



Read to Be Ready plans for: Maps & Globes - 2nd week 1st 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 1st 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.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
- 1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.
- 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 week: Identification and Description of city, state, country, world

Text Set: This Week: Me on the Map by Joan Sweeney Jan's New Home by Angela Shelf Medearis (from Reading Street book)
Last Week: Mapping Penny's World by Loreen Leedy

| Read Aloud | Vocabulary Focus | Discussion Questions | Written Response | Resources |
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| M O N D A Y | <p>Whole group – Shared reading of <u>Jan's New Home</u> with students using the Reading Street book.</p> <p>*Use this text to support phonemic and grammar skills throughout the week as well as a tie in to the usefulness of maps & our place in the world.</p> <p>The text, <u>Me on the Map</u>, will be used as the main instructional text for the remainder of the week.</p> | <p>Tier 2 Vocabulary words for explicit instruction:</p> <ul style="list-style-type: none"> • Change • Rush <p>*Students should know the meaning of the majority of words in this story</p> | <p><i>What was the big change that happened in Jan's life? (she moved)</i></p> <p><i>How were her old and new neighborhoods different?</i></p> <p><i>What stayed the same for Jan? (her toys, furniture, family)</i></p> <p><i>How did Jan's feelings about the move change during the story?</i></p> <p><i>Have you ever moved, and if so did you feel the same emotions that Jan had?</i></p> <p><i>Thinking back to our story of Mapping Penny's World from last week, what might Jan's family have used when they made their move? How would a map have been helpful for them?</i></p> <p><i>Model whole group a thinking map to identify the beginning, middle, and end of the story.</i></p> | <p>Create a thinking map to organize your thoughts. Then, write about the 3 major parts of the story – Jan's New Home.</p> <p>In the beginning of the story.....</p> <p>In the middle of the story.....</p> <p>At the end of the story.....</p> <p>*Encourage students to use ideas discussed during question time such as Jan's emotional changes, or the change in setting.</p> <p>Beginning: packing up to move</p> <p>Middle: the journey</p> <p>End: settling into her new home</p> | |
| T U E S D A Y | <p>Teacher will read aloud <u>Me on the Map</u>.</p> <p>*Teacher will display in classroom vocabulary cards of the Tier 2 Vocabulary words. **Keep these displayed throughout the week for use by students in writing work – in the size order that students will create during question time today.</p> | <p>Tier 2 words for explicit instruction:</p> <ul style="list-style-type: none"> • Map • Street • Town • State • Country • World | <p>1. <i>Let's look at our Vocabulary words and find each of them in the text, <u>Me on the Map</u>.</i> (Teacher will show the correct illustrations for each word)</p> <p>2. <i>Let's put the words in order by the size that they represent on a map.</i> (teacher will help students order the word cards with <i>street</i> on the top and <i>world</i> at the bottom – small to large)</p> <p>3. <i>If there were a picture of you on each of these places on a map where would you seem the largest and where would you seem the smallest?</i> (large–street; small – world)</p> <p>4. <i>By the end of the week we</i></p> | <p>In your writing journal, copy the words in the order we have placed them using our vocabulary cards:</p> <p>Street</p> <p>Town</p> <p>State</p> <p>Country</p> <p>World</p> <p>Draw a quick illustration of each of these words in your journal and label.</p> | <p>Utilize the Reading Street leveled readers during small group instruction:</p> <p><u>The New Park</u></p> <p><u>A Big Move</u></p> <p><u>Pins in the Map</u></p> <p>During independent reading center students re-read <u>Jan's New Home</u>.</p> <p>During Word Work center students record rhyming words from <u>Jan's New Home</u>.</p> |

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| | | | will make a special project to show that we understand these words and their sizes in our life. (teacher will show a sample of the culminating project) | | |
| W E D N E S D A Y | Second reading of <u>Me on the Map</u> | Tier 2 words for explicit instruction: <ul style="list-style-type: none"> • Map • Street • Town • State • Country • World | <p>1. <i>Thinking back to our story last week, Mapping Penny's World, what things could have been added to the maps drawn in Me on the Map?</i> (map key, compass rose, title, etc.)</p> <p>2. <i>How did the little girl find her special place on the map?</i> (teacher will reread beginning on page where the little girl is lying on the map of Our World – 1st she finds her country, then state, then town, then her street) **She went from large to small this time.</p> | <p>How would you describe your special places in the world?</p> <p>1st – My country is.....</p> <p>2nd – My state is.....</p> <p>3rd – My town is.....</p> <p>4th – My street is.....</p> <p>**Optional – begin step one with continent, then step two with country, etc. <u>Me on the Map</u> does not emphasize the continent.</p> | <p>Read aloud of <u>Me on the Map</u>: http://tinyurl.com/y7c6pnn7</p> |
| T H U R S D A Y | During whole group, teacher will facilitate a comparison of two texts: <u>Me on the Map</u> & <u>Mapping Penny's World</u> using the questions in the plans. | <p>Briefly review the Tier 2 vocabulary from <u>Mapping Penny's World</u>: Map, title, key, symbols, labels, directions, compass rose</p> <p>And from <u>Me on the Map</u>: Map, street, town, state, country, world</p> | <p><i>What are both texts mostly about – their main idea?</i> (how we fit in the world; the importance and usefulness of maps; the comparable sizes of our special places in the world – country – state- city – neighborhood)</p> <p><i>Was the author's purpose to inform or to entertain?</i> (they used an entertaining, colorful way to deliver information about maps)</p> <p><i>Today we will begin our project to show where we fit in our country, our state, our city, and our neighborhood.</i> (teacher will again show example and then guide students through directions to complete the circles. The written portion will be completed tomorrow)</p> | <p>See project example http://tinyurl.com/a4tk25l *Note: Teacher may opt to not do the Continent as the main focus is to help students realize the difference between USA, Tennessee, Bartlett, street/neighborhood/home.</p>  | <p>Read Aloud- <u>There's a Map on My Lap</u> by Dr. Seuss: http://tinyurl.com/ybz8ol3q</p> |

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| F R I D A Y | Teacher will briefly review the main idea of both texts, <u>Me on the Map & Mapping Penny's World</u> , using a walk through the pages of both books. | Refer class to the vocabulary cards displayed in the room and the vocabulary words used in their journals during this study of maps. | <p><i>Today we are going to add writing to our project so that we will have lots to share with our families. Let's talk about each circle and how we could describe each location</i> (teacher – see examples given in the next column of the plans)</p> <p>**Note: the written samples are only samples. Do not have students copy those words. They can be given a starter for each circle, but should use their own words to complete each page.</p> | <p>Students will write a sentence describing each circle on their project – This should be on lined paper cut to fit the front or back of each circle.</p> <p>Writing Examples:</p> <ol style="list-style-type: none"> 1.The world I live in is called planet Earth. It circles the sun. 2.I live in a country called the United States of America. It has 50 states. 3.My state is Tennessee. It looks like a long rectangle with a pointing finger at one end. 4.Bartlett is the name of my city. I like my city because..... 5.The name of my street is..... My family lives on this street in a red brick house with green shutters. | |
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