



# Read to Be Ready plans for: Maps & Globes - 1<sup>st</sup> week 1<sup>st</sup> Grade R2BR

## ELA Standards:

- 1.FL.PC.1 Demonstrate understanding of the organization and basic features of print.
- 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
- 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
- 1.RL.KID.1 and 1.RI.KID.1 Ask and answer questions about key details in a text.
- 1.RL.KID.2 and 1.RI.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or less. Identify the main topic and retell key details of a text.
- 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
- 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.
- 1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
- 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.
- 1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.
- 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.
- 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1<sup>st</sup> grade topics and texts.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
- 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.
- 1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

## Social Studies:

- Geography: 1.10 Recognize basic map symbols, including: cities, land, roads and water.
- 1.12 Use cardinal directions on maps.
- 1.13 Distinguish the difference between a lake, mountain, ocean, and river.

**Comprehension skill:** Theme      **Phonics:** See pacing guide

**Grammar/Writing:** See pacing guide

**Unit Focus:** Descriptive Writing; Maps & Globes

**Culminating Activity next week:** Identification and Description of city, state, country, world

**Text Set:** This Week - Mapping Penny's World by Loreen Leedy,      Jan's New Home by Angela Shelf Medearis (Reading Street story)  
Next Week: Me on the Map by Joan Sweeney,

	Read Aloud	Vocabulary Focus	Discussion Questions	Written Response	Resources
<b>M O N D A Y</b>	Today will be explicit instruction of the Tier 2 vocabulary words, particularly defining 'map' as a picture of someplace taken from	<b>Tier 2 words:</b> (teach explicitly; look for these to be used in student writing responses and projects during the	Whole group: Teacher will project image of the fire drill map for your school, and using colored markers label the title, the compass rose, your classroom, and draw a line showing the walking path that should be taken	Write about the importance of the fire drill map in our classroom.  A fire drill map is	3 ½ minute video about maps – animated <a href="http://tinyurl.com/zbbo7xw">http://tinyurl.com/zbbo7xw</a>

	<p>above; looking down on an area.</p> <p><b>**Show students only the pages in Mapping Penny's World that show the My Bedroom map as you discuss the vocab words.</b></p>	<p>unit)</p> <ul style="list-style-type: none"> <li>• map</li> <li>• title</li> <li>• key</li> <li>• symbols</li> <li>• labels</li> <li>• directions</li> <li>• compass rose</li> </ul>	<p>during a fire drill.</p> <p>If time allows, have students help you create symbols for a map key on the fire drill map.</p> <p><b>*This activity serves many functions other than map skills, such as fire safety review, and making students aware of one of the important uses of maps.</b></p>	<p>important because.....</p>	
<p><b>TUESDAY</b></p>	<p>1<sup>st</sup> read aloud of Mapping Penny's World.</p> <p>Begin by reviewing the Tier 2 vocabulary words, particularly defining 'map' as a picture of someplace taken from above; looking down on an area.</p> <p>Read Mapping Penny's World straight through with few pauses for this first read.</p>	<p><b>Tier 2 words:</b> (teach explicitly; look for these to be used in student writing responses and projects during the unit)</p> <ul style="list-style-type: none"> <li>• map</li> <li>• title</li> <li>• key</li> <li>• symbols</li> <li>• labels</li> <li>• directions</li> <li>• compass rose</li> </ul> <p><b>Tier 3 words:</b> (introduce but do not teach for mastery)</p> <p>Odometer Pedometer Map scale</p>	<p><i>What was the author's purpose for writing this books?</i></p> <p><i>What were some of the reasons Lisa had for making her maps?</i> (teacher will show students the text illustrations that correspond with student answers).</p> <p><i>How have you seen people use maps?</i> (driving directions on parents' phone or GPS; weatherman/woman on TV, etc.)</p> <p>Whole group: Teacher will draw a quick map of 3-4 items placed on a student desk, modeling how to look down on the desk from above to visual the items for drawing. Display this map on the white board or chart paper.</p> <p>Include a map key and a compass rose. Do not make the map very detailed. This is the model students will use for their independent work today.</p>	<p>Have students pull out 3-4 items from their supply boxes and place on their desk. Then ask them to complete the writing journal response:</p> <p>Draw a simple map of the things on your desk. Include a MAP KEY and a COMPASS ROSE. North will be the top edge of their desk no matter which way the desk is facing in the room.</p> <p><b>**Allow students to use the whole group map example as a model for drawing and labeling their own maps.</b></p> <p><b>**Remind them to stand and look down on the desk top to see where the items are. A Map is a picture of something taken from above.</b></p>	<p>2 minute song about the cardinal directions – <a href="http://tinyurl.com/ige3rua">http://tinyurl.com/ige3rua</a></p> <p>interactive map using a compass rose – <a href="http://tinyurl.com/cje9rjz">http://tinyurl.com/cje9rjz</a></p>
<p><b>WEDNESDAY</b></p>	<p>2<sup>nd</sup> reading of Mapping Penny's World</p> <p>Pause on each page with a map to ask</p>	<p>Review the vocab words:</p> <p>Tier 2 words: map neighborhood</p>	<p>Teacher will pause on each page with a different map.</p> <p>Ask students what the purpose of each map is, and what is the evidence to show this.</p>	<p>Think of a reason why you might want a map. Tell what the map would show, what the title would be, and</p>	<p>Interactive map showing a town – <a href="http://tinyurl.com/y8ezxoy6">http://tinyurl.com/y8ezxoy6</a></p>

S D A Y	discussion questions.	<p>title key symbols labels directions compass rose</p> <p>Tier 3 words: Odometer Pedometer Map scale</p>	<p>For instance, on the page with the bedroom map, draw attention to the title and the illustrations to explain the purpose of the map.</p> <p><i>What was necessary to be included for each map?</i> (the bedroom map showed furniture; the treasure map showed buildings, trees, etc.)</p>	<p>describe what would need to be on the map.</p> <p>Use a thinking map prior to writing. What kind of thinking map would you use? (brace map?)</p> <p>You may add an illustration of your map if time allows.</p> <p>(This is something that could be started today and completed for early bird work or during reading centers tomorrow)</p>	
T H U R S D A Y	<p>3<sup>rd</sup> reading of <u>Mapping Penny's World</u></p> <p>This time focus upon the relative size of areas mapped in the book- bedroom is very small; park is larger; last map of world is a huge area. This will lead into next week's reading of Me on the Map and the culminating activity.</p>	Review the Tier 2 Vocabulary words	<p><i>Are all maps flat?</i> (introduce the concept of flat map vs. sphere-shaped globe - displaying a globe for students to see and touch) A globe is shown on the title page of the book.</p> <p><i>What must be included on a map?</i> - title, key with symbols, compass rose</p> <p>Review: <i>Why are maps important, and when might we use maps?</i></p>	<p>Partner work: (on large paper)</p> <p>Draw and label a map with symbols, showing the path from your classroom to...(the cafeteria, restrooms, playground, office, library) - The chosen destination could be a way to differentiate among the partner pairs, depending on their abilities.</p> <p>Include a map key &amp; compass rose &amp; title.</p>	
F R I D A Y	<p>4<sup>th</sup> reading of <u>Mapping Penny's World</u></p> <p>1. Today's reading is only the 2 pages showing <i>Our Hike and Bike Trails</i> map.</p> <p>Students will be asked to use the map key to identify the land and water formations on</p>	Map key symbols	<p><i>What does the title of this map tell us?</i></p> <p><i>How do we know what the colored symbols on the map actually mean?</i></p> <p><i>If you were walking, which path would you follow?</i> (red broken line)</p> <p><i>If you were in a car, which path would you follow?</i> (gray solid line)</p> <p><i>If you were visiting a park why would a</i></p>	<p>Draw a map for a park with a map key, showing areas you would like to visit. Make sure to include hills, water, roads, and trails.</p>	<p>National Geographic Interactive map key practice - great for whole group or for individual practice on laptops - <a href="http://tinyurl.com/y93v6mfh">http://tinyurl.com/y93v6mfh</a></p>

	the map.  2. Show the National Geographic video noted in Resource column before assigning writing prompt.		<i>map be important?</i> (shows features you might like to see, keeps you from getting lost, tells you how long or short a path might be, etc.)		
--	---	--	---	--	--