

**Unit of Study:**  
*Thinking Like a Geographer*  
*Geographical Regions & Map Skills*

Cypress-Fairbanks Independent School District  
Integrated Social Studies, Grade 3

## Unit 3 - Geography Week at a Glance

Week	Instructional Focus	Reading Workshop	Writing Workshop	Revising & Editing
1	Map Skills & Tools	Literary NF: Media Literacy test Talk, Summary	Personal Narratives	Revision: Inserting Details
2	Physical Environment	Nonfiction		Revision: Word Choice
3	Adaptation		Prompt-based Personal Narratives	Subject-Verb Agreement
4	Physical and Human Process	Realistic Fiction		Verb Tense

### GENERAL INFORMATION ABOUT UNIT

- ★ The lessons in this unit are geared toward the 3<sup>rd</sup> grade TEKS. Teachers are encouraged to modify these activities as needed and choose resources that best fit their needs. INSS objectives should be visible.
- ★ Vocabulary & current events resources are located in iXplore in INSS Resources.
- ★ Lessons should be integrated into the reading/writing workshop schedule during the following times; poetry, read aloud with accountable talk (20 minutes), independent reading and writing, group or share time. See the suggested schedule in iXplore.
- ★ In the Unit Overview, the Bloom's verbs have been underlined and critical skills have been color-coded.
- ★ You can access Journey's materials through the [Think Central](#) website. Some examples of materials you can use for read a-louds include; the student e-book, leveled readers, vocabulary readers, decodable readers, and the write-in reader.
- ★ Brain Pop has a new site called Brian Pop Educators. It is free to join and has some great resources and lesson plans for all subjects.  
<http://www.brainpop.com/educators/home/>
- ★ [Tumble Books](#) offers a 30-day Trail membership
- ★ The vocabulary PPT used for this unit is divided into these sections:  
Slides 1-8: Map Skills  
Slide 9: Climate  
Slides 10-21 :Landforms

## Grade 3 - Integrated Social Studies Curriculum

### Unit 3: Geography


Unit Length: 4 Weeks

<b>Conceptual Lens:</b>	Geographic tools and concepts
<b>Social Studies TEKS:</b>	<p>3.4(A) describe and explain variations in the physical environment, including climate landforms, natural resources, and natural hazards</p> <p>3.4(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains</p> <p>3.4(C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape (tie to 4A-natural hazards)</p> <p>3.4(D) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape</p> <p>3.4(E) identify and compare the human characteristics of various regions</p> <p>3.5(A) use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community</p> <p>3.5(B) use a scale to determine the distance between places on maps and globes</p> <p>3.5(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes</p> <p>3.5(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</p> <p>3.17(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and <b>comparing and contrasting</b></p>
<b>Unit Overview:</b>	Students will understand how humans adapt to variations in the physical environment and the concepts of location, distance, and direction on maps and globes.
<b>Literature Selections:</b>	Teachers may choose a variety of literature for the read aloud selections to develop students' understanding of the social studies concepts. See Appendix A for suggested literature resources.

## Map Skills & Tools Overview: Week 1

Enduring Understandings/Generalizations	Guiding/Essential Questions
Geographers use maps and globes to interpret the world.	<ul style="list-style-type: none"><li>▪ Why do we need maps?</li><li>▪ What useful tools does a map contain to help you use it more effectively?</li><li>▪ Why do they use scale on a map? <b>So maps can be a manageable size to read.</b></li><li>▪ How could we use a map as our read aloud? Are you really reading a map?</li></ul>
Students will . . .	
<ul style="list-style-type: none"><li>• participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions</li><li>• use primary and secondary sources</li><li>• <u>use</u> cardinal and intermediate directions to <u>locate</u> places on maps and globes <b>such as the Rocky Mountains, the Mississippi River, and Austin, Texas</b>, in relation to the local community</li><li>• <u>use</u> a scale to <u>determine</u> the distance between places on maps and globes</li><li>• <u>identify and use</u> the compass rose, grid system, and symbols to <u>locate</u> places on maps and globes</li><li>• <u>create and interpret</u> maps of places and regions that contain map elements, <b>including a title, compass rose, legend, scale, and grid system</b></li></ul>	

## Instructional Resources Week 1

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> <li>• Horizons Textbook: can be used during a read aloud or as independent reading p. 42-43: Read A Map p. 166-167: Find Intermediate Directions p. 178-179: Using a Map Grid</li> <li>• Appendix B-Map Review &amp; Introduction</li> <li>• Appendix C - <a href="#">Cy-Fair ISD Map</a> : it can be printed out for each student and placed in his or her ISN or projected onto a large screen.</li> <li>• Appendix D-Scale</li> <li>• Appendix E: Which Way Do I Go?</li> <li>• Time For Kids Reader: Geography Tools Teacher Guide – p. 25-26</li> <li>• iXplore Resources:               <ul style="list-style-type: none"> <li>✓ Geography Vocab. PPT – slides 1-8</li> <li>✓ Map Review PPT</li> <li>✓ How To Read a Map-Notebook File</li> <li>✓ Unlocking Maps Notebook File</li> </ul> </li> </ul>	<p>Geography concepts can be taught through a read aloud, but students need time to practice certain maps skills during the 20 minute RAWAT time.</p> <p>Students will also be given the opportunity to use these skills for the technology project at the end of the 9 weeks.</p>	<ul style="list-style-type: none"> <li>• Participation in discussions/account able talk on Read Aloud</li> <li>• Appendix C – CFISD Map Questions</li> <li>• Appendix E - Which Way Do I Go?</li> <li>• Time For Kids Reader: Geography Tools Teacher Guide – p. 27: Geography Crossword Puzzle, p. 28: Make a Map of Your Room</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">How To Make a Map w/ Google Map</a></li> <li>• <a href="#">Map Skills Games &amp; Activities</a></li> <li>• <a href="#">Brain Pop Jr. : Reading Maps</a></li> </ul> <div style="text-align: center;">  <p>Landforms_1st grade.kmz</p> </div>

**Pacing Guide: Week 1**

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary	Read Aloud w/Accountable Talk-Content Lessons			Current Events
<p>Review map vocabulary and concepts from 2<sup>nd</sup> grade and introduce new terms by using either Appendix B or the <i>Geography Vocabulary PPT</i> (slides 1-8) or the <i>Map Review PPT</i> in iXplore.</p> <ul style="list-style-type: none"> <li>✓ Map</li> <li>✓ Globe</li> <li>✓ Cardinal Directions</li> <li>✓ Intermediate Directions</li> <li>✓ Scale</li> <li>✓ Compass Rose</li> <li>✓ Legend</li> <li>✓ Grid</li> <li>✓ Symbol</li> </ul>	<p>Focus: Locating places on a map</p> <ul style="list-style-type: none"> <li>• Reading a map is just like reading a book – you use it to find information.</li> <li>• Use the maps on p. A10-13 of the Horizons textbook as a read aloud.</li> <li>• Have students point to the title, compass rose, legend, and symbols. (review from yesterday)</li> <li>• Using Appendix E, have students work individually or in pairs to complete the activity.</li> </ul>	<p>Focus: Using Scale</p> <ul style="list-style-type: none"> <li>• Teacher can use the information on Tbp. 42 as a RA to review the term distance scale. You may want to provide rulers to students for the days' activities.</li> <li>• During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%)</li> <li>• Students may also stop and jot answers to the guiding questions in their ISN. (%)</li> <li>• Examples of the two types of scale most commonly used on maps can be found on Appendix E along with an activity using a map of Texas. (%)</li> </ul>	<p>Focus: Interpreting a Grid Map</p> <ul style="list-style-type: none"> <li>• Using the <a href="#">CFISD District Map</a>, ask students what they notice about the top and side of the map. What are the numbers and letters for? Explain this is a different type of map called a grid map. It is a set of lines the same distance apart that cross one another to form boxes.</li> <li>• After a discussion of these items, have students work collaboratively to answer questions 1-13 on Appendix C (%)</li> <li>• Teachers can also use the information on p. 178-179 in the Horizons textbook as a read aloud.</li> </ul>	<p>Focus: Putting it all together -Let's Create a Map</p> <ul style="list-style-type: none"> <li>• Using p. 28 in the TFK Teachers Guide as a model, have students work in pairs or groups to create a map of the classroom. (%)</li> </ul>



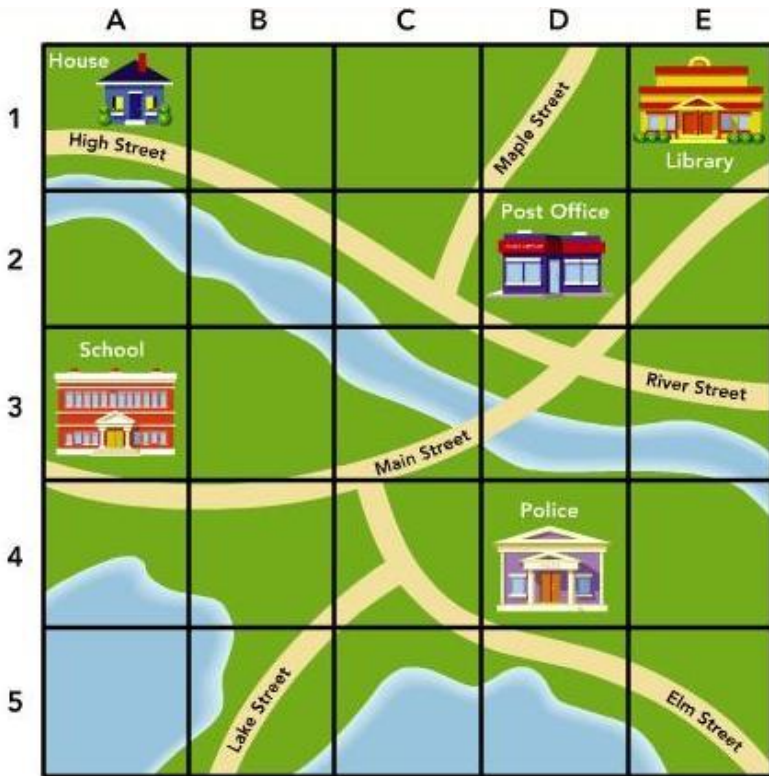
Topic	Suggested Literature
Map Skills	<ul style="list-style-type: none"> <li>• <a href="#">Are We There Yet, Daddy?</a> , Virginia Walters</li> <li>• <i>Hottest, Coldest, Highest, Deepest</i>, Steve Jenkins</li> <li>• <a href="#">How to Make an Apple Pie and See the World</a>, Marjorie Priceman</li> <li>• <i>Maps: Getting from Here to There</i>, Harvey Weiss</li> <li>• <i>Me on the Map</i>, Joan Sweeney</li> <li>• <i>My Granny Went to Market: A Round the World Counting Rhyme</i> , Stella Blackstone</li> <li>• <i>There's a Map on My Lap!</i>, Tish Rabe</li> <li>• <i>This is the Way We Go to School</i>, Edith Baer</li> <li>• <i>The Once Upon a Time Map Book</i> by B.G. Hennessy</li> <li>• <i>Journey of Oliver K. Woodman</i>, Darcy Pattison</li> <li>• <i>Mapping Penny's World</i>, Loreen Leedy</li> <li>• Time For Kids Reader: <b>Geography Tools</b>, Teacher Guide p. 25-28</li> <li>• <b>Geography Tools</b>, Time for Kids reader</li> <li>• <a href="#">The Journey of Oliver K. Woodman</a>, Darcy Pattison – Journeys Unit 5, TBp. 234-256 – this is a great story written in the form of letter. Students can track the journey of Oliver on a map.</li> </ul>
Physical Environment (Climate, Landforms, Natural Resources)	<ul style="list-style-type: none"> <li>• <i>What is a Landform?</i>, Rebeca Rissman <a href="#">limited preview</a></li> <li>• <i>Robinson Crusoe</i> – Horizons TBp. 140-143</li> <li>• <i>Glaciers</i>, D.V. Georges</li> <li>• <i>Mountain</i>, B.J. Knapp</li> <li>• <i>Hills</i>, Christine Webster</li> <li>• <i>Peninsulas</i>, Ellen Sturm Niz</li> <li>• Books by Sheila Anderson: <b>Coasts, Islands, Mountains, Plains, Plateaus, Valleys</b></li> <li>• <b>America's Top 10 Natural Wonders</b></li> <li>• Books by Isaac Nadeau: <b>Canyons, Caves, Glaciers, Islands, Mountains, Peninsulas</b></li> <li>• <a href="#">The Seven Wonders of the Natural World</a>, Celia King</li> <li>• <a href="#">Alejandro's Gift</a>, Richard E. Albert</li> <li>• <i>The Magic School Bus and the Climate Challenge</i>, Joanna Cole</li> <li>• <a href="#">What is Climate?</a>, Ellen Lawrence</li> <li>• <i>Death Valley: A Day in the Desert</i>, Nancy Smiler Levinson</li> <li>• <a href="#">This Land is Your Land</a>, Woody Guthrie</li> <li>• <a href="#">Someplace Else</a>, Carol Saul</li> <li>• <a href="#">The Armadillo from Amarillo</a>, Lynne Cherry</li> <li>• <a href="#">From Here to There</a>, Margery Cuyler</li> <li>• <i>Life on the Ice</i>, Susan E. Goodman – Journeys Unit 4, TBp. 140-157</li> <li>• <i>Mountains: Surviving on Mt. Everest</i>, Michael Sandler – Unit 5, Journeys TBp. 301-316</li> <li>• <i>TFK: Living in Antarctica</i>, TFK Teachers Guide-p. 33-36</li> <li>• <i>A World of Ice</i>, Lois Grippio – Journeys Write in Reader, p. 194-201</li> </ul>

<p><b>Human Process</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">The Wartville Wizard</a>, Don Madden</li> <li>• <a href="#">My New York</a>, Kathy Jakobsen</li> <li>• <a href="#">What You Know First</a>, Patricia MacLachlan</li> <li>• <i>10 Things I Can Do to Help My World</i>, Melanie Walsh</li> <li>• <i>Common Ground: The Water, Earth, and Air We Share</i>, Molly Bang</li> <li>• <a href="#">Where Do I Live</a>, Neil Chesanow</li> <li>• <i>A Mr. Rubish Mood</i> from <i>Judy Moody Saves the World</i>, Meg McDonald, Journeys Unit 4, TBp. 15-28</li> <li>• <i>Save the Rain Forest</i>, Patricia Ann Lynch, Journey Unit 4, TBp. 30-32</li> </ul>
<p><b>Physical Process</b></p>	<ul style="list-style-type: none"> <li>• <i>Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival</i>, Kirby Larson and Mary Nethery</li> <li>• <i>The Great Storm: The Hurricane Diary of J.T. King</i>, Lisa Waller Rogers</li> <li>• <i>A Place Where Hurricanes Happen</i>, Renee Watson</li> <li>• <i>Danger! Earthquakes</i>, Seymour Simon</li> <li>• <i>Rocking and Rolling</i>, Phillip Steele</li> <li>• <i>Glaciers Change the Earth</i>, Time for Kids</li> <li>• <i>The Power of Volcanoes</i>, Journeys Unit 4, TBp. 106</li> <li>• <i>The Land Volcanoes Built</i>, Patricia Ann Lynch - Journeys Unit 5, TBp. 288-290</li> </ul>



# Review of Geographic Tools

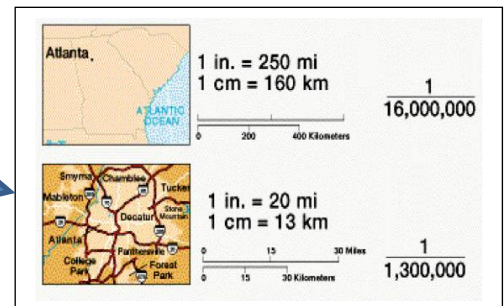
Maps use a **key**, or **legend** to explain the meaning of each of the **symbols** used in the map.



A **compass rose** is used for showing cardinal directions.

A **grid** is a series of evenly spaced imaginary lines that intersect with one another at right angles. One set of lines are distributed across the globe horizontally, and one set of lines are distributed vertically.

**Scale (map):** The scale of a map is defined as the ratio of a distance on the map to the actual distance on the ground.



Many maps can have a **title**.



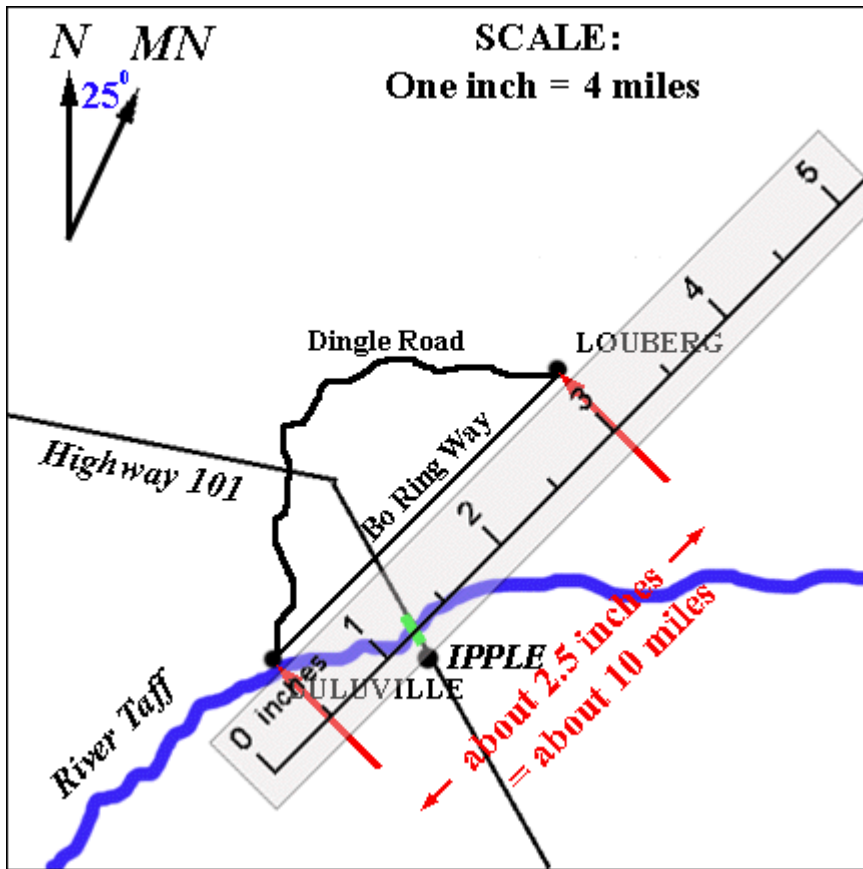
# Map of CFISD

Name \_\_\_\_\_

1. What is the title of the map? \_\_\_\_\_
2. What does a map legend tell us? \_\_\_\_\_
3. How many items are included in the legend? \_\_\_\_\_
4. Why do we use symbols on a map? \_\_\_\_\_
5. What is the symbol for an elementary school? \_\_\_\_\_
6. How do you use the compass rose? \_\_\_\_\_
7. What grid location is our school? \_\_\_\_\_
8. What grid location is The Berry Center? \_\_\_\_\_
9. What grid location is Hamilton Middle School? \_\_\_\_\_
10. What grid location is Cypress Ridge High School? \_\_\_\_\_
11. What school is located at J 9 ? \_\_\_\_\_
12. What school is located at 3 E ? \_\_\_\_\_

## Bonus Question

13. What are three elementary schools near your school? Write their name and their grid address.

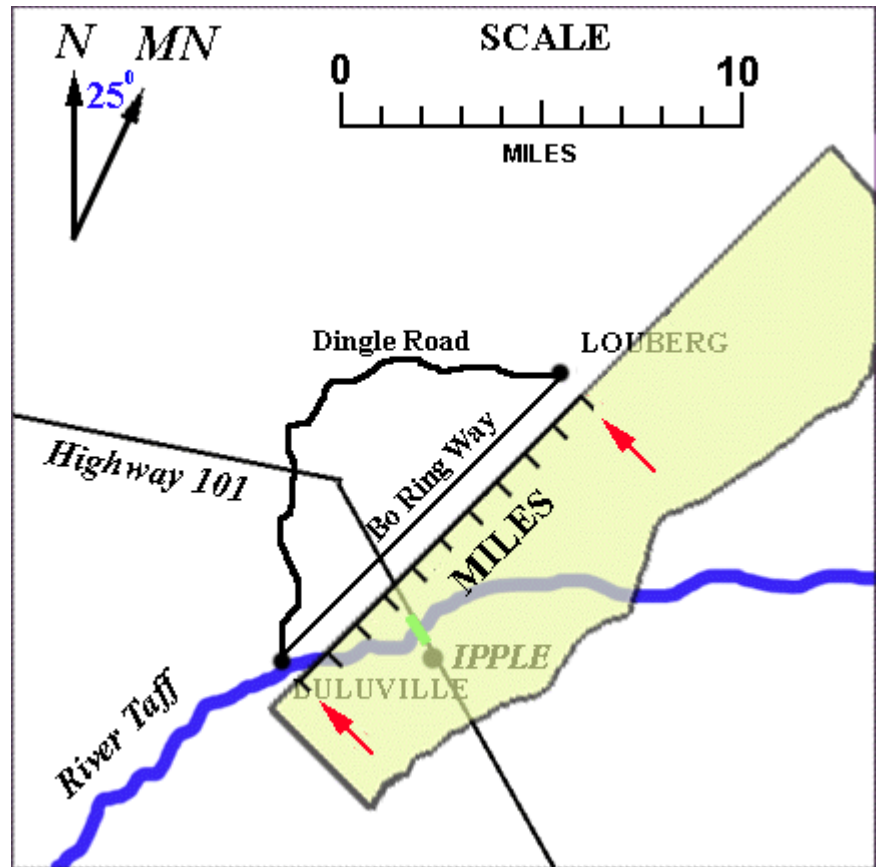


Tells you in words that one inch on this map is equal to 4 miles.

You can use a ruler to determine the distance from one point to another on the map.

This map uses a bar scale to show the length that equals 10 miles on the map.

You can take a piece of paper, mark off miles from the bar scale onto the edge of the paper, and then hold the edge of the paper onto the map.







**Use a ruler and the map above to answer the following questions.**

1. How far (in miles) is it from Houston, Texas to Austin, Texas? \_\_\_\_\_
2. How far (in miles) is it from Austin, Texas to Dallas, Texas? \_\_\_\_\_

## Which Way Do I Go?

### Activity #1

Use the map on p. A10-11 of the Horizons textbook.

Find Houston, Texas.

Find the Austin, Texas.

Using the compass rose, which direction would you need to travel to get from Houston, Texas to Austin, Texas?

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### Activity #2

Use the map on p. A10-11 of the Horizons textbook.

Find Houston, Texas.

Find the Mississippi River.

Using the compass rose, which direction would you need to travel to get from Houston, Texas to the Mississippi River?

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### Activity #3

Use the map on p. A12-13 of the Horizons textbook.

Estimate the location of Houston, Texas by using what you know from the previous map.

Find the Rocky Mountains.

Using the compass rose, which direction would you need to travel to get from Houston, Texas to the Rocky Mountains?

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How many states do the Rocky Mountains cover? \_\_\_\_\_

