

2013

## Where I Live [2nd grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Where I Live

Grade Level: 2<sup>nd</sup>

Subject/Topic Area(s):

Designed By: Melissa Cole

Time Frame: 17 days (about 3 weeks)

School District: Alamo Heights Independent School District

School: Woodridge Elementary

School Address and Phone: 100 Woodridge Elementary San Antonio TX 78209

(210) 826-8021

### **Brief Summary of Unit** (Including curricular context and unit goals):

Students will understand that people use maps and map features to identify specific landforms, landmarks and areas of significance in their local and national communities. Students will know how to use and create maps that contain specific map features, (titles, orientation, and legend/key) will be able to identify, label and place landforms correctly on maps and will be able to identify and describe local and national places of significance. Students will independently use their learning to create, identify and interpret maps of their local environments, communities and state.

## Stage 1 – Desired Results

<p><b>Established Goals</b></p> <p>2.5 The student uses simple geographic tools such as maps and globes. The student is expected to:</p> <p>(a) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys; and</p> <p>(b) create maps to show places and routes within the home, school, and community.</p> <p>The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:</p> <p>(A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes;</p> <p>(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes; and</p> <p>(C) examine information from various sources about places and regions.</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <p>Students will independently use their learning to create, identify and interpret maps of their local environments, communities and state.</p>	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that...</i></p> <p>People use maps and map features to identify specific landforms, landmarks and areas of significance in their local and national communities.</p>	<p><b>Essential Questions</b></p> <p>Where are we? Where are we going? How do we get there?</p>
	<b>Acquisition</b>	
<p><b>Knowledge</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Maps have specific features that allow you to interpret information (titles, orientation, legend, keys)</li> <li>- General landforms found on maps (rivers, bodies of water, mountains, valleys, deserts, forests, plateaus, continents, oceans)</li> <li>- Local places of significance (Texas, the state capital, major Texas cities, coast of Texas, our city, our county)</li> <li>- National places of significance (U.S. capital, U.S. on a map of the globe, Canada, Mexico)</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>- Use and create maps that contain specific map features of titles, compass rose and a legend/key</li> <li>- Identify, label and place landforms from pictures and on maps</li> <li>- Identify and describe local and national places of significance</li> </ul>	

## Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	<p>Time Frame</p> <p>Set of maps with map features</p> <p>Labeled map features</p> <p>Labeled landforms</p> <p>Labeled local landmarks</p>	<p><b>Performance Task(s)</b> <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Students will create a set of maps for their family visiting from out of state. Students will also create a “scavenger hunt” based off of their maps to give to their class mates and will then solve other student “scavenger hunts” using the map features, legends, keys and other included information.</p> <p>----- -----</p> <p><b>Other Evidence (e.g., formative)</b></p>

	Labeled personal landmarks  Marked Routes  Scavenger Hunt- based on student map  Filled out/answered peer scavenger hunts	Pre/Post-assessment Observations (sharing) Observations (vocabulary magic groups) Sentence Strips (from groups who finish early) Observation – vocabulary magic sort Me on the Map Landforms foldable Ticket out the door Picture Map Directions/Routes
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**Stage 3 – Learning Plan**

<b>CODE</b> (A, M, T)	<p>Pre-Assessment</p> <p><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Give Pre-assessment in class to accompany video presentation.</p>
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M	<p><b>Learning Activities</b></p> <p><b>Day 1:</b> Have student watch the pre-assessment video in class and fill out the questions as they watch. Pause the video and give students time to write. Before hand- - explain that they probably will not know all of the answers – and that's OK! This just lets you know what they already know before you begin teaching this unit.</p> <p>Video: <a href="http://prezi.com/1cbxqh-ckipf/?utm_campaign=share&amp;utm_medium=copy">http://prezi.com/1cbxqh-ckipf/?utm_campaign=share&amp;utm_medium=copy</a></p> <p>After students have finished the pre-assessment, have them get into groups of 3 and talk about their ideas from the last questions. Then have groups share out either what they said or what they heard someone else say.</p>	<p>Progress Monitoring (e.g., formative data)</p> <p>Pre-assessment Observations (sharing)</p>
A, M, T	<p><b>Day 2:</b> Introduce the class to the terms for vocabulary magic by dividing them up into groups of 3 and giving each group a Ziploc bag with the cards cut-up inside. Students will then sit together and take the cards out of the bag and sort them into piles of pictures, words and definitions. Students will then put all of the word cards face up in front of them so that everyone can see them.</p> <p>Then begin reading one word at a time – slowly. Students will then point to the word and repeat the word out loud. Repeat this process so that the words are said again. Then go through all the words.</p> <p>After this, have students put only the picture cards back into the bag. Model how the picture task will go by taking one picture card from the bag. Describe what you see – and use the phrasing written on the board before-hand of “I think this might be this word because _____.” Give a reason why that card might go with a certain word. They have students begin. One student from each group will take a picture from the bag and describe what they see. Then using the same language “I think this might be this word because _____,” they will place the picture card with the vocabulary word they believe it matches. Students cannot correct each other while</p>	<p>Observations (vocabulary magic groups) Sentence Strips (from groups who finish early)</p>

<p>A, M, T</p>	<p>this is going on. If 2 students think that their picture goes with the same word, then they can have 2 pictures next to one word. After one student has gone, have the pass the bag to the next person in the group and continue this process until all of the pictures have been matched. At the end of the process, students can choose to move pictures to different words, but everyone in the group must agree. If they do not – then the cards stay where they are.</p> <p>Then have students place the definition cards into the bag. Model the definition process for students again – using the phrasing previously written on the board of “I think this might be this word because_____.” To begin then each group will have one student at a time take out a definition card and read it aloud. If they need help from a buddy – the buddy can help them read it but the card still “belongs” to the first student. They will then use the phrasing – “I think this might be this word because_____.” They will then put the card next to the picture and the word. Have students continue this process going around the circle again until all cards are placed. Again students cannot correct another student, 2 definitions can go with 1 word. (just like with the picture round)</p> <p>At the end, students may all agree to switch definitions to another word.</p> <p>(As an extension – for any groups that finish early – they can then use the word in a sentence, without using the definition that you gave them. They can use a sentence strip to write down and then underline the word.)</p> <p>After all of the groups are finished, you will then show the “trailer” for the vocabulary that students have just reviewed. AS students are watching the video they can make move pictures, words and definitions to make any necessary corrections.</p> <p>Trailer Prezi -  <a href="http://prezi.com/jsnc7shbfezx/?utm_campaign=share&amp;utm_medium=copy">http://prezi.com/jsnc7shbfezx/?utm_campaign=share&amp;utm_medium=copy</a></p> <p>Let students know that they will be using all of these words as they continue their learning about maps and geography over the next few weeks. Have students put ALL of their cards back into their bags for future use.</p> <p><b>Day 3:</b> Bring out the vocabulary magic cards again and have students get into different groups of 3 from the previous day. Have them try and sort through the sets of cards and match them as best as they can by going around the circle and pulling out single cards at a time. After students have finished – display the “check-sheet” and allow time for students to make any necessary changes. Then have students place all cards back into the bags.</p> <p>Gather students on the carpet and begin to have a discussion and what state we live in, what city, what county, what country? Then show students the Prezi – with many map examples – and talk about all of the places that we live.</p>	<p>Observation – vocabulary magic sort</p> <p>Me on the map circles/squares</p>
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M, T	<p><a href="http://prezi.com/8ppahtjodot/?utm_campaign=share&amp;utm_medium=copy">http://prezi.com/8ppahtjodot/?utm_campaign=share&amp;utm_medium=copy</a></p> <p>Then read students <i>Me on the Map</i> by Joan Sweeney. Have students begin cutting out and preparing their concentric circles for their Me on the Map project.</p> <p><b>Day 4:</b> Review with students what we have learned so far – State of Texas, City of San Antonio, and Country – United States.</p>	Me on the Map
A, M	<p>Then have them continue making their “Me on the Map” circles. Students will cut out, then glue onto the concentric circles to represent the various places that they live. Students will then display these in the hallway for other classes to see.</p> <p><b>Day 5:</b> Now that students have a much better idea of where they are located, you will now be moving onto learning all about landforms. Start with a Think-Pair-Share activity asking students; what are landforms? Can you name any landforms? Are there any landforms that we have here in San Antonio?</p> <p>Show students the video on landforms found on Brainpop Jr.  <a href="http://www.brainpopjr.com/science/land/landforms/">http://www.brainpopjr.com/science/land/landforms/</a></p> <p>As video is playing – pause and add the types of landforms to a list on the board.</p> <p>Mountains – rises high above the area around it, and has a peak at the top (mountain range) – row of connected mountains  Hill – area of land that rises up and has a top  Plateau – rises above an area like a mountain, but has a flat surface on top  Valley – lower than the area around it – between hills, mountains and plateaus  Rivers and streams – water that flows through valleys, hills and mountains  Canyon – deep valley with very steep sides  Plains- wide, flat lands  Prairie- grassy plain that has no or few trees  Forests- plains covered with trees  Coast – area where land meets the ocean  Bay – area of water that has land on three sides  Island – area of land that is surrounded by water  Peninsula - area of land that is surrounded by water on three sides</p> <p>Then help students create the back pages for the Landform Foldable. We will be using a large piece of manila or construction paper. You will help direct students to fold the paper in half vertically – then fold both sides in to create 4 equal vertical panels (see attached directions/photos)</p> <p>Students will then fold down to create 8 panels on the paper – which you will then cut open only on the top page. (again see attached directions/photos for an example) You will need to fold 2 of these (or fold a larger paper to make more panels)</p>	Landforms foldable Ticket out the door

M, T	<p>Once the folding is done, students should put “Landforms” and their name in the top left square and begin cutting out the rest of the landform foldable pieces.</p> <p>Once the pieces are cut out they will need to match the word on the outside of the flap and glue the definition that matches the word to the inside pieces of the flap and then draw a picture of what that landform looks like. (see photos)</p> <p><b>Day 6:</b> This activity may carry over another day – adjust schedule accordingly.</p> <p>Student Ticket out the door: Have students write a response to this question on a half-page of paper: Which landform would you like to visit: a mountain, a canyon or an island? Why?</p> <p><b>Day 7:</b> Introduce students to the idea of planning a route or using directions to get somewhere. Ask students if they have ever used a map? A GPS? Directions on a smart phone or app?</p> <p>Display a map of Sea World on the document camera. Tell students that you will be planning a trip there and want to make sure that you know where to go to see all of your favorite attractions.</p> <p>Point to an area on the map and then say that you want to visit an area on the opposite side of the park. Point to that opposite area. Ask students what direction (N, S, E, W) you would have to go to get there? How did they know?</p> <p>Have students pair up and plan how I would get to the second location. Have them try different paths – call on some students to come up and share their ideas.</p> <p>Repeat this activity with two other locations on the map that you would like to visit after that second location.</p> <p>Tell students that they will be creating and using a map of their school to help visitors who come on school tours. They will get into groups of 3-5. They will need to use the blank map of the school (taken from the fire –map of your elementary school – I will block out any info that is not necessary for the students) and add the compass rose and a key/legend and title to the map.</p>	Picture Map Directions/Routes
T	<p>Have students begin to plan where they will go – what the important locations they will take guests to will be, and how they will mark the important routes to get around school. Remind students they will need to write out directions for guests –Example: Go North, turn left, go south</p>	
T	<p><b>Day 8:</b> Students will begin working on the map today. They will take a digital camera and take pictures at locations that they think are “landmarks” for the school. They will then come back, print them and start to mark them on their maps with a legend/key. They will then begin to work as a group to give directions to a visitor (both drawn on the map and written out) so that they will be able to see all of the important aspects of the school.</p>	
T		

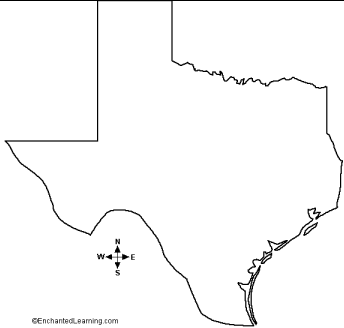

T	<p><b>Day 9:</b> If needed – additional work day on School maps</p> <p><b>Day 10:</b> Introduce the final “Where I Live” project to students. Explain what their project is, all of the details, the rubric, checklist and begin to set due dates with your class.</p>	
M, T	<p>Students will then have work time until those due dates.</p> <p><b>Day 11 – Day 15:</b> Give students work time. Help students who may need it. Majority of project should be done in class (without parent assistance)</p>	
T	<p><b>Day 16:</b> Have students present their hard work and begin to solve the three peer scavenger hunts that you have handed out to them (evenly distribute so that all students’ maps get used)</p> <p><b>Day 17:</b> Have students finish filling in scavenger hunts and give post assessment while showing video.</p>	

Name: \_\_\_\_\_

## Where I Live!

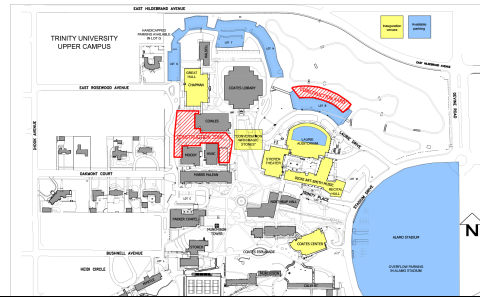
Your family from out of state is coming to visit and they need help knowing where to go! Your job is to create maps for them that have important cities, landmarks, and destinations they should see. You will also need to include directions (or the route) they should take to get where they need to be.

You will need to make 3 maps to help them get around.

<p>A state map that has the major Texas cities identified, big Texas landforms that we have studied, the coast, the state capital and Mexico</p>	 <p style="text-align: center; font-size: small;">©ErchanteLearning.com</p>
<p>A local/city map that shows important landmarks around San Antonio – including important landmarks to you!</p>	



A map of a personal location of your choice that includes important routes, landmarks and pictures



**\* All of your maps need to have correct titles, a compass rose (correctly oriented!), a legend or key with symbols you have used on your map\***

You may choose to present these maps in any way that you like. Check with your teacher to make sure that your idea will work for the class. Be creative!

In addition to the set of maps, you will also need to create a scavenger hunt that other students in our class and grade will be able to solve by using your maps. This will need to include 5 questions (and answers to those questions) that you type up and print out for others to solve.

After we have all presented our projects in class – you will then need to solve three scavenger hunts for your classmates that I will give to you, using their maps.

Name: \_\_\_\_\_

## My Scavenger Hunt Questions:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Rubric: Where I Live!**

<b>Criteria</b>	<b>Approaching ☹️</b>	<b>Meeting 😊</b>	<b>Exceeding 😊😊😊</b>
<b>Did you follow the checklist?</b>	I did not meet the checkpoints on time and did not follow the teacher suggestions	I met most of the checkpoints on time and followed my teacher's suggestions	I met all of the checkpoints on time and followed my teacher's suggestions
<b>Set of 3 maps</b>	I did not turn in all 3 maps	I turned in all 3 maps, but they were missing pieces or were not my best work.	I turned in all 3 maps; they were complete and were my best work!
<b>Map Features</b>	Map features (title, compass rose, key or legend) were missing or incorrect	Map features were present and were mostly correct	All map features were present and were correct
<b>Landforms</b>	Landforms were	Most landforms were	All landforms were

	missing or incorrect	labeled correctly	labeled correctly
<b>Local Landmarks</b>	Local landmarks were not present and were not labeled correctly within in key	Local landmarks were present but may not be labeled correctly	Local landmarks were present and labeled correctly
<b>Personal Landmarks</b>	Personal landmarks were missing and were labeled incorrectly	Personal landmarks were present but may have been incorrectly labeled in the key	Personal landmarks were present and labeled correctly
<b>Marked Route</b>	There was no marked route present on the personal location map	There was some route marked on the personal location map but it was incomplete or confusing to follow	The route on the personal location map was marked completely and clearly
<b>Scavenger Hunt – based on student map</b>	Scavenger Hunt questions were not completed correctly	Scavenger Hunt questions were attempted, but not completed	5 Scavenger Hunt questions were completed
<b>Scavenger Hunt Answers</b>	Scavenger Hunt answers were not provided	-----	Scavenger Hunt answers were provided
<b>Clean, Neat, Best Work</b>	I could have worked a little more on making sure my project was complete, clean and it needed a little more time and effort to be my best work.	I'm almost there- I may need a little more time to make sure that this project was neat, clean and it is almost my best work.	I am proud of this and it is the best work I could have done on this project! It looks clean, neat and complete!

**Time Frame Checkpoints!** Make sure to check off each item to finish your “Where I Live” project in order – when they are due.

<b><u>Part of Project</u></b>	<b><u>When it is due</u></b>	<b><u>Teacher Checkpoint/Suggestions</u></b>
<b>Project Plan – what maps am I making?</b> Choices of how I want to present my maps and what my personal location for map 3 is going to be		
<b>State map – rough draft with all features</b> Rough Draft on white paper of what my state map is going to look like. Does it have all of the map features? (title, compass rose, key/legend, symbols, capital, landforms, major Texas cities)		
<b>Final copy of state map</b> My final clean copy that is my best work!		
<b>City map – rough draft with all features</b> Rough draft on white paper of what my city map is going to look like. Does it have all of the map features? (title, compass rose, key/legend, symbols, important landmarks, landforms)		
<b>Final copy of City map</b> My final clean copy that is my best work!		
<b>Personal Map – rough draft with all features</b> Rough draft on white paper of what my personal location map is going to look like. Does it have all of the map features? (title, compass rose, key/legend, symbols, important landmarks, routes)		
<b>Final copy of personal map</b> My final clean copy that is my best work!		
<b>Scavenger Hunt Questions and Answers</b> 5 questions are written clearly and have clear answers. Questions are not too easy but have clear answers that can be found by using the 3 maps you have made.		
<b>Project Presentation Practice</b> Practice with a partner how I will present all of my hard work		
<b>Project Presentation</b> Class presentation of my 3 maps on my set due date (to be determined with teacher)		
<b>Filled out copies of answers to other student Scavenger Hunts</b> Answered 3 scavenger hunts and turned in and stapled with		

my name on them.		
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## **ANSWERS:**

Answer these questions as you watch the “Where I Live” Video

1. What is this a map of? Texas
2. What is this a map of? San Antonio
3. What landmarks or important places are you seeing?

Alamo, River walk, Whitehouse

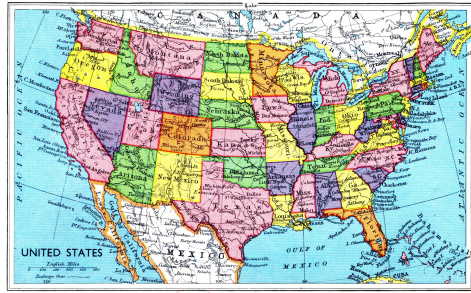
4. Name this map feature: Legend or Key
5. Name this map feature: Title
6. Name this map feature: Compass Rose

Video Script:

How do we know where we are? How do we know where we are going? How do I know how to get somewhere? Maps are really important. I want to see what you know about maps. What do you know about this map? (#1), or about a map that looks like this (#2), what about important places like this, like here and this place! (All #3) how do you use and make our own maps, What are these?(#4, 5, 6) Think for a little bit - Why are maps important? How do we know where we are? How do we know where we are going? How do we get there?

Write down a few of your ideas or thoughts about these questions – and be ready to share what you think!


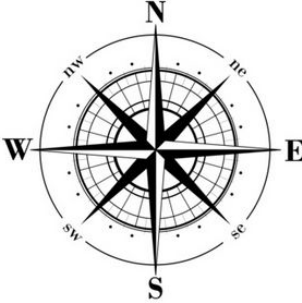


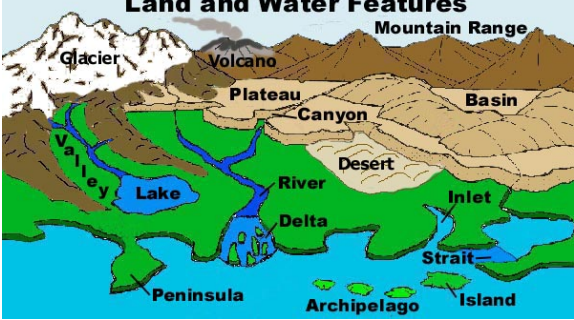
Map Title

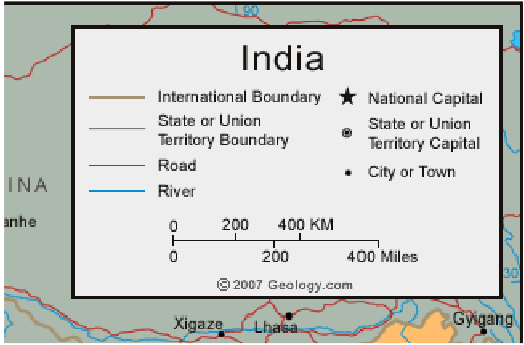
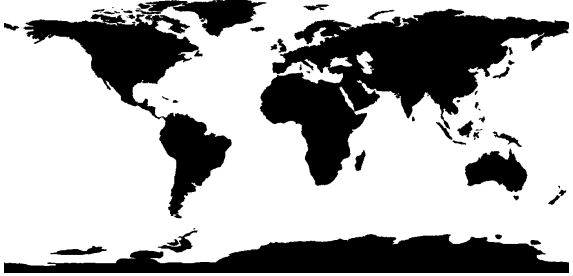



Tells you what  
the map is of

**Vocabulary Magic Cards – Make a set for each group of 3 in your class.**



<p>Legend or Key</p>		<p>Describes what the symbols or pictures mean on the map</p>
<p>Compass Rose</p>		<p>Shows where North, South, East and West are on the map</p>
<p>Landmark</p>		<p>An important Place that is known for how it looks</p>
<p>Route</p>		<p>The way to get from one place to another</p>
<p>Landform</p>		<p>A natural formation on the Earth</p>

<p>Map feature</p>		<p>Different parts on the map</p>
<p>Continent</p>		<p>One of the 7 large pieces of land on the Earth</p>
<p>Community</p>		<p>A group of people who have something in common</p>

**ME**

**MY HOUSE**

### Me on the Map!

Fill in the boxes with the information we have learned about where you live

Then, cut out the boxes and place them on the corresponding circles – the smallest box will go on the smallest circle and the boxes and circles will match as they get larger.

Landform Foldable Cards:

<p><b>Mountains</b></p>	<p>Rise High Above the area around them, usually has a peak at the top.</p> <p>Mountain Range – is a row of connected mountains</p>
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Hill	Area of land that rises up and has a top
Plateau	Area of land that rises above and area like a mountain, but has a flat surface on top
Valley	Piece of land that is lower than the area around it , usually between hills, mountains and plateaus
Rivers and streams	Water that flows through valleys, hills and mountains
Canyon	Deep valley with very steep sides
Plains	Wide, flat lands
Prairie	Grassy plain that has no or very few trees
Forests	Plains covered with trees
Coast	Area where land meets the ocean
Bay	Area of water that has land on three sides
Island	Area of land that is surrounded by water
Peninsula	Area of land that has water on three sides

Landforms Foldable Photo Examples:

