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SST 309-02
Unit Plan
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Overview:

First grade geography is all about the world. This unit plan will focus on geography in regards to the world in spatial terms. This unit will help aid students in using geographic representations to acquire, process, and report information from a spatial perspective. They will acquire these spatial terms through lessons that will help adapt their prior knowledge into long-term knowledge. They will complete lessons such as constructing simple maps, draw examples of places that have absolute locations, use personal direction to describe the relative location of significant places in the school environment, and distinguish between bodies of water and landmasses using maps and globes.

Rationale:

It is very important for students to gain knowledge on the basics of the world in spatial terms so they can be aware of the world around them. This knowledge will help them become educated not only their city and their state, but also their region, country, and continent.

Introduction:

This unit was designed to give students a better understanding of the world in spatial terms and what the world is made up of. It was also designed to help students realize that the life they live is a part of a larger picture; the world. This unit will aid students in the understanding of vocabulary, maps, examples, direction, the environment, globes, landmasses, bodies of water, and much, much more. Let's dive in to our unit plan and discover the world through its geography.

KUDs: The road map:

GLCE (coding and wording); Verb(s) underlined; type of learning: Knowledge, Skill, Reasoning, Product	The World in Spatial Terms 1-G1.0.1 <u>Construct</u> simple maps of the classroom to demonstrate aerial perspective Type of Learning: Product			
Knowledge (K)	Understand (U)	DO: Demonstration of Learning (DOL)	Vocabulary	I Can
Construct means to build or create. Simple maps represent a two-dimensional visual of a specific area of land. These areas of land include roads, highways, cities, states, countries, rivers, lakes, oceans, mountains, valleys, etc. Demonstration of these maps requires us to provide a visual through a drawing. Aerial perspective is the effect you get when far away objects are viewed by looking down from a distance	Students will understand how to construct simple maps.	Provide students with 8 x 11 inch paper to allow them to create a map of the classroom as if they were flying on a helicopter looking down at our classroom.	Construct Maps Simple maps Demonstrate Aerial perspective	I can make a map of the class to show what it looks like if I was looking down at it.

4. Sequence of Instruction (including one below for Vocabulary): What will you do? What will they do?**Lessons: How will you take them where they need to go? (Step-by-Step****Resources needed: What materials**

<i>plan)</i> Instructional strategies/Social constructs: How will they work? <i>(AND what will YOU do?)</i>	and resources will they need? <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i>
<p>Lessons: How will you take them where they need to go? Use Gradual release/ITIP: Anticipatory Set (the hook) (Teacher does it.) Modeling (Teacher does it.) Guided Practice (Teacher and students work together and/or students work in pairs or small groups.) Independent practice (Students work independently.) Checking for Understanding (Formative Assessment)</p> <p>Consider HOTS/Blooms/Vocabulary Strategies, e.g., QAR, 10x10, Informational Text Literature Circles, simulations, etc.</p> <p>Instructional strategies/Social constructs: How will they work?</p> <ul style="list-style-type: none"> • Technology • Cooperative activity; Collaborative work • Graphic organizers: Foldables, Thinking Maps; Making Thinking Visible • Group work • Independent 	<p>Resources needed: What materials and resources will they need ? (also included on Works Cited page)</p> <ul style="list-style-type: none"> • Texts/articles/trade books • Web site(s) • Realia, Technology, Worksheets • Paper/Pencil/markers/chart paper, etc. • Any materials and resources from your ILA work: music poetry, primary sources, simulations, games, etc.
<p>5. Assessment ideas: <i>a. How will you know they've learned it?</i> (Summative – Students demonstrate their learning.) Project, Presentation, Paper-and-Pencil Test, Report, <u>And</u></p> <p><i>b. How will you grade it?</i> Scoring guide, checklist, rubric</p>	

Resource Attachments, labeled A, B, C, D, ...

<p>GLCE (coding and wording) and Verb underlined</p>	<p>1 - G1.0.2 <u>Give</u> examples of places that have absolute locations (e.g., home address, school address).</p> <p>Type of Learning: Knowledge</p>
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Knowledge (K)	Understand (U)	DO: Demonstration of Learning (DOL)	Vocabulary	I Can
Examples are a characteristic of a whole idea. Places are specific positions on our earth. Absolute locations are a point on the earth's surface expressed on a map. A map is a visual of a specified area of the earth. Examples of places that have absolute locations are home address, school address, library address, park address, etc.	Students will understand how to give examples of absolute locations.	Have each student write their home address at the top of their 8x11 inch paper. In the remaining space on the paper, have each student draw a picture of their home from a distance [as if they were flying by on a helicopter looking at their home from above].	Examples Absolute locations places	I can give examples of places with absolute locations.

<p>Lessons: How will you take them where they need to go? (Step-by-Step plan)</p> <p>Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</p>	<p>Resources needed: What materials and resources will they need? (Page #s read, graphic organizers, books, posters, realia, etc...)</p>
<p>Lessons: Use Gradual release/ITIP: Anticipatory Set (the hook) (Teacher does it.) Modeling (Teacher does it.) Guided Practice (Teacher and students work together and/or students work in pairs or small groups.) Independent practice (Students work independently.) Checking for Understanding (Formative Assessment)</p>	<p>Resources needed: What materials and resources will they need ? (also included on Works Cited page)</p>
<p>Assessment ideas: a. How will you know they've learned it? (Summative – Students demonstrate their learning.) Project, Presentation, Paper-and-Pencil Test, Report, <u>And</u></p>	

b. How will you grade it?
Scoring guide, checklist, rubric

Resource Attachments, labeled A, B, C, D, ...

GLCE (coding and wording) and Verb underlined	1 - G1.0.3 <u>Use</u> personal directions (left, right, front, back) to <u>describe</u> the relative location of significant places in the school environment. Type of Learning: Knowledge and skill			
Knowledge (K)	Understand (U)	DO: Demonstration of Learning (DOL)	Vocabulary	I Can
Personal directions are movements to get from point A to point B. Some examples are left, right, front, and back. Describe means to explain with your words. Relative location means to locate a place close to other objects nearby such as landmarks. Landmarks are objects that are easily seen and recognized from a far. Significant places are important positions on earth. Some examples of significant places in the school environment are the library, gym, music room, cafeteria, principal's office, your classroom,	Students will understand how to use directions to explain places.	As a classroom assignment, have each student pick one object either from their desk or from their backpack. Have each student place that object anywhere within the classroom. Where they place there object will be "point A". After placing the object somewhere in the classroom, have the students stand anywhere in the room, but far enough from their object. Have them sit down, and that will be "Point B". With a pencil and paper, have each student draw a picture of how they got from "Point A" to "Point	Personal Direction Describe Relative Relative location Significant Environment	I can use directions to say where a place is in my school.

your locker, etc.		B" as if they were sitting on the clouds looking down into our classroom.		
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Lessons: How will you take them where they need to go? (Step-by-Step plan) Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)		Resources needed: What materials and resources will they need? <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i>
Lessons: Use Gradual release/ITIP: Anticipatory Set (the hook) (Teacher does it.) Modeling (Teacher does it.) Guided Practice (Teacher and students work together and/or students work in pairs or small groups.) Independent practice (Students work independently.) Checking for Understanding (Formative Assessment)		Resources needed: What materials and resources will they need ? (also included on Works Cited page)
Assessment ideas: a. How will you know they've learned it? (Summative – Students demonstrate their learning.) Project, Presentation, Paper-and-Pencil Test, Report, <u>And</u> b. How will you grade it? Scoring guide, checklist, rubric		

Resource Attachments, labeled A, B, C, D, ...

GLCE (coding and wording) and Verb underlined	1 - G1.0.4 <u>Distinguish</u> between landmasses and bodies of water using maps and globes.			
	Type of Learning: Reasoning			
Knowledge (K)	Understand (U)	DO: Demonstration of Learning (DOL)	Vocabulary	I Can
Distinguish means to recognize as being	Students will understand how to tell apart large	Provide each student with different maps of	Distinguish Landmass	I can tell apart a body of water and land from each

<p>different from something else. Landmasses are bodies of land. Examples of landmasses are cities, states, countries, and continents. Bodies of water consist of lakes, rivers, waterfalls, and oceans. Know how to locate a landmass or body of water on a map. A globe is a round object visual of the earth.</p>	<p>bodies of water and land.</p>	<p>Michigan and have them label whether the places are a landmass or a body of water. 4 groups of people will have the same maps. Place a green sticky note on the landmasses and a blue sticky note on bodies of water. Have the students get into their groups of four to compare what they discovered.</p>	<p>Bodies of water Globe map</p>	<p>other.</p>
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<p>Lessons: How will you take them where they need to go? (Step-by-Step plan) Instructional strategies/Social constructs: How will they work? (AND what will YOU do?)</p>	<p>Resources needed: What materials and resources will they need? <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i></p>
<p>Lessons: Use Gradual release/ITIP: Anticipatory Set (the hook) (Teacher does it.) Modeling (Teacher does it.) Guided Practice (Teacher and students work together and students work in pairs or small groups.) Independent practice (Students work independently.) Checking for Understanding (Formative Assessment)</p>	<p>Resources needed: What materials and resources will they need ? (also included on Works Cited page)</p>
<p>Assessment ideas: a. How will you know they've learned it? (Summative – Students demonstrate their learning.) Project, Presentation, Paper-and-Pencil Test, Report, And b. How will you grade it? Scoring guide, checklist, rubric</p>	

Resource Attachments, labeled A, B, C, D, ...

The lessons below are Marzano's Six (6) Steps. This is a template for your own vocabulary ideas. The choices you make in the various steps will depend on the grade level of your unit and the words that need to be taught. **ALL of these Six (6) steps need to be evident in your lessons.**

<p>Vocabulary Lessons: How will you take them where they need to go? (Step-by-Step plan) Instructional strategies/Social constructs: How will they work? <i>(AND what will YOU do?)</i></p>	<p>Resources needed: What materials and resources will they need? <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i></p>
<p><u>Step 1:</u> Introduction: The teacher will introduce each of the vocabulary words to the students and describe what they mean. The five words will be written across the board, and the teacher will use each vocabulary word in a sentence. The teacher will then ask students to write down what they think each vocabulary word means in their vocabulary journal. If after a few minutes the students seem to be stuck, allow them to share their ideas within their tables to see if they can come up with helpful ideas as a group, instead of independently. This will help students develop a strong agreement of the general idea of what the vocabulary word means.</p>	<p><u>Resources needed:</u> Dry erase/ chalk board/ overhead Vocabulary journal Pencil Thinking caps - Give students a list of all the vocabulary words that they are going to learn for this unit. In this case, there are five vocabulary words: direction, aerial perspective, location, map, landmass Marzano, R. and Pickering, D. (2005), <i>Building Academic Vocabulary: Teacher's Manual</i>, Chapter 3, "Teaching the Selected Terms"</p>
<p><u>Step 2:</u> The teacher will provide examples through pictures of what each vocabulary</p>	<p>Vocabulary journals</p>

<p>word looks like. The teacher will then ask the students to describe characteristics about each of the pictures. This will allow students the opportunity to compare and contrast what they may have written down in their journals to see how close they were to the meaning of the vocabulary word. It will also allow each student to compare what they thought each word was compared to their group members. The teacher will then project age appropriate definitions on the board so the students know exactly what each word means. The students will be asked to copy down the age appropriate definition to make sure their vocabulary terms are correct in their vocabulary journal.</p>	<p>Pencil Pictures Vocabulary definitions</p> <p>The teacher will provide students with picture examples of each of the vocabulary terms, and also the age appropriate definitions.</p>
<p>Step 3:</p> <p>The teacher will have students illustrate a picture of each of the vocabulary terms directly below or above the word and definition. Allow each student to create their own picture example that will aid them in remembering the vocabulary word long term. If students are having trouble coming up with their own, project the images that you used to initially introduce the words and see if that helps them come up with ideas.</p>	<p>Colored pencils Crayons Pencil Vocabulary journal Pictures (if needed)</p> <p>Provide students with coloring utensils if they choose to color in their pictures. Only put up the pictures if students need help coming up with ideas on their own.</p>
<p>Step 4:</p> <p>The teacher will have students review what they have just learned and accomplished. The teacher is going to check for understanding by putting up an image that relates to the vocabulary word and the students have to guess what picture matches to each vocabulary word. In their vocabulary journals, the teacher will have students number 1 through 5 down a new piece of paper. The teacher will put up 5 pictures that pair with each vocabulary term and the student will write their guess next to the number. For example, for aerial perspective I will show a picture of an overview of the school, and next to the</p>	<p>Vocabulary journal Pencil List numbers 1-5 Points! Images of the five vocabulary words</p> <p>Marzano, R. and Pickering, D. (2005), <i>Building Academic Vocabulary: Teacher's Manual</i>, Chapter 4, "Review Activities and Games."</p>

<p>number one, students would write down that vocabulary term. Since the students are still learning how to write, I will still have the five terms written across the board so they can reference to the board for spelling. They are still developing learners. Each word that the students get right, they get a point (just for fun though, not for an actual grade). The students can get a total of 5 points.</p>	
<p><u>Step 5:</u></p> <p>The teacher will have students do a think, pair, share activity that allows each individual to share what they have so far in their vocabulary journals with their peers at their tables. The teacher will pair up two students and ask them to share their five definitions, pictures, and how many they got right on the guessing game! This will allow students to check for understanding with their partners before asking the teacher for any further questions they may have.</p>	<p>Think, pair, share Partners Vocabulary journals</p> <p>This time is allotted for each pair to share their hard work with each other to compare and contrast the similarities and differences they may have.</p>
<p><u>Step 6:</u></p> <p>Now it is time to have some fun! The teacher will have students set up facing the board for a game of Jeopardy. There are many templates for Jeopardy online, or you can also make a game through Powerpoint. Since students are so young, it is best to place them in teams. The categories will be slim because of their age, but will consist of pictures, simple definitions, and examples of each vocabulary word.</p>	<p>Jeopardy template Teams Focus</p> <p>There are many websites that offer Jeopardy templates. The only thing you have to do is search for one that is adaptable to fit your classroom or you can create one through powerpoint. http://www.edtechnetwork.com/powerpoint.html</p>

Resource Attachments, labeled A, B, C, D, ...

Vocabulary Words:

Direction

Aerial perspective

Location

Map

Landmass

A Script for Vocabulary Development:

Building Academic Vocabulary: Teacher introduces the new word "Direction".

"Alright class. We are going to learn some new vocabulary terms for our vocabulary journals today. Are we all ready? (Wait for answer "Yes!") The first word we are going to learn today is "direction". The teacher will write the word direction across the board for the students to see. "Direction means a way someone or something moves. Now that I have given you a definition, I am going to use the word in a sentence. I drove in the opposite direction of my house to get to school today. Now that I have given you the word, I want you to open your vocabulary journals and copy down the word "direction" at the top of your page. (Allow a minute for students to copy down to word). Now that I gave you a meaning of the word and used the word in a sentence, I want you to write down your own meaning of the word based off of what I said. You may begin." If students seem to be struggling, allow them to interact with students at their table. They will be able to come up with some great ideas if they are working together. Allow students a few minutes to come up with ideas on their own or with a group depending on how they're doing. "I am now going to show you a picture of "direction". This will give you an idea of what "direction" looks like through an image". (See attachment below for image). "I want you to draw an image of your own interpretation of "direction" in your vocabulary journal. Try to draw something different from the picture I just showed you".

Building Academic Vocabulary: Teacher introduces the new word "Aerial perspective".

"Now let's move on to a new word. Our second new word is aerial perspective." The teacher will write aerial perspective across the board, right below direction. "Aerial Perspective means a view from a distance from above. Now that I have given you a definition, I am going to use the word in a sentence. I use an aerial perspective when I draw a picture of my house. Now that I have given you the word meaning and in a sentence, I want you to write down 'aerial perspective' at the top of a new page. (Allow a minute for students to copy down the word). Go ahead and write down your own meaning of the word right below the below the vocabulary word." If students seem to be struggling, allow them to interact with students at their table. Also, encourage them to ask questions if they have them. Allow students a few minutes to come up with ideas on their own or with a group depending on if they are struggling or not. "I am now going to show you a picture of aerial perspective. This will give you an idea of what aerial perspective looks like". (See attachment below for image). "I want you to draw an image of your own aerial perspective in your vocabulary journal. Try to draw something different from the picture I just showed you".

Building Academic Vocabulary: Teacher introduces the new word "location".

"We have a third vocabulary word we are going to learn today. That vocabulary word is 'location'". The teacher will write location across the board, directly under 'aerial perspective'. "Location means a particular place or position. Now that I have given you a

definition, I am going to use the word a sentence. My favorite location in our classroom is my reading chair in our reading nook. Now that I have given you the word meaning and in a sentence, I want you to write down 'location' at the top of a new page. (Allow a minute for students to copy down the word). I would like you to write down your own meaning of 'location' right below the word. Go ahead and begin." If students seem to be struggling, allow them to work with a pair or in their table groups. Encourage them to ask questions if they are stuck. Allow students a few minutes to complete this task either individually, in pairs, or in a group. "Now that you guys have came up with a definition for our new vocabulary word, I am now going to show a picture of what location looks like." (Project image on projector. See attachment below for image). "I want you to draw an image of your own idea of what location is in your vocabulary journal right below your definition. Try to draw something different from the picture I just showed you. Go ahead and begin".

Building Academic Vocabulary: Teacher introduces the new word "map":

"Our fourth vocabulary word we are going to learn today is 'map'". The teacher will write 'map' across the board. "Raise your hand if any of you know what a map is. (Allow a chance for students to raise your hand)." If students do know, go ahead and say, "That's awesome that you guys know what a map is. Since you already know I want you to keep it a secret so everyone else can learn what a map is too." If no students know say, "That's okay. We're going to learn what a map is right now. Are you ready?" (Wait for a response, YES!) "Alright, let's begin. A map is an image of an area showing bodies of water or land. Now that I have given you a definition, I am going to use the word in a sentence. I got lost on my way home, so I had to use a map to figure out where I am. Now that I have given you the word meaning and used it in a sentence, I want you to write 'map' at the top of a new page in your vocabulary journal. (Allow students a minute to copy down to word). I would like you to write down your own meaning of a "map" right below the word. Go ahead and begin." The same rules apply (if struggling partners, pairs, etc). "Now that you guys have developed a definition on your own, I am going to show you an image of what a map looks like on the projector. (Project image; see attachment below for image). "I want you to draw an image of your own idea of what a map looks like in your vocabulary journal right below your definition. Try to draw something different from my picture. Have fun with it class!"

Building Academic Vocabulary: Teacher introduces the new word "landmass":

"Our fifth, and final word for the day is going to be 'landmass'." The teacher will write landmass across the board. "I think you all know the drill by now. A landmass is a large body of land. A sentence using our new term, landmass, is; If we look at a map, we can see a landmass. Now that I have given you the definition and a sentence, I want you to write 'landmass' at the top of a new page in your vocabulary journal. (Allow students a few moments to copy down the word). I would like you to write down your own meaning of a "map" right below the word. Go ahead and begin." The same rules apply as above: allow a few minutes, and pair up if they are struggling. "Now that you have developed creative definition on your own, I am going to show you an image of a 'landmass' on the projector screen. (Project image; see attachment below for image). "I want you to draw an image of your own idea of what a map

looks like in your vocabulary journal, right below your definition. Try to draw something unique and different from the image I just show you."

Attachments projected:



Citation Page in APA Format for ALL materials and resources used in the unit.

See <http://www.nwmissouri.edu/library/CITING/APA.htm> for help.

Works Cited

Beck, I., McKeown, M., and Kucan, L.(2002) *Bringing Words to Life*. New York, NY: The Guilford Press

Marzano, R. and Pickering, D. (2005), *Building Academic Vocabulary: Teacher's Manual*. Alexandria, VA: Association for Supervision and Curriculum Development

Zike, Dinah (2000) *Foldables*. New York, NY: Macmillan/McGraw-Hill