



Read to Be Ready plans for: Me on the Map (Maps & Globes Week 2)

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 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.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.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.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.

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.
 History: 1.26 Identify and describe the events or people celebrated during the following national holidays and examine why we celebrate them: Columbus Day.

Comprehension skill: Cause and Effect **Phonics:** short u and final blends **Grammar/Writing:** questions

Phonemic Awareness: Blend and Segment Phonemes, Delete Final Phonemes

Unit Focus: Descriptive Writing: Maps & Globes

Culminating Activity 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-Me on the Map, SW 2 Is That a Road or a River, Shared Reading-Animal Park, Decodable Readers-11, 12, Leveled Books-Animals in the Sun, Will We See Animals?, Animals Around the World

Read Aloud/Shared Reading	Vocabulary	Discussion Questions	Written Response	Small Group/Centers/Resources
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MONDAY	<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>. (Teacher will show the correct illustrations for each word)</i></p> <p>2. <i>Let's put the words in order by the size that they represent on a map. (teacher will help students order the word cards with <u>street</u> on the top and <u>world</u> at the bottom – small to large)</i></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? (large- street; small – world)</i></p> <p>4. <i>By the end of the week we 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)</i></p>	<p>In your writing journal, copy the words in the order we have placed them using our vocabulary cards:</p> <ul style="list-style-type: none"> • Street • Town • State • Country • World <p>Draw a quick illustration of each of these words in your journal.</p>	
TUESDAY	<p>Second reading of <u>Me on the Map</u></p>	<p>Tier 2 words for explicit instruction:</p> <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? (map key, compass rose, title, etc.)</i></p> <p>2. <i>How did the little girl find her special place on the map? (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.</i></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>
WEDNESDAY	<p>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>	<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? (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)</i></p> <p><i>Was the author's purpose to inform or to entertain? (they used an entertaining, colorful way to deliver information about maps)</i></p> <p><i>Today we will begin our project to show where we fit in our country, our state, our city, and our neighborhood. (teacher will again show example and then guide students through directions to complete the circles. The written portion will be completed tomorrow.</i></p>	<p>See project example http://tinyurl.com/a4tk25l</p> <p>*Note: Teacher may opt to not do the Continent because 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>



THURSDAY	<p>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.</p> <p>DE Video clip: "Review Books" 3:17 https://tinyurl.com/ybde9ajn (Reading Rainbow book review on the theme of my place in the world – begins with the book <u>Me on the Map</u>.)</p>	<p>Refer class to the vocabulary cards displayed in the room and the vocabulary words used in their journals during this study of maps.</p>	<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. 	
FRIDAY	<p>The focus today is to give students the opportunity to use digital tools for publication and to practice speaking and listening skills.</p> <p>SW 2 Is That a Road or a River? (See SW online for lesson plans)</p>		<p>Students will present in small groups of no more than 4 students to practice public speaking and to engage in accountable talk – practicing ways to give compliments to one another, as well as ways to offer polite suggestions.</p>	<p>Allow students the opportunity to record the presentation of their project using Seesaw or some other recording which they can then listen to and hear themselves speaking.</p>	