

## “Where In the World Is..?”

### **TEKS: 113.4. Social Studies, Grade 2.**

(5) Geography. The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:

(A) use symbols, find locations, and determine directions on maps and globes; and

(6) Geography. The student understands the locations and characteristics of places and regions. The student is expected to:

(A) identify major landforms and bodies of water, including continents and oceans, on maps and globes;

(B) locate the community, Texas, the United States, and selected countries on maps and globes; and

(C) compare information from different sources about places and regions.

(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts;

(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.

(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) express ideas orally based on knowledge and experiences;

### **111.14. Mathematics, Grade 2.**

(3) Throughout mathematics in Kindergarten-Grade 2, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Kindergarten-Grade 2 use basic number sense to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 2, students know basic addition and subtraction facts and are using them to work flexibly, efficiently, and accurately with numbers during addition and subtraction computation.

(2.12) **Underlying processes and mathematical tools.** The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

The student is expected to:

(A) identify the mathematics in everyday situations;

(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and

(D) use tools such as real objects, manipulatives, and technology to solve problems.

**(2.14) Underlying processes and mathematical tools.** The student uses logical reasoning.

The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.

**Objective:** As a result of this lesson student will be able to locate their community on a map and the community of Celestun, Mexico. They will be able to distinguish the U.S.A. from Mexico on a map.

**Focus:** The students will be shown a PowerPoint presentation of photographs of children that live in the Yucatán, Mexico, students will engage in discussion about the whereabouts of children in the photographs.

**Explore:** Ask students the following questions as they view the presentation:

 What do you notice in the photographs?

✚ Do you see any similarities or differences between you and these children?

The teacher will use a Venn diagram to note the comparisons, so that students can see the similarities and differences. After completing this activity the teacher will use visual aids to help students locate their own community/ country. After marking their community on a map, globe, ect. The teacher will show students that the children in the photographs actually live in a different country, that of Mexico. Teacher will show the students where Mexico in relationship to their country. Use cardinal directions so that students have the opportunity to utilize academic terminology. The teacher will engage students in a discussion while estimating the distance in miles from their own community to Celestun, Mexico. Allow students to brainstorm different modes of transportation needed to get from their community to Celestun, Mexico. The teacher will need to show the different routes taken by birds, air travel, car, ect by using visual aids.

Assessment: Students will be given a chance to apply the new information learned to some actual math applications. Students will create word problems.

Example:

Using various mode of transportation calculate the distance from students' community to Celestun, Mexico. (Air flight, car, ect.) Now, the teacher will give students various areas in the Yucatan to calculate the round trip distance. For variation specify how different means of

transportation result in different mileage. This of course is an excellent opportunity to model how one actually sets up a math problem, using the data they have collected. The internet can serve as an excellent resource for students.

Problems and calculations can be entered into students' Math Journals for future reference.

Closure: The class comes back together as a large group and share their problems and calculations. Students will also be asked to share one concept they learned and how they can apply this to everyday life.

Created by; Donna Bass, September 2006