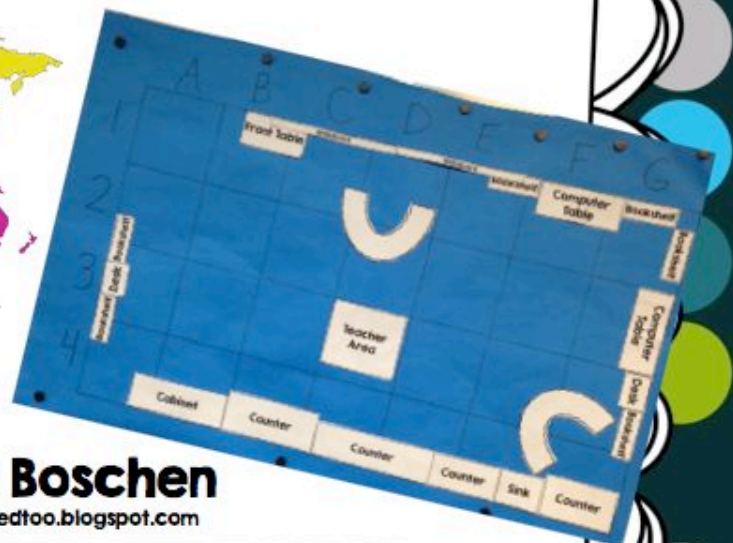


Location, Location, Location

A unit to supplement teaching about
maps and locations that matches
second grade social studies standards



Jessica Boschen
whatihavelearnedtoo.blogspot.com

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California Second Grade Social Studies Standards:

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).

2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.

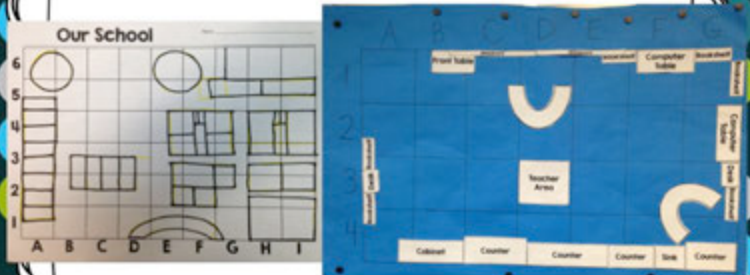
3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.

4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

Letter-Number Grid Maps

In this section, students go through a series of experiences locating objects on a simple letter-number grid system.

1. Classroom Grid Map (whole group model)
2. School Grid Map (partner practice)
3. Neighborhood Maps (partner or individual practice)



California Social Studies Standard
2.11 Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).

Making the Classroom Grid Map

Start with creating a large grid of the classroom on butcher paper. Measure your classroom and draw a rectangle that is approximately 10' x 10'.

For instance, 468 x 276 inches, which is 39 x 23 feet.

Draw grid lines every 1 foot.

The following are possible questions that could be asked about the classroom grid map. These should be done orally at first and then can be written.

After practicing orally, I like to have each student write a question on a small piece of paper. They don't write questions about the Classroom Grid Map.

Student listen to ask 1 trade of 1 answer. Provide student have one

Questions about the Classroom Grid Map

The following are possible questions that could be asked about the classroom grid map. These should be done orally at first and then can be written.

After practicing orally, I like to have each student write a question on a small piece of paper. They don't write questions about the Classroom Grid Map.

What is in square _____?

Where is a _____?

How many _____ are on the map?

Where is the _____?

What is in square _____?

Where is a _____?

School Grid Map

Our School

You have a couple

Using your school map, answer the following questions.

1. What is in square C2?
2. Where is the office?
3. Where is the library?
4. What is in square E6?
5. Where is _____'s classroom?
6. Where is _____'s classroom?
7. Where is the playground?

Photocopy whichever map students has a copy of 1

Write a question about your school map

The question sheet may be used. Please let me know questions. Each school may not have a class

Trade papers with a partner and answer their question

A Neighborhood

Using the map grid, answer the following questions about the location of the buildings.

	A	B	C	D	E
1					
2					
3					
4					
5					

Legend

- airport
- bank
- greenhouse
- food shops
- library
- police station
- post office
- restaurant

1. The airport is in square _____.
2. The fire station is in square _____.
3. The library is in square _____.
4. _____ is in square E1.
5. There are _____ buildings on the map.
6. _____ is in square A1.

Map of North America

With students, label (write) and color a geographic and political map of the North American continent. You can either do two maps, one geographic and one political, or combine the features onto one map.

Be sure to include (Suggestions are in parenthesis. Add more as needed).

- major countries (United States of America, Canada, Mexico)
- oceans (Pacific Ocean, Atlantic Ocean)
- Great Lakes
- major rivers (Colorado River, Mississippi River)
- mountain ranges (Rocky Mountains, Appalachian Mountains, Sierra Nevada Mountains)

Give students a blank map and the labels and have them cut and paste the labels on the map in the correct locations. Contact me if you would like additional labels.

Use the vocabulary cards to teach and review the vocabulary needed to label the map either prior to doing the first map or in between the first and second maps. Or, use them when viewing maps in your social studies text book.

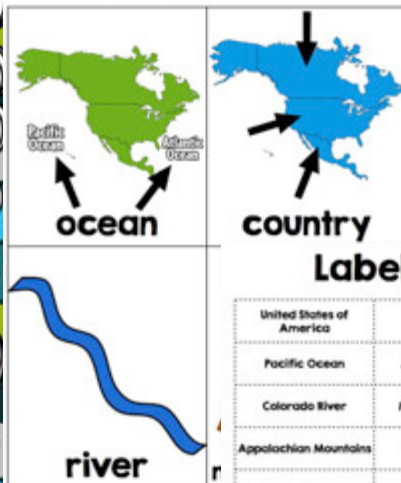
The essential map elements is best taught and reviewed through the use of a variety of maps, more than I could provide in this packet. Included are vocabulary cards and labels for those elements. I have also included a memory game for the elements.

Note: The scale included on the maps is not accurate.

California Social Studies Standard:

2.2.2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.

Vocabulary Cards



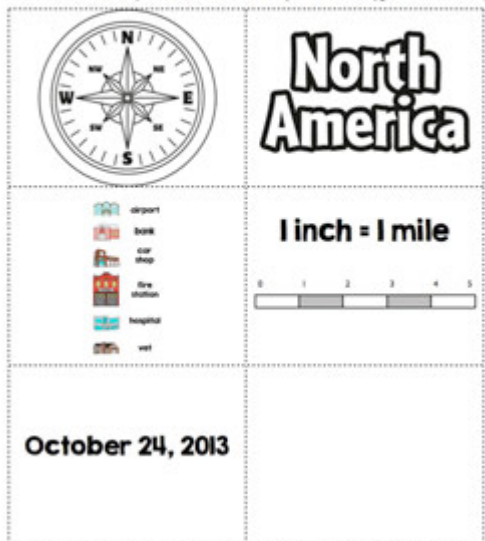
Labels for Map

United States of America	Canada	Mexico
Pacific Ocean	Atlantic Ocean	Great Lakes
Colorado River	Mississippi River	Rocky Mountains
Appalachian Mountains	Sierra Nevada Mountains	compass
title	legend	scale
date		

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Appalachian Mountains	Sierra Nevada Mountains	compass
title	legend	scale
date		

Essential Map Elements Memory Game

Cut out the pictures and words on the dotted line. Play as a traditional memory game.



North America



Where did your ancestors live?

Send home the parent letter to find where students' families are from, how they moved here, and why they moved here.

Choose the map that best suits your students and class.

Help students place an "X" on their map and label the country, state, or city where their family is from. Have students tell in their own words how their family moved here and why.

Have students report out to the whole class, using the sentence frames. As students report out, mark on a larger map where students' ancestors are from. Copy or enlarge the map on the next pages or use a large classroom map.

California Social Studies Standard:
2.2.3. Locate on a map where their ancestors lived, telling when the family moved to the local community and how and why they made the trip.

Note: The following parent letter is similar to the parent letter sent home with the Family Tree in my Long Ago & Now Unit.



Where are your ancestors from?

Dear Parents / Guardians,
Please help your child learn more about their family history by helping them answer the following questions. We are learning where our ancestors lived and when they moved to our local community.

Thank you for your help at home with this project!

Sincerely,

When did our family move here? _____

Why did our family move here? _____

How did our family move here? _____

Where did your Ancestors Live?



Where did your ancestors live?

My ancestors lived in _____

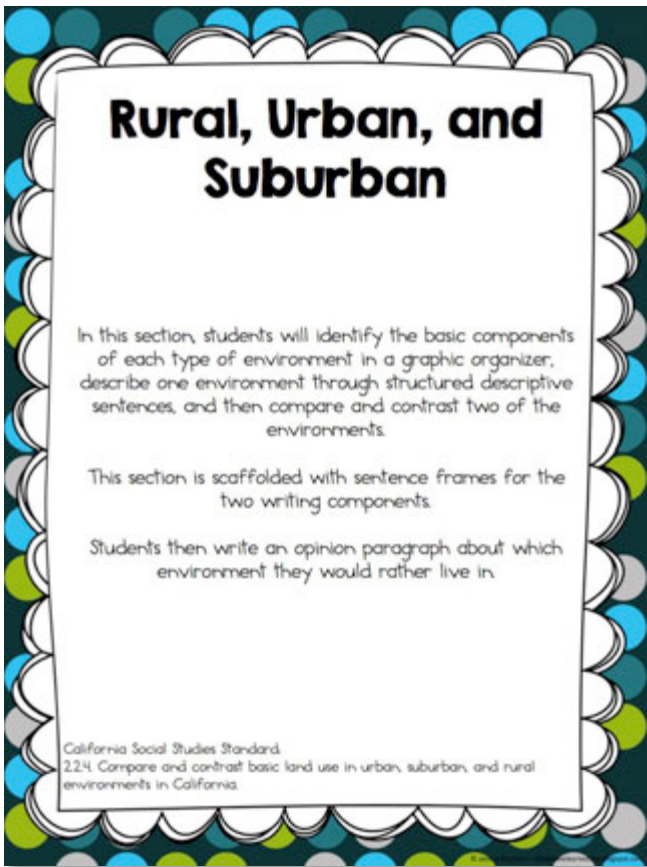
When did your ancestors move here?

My family moved here on / in _____

Why did your family move here?

My family moved here because / to _____

**Maps for the world
and each continent.
Two versions of
North America
(with and without
Greenland)**



Rural, Urban, and Suburban

In this section, students will identify the basic components of each type of environment in a graphic organizer, describe one environment through structured descriptive sentences, and then compare and contrast two of the environments.

This section is scaffolded with sentence frames for the two writing components.

Students then write an opinion paragraph about which environment they would rather live in.

California Social Studies Standard:
2.2.4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

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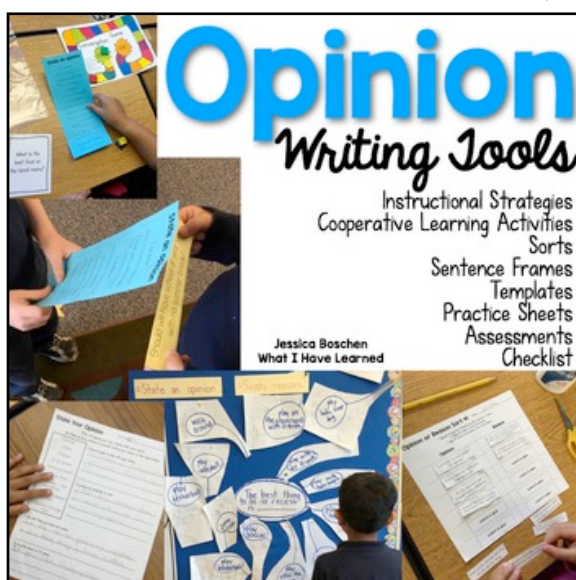
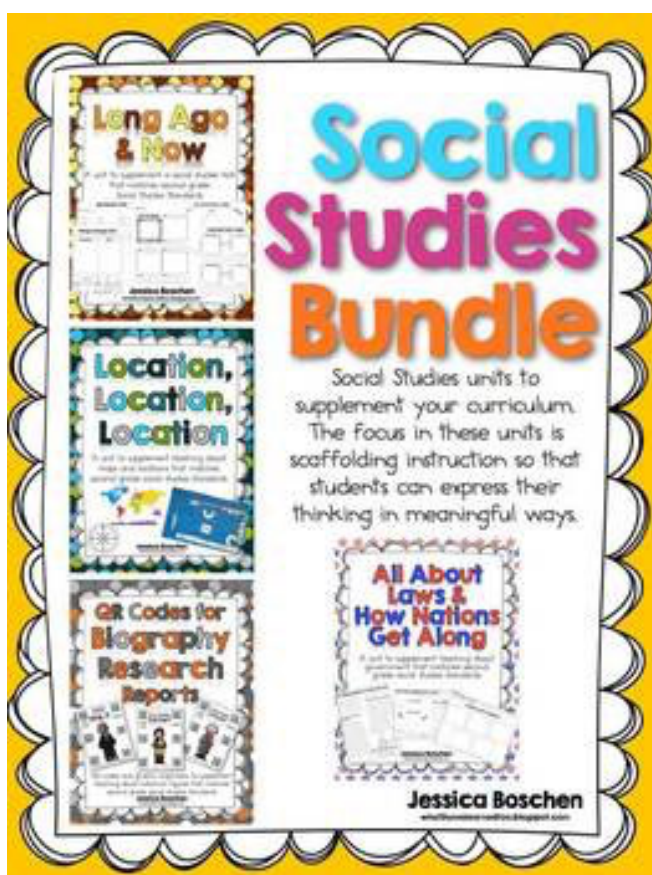
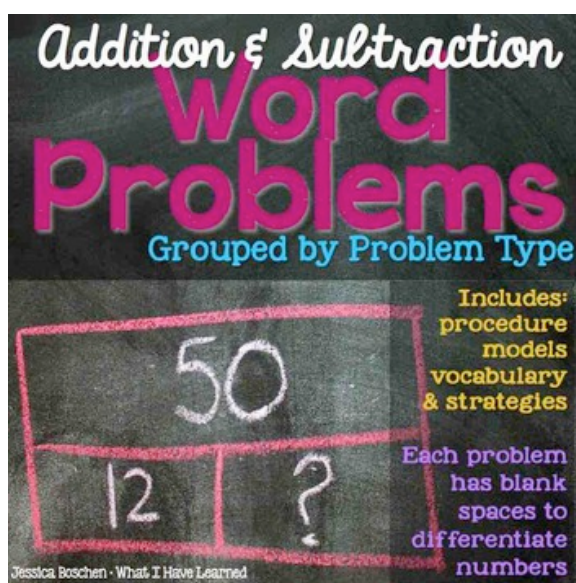
have / is

WHAT I have LEARNED



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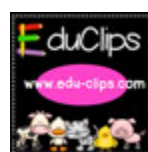
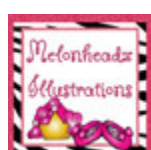
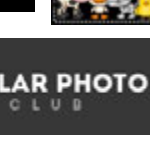
Science

English Language Arts

Don't forget to earn credits by providing feedback.

If you have any questions, please email jessica@whatihavelearnedteaching.com.
I'm happy to help.

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