



WEEK 3 Day 3

Text Talk
Me on the Map

Big Idea	Places have different resources.
Weekly Question	Where do our resources come from?
Content Objectives	I can use key details from the text and illustrations to describe the connection between the various maps in the text (RI.1.3, Geography 11).
Language Objective	I can answer questions about key details in a text read aloud. (SL.1.2)
Vocabulary	<p>map: a flat or two-dimensional representation of a place</p> <p>state: an area organized by a government, part of a country</p> <p>country: an area organized by a single government, part of a continent</p> <p>continent: one of the world’s main areas of connected land</p> <p>natural resource: a material that exists in nature</p> <p>industry: all the people and processes involved in producing a good or service</p> <p>local: belonging to the nearby area</p> <p>global: relating to the whole world</p> <p>stereotype: an idea that many people have, often about people, that is overly simple and not necessarily accurate</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Me on a Map</i>, Joan Sweeney <p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “This is me.”</p> <p>On the whiteboard write: What did you learn about maps from this book?</p>

	<p>Why do you think the author and illustrator chose to show a map of the child’s room at the beginning and a map of the whole world at the end?</p>
<p>Opening 1 minute</p>	<p><i>This week we are exploring the question, Where do our resources come from? As we learned in From Cocoa Bean to Chocolate, goods that we use come from all around the world!</i></p> <p>Set a purpose for reading. <i>Today we will read a book titled Me on the Map, written by Joan Sweeny and illustrated by Qin Leng. This book will help us get a better sense of where we live, and where we are in relation to the many places around the world where our resources come from.</i></p>
<p>Text and Discussion minutes</p>	<p><i>What did the child represent on her map that we also see in her room?</i></p>
<p>page 3</p>	<p>Point to the doorways on the map. <i>What do you think these represent?</i></p>
<p>page 4</p>	<p><i>I’m noticing that the narrator drew the map of her house as if she cut the roof off and was looking over it, like a bird flying overhead would see. This is called an aerial view.</i></p>
<p>page 5</p>	<p><i>The child started with a map of her room, then of her house, and now of an even bigger area, her street. Her room is inside of her house, which is on her street. What do you predict she’ll make a map of next? What gives you that idea?</i></p>
<p>page 6</p>	<p><i>Do you see her house, on her street, inside her town? We learned the word local, which means happening in an area close by, such as in a neighborhood, like this.</i></p> <p><i>This narrator lives in a town; What is our town?</i></p>
<p>page 9</p>	<p><i>This child’s state is different than the state we live in. What state do we live in?</i></p> <p><i>I’m noticing less detail on this map than on the maps of her street and her house. As we keep reading—as the places she draws get bigger and bigger—notice whether there is more or less detail.</i></p>
<p>page 11</p>	<p><i>This child’s country is not different than the country we live in, it’s the same. What is it called? Can we locate our state on this map?</i></p>
<p>page 15</p>	<p><i>Here the narrator says, “This is my country on the map of the world.” In fact, we don’t know which country she means, but she is</i></p>

	<p><i>indicating the continent of Asia. Each continent includes many countries. Asia includes China, Japan, India, Vietnam, and many others. What continent do we live in?</i></p> <p>Connect the text to the Weekly Question and prior texts. <i>This is like the world map that we looked at on slides when we read From Cocoa Bean to Chocolate. Here we can see the continents where cocoa beans are grown, such as South America and Africa. Remember, chocolate making is a global industry—it happens in different countries around the world. We’ll learn about both local and global industries in this unit.</i></p>
page 23	<p><i>Take a look at the children the illustrator drew on the map of the United States. Do you think all kids in these countries look the same and do the same things?</i></p> <p><i>In order to show something about many different places around the world, Qin Leng drew simple illustrations based on her own ideas. In each country, there are many different types of people who do many different kinds of things. These illustrations show some stereotypes; that means the way the people are depicted does not represent how everyone looks and acts.</i></p>
Key Discussion 5 minutes	<p>Think, Pair, Share. Refer to the questions on the board.</p> <p>Prompt 1: <i>What did you learn about maps from this book?</i></p> <p>Prompt 2: <i>Why do you think the author and illustrator chose to show a map of the child’s room at the beginning and a map of the whole world at the end?</i></p>
Closing 1 minute	<p><i>Tomorrow we’ll explore another good that is part of a global industry: sneakers!</i></p>
Standards (Boston)	<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>11. Explain that a map represents spaces and helps one identify locations and features.</p>
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>What understanding about maps do children demonstrate? Do children demonstrate understanding about the relationship between smaller and larger areas of land?</p>

Notes