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Maps and Globes [kindergarten]

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Unit Title: Maps and Globes
Theme: Sense of Time and Space
Grade: Kinder

Stage 1: Desired Results

Understandings

Students will understand that...

A map is a representation or drawing of a place.

A globe is a three dimensional model of the earth.

Any place can be depicted on a map.

Features of land and water are shown on maps and globes.

Maps and globes are smaller representations of places.

Essential Questions

1. What is a map? What is a globe? How are maps and globes different?
2. How are physical characteristics shown on a map?
3. Can you think of a situation in which you might need to use a map?
4. How can show a real place on a small piece of paper?

Knowledge & Skill

(NEISD scope & sequence; TEKS; Core; etc.)
Geography
K.4 The student understands the concept of location
K.5 (A) Identify the physical characteristics of places, landforms, bodies of water, natural resources
K.15 (B) Obtain information about a topic using a variety of visual sources, such as maps, etc.
K.16 (B) create and interpret visuals including maps and pictures

Stage 2: Assessment Evidence

Performance Task:

The Three Little Pigs Map: Read the book The Three Little Pigs. Using butcher paper have the students draw a map representing places in the story and physical characteristics (ie: pigs houses, wolfs den, river, mountains, etc). (EQ: 1, 2, 3, 4)

Other evidence:

Give students a "treasure map" of the school and ask them to locate certain objects marked on the map. (EQ: 3)

Students will come to the front of the room and close their eyes. The student will point to a place on a map, then open their eyes and identify the place on the map. (Ask the students: Is it water? Or land? Can you find a nearby mountain, river or lake?) Next, challenge classmates to ask other children about the map. (EQ: 2, 3, and 4)

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Read: Maps by Blevins

Have the child trace his/her hand on a sheet using 1:1 scale. Then have them draw a picture of the carpet where they sit, their friends, etc. Discuss scale. (EQ: 1, 4)

Reads Maps by Cicciarella

Pass out various maps for students to explore and manipulate.

Using the Think-Pair-Share strategy (students think inside their head, pair up with a partner, and then share what they thought of) the students will discuss what they notice about the maps given to them by the teacher.

Class will make a web about maps demonstrating what they learned during their exploration time. Be sure to guide conversations to include uses of maps and various elements on a map. (EQ:1, 2, 3,4)

Review scale activity from yesterday, then draw a picture of the classroom on butcher paper and have students place labels on things—or draw pictures of things in room and place on map. Discuss how map represents what is in the room and how they can use it to locate people, places and things. (EQ: 1, 3, 4)

Students will help create a map of the community around the school on butcher paper using environmental print. (Ex: sonic, subway, home depot, 281 area, etc.) (EQ: 1, 3, 4)

Show children a globe. Discuss difference btwn map and globe
Complete a class Venn diagram on maps VS Globes. (EQ: 1)

Using the inflatable globe explain to students that this is another model the earth. Toss the globe around the room allowing different students to catch it. Ask the students if they are touching land or water when it lands in their hands. (EQ: 1,2)

To show the difference between a river, lake and ocean use plastic cups, water, and large tub. First, place water in large tub to show an ocean. Next, cut a small hole in one plastic cup on the side. Now, pour water through cup allowing it to drain into the large tub. This represents a river-a river flows into an ocean. To demonstrate a lake, pour water into other plastic cup. This is a closed, small area surrounded by land-a lake. (EQ: 2, 4)