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Unit Planning Guide
First Grade Geography
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Unit Planning Guide

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Unit Planning Guide

2. Overview/Rationale/Introduction

Overview:

Through the course of this lesson, first graders will get a better understanding of how maps are used and we can benefit from using them. They will be exposed to various maps and the different perspectives the world can be viewed through. Students will learn more about their community and their location within it, as they learn addresses and see visuals of their community through maps. Students will begin to point out physical features on a map, such as landmasses and bodies of water.

Rationale:

Learning about maps is important for these first graders as they learn more about themselves and the world around them. When they visually see the other things around them, they can view themselves as a piece of a large puzzle. They start to see that the world is bigger than just them and there is a lot happening outside the four walls of the school.

Introduction:

This unit will incorporate students looking and observing various maps along with creating ones of their own. They will start to notice differences in perspectives and see the various ways one can look at things. They will watch video clips and listen to books that incorporate maps and visuals for students to see maps in action. They will use vocabulary journals to reference important words to remember throughout the unit as well.

3. KUDs: The road map:

GLCE and Verb	GLECs: 1 – G1.0.1 - Construct simple maps of the classroom to demonstrate aerial perspective. Type of Learning: Product			
Knowledge (K)	Understand (U)	DOL: Demonstration of Learning (DO)	Vocabulary	I Can
Aerial means to be operating in the air. It includes a point of view from above. Point of view is gives the perspective of another. A map is a representation of the features of an area showing relative form. A map includes a key, which explains the markings on the map. Different maps have different qualities based on the information the map is trying to show. The key is dependent on the map and can vary. There are perspectives, or points of view, on the different maps to tell information about the physical features.	Students will understand how to make maps from a bird's eye view.	Students will make a map of the layout and objects in the classroom.	Aerial Map Perspectives Key Point of View	I can make a map of the classroom from a bird's eye view.
GLCE and Verb	GLECs: 1 – G1.0.2 - Give examples of places that have absolute locations (e.g., home address, school address). Type of Learning: Knowledge			
Knowledge (K)	Understand (U)	DOL: Demonstration of Learning (DO)	Vocabulary	I Can

<p>Location is where something or someone is. It is a place of settlement, activity or residence. An address is a direction for a recipient describing location. Each person has their own address where they live and each building has an address.</p>	<p>Students will know the address of their school and home.</p>	<p>Students will draw a picture of their house and a picture of their school and write the address below the picture.</p>	<p>Location Address</p>	<p>I can tell the address of my home and school.</p>
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<p>GLCE and Verb</p> <p>GLECs: 1 – G1.0.3 - Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment. Type of Learning: Reasoning</p>				
<p>Knowledge (K)</p>	<p>Understand (U)</p>	<p>DOL: Demonstration of Learning (DO)</p>	<p>Vocabulary</p>	<p>I Can</p>
<p>Direction is the line along which anything lies, faces or moves. Personal direction includes left, right, front and back.</p>	<p>Students will understand personal directions related to various locations in the school environment.</p>	<p>Students will answer written questions describing locations of various places or objects in the school environment. They will use personal direction to guide another student to various locations in the school.</p>	<p>Direction Left Right</p>	<p>I can tell the address of my home and school.</p>
<p>GLCE and Verb</p> <p>GLECs: 1 – G1.0.4 - Distinguish between landmasses and bodies of water using maps and globes. Type of Learning: Reasoning</p>				

Knowledge (K)	Understand (U)	DOL: Demonstration of Learning (DO)	Vocabulary	I Can
<p>A landmass is land or a large island that can be indicated on a map. A map gives location to physical features of the world while a globe shows a 3 dimensional version. A map includes a key, which explains the markings on the map.</p> <p>The bodies of water are important as they are shown in blue, such as rivers, oceans, lakes, ponds etc.</p> <p>Some examples of land features are mountains, plains, forest etc. Some examples of bodies of water are rivers, lakes, oceans etc.</p>	<p>Students will understand the differences between physical features on maps and globes.</p>	<p>Students will look at maps and globes and circle the bodies of water. Student will then square the landmasses so they can show they know the difference.</p>	<p>Landmass (Land) Globe Body of water</p>	<p>I can tell the difference between land and water on a map and globe.</p>

Lesson One Vocabulary

4. **Assessment ideas:** a. How will you know they've learned it?

After the lesson, I will look at each student's Vocabulary Journal and see how they defined the word by the end of the lesson. I will also be looking for what sort of visuals and examples they used to see if they have a good grasp on what each word means.

b. How will you grade it?

Students will be assessed on their own student definition for the vocabulary words and the sort of visual (not focusing on drawing ability) and examples they use.

5. **Sequence of Instruction (including Vocabulary):** What will you do? What will they do?

Lessons: How will you take them where they need to go? (Step-by-Step plan)	Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)	Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)
<p>GLECs: 1 – G1.0.1 - Construct simple maps of the classroom to demonstrate aerial perspective.</p> <p>Pre-test/Anticipatory set: the hook— The teacher will introduce students to the vocabulary by giving groups of students a map of the classroom. Each map will have a red X at a location and the group of students must find that location using the map and grab a hidden red X at the location.</p> <p>Lessons: How will you take them where they need to go?</p> <p>Direct Instruction:</p> <p>1. Teacher will begin the lessons by</p>	<p>Instructional strategies/Social constructs: How will they work?</p> <p>Students will participate in whole group discussion as the vocabulary words and concepts are introduced by the teacher.</p> <p>They will converse with one another as they develop their understanding.</p> <p>Students will work as a group to use a map to locate the X. Teacher will lead discussion of terms and their application to the lesson.</p> <p>Students will hypothesize what they think the word means on their Vocabulary Journal Worksheet.</p>	<p>Resources needed: What materials and resources will they need ? (also included on Works Cited page)</p> <ul style="list-style-type: none"> • Vocabulary script (Attachment A) • Internet access • Whiteboard • Dry-erase markers • Pencils • Classroom Maps • Large Red X's marking locations in the room. • Vocabulary Journal Worksheet (Attachment B)

<p>introducing the vocabulary words according to the script Attachments A, using Marzano’s Six Steps to Building Academic Vocabulary. The teacher will connect the vocabulary words to the connections made during the anticipatory set.</p>		
<p>2. Teacher will read books and show videos to the class to provide examples of the vocabulary words in the act.</p>	<p>Students will view videos and read a book about how to read maps.</p>	<p>Learn How to Read Maps: https://www.youtube.com/watch?v=AC7sPYKjBqE</p> <p>I’m the Map ”: https://www.youtube.com/watch?v=NSw1F-E_M2A</p> <p><i>Me on the Map</i> by Joan Sweeney</p>
<p>Guided Practice:</p> <p>3. Teacher will provide ample opportunity for students to discuss with one another how maps are used in the community and the vocabulary words used to describe them. Students will create a Venn Diagram showing the similarities and differences in perspectives.</p> <p>3B. Students will play Wordo (Bingo with vocabulary words to test their understanding of vocabulary words associated with</p>	<p>Teacher and student discuss vocabulary words and talk about the similarities and differences in perspectives and how that plays a role in studying maps.</p> <p>Students will then each get 9 sticky notes and write the new vocabulary words on each sticky note. The teacher will say a class definition of</p>	<ul style="list-style-type: none"> • White board • Dry-erase markers • Venn Diagram on the Whiteboard • Pencils • Post-its • Bingo Chips • List of vocabulary words

this GLEC.	the word and students must get three in a row.	
<p>Independent Practice:</p> <p>4. Students will fill out their Vocabulary Journals and come up with definitions and visual on their own for the vocabulary words. (Attachment B). Students will then team up with students around them to compare journals.</p>	<p>Students will independently fill out their Vocabulary Journals with their own definition, visual, and example. They can then turn to the people next to them to compare answers.</p>	<ul style="list-style-type: none"> • Vocabulary Journal (Attachment B) • Pencil
<p>5. Teacher will review and revise further lessons as needed for students to understand the concepts associated to maps. This may include differentiated instruction for those needing further help and those who have mastered the ideas.</p>	<p>Students will revise their understanding and participate in further instruction as needed.</p>	<ul style="list-style-type: none"> • The teacher may need to provide additional information so there is transfer of knowledge and understanding to other advancements.

6. Resource Attachments, labeled A, B, C

Attachment A:

A Script for Vocabulary Development

Step One of Building Academic Vocabulary: Teacher introduces the word

Maps:

Teacher-talk (Step One): *Break students off into groups of four. Give each group a pre-made map of the classroom with a red X on it. Put a cut out of an X at each location for all groups. Okay students, we are going to pretend to be treasure hunters. Usually treasure hunters use maps to find the treasure at the red X. Each group must go find the red X labeled on their map. When you are done, bring it back to your desks. Allow students to venture to find their X. Ask the students a series of questions regarding how they found their X. Did you use the piece of paper to help find the X? How did you know you were going the right way? Clarify to the students that they used a map to find the hidden X. What are other things maps can help us find? Have you used something similar to this before?*

Show video: "I'm the Map": https://www.youtube.com/watch?v=NSw1F-E_M2A

Show video: "Learn How to Read Maps" : <https://www.youtube.com/watch?v=AC7sPYKjBqE>

Perspective:

Teacher-talk (Step One): There are different ways to look at things. What do you think our classroom would look like to a bird flying over if there was not a roof? How does the classroom look to you? How do you think the classroom would look to an ant walking around? All of these are different perspectives. So they all see our classroom different based on how they are looking at it.

Read: *Me on the Map* by Joan Sweeney

Aerial:

Teacher-talk (Step One): So in the book *Me on the Map*, the main character shows us different perspectives of places around her. What kinds of different perspectives do you think we get from the book? What sort of pictures is the character drawing? [Maps] The maps come from what kind of perspective. Do they come from the view of a bird, a student, or an ant? Yes, so maps are made from the perspective of a bird. A bird's perspective is known as an aerial perspective.

Step Four – Building Academic Vocabulary: Do activities that allow students to do work with the words

Teacher-talk: We are going to make a Venn Diagram of the things that are the same and things that are different for the different perspectives. So we are going to label one side of the Venn Diagram as Aerial or the Bird's perspective. On the other side, we are going to write the Lower or the Ant's perspective. What are some differences of these two views? What do you think are some of the same things that the Ant and the Bird see?

Direction:

Teacher-talk (Step One): When we used the maps to help us find the X in the classroom, how did you know where to go? Which way did you move? When we talk about which way we move or go, we are talking about direction. What are some directions that you have heard? [Left, right, straight] How do you think directions are used on a map? Did you find yourself using directions when you were trying to find the X?

Location:

Teacher-talk (Step One): As soon as you got to the X, you found the location I wanted you to go. A location is a certain place. What type of locations could you be looking for on a map? What are some of your favorite locations?

Step Six: Building Academic Vocabulary: Play games with the words they are learning.

Have the students each get nine stick notes. Have them write each of the five vocabulary words and a few other words that the teachers would like to include so there are nine vocabulary words. The students will rearrange the sticky notes in a different order from one another. The teacher will use a different variation of the definition discussed in class, and the student will put a chip down on the word they think the teacher described. When a student gets three words in a row, they win, and can continue placing chips onto the vocabulary words.

Step Two: Building Academic Vocabulary: Write in your own words the meaning of the vocabulary words.

Students will fill out the Vocabulary Journal (Attachment B) and fill out a definition of the word that they had gathered over the course of the class. How would you tell someone about what each word means?

Step Three: Building Academic Vocabulary: Draw a picture of something that shows you know the meaning of the word.

Students will fill out the Vocabulary Journal (Attachment B) and fill out a visual and example of each vocabulary word. What is a picture of each vocabulary word you could use to describe to someone who doesn't understand what the word means? What is an example of this word?

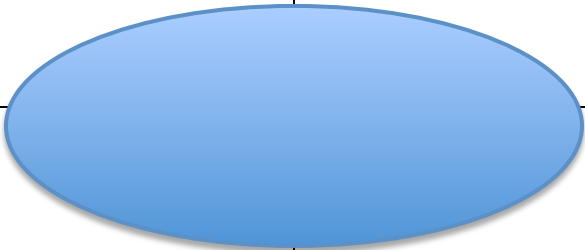
Step Five: Building Academic Vocabulary: Students will talk about the words they are learning.

Have students get into groups and discuss the different definitions, visuals and examples they each came up with. Ask the students to share their definitions as if the other do not know what they are talking about. Bring the class back together and gather some examples of each on the board so students can compare their answers with others in the class.

Attachment B:

Vocabulary Journal

What I think it means:	Definition in my own words:
Picture of what I think it is:	Examples:



Citations

Dora the Explorer (2000- 2014). Youtube. http://www.youtube.com/watch?v=NSw1F-E_M2A

ikenEdu (2001). Youtube. <https://www.youtube.com/watch?v=AC7sPYKjBqE>

Marzano, R. and Pickering, D. (2005). *Building Academic Vocabulary: Teacher's Manual*. Alexandria, VA: Association for Supervision and Curriculum Development.

Sweeny, J. (1996). *Me on the Map*. New York, NY: Grown Publishers.

<http://www.amazon.com/Map-Dragonfly-Books-Joan-Sweeney/dp/0517885573>