



Read to Be Ready plans for: Maps and Globes 2nd Grade (Week 1 of 4 of Maps)

ELA Standards:

- 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a) Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.
- 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 2.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. a) Use collective nouns h) Capitalize holidays, product names, and geographic names.
- 2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. v) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text..
- 2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.
- 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.
- 2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
- 2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.W.TTP.2 Write informative/explanatory texts a) Introduce a topic. b) Use facts and definitions to provide information c) Provide a concluding statement or section.
- 2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.
- 2.W.PDW.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.

Geography:

- 2.11 Compare how maps and globes depict geographical information in different ways.
- 2.12 Identify and locate the four hemispheres (i.e., Northern, Southern, Eastern, and Western), equator, prime meridian, North and South Poles, and the seven continents.

Comprehension skill: Realism and Fantasy **Phonics:** Consonant Digraphs
Grammar/Writing: Introduce Commands and Exclamations **Unit Focus:** Using Maps and Globes
Culminating Task:

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	<p>This week's focus will be recognizing and using maps and globes.</p> <p>**Today, begin by reading aloud pages 1-11 in <u>Maps & Globes</u> by Knowlton. This will introduce the history of maps and globes.</p>	<ul style="list-style-type: none"> • Maps • Charts • Explorer 	<p>p. 1-5 <i>Early maps were made from what materials?</i> (whatever was easily available)</p> <p><i>How about the first maps – in the first illustration? How do we learn what those were made from? (**emphasize the importance of reading words under a picture in nonfiction texts)</i></p> <p><i>Why were maps important in each of the times shown?</i></p> <p>P. 8-11 <i>Who are the two famous explorers mentioned? What were their important contributions?</i></p> <p><i>What skills and character traits did Columbus and Magellan most likely share?</i> (sense of adventure, brave, endurance, resourcefulness, good math skills, etc.)</p>	<p>Write a letter to Magellan thanking him for his explorations and why you are grateful to him.</p> <p>Teachers, look for students' understanding of the huge change in perspective after Magellan's crew sailed around the world did not fall off the "flat" world!</p>	

T U E S D A Y	<p>Read aloud pages 12-17 in <u>Maps & Globes</u> by Knowlton</p> <p>Read pages 4-7 in <u>Beginner's World Atlas</u> **OMIT the purple section on p. 4-5 for today.</p> <p>Note: Each classroom has <u>5 copies</u> of the <u>World Atlas</u> so this part of the lesson could be used during small group reading instruction.</p>	<ul style="list-style-type: none"> • globes • realistic • distortion 	<p>Maps & Globes</p> <p>p. 12-13 <i>What makes a globe so important?</i></p> <p><i>What is the largest body of water on earth?</i></p> <p>p. 15 <i>What makes a map different from a globe?</i></p> <p>p. 16-17 <i>How are maps distorted/faulty?</i></p> <p>Beginner's World Atlas</p> <p>p. 4-5 <i>From what view are maps made?</i> (from above, looking down)</p> <p>p. 6-7 <i>A globe could be the view from where?</i> (space)</p>	<p>If you needed accurate information about a continent would you use a map or a globe and explain why.</p>	<p>Students will use Social Studies Weekly #13 for independent/partner reading and to complete page 4.</p> <p>Students can use page 13 of the <u>Beginner's World Atlas</u> to help them complete the back page of Soc. Stu. Weekly today.</p>
W E D N E S D A Y	<p>Today's lesson is about the language involved with reading maps.</p> <p>1. Read aloud pages 19-27 in <u>Maps & Globes</u> by Knowlton.</p> <p>2. DE video clip called "Location": 2:58 https://tinyurl.com/y6veg2fv</p>	<ul style="list-style-type: none"> • Direction (compass rose) • Equator • Northern Hemisphere • Southern Hemisphere • Drawn to scale • Key (legend) • Prime Meridian • coordinates <p>Not in standards: Latitude (Parallels) Longitude (Meridians)</p>	<p>p. 19 <i>Map language is more than words and numbers. What else is used on maps?</i></p> <p>p. 22 <i>What are the benefits to having something drawn to scale?</i> (can hold it in your hand; accurate)</p> <p>p. 24 <i>What common tools are used to determine distance?</i> (ruler/string)</p> <p>p. 24 <i>Before measuring for scale what part of a map or globe should you be sure to find?</i> (the key or legend)</p> <p><i>Why?</i> (each scale uses a different inch to mile reference)</p> <p>p. 27 <i>What are the lines called that run through the middle of the globe and which direction do they each run?</i> (equator- middle; prime meridian from north to south poles)</p> <p>p. 26 Look at the caption about New Orleans' coordinates and compare them to the coordinates for Bartlett, TN – far right column.</p> <p><i>What modern devices use longitude and latitude coordinates?</i> (GPS)</p>	<p>How are longitude and latitude measurements used in our world?</p> <p>**Look for GPS directions, airplane flight plans, satellite photos from outer space, etc.</p>	<p>***Note: The coordinates for Bartlett, TN are: 35.2045° N, 89.8740° W Latitude , longitude</p> <p>So... about 35 degrees North of the Equator and about 90 degrees West of the Prime Meridian.</p>
T H U R S D A Y	<p>3. DE Video Clip – "Place" 2:11 https://tinyurl.com/y7seg9av</p> <p>This video is a review of information discussed today.</p>	<ul style="list-style-type: none"> • Physical map • Political map • Features • Landmarks • Cultural features • Elevation • Depressions • Altitude • Depth 	<p>Physical Maps –</p> <p><i>Why would it be helpful for you to study a physical map of an area you wish to visit?</i></p> <p>p. 33 – <i>If you wanted to go mountain climbing in South America which cardinal direction would you most likely follow?</i> (west)</p> <p>Political maps –</p> <p>p. 34 <i>What information would you be looking for on a political map and why?</i></p> <p><i>If you wanted to travel to the capital of Brazil where would you go? Using the physical map on p. 33, what kind of landscape would you be in?</i></p> <p><i>What is the natural border on the western line of Tennessee?</i></p> <p>p. 37 <i>What are the 3 different kinds of features on a local map?</i></p> <p>p. 38-39 <i>How can we identify what each of these four maps is telling us?</i> (title & map key)</p>	<p>Describe the difference between a physical map and a political map.</p>	

			Atlas- **Use the pages from <u>Beginner's World Atlas</u> noted in first column for engaging students in a review and extension of physical and political maps.		
F R I D A Y	<p>Studies Weekly 1 & 2</p> <p>DE Video clip – “Maps and Globes” (great review) 3:57 https://tinyurl.com/y938cwzy</p>	<p>Table of Contents</p> <p>Glossary</p> <p>Index</p>	<p><i>When would you use the Table of Contents?</i></p> <p><i>Looking at the Contents pages, what do the colorful pictures of the 7 people/animals show? (the 7 continents)</i></p> <p><i>Each child's photo was carefully chosen to reflect what about their continent? (culture)</i></p> <p><i>Most all of the continent chapters are divided into what two major topics? (the land, the people)</i></p> <p><i>Why do you think Antarctica has only a section on The Land?</i></p> <p><i>How is the Glossary helpful? (definitions & pronunciations)</i></p> <p><i>Why would you use the Index? (to more quickly find a topic)</i></p> <p>**Lead a discussion of the important aspects of pages 16-23 - North America. **Point out the titles, map keys, bold-faced headings, photo inserts, captions, etc.</p> <p>pages 20-23 Ask students to identify:</p> <ul style="list-style-type: none"> • the 2 countries touching our borders, • the 3 major bodies of water touching our shores, • whether we are north or south of the equator, and • which hemisphere we are in. 	<p>The relative location of the United States of America is:</p> <ul style="list-style-type: none"> • On the continent of _____ • Land bordered by these countries _____ • Shores touch these large bodies of water _____ • _____ of the equator in the _____ hemisphere. 	