The Land Around Us

2nd Grade Social Studies
Reflections (Harcourt School Publishers), Unit 2

UNIT BEFORE

The unit "The Land Around Us" is a second grade unit taught as part of the textbook based program from Reflections. There are no official curriculum guides for this content and teachers are directed to work through the activities in the Teacher's Edition as part of the social studies curriculum. These are the worksheets that support the classroom reading of the textbook.

The lessons include:
- ❏ Lesson 1: Different Kinds of Maps
- ❏ Lesson 2: Living in California
- ❏ Lesson 3: North America
- ❏ Lesson 4: Moving From Place to Place

Online resources and activities are available to supplement the content at the publisher's website. These resources and activities link to outside sites, some of which are no longer working or up to date and are extremely text heavy and not at all appropriate for the reading level of a second grade student.

Current Pacing guide for UNIT II: Land Around Us

Homework Practice Book (HPB); Assessment Guide (AG); Maps, Charts, and Graphs (MCG)
- ● Day 1 - Introduction pgs. 64 - 75; AG Unit 2 pretest pg. 9
- ● Day 2 - Lesson 1 pgs. 76 – 8 Kinds of Maps; HPB pgs. 10 – 11; MCG L5 Directions pgs. 10 – 11
- ● Day 3 - Lesson 2 pgs. 82-89 Living in CA; HPB pgs. 12-13; MCG L6 A Grid pgs. 12-13
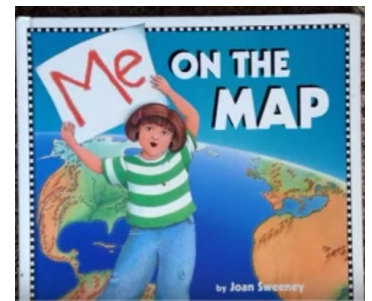
- Day 4 - Lesson 3 pgs. 90-97 North America; Benjamin Banneker pgs. 98-99; HPB pgs. 14-15
- Day 5 - Lesson 4 pgs. 100-107 Moving; HPB pgs. 16-17; MCG L7 Signs and Symbols pgs. 14 – 15
- Day 6 - Friends of River, Joshua Tree pgs. 108 – 115, Write Unit 2 review pgs. 116 – 119 HPB pgs. 18 – 19 AG Unit 2 Test pgs. 10 – 12
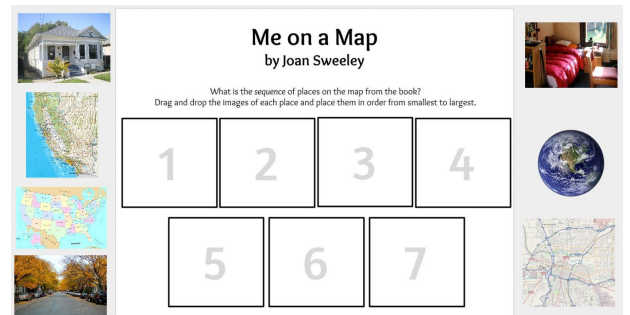

UNIT AFTER

Lesson 1: Different Kinds of Maps (2 days)

1. Video of reading *Me on a Map* by Joan Sweeney (Substitution)
   a. As a class, students watch "Me on a Map by Joan Sweeney," a video reading of the children's book by Lisa Kahle. https://youtu.be/b0cjSXC2rHE
   b. Second read, students will read with a partner and follow along with the video.
   c. Third read, students will take turns reading to their partner without the video.
2. Sequencing (Augmentation)
   a. With a partner, students will open up the Google Slides template "Me on the Map Sequencing."
   b. Put the places on the map from smallest to largest.
   c. Take a screenshot of the final graphic organizer, title it "Maps Sequence, Name 1 & Name 2", and share it with the teacher.
3. Discussion Questions
   a. What is this book, *Me on a Map*, mostly about?
   b. What are the most important details in the text?
4. Google Maps from Largest to Smallest - Teacher Directed (Augmentation)
   a. Individual students will open Google Maps (www.maps.google.com) and zoom all of the way out. Toggle between Earth view and Map view.
      i. What do you notice as being different between these two views?
      ii. Which view do you prefer and why?
   b. Students will take a screenshot of *whichever view they prefer*, title it "Google World" and save it to a New Folder called "Google Maps".

   c. In the search box, type in "United States" and zoom to the country level. Take a screenshot, title it "Google Country" and save it to the folder "Google Maps."

   d. With student participation, determine that the next search item is "California". Type that into the search box and zoom to the state level. Take a screenshot and title it "Google State". Save to "Google Maps" folder.

   e. Follow the same procedure and zoom to the city level. Take a screenshot and title it "Google City". Save to "Google Maps" folder.

   f. Instead of zooming to the home address, have students zoom to the school address by typing the name of the school in the search bar. Take a screenshot and title it "Google School". Save to "Google Maps" folder.

   g. Sample of My Maps slideshow.

5. My Maps using Slides and Movenote (Modification)

   a. **_NOTE TO TEACHER_**: *Movenote requires directory release information for students to use. Check if your students have this release on file BEFORE using Movenote.*

   b. Using the images from the Google Maps activity, students will create a slide presentation using the My Maps template. Directions on how to make a copy and insert slides are on the first slide of the slides file.

> **My Maps**
> Add your name here

   c. Once the slideshow is complete, students will upload it to Movenote (Google Drive add-on).

   d. In Movenote, students will narrate their slideshow and publish.
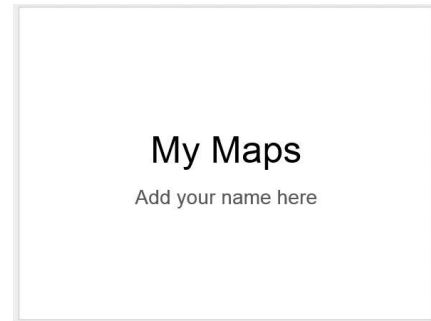
Lesson 2 - California (1 day)

1. Places in California (Augmentation)

   a. Place students in groups of 3 and each student accesses the Google Slide "Living in California Words." One student makes one copy, titles it "Living in California Names" with the student names from the group, and shares it with the students in the group.

   b. Using the "Living in California" slideshow, take students through each slide with the following questions for slides 2-5:

      i. What words describe this picture?

      ii. What do you see?

      iii. What kind of place is this a picture of?

   c. Student groups add words that are used for each slide to their Google Doc.

   d. Using the words student groups brainstormed as well as those from the other groups, each group will define the words state, city, urban, suburban, and rural with words about the photos.

2. Urban or Rural Image Chart (Substitution)

   a. In small group, students work together to find images using the Image Search feature of Google Slides and the words generated from the "Living in California" slideshow to

complete the Urban or Rural? Chart. Before adding images, make a copy and title it "Urban or Rural Names" with names of students.

Lesson 3 - North America (1 day)

1. Continents and Countries
    a. Prompts:
        i. What is a country?
        ii. What is a continent?
    b. Teacher leads students through the presentation Continents and Countries.
    c. Slide 8 Prompts:
        i. Where is California?
    d. Slide 9 Prompts:
        i. Which states have the most people?
        ii. Which states do you think would be the most rural areas?
        iii. What patterns do you see about where people live?
    e. Slide 11 Prompts:
        i. What do you think the colors of the map represent?
2. U.S. Map Landforms Grid
    a. Students open and make a copy of U.S. Map Landforms Grid Google Slides.
    b. Using the landform icons along the sides of the map, students drag and drop the landforms onto the map using the information discussed on Slide 11.

EXPLANATION OF TECHNOLOGY INTEGRATION

Substitution

1. Video of reading *Me on a Map* by Joan Sweeney
    a. The YouTube video of a person reading the book *Me on a Map* is a substitution for the teacher reading the story aloud in class. One could argue that by using technology, there is a functional improvement because it gives students a model that they can refer back to, but the functional improvement is marginal.
2. Urban or Rural Image Chart
    a. The chart was created in Google Draw and set as the background for the single slide in this assignment. Students will use the search feature in Google Slides to find images that represent a place that is urban and a place that is rural. The addition of technology allows students to practice technology skills of searching and inserting images. Students will also use the technology skills of making a copy and adding text. Students could do the same activity without technology and the technology does not significantly provide a functional improvement.

Augmentation

1. Sequencing of *Me on a Map*
    a. Originally, I determined that this activity was at the substitution level because it was simply a digital worksheet. However, the steps of taking a screenshot and sharing with the teacher can only be performed with technology, placing it at the augmentation level as defined in the slides from class.
2. Google Maps from Largest to Smallest
    a. Although teacher directed, this activity has students use Google Maps to capture screenshots and save these images to a folder that they create in their Google Drive. The lesson has the students start from a world view and move into a more narrow view of their school. These screenshot images are then placed into a slideshow and a "selfie" is added for each slide along with a written sentence. All of these activities could not be performed without technology.
3. Places in California Words
    a. The Places in California Words activity is at the augmentation level because the ability to collaborate in groups of three in real time in a Google Doc could not be completed without technology. Students are able to brainstorm words and definitions together based upon the lesson and images provided by the teacher. The use of technology substitutes for a tool, but also enhances the lesson through the synchronous collaboration.

Modification

1. My Maps using Slides and Movenote (Modification)
   a. The addition of Movenote takes this activity to the Modification level because it takes a static slideshow and turns it into a narrated, multimedia artifact. The task is redefined because it can now be shared and published for a larger audience beyond the walls of the classroom.

Redefinition

1. There were no Redefinition activities in this unit.