good at. Decide on jobs. Write your names next to your job.

Making city:

Builders \_\_\_\_\_  
Streets/signs \_\_\_\_\_ Transportation \_\_\_\_\_

Advertising:

Invitations \_\_\_\_\_  
Safety Inspector \_\_\_\_\_  
Advertising \_\_\_\_\_

- \_\_\_ 3. All: Draw a sketch of what your city will look like on white paper. Include the buildings/houses, streets, parks, water and other places in your city.
- \_\_\_ 4. All: Decide what materials you will need for this project. Make a list on white paper. Also, write who is responsible for getting each material.
- \_\_\_ 5. Builders: Make and build all the things for your model.
- \_\_\_ 6. Transportation: Gather and make all transportation for your city.
- \_\_\_ 7. Streets/signs: Draw all streets on the display board. Then, make all signs for your city.
- \_\_\_ 8. All: Attach all buildings/houses, signs, parks and other structures to the model.
- \_\_\_ 9. Safety Inspector: Do a final check on the city.
- \_\_\_ 10. Advertising: Make flyers/posters for your city. Write about your city.
- \_\_\_ 11. Advertising: Create a jingle, rap or poem for your city's grand opening.
- \_\_\_ 12. All: Make a list of people that will receive invitations on white paper. Give it to the invitation person.
- \_\_\_ 13. Invitations: Make and write all invitations. Pass them out.

Community Presentation/Podcast Planning Sheet  
Team \_\_\_\_\_

# Evaluation Questions

What is a community?

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Who makes up a community?

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How do people get around in a community?

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What is the name of your community and how did your group choose the name?

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What type of community is it and why did you choose to create it?

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How will people get around in your community? What transportation does the community provide for people who need assistance?

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What places offer services in your community?

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What places sell goods in your community?

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What fun places are there in your community and why did you choose these places?

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Explain how and why your community is a safe place to live?

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What makes your community unique and why should I move there?

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# 3-D Community: In parts



## 3-D Model of a Community: Rural, Suburb, City

### **First Part**

1. Get into groups
2. Decide on what type of community you will make
3. Decide on the name for your community
4. Talk to each other about your strengths and decide on jobs
5. Draw a sketch of your community

### **Second Part**

1. Discuss the order in which things will be added to the community
2. Decide on what other materials you will need
3. Decide what your community will have

### **Third Part**

1. **Review each person's job and the order in which things will be made**
2. Begin making the things your community will have
3. Decide on what other materials you will need

### **Fourth Part**

1. Continue making the things for your model
2. Start putting the model together

### **Fifth Part**

1. Complete your model

### **Sixth Part**

1. Write invitations and make signs

## Photographs of Community Segments

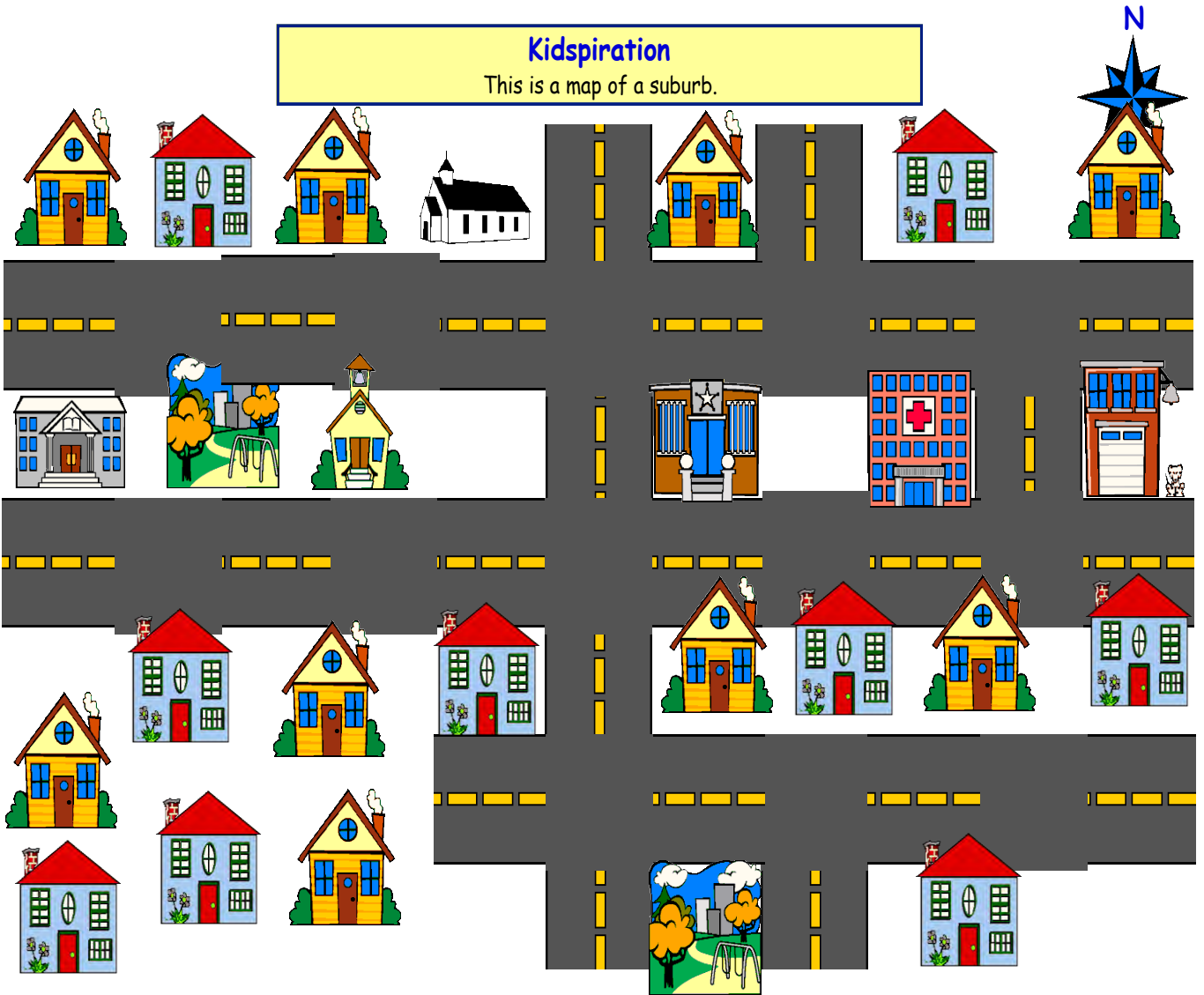


Students on “ribbon- cutting day, all dressed up and ready to share all the attributes that their community has. The groups created posters to advertise and excite others.

# Kidspiration

This is a map of a suburb.

N





Students working together to make buildings for their community.



The rural community working together to make sure all areas are correct to add their buildings.



Students collaboratively painting suburb community project board. Students chose their jobs and worked together to create the land for their suburb.

# Lesson Extensions

## EXPOSITORY PROMPT

Writing Situation: There are many types of communities, ranging from suburb to city with a variety of different places to go. Think about how different communities have a variety of different kind of places. Explain how two different kinds of communities, with different places to visit are similar and different.

Directions for Writing: Now write to explain how different kinds of communities are similar and different.

## PERSUASIVE PROMPT

Writing Situation: Everyone has a favorite place to visit in his/her community. You want your friends to visit this same place. How would you recommend or persuade your friends to visit this location. Think about which locality is your favorite and why your friends should go there.

Directions for Writing: Now write to persuade your friends to visit this place.

Activities:

1. Search for pamphlets, flyers, and magazines about places in communities.
2. If multiple copies can be obtained, have students choose their own, or if only one copy is available of each, assign the advertisements to the class.
3. Discuss the information contained in them with the students.
4. Complete Text Features chart.

Attach pamphlet, flyer, and magazine used to find the text features. Cut -out, write, or draw an example of each feature.

<b>Text Feature</b>	<b>Example</b>
Table of Contents	
Headings	
Photographs	
Drawings	
Captions	
Bold Face Words	

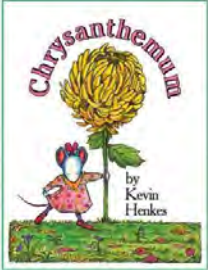
Italicize Words	
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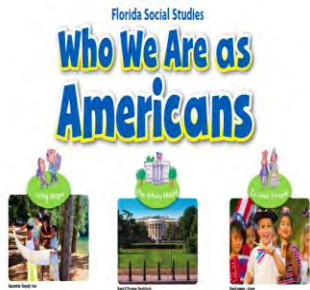
# RESOURCES

- *The school's Media Specialist can help locate related books, videos and websites.*
- *Broward Enterprise Educational Portal*
- *Common Core State Standards: [www.corestandards.org](http://www.corestandards.org)*
- *Crayons (if not available from the school) Target price varies depending on the size of the box*
- *Clay (if not available from the school) Target price varies depending on the size of the box*
- *Tape (if not available from the school) Target price varies depending on the amount purchased*
- *Construction Paper (if not available from the school) Target price varies depending on the size of the ream*
- *Large Project Board 4.99 per board (4 needed)*
- *discoveryeducation.com (community segments, information on city, suburb, and rural areas)*

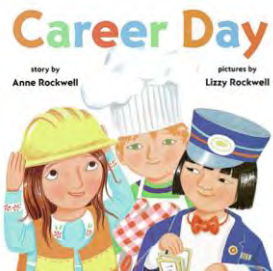
# BIBLIOGRAPHY



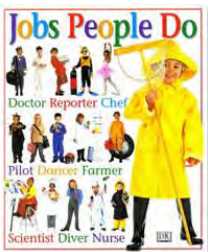
Chrysanthemum  
By: Kevin Henkes  
Amazon \$3.99



Who We Are as Americans  
McGraw-Hill Education  
Florida Social Studies  
Student Textbook



Career Day  
By: Anne Rockwell  
Amazon \$12.40



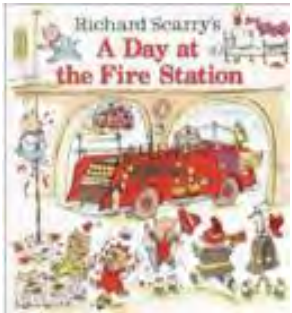
Jobs People Do  
By: Christopher Maynard  
Amazon \$14.09



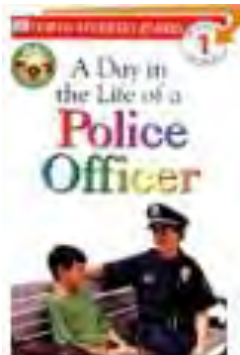
Whose Hat Is This? A Look at Hats  
Workers Wear  
By: Sharon Katz Cooper  
Amazon \$7.95



A Day in the Life of a Doctor  
By: Mary Bowman-Kruhm and  
Claudine G. Wirths  
Amazon \$21.53



A Day at the Fire Station  
By: Richard Scarry  
Amazon \$3.99



A Day in the Life of a Police Officer  
By: Linda Hayward  
Amazon \$3.99