Maps with a key, and land and water on a globe

History, geography and society, grade 1 - by Claude Opus 5.5 - status: written (unreviewed)

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Grade 1 Society: Maps with a Key, and Land and Water on a Globe (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every activity against your school's rules.
>
> Text-checked by two other agents (GLM-5.3 Flash, Gemini 4 Argon); see Known gaps.

Back to the society progression | Grade 1 year plan - Term 3

Big idea

A map shows a place as if we were looking down on it from above. Maps use small pictures called **symbols**, and a **key** tells us what each symbol means, so anyone can read the map. We can use a map and its key to find things and to say where they are, and we can make our own map of a place we know. A **globe** is a round model of the whole Earth; it shows land and water, and there is much more water than land.

This is the third society unit of grade 1 (term 3). It builds on the kindergarten unit Near and far, our school walk and a picture map (a map is a picture from above; near, far, next to, in front of, behind) and uses the made-up town of Little Hill from grade 1 term 1 and term 2. Grade 1 adds symbols and a key, finding things with the key, making a map with a key, and a first look at a globe.

Outcomes

By the end of the unit most children can:

1. Match three classroom objects to their pictures "from above" and say that a map shows a place from above.
2. Use the key of the Little Hill map to say what three symbols stand for, and find one of each on the map.
3. Say where something is on the map with **next to**, **near**, **between** and **across the river** (not left and right).
4. With a group, make a simple map of a corner of the classroom with a key of at least three symbols.
5. Point to land and to water on a globe, and say one way a globe is different from a flat map.

Prior knowledge

- Kindergarten society term 3: a map is a picture from above; near, far, next to, in front of, behind; a picture map of the school.
- Grade 1 society terms 1 and 2: the made-up town of Little Hill; working in pairs and groups.
- Grade 1 mathematics: counting to 20 (counting symbols on the map) and flat shapes (drawing outlines from above).
- No reading is needed. The key uses pictures; the words in the key are for the adult.

Lessons

Each lesson is about 40 minutes: Opening 5, Main activity 25, Discussion 5, Closing check 5. Teach about two lessons a week.

Lesson	Title	Main activity
1	Looking down from above	Look down on objects on a tray, draw their outlines, match "side" and "from above" pictures
2	Symbols and a key	Meet the Little Hill map; match symbols to the key; invent a symbol
3	Using the key to find things	Count symbols; follow position clues to place toys on the map
4	Making a map with a key	Groups make a map of a classroom corner with a key; a partner group reads it
5	Land and water on a globe	Explore a globe and a flat world map; find land and water; show what you know

Materials (whole class unless noted)

- Lesson 1: per group of 4, a tray with 4 objects (a plastic cup, a small box, a ball, a wooden block); per child, a sheet of paper with a large square drawn on it (the "tray") and a pencil; per pair, 8 matching cards (4 "from the side" and 4 "from above" pictures of a cup, a chair, a table and a toy car); per child, a 3-card "from above" set (cup, box, ball) for the closing check; for tactile access, the real objects and felt or card cut-outs of their outlines.
- Lesson 2: a large Little Hill map (A1 or bigger; how to draw it is in lesson 2) with a key of 6 symbols; per pair, a small copy of the map and a set of 6 loose symbol cards; blank cards and pencils for inventing a symbol; a raised-symbol version of the map and key (see Access); the tray drawings from lesson 1.
- Lesson 3: the large Little Hill map and the pair copies from lesson 2; per pair, 4 small toys or counters with pictures (a cat, a kite, a ball, a duck); 4 large clue cards (read by the adult; listed in lesson 3); the playground symbols from lesson 2 and sticky tack; a large toy or picture of a bear for the closing check; the 4 toys as real small objects for the raised-symbol map.
- Lesson 4: per group of 4, a large sheet of paper with the outline of the chosen classroom corner drawn by the adult (door, wall and window marked); pre-cut paper shapes for furniture (rectangles and circles; adult-cut); glue sticks; crayons; a blank key strip with 4 boxes; per group, 4 job cards with pictures (shape placer, symbol drawer, key maker, checker); per group, one small toy for hiding and a star sticker (for the closing check); sticky or foam shapes and card for tactile maps; the tray drawings from lesson 1.
- Lesson 5: a globe on a stand (a raised-relief globe if the school has one); a flat world map; the large Little Hill map and the group maps from lesson 4; an inflatable globe ball; a class tally chart with a wave picture (water) and a hill picture (land); per child, a wave card and a hill card; for the one-to-one check, a cup, a box, a ball, the 3-card "from above" set from lesson 1 and a pair copy of the Little Hill map (for blind or low-vision children, the lesson 1 tactile outline cut-outs and the lesson 2 raised-symbol map and key instead).
- For tactile or low-vision access: large, bold-outline cards described aloud; raised symbols (felt, foam or glued string) on one copy of the Little Hill map and its key; a raised-relief globe or a globe with land areas outlined in glued string where possible.

Assessment

- Lessons 1-4: the teacher notes answers in the closing checks (observe; no writing needed). Children can answer by speaking, signing, pointing or choosing a picture card.
- Lesson 4: the group map is evidence for outcome 4. Note which children chose a symbol, placed a shape or helped make the key; every child should have one job (see lesson 4).
- End-of-unit one-to-one check (about 4 minutes per child; plan extra small-group time in the week, as 40 minutes is not enough for a whole class). Materials: a cup, a box and a ball and the 3-card "from above" set; a pair copy of the Little Hill map with its key; the globe; the flat world map. For blind or low-vision children, use the tactile outline cut-outs from lesson 1 and the raised-symbol map and key from lesson 2. Answer guide:
    1. "Which picture shows the cup from above? The box? The ball?" (Cup: a circle (a ring); box: a rectangle or square; ball: a circle.) "What does a map show?" (A place seen from above; any answer about looking down counts.)
    2. "Point to this symbol in the key. What does it mean? Find one on the map." Do this for three symbols (for example tree, house, school). (Each symbol's meaning is in the key; any matching symbol on the map counts.)
    3. "Where is the pond? Use a place word." (For example next to the trees, near a house, across the river from the school.) Accept any true position word; "left" or "right" is fine if the child says whose left ("on my left").
    4. Outcome 4 is assessed from the group map in lesson 4, not in this check.
    5. Globe. "Show me some water. Show me some land." (Any water or land area.) "How is the globe different from this flat map?" (It is round; you can turn it; it is a ball like the Earth; the flat map shows the whole world at once.)
- There is no validated pass mark. The check covers the main ideas, not every skill in the unit.

⚠ Safety (read before lesson 1)

- Trays and objects: plastic or wooden objects only (no glass or china). Small objects stay on tables and out of mouths.
- Scissors: the adult cuts the furniture shapes in advance; children only glue and draw.
- Globe: an adult carries it and puts it on a table. Children turn it gently with one hand while it stays on its stand; nobody spins it fast.
- The inflatable globe in lesson 5 is passed hand to hand in a circle, not thrown or kicked.

Families, feelings and privacy

- Little Hill is a made-up town. Every map in this unit is of Little Hill or of the school. Never ask children to draw or describe their home, their street, where they live or how they get to school, and do not mark children's homes on any map.
- Children who want to say where they have been or where their family comes from can do so on the globe in lesson 5; nobody has to. Do not ask children where they or their family were born.
- Some children have moved home or country, or live in more than one home; this is another reason the unit uses a made-up town.

Access and taking part

- Every card and every symbol has a picture, so no child needs to read.
- Children may answer by speaking, signing, pointing, choosing a card or using a communication device. Give extra waiting time.
- Colour is never the only clue. Each map symbol has its own shape (see lesson 2), and water has wavy lines as well as blue colour. On the globe, tell children with colour-vision differences that water is usually the smoothest and largest part; a raised-relief globe helps everyone feel the difference.
- Low vision and blind children: large, bold-outline cards described aloud; a raised-symbol copy of the Little Hill map, explored with the adult guiding the child's hand from the key to the map; tactile maps in lesson 4 made with sticky or foam shapes.
- Children who cannot reach the large map or globe have a pair copy of the map on their table, and the globe is brought to them.
- Deaf children: face the class when giving clues; point to the symbol or place as you say each word; use the school's interpreter or signs where the child uses sign language.

Sources

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, read via an Internet Archive snapshot of the publisher's PDF (PDF page 41 for geographic representations). The unit uses these K-2 indicators, each checked word for word in that PDF:
  - D2.Geo.1.K-2 "Construct maps, graphs, and other representations of familiar places." (lessons 1 and 4)
  - D2.Geo.2.K-2 "Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them." (lessons 2 and 3)
  - D2.Geo.3.K-2 "Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places." (lessons 3 and 5)
- The same PDF (page 14) says that particulars "such as ... the difference between a map and a globe" are decisions for each state. Teaching map versus globe in grade 1 is **my choice**, not a C3 requirement.
- Ocean, Wikipedia, read on 10 November 2026, for the teacher fact in lesson 5: "Approximately 71% of Earth's surface ... is covered by ocean."
- Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.

Known gaps and cautions

- Written 10 November 2026. Text-checked by GLM-5.3 Flash the same day (C3 indicator quotes and page numbers against the PDF, the ocean figure and its classroom wording, map counts, key, job cards, materials and links): no errors reported, so no changes were needed. Also text-checked by Gemini 4 Argon the same day (all files, links, timings, counts and citations): no errors, two optional notes (tactile materials for the one-to-one check; both shops share one symbol), both added in 635565b, which Gemini 4 Argon also diff-checked the same day (see PEERCHECKS.md). Not yet checked by a teacher.
- The kindergarten map unit says grade 1 returns to a school walk and makes a route map of the local area. This unit keeps maps inside the school and the made-up town (no walk outside the school and no real streets), to protect privacy and to keep the focus on symbols and keys. Schools that already do local walks safely can add one.

- Compass directions (north, south, east, west), grid references, scale and continent and ocean names are left for later grades (see the progression). The globe lesson names only "land" and "water"; children may name places they know, but no names are taught or assessed.
- Left and right depend on where you stand, so the unit uses next to, near, between and across for map positions. Children who use left and right are asked "whose left?"; this is a choice, not taken from a source.
- "Blue for water" is true of most globes and maps but not all; check yours (lesson 5).
- The "land or water?" game in lesson 5 is a game, not a measurement; where a hand lands is not truly random. The fact that there is more water than land comes from the source above, not from the game.
- Pacing and vocabulary load are untested estimates; a qualified local educator should review the unit before classroom use.
- The order of lessons, the activities, the Little Hill map layout, the symbols and the timings are my choice, not taken from a source.

Lesson 1: Looking down from above

Unit overview - Next: Lesson 2

Goal: Children see that things look different from above and from the side, draw objects "from above", and say that a map shows a place from above.

Length: about 40 minutes.

Materials

- Per group of 4: a tray with 4 objects: a plastic cup, a small box, a ball and a wooden block.
- Per child: a sheet of paper with a large square drawn on it (the "tray") and a pencil.
- Per pair: 8 matching cards: 4 "from the side" pictures (a cup, a chair, a table, a toy car) and 4 "from above" pictures of the same things.
- Per child: a 3-card "from above" set (cup, box, ball) for the closing check.
- For tactile access: the real cup, box and ball, and felt or card cut-outs of their outlines from above (a ring, a rectangle, a circle).
- The kindergarten classroom picture map, if the school still has it (optional, for the opening).

Steps

✎ Opening (5 min)

Hold a plastic cup at children's eye level. "What shape do you see?" (Sides and a rim, a bit like a rectangle.) Now hold it low so children look down into it. "What shape now?" (A circle, a ring.) Say: "The same cup looks different when we look at it **from the side** and **from above**. A bird flying over us sees everything from above. A **map** is a picture of a place from above." If you have the kindergarten picture map, show it: "You made a map like this in kindergarten."

✎ Main activity (25 min)

1. **Look down on the tray (10 min).** Each group stands round its tray and looks straight down. "Which objects look like a circle from above? Which look like a square or a rectangle?" (Cup: a circle or ring; ball: a circle; box and block: rectangles or squares, depending on the shapes.) Children may move the objects first and then look again.
2. **Draw the tray from above (10 min).** Each child draws the outline of each object, from above, inside the square on their paper, in the place where it sits on the tray. "Draw only what you see from above: the outline." Walk round and ask: "Where is the ball on your drawing? Is it next to the cup on the tray too?" Say: "Your drawing is a map of the tray."
3. **Side or above? (5 min).** Pairs match each "from the side" card with its "from above" card (cup with a circle, chair with a square seat and four small corners, table with a big rectangle, toy car with a long rectangle with wheels peeping out).

✓ Discussion questions (5 min, with answers)

1. "Why does a ball look like a circle from the side and from above?" (It is round all over; it is the same shape from every side.)
2. "Why does a map show places from above?" (So we can see where everything is at once; from the side, tall things hide things behind them.)
3. "Look at your tray drawing. If someone moved the ball, would your map still be right?" (No; the map would need to change. A map shows where things were when it was made.)

✓ Closing check (5 min, with answers)

Each child has the 3-card "from above" set. Hold up the real objects one at a time: "Show me this one from above." (Cup: the ring or circle; box: the rectangle; ball: the circle.) Accept the circle for either the cup or the ball if the child explains (the cup card has a rim inside the circle). Then ask a few children: "What does a map show?" (A place from above.) Note who matches the cards and who uses "from above".

Vocabulary

from above, from the side, outline, map

Differentiation

- **Support:** use 2 objects on the tray (ball and box); match only the cup and toy car cards.
- **Extension:** draw the whole group table from above, with the tray on it.
- **Early finishers:** move two objects on the tray, and ask a partner to change the drawing to match.

Access

- Blind and low-vision children explore each object with their hands, then find its outline cut-out (ring, rectangle, circle) and place it on a square of card, in the same place as the object on the tray. The adult describes each card aloud in the matching task.
- Children who cannot stand round the tray have it brought to their table and look down from their seat.
- Children can answer by speaking, signing, pointing or choosing a card.

⚠ Safety

- Plastic or wooden objects only; no glass or china.
- Children look down at the tray from where they stand; nobody climbs on a chair or table to get higher.

Teacher notes

- Keep the tray drawings for lesson 4, where children make a bigger map in the same way.
- The cup card "from above" should show a ring (a circle with a smaller circle inside) so it is different from the ball.

Lesson 2: Symbols and a key

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children learn that maps use small pictures called symbols, and that a key tells us what each symbol means.

Length: about 40 minutes.

Materials

- A large Little Hill map (A1 or bigger) with its key (how to draw it is in the teacher notes).
- Per pair: a small copy of the map with its key, and a set of 6 loose symbol cards (house, tree, shop, school, water, bridge).
- Blank cards and pencils for inventing a symbol.
- A raised-symbol copy of the map and key (felt, foam or glued string).
- The tray drawings from lesson 1.

Steps

✎ Opening (5 min)

Hold up one child's tray drawing from lesson 1 (with permission) and a real cup. "On this map the cup is a small circle. We did not draw the whole cup; we drew a small picture that stands for it." Say: "A small picture that stands for something on a map is a **symbol**."

✎ Main activity (25 min)

1. **Meet Little Hill from above (8 min).** Show the large map. "This is Little Hill, the made-up town we know, seen from above, like a bird flying over it." Point to the river: "What do you think these wavy lines are?" Let children guess, then say: "Some of you guessed. How can we be sure?" Show the **key** in the corner: "The key tells us what each symbol means." Go through the six symbols one at a time, pointing to the key and then to one on the map.
2. **Match the key (10 min).** Pairs take the 6 loose symbol cards and lay each one on the matching symbol in their map's key, saying what it means ("This one is a tree"). Then they find one of each on the map and put a finger on it. Walk round: "How did you know that is a school?" (It has the same symbol as the school in the key: a building with a flag.)
3. **Invent a symbol (7 min).** "Little Hill is building a playground. It needs a symbol." Each pair draws a simple symbol for a playground on a blank card (for example a slide or a swing). Share two or three. Ask: "What else would the map need, so people know what our symbol means?" (We would need to add it to the key.)

✓ Discussion questions (5 min, with answers)

1. "Why do maps use symbols and not big pictures?" (Big pictures would not fit; small symbols keep the map clear; you can draw many.)
2. "Why does a map need a key?" (So everyone knows what the symbols mean; without it people have to guess.)
3. "The water is blue on our map. How else can we tell it is water?" (The wavy lines; the key shows the wavy-line symbol means water.)

✓ Closing check (5 min, with answers)

Point to a symbol in the key on the large map (or hand a child a loose symbol card): "What does this symbol mean? Can you find one on the map?" Ask several children, using different symbols. (Each answer is in the key: house, tree, shop, school, water, bridge.) Note who uses the key to work it out, and who finds a matching symbol on the map.

Vocabulary

symbol, key, map, from above

Differentiation

- **Support:** start with 3 symbols (house, tree, water); add the others when the child is ready.
- **Extension:** invent a symbol for one more thing (for example a bus stop) and draw a key box for it.
- **Early finishers:** count how many tree symbols are on the map (6) and how many house symbols (4).

Access

- Blind and low-vision children use the raised-symbol copy: the adult guides the child's hand to each raised symbol in the key, then helps the child find the same shape on the map.
- Each symbol has its own shape, so colour is never the only clue: house (a square with a triangle roof), tree (a circle on a short stick), shop (a square with a striped awning), school (a building with a flag), water (wavy lines; blue as well), bridge (two parallel lines across the river).
- Children can answer by speaking, signing, pointing or choosing a symbol card.

⚠ Safety

- No special risks. Raised symbols must be stuck down firmly so small pieces do not come off.

Teacher notes

- **How to draw the Little Hill map** (this layout is my choice; keep it the same for lessons 2, 3 and 5):
  - A river runs across the middle of the map, from one side edge to the other, with one bridge in the middle.
  - On the **school side** of the river: the school just next to the bridge; 2 houses at one end; a park with 3 trees at the other end.
  - On the **pond side** of the river: a pond at one end with 3 trees next to it; 2 shops (a bakery and a toy shop) just next to the bridge; 2 houses at the other end.
  - Totals: 4 houses, 6 trees, 2 shops, 1 school, 1 bridge, water for the river and the pond.
  - The key, in a box in one corner, shows the six symbols, each with a word for the adult: house, tree, shop, school, water, bridge.
- Do not add children's homes, real street names or real places to the map.
- Keep the playground symbols for lesson 3.

Lesson 3: Using the key to find things

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children use the key to find and count things on a map, and say where things are with next to, near, between and across the river.

Length: about 40 minutes.

Materials

- The large Little Hill map with its key, and the pair copies from lesson 2.
- Per pair: 4 small toys or picture counters: a cat, a kite, a ball and a duck.
- 4 large clue cards, each with a picture of the toy and the clue (read by the adult; the clues are in step 2).
- The playground symbols the pairs drew in lesson 2, and sticky tack.
- A large toy or picture of a bear for the closing check.
- The raised-symbol copy of the map from lesson 2, with the 4 toys as real small objects for touch.

Steps

✎ Opening (5 min)

Point to the key on the large map. "Who can remember what the key is for?" (It tells us what the symbols mean.) "Today we will use the key to find things in Little Hill." Recap the place words from kindergarten: next to, near, far. Add two new ones with the map: **between** ("the bridge is between the school and the shops") and **across the river** ("the pond is across the river from the park").

✎ Main activity (25 min)

1. **Count with the key (7 min).** Pairs use their copy of the map. "Find the house symbol in the key. How many houses are in Little Hill?" (4.) "How many trees?" (6.) "How many shops?" (2.) Pairs touch each symbol as they count. Check together on the large map.
2. **Clue hunt (12 min).** Read one clue card at a time and show its picture. Pairs put the toy on their map where the clue says:
    - "The cat is next to the pond." (Anywhere beside the pond.)
    - "The kite is in the park, between two trees." (In the park, between any two of its 3 trees.)
    - "The ball is across the river from the school, next to a shop." (On the pond side of the river, beside the bakery or the toy shop.)
    - "The duck is on the water, but not on the river." (On the pond.) After each clue, one pair shows where they put the toy on the large map and says why.
3. **Whose left? (6 min).** Ask a child sitting opposite you to stand on the other side of the large map. Point to the pond: "Is the pond on the left or the right?" Children on each side give different answers. "We are both right! Left and right change when you turn round. **Next to** the pond does not change." Turn the pair maps round and check: the

cat is still next to the pond. Say: "On a map, we use next to, near, between and across. If you say left or right, say whose left."

✓ Discussion questions (5 min, with answers)

1. "How did the key help you find the shops?" (We looked at the shop symbol in the key and found the same symbol on the map.)
2. "What do you cross to go from the school to the bakery?" (The river, by the bridge.) Both shops use the same shop symbol, so point to the bakery first, or accept either shop.
3. "Why is 'next to the pond' a better clue than 'on the left'?" (Left changes when you turn round or stand on the other side; next to stays the same.)

✓ Closing check (5 min, with answers)

Put the large bear next to the bakery on the large map (or tell a blind child, guiding their hand). Ask individual children: "Where is the bear? Use a place word." (For example: next to the bakery or a shop; near the bridge; across the river from the school. Both shops share one symbol, so "next to a shop" is a full answer.) Then: "Find me a tree, using the key." (Any tree symbol.) Note who uses a true position word and who uses the key.

Vocabulary

key, symbol, next to, near, between, across the river

Differentiation

- **Support:** use only the cat and duck clues; give the sentence frame "The ... is next to the ...".
- **Extension:** pairs choose a place for their playground symbol, stick it on their map, and give another pair a clue to find it ("The playground is between the ... and the ..."). Add the playground symbol to the key.
- **Early finishers:** write or say their own clue for a toy and give it to a partner.

Access

- Blind and low-vision children use the raised-symbol map and the small real objects; the adult reads each clue and guides the child's hand from the key symbol to the map.
- Deaf children: show the clue card picture and point to each place on the large map as you say the clue; use signs for the place words if the child uses sign language.
- Children who cannot move to the large map show their answer on their pair copy.
- Children can answer by speaking, signing, pointing or placing a toy.

⚠ Safety

- Small toys and counters stay on tables and out of mouths.

Teacher notes

- Accept any place that matches a clue; several places are right for most clues (any spot beside the pond, any two trees in the park).
- "Across the river from" only works when the river is between the two places; check children's answers against the map.
- Leave the Little Hill map up for lesson 5.

Lesson 4: Making a map with a key

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: In groups, children make a map of a corner of the classroom from above, with symbols and a key, and another group uses it to find something.

Length: about 40 minutes.

Materials

- Per group of 4: a large sheet of paper with the outline of the chosen classroom corner drawn by the adult (walls as lines, with the door and window marked).
- Pre-cut paper shapes for furniture: rectangles (tables, shelves, rug) and circles (stools, plant pot). Adult-cut.
- Glue sticks and crayons.
- Per group: a blank key strip with 4 boxes.
- Per group: one small toy for hiding, and a star sticker.
- Per group: 4 job cards with a picture (shape placer, symbol drawer, key maker, checker).
- Sticky or foam shapes and a piece of card for a tactile map.
- The tray drawings from lesson 1.

Steps

✎ Opening (5 min)

Show a tray drawing from lesson 1. "You made a map of a tray. Today each group makes a map of a real place: our [reading corner]." Stand at the edge of the corner and point: "If a bird looked down from the ceiling, what would it see?" (The tops of the tables, the rug, the shelves.) Show one group's outline sheet and point out the walls, the door and the window.

✎ Main activity (25 min)

1. **Jobs (2 min).** Each child in the group takes a job card. **Shape placer:** chooses and places the furniture shapes. **Symbol drawer:** draws a symbol on each shape (for example a book on the shelf). **Key maker:** draws the same symbols in the key strip. **Checker:** looks at the real corner and says if each shape is in the right place. Everyone helps glue.
2. **Place the shapes (8 min).** Groups look at the real corner and lay the shapes on their sheet in the right places before gluing. Ask: "What is next to the shelf in the real corner? Is it next to the shelf on your map too?"
3. **Symbols and key (8 min).** Groups choose a symbol for at least 3 things (for example shelf, rug, table) and draw each one on the map and in the key. "Could another group read your map without asking you?"
4. **Hide and mark (7 min).** While each group watches, the adult puts the group's toy somewhere in the corner. The group sticks the star sticker on its map in the same place

and adds a star to the key: "star = toy". Then the adult moves the toy away again, and groups swap maps.

✓ Discussion questions (5 min, with answers)

1. "How did you decide where the rug goes on the map?" (We looked at the real corner; we checked what it was next to.)
2. "Why does your map need a key?" (So the other group knows what our symbols mean.)
3. "Two groups made maps of the same corner. Why do they look different?" (Different symbols, colours and drawing; they can both be right if things are in the right places.)

✓ Closing check (5 min, with answers)

Each group has another group's map. The adult puts that group's toy back in the place its star shows. One child from the receiving group uses the map to walk to (or point to) the place in the real corner and says how they knew. (For example: "The star is next to the book symbol, and the key says the book symbol is the shelf, so the toy is next to the shelf.") Note which groups' maps let another group find the toy, and which children explain using the key or a place word.

Vocabulary

map, symbol, key, from above, next to

Differentiation

- **Support:** the adult draws the outline with the biggest furniture already in place; the group adds 2 symbols and a 2-box key.
- **Extension:** add the door and window to the key, or add a symbol for a plant or the teacher's chair.
- **Early finishers:** check the map against the real corner and fix one thing.

Access

- A tactile map: the group (or a child with a visual impairment and an adult) places sticky or foam shapes on card, each a different shape or texture, and the key uses the same shapes. In the closing check, the adult guides the child's hand from the star to the nearby shapes and then walks with the child to the place.
- Children who use a wheelchair or cannot walk round the corner do the checker or key maker job, and point to the place in the closing check.
- Any job can be shared. A child who prefers not to draw can place shapes or check.
- Children can answer by speaking, signing, pointing or showing the place.

⚠ Safety

- The adult cuts the shapes in advance; no scissors for children in this lesson.

- Choose a corner with a clear floor; children walk, and stay out of the corner while the adult hides the toy.

Teacher notes

- Choose a corner with 4 to 6 big objects (for example the reading corner: rug, shelf, floor cushion, table). All groups can map the same corner.
- Do not hide the toy anywhere high, inside a cupboard or near the door.
- Keep the group maps for assessment of outcome 4 and display them next to the Little Hill map in lesson 5.

Lesson 5: Land and water on a globe

Unit overview - Previous: Lesson 4

Goal: Children learn that a globe is a round model of the whole Earth, find land and water on a globe and a flat map, and show what they know about maps.

Length: about 40 minutes.

Materials

- A globe on a stand (a raised-relief globe if the school has one).
- A flat world map.
- The large Little Hill map and the group maps from lesson 4.
- An inflatable globe ball (a soft "beach ball" globe).
- A class tally chart on the board with two columns: a wave picture (water) and a hill picture (land).
- Per child: a wave card and a hill card for the closing check.
- For the one-to-one check (later in the week; see the unit overview): a cup, a box and a ball and the 3-card "from above" set from lesson 1; a pair copy of the Little Hill map with its key. For blind or low-vision children: the tactile outline cut-outs from lesson 1 and the raised-symbol map and key from lesson 2.

Steps

✎ Opening (5 min)

Point to the Little Hill map and the group maps. "These maps show small places: a town, a corner of our classroom. What if we wanted to show the **whole Earth**, where everybody lives?" Bring out the globe. "This is a **globe**. It is a model of the Earth. The Earth is round like a ball, so the globe is round too." Let children say what they notice.

✎ Main activity (25 min)

1. **Land and water (8 min).** Turn the globe slowly. "On this globe, blue means **water**: seas and oceans. The other colours mean **land**." (Check your own globe's key first; most globes use blue for water, but not all.) Children come up in small groups and touch one water place and one land place, saying "water" or "land". On a raised-relief globe, let them feel that the land is often a little raised and the water is smooth.
2. **Globe and flat map (7 min).** Hold up the flat world map next to the globe. "This map shows the whole world too, but it is flat." Find one big blue area on the globe, then the same area on the flat map. Ask: "What is different?" (The globe is round and you turn it to see the other side; the flat map shows everything at once; you can fold or hang the flat map.) "What is the same?" (Both show land and water; both have blue for water.)
3. **Land or water? (10 min).** Children sit in a circle. Pass the inflatable globe hand to hand (not thrown). When the adult says "stop", the child holding it looks where their right hand is touching (or any hand, or the adult checks for them) and says "water" or "land". The adult marks the tally chart. After about 20 turns, count the two columns

together. Say: "This is a game, not a real measurement. But people who have measured the whole Earth found that there is much **more water than land**: about 7 parts out of every 10 parts of the Earth's outside are ocean." Compare with the class tally: "Did our game show more water too?" (Usually yes; if not, that is fine; the game is a guess, the measurement is the fact.)

✓ Discussion questions (5 min, with answers)

1. "What is a globe?" (A round model of the whole Earth.)
2. "How is a globe different from a flat map?" (It is round; you turn it; it shows the Earth's real shape; a flat map shows everything at once.)
3. "Is there more land or more water on Earth?" (More water.)
4. "How are the Little Hill map and the globe the same?" (Both are pictures of places from above; both use colours or symbols that mean something.)

✓ Closing check (5 min, with answers)

Each child has a wave card and a hill card. Point to places on the globe and the flat map one at a time: "Land or water?" Children hold up a card. (Blue areas: water, the wave card; other colours: land, the hill card.) Then ask a few children: "How is the globe different from the flat map?" (Round, turns, shows the real shape of the Earth.) Note who holds up the right card and who gives a difference.

Vocabulary

globe, model, Earth, land, water, ocean, flat map

Differentiation

- **Support:** at the globe, touch only one big water area and one big land area, with the adult naming them.
- **Extension:** find the biggest blue area on the globe and the same area on the flat map, and say why it looks a different shape on the flat map (the round globe is spread out flat).
- **Early finishers:** look at the group maps from lesson 4 and say what is the same as on the globe (both have a key or colours that mean something).

Access

- Blind and low-vision children: a raised-relief globe, or a globe with land areas outlined in glued string, explored with the adult; on the inflatable globe, the adult tells the child whether their hand is on land or water.
- Colour vision: point out that water is usually the largest and smoothest part, and land usually has more lines and names on it; the wave and hill cards have pictures, not only colours.
- Children who cannot hold or pass the ball can touch it as it is held next to them, or say "stop" for the class.
- Children who want to say where they have been or where their family is from can find it on the globe with an adult; nobody has to, and the teacher does not ask.

- Children can answer by speaking, signing, pointing or holding up a card.

⚠ Safety

- An adult carries the globe and puts it on a table; children turn it gently with one hand while it stays on its stand.
- The inflatable globe is passed hand to hand, not thrown or kicked.

Teacher notes

- The fact for the class comes from the Wikipedia article on the ocean (see Sources in the unit overview): "Approximately 71% of Earth's surface ... is covered by ocean." "About 7 parts out of every 10" is a rounded way to say this to young children.
- The tally game will not give exactly 7 out of 10 and may even give more land; say it is a game, and the measurement is what tells us the answer.
- Do not teach names of continents or oceans in this lesson; they come in later grades. Children may name places they know.
- Teaching the difference between a map and a globe at this age is my choice; the C3 framework leaves it to each state (see Sources).