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## Grade K Sample

Sample Includes:

- Reader
- Lesson Plan
- Digital Primary Source

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PRIMARY SOURCE READERS

# Map It!

It is time to learn  
about maps.



RL: 0.2

ISBN 978-1-4333-7346-6  
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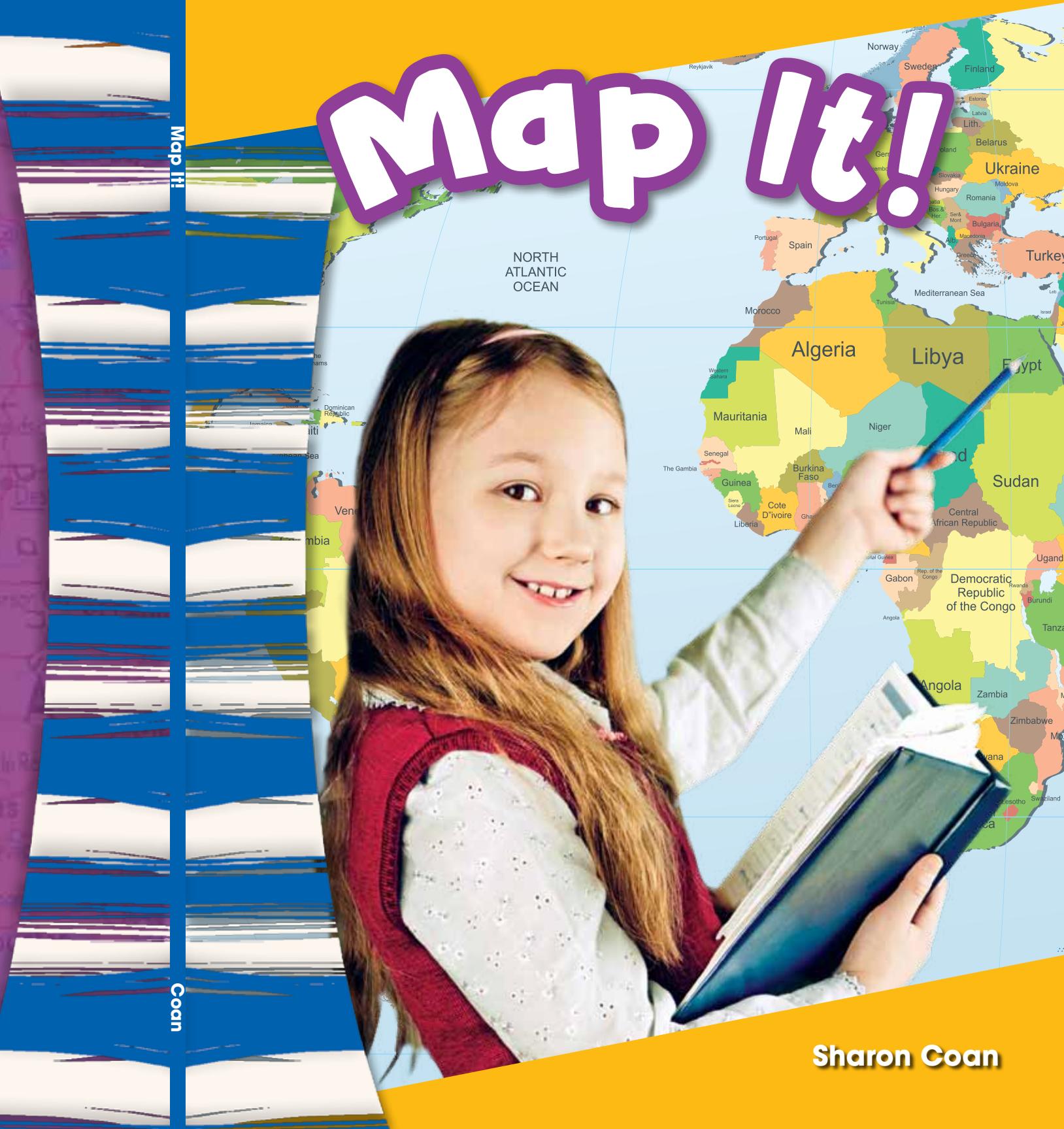
TCM 18346

# Map It!

NORTH  
ATLANTIC  
OCEAN



Sharon Coan



# Map It!



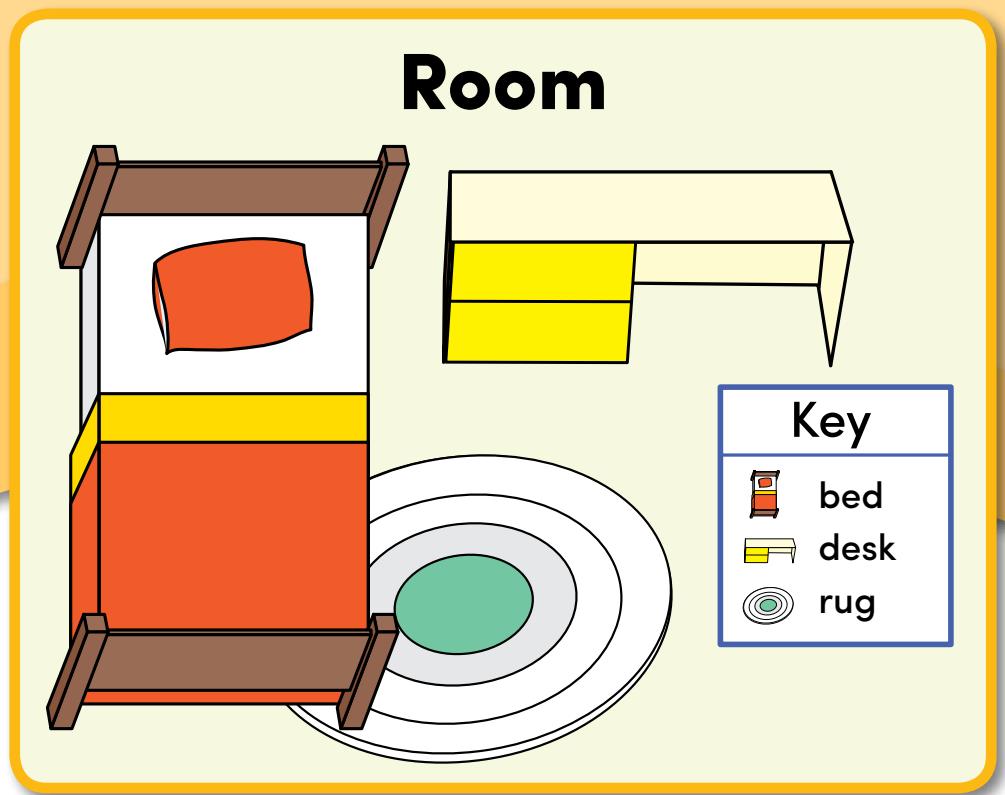
Sharon Coan, M.S.Ed.



This is a map.



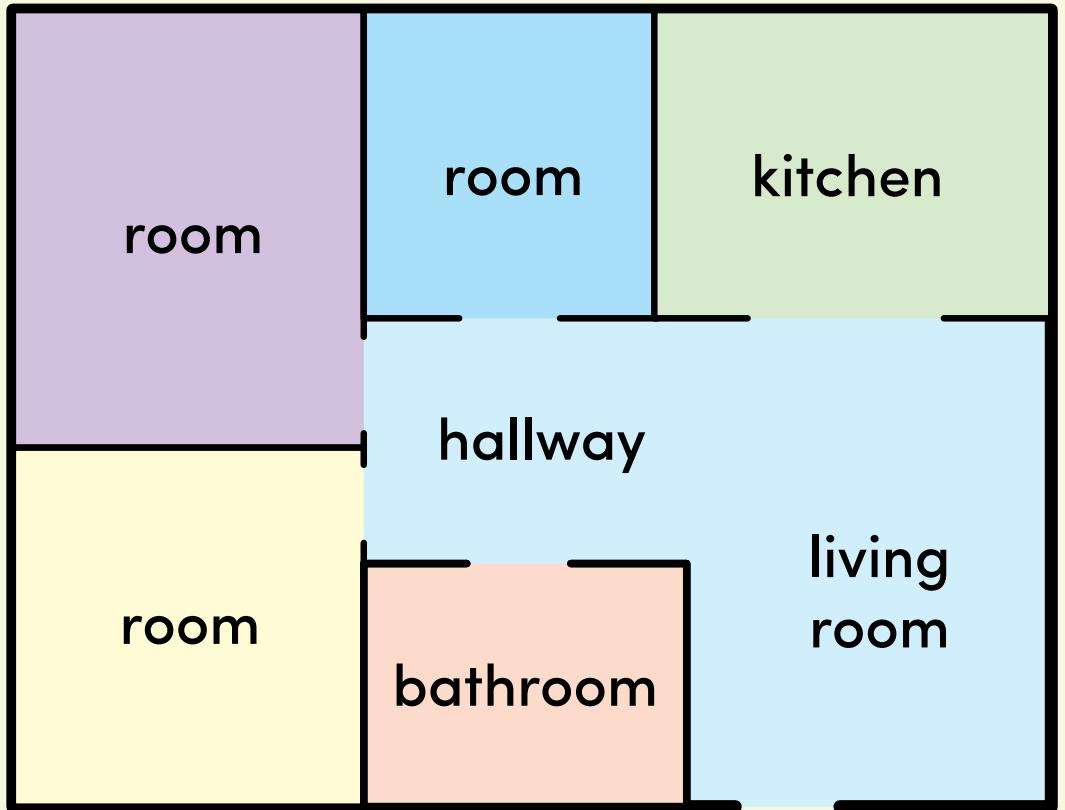
A map shows a place.



map

place

## Home

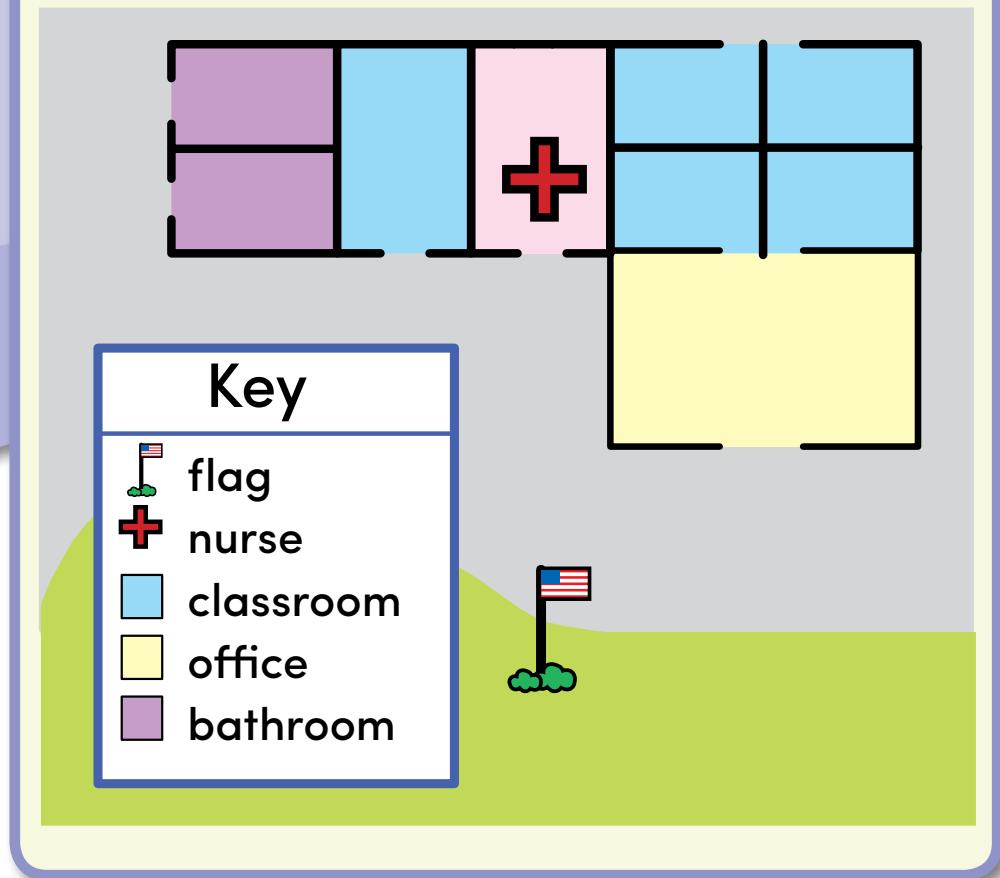


map

place



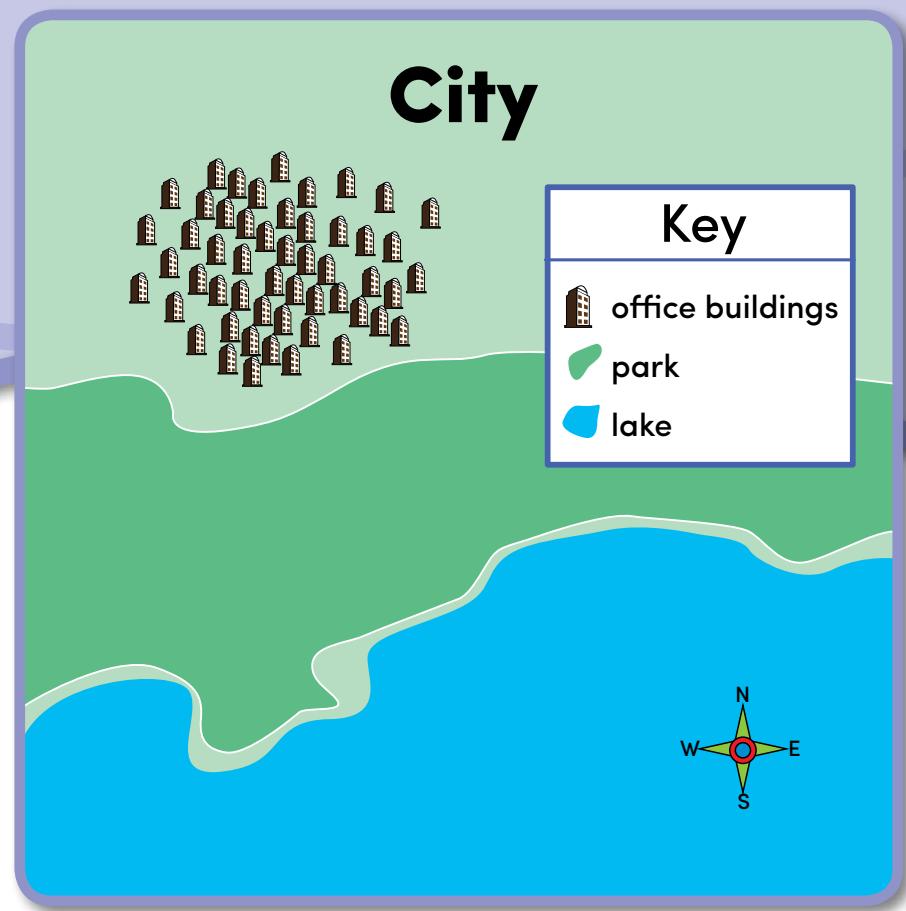
# School



map



place



map

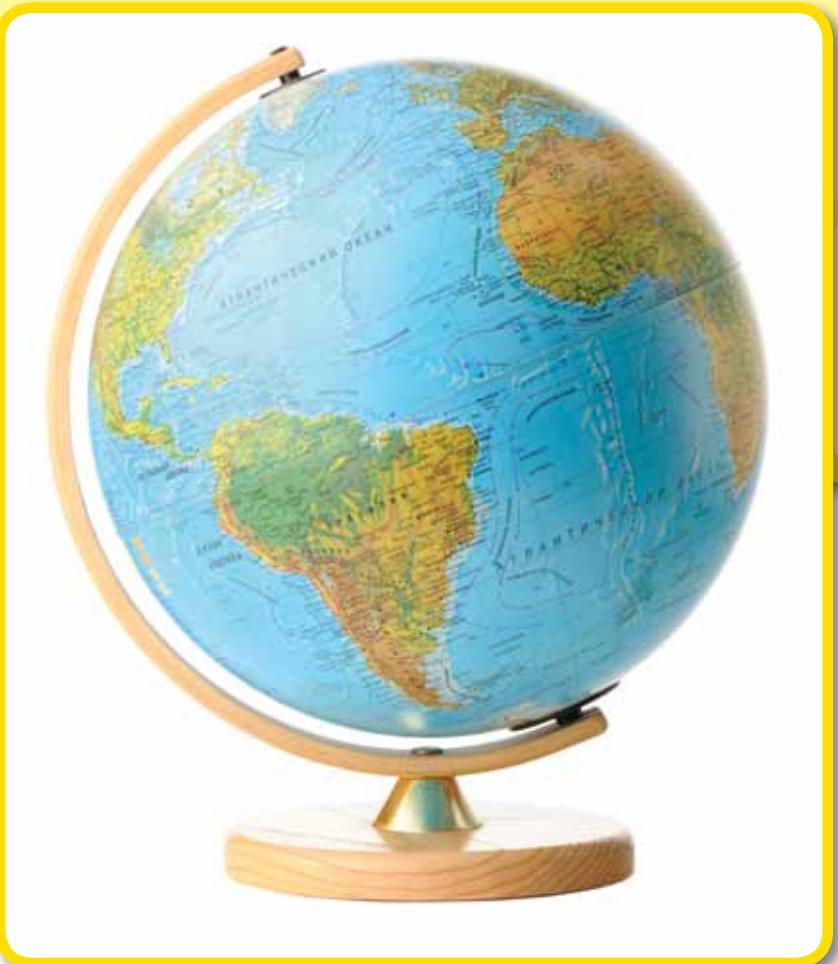
place



map



place



map

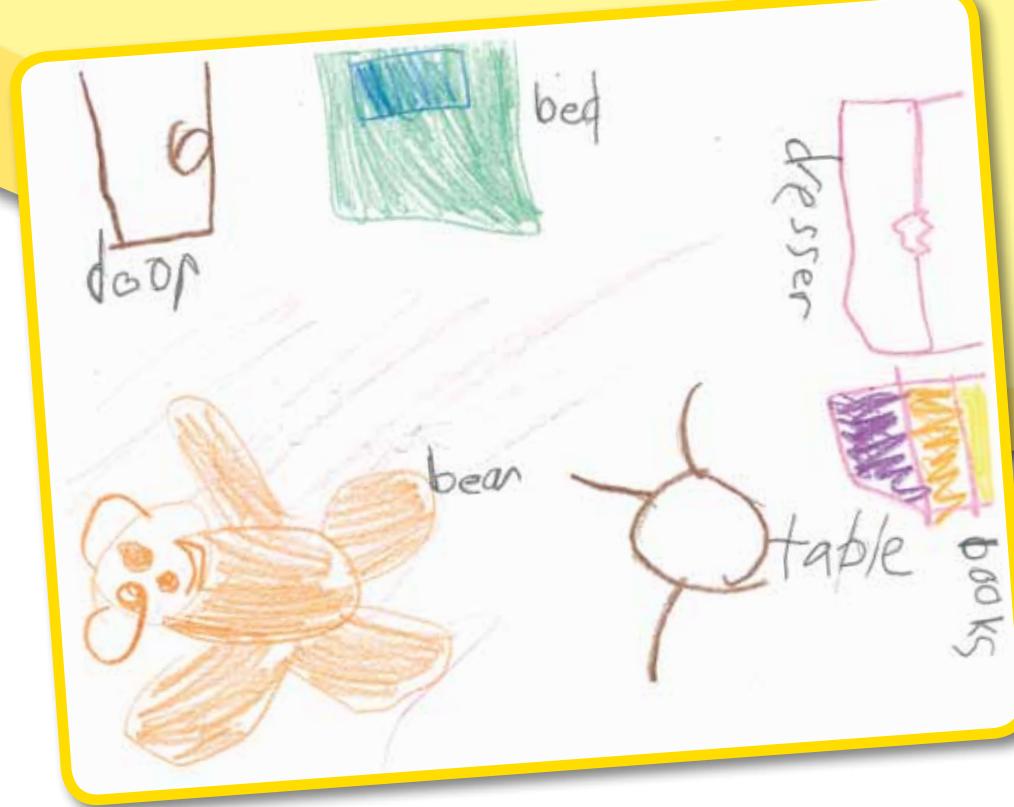


place

# Draw It!



1. Choose a place.
2. Draw a map.
3. Tell about your map.



# Glossary

**map**—a picture that shows a place

**place**—a part of the world

# Index

map, 2, 4, 6, 8, 10,  
12, 14, 16

place, 4, 7, 9, 11, 13,  
15, 17

# Your Turn!



Have you ever seen a map? Where was it?  
Tell a friend.



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# PRIMARY SOURCE READERS

## Map It!

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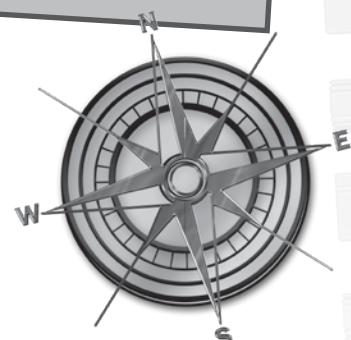
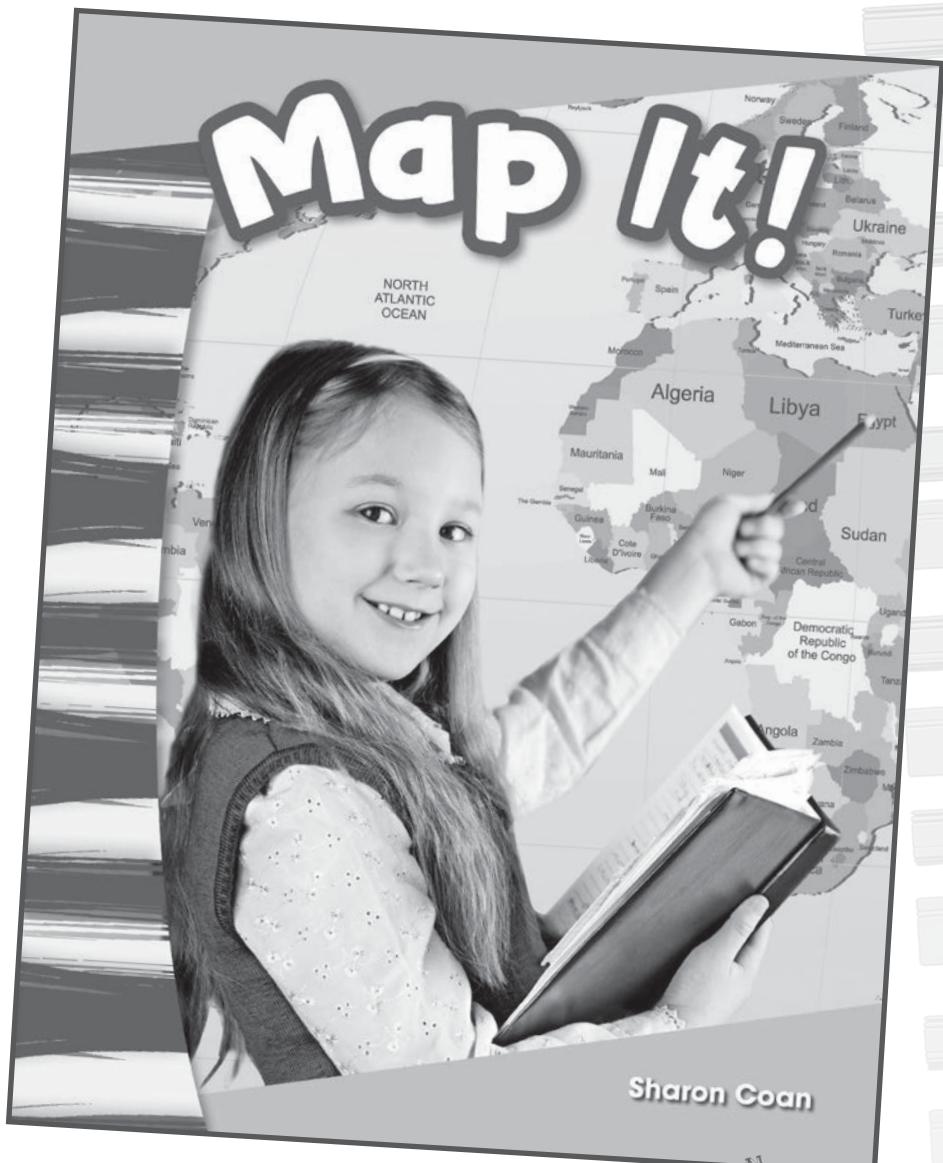
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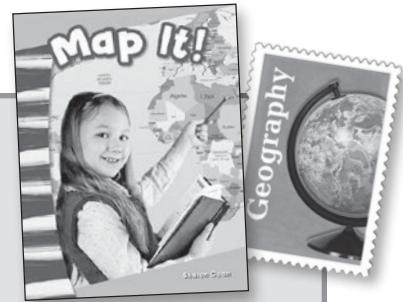
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# Map It!

## Essential Question

*How can maps help us understand our neighborhood?*



## Standards

- Content:** Determine the relative locations of objects using the terms near/far, left/right and behind/in front. (HSS.K.4.1)
- Reading:** With prompting and support, describe the relationship between illustrations and the text in which they appear. (RI.K.7)
- Writing:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.K.8)
- English Language Development:** Analyzing language choices—Distinguish how different words with similar meanings produce shades of meaning and a different effect. (ELD.I.B.8)

## Materials

- Town Map primary source
- Map It! books
- copies of student reproducibles (pages 8–16)
- photographs and maps of various places
- folded sheets of paper (one per student)
- sticky notes
- coloring supplies

## Lesson Timeline

Day 1 → Day 2 → Day 3 → Day 4 → Day 5

| Primary Source Activity<br>(page 3)                           | Before Reading<br>(page 4)  | During Reading<br>(page 5)  | After Reading<br>(page 6)                                   | End-of-Lesson Activities<br>(page 7)  |
|---|---|---|---|---|
| <b>Summary</b><br>Students use a map key to answer questions. | <b>Summary</b><br>Students take a picture walk of the book and identify which images show maps. | <b>Summary</b><br>Students decide whether pictures from the book show a place or a map and find places using a map key. | <b>Summary</b><br>Students create maps of their playground. | <b>Summary</b><br>Students choose places, draw maps, and/or take the assessments. |

# Map It! (cont.)

## Primary Source Activity

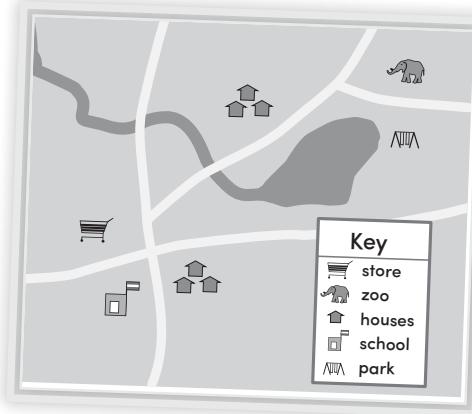
### Historical Background

Besides the actual drawing of a location, there are many other important parts of a map. The title gives the map a focus; the compass rose shows the cardinal directions; a scale shows the ratio between the map and the actual place; and the key explains the symbols.

Some special types of maps include topographical maps, which show the height, shape, and lay of the land, and sky maps, which show the night sky and locations of stars, constellations, and planets.

### About the Primary Source

This map shows a town. It shows where roads, a river, and a lake are located. The map key tells what the symbols on the map mean.



### Procedure

1. Distribute the primary source *Town Map* (page 12).
2. Ask students to carefully observe the primary source. Use the following questions to guide a discussion:
  - Is this a photograph or a map? How do you know?
  - What is in this town? How do you know?
  - Where is the park? School? Zoo? (Have students point to them on the map.)
3. Share key points from the historical background information.
4. Distribute copies of *Map Fun* (page 8) to students. Be sure the primary source can be clearly seen by students.
5. Read the directions aloud. Allow time for students to complete the activity. Circulate and assist as needed.

**Map It!**

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

**Map Fun**

**Directions:** Look at the town map. Use the key to write what the symbols stand for.

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

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

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

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# Map It! (cont.)

## English Language Development Support

Use these strategies throughout the lesson.

| Emerging  | Expanding   | Bridging  |
|---|---|---|
| Provide students with the words and phrases needed to identify how the author uses vocabulary, images, and text features to explain maps. | Have students orally share written sentences that show how the author uses vocabulary, images, and text features to explain maps. | Have students write and design their own text features that explain maps. |

## Before Reading Procedure

1. Ahead of time, collect several photographs of places and several different kinds of maps (e.g., city maps, maps of local zoos, maps of local amusement parks). Display them for students to see and study.
2. Ask students if they can sort the items into two groups. Accept a variety of groupings. Then, explain that the two groups are maps and photographs.
3. Hold up one of the maps, and tell students that the images represent real places. Then, hold up a photograph, and tell students that it is a picture of a real place. Lead a class discussion about the similarities and differences between maps and photographs.
4. Pick up one item at a time, and ask students which category it belongs to. Help students correctly sort the items.
5. Write the following vocabulary words on the board. Ask students to share their thoughts about what the words might mean. Explain the meaning of each word, and use them both in sentences.
6. Distribute to each student a sheet of paper that has already been folded in half. Have each student draw a map on the top half of the paper and write *map* above it. Then, have each student draw a place on the bottom half of the paper and write *place* above it.
  - Have students reference these sheets of paper throughout the lesson to help them remember the difference between the two words.
7. Display the *Map It!* book for students. Lead students in a picture walk. Encourage them to examine each image. Place sticky notes over the text so they can focus on the images. Invite students to share their observations about the images. Ask them to identify which images are maps.
8. As students look at the picture on page 6, ask them to predict what a key is. Tell students that they will read the book to see if their predictions are correct.

### Vocabulary Words

★ **map**

▪ **place**

# Map It! (cont.)

## During Reading Procedure

1. Distribute the *Map It!* books to students. Conduct a choral read for the first reading of the book.
  - When you reach pages 6–7, place students in two groups. Have one group read *map* and the other group read *place*.
2. After reading, lead a discussion about maps. Point to various maps in the book. Ask students how they can tell that they are maps.
  - Reinforce the idea that the images on a map represent real places. Confirm students' prereading predictions when appropriate.
3. Have students independently whisper-read the book for the second reading.
4. Distribute copies of *Map or Place?* (page 9) to students. Read the directions aloud. Allow time for students to complete the activity.
  - Model the first two statements with **English learners** to demonstrate the difference between *map* and *place*.
  - Encourage **above-level learners** to each write a sentence to go with one of the pictures.
5. Review the answers with students. After each answer is read, ask students how they know whether the image is a map or a place.
6. Explain to students that some maps have keys. Show students maps from the book that have keys (pages 6, 10, and 12). Explain that the keys show what the symbols on the map mean.
  - You may also wish to use the primary source example from Day 1.
7. Model for students how to use a key to find various places on a map. Have students point to various items in the key and find them on the map.
8. Distribute copies of *Using Map Keys* (page 10) to students. Read the directions aloud. Allow time for students to complete the activity. Circulate and assist as needed. Remind students to use the key to help them spell the words.
  - Help **below-level learners** locate the symbols on the map key and explain what they stand for.
  - Encourage **above-level learners** to add more items to the map and make another key on the back of the sheet.
9. Review the activity sheet answers as a group.

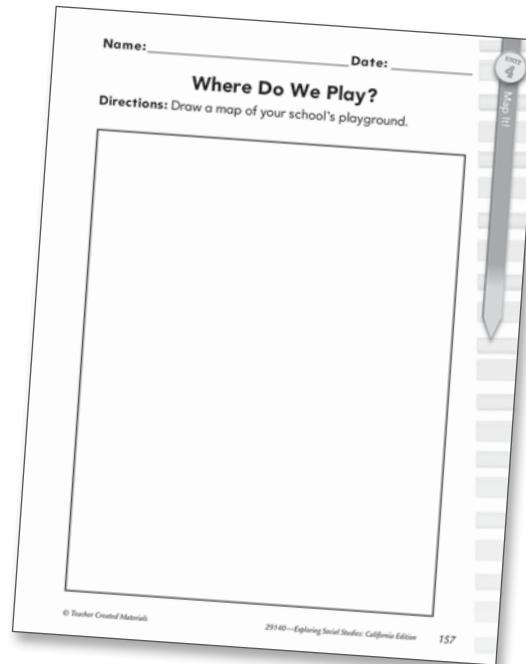
### Talk About It!

Ask students if they have used maps. Discuss the different ways they have used or seen maps.

# Map It! (cont.)

## After Reading Procedure

1. Play a simple vocabulary review game with students. Give them clues about one of the vocabulary words as they try to guess it.
  - Clues may include synonyms, examples, rhyming words, antonyms, or the first letters of the words.Continue giving different clues as time allows.
2. Review with students the differences between a map and a picture of a place. Show different pages in the *Map It!* book with the text covered, and ask students if the images are maps or pictures.
3. Distribute copies of *Where Do We Play?* (page 11) to students. Read the directions aloud. If possible, take students to the school's playground to complete the activity. Guide students as they draw maps of the playground. Have them take turns suggesting items to add to the map.
  - Help **below-level learners** think about where things are located on the playground.
  - Have **above-level learners** write directions from one place in the playground to another on the backs of their activity sheets.
4. Have volunteers share their work with the class. Help students compare the maps. Tell them that they have similar features because they are maps of the same place.
  - Display students' work on a bulletin board.
5. Use the primary source from Day 1, in conjunction with the reading, to discuss students' responses to the essential question.



# Map It! (cont.)

## Activities from the Book

The book contains enrichment activities. Review each activity, and decide which would be beneficial for students to complete.

- **Draw It! Activity**—Read the prompt aloud from page 18 of the book. Ask students to think about places they know and draw maps of those places.
- **Your Turn! Activity**—Read the activity aloud from page 22 of the book. Have students talk about maps they have seen and where they have seen them.

## Assessment

1. A short post-assessment, *Map It! Quiz*, is provided on page 13 to assess student learning from the book. Share with students how to read the sentences with all of the answer choices to determine which one is correct.
2. A document-based assessment is provided on page 14. This can be used to assess students' abilities to analyze a primary source, or it can be used as another opportunity for primary source analysis instruction.
3. An oral reading record is provided on pages 15–16 to measure student progress with fluency and prosody. The oral reading record is designed in a standard format. To use the record, refer to the marking conventions at the top of the chart, which include standard coding symbols.

## Answer Key

### Map Fun (page 8)

1. zoo
2. store
3. park

### Map or Place? (page 9)

1. map
2. place
3. place
4. map

### Using Map Keys (page 10)

Students should list an item from the map key and circle it on the map.

### Where Do We Play? (page 11)

Students should draw their playground or part of their playground.

### Map It! Quiz (page 13)

1. A
2. B
3. Maps should include a bed, a desk, and a rug.

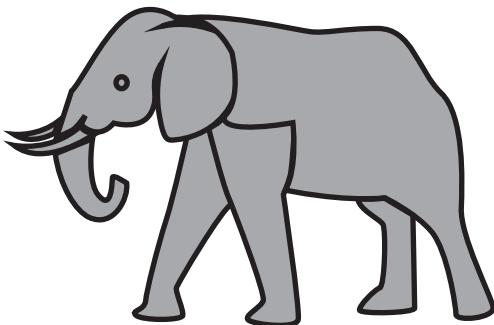
### Using a Globe (page 14)

1. globe
2. a map of the world

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

## Map Fun

**Directions:** Look at the town map. Use the key to write what the symbols stand for.



1.

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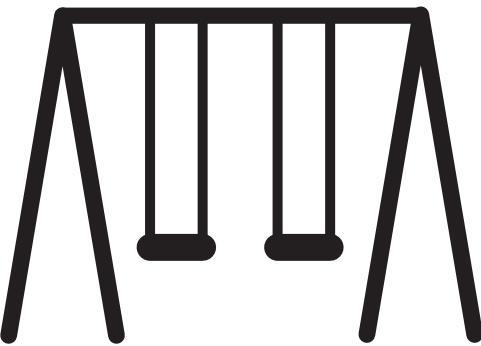


2.

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3.

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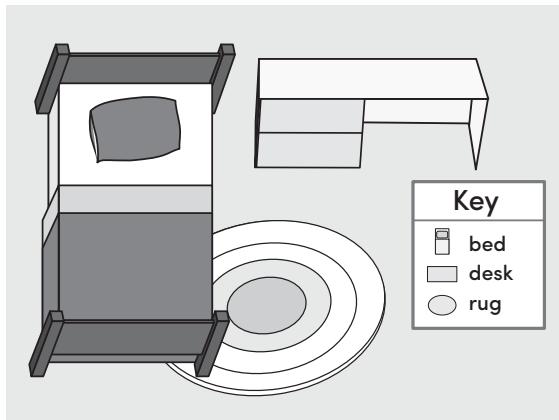
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Map or Place?

**Directions:** Decide if each of the pictures shows a map or a place. Write *map* or *place* under each picture.

1.



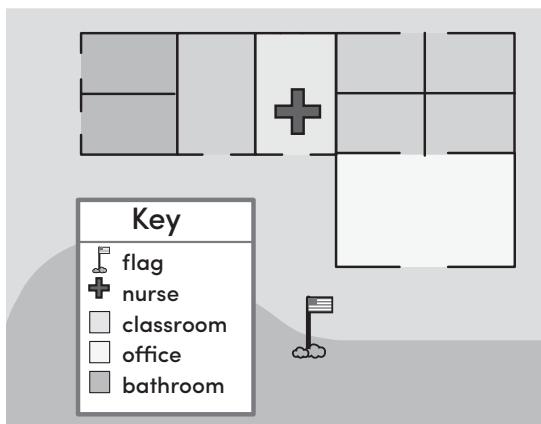
2.



3.



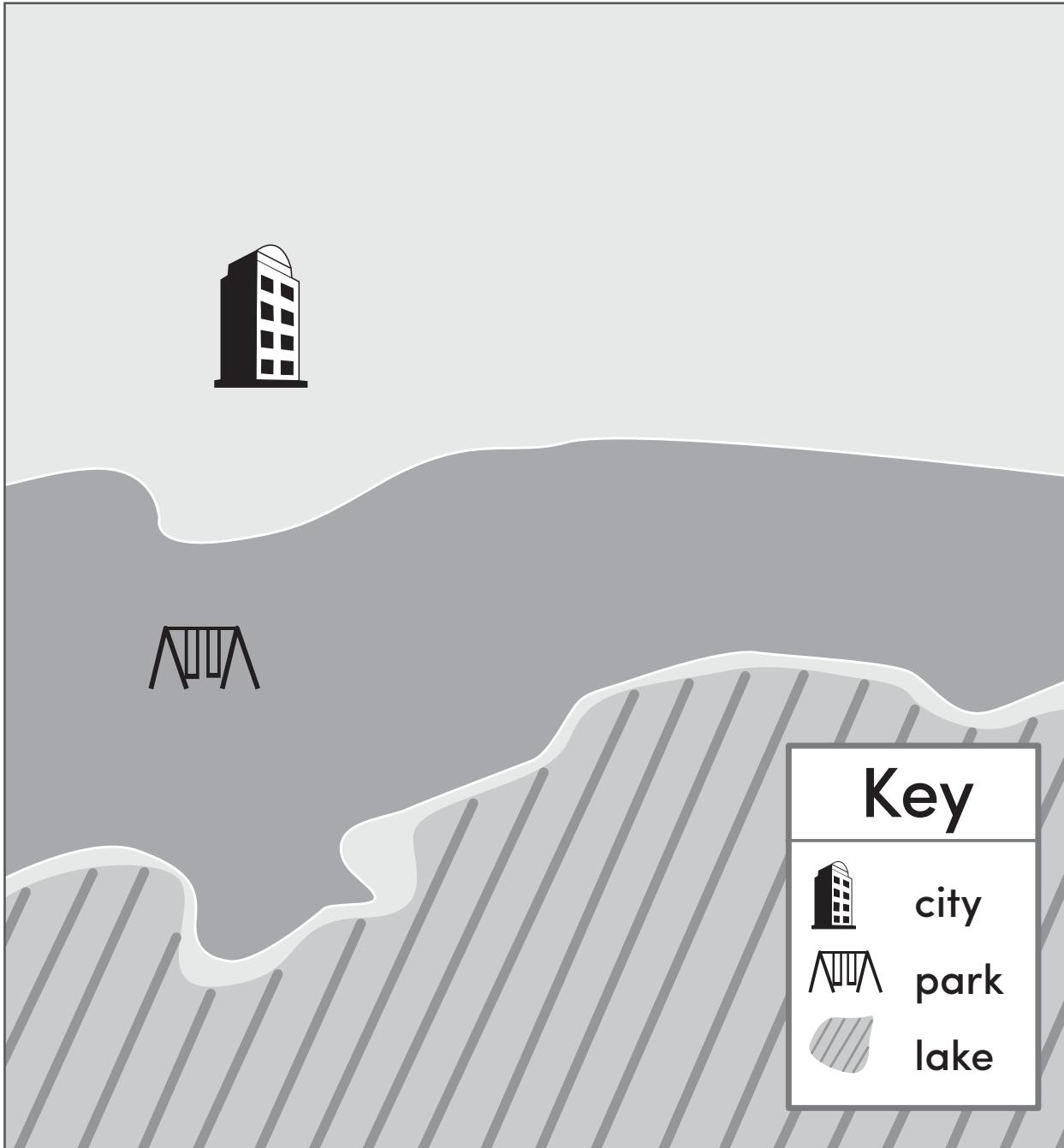
4.



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

## Using Map Keys

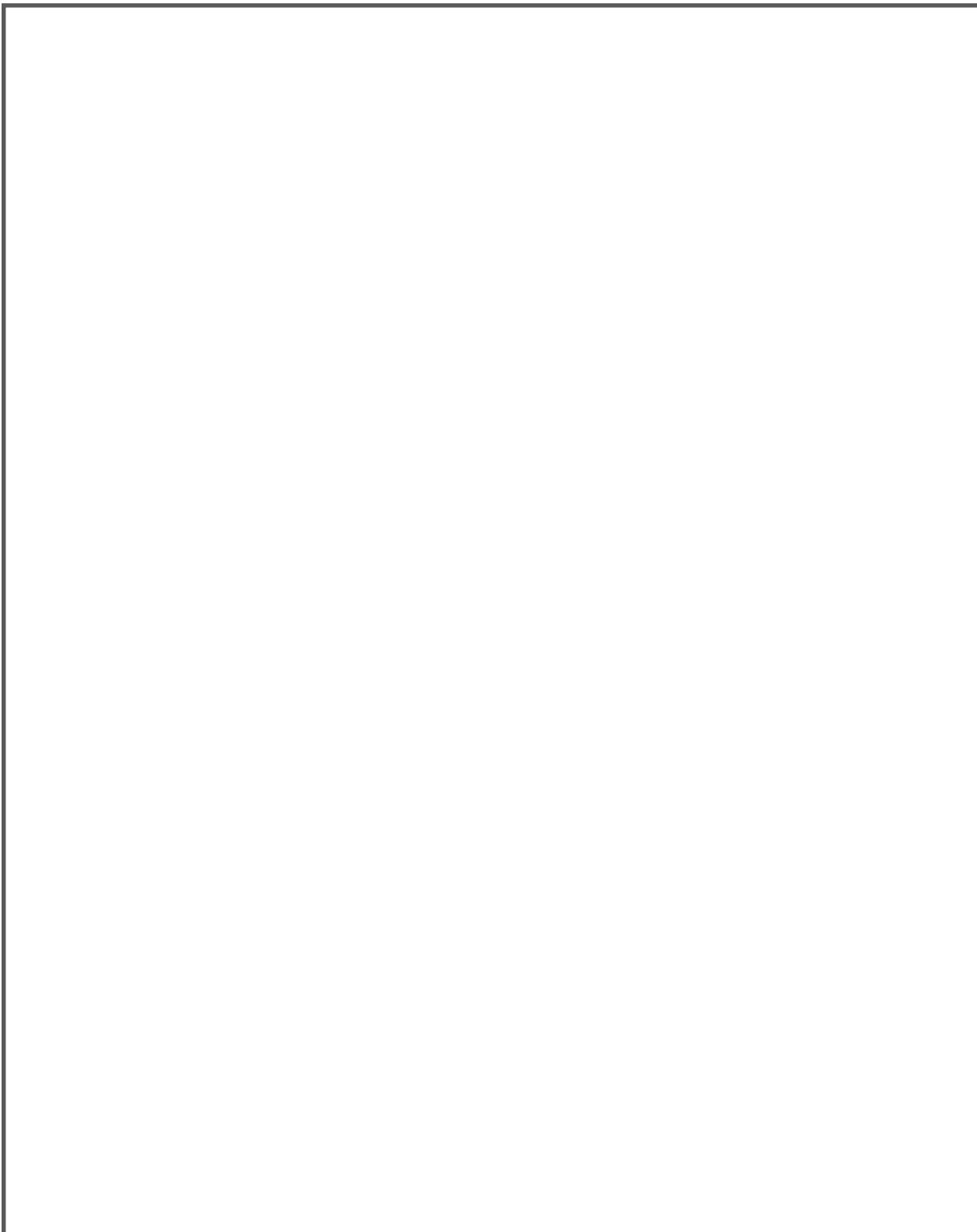
**Directions:** Look at the map. Name one place that is listed in the key. Write it on the line. Then, circle it on the map.



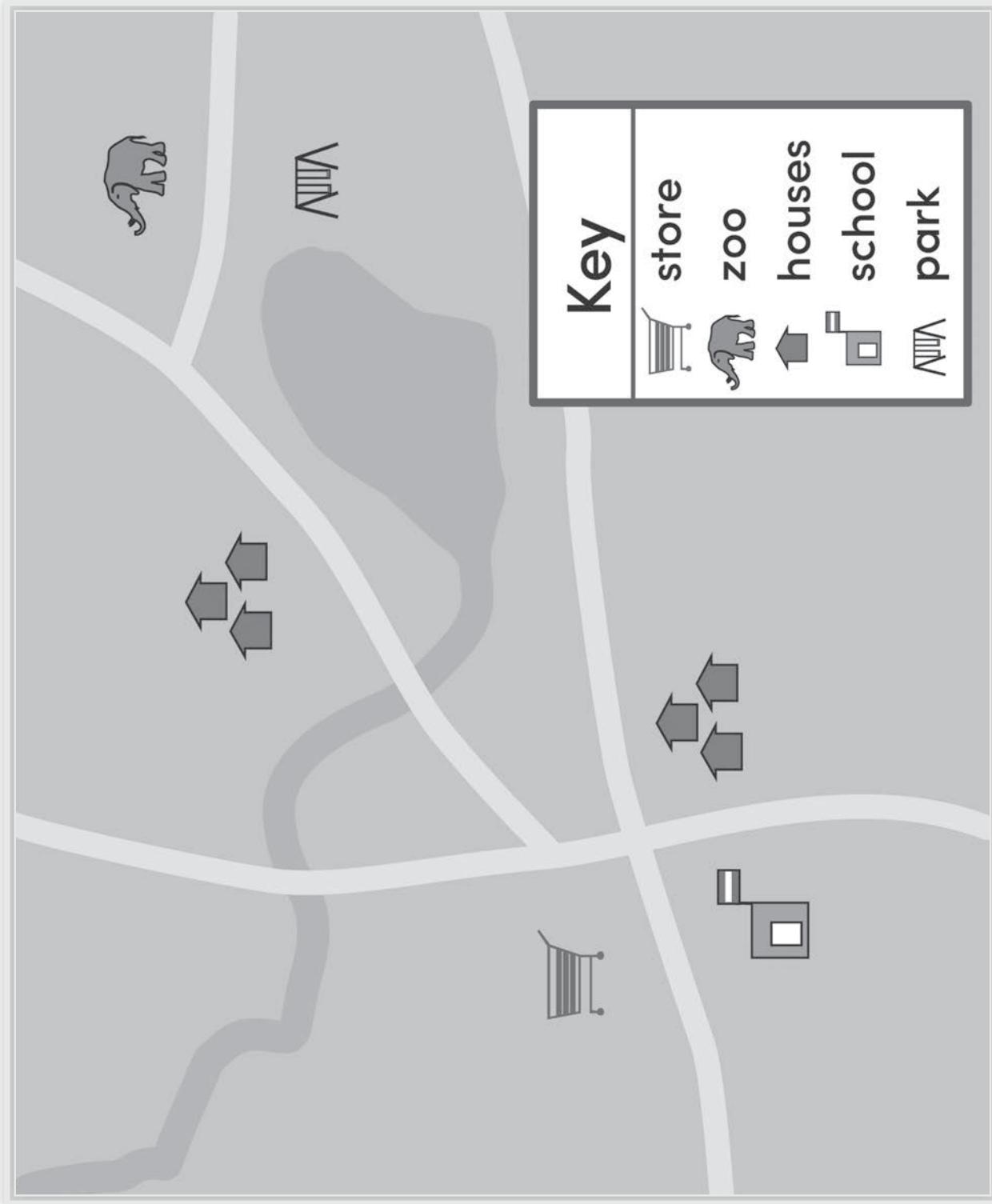
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Where Do We Play?

**Directions:** Draw a map of your school's playground.



# Town Map



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

## Map It! Quiz

**Teacher Directions:** Read the questions and answers. Have students fill in the bubble next to the best answer.

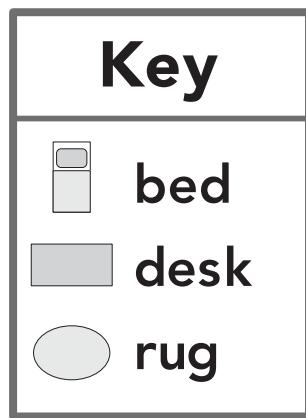
- 1 A picture that shows a place is a \_\_\_\_.

- (A) map
- (B) store

- 2 A map key shows \_\_\_\_.

- (A) things that are fun
- (B) what symbols on the map mean

- 3 Use the map key to help you draw a map of a bedroom.



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

## Using a Globe

**Teacher Directions:** Read the questions, and help students with their responses.



**1.** What is the boy looking at?

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**2.** What does the object show?

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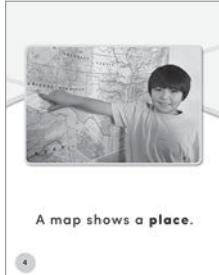
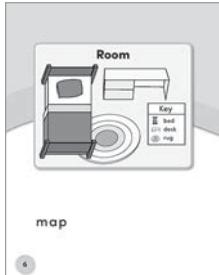
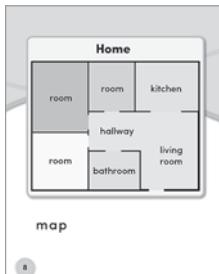
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

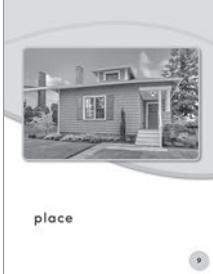
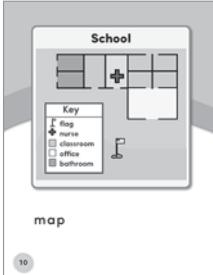
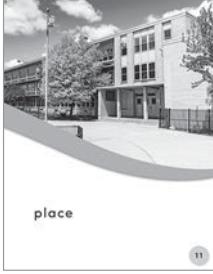
# Map It! Oral Reading Record

| Word Count  |
|---|
| 0   |
| Codes   |
| Visual<br>Uses visual clues to discuss photo.   |
| Meaning<br>Develops meaning related to book topic.  |
| Words<br>Reads words.<br>C = correct<br>E = error<br>SC = self-correct<br>(You may use tally marks above each C, E, and SC.)  |
| Sequence/Structure<br>Recognizes sequence or structure of the book.<br>(e.g., storm sequence or good/bad contrast pattern)  |
| Prompts   |
| <b>First Prompt:</b> Tell me about this book.   |
| <b>Second Prompt:</b> Tell me more. (This may be used only once.)   |
| Rubric  |
| 2 = strong response<br>1 = adequate response<br>0 = little or no response<br><b>Note:</b> To pass, students should score a total of 6 or more in each category and have a 1 or 2 in the Sequence/Structure. |

| Page | Photo and Text   | Visual | Meaning | Words  |
|------|--|--------|---------|--------|
| 2    | <br>This is a map.<br>2   | 2 1 0  | 2 1 0   | C E SC |
| 4    | <br>A map shows a place.<br>4   | 2 1 0  | 2 1 0   | C E SC |
| 6    | <br>Room<br>Key:<br>bed desk rug<br>map<br>6                                      | 2 1 0  | 2 1 0   | C E SC |
| 7    | <br>place<br>7  | 2 1 0  | 2 1 0   | C E SC |
| 8    | <br>Home<br>room room kitchen<br>hallway<br>room bathroom living room<br>map<br>8 | 2 1 0  | 2 1 0   | C E SC |

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

**Map It! Oral Reading Record**

| Page | Photo and Text   | Visual | Meaning | Words    |
|------|--|--------|---------|----------|
| 9    | <br>place<br>9    | 2 1 0  | 2 1 0   | C E SC   |
| 10   | <br>map<br>10     | 2 1 0  | 2 1 0   | C E SC   |
| 11   | <br>place<br>11 | 2 1 0  | 2 1 0   | C E SC   |
|      | Totals   |        |         | C + SC = |
|      | <b>Sequence/Structure</b>  |        | 2 1 0   |          |

Error Rate: Self-Correction Rate: Accuracy Percentage: Time:

