

Social Studies, Unit 6: Communities/Maps and Globes

Week of March 21-March 25, 2011

TEACHER: Jennifer Hetrick GRADE: First SUBJECT: Social Studies TYPE: Whole Group DATE: Monday, March 21, 2011

2:40-3:20 PM

TIME: 40 minutes

ESSENTIAL QUESTIONS: What is it like to live in our community? How does where I live affect what I do? What do maps and globes tell us about where we live?

MATERIALS & SET UP

- Lined paper w/ Circle Map □ pencils □ crayons □ Making a Map Template (teacher copy)
- Different sized colored squares and rectangles □ cardstock cards

BIG PICTURE

This lesson is designed to demonstrate student understanding of the construction and purpose of a map, map key, and compass rose.

THE LESSON PROPER

1. **Engage & Hook (5 minutes):** Revisit teacher map ask students to point to where the key is and explain what each of the colors on the key stand for. Do they match up with the construction paper pieces?
2. **Explain & Model (5 minutes):** Practice as a class with teacher challenge cards.
3. **Explore & Apply (20 minutes):** Students will return to their desks and teacher will pass out student materials from the previous lessons.
 - Students will finish what they are still working on, clean up their desk areas, and show it to the teacher before beginning their challenge cards
 - Challenge cards sample questions will be written on the board:
 - How do you get from _____ to _____ in _____ steps?
 - If you are at _____ and you go _____ steps _____, where are you?

EVALUATION & Close (10 minutes): When students are finished with their challenge cards, they will be encouraged to play their map game with a partner.

- The teacher will observe students as they complete the map activity and make a formative assessment based on students' ability to attend to and follow directions independently. Teacher will distribute ziplock bags & paperclips for student map pieces and collect maps and materials upon closing.

DIFFERENTIATION: Students may create a map as a table group or students may assign labels to objects on their map in small groups

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Week of March 21-March 25, 2011

TEACHER: Jennifer Hetrick GRADE: First SUBJECT: Social Studies TYPE: Whole Group DATE: Tuesday, March 22, 2011

2:40-3:20 PM

TIME: 40 minutes

ESSENTIAL Qs: What is it like to live in our community? How does where I live affect what I do? What do maps and globes tell us about where we live?

MATERIALS & SET UP

- Smart Board Map Review
- materials from previous day's map creation lesson
- student self-evaluations

BIG PICTURE

This lesson is designed to demonstrate student understanding of the construction and purpose of a map, map key, and compass rose as well as student understanding of different types of maps, areas, and communities.

THE LESSON PROPER

1. **Engage & Hook (5 minutes):** open Smart Board document **SS Map Review** and go through with students.
2. **Explain & Model (minutes):** explain to students the similarities and differences with each type of map and map tool
 - Revisit map keys/map legends made for personal maps. Why is it important that the map keys are neat and easy to understand?
 - Why is it important that the compass rose is the same every time?
3. **Explore & Apply (7 minutes):** Divide students into groups of 3-4
 - Pass out student-made maps and challenge cards and allow students to play their map games with partners.
4. **Evaluate & Close (10 minutes):** The teacher will ask students if they noticed any mistakes on their maps after someone else played it.
 - Did the other person have an easy or hard time understanding the map and the directions?
 - Why is it important to be able to read a map?
 - Pass out self-evaluations and have students complete them.

EVALUATION (FORMATIVE)

The teacher will observe students as they complete the map activity and make a formative assessment based on students' ability to attend to and follow directions independently. Teacher will distribute ziplock bags & paperclips for student map pieces and collect maps and materials upon closing.

DIFFERENTIATION: Re-teach in smaller groups or have students work in pairs to practice

Social Studies, Unit 6: Communities/Maps and Globes

Week of March 21-March 25, 2011

TEACHER: Jennifer Hetrick **GRADE:** First **SUBJECT:** Social Studies **TYPE:** Whole Group **DATE:** Thursday, March 24, 2011

2:40-3:20 PM

TIME: 40 minutes

ESSENTIAL Qs: What is it like to live in our community? How does where I live affect what I do? What do maps and globes tell us about where we live?

MATERIALS & SET UP

- SS Where Do You Live? SmartBoard activity

BIG PICTURE

THE LESSON PROPER

1. **Engage & Hook (5 minutes):** Prompt students by asking them to recall communities that we are a part of.
 - Make a list of communities that we are all a part of and then have students think of even smaller communities that we are all not a part of (i.e. neighborhoods, families, etc.)
2. **Explain & Model (10 minutes):** open the **Where do You Live** SmartBoard document and have students complete it
 - Emphasize that smaller communities are part of larger communities so you can be part of Virginia but not be part of Newport News
 - Review different parts of maps as well
3. **Explore & Apply (15 minutes):** Introduce students to the **Ice Cream Cone Communities** template
 - Explain that this template helps you remember that the community on top is the smallest and the community on the bottom is the largest. Each layer of ice cream helps support the smaller layers on top.
4. **Evaluate & Close (5 minutes):** The teacher will have students share and explain their selections. The teacher will monitor student use of materials, adherence to directions, and ability to complete the task

DIFFERENTIATION: Re-teach in smaller groups or have students work in pairs to complete activity

Social Studies, Unit 6: Communities/Maps and Globes

Week of March 21-March 25, 2011

TEACHER: Jennifer Hetrick GRADE: First SUBJECT: Social Studies TYPE: Whole Group DATE: Friday, March 25, 2011

2:40-3:20 PM

TIME: 40 minutes

ESSENTIAL Qs: What is it like to live in our community? How does where I live affect what I do? What do maps and globes tell us about where we live?

MATERIALS & SET UP

- Where Do You Live SmartBoard Activity P

BIG PICTURE

This lesson is designed to help students understand what goods are and what they mean to a community.

THE LESSON PROPER

1. **Engage & Hook (5 minutes):** Prompt students to define a community. What do communities need? What do the people living in communities need? Show and read **page 78 In Our World then and Now**.
 - Watch Brainpopjr.com [Needs and Wants](#)
2. **Explain & Model (minutes):** Define the term “**goods**” as related to economics. Teach children the “Goods” song (below—to the tune of Row, Row, Row Your Boat)

Goods, goods, goods are things

People make and use.

They satisfy our needs and wants,

Goods are for me and you.

3. **Explore & Apply (7 minutes):** Ask students to think about a family shopping trip. What items were bought and what was their purpose?
 - Create a KWL chart for what students Know, Want to know, (later fill in what they learned) related to economics (money, wants and needs, earnings, etc.
4. **Evaluate & Close (10 minutes):** The teacher will

EVALUATION (FORMATIVE)

At the end of this introductory lesson, student understanding will be checked

DIFFERENTIATION: Re-teach in smaller groups or have students work in pairs to practice