

Kindergarten Social Studies

UNIT: THREE Maps



KinderSocialStudies™

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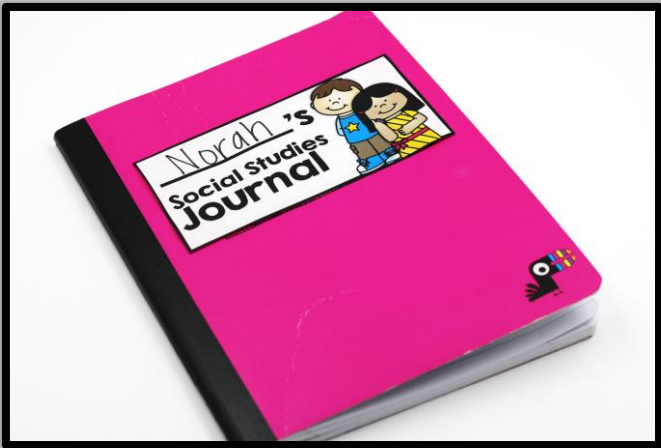
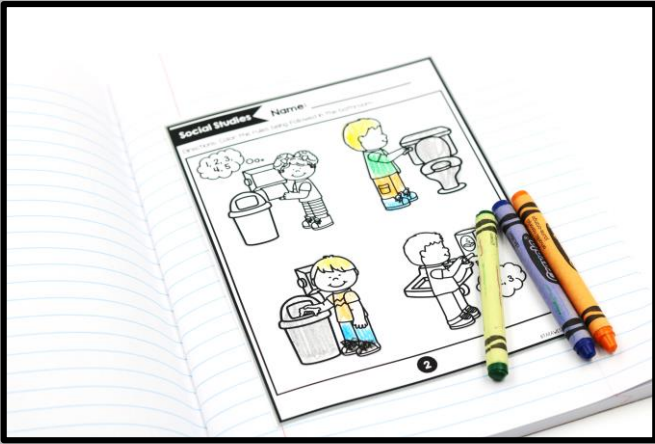
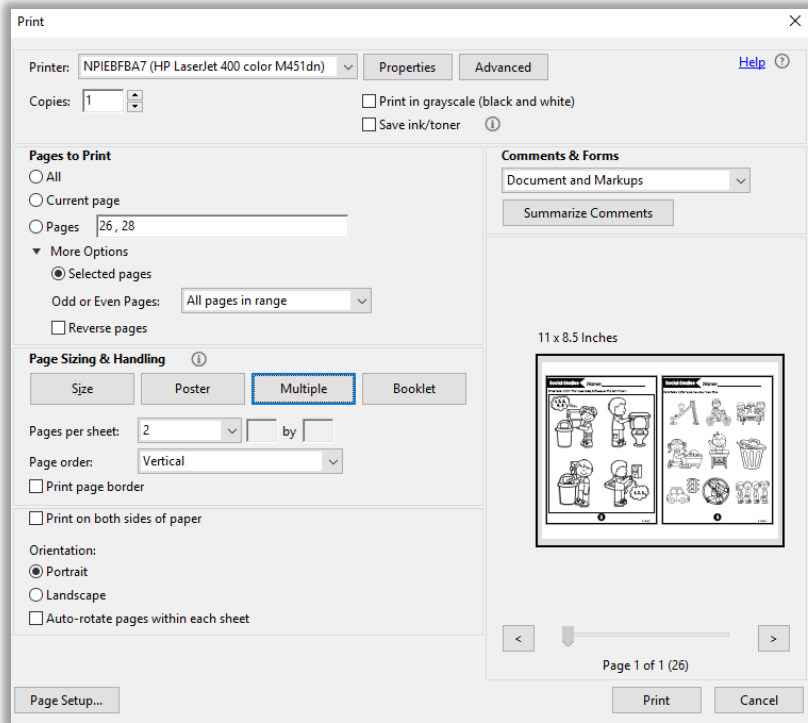
KinderSocialStudies Curriculum is an engaging social studies curriculum with young learners in mind! KinderSocialStudies encourages young learners to think “outside the box” and prove their thinking through hands-on and engaging learning experiences. KinderSocialStudies is based upon five units: Rules, United States/Community Helpers, Maps, Cultures, and Economics. Each unit is broken down into 10 lessons and each lesson can take from 1-2 days to complete. The units cover at least two weeks of instruction. Each lesson plan has the listed objective, “I can” statement, vocabulary, detailed activity lesson plans and all necessary student follow-up practice sheets.

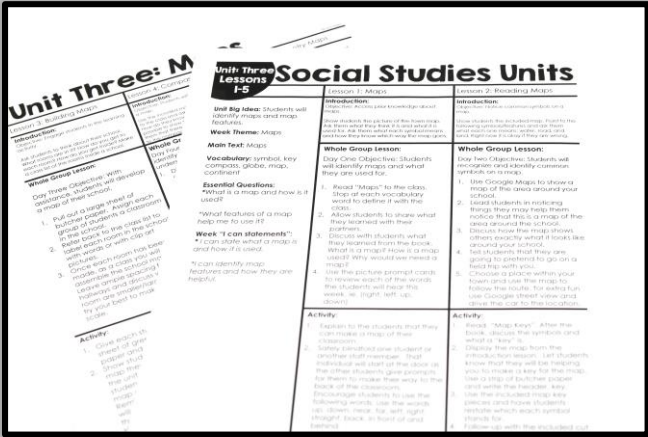
KinderSocialStudies encourages a daily routine, but please know that as the teacher you can adjust the lessons and make them work best for your daily schedule and time allotment. Within each lesson the students will partake in a quick lesson opener, whole-group skill lesson, and a follow-up task. Please note that all student follow-up practice sheets can be shrunk and placed into a student journal. All of the follow-up sheets are also differentiated so that you can use these units anytime during the school year, and they will be applicable to your writers or nonwriters. You can also choose to have students track their daily activities in their journal with or without the included response sheets.

Unit 3: Maps - Week 1	
Lesson 1	Maps
Lesson 2	Reading Maps
Lesson 3	Building Maps
Lesson 4	Compass & Directions
Lesson 5	Country Maps

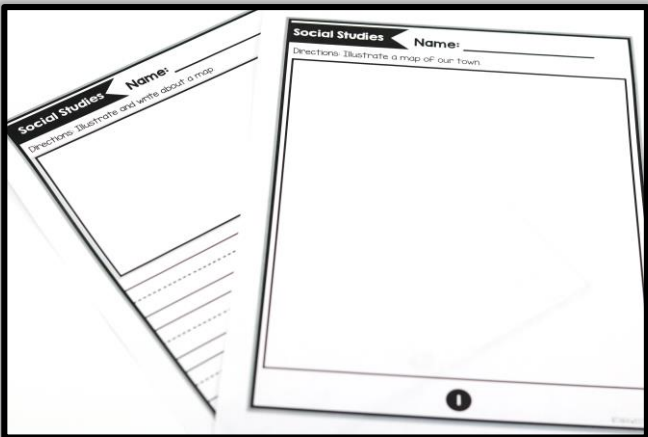
Unit 3: Maps - Week 2	
Lesson 6	Landforms
Lesson 7	Globes
Lesson 8	Climates
Lesson 9	Following Maps
Lesson 10	Maps and Me

Print the student response sheets in “multiple” format to save on paper and get the sheets to fit nicely into a composition notebook. Select print and type in the page numbers. Next, select “multiple” and hit print. This will reformat the practice sheets to print two to a sheet. This will allow less paper and the pages will fit perfectly into a small black and white composition notebook.

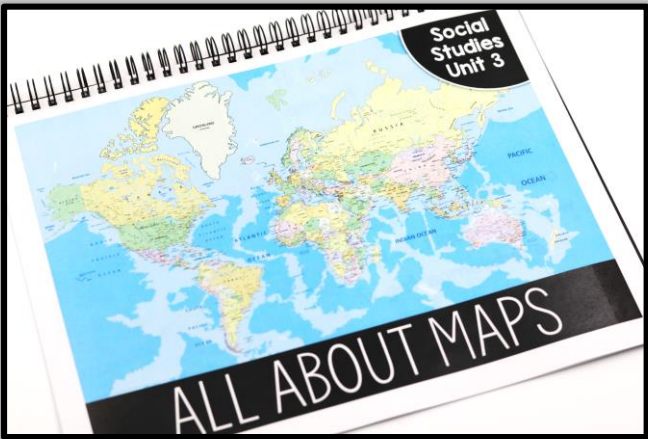




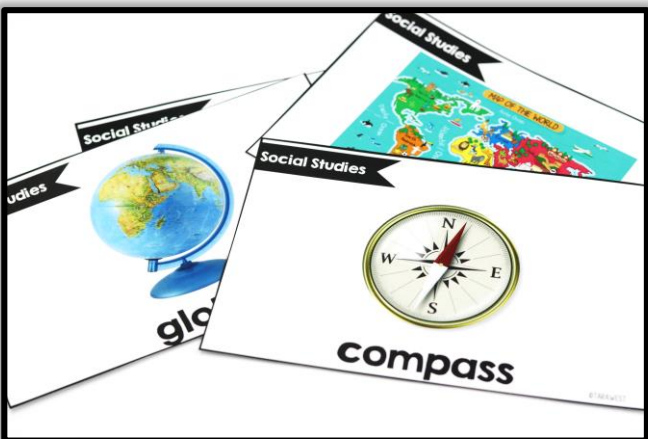
10 days of scripted lesson plans



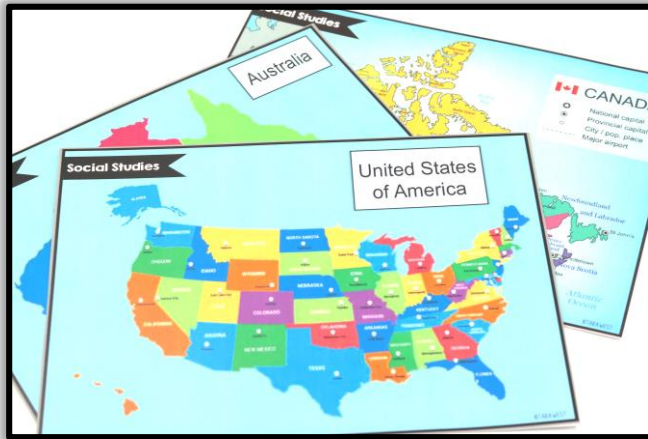
Differentiated practiced sheets (K/I)



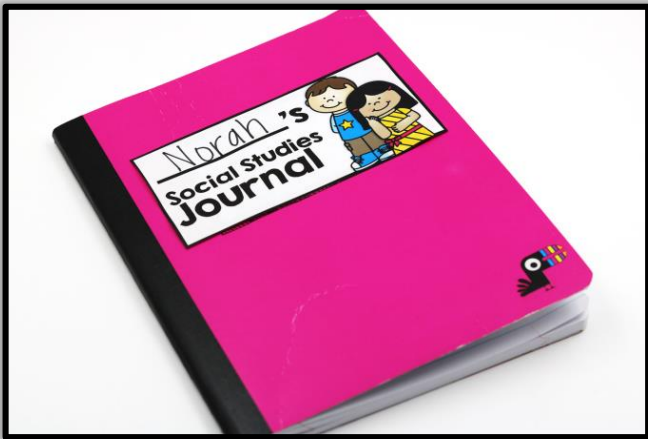
Custom written PowerPoint Book



Unit vocabulary cards



Included lesson pieces

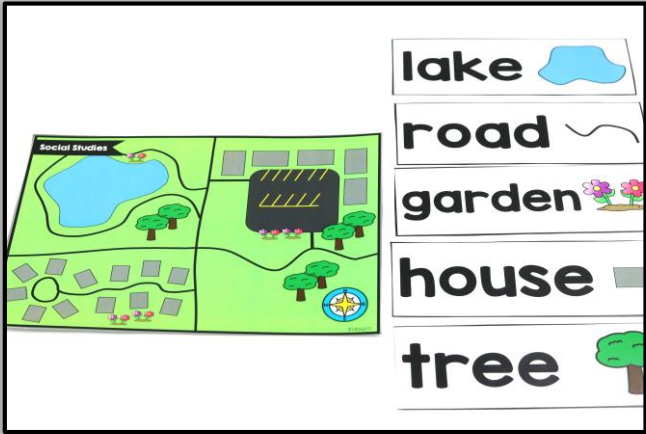


Social Studies journal labels

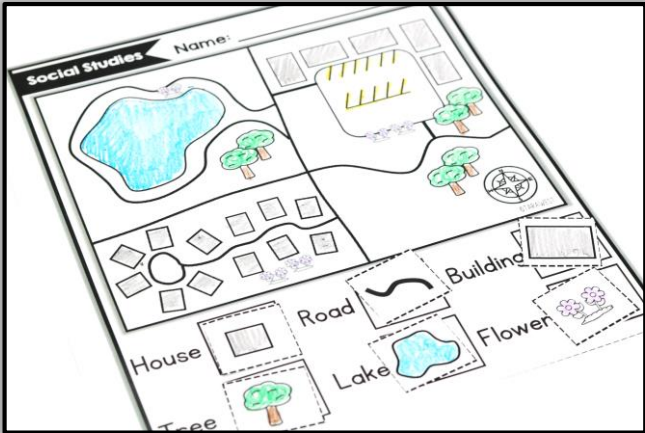
Unit 3 Pictures:



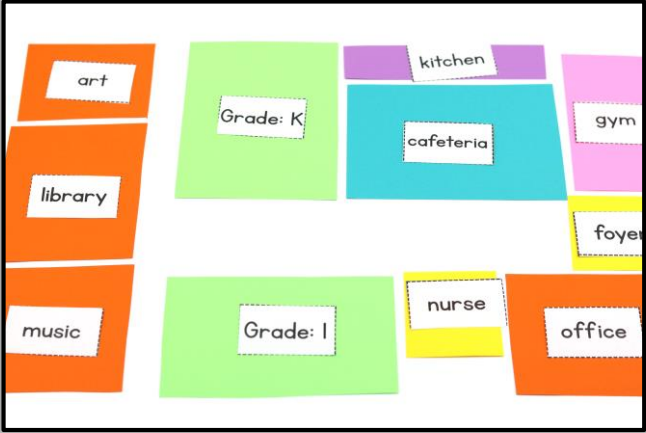
Lesson 1: Direction Cards



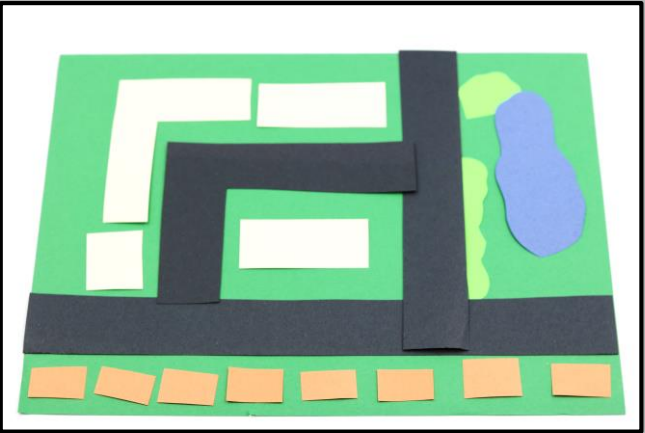
Lesson 2: Map Keys



Lesson 2: Map Keys (Independent)



Lesson 3: Building Maps

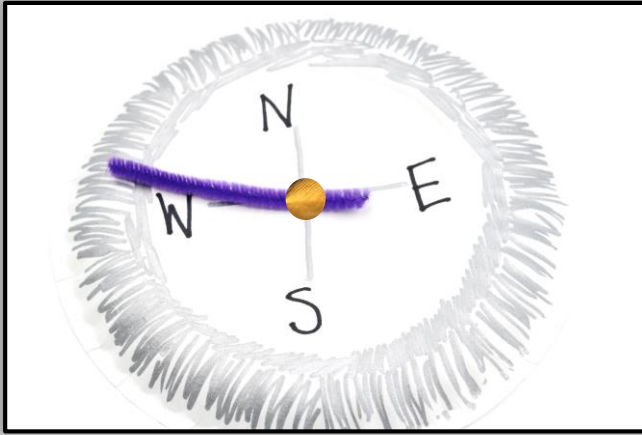


Lesson 3: Building Maps (Independent)

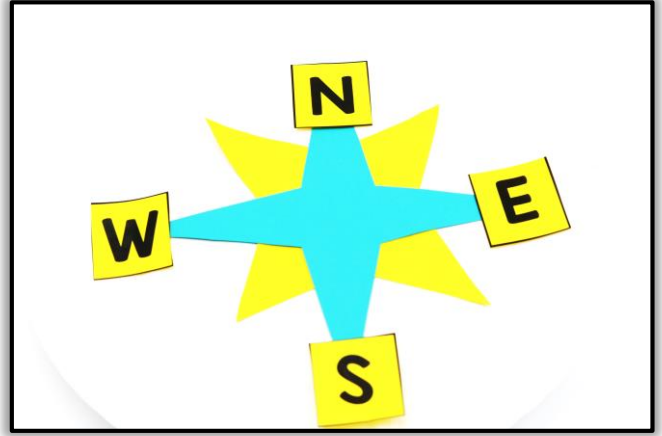


Lesson 4: Cardinal Directions

Unit 3 Pictures:



Lesson 4: Compass Dessert Plate



Lesson 4: Compass Dinner Plate



Lesson 4: Compass (Independent)

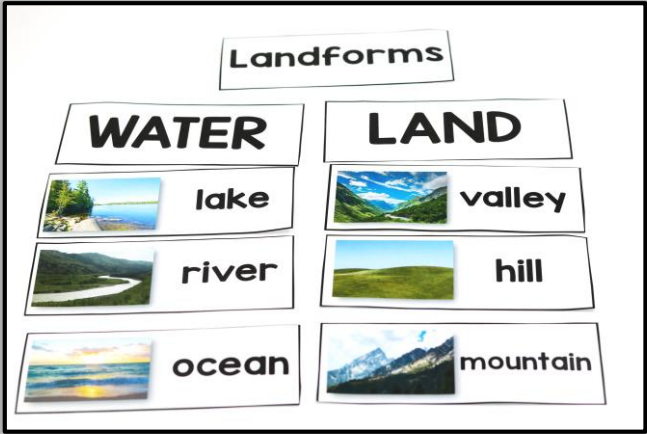


Lesson 5: Map Circle Books

Unit 3 Pictures:



Lesson 6: Landform Riddles



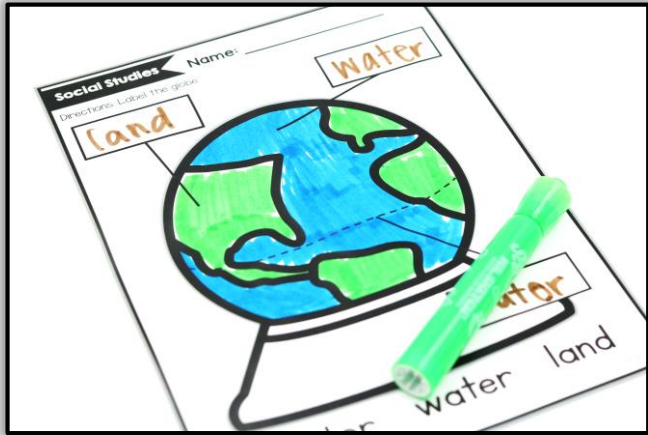
Lesson 6: Landform Sort



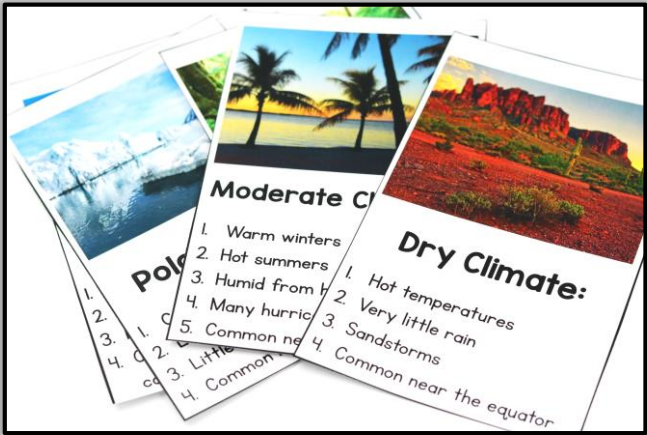
Lesson 6: Landform Craft



Lesson 7: Paper Mache Globe

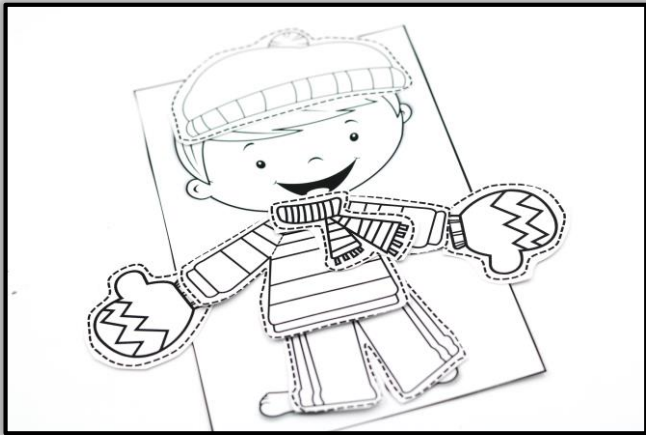


Lesson 3: Globes (Independent)

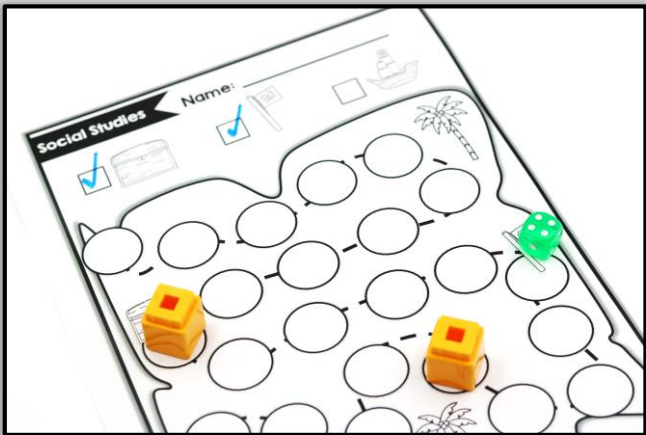


Lesson 8: Climate Cards

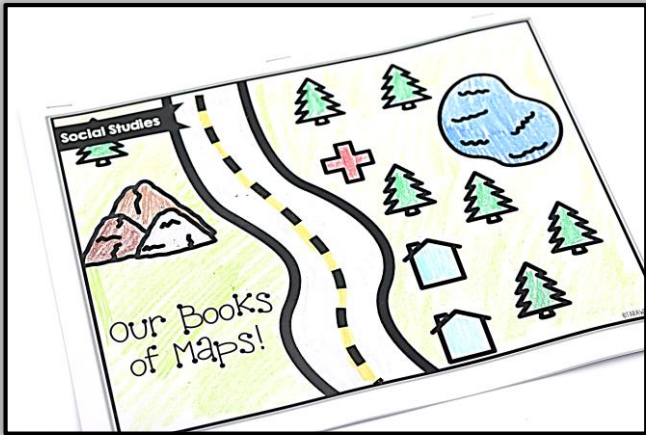
Unit 3 Pictures:



Lesson 8: Climate Paper Dolls



Lesson 9: Following Maps

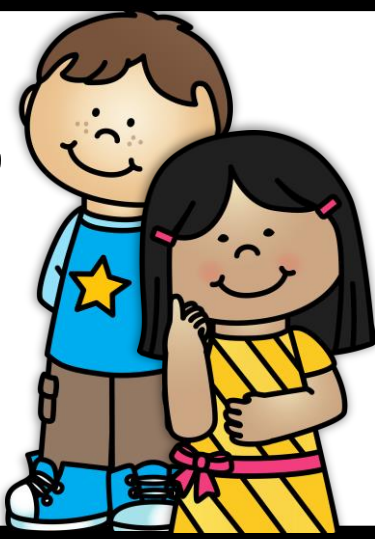


Lesson 10: Classroom Book of Maps



Lesson 10: Map of Friends and Family

_____'s
**Social Studies
Journal**



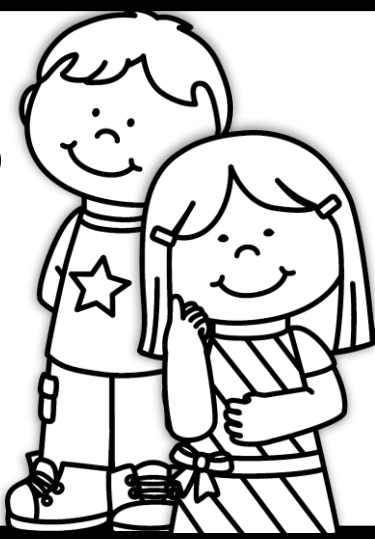
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**Social Studies
Journal**



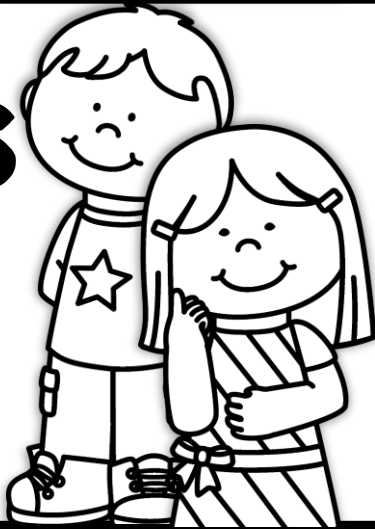
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Journal**



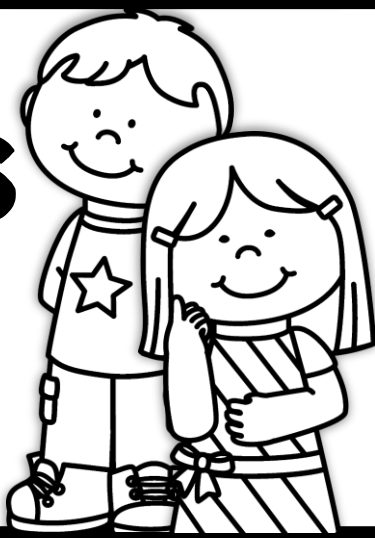
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**Social Studies
Journal**



_____'s
**Social Studies
Journal**



_____'s
**Social Studies
Journal**



<div> Unit: Three Lessons I-5 Social Studies Units </div>		
<p>Unit Big Idea: Students will identify maps and map features.</p> <p>Week Theme: Maps</p> <p>Main Text: Maps</p> <p>Vocabulary: symbol, key compass, globe, map, continent</p> <p>Essential Questions:</p> <p>*What is a map and how is it used?</p> <p>*What features of a map help me to use it?</p> <p>Week "I can statements":</p> <p><i>* I can state what a map is and how it is used.</i></p> <p><i>*I can identify map features and how they are helpful.</i></p>	Lesson 1: Maps	Lesson 2: Reading Maps
	<p>Introduction:</p> <p>Objective: Access prior knowledge about maps.</p> <p>Show students the picture of the town map. Ask them what they think it is and what it is used for. Ask them what each symbol means and how they know which way the map goes.</p>	<p>Introduction:</p> <p>Objective: Notice common symbols on a map.</p> <p>Show students the included map. Point to the following symbols/features and ask them what each one means: water, road, and land. Right now it is okay if they are incorrect.</p>
	<p>Whole Group Lesson:</p> <p>Day One Objective: Students will identify maps and what they are used for.</p> <ol style="list-style-type: none"> Read "Maps" to the class. Stop at each vocabulary word to define it with the class. Allow students to share what they learned with their partners. Discuss with students what they learned from the book. What is a map? How is a map used? Why would we need a map? Use the picture prompt cards to review each of the words the students will hear this week (i.e. right, left, up, down). 	<p>Whole Group Lesson:</p> <p>Day Two Objective: Students will recognize and identify common symbols on a map.</p> <ol style="list-style-type: none"> Use Google Maps to show a map of the area around your school. Lead students in noticing things that may help them notice that this is a map of the area around the school. Discuss how the map shows others exactly what it looks like around your school. Tell students that they are going to pretend to go on a field trip with you. Choose a place within your town and use the map to follow the route. For extra fun use Google street view and drive the car to the location.
	<p>Activity:</p> <ol style="list-style-type: none"> Explain to the students that they can make a map of their classroom. Safely blindfold one student or another staff member. That individual will start at the door as the other students give prompts for them to make their way to the back of the classroom. Encourage students to use the following words: up, down, near, far, left, right, straight, back, in front of and behind. 	<p>Activity:</p> <ol style="list-style-type: none"> Read, "Map Keys." After the book, discuss the symbols and what a "key" is. Display the map from the introduction lesson. Let students know that they will be helping you to make a key for the map. Use a strip of butcher paper and write the header and key. Use the included map key pieces and have students restate what each symbol stands for. Follow-up with the included cut and paste practice sheet.
	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 1</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 2</p>

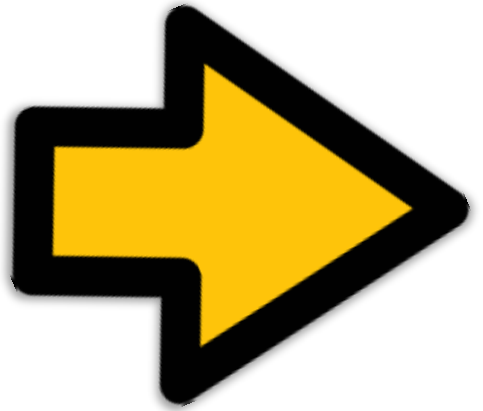
Unit Three: Maps

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Lesson 3: Building Maps	Lesson 4: Compass & Directions	Lesson 5: Country Maps
<p>Introduction:</p> <p>Objective: Engage students in the learning activity.</p> <p>Ask students to think about their school. What rooms are in it? How do you get to each room? How do you get inside? Make a class list of the rooms inside a school.</p>	<p>Introduction:</p> <p>Objective: Students will notice the compass on a map.</p> <p>Use the included map from lesson 2. Hold it up to the class and ask them which way it goes. How do they know? Hold it every way possible to show that it is hard to tell. Then, tell them that there is a secret to maps and point to the compass.</p>	<p>Introduction:</p> <p>Objective: Students will identify a map of their country.</p> <p>Show students a map of their county. Ask them if anyone knows what the map is of. If students are unsure, offer them clues to aid in determining what it is.</p>
<p>Whole Group Lesson:</p> <p>Day Three Objective: With assistance, students will develop a map of their school.</p> <ol style="list-style-type: none"> 1. Pull out a large sheet of butcher paper. Assign each group of students a classroom in the school. 2. Refer back to the class list to label each room in the school with words or with clip art pictures. 3. Once each room has been made, as a class you will assemble the school map. Leave ample spacing for hallways and discuss which rooms are smaller/larger and try your best to make them to scale. 	<p>Whole Group Lesson:</p> <p>Day Four Objective: Students will identify the compass on a map and understand cardinal directions.</p> <ol style="list-style-type: none"> 1. Discuss the compass with students and explain why it is important. Introduce the cardinal directions and give students a way to remember them. (Never eat shredded wheat, etc.) 2. Hang up the cardinal direction cards in the classroom. 3. Explain to students that you will tell them how to move. They will use the tiles on the floor or just steps to follow your directions. Ask students to spread out around the room. 4. Give directions to the class. Directions may include: take 3 steps North, take 5 steps East, etc. 	<p>Whole Group Lesson:</p> <p>Day Five Objective: Students will find their state on the map.</p> <ol style="list-style-type: none"> 1. Read "Me on the Map." 2. Ask students to describe each of the maps they saw in the story. 3. Discuss with the students what state they live in. If no one knows, you may want to give them 3 choices. 4. Lead the class in finding your state on the map. 5. Show the students a map of your state. 6. Lead the students in finding your town. You may also want to show them the capitol. 7. Give each student a copy of the map of the United States. 8. As a class, locate your state and label it. 9. Allow students to color.
<p>Activity:</p> <ol style="list-style-type: none"> 1. Give each student a blank sheet of green construction paper and scraps of paper. 2. Show students the town map they saw on day 1 of the unit. Encourage students to create their own map of their neighborhood. Remind students that they will need to make a key for their map as well. 3. Have a sample map made to guide the students. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Give each student a compass drawing sheet. 2. Take students outside and place them in line facing North. Students will then draw an item that falls North, East, South, and West of them. This could be a tree, swing set, car, etc. 3. Once back inside, students can complete their compass craft. Choose between the two choices. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Students will complete their map circle books. Students will order the pages in the following way: world, continent, country, town, street, and finally their own house. 2. Students will illustrate a picture for each, cut it out, and then have the teacher staple the book at the top.
<p>Independent Practice:</p> <p>Respond in student reflection log pg. 3</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 4</p>	<p>Independent Practice:</p> <p>Respond in student reflection log pg. 5</p>



right



left



up



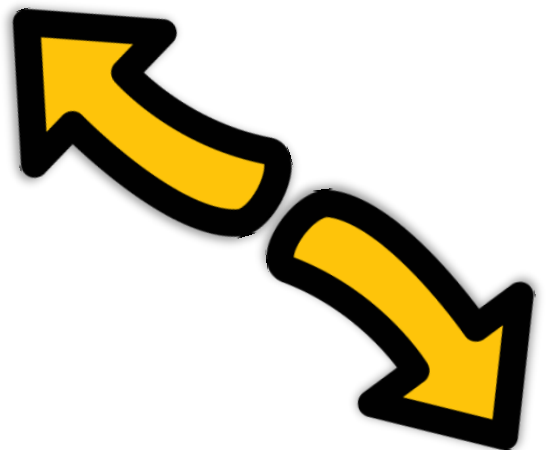
down

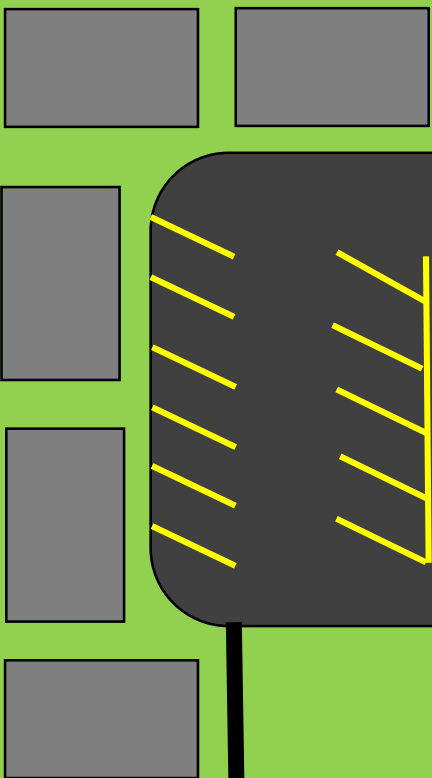
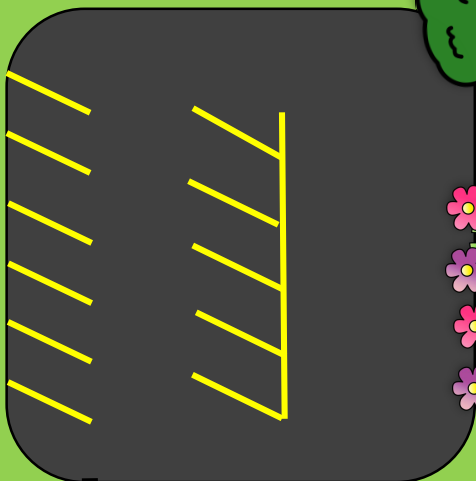
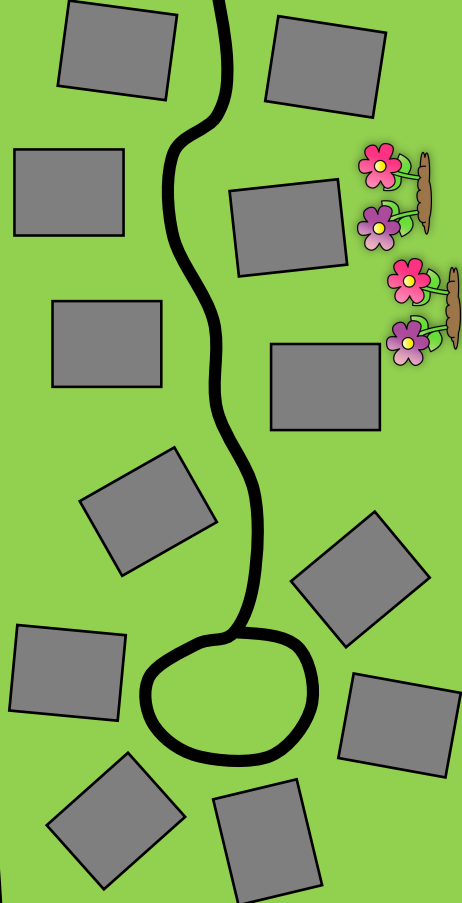
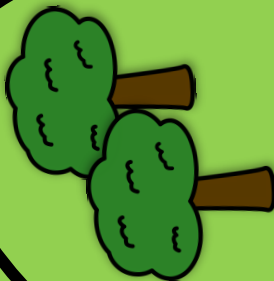
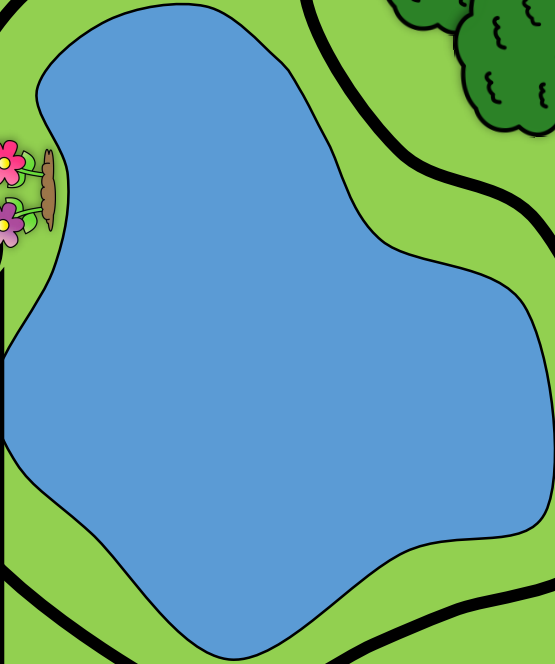


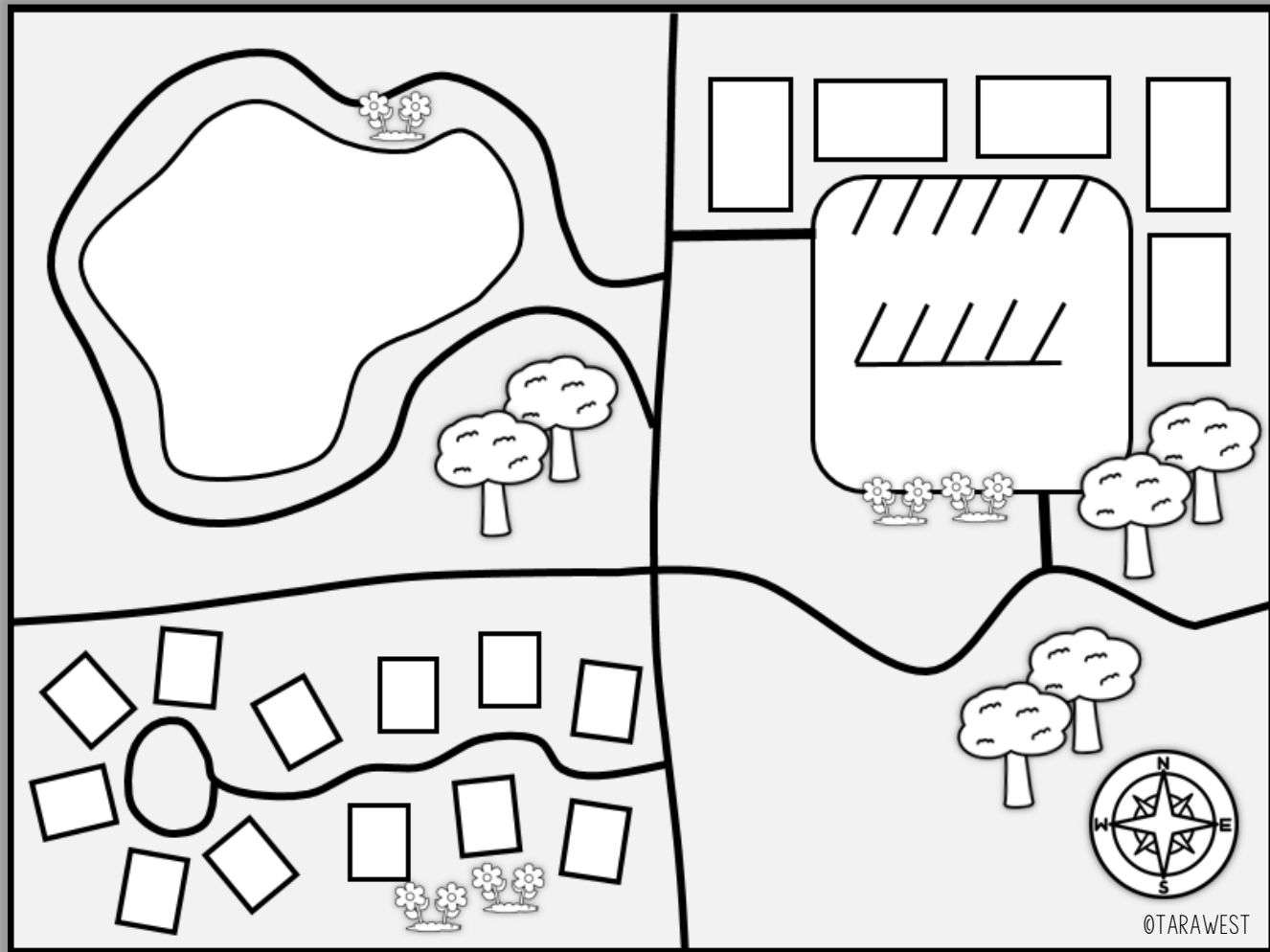
near



far







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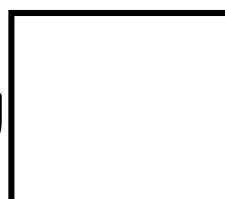
House



Road



Building



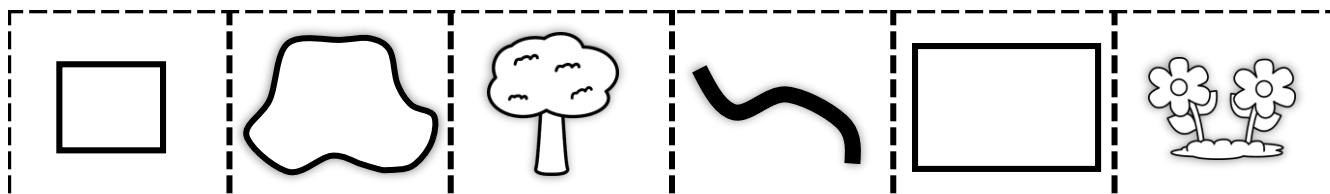
Tree



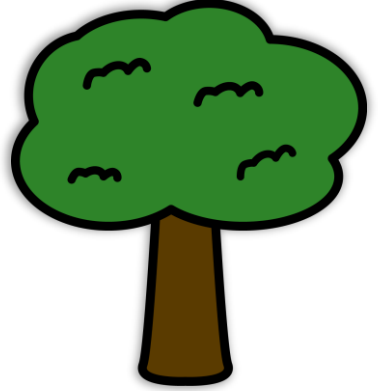
Lake



Flowers



tree



building



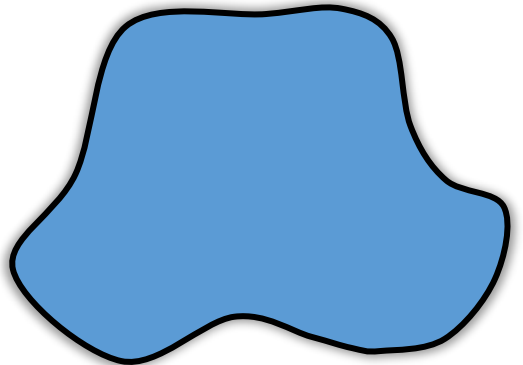
house



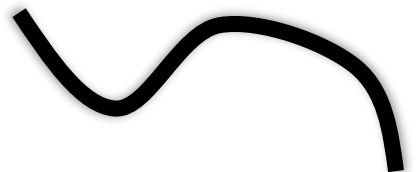
garden



lake



road





cafeteria



counselor



library



music



gym



principal



nurse



secretary



art



janitor



computer



speech

Social Studies





cafeteria



counselor



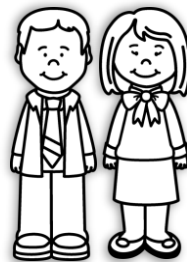
library



music



gym



principal



nurse



secretary



art



janitor



computer



speech

Social Studies



nurse

art

cafeteria

gym

library

office

foyer

computer
lab

music

kitchen

Grade: K

Grade: 1

Grade: 2

Grade: 3

Grade: 4

Grade: 5

Grade: 6

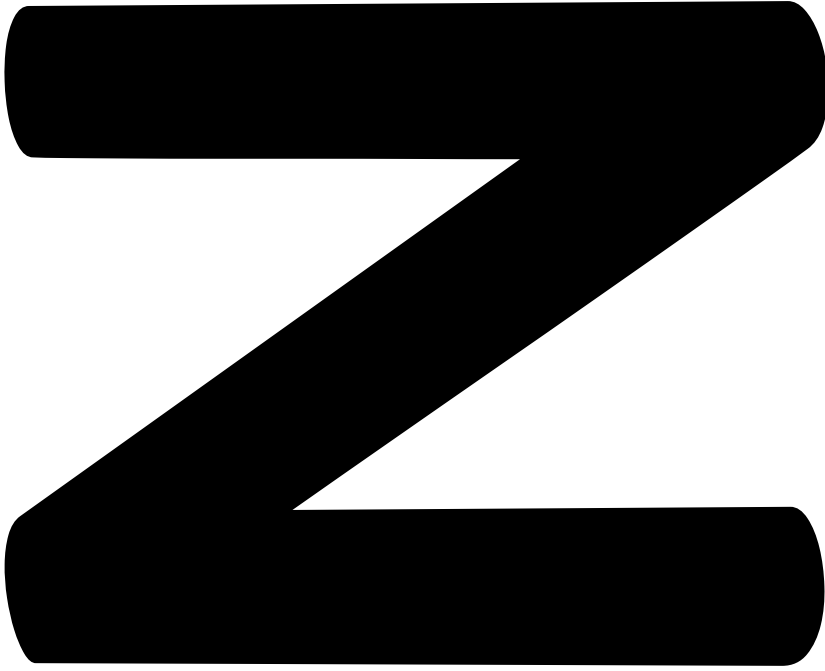
Grade:
Pre-K

Key:

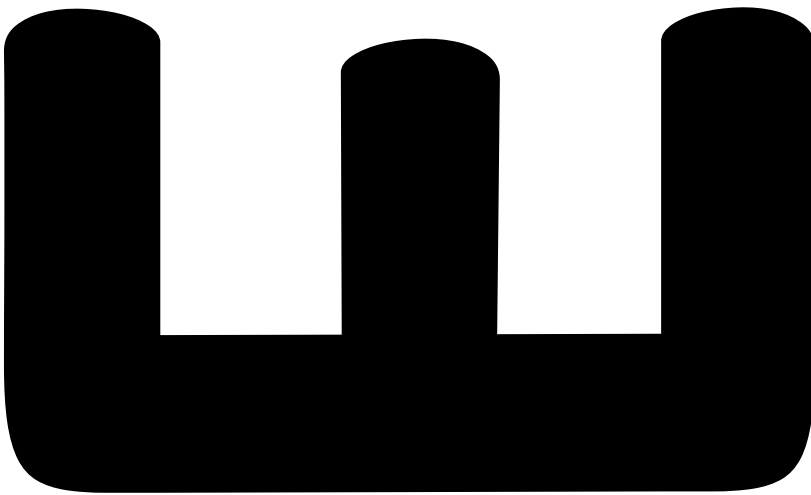
Key:

Key:

Key:



North



East

S

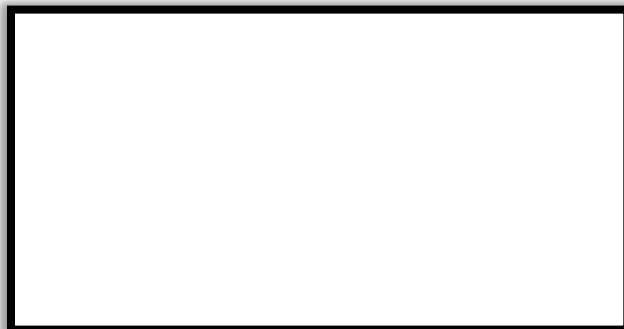
South

W

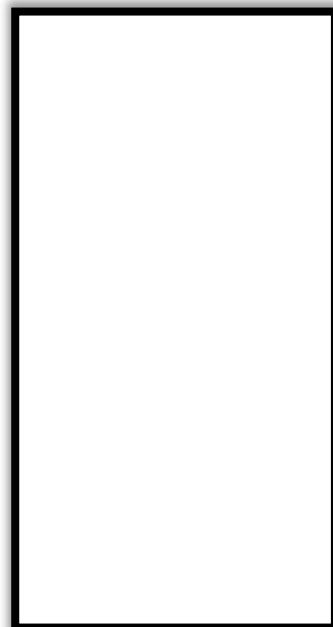
West

Directions: Draw an object in each direction.

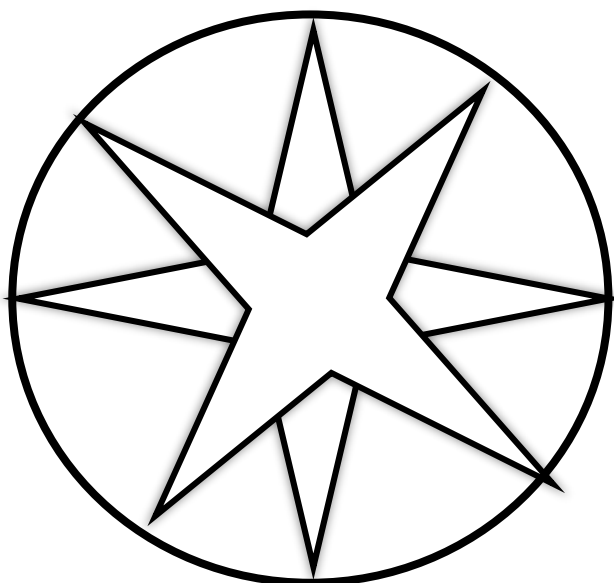
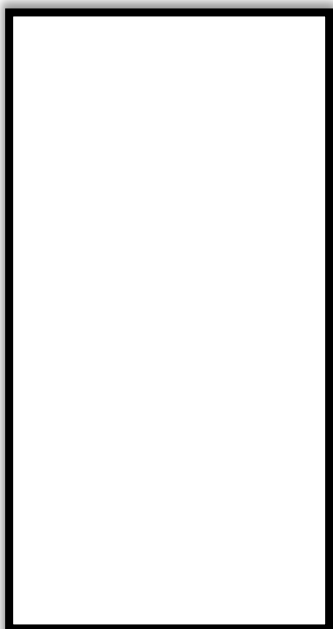
North



East

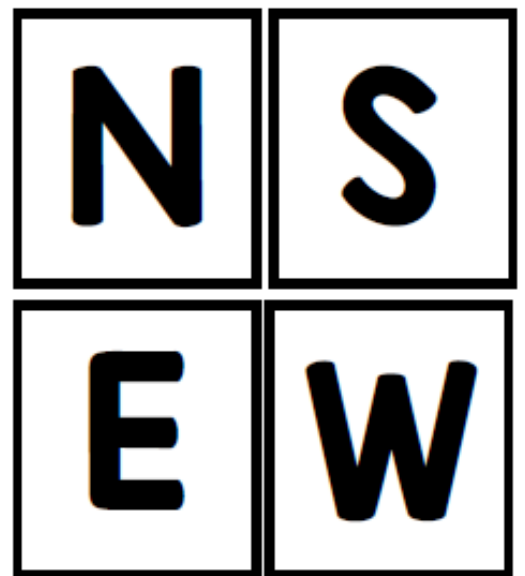
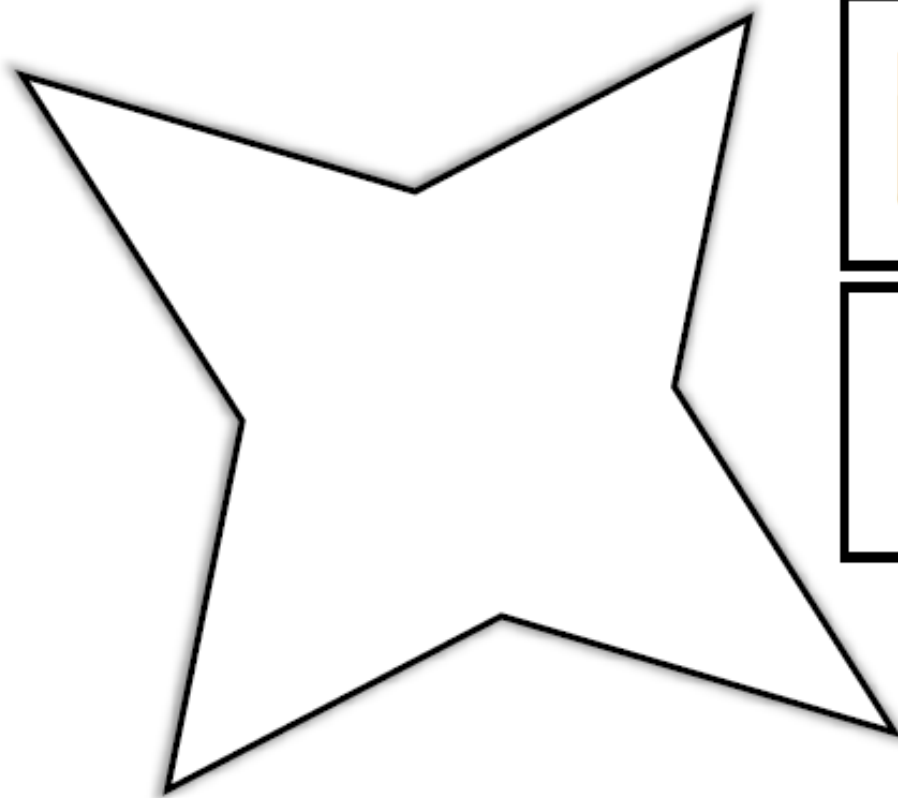
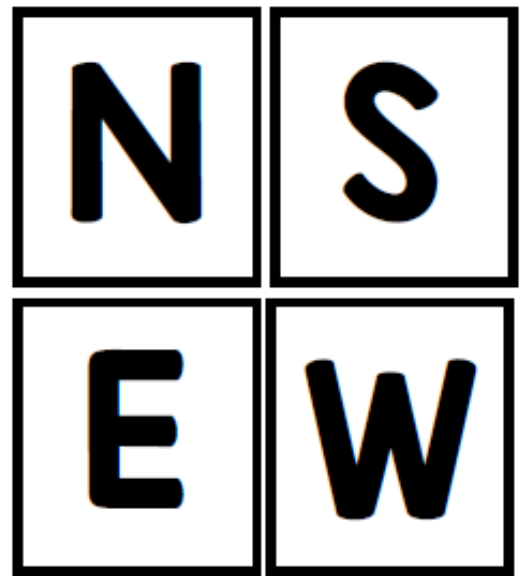
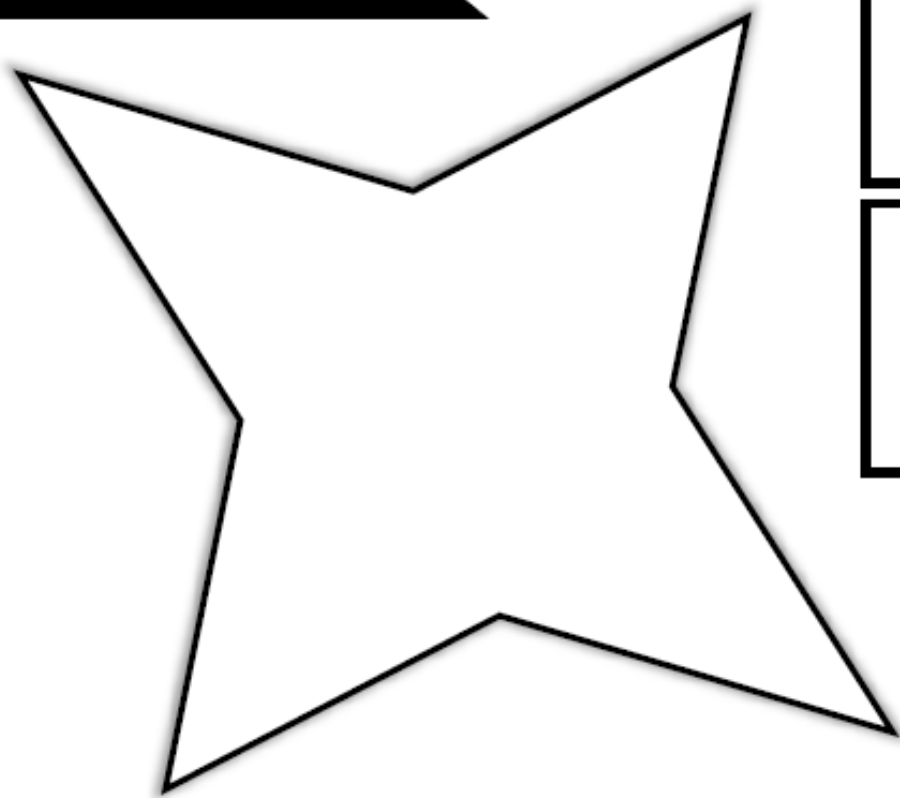


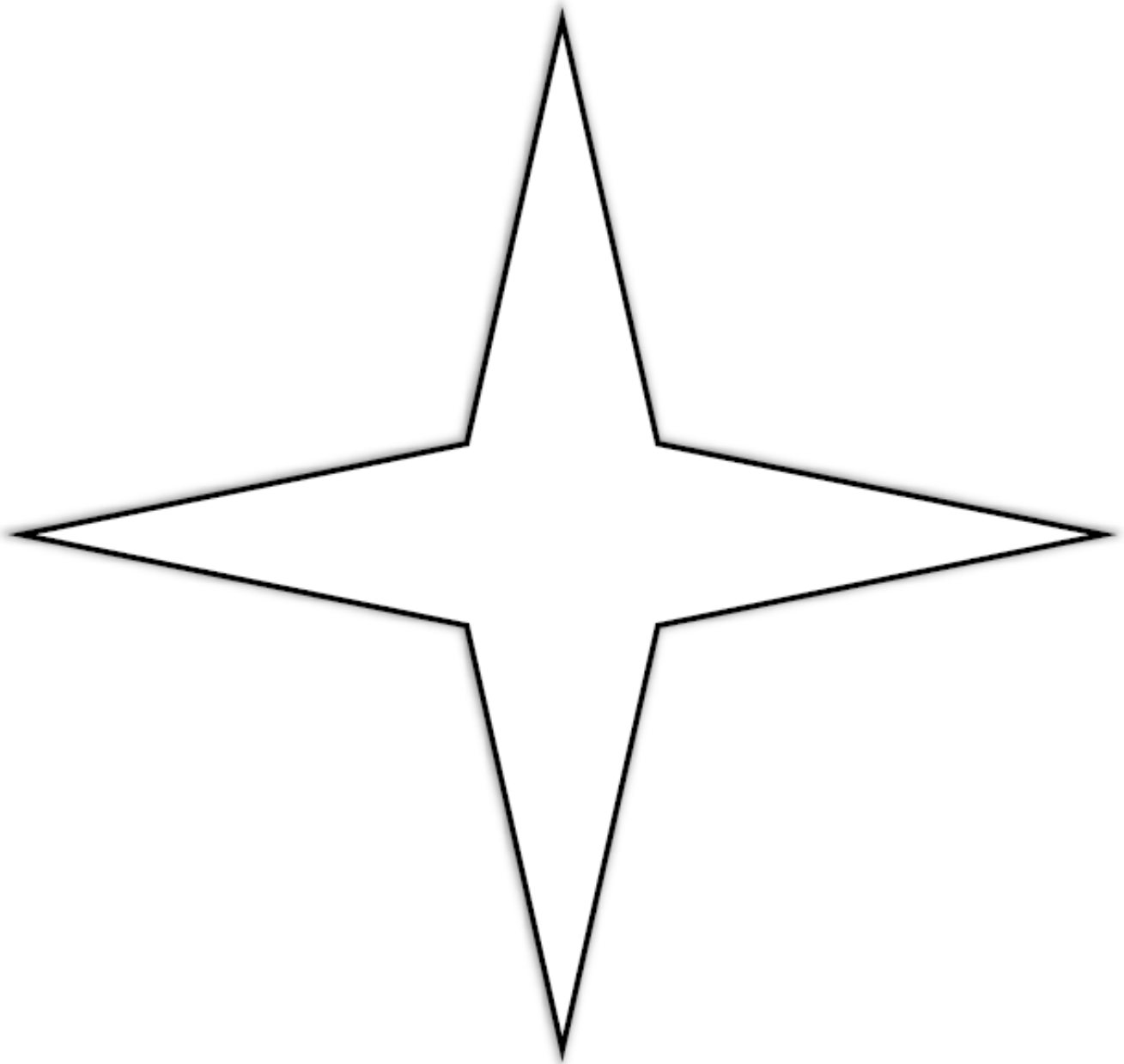
West



South





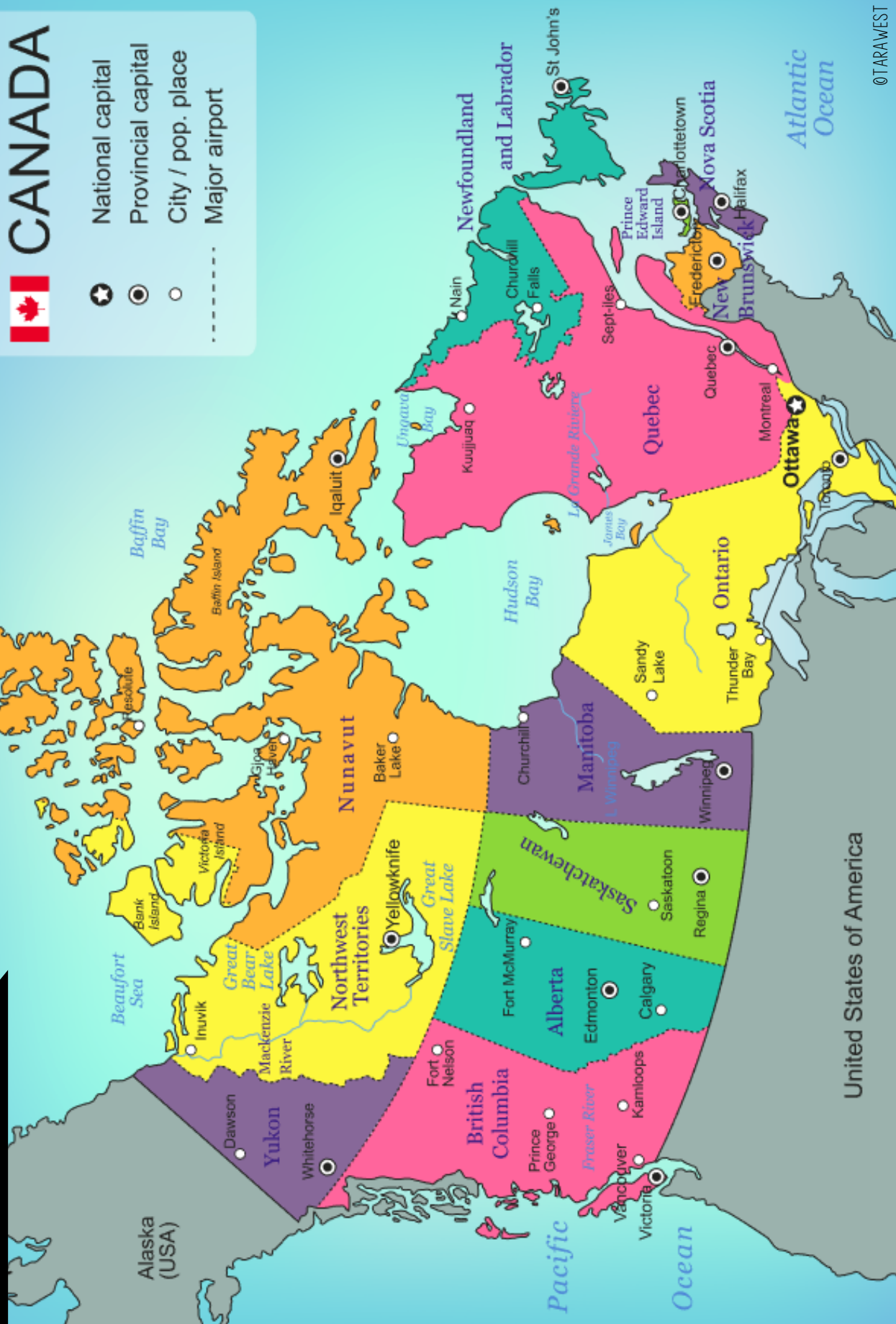


United States of America

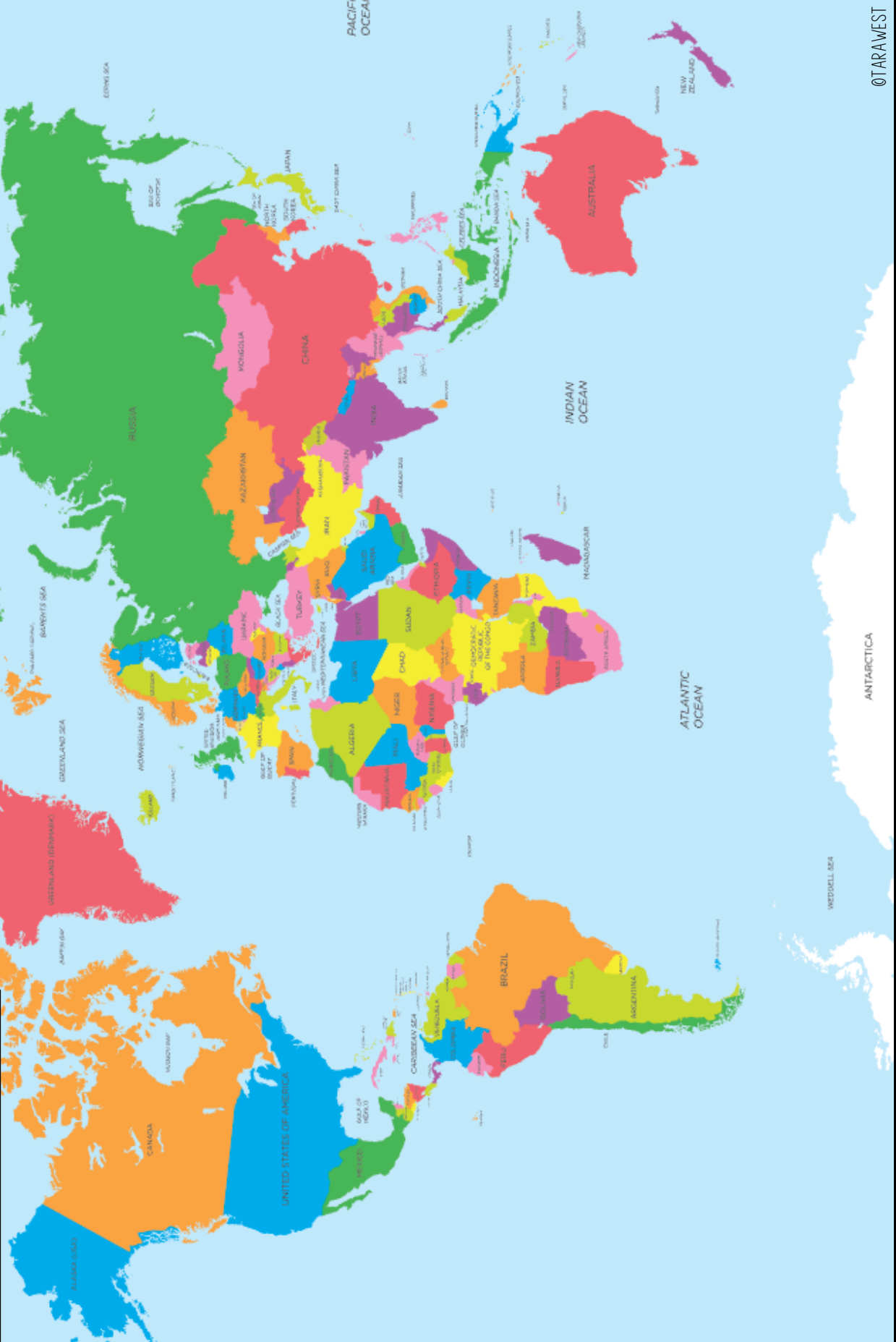


Australia





Social studies



Home

Home

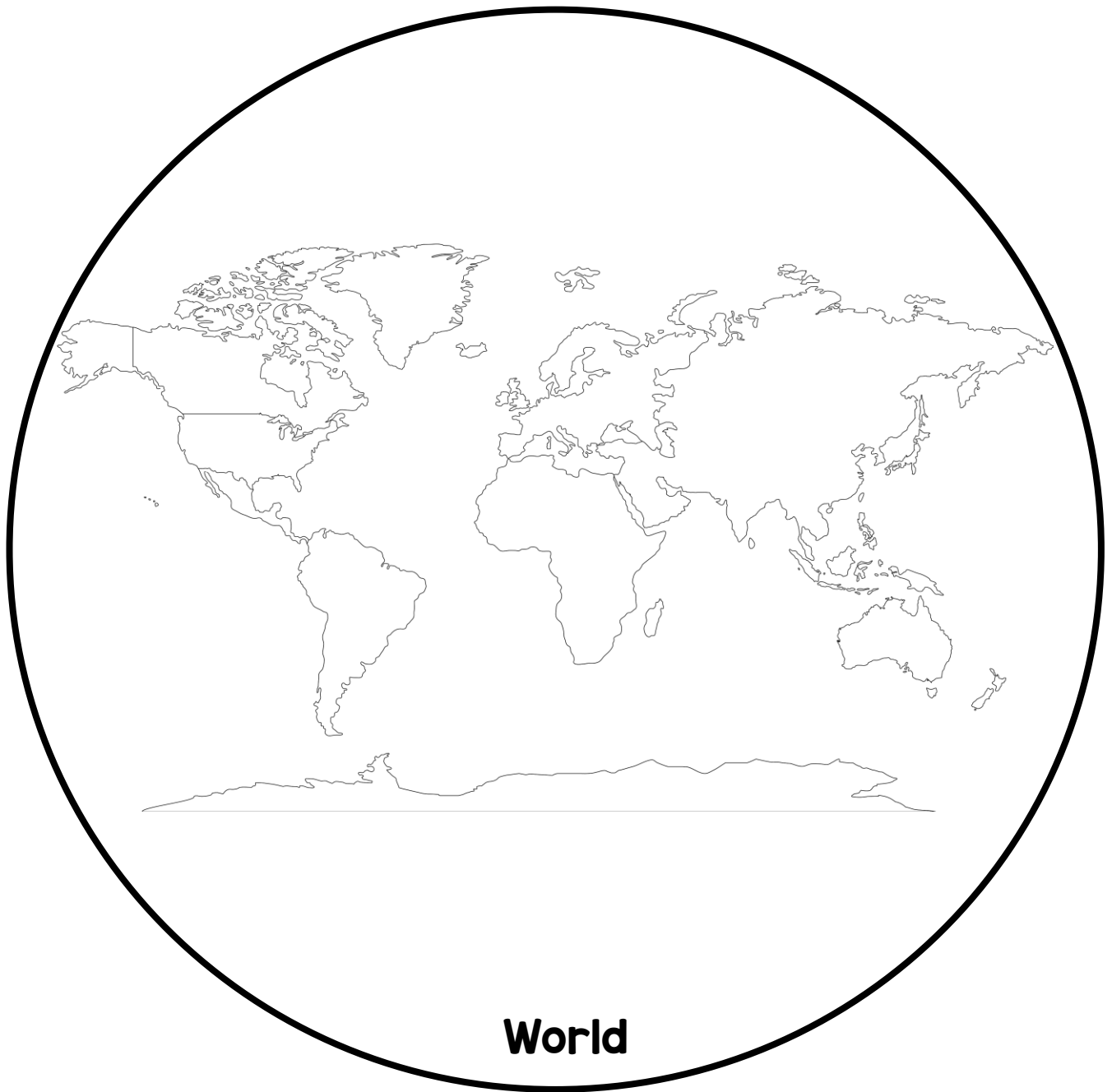
Town

Town

State

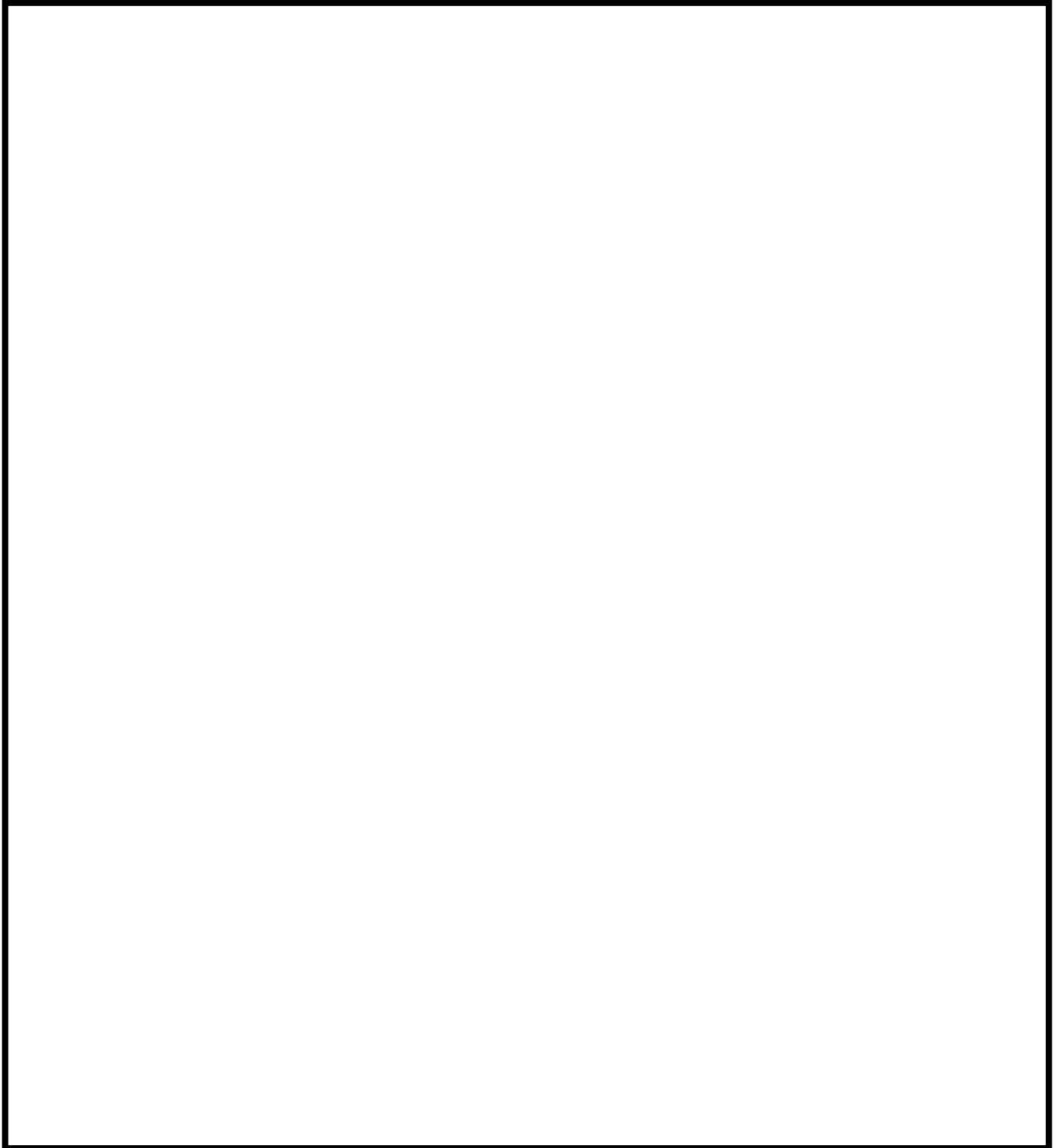
Country

Continent



Name: _____

Directions: Illustrate a map of our town.



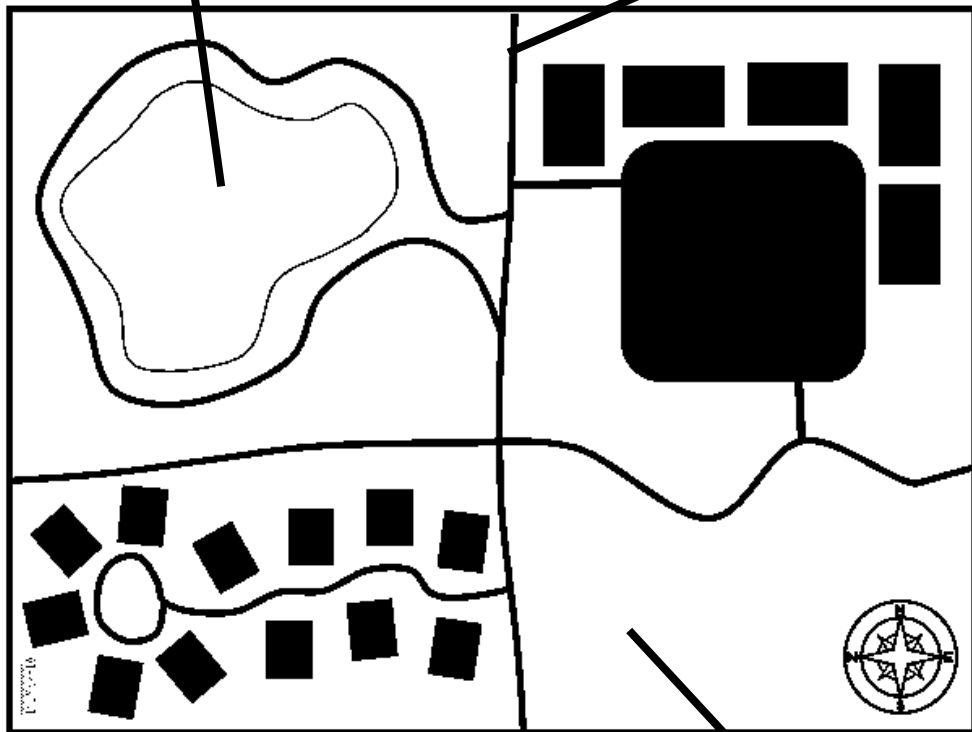
Directions: Illustrate and write about a map.



Four sets of primary-ruled lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Directions: Label each part of the map.



water

land

road

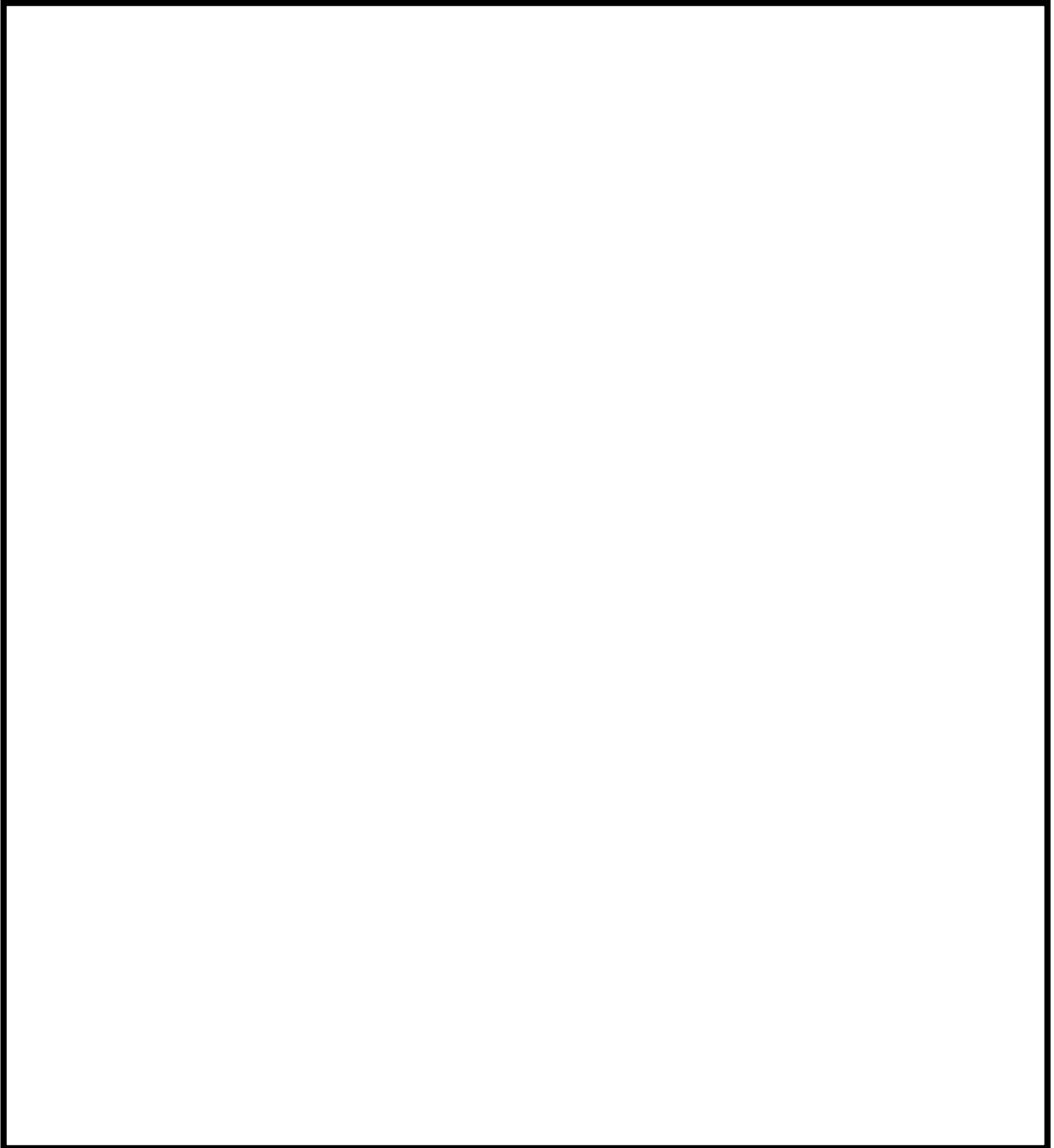
Directions: Illustrate and write about the symbols on a map.



Four sets of primary-ruled lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Directions: Illustrate a map of the classroom.



Directions: Write about how to make a map.

Handwriting practice lines for the response. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such rows available for writing.

Name: _____

Directions: Illustrate a compass.

Directions: Illustrate and write about a compass.



Four sets of primary-ruled lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Directions: Illustrate your state.

Directions: Illustrate and write about your state.



Four sets of primary-ruled lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

<div>Unit: Three Lessons 6-10</div> <div>KinderSocialStudies Units</div>		
<p>Unit Big Idea: Students will demonstrate how to read and build maps.</p> <p>Week Theme: Maps</p> <p>Vocabulary: climate, location, equator</p> <p>Essential Questions:</p> <p>*How do I read a map? Why should I read a map?</p> <p>*How do I construct a map?</p> <p>Week “I can statements”:</p> <p><i>* I can read a map and tell why to use a map.</i></p> <p><i>*I can construct a map of a familiar place.</i></p>	<p>Lesson 6: Landforms</p> <p>Introduction: Objective: Students will acknowledge that land and water can be different shapes and sizes.</p> <p>Discuss common landforms in your area with your students. Try to describe landforms or bodies of water they may have seen in their community. At this time do not name them, just describe them.</p>	<p>Lesson 7: Globes</p> <p>Introduction: Objective: Students will access their prior knowledge about globes.</p> <p>Show the class the globe. Ask them to share with you everything they know about the globe. Record their knowledge onto a chart.</p>
	<p>Whole Group Lesson:</p> <p>Day One Objective: Students will identify and describe common land formations and bodies of water.</p> <ol style="list-style-type: none"> 1. Read each of the riddles to the class. Stop after each one to solve it as a class and view the matching picture. 2. Make a poster to show each land formation and body of water. 3. Make connections to your community. Talk about where you can see some of these features. 4. Explain to students that they are going to play a quiz game. 5. Give each student a card and begin playing. 6. Students will walk around until the music stops. Then students will find the closest friend and each will state the landform. 	<p>Whole Group Lesson:</p> <p>Day Two Objective: Students will identify the globe and continents.</p> <ol style="list-style-type: none"> 1. Introduce the globe and what it can be used for. 2. Lead students in finding their country on the globe. 3. Use the virtual globe for a more realistic view of earth using a globe. 4. Introduce each continent to the students by naming them and giving examples of what they would see there (Africa: elephants, giraffes, etc. North America: Our country, Mexico, Canada, etc.) 5. Listen to a continents song.
	<p>Activity:</p> <ol style="list-style-type: none"> 1. Create a chart to sort landform pictures of land and water. 2. Students will make their own landform poster. Assign each student a landform (river, ocean, mountain, volcano, island, etc.). 3. Give students a single sheet of construction paper for the background. Then, give students scrap pieces of paper to create their own landform poster. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. As a class, you will make a paper mache globe. Prep the globe by blowing up a balloon. Then, using 1 part flour to 2 parts water, dip small pieces of newspaper into the mixture. Each student can assist in placing on a layer. Once covered add layers of blue and green tissue paper. 2. Students can follow-up with their globe labeling sheet.
	<p>Independent Practice: Respond in student reflection log pg. 6</p>	<p>Independent Practice: Respond in student reflection log pg. 7</p>

Unit Three: Maps

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Lesson 8: Climates	Lesson 9: Following Maps	Lesson 10: Maps and Me
<p>Introduction:</p> <p>Objective: Students will make predictions about climates around the world.</p> <p>Point to multiple places on the globe and ask students what they think the weather is like in each place.</p>	<p>Introduction:</p> <p>Objective: Students will recall information about maps, map keys, and the compass.</p> <p>Ask students if they remember the importance of maps. Review with the students what a map key is used for. Ask students to state the four cardinal directions found on the compass.</p>	<p>Introduction:</p> <p>Objective: Students will recall information about how maps are a part of their lives.</p> <p>Ask students if they remember what town, state, country, and continent they live in. Write each on the board. Have students recall the circle maps they made last week.</p>
<p>Whole Group Lesson:</p> <p>Day Three Objective: Students will identify multiple climates.</p> <ol style="list-style-type: none"> 1. Show and read each climate card to the students. 2. Stop after each card and allow students to share with their partners. 3. Match the climate cards with places on the globe. 4. Discuss how the climate affects the people that live there. What do they wear? How are their houses built? What do they eat? 5. Show students the virtual climate zones globe. 6. Lead the class in finding their country and using the key to discuss the climate zone. 7. Discuss each of the climate zones and compare each of the zones. 	<p>Whole Group Lesson:</p> <p>Day Four Objective: Students will listen and actively participate in a book about finding a lost dog and cat.</p> <ol style="list-style-type: none"> 1. Have students meet you at the carpet. Explain to the students that today they will get to put their mapping skills to the test. 2. Explain that today they will be helping Sally find her lost dog and cat. 3. Read, "Follow That Map." Stop on each page and have students respond by stating the map they see, analyzing the map key and/or guessing what they think will happen next. 	<p>Whole Group Lesson:</p> <p>Day Five Objective: Students will see pictures from around the United States and place them onto the map.</p> <ol style="list-style-type: none"> 1. Using the pictures sent in from friends and family, have students show and tell their pictures. 2. Each picture will then be placed onto the large United States map. 3. You can use a large United States map or place the large United States map onto your interactive whiteboard. 4. Students will observe pictures from around the country. Discuss any landforms that are seen in the pictures.
<p>Activity:</p> <ol style="list-style-type: none"> 1. Split the class into pairs. 2. Give each pair a "Climate Doll." 3. Call out a climate and encourage the students to dress the doll appropriately. 4. Be sure to call out climates that would require warmer clothes and colder clothes. Ask the students why they dressed the doll in those clothes. Have students state reasons for their clothing choices. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Give each pair a copy of the pirate treasure map. 2. Tell the students that they will roll a dot cube and move their game piece that many spaces. 3. As you move your pieces, place an "X" for each item you collect. Students will need to collect the treasure box, flag, and pirate ship. 4. Students can continue to play over and over again to see who gets to the treasure first. 	<p>Activity:</p> <ol style="list-style-type: none"> 1. Have students create a book of maps. 2. Hand out a map sheet to each student. 3. They will work hard to create the map to the best of their ability. 4. Take all of the maps and place them into one book. Students can share each of their maps.
<p>Independent Practice:</p> <p>Respond in student reflection log pg. 8</p>	<p>Independent Practice:</p> <p>Extra time for game</p>	<p>Independent Practice:</p> <p>Extra time for project</p>

I am land that reaches up to the sky. If you climb to my top, you will be on top of the world. What am I?



A mountain!

I am land that makes a bump in the road. You may run up me or roll down me. What am I?



A hill!

I am land that is low. I am between two tall hills or mountains. My name rhymes with tally. What am I?



A valley!

I am water that is very big. I work with other water to surround land. I am the biggest type of water. Whales and sharks live in me. What am I?



An ocean!

I am a small body of water. You can find me in the middle of the land. Many people like to catch the fish that live in me. What am I?



A lake!

I am water that runs. I twist and wind through the land. Bridges go over me and boats go through me. What am I?



A river!

Social Studies



Landforms

LAND

WATER



lake



river



ocean



hill



mountain



valley



volcano



waterfall

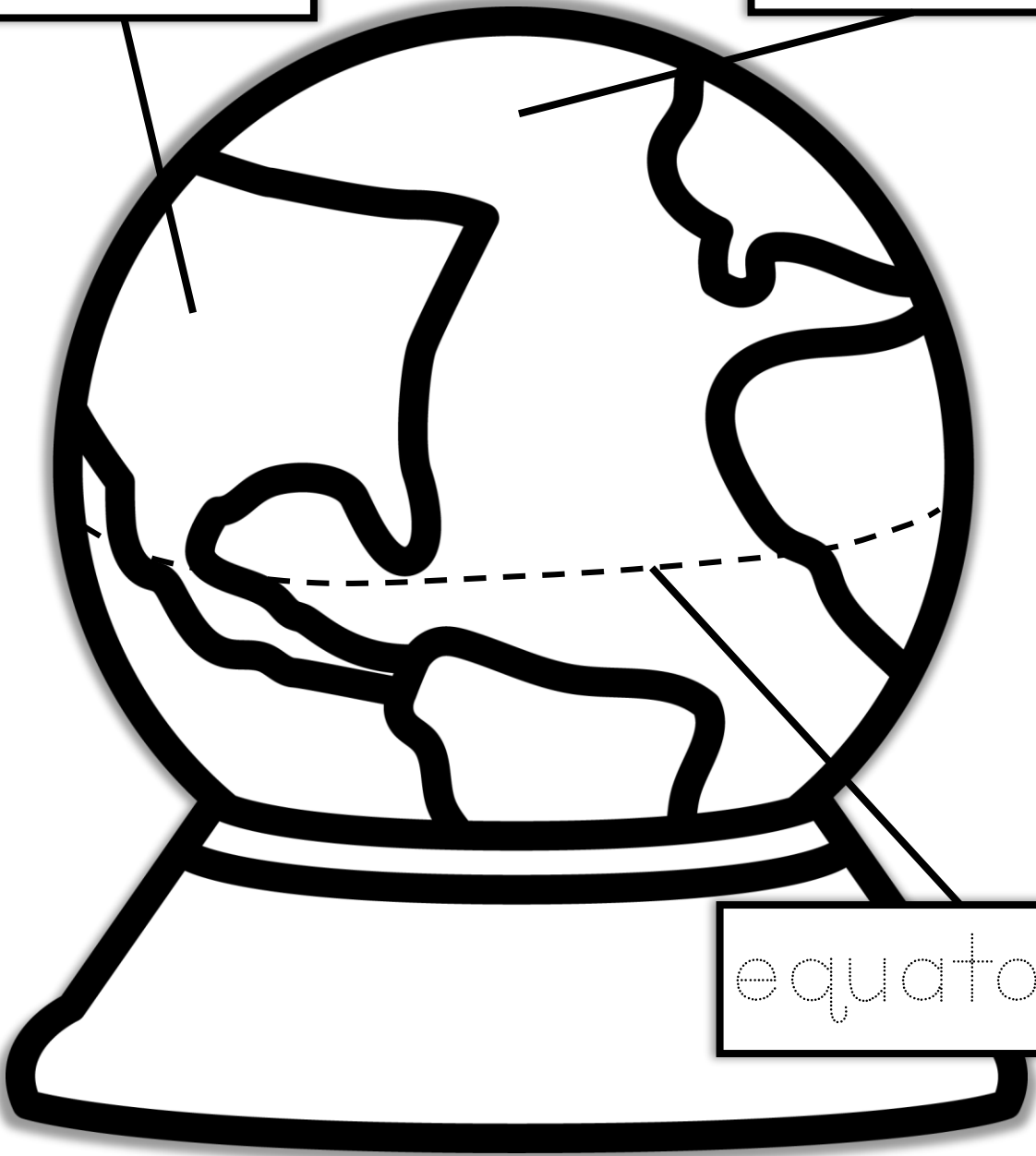


island

Directions: Label the globe.

land

water



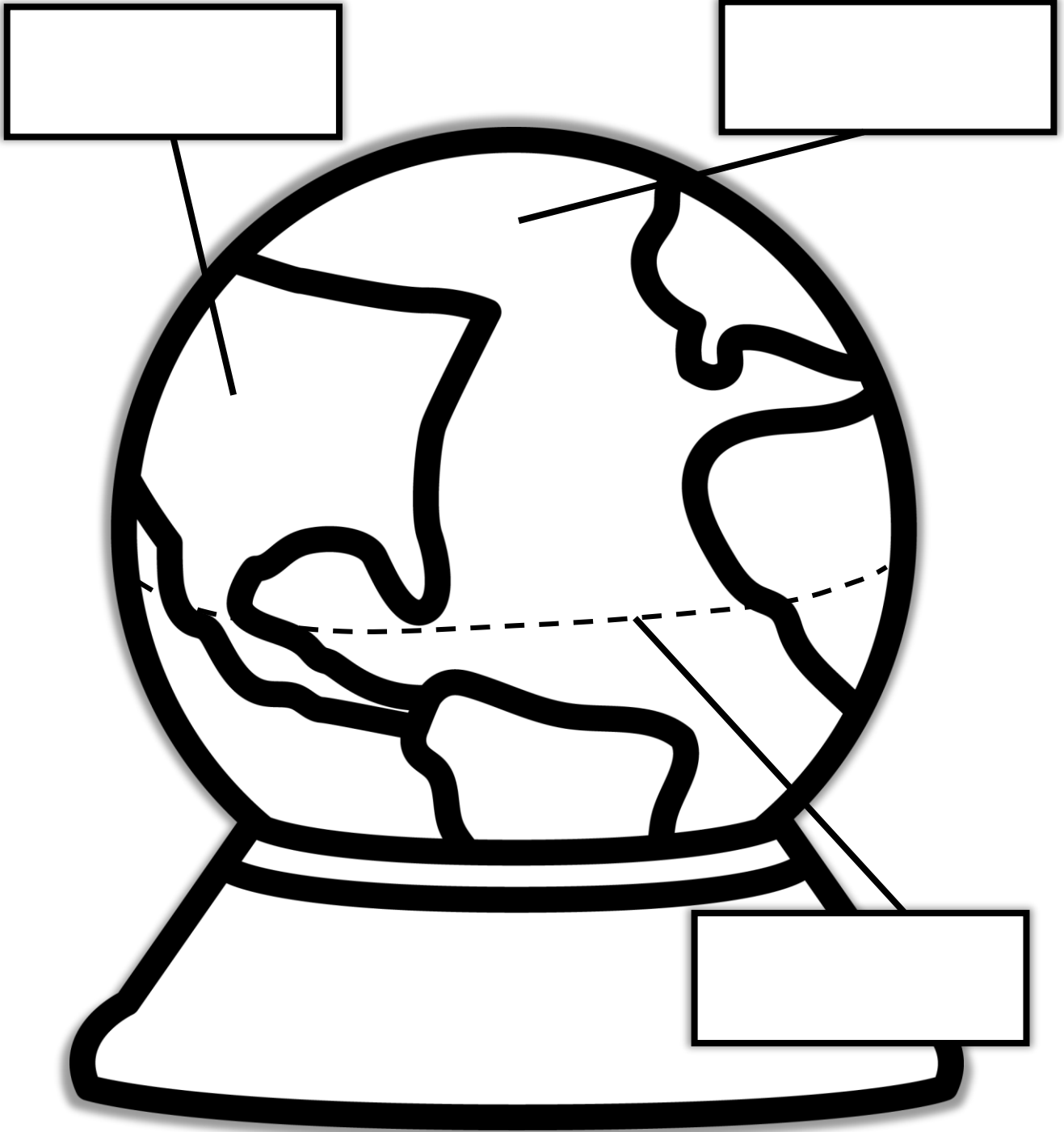
equator

equator

water

land

Directions: Label the globe.



equator water land



Polar Climate:

1. Cold temperatures
2. Little sunlight in the winter
3. Little rain or snow
4. Common near North Pole



Tropical Climate:

1. Hot temperatures
2. Lots of rain
3. Humid
4. Common near the equator



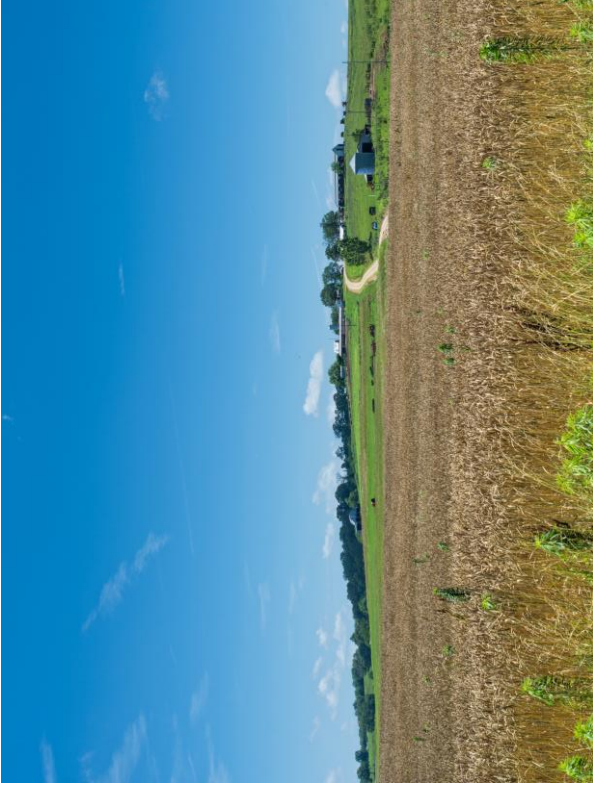
Moderate Climate:

1. Warm winters
2. Hot summers
3. Humid from heat and rain
4. Many hurricanes and storms
5. Common near eastern coasts



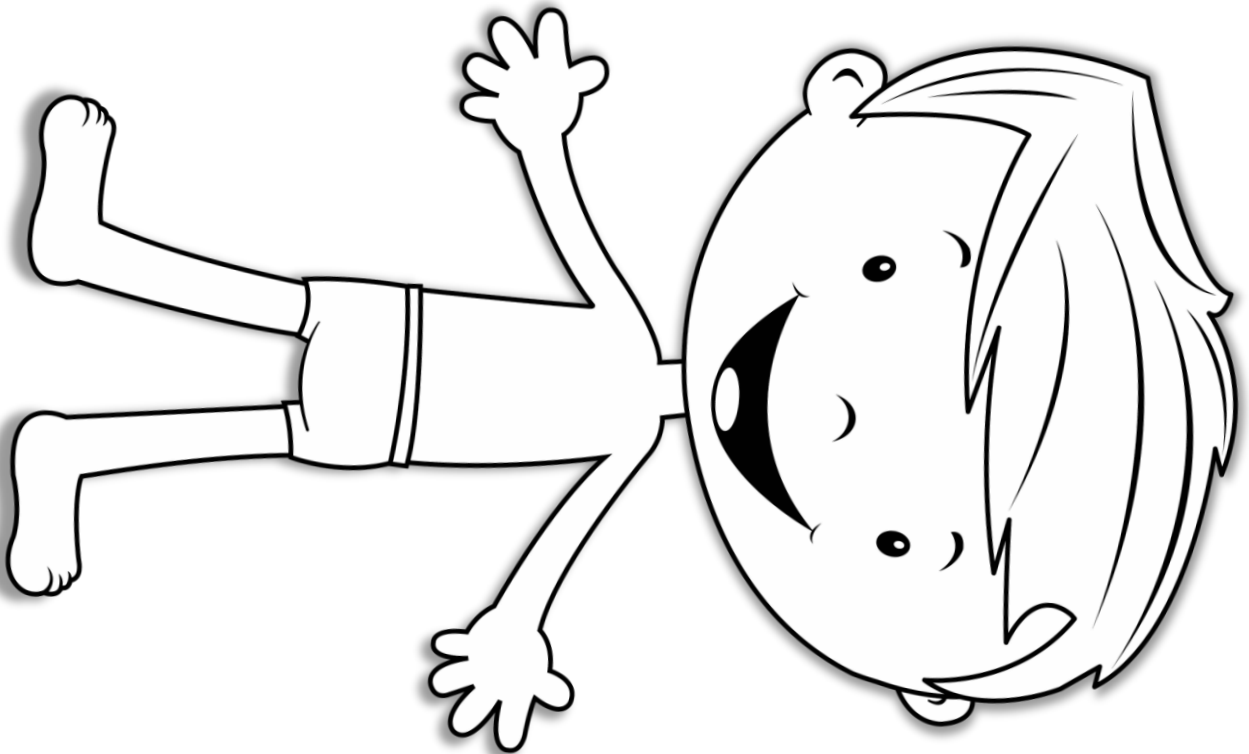
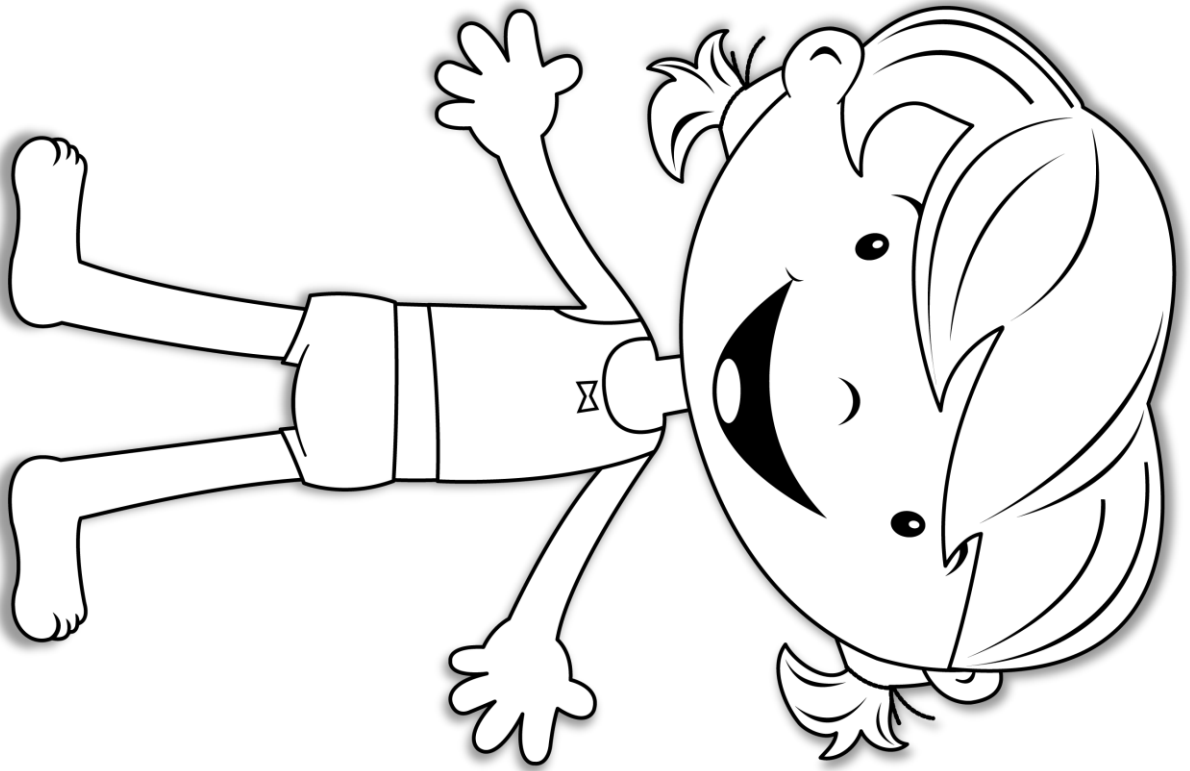
Dry Climate:

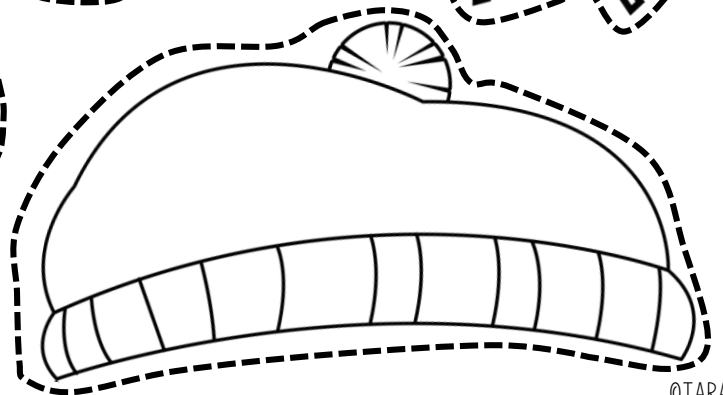
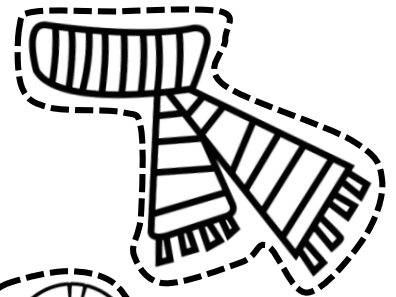
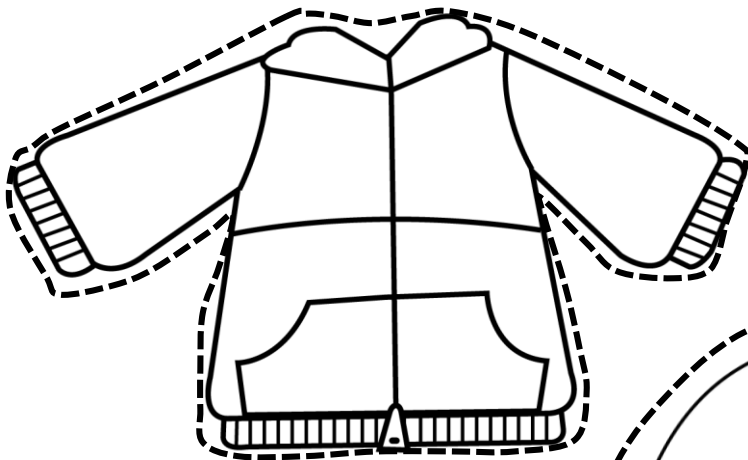
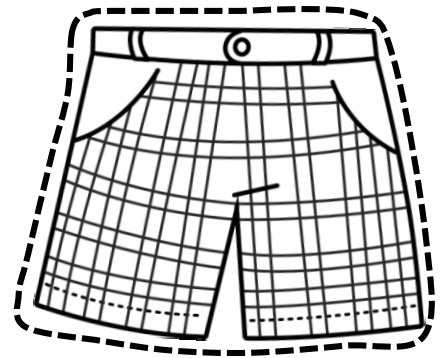
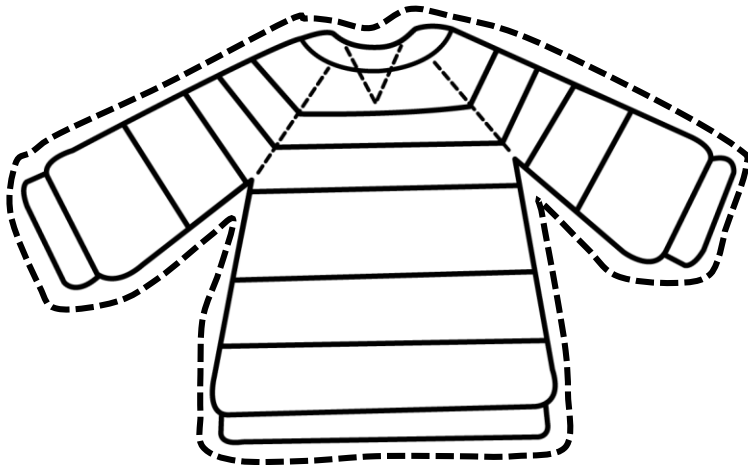
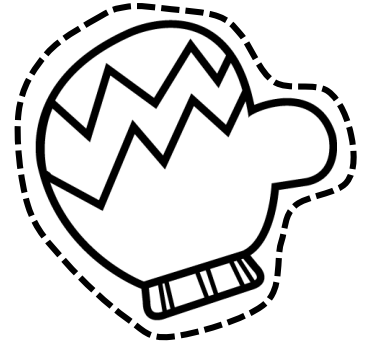
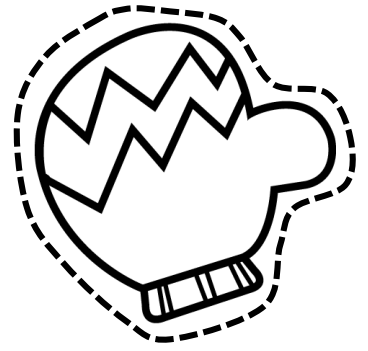
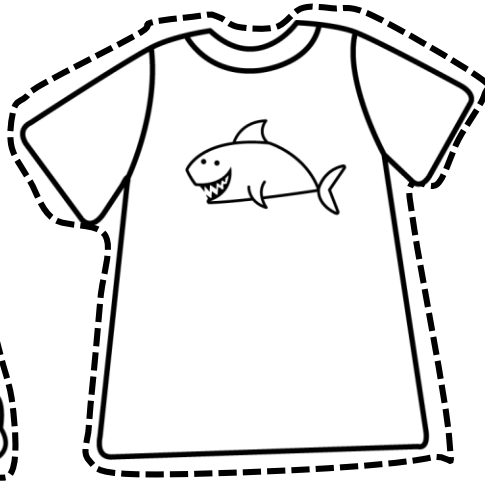
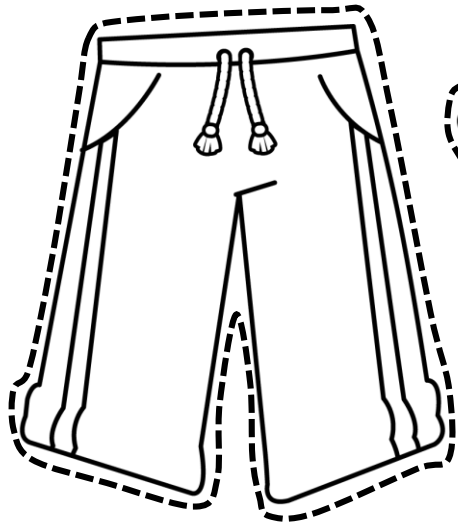
1. Hot temperatures
2. Very little rain
3. Sandstorms
4. Common near the equator

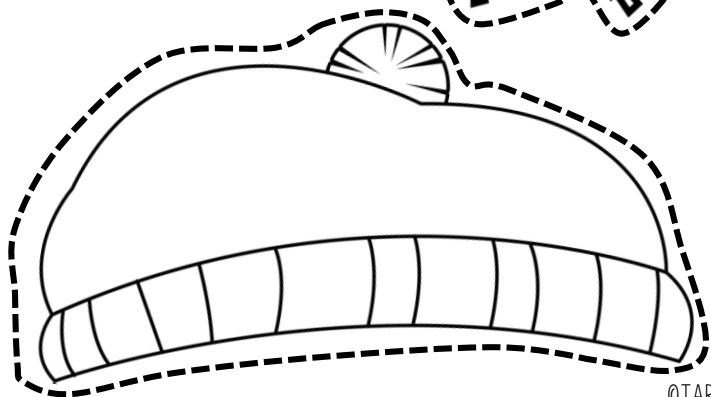
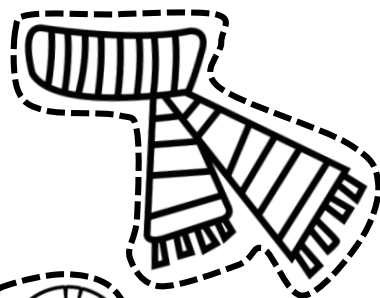
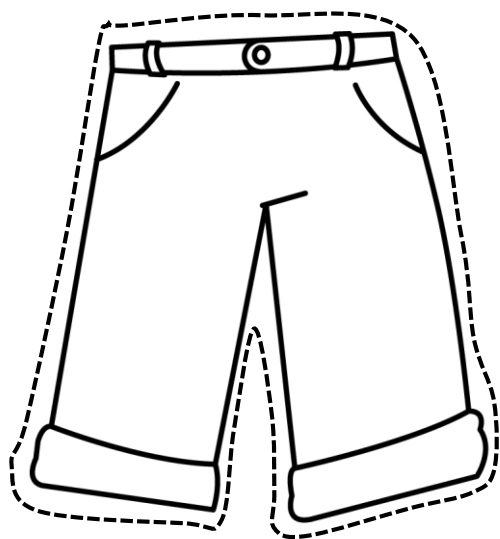
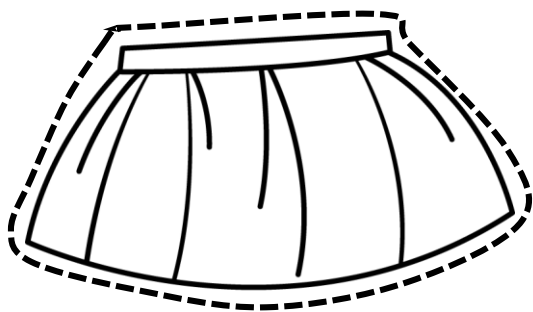
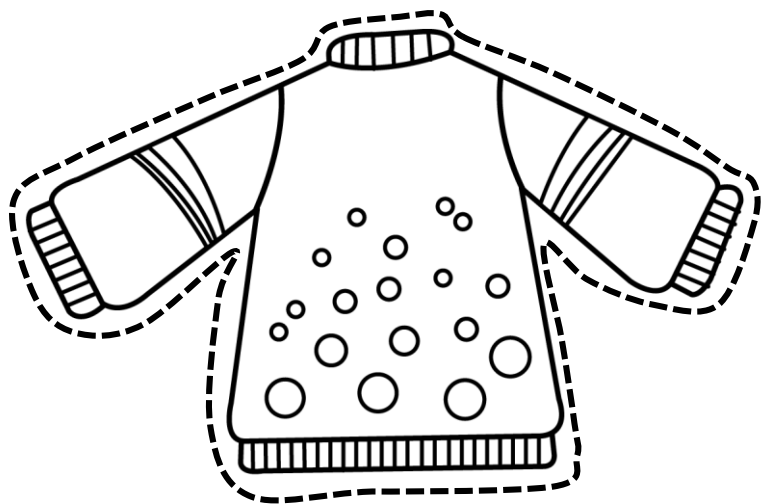
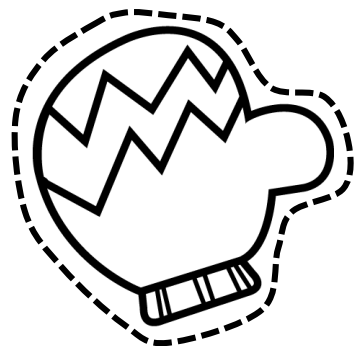
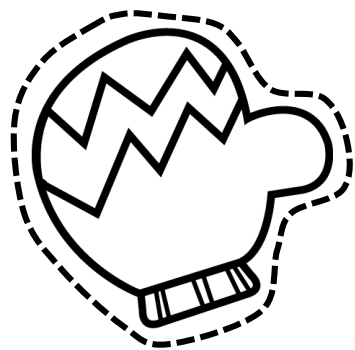


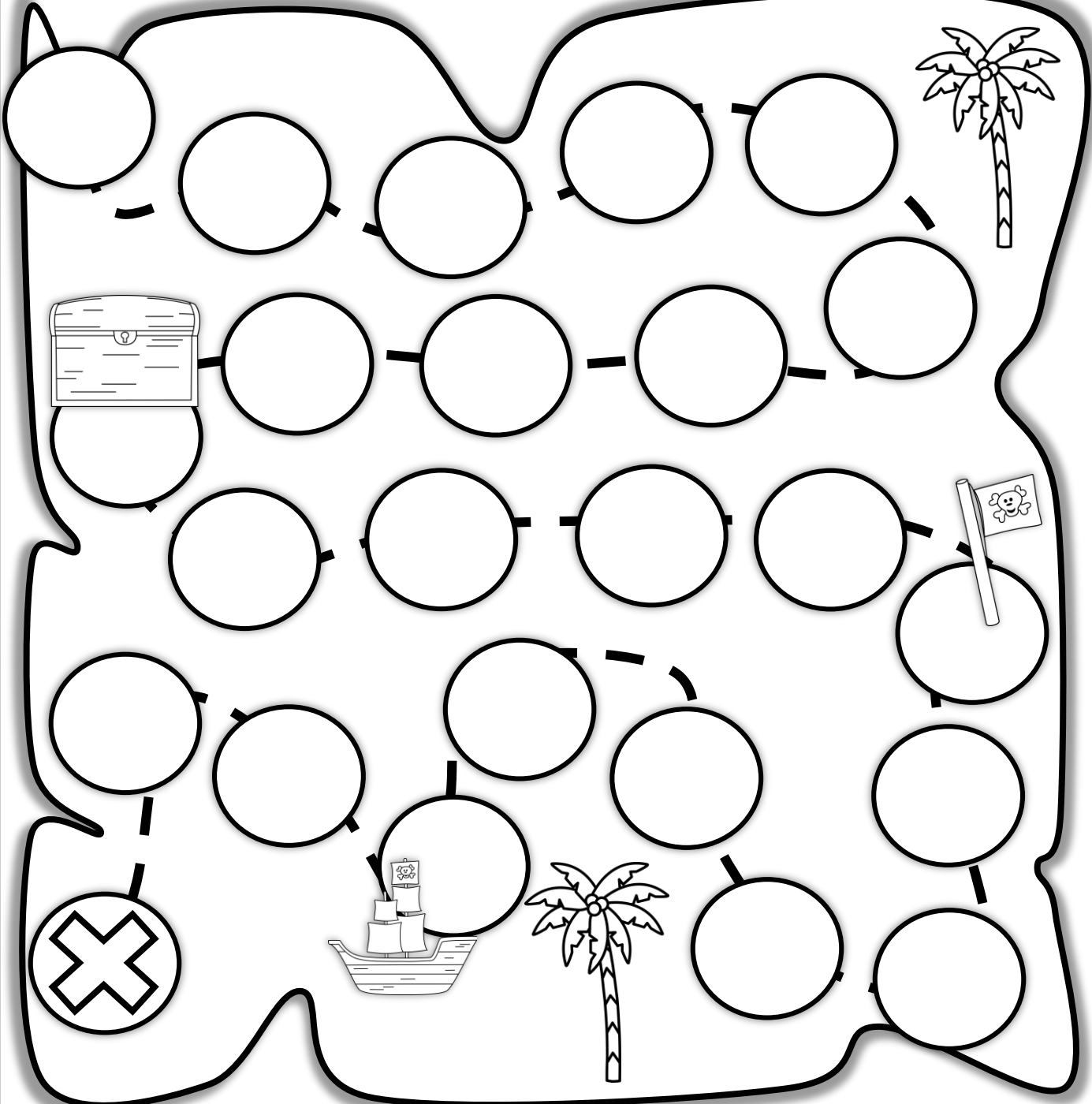
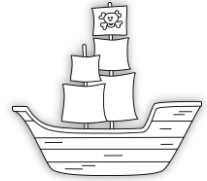
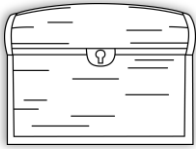
Continental Climate:

1. 4 seasons with extremes
2. Tornados and thunderstorms
3. Heavy snow
4. Common in the center of continents



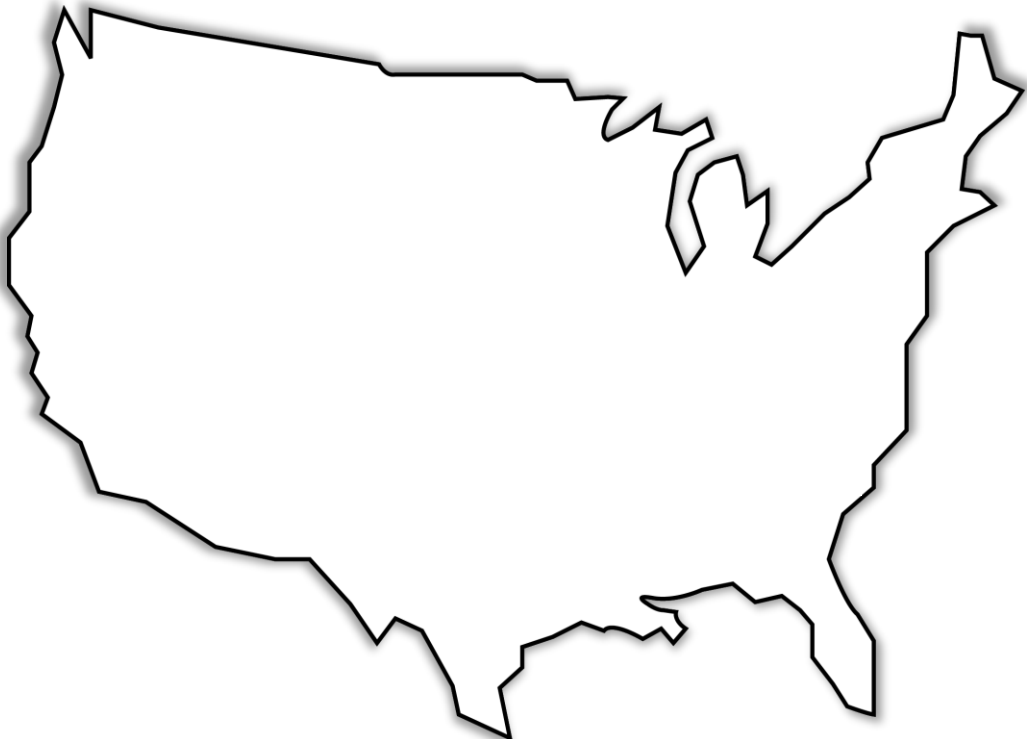






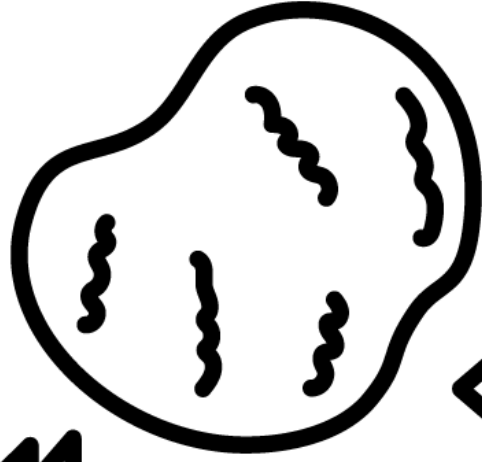
Dear Parents,

During this unit we will be learning all about maps. We will learn about what a map is and the multiple ways to use a map. We would like to request your help with a special project. As part of our studies for this unit, we will be mapping where our friends and family live. We would like your help in creating this special map. Please visit with your child and discuss friends or family that they know of that lives in another state. It can be a friend or family member. You can request this family member to send a picture of themselves in their home state. You can ask this family or friend member to include a special landmark or landform in the background of their picture if possible. We are excited to see the differences in land, climate, and landmarks for each state. We will take these photos and place them onto our map. The photos will be returned as soon as the project is complete. Your assistance in this project is greatly appreciated. Please return this project no later than: _____. Thank you!

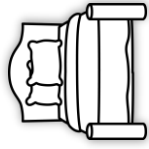




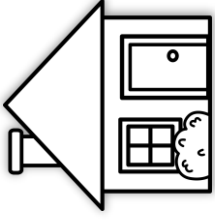
Our Books of Maps!



Bedroom Map

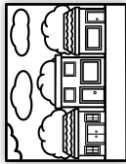


House Map



School Map





Name: _____

World Map





Name: _____

Directions: Illustrate one landform and one body of water.

Directions: Illustrate and write about landforms.



Four sets of primary-ruled lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Directions: Illustrate a globe.

Directions: Illustrate and write about a globe.



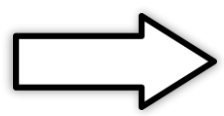
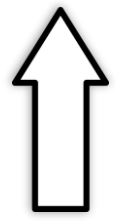
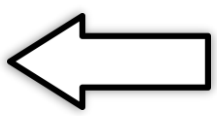
Four sets of primary-ruled lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____

Directions: Illustrate your climate.

[illegible][illegible]

Which arrow is pointing to the right?



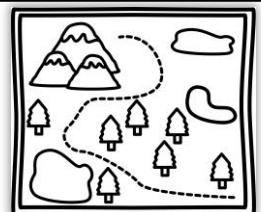
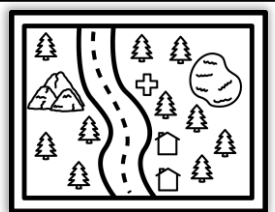
Which picture shows the **BEST** symbol for a pond on a map?



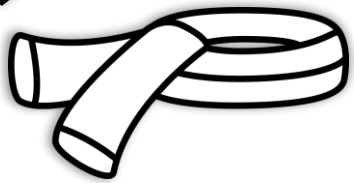
Which picture is **NOT** a landform?



Which picture shows a globe?



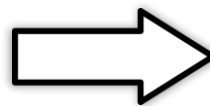
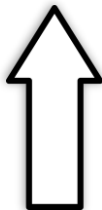
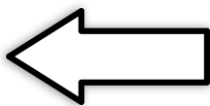
Which might you wear in a hot climate?



Maps Assessment Tracker

Student	Score	Question 1: directions	Question 2: symbols	Question 3: landforms	Question 4: globe	Question 5: climate
	/5					
	/5					
	/5					
	/5					
	/5					
	/5					
	/5					
	/5					
	/5					
	/5					
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	/5					
	/5					
	/5					
	/5					
	/5					

Which arrow is pointing to the right?



Which picture shows the **BEST** symbol for a pond on a map?



Name one type of landform.

How is a globe different than a map?

What might you wear in a hot climate?

Maps Assessment Tracker

[illegible]

Social Studies



symbol

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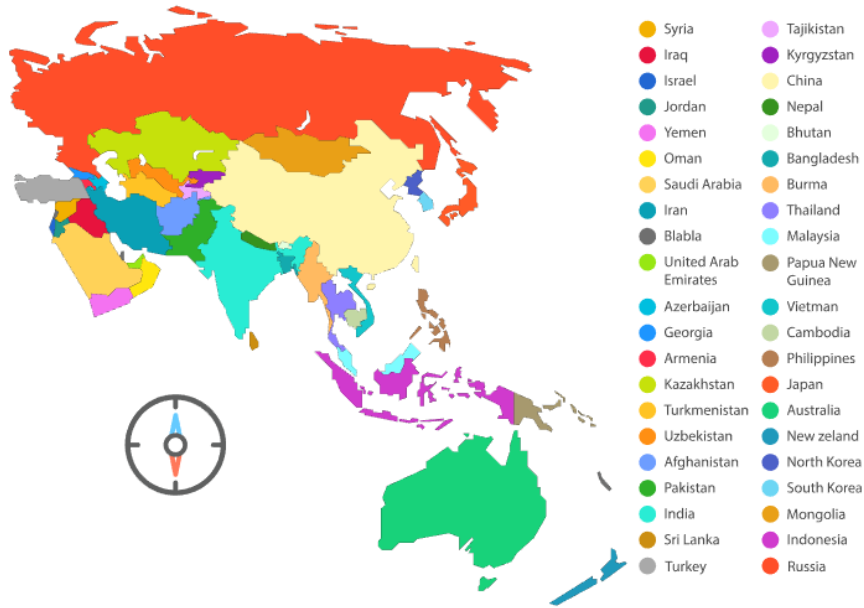
Social Studies



compass

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Social Studies



key

Social Studies



globe

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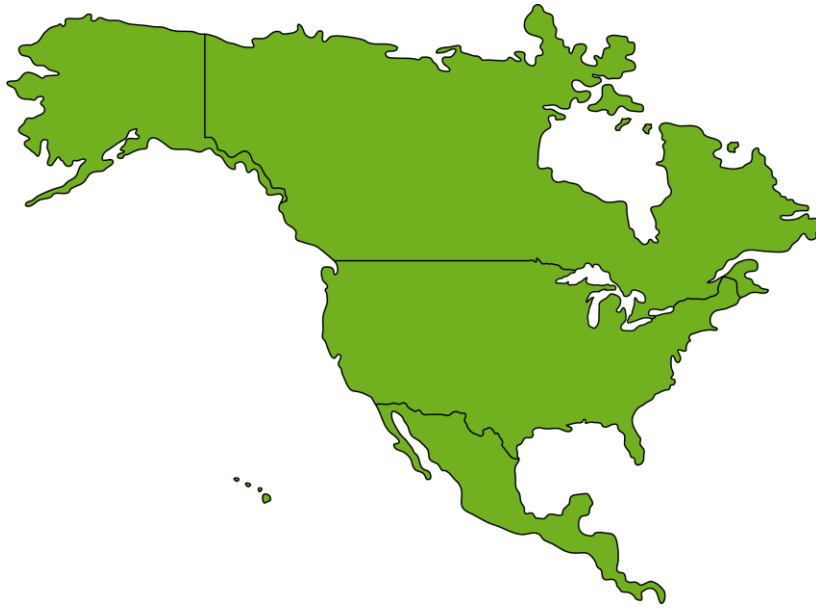
Social Studies



map

OTARAWEST

Social Studies



continent

©TARAWEST

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equator

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climate

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location

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Read Aloud Book List

Book	Purchase	Online
Map Keys by Rebecca Olien	Here	Here *
Me on the Map by Joan Sweeney	Here	Here
Follow That Map by Scot Ritchie	Here	Here

*This book is not available online, but this video will serve as an adequate replacement.

**Unit One:
Rules**

**Unit Two:
United States**

**Unit Three:
Maps**

**Unit Four:
Cultures**

**Unit Five:
Economics**

**Unit Two:
Community**