



Marietta City Schools 2023-2024 District Unit Planner

First Grade

Topic Title:

Unit #2: Me on the Map

Unit Duration

4 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? Maps allow us to navigate our physical environment and understand our location relative to other people in the world.

GSE Standards

ELA

ELAGSE1RI2: Identify the main topic and retell key details of a text.

ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.

Social Studies

SS1G3 Locate major topographical features of the earth's surface.

- a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
- b. Locate the major oceans: Arctic, Atlantic, Pacific, Southern, and Indian.
- c. Identify and describe landforms (mountains, deserts, valleys, and coasts)

Map and Globe Skills GOAL: The student will use maps to retrieve social studies information.

Essential Questions	
<p>Factual—</p> <p>What is your current address?</p> <p>What city, state, and country do you live in?</p> <p>What states and countries are closest to where we live?</p> <p>Inferential—</p> <p>Why do students from different addresses attend the same school?</p> <p>Why do some students attend other schools in the same city?</p> <p>What is a location we could get to by walking?</p> <p>Where could we go that would require driving? Where could we go that would require flying or sailing?</p> <p>Critical Thinking-</p> <p>What is the benefit of attending school close to where you live?</p> <p>If you could live in another city, state, or country where would it be? Why?</p>	
Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
map, state, country, continent, world, Earth, symbol, location, feature, steep	Marietta, Georgia, globe
Assessments	

Transfer of Integrated Skills:

- Where I Live (with labels)
 1. Print a copy of the Where I Live document for each student and display to provide instructions.
 2. Model the process using Cobb County as an example of how to match up the label and image then place them together in the correct box.
 3. Allow students to work individually, with a partner, or in a small group depending on learner profile and choice.

Standards:

ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.

- Where I Live (without labels)
 1. Print a copy of the Where Do I Live document for each student and ensure directions are clear.
 2. Students should complete the graphic organizer first then use that information to complete the fill in the blank sentences.
 3. Scaffold the amount of support provided to each student based on language proficiency and readiness.

Standards:

ELAGSE1RI2: Identify the main topic and retell key details of a text.

ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.

Content-Specific GSE/Skills:

- Geography and Map Skills Anticipation Guide and Assessment

Standards:

SS1G3 Locate major topographical features of the earth's surface.

Writing Task and Rubric:

Description: Location Opinion

1. After reviewing the class's current, city, state, and country, present students with the following prompt: *Surprise! You have been given unlimited money and assistance to move anywhere in the world you would like to live. If you could live in any other city, state, or country where would you live? Why? Describe the trip it would take to move there.*
2. Students should use their labeled maps from earlier in the unit and any other resources you provide to choose a location and describe the route from their current location.

Standards:

ELAGSE1W1: Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

ELAGSE1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	<p>20-Day Plan: Me on the Map</p> <ul style="list-style-type: none"> ● Hook Text: <i>Room for Everyone, We are the Water Protectors, A Ticket Around the World</i> ● Visual Texts: <i>Kids Vocabulary Using a Map, SciShow Kids Where Do Mountains Come From?, I'm a Camel, The Underwater World of Coral Reefs</i> all from Epic; <i>Ocean Song, Know Your Globe, Seven Continents & Oceans Song, The Seven Continents Song</i> all from Youtube ● Information Texts: <i>World Atlas; Mountains, Deserts, Keys and Symbols on Maps, Map My School</i> all from Epic ● Target Texts: <i>And the Dish Ran Away with the Spoon, Except Antarctica, Soccer Star, How to Make an Apple Pie and See the World</i> 	
Connected SS/Sci Experiences	<p>Illustrate the Landform Students will learn about landforms by building them with Play Do</p>	<p>A video on the landforms is included for reinforcement as needed. Homogeneous grouping to provide opportunity for small group instruction.</p>
	<p>Build a Book of Landforms Students will build a book of landforms by researching one landform to become an expert and present to the class in a collaborative book about landforms</p>	<p>Teachers may wish to provide additional examples of the landforms to support student understanding. Provide appropriate resources (books, magazines, photos, etc.) to allow students to identify other examples of each landform.</p>
	<p>Where do I Live (Me on the Map) This is a two part lesson to support understanding of where we live (city, county, state, country (nation), continent. In part 1, students complete a graphic organizer, in part two they create a flipbook showing their learning.</p>	<p>Give students the organizer partially completed to lessen the amount of work. Provide various maps to use</p>

		when finding their location, especially their city and county. Allow students to show understanding through speaking, writing, illustrating, reading, or listening.
	Tour Around the World Students will follow a map to color code as they visit continents and oceans.	Provide each student with a labeled version of the Continents and Oceans map and a blue, brown, and green crayon. Explain that during your trip they will color in each continent you land on green or brown and each ocean that you cross blue.
Connected Tier 1 Unit	CKLA: Continents, Countries, and Maps	
Connected Writing Activities	Focus skill: Note-taking <ul style="list-style-type: none"> • JOTT and 2-column organizer 	

Additional Instructional Resources

Suggested Experiential Resources

- **Fluency Strategy** Use the pre-populated Fluency Grids to practice complex terminology related to this unit. Creating new grids by substituting other geographic terms as desired:
city, state, country, continent, map
north, south, east, west, direction, travel
- **Phonics Strategy** Refer to the Top Ten Tools materials for [Tool 4 Phonics and Spelling](#) to use Sound Boxes w/Phoneme-Grapheme Mapping (p. 28-29) to explore the one-syllable words (*north, state, map, world, street, Cobb*) and Syllaboards w/Syllable Spelling (p. 31-32) to explore multisyllabic words (*Marietta, Georgia, county, United, America*) from this unit.

