

Florida Studies Weekly – First Grade

Teacher Supplement

Week 14

Maps

NGSSS Standards Covered: SS.1.A.1.1, SS.1.A.1.2, SS.1.A.2.1, SS.1.G.1.2, SS.1.G.1.3, SS.1.G.1.4, SS.1.G.1.5

ELA/Literacy Standards Covered: LAFS.1.L.1.1, LAFS.1.L.1.2, LAFS.1.L.3.5, LAFS.1.SL.2.5, LAFS.1.SL.2.6, LAFS.1.L.3.5, LAFS.1.RF.4.4, LAFS.1.RI.1.1, LAFS.1.RI.1.2, LAFS.1.SL.1.2, LAFS.1.SL.2.5, LAFS.1.W.1.1, LAFS.1.W.1.2, LAFS.1.W.1.3

Outline of This Week’s Lesson

Maps

I. Cover Story

- a. What are maps?
- b. What is a boundary?

II. Page 2

- a. map key
- b. cardinal directions

III. Page 3

- a. examples of landforms
- b. examples of bodies of water

Learning Target Statement: At the end of the weekly lesson, students will be able to give facts about maps and features, such as boundaries, map keys and cardinal directions. They will also be able to give details about types of landforms and bodies of water. They will be able to discuss Vitus Bering’s importance to American history.

Literature Links

- “Follow That Map: A First Book of Mapping Skills” by Scot Richie
“Keys and Symbols on Maps” by Meg Greve
“Map Keys (Rookie Read-About Geography)” by Rebecca Olien
“Mother Earth’s Beauty: Types of Landforms Around Us” by Baby Professor
“There’s a Map on My Lap! All About Maps” by Tish Rabe
“Where Do I Live?” by Neil Chesnow

Words to Know and Building Academic Vocabulary (BAV)

boundary	key
cardinal direction	landform
compass rose	

Teacher Planning Guide

Day 1 (30 minutes)

Page 1

NGSSS Social Studies Standards Covered: SS.1.G.1.2

ELA/LAFS Standards Covered: LAFS.1.L.1.1, LAFS.1.RF.4.4, LAFS.1.RI.1.1, LAFS.1.SL.1.2

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Lesson Suggestions: shared

BAV: countries

Lesson Tasks

- Prepare a large piece of banner paper or poster board with “maps” written in bold letters at the top. Before reading the cover page, ask the students what they know about maps and write their answers on the banner paper in red. When the students learn new things about maps throughout the week, add this information in a different color. By the end of the week, the class will be able to see all the new things that they learned that week.
- Let the students know that they can read to learn and understand information. Explain to them that they will be reading the cover page three times to help them comprehend the information.
- You may want to make a chart with the following information:

Read and Dig Deeper!

(Link the idea of digging a hole in dirt to reading the text three times for more information.)

1st reading: Introduce yourself to the text. (Break the surface.)

2nd reading: Find key words and details. (Dig for more information.)

3rd reading: You can answer questions about the text and relate them to real life experiences/stories/knowledge. (Your hole is dug!)

- The following is a description of how to “Read and Dig Deeper” with your students. Use the Teacher Provided Questions for your discussion about the cover page.
 1. First, read the cover page to your class without stopping to discuss any details or key words.
 2. Second, read the cover page to your class and have them circle key words and details.
 3. Last, read the cover page to your class and ask questions about details in the text. Ask students to relate the information to real life situations.

Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

1. What do you know about maps? (Answers may vary.) LOW/2
2. Ask this question after you read the cover story for the 2nd time.
 - What are some important words or details that we should circle on this page? (Possible answers: maps, boundary, etc.) HIGH/2
3. Ask these questions after you read the cover story for the 3rd time.
 - What is a map? (Maps are drawings of places.) LOW/1
 - What is a boundary? (A boundary is a line that shows where one place ends and another place begins.) LOW/1
 - Have you ever had to use a map? Explain. (Answers may vary.) HIGH/4

Self-Check Question: How are maps useful?

Differentiated Instruction

Gifted/Talented Learner Connection: Advanced readers may be able to do the 2nd and 3rd reading independently. Let the students circle the key words and details without the teacher’s input and then let them share what they circled.

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Below/Developing Learner Connection: Pair developing learners with advanced readers to find key words and details for the 2nd and 3rd readings of the cover page.

Cooking Connection: What student would not love making an edible map? The link below gives directions on how to make an edible map. Assign students to bring in the different items needed to complete the activity.

<http://simplysecondgrade.blogspot.com/2012/04/edible-landforms.html?m=1>

Day 2 (60 minutes)

Page 2

Maps

NGSSS Social Studies Standards Covered: SS.1.G.1.2, SS.1.G.1.3

ELA/LAFS Standards Covered: LAFS.1.L.1.1, LAFS.1.L.3.5, LAFS.1.RF.4.4, LAFS.1.RI.1.1, LAFS.1.SL.1.2

Lesson Suggestions: shared

BAV: direction

Lesson Tasks

- Read Page 2 of this week’s magazine.
- Look at the maps featured on Page 2 and point out the map key, compass rose and cardinal directions.
- Have a variety of maps for the students to look at and see if they can find the map key, compass rose and cardinal directions on them.
- Use the Teacher Questions to discuss a map key, compass rose and cardinal directions.
- Complete the Cardinal Directions in the City Blackline Master with the class.
- Explain to the students that they will be playing a game to help them understand how to use cardinal directions. This game is best played in an open space like a gym.

Cardinal Direction Game:

1. Label each of the four walls with a sign indicating its cardinal direction. (north, south, east and west)
2. Have the students stand in the center of the room. Give them oral directions and see if they walk in the correct direction. For example, “Take two steps north.”
3. Once the students get the hang of it, add a twist of the “Simon Says” game. For example, “Simon says to take three steps west.”

Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

1. What is a map key? (A map key tells you what the symbols on the map represent.) LOW/1
2. Give examples of items on the map key on Page 2. (highway, interstate, waterway and airport) LOW/2
3. What is a compass rose? (A compass rose is something that looks like a star that tells directions, or which way to go.) LOW/1
4. What kinds of abbreviations do you see on the compass rose on Page 2? (N--north, NE--northeast, E--east, SE--southeast, etc.) LOW/2
5. Would it be easy to use a map if there was not a map key or compass rose? Explain. (Answers may vary.) HIGH/2

Self-Check Question: When would someone need to use a compass rose on a map?

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Differentiated Instruction

Kinesthetic Learner Connection: Your kinesthetic learners may enjoy adding other bodily movements to the Cardinal Direction Game. For example, “Simon says to take three bunny hops east.” You can add a variety of kinesthetic moves. (Examples: baby steps, giant steps, crawls, long jumps, etc.)

Linguistic Learner Connection: Teach your students how to memorize the cardinal directions in order with this catchy phrase. (N-never, E-eat, S-soggy, W-waffles)

Day 3 (30 minutes)

Page 3

Maps

NGSSS Social Studies Standards Covered: SS.1.G.1.2, SS.1.G.1.4

ELA/LAFS Standards Covered: LAFS.1.L.1.1, LAFS.1.RF.4.4, LAFS.1.RI.1.1, LAFS.1.SL.1.2, LAFS.1.SL.2.5

Lesson Suggestions: shared/independent

BAV: desert, globe, mountain, valley

Lesson Tasks

- Reread Page 3 in this week’s lesson. Have students circle the landforms on the map. (Landforms that should be circled: Cascade Range, Coast Range, Sierra Nevada, Ozark Plateau and Appalachian Mountain)
- Read the story, “Mother Earth’s Beauty: Types of Landforms Around Us” by Baby Professor.
- Have the students collectively make a list of all landforms and bodies of water. (mountains, valleys, plains, deserts, beaches, lakes, rivers, ponds, creeks, etc.)
- Give each child a blank piece of paper. Have each choose a type of landform or body of water, and write his or her choice at the top of the paper. Have each student draw a picture of his or her choice and write a complete sentence describing his or her landform, or body of water. Gather all the papers and make a classroom book with everyone’s work. This would be a great addition to your classroom library!

Homework Suggestion: Connect parents to this week’s lesson by sending home a copy of the Land and Water Match-Up Blackline Master.

Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

1. What are landforms?? (Landforms are the shape of the land.) LOW/1
2. What kinds of landforms are around us? (Answers may vary.) LOW/4
3. What are some different types of bodies of water? (oceans, lakes, rivers, ponds, etc.) LOW/1
4. What kind of bodies of water are around us? (Answers may vary.) LOW/4

Self-Check Question: What type of landform would you like to visit?

Differentiated Instruction

Musical/Rhythmic Learner Connection: This link leads you to a song about landforms that you can teach your class. There is even a video of students doing arm movements with words of the song. (If you have the time, look at the “Landform Dinosaur” this teacher made to teach her students about landforms.)

<http://www.scholastic.com/teachers/top-teaching/2014/10/quick-easy-and-multisensory-landform-and-map-ideas>

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Spatial Learner Connection: Make a landform playdough station for your class. Have laminated pictures available illustrating different types of landforms. Students can try to recreate the image with playdough. The following link provides directions to make no-bake playdough.
<http://www.pbs.org/parents/crafts-for-kids/no-bake-play-dough/>

Day 4 (30 minutes)

Let's Write! Writing Literacy Skills Prompts

NGSSS Social Studies Standards Covered: SS.1.G.1.2, SS.1.G.1.4

ELA/LAFS Standards Covered: LAFS.1.L.1.1, LAFS.1.L.1.2, LAFS.1.SL.2.5, LAFS.1.SL.2.6, LAFS.1.W.1.1, LAFS.1.W.1.2, LAFS.1.W.1.3

Opinion: Where would you rather live—the desert or the beach? Give two reasons supporting your answer.

Informative/Explanatory: What are three important things that you can find on a map? Write a paragraph with four complete sentences. Start your paragraph with the following sentence: There are many important things that you can find on a map.

Narrative: You have just created a new city. It is up to you to decide on the types of landforms and bodies of water in this city. Write complete sentences with information about your new city and include the following details. You may even want to be creative and name your landforms. (e.g. Marshmallow Mountain)

1. name of city
2. three landforms that can be found in your city
3. one body of water that can be found in your city

Studies Weekly Journal: Have students complete their writing prompts in the Studies Weekly Journals. Have them write complete sentences to answer the writing prompt and encourage them to add a sketch to explain their answers.

Day 5 (30 minutes)

Assessment

NGSSS Social Studies Standards Covered: SS.1.G.1.2, SS.1.G.1.3, SS.1.G.1.4, SS.1.G.1.5

Assessment Suggestions: Use the provided assessment included in this week's Teacher Supplement.

Writing and Technology

NGSSS Social Studies Standards Covered: SS.1.A.1.1, SS.1.A.2.1, SS.1.G.1.2, SS.1.G.1.3, SS.1.G.1.4

ELA/LAFS Standards Covered: LAFS.1.L.1.1, LAFS.1.SL.1.2

Web Surfers

- This is a great child narrated video showing a variety of maps that can be found in the world.
<http://www.watchknowlearn.org/Video.aspx?VideoID=20699&CategoryID=6205>
- This link is a great resource for teachers to find a variety of map skill activities for young learners.
<http://education.nationalgeographic.org/map-skills-elementary-students/>

Digital Projects: The teacher may use this as a student product assessment and/or a replacement for the weekly assessment. MODERATE to HIGH/3-4

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2.0 Technology Suggestion:

- Show these images from the Library of Congress. Have students explain what type of landform or body of water each picture contains.
 1. mountain: <http://www.loc.gov/resource/ppmsca.17833/>
 2. ocean: <http://www.loc.gov/resource/det.4a22423/>
 3. valley: <http://www.loc.gov/resource/pgs.04699/>
 4. desert: <http://www.loc.gov/resource/highsm.12167/>
 5. lake: <http://www.loc.gov/resource/det.4a03684/>
 6. beach: <http://www.loc.gov/resource/highsm.11990/>
- Page 4 of this week’s lesson highlights the explorer, Vitus Bering. Read details from the link below to your class. To keep the students interest, have them write down their two favorite facts while you are reading. Ask students to share their favorite facts.
<http://www.alaskakids.org/index.cfm/know-alaska/Alaska-History/Bering's-Odyssey>

Literacy Connection

NGSSS Social Studies Standards Covered: SS.1.A.1.2, SS.1.G.1.2, SS.1.G.1.4

ELA/LAFS Standards Covered: LAFS.1.L.1.1, LAFS.1.L.3.5, LAFS.1.RF.4.4, LAFS.1.RI.1.1, LAFS.1.RI.1.2, LAFS.1.SL.1.2, LAFS.1.SL.2.5

Lesson Suggestions: shared/independent

Lesson Tasks

- This week’s lesson covers many elements found on maps. Give each student a copy of the Story Scavenger Hunt Blackline Master (found on the Online Teacher Edition) and go over the information that he or she will need to find while you read the story.
- Read the story, “Follow That Map: A First Book of Mapping Skills” by Scot Richie.
- As you read, try to point out different facts that they will need to complete the Story Scavenger Hunt Blackline Master (e.g., title, author, important words, etc.).
- Use the provided Teacher Questions to discuss and complete the Story Scavenger Hunt Blackline Master.

Teacher Questions, (Answers) and Cognitive Complexity Level/Relevance Level

Use these questions to fill in the answers on the Story Scavenger Hunt Blackline Master.

1. What is the title of the book? (“Follow That Map: A First Book of Mapping Skills”) Discuss the use of quotation marks when writing the title of a book. LOW/1
2. Who is the author of the book? (Scot Richie) LOW/1
3. How do you pick out an important word in a book? (Answers may vary. The word is highlighted or bolded. The word is repeated often in the text. There is a picture illustrating the word.) HIGH/2
4. What are some important words in this book? (Answers may vary but may include north, south, east, west, map key, directions, etc.) HIGH/2
5. What is something you learned from reading this book? (Answers may vary.) HIGH/2

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Differentiated Instruction

Below/Developing Learner Connection: Instead of giving each student a copy of the blackline master, model the activity.

Gifted/Talented Learner Connection: Have the student complete the blackline master independently, or let him or her choose his or her own book to read and use the information from that book to complete the blackline master.