



# Read to Be Ready plans for: Mapping Penny's World (Maps & Globes -Week 1)

1<sup>st</sup> Grade

**ELA Standards:**

- 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) b) Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. f) Read words with inflectional endings.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. c) Spell words with inflectional endings.
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding.
- 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. g) Use articles and demonstratives.
- 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. i) Use sentence-level context as a clue to the meaning of a word or phrase.
- 1.RI.KID.1 Ask and answer questions about key details in a text.
- 1.RI.KID.2 Identify the main topic and retell key details of a text.
- 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.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.
- 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.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.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:** Realism and Fantasy      **Phonics:** short e and initial blends      **Phonemic Awareness:** blend and segment phonemes, add initial phonemes  
**Grammar/Writing:** Telling Sentences      **Unit Focus:** Descriptive Writing; Maps & Globes  
**Culminating Activity next week:** Identification and Description of city, state, country, world

ARTS INTEGRATION: What makes you say that? What do you see? Or What else can we find? For any pictures. <https://emprobstvts.weebly.com/vts-the-three-simple-questions.html>  
**R2BR-Mapping Penny's World, SW 1 Where is Revere's Rat Cage? Shared Reading-Get the Egg, Small Group: Looking at Maps and Globes, Decodable Readers-9, 10, Leveled Books-What Animals Do You See?, They Help Animals, A Wildlife Buffet**

Read Aloud	Vocabulary Focus	Discussion Questions	Written Response	Resources
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MONDAY	<p>1<sup>st</sup> read aloud of <u>Mapping Penny's World</u>.</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 <u>Mapping Penny's World</u> straight through with few pauses for this first read.</p> <p>DE Video clips:          "What is a Model?" 2:27          (Explains the concept of a model)  <a href="https://tinyurl.com/yb44kyqy">https://tinyurl.com/yb44kyqy</a></p> <p><b>"Models and Maps" 3:39</b>  <a href="https://tinyurl.com/y975zyp2">https://tinyurl.com/y975zyp2</a>  <b>(Connects the concept of a model to a flat map drawing which is what today's activity will be about)</b></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>• map 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> <ul style="list-style-type: none"> <li>• Odometer</li> <li>• Pedometer</li> <li>• Map scale</li> </ul>	<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>**Allow students to use the whole group map example as a model for drawing and labeling their own maps.</p> <p>**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.</p>	
TUESDAY	<p>2<sup>nd</sup> reading of <u>Mapping Penny's World</u></p> <p>Pause on each page with a map to ask discussion questions.</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>• map key</li> <li>• symbols</li> <li>• labels</li> <li>• directions</li> <li>• compass rose</li> </ul>	<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>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>Think of a reason why you might want a map. Tell what the map would show, what the title would be, and 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>	<p>2-minute song about the cardinal directions:  <a href="http://tinyurl.com/jge3rua">http://tinyurl.com/jge3rua</a></p> <p>interactive map using a compass rose  <a href="http://tinyurl.com/cje9riz">http://tinyurl.com/cje9riz</a></p>

WEDNESDAY	<p>3<sup>rd</sup> reading of <u>Mapping Penny's World</u> 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> <p>DE video clip: "Maps and Globes" 1:24 <a href="https://tinyurl.com/y85m554z">https://tinyurl.com/y85m554z</a></p>	<p>Review the vocab words:</p> <p>Tier 2 words: map title map key symbols labels directions compass rose</p> <p>Tier 3 words: Odometer Pedometer Map scale</p>	<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) Draw and label a map with symbols, showing the path from your classroom to....(the cafeteria, restrooms, playground, office, or library) – The chosen destination could be a way to differentiate among the partner pairs, depending on their abilities. Include a map key &amp; compass rose &amp; title.</p>	<p>Interactive map showing a town – <a href="http://tinyurl.com/y8ezxoy6">http://tinyurl.com/y8ezxoy6</a></p>
THURSDAY	<p>Today will be explicit instruction of the Tier 2 vocabulary words, particularly defining 'map' as a picture of someplace taken from above; looking down on an area.</p> <p>**Show students only the pages in Mapping Penny's World that show the <i>My Bedroom</i> map as you discuss the vocab words.</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>• map key</li> <li>• symbols</li> <li>• labels</li> <li>• directions</li> <li>• compass rose</li> </ul>	<p>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 during a fire drill. If time allows, have students help you create symbols for a map key on the fire drill map.</p> <p>*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.</p>	<p>Write about the importance of the fire drill map in our classroom.</p> <p>A fire drill map is important because.....</p>	
FRIDAY	<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 the map.</p> <p>2. Show the National Geographic video noted in Resource column before assigning writing prompt.</p> <p>SW#1 Where is Revere's Rat Cage? (see SW online for lesson)</p>	<ul style="list-style-type: none"> <li>• Map key</li> <li>• symbols</li> </ul>	<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? (red broken line)</i></p> <p><i>If you were in a car, which path would you follow? (gray solid line)</i></p> <p><i>If you were visiting a park why would a map be important? (shows features you might like to see, keeps you from getting lost, tells you how long or short a path might be, etc.)</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 <b>map key</b> practice – great for whole group or for individual practice on laptops – <a href="http://tinyurl.com/y93v6mfh">http://tinyurl.com/y93v6mfh</a></p>

