

Essential Question: What is Community?

Standards:

SS.K.G.1.1 – Describe the relative location of people, places, and things by using positional words.

SS.K.G.1.2 – Explain that maps and globes help to locate different places and that globes are a model of the Earth.

SS.K.G.1.3 – Identify cardinal directions (north, south, east, west).

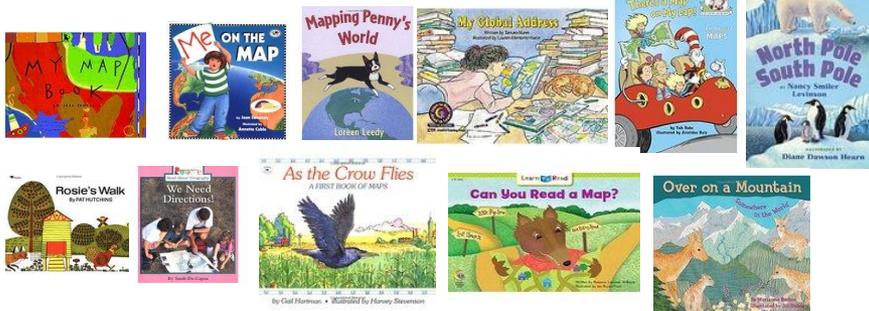
SS.K.G.1.4 – Differentiate land and water features on simple maps and globes.

SS.K.G.2.1 – Locate and describe places in the school and community.

SS.K.G.3.1 – Identify basic landforms.

SS.K.G.3.2 – Identify basic bodies of water.

Literature



Questions to Consider

Do all maps look the same?

Why do we need maps?

How do we find places?

What are maps?

What are maps for?

What is a globe?

How are maps and globes the same/different?

How do I know if I am going in the right direction?

What is in my school/bedroom/neighborhood?

What does water look like on a globe? map?

What does land look like on a globe? map?

How can I tell where something is?

What are land/water features?

Technology

Map skills:

<http://www.kidinfo.com>

[/geography/maps.html](http://www.kidinfo.com/geography/maps.html)

[http://www.kidsgeo.co](http://www.kidsgeo.com/geography-games/)

[m/geography-games/](http://www.kidsgeo.com/geography-games/)

Reading Maps:

[http://www.brainpopjr.c](http://www.brainpopjr.com/socialstudies/geography/readingmaps/grow)

[om/socialstudies/geogra](http://www.brainpopjr.com/socialstudies/geography/readingmaps/grow)

[phy/readingmaps/grow](http://www.brainpopjr.com/socialstudies/geography/readingmaps/grow)

[nups.weml](http://www.brainpopjr.com/socialstudies/geography/readingmaps/grow)

Map Keys:

[http://www.kidsgeo.co](http://www.kidsgeo.com/geography-for-kids/0027-map-key-and-scale.php)

[m/geography-for-](http://www.kidsgeo.com/geography-for-kids/0027-map-key-and-scale.php)

[kids/0027-map-key-and-](http://www.kidsgeo.com/geography-for-kids/0027-map-key-and-scale.php)

[scale.php](http://www.kidsgeo.com/geography-for-kids/0027-map-key-and-scale.php)

Poem & Song

Oceans

Maps

“Community”(written by students)

Anchor Charts & Interactive Writing

Map & Globes – definition and label

Land and Water Features T chart

Cardinal Directions

Provocation: Bringing Maps to Life

Adding felt and pictures of places around the community and school to make living maps at the block center.

Draw and label living maps

Count and record features

Building Community

Globe Toss (tally and count water v. land)

Walk the Setting

Give Me Shelter

Wish for the World (pass globe) p.118

Car/Driver p.73

Art

Where I am circle books (Me on the Map)

Painting and labeling map of my heart (My Map Book)

Paper Cut Outs Map of neighborhood (Mapping Penny's World)

Aria – “Community” tune of thumbkin

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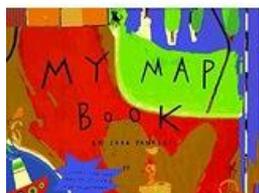
SS.K.G.3.1 – Identify basic landforms.

SS.K.G.3.2 – Identify basic bodies of water.

Literature: Read Aloud

Vocabulary

map
treasure
seaside



Questions to Consider

Do all maps look the same?
How are __map and __map
alike or different?

Performance Cycle Activities:

Walk the setting: choose a map from
the story
Visualize/Verbalize illustrations
Vocabulary Tableaus
See/Think/Wonder

Art

Map of My Heart
students draw and label
inside of a heart with
sharpies. Paint over with
watercolors

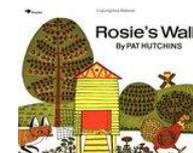
Anchor Charts & Interactive Writing

Map & Globes – definition and label
Land and Water Features T chart
Cardinal Directions

Literature: Shared Reading

Vocabulary

hen
across
yard
around
over
haystack
mill
past
through
under
beehive



Questions to Consider

Where is Rosie?
Who else is in the book?
What is Rosie doing?
What do you think the fox is thinking?
What would Rosie say to the fox?
What would the fox say to Rosie?

Application:

Map Rosie's walk under the document camera. Students recall and tell where Rosie went.

Bear Counter Obstacle course: Build a bear counter obstacle course with cubes. Direct your partners bear to get through the course using these words: across, around, over, under, past, through, above, below

Write words for the Fox by looking at the illustrations. Use positional words to document his journey. Walk the setting.

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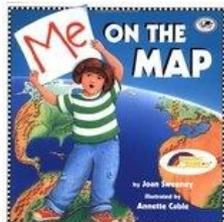
SS.K.G.3.1 – Identify basic landforms.

SS.K.G.3.2 – Identify basic bodies of water.

Literature: Read Aloud

Vocabulary

map
street
town
city
state
country
world



Performance Cycle Activities:

Walk the setting: choose a map from the story

Visualize/Verbalize illustrations

Vocabulary Tableaus

Writing an Aria: to the tune of “Where is Thumbkin” write together at interactive writing.

Where is Rosewood – I’m a school – community

Questions to Consider

What communities does the girl belong to?

Can you be in more than one community?

Where do you live?

Do we live in the same place?

How do you know?

Art

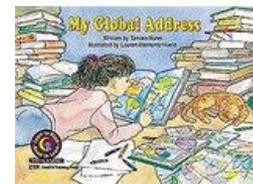
Circle Books

Here is my house → planet

Literature: Shared Reading

Vocabulary

global
address
continent
planet
Earth



Questions to Consider

How are the two books alike? different?

Anchor Charts & Interactive Writing

Map & Globes – definition and label

Land and Water Features T chart

Cardinal Directions

Me on the Map – class book

Homework: Social Studies Weekly “Where do You Live” to address standard: G.2.2 Know one’s own phone number, street address, city or town, and Florida is the state where the student lives.

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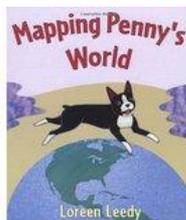
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SS.K.G.3.2 – Identify basic bodies of water.

Literature: Read Aloud

Vocabulary

map
neighborhood
scale
symbols
Compass Rose
measure
overhead
close-up
key
three-dimensional



Performance Cycle Activities:

Walk the setting: choose a map from the story

Visualize/Verbalize illustrations

Vocabulary Tableaus

Anchor Charts & Interactive Writing

Map & Globes – definition and label
Land and Water Features T chart
Cardinal Directions

Questions to Consider

How could you compare ___map to ___map?
How are (2 maps) alike? Different?
When would you use a map?
What did you notice about the ___map?
What would happen without a map?
What does the ___map teach us?
Where is the evidence?
What did you learn about maps?

Art

Paper Cut Outs

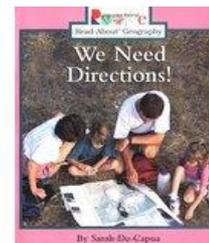
without using scissors make a map of a neighborhood

Materials: green construction paper for background, long strips of black paper for the road, red, blue, brown, green, white paper
Share performance statement about work by writing and telling what they included in their neighborhood.

Literature: Information Text

Vocabulary

map
Compass Rose
globe
North
South
East
West
direction



Questions to Consider

How can you tell which direction you are facing?
What tools can you use to find out the direction?
Why is it important to tell what direction something is?
What would happen if you did know the directions to a place?
Why do we need directions?
How can directions help you?

Application: Spend time exploring with a compass
Write and tell about your discoveries.

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Literature: Information Text

Vocabulary

North Pole

South Pole

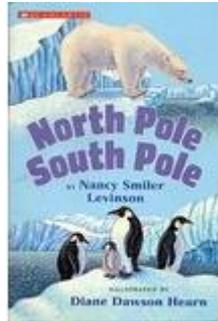
Equator

Axis

Seasons

Arctic

Antarctic



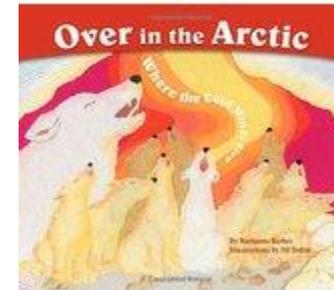
Performance Cycle Activities:

Walk the setting

Visualize/Verbalize illustrations

Vocabulary Tableaus

Literature: Shared Reading



Anchor Charts & Interactive Writing

North & South Pole Label

Penguin and Polar Bear label

Questions to Consider

How are the North Pole and South Pole different?

The same?

Who lives in the North Pole?

In the South Pole?

Which would you rather visit?

Why?

Assessment:

Standards:

SS.K.G.1.1 – Describe the relative location of people, places, and things by using positional words.

Observation: Students act out and move to the action in Rosie's Walk.

Students build obstacle course out of cubes and take their bear through the course using these words: across, around, over, under, past, through, above, below. They can then direct a partner to do the same using positional words.

Student Work Sample: Students draw objects to complete a picture while the teacher dictates positional words. Student can describe the location of objects to another person.

SS.K.G.1.2 – Explain that maps and globes help to locate different places and that globes are a model of the Earth.

Observation: Using an anchor chart to teach definition of each; student can explain

SS.K.G.1.3 – Identify cardinal directions (north, south, east, west).

Observation: Using an example of a Compass Rose student can point to and say North, South, East, and West by looking at N, S, E, W

SS.K.G.1.4 – Differentiate land and water features on simple maps and globes.

Observation: Play the game Globe Toss. When student catches the globe they say if their thumb is on land or water

Student Work Sample: Student can color the land green and the water blue on a map and a globe.

SS.K.G.2.1 – Locate and describe places in the school and community.

Student Work Sample: Using a school map students can find their classroom and map the route to the cafeteria. They can explain the route to a partner and walk the route together.

SS.K.G.3.1 – Identify basic landforms.

Observation: After learning about landforms student will find landforms in books. They will mark their findings with a post-it and share.

Student Work Sample: Student will sort pictures of landforms from bodies of water. Student can name the landforms

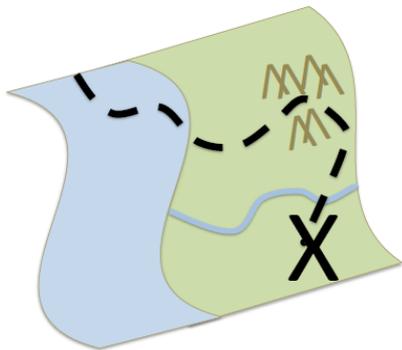
SS.K.G.3.2 – Identify basic bodies of water.

Observation: Student can sing 5 Oceans song while pointing to the oceans on a map

Student Work Sample: Student will sort picture of landforms from bodies of water. Student can name the bodies of water.

Core Knowledge: Identify the North and South Pole and Equator on a globe.

Student Work Sample: Student can label the North and South Pole and Equator



I can tell how maps and globes help to find places and that a globe is a model of the Earth.

SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth.



I can report how to use a map to find places.



I can tell how maps help to find places and that a globe is a model of the Earth.



I can somewhat tell how maps and globes help to find places and that a globe is a model of the Earth.

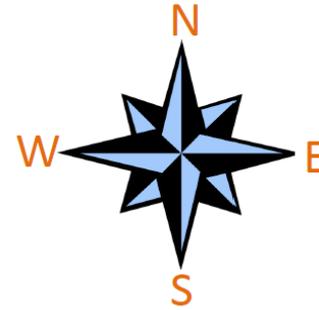


With help, I can tell which is a map and which is a globe.

Our Learning Goal

by: Tracy Sanchez

Level 1.3 Inverse teacher (PreK-200) use support and work level badge from the previous one.



I can name the cardinal directions.

SS.K.G.1.3 Identify cardinal directions (north, south, east and west)



I can name the cardinal directions then explain how to use a compass to show direction.



I can name and label the cardinal directions on a compass rose.



I can name some of the cardinal directions.



With help, I can name one of the cardinal directions.

Our Learning Goal

by: Tracy Sanchez

Level 1.3 Inverse teacher (PreK-200) use support and work level badge from the previous one.

water



land

I can tell the difference between the land and the water on a map or globe.

SS.K.G.1.4 Differentiate land and water features on simple maps and globes.



I can label a map or globe with many different names of the bodies of water and land.



I can tell the difference between the land and the water on a map or globe.



I can tell that the globe or map has different colors and with help tell which color is water or land.



I can name the different colors on the map or globe.

Our Learning Goal

by: Tracy Sanchez

Level 1.3 Inverse teacher (PreK-200) use support and work level badge from the previous one.



I can find and tell about places in the school and community.

SS.K.G.2.1 Locate and describe places in the school and community.



I can label a map of my school then use it to find places and tell about them.



I can find and tell about places in the school and my community.



I can find some places in my school or community and tell about them.



I can name some of the places in my school or community.

Our Learning Goal

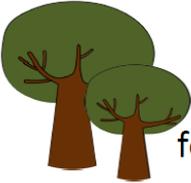
by: Tracy Sanchez

Level 1.3 Inverse teacher (PreK-200) use support and work level badge from the previous one.

mountains



hills



forest

I can name landforms.

SS.K.G.3.1 Identify basic landforms.



I can name and locate different landforms on many maps.



I can name landforms.



I can name some landforms.



I only know ONE type of land.

Our Learning Goal

Level 1-3 (visual teacher) (support) use support and work level below from the previous one.

By: Betty Sanchez

lake



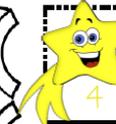
river



ocean

I can name bodies of water.

SS.K.G.3.2 Identify basic bodies of water.



I can name and locate different bodies of water on many maps.



I can name bodies of water.



I can name some bodies of water.

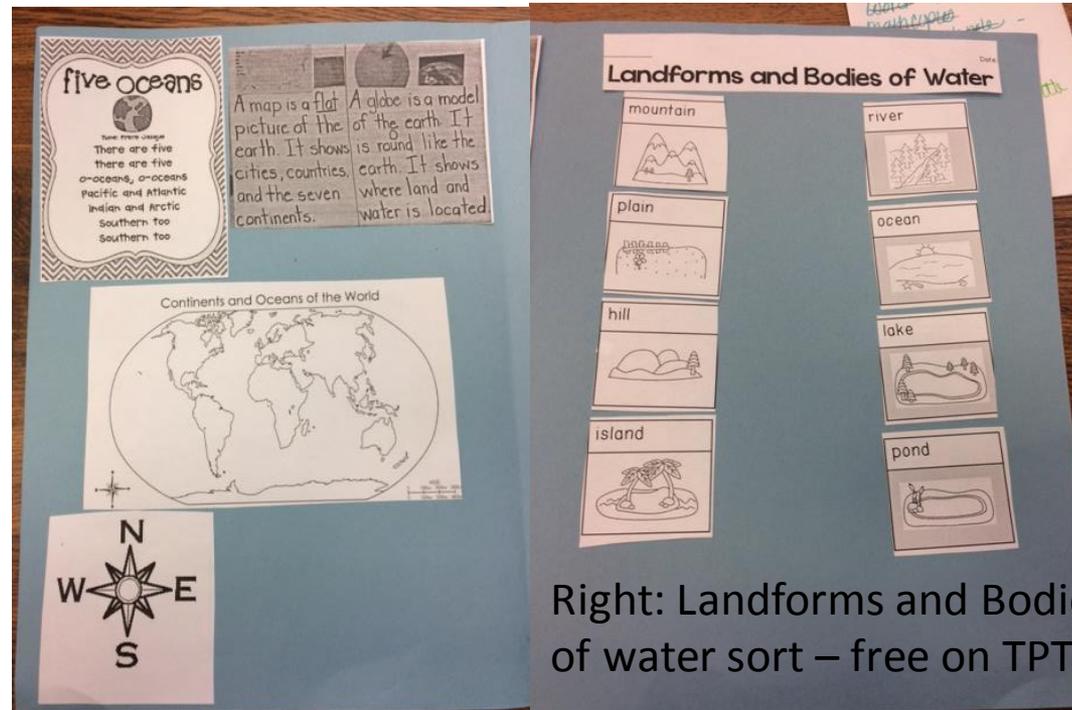
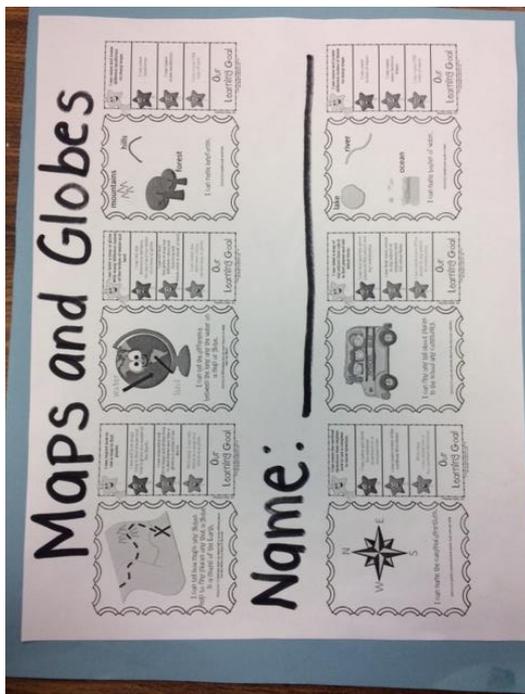


I can name ONE body of water.

Our Learning Goal

Level 1-3 (visual teacher) (support) use support and work level below from the previous one.

By: Betty Sanchez



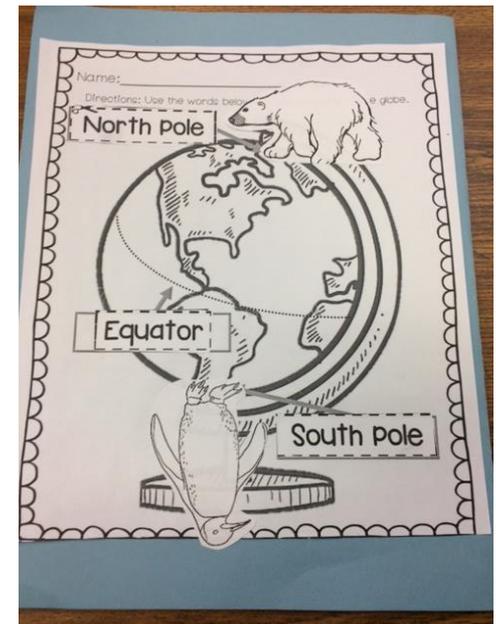
Right: Landforms and Bodies of water sort – free on TPT

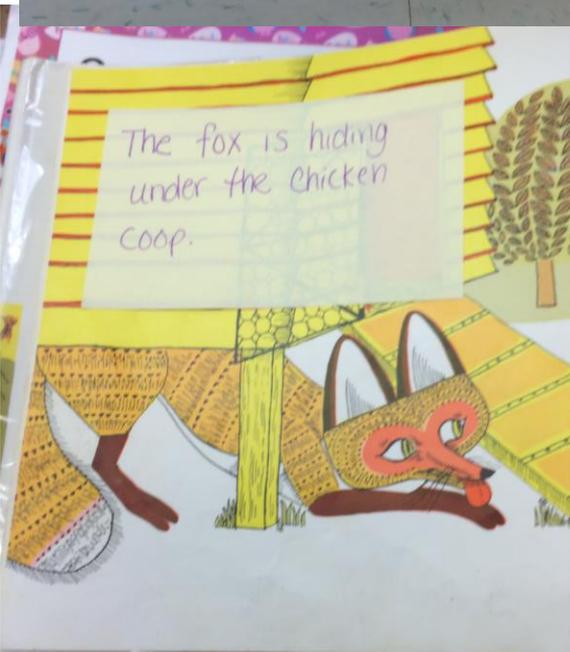
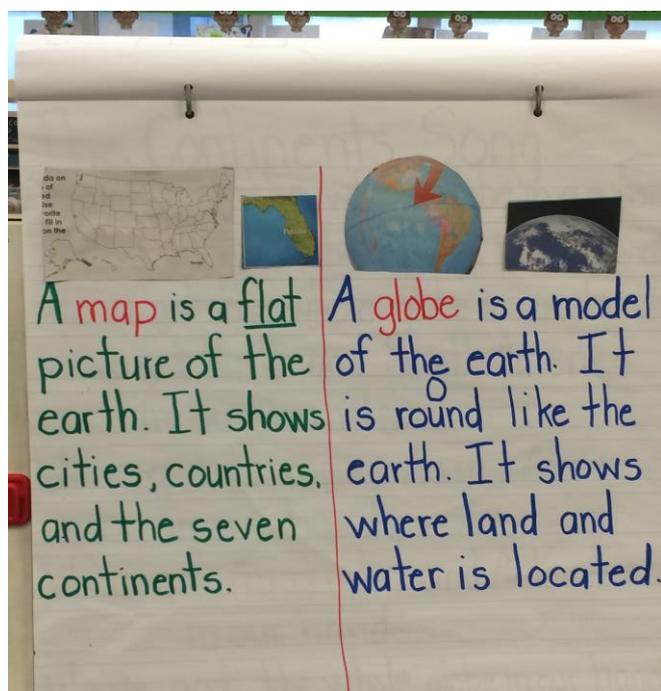
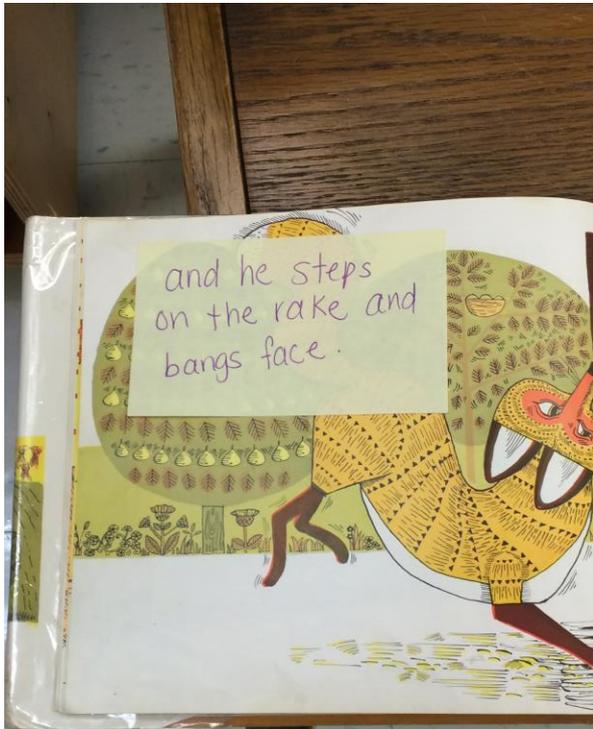
Front – with scales

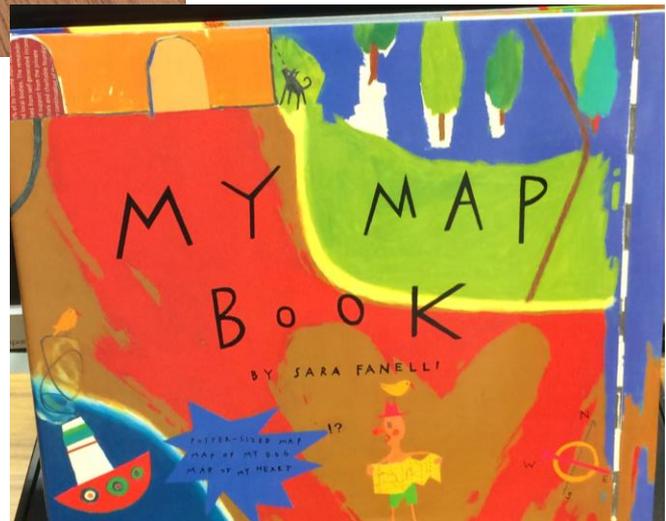
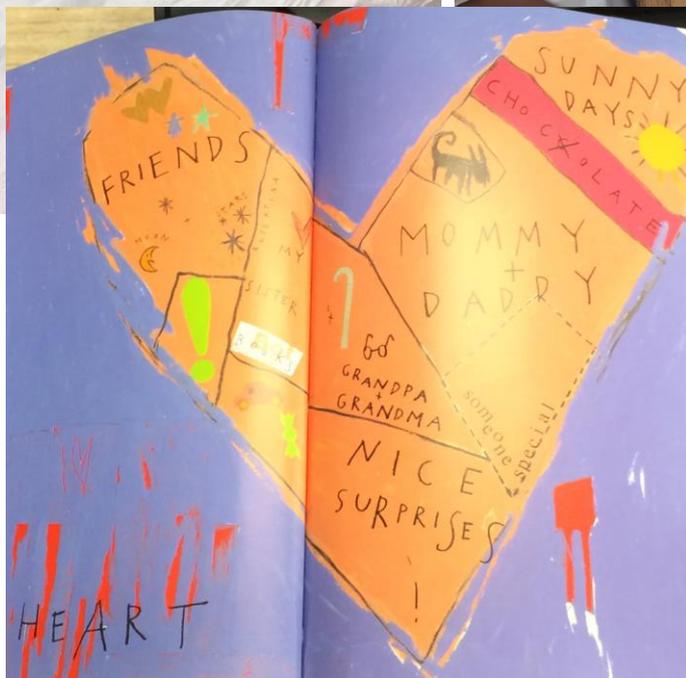
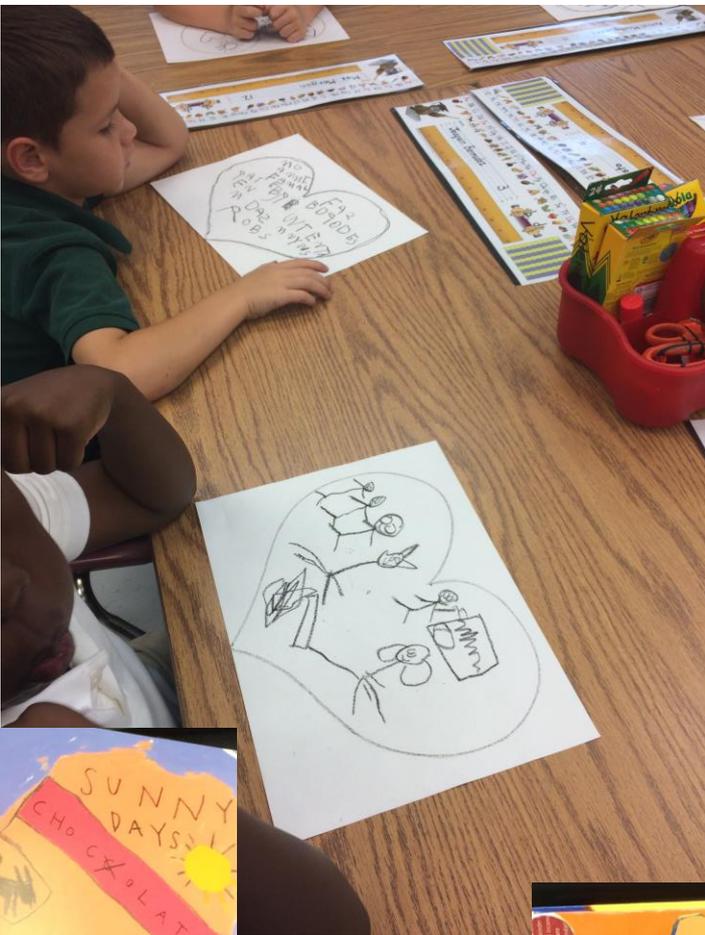
I made a “foldable”. This is my answer to interactive notebooks. I will use this as work sample for assessments as well.

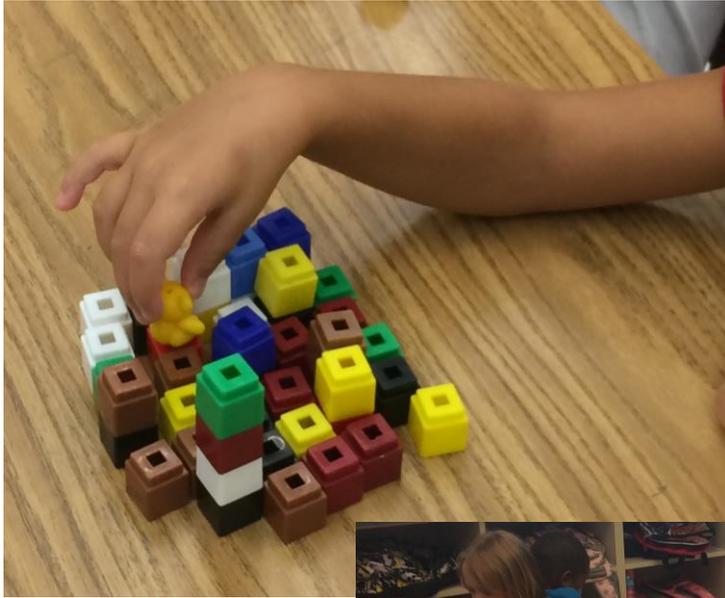
Left: 5 Oceans song, photo of map v. globe anchor chart, map to color land green and water blue, Compass Rose to ID North, South, West, & East

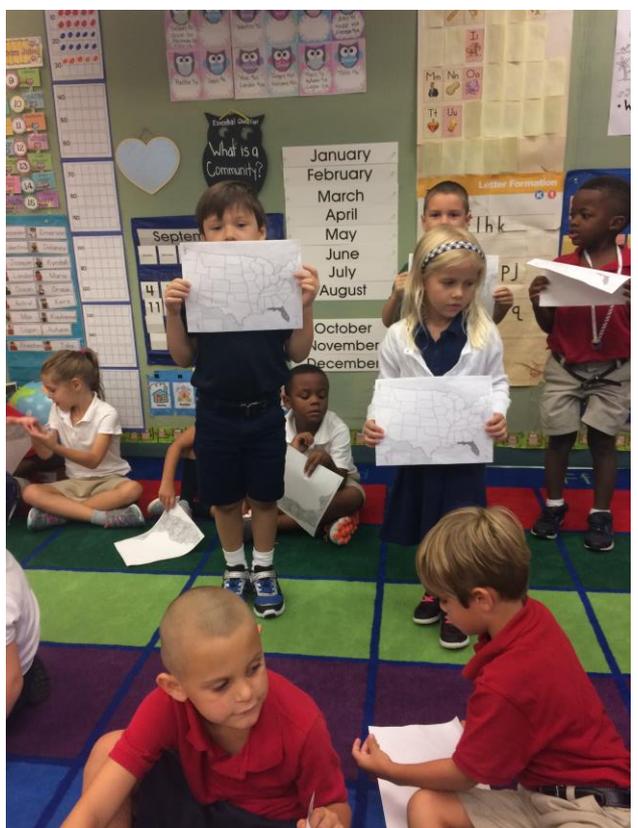
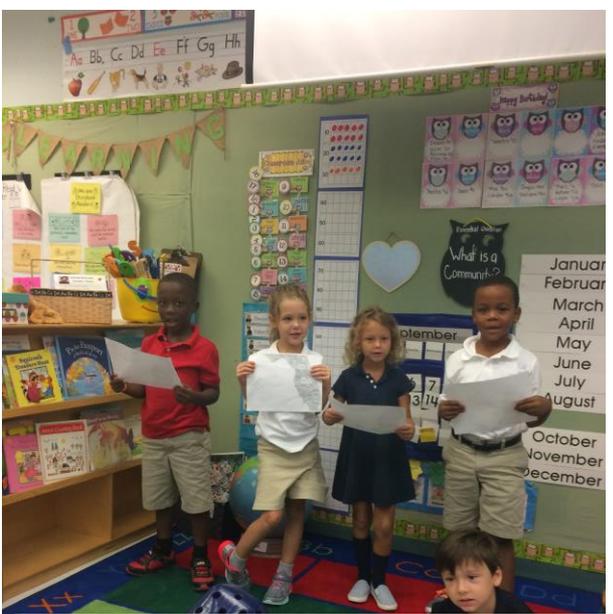
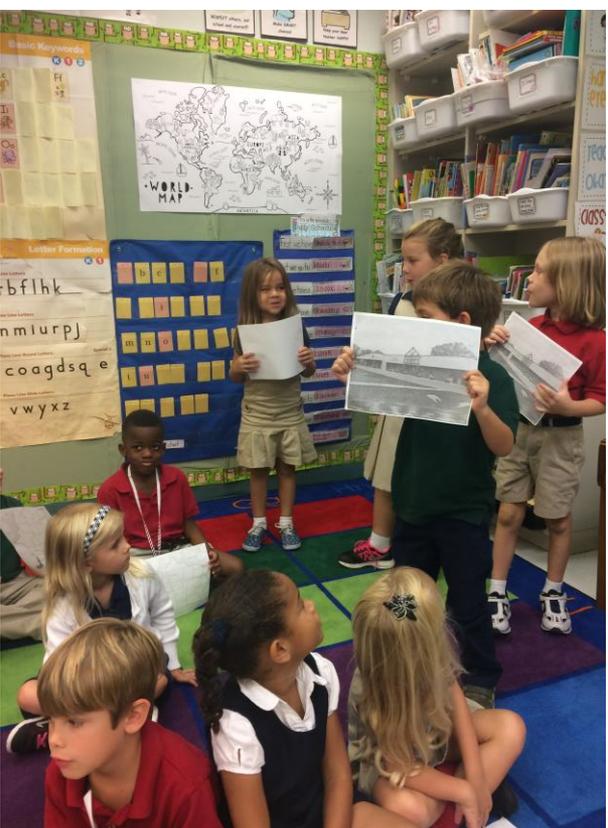
Back: North & South Pole label with polar bear and penguin – free on TPT (could substitute school map activity for this)











The Continents Song
We've got the whole globe in our hands,
We've got the whole globe in our hands.
We've got the whole globe in our hands.
We've got North and South America
in our hands,
We've got Europe, Asia, Africa
in our hands,
We've got Australia and Antarctica
in our hands.
We've got the whole globe in our hands.