1. Descriptive Characteristics
   Title: Where Do I Live?
   Grade Level: 1st Grade
   Time Required: 5 Lessons

   Rational and Overview: The Purpose of this unit is to teach introduce students to maps and finding where they live. During the unit students will learn where their special place on the map is. This will include naming their city, state, country, and continent. Also, they will be able to locate these places on a map. This unit is important for first graders to have an understanding of the different parts of the world and that everyone has their own special place on earth.

   National Standards:
   People Places and the Environment

   State Standards:
   Minnesota:
   The students will use and create maps and globes to locate people places and things.

   Overall Goals:
   Name and Locate their continent, country, state, and city.
   Develop an understanding of the different parts of a map.

2. Unit Objectives
   Identify what a map is.
   Identify what a globe is.
   Identify what a map key is.
   Identify what a map scale is.
   Identify what a symbol is.
   Identify what a label is.
   Identify what compass is.
   Locate their city on a map.
   Identify what city they live in.
   Locate their state on a map.
   Identify what state they live in.
   Locate each of The Great Lakes on a map.
   Record the name of the country they live in on a map.
   Identify their country they live in.
   Locate their country on a map.
   Identify all the continents.
   Locate all the continents on a map.
   Assemble a puzzle of a map of the continents.
   Assemble a puzzle of the United States.

3. Inquiry or Focus questions:
   What is on a map?
What state do I live in?
What country do I live in?
What continent do I live in?

4. Resources:
   Books:
   - Mapping Penny’s World, by Loreen Leedy
   - Me on a Map, by Joan Sweeney
   - Mapping Our World, by Janine Scott
   - Map It!, by Elspeth Leacock
   - Maps, by Joellyn Cincoccini
   Internet:
   - www.lessonplanspage.com/printables/PSSOClassroomMapBuildingAndReading
   - www.eduref.org/virtual/Lessons/social_studies/Geography/GGRozoo.html
   - www.knowledge.state.va.us/cgi-bin/lesview.cgi
   - http://teacher.net/gazette/Decox/continents.html
   - www.humboldt.edu/~cga/resources/lesson_plan_pages
   - www.glc.k12ga.us/BuilderV03?LPtools/LPshared/pdisplay.asp

5. Student Assessment Plan:
   Checklist: I will have a checklist with the names of each student and the
   activity’s they will complete each day listed on the checklist. As I am observing the
   students I will write comments and whether or not the student completed the activity for
   each day.
   Rubric: For the final assessment and culminating activity the students will go to
   centers to review all the information they have learned throughout the unit. When the
   lesson is done I will call each student over and interview them about where they live.
   They will have to point to their city, state, country, and continent on a map. They will
   also have to locate some of the parts of a map on a real map and explain what it is used
   for.

Lesson one
Parts of a Map

Grade Level: 1st grade
Time required: 30 minutes
Materials: Mapping Penny’s World, by Loreen Leedy, Maps of Wisconsin, globe,
pictures of vocabulary words.
Objectives:
Identify what a map is.
Identify what a globe is.
Identify what a map key is.
Identify what a map scale is.
Identify what a map symbol is.
Identify what a map label is.
Identify what a compass is.

Goals:
Students will locate and understand the parts of a map.

Procedures:
First I will write the Big Question on the board and read it with the class (Where do I live). I will encourage a discussion about what a map is used for and the difference between a map and a globe. During the discussion I will explain that a globe is a model of the earth, and a map is a flat picture of the earth. I will then show these vocabulary words along with the pictures that can be added to the word wall later. I will then read the book Mapping Penny’s World by Loreen Leedy telling students to be thinking about what the parts of a map are. After I have read the book I will review what was learned in the book regarding the parts of a map. For example, the map key, scale, compass, symbols, labels, and title. Students will then work with a partner and look at a map of their state of Wisconsin to locate all of these map features and any other interesting things that they can find. For closure I will display a map and ask students what they found.

Lesson Two
What State Do I Live In?

Grade Level: 1st grade
Time required: 30 minutes
Materials: Maps of Wisconsin, Me on a Map by Joan Sweeney, a map of The United States, small maps of The United States for students to draw on, pictures of vocabulary words.
Objectives:
Locate their city on a map.
Identify what city they live in.
Locate their state on a map.
Identify what state they live in.
Locate each of The Great Lakes on a map.
Goals:
Students will be able to identify their city, state, and The Great Lakes on a map.

Procedures:
Begin by reviewing the previous lesson by identifying all the parts of a map. Introduce the sub question for the day “What city and state do I live in?” Then read the book Me on a Map by Joan Sweeney. Display the map of the United States with states clearly distinguishable. Show students the vocabulary card of Wisconsin with an outline of the shape of Wisconsin. Ask if anyone can locate this state on the map of the United States.
Lesson Three
What Continent do I live on?

Grade Level: 1st grade
Time required: 30 minutes
Materials: Mapping Our World by Janine Scott, continent puzzle, continent song, big map of the continents.

Objectives:
- Identify all the continents.
- Locate all the continents on a map.
- Assemble a puzzle of a map of the continents

Goals:
Students will be able to name the continents and be able to identify the continent that they live in on a map.

Procedure:
I will begin by reviewing the previous lesson, the students will tell me what state and city they live in and point to them on a big map. I will also review the names of the Great Lakes and their locations. Then I will read Mapping Our World by Janine Scott, reviewing previously learned information about maps as I read. Introduce what a continent is. Ask students if they can name any of the continents or tell which continent we live on. Show a big map of the continents and say and point to each continent. Then the students will learn the continents song. After they have been introduced to the continent song pass out the continent puzzle to each student. They should put the puzzle together and raise their hand so they can point to and say the names of each continent.

Lesson Four
What Country Do I Live In?

Grade Level: 1st grade
Time required: 30 minutes
Materials: Map It!, by Elspeth Leacock, different maps showing The United States, Map Math game, Map Math worksheets, Dice, crayons, pencil, picture of vocabulary word.

Objectives:
- Locate their city on a map.
- Locate their state on a map.
- Locate the Great Lakes on a map.
Identify their country they live in.
Locate their country on a map.
Locate a map key.

Goals:
Students will be able to name the country they live in and point to it on a map.

Procedure:
Begin by reviewing the continents learned in the previous lesson by singing the continent song. Write the sub-question “What country do I live in?” on the board. Read it with the students and ask if anyone can tell you the country they live in. Then look at different maps showing the United States. Show the vocabulary card with picture of the United States and identify it as the country they live in. Ask students if they can locate The United States on a world map. Then read the book *Map It!* By Elspeth Leacock.
Review parts of a map while reading the book. Introduce and explain Map Math game. Have the students work in partners on the game. When they are done the students should show you their completed worksheet. Ask them to identify all the items on the map that they were working with.

Lesson Five
Map Stations

Grade Level: 1st grade
Time required: 1 hour
Materials: Maps by Joellyn Cincoccini, Continents song, many different kinds of maps, globe, big United States puzzle, continents puzzle, map math and supplies, small United States puzzles.
Objectives:
Assemble a puzzle of a map of the continents.
Assemble a puzzle of the United States.
Locate each of The Great Lakes on a map.
Record the name of the country they live in on a map.
Locate their country on a map.
Locate a map key.
Locate their city on a map.
Locate their state on a map.

Goals:
Students will be able to name and locate their city, state, country, and continent on a map. They will also be able to identify the parts of a map.

Procedure:
Begin by reading the book *Maps* by Joellyn Cincoccini. Then explain the centers to the students and how they will transition to each. The first center will be the small map puzzle and the globe. At the second station students will play Map Math. At the
third station the students will explore different kinds of maps. The forth station the students will assemble a large map of the United States, and the small continents puzzle. Each group will get about 10 minutes at each station. After I ring the chimes in the classroom or a bell the students will quickly clean their station and move to the next one. After this lesson is done I will call students individually to interview and grade them on their knowledge of where they live and the parts of a map according to the rubric.
# Maps

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<tr>
<th>Name: ___________________</th>
<th>Teacher: Liz Jahnke</th>
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<th>Criteria</th>
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<td>Naming city, state, country, and continent.</td>
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<tr>
<td>1</td>
<td>Students are able to identify 1 of these locations.</td>
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<tr>
<td>2</td>
<td>Students are able to identify 2 of these locations.</td>
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<tr>
<td>3</td>
<td>Students are able to identify 3 of these locations.</td>
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<tr>
<td>4</td>
<td>Students are able to identify all 4 of these locations.</td>
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</tr>
<tr>
<td>2</td>
<td>Students can locate 2 of these locations on a map.</td>
</tr>
<tr>
<td>3</td>
<td>Students can locate 3 of these locations on a map.</td>
</tr>
<tr>
<td>4</td>
<td>Students can locate all 4 of these locations on a map.</td>
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<th>Parts of a map.</th>
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<tbody>
<tr>
<td>1</td>
<td>Students can locate or describe the use of 2 parts of a map.</td>
</tr>
<tr>
<td>2</td>
<td>Students can locate or describe the use of 3 parts of a map.</td>
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<tr>
<td>3</td>
<td>Students can locate or describe the use of 4 parts of a map.</td>
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<tr>
<td>4</td>
<td>Students can locate or describe 5 parts of a map.</td>
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**Total—->** ___

**Teacher Comments:**