

Easthampton Public Schools
1st Grade ELA / Social Studies Unit

Unit: Me on a Map: Reading & Drawing Maps of My World

Duration: 3 weeks (15 lessons) - Early part of 1st grade

Essential Questions:

- Why do people need maps?
- How do maps show the world?
- How are maps and real places different?

Enduring Understandings:

- Maps can show important places in the world.
- Maps can help us learn about the world.
- A map or globe is a model that shows places in the world.

Summative Performance Assessment/Task:

Imagine you just moved to Easthampton. Write a letter to a faraway friend describing your new school and your favorite activity. Draw a map of your favorite place to be at school (e.g., classroom, playground, art studio) so your friend can better understand your new school.

KNOWLEDGE

Students will understand.....

- A map shows a particular place, such as a school, neighborhood, town, state, country, continent, or planet.
- A map is a drawing of a place and a globe is a model of the Earth.
- A town is part of a state, which is part of a country, which is part of a continent, which is part of the planet Earth.

SKILLS

Students will be able to.....

- Write a personal narrative naming a place and using details to describe an event.
- Draw a simple map with a title, key, symbols, and a compass rose showing a familiar place (e.g., classroom, playground, or town).
- Identify a pictorial symbol on a map as a representation of a real feature.
- Locate cardinal directions (North, South, East, West) using a compass rose on a map.
- Locate our school, town, state, capitals, the United States, and North America on a map or globe.
- Locate major mountains, rivers, lakes, and oceans of our region.

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<p>Vocabulary map, globe, town, state, capital, country, continent, equator, poles, title, key, symbol, direction, compass rose, mountain, river, valley, pond, lake, ocean</p>	<p>Standards G4 – Describe maps as representing space such as a classroom, school, neighborhood, city, etc. G5 – Identify directions (North, South, East, and West) and apply them to maps and familiar locations. G6 – Define and locate North and South Poles and the equator. G7 – Define and give examples of continent, mountain, river, lake, and ocean. W3 – Write narratives in which they recount two or more appropriately sequenced events, includes some details regarding what happened, use temporal words to signal order, and provide some sense of closure. SL1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas and feelings clearly.</p>
<p>Instructional Activities</p> <ul style="list-style-type: none"> • Walking field trip of Easthampton to visit important locations, such as Nashawannuck Pond, Police/Fire Station, City Hall, and Williston Library • Take photographs of students in important locations in town and reference on a map of the town on display in the classroom • Create student-made books modeled after format of <i>Me on a Map</i> • Draw simple maps of classroom, cafeteria, and playground • Compare/contrast maps of town, state, country, and world • Create a flat-self, modeled after Flat Stanley, and write a letter to a pen-pal via <i>The Flat Stanley Project</i> 	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Orally name our school, town, state, capitals, country, and continent. • Identify and describe the main features on a simple map (title, key, symbols, compass rose). • Name three geographic features in Massachusetts such as Mount Tom, Connecticut River, Pioneer Valley, Nashawannuck Pond, and Atlantic Ocean.
<p>Reading</p> <ul style="list-style-type: none"> • Interactive Reading of extended text and picture books with text-based questions <p>Writing</p> <ul style="list-style-type: none"> • Interactive Writing – Class story of field trip in which teacher scaffolds for students how to sequence events and provide details • Letter Writing – Write a letter to your family describing two or more events enjoyed on the class field trip and provide details 	

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- Journal Writing – Response to prompts about places students may have visited such as a mountain, river, pond, or ocean
- Opinion Piece –Would you want to be flat like Flat Stanley? Express your opinion and give a reason for your thinking

Speaking and Listening

- Accountable talk managed by teacher during class discussions
- Turn and Talk with a peer

Reading Selections (extended text)

- *Me on the Map*, by Joan Sweeney, 2009
- *Flat Stanley*, by Jeff Brown, 1992

Reading Selections (read aloud picture books)

- *Scrambled States of America*, by Laurie Keller, 1998
- *Mapping Penny's World*, by Loreen Leedy, 2000
- *As a Crow Flies*, by Gail Hartman, 1993
- *Where Do I Live?* by Neil Chesnow, 1995
- *Maps and Globes*, by Jack Knowlton, 1986
- *Follow that Map! A First Book of Mapping Skills*, by Scot Ritchie, 2009
- *Geography From A to Z: A Picture Glossary*, by Jack Knowlton, 1997
- *The Continents* (Rookie Read-About Geography), Wil Mara, 2005
- *North America* (Rookie Read-About Geography), Wil Mara, 2005
- *The Four Oceans* (Rookie Read-About Geography), Wil Mara, 2005

Other Resources (websites, media, technology)

- Google Earth
- www.flatstanley.com – The Flat Stanley Project
- Photographs of students in important locations in town taken during walking field trip of Easthampton
- Children's atlases for the class library
- Collection of maps (Easthampton, Massachusetts, United States, World)
- Globe of world