ME ON THE MAP UNIT

Penguins and Us Wall Mural: (Science, Math, Writing, Reading/Research)

Penguins	Students research and write about one penguin species. They also create a life-size version of the penguin for the wall mural.
Me	Students write about themselves. They also create a life-size version of themselves for the wall mural.
Wall Mural	Students work collaboratively to create a backdrop for their life-size creations.

Day 1:
What do you know about penguins?
What do you want to know about penguins?
Class discussion and fill out KWL chart on Smart Board.

Day 2:
Where do penguins live?
Explore interactive penguin map website.
Highlight (with red marker) coastlines/islands where penguins live based on the interactive penguin map website.
Students complete a student-sized map for the science books.
Teacher completes a teacher-sized map for the Penguin Facts Anchor Chart.

Day 3:
What kinds of penguins are there?
View interactive penguin map website.
Do "color by number" for penguin and add to Penguin Facts Anchor Chart.

Days 4-7:
Read 2-3 penguin books throughout the day, each day.
Add penguin facts to the Penguin Facts Anchor Chart.

Days 8-9:
How tall are penguins?
Create height chart to depict how tall each penguin species is.
How tall are we?
Add the heights of students in our classroom to the height chart.
Pick a penguin to research, write about, and create.

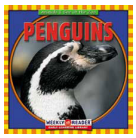
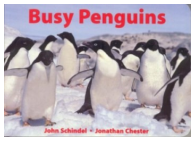
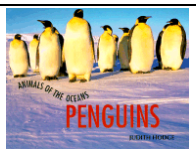
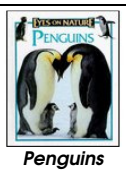
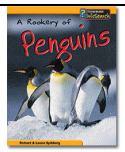
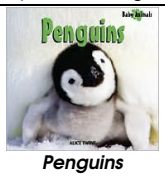
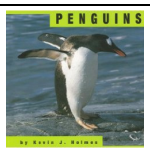
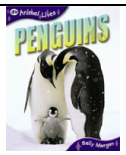
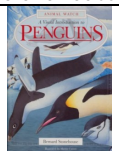
Days 10-15:
Research and write about penguins and self.

Day 16:
Create life-size penguins.

Day 17:
Create life-size students.

Day 18-19:
Create wall mural, add life-size penguins, students, and reports.

Day 20:
What did we learn about penguins?
Class discussion and fill out KWL chart on Smart Board.

 ***Penguins, Penguins, Everywhere*** By Bob Barner	 ***Birds of Antarctica*** By Lynn M. Stone	 ***Penguins*** By Weekly Reader	 ***A Penguin's World*** By Caroline Arnold
 ***Penguins*** By Deborah Nuzzolo	 ***Busy Penguins*** By John Schindel	 ***Penguins*** By Judith Hodge	 ***Penguins and Their Chicks*** By Margaret Hall
 ***Penguins*** By Jane P. Resnick	 ***A Rookery of Penguins*** By Richard and Louise Spilsbury	 ***Penguins*** By Alice Twine	 ***Penguins*** By Kevin J. Holmes
 ***Penguins*** By Sally Morgan	 ***A Visual Introduction to Penguins*** By Bernard Stonehouse	 ***Penguins*** By Emily Rose Townsend	 ***Penguins*** By Sally Morgan

Science and Information Technology Learning Standards and Benchmarks:

INFO.A.4.2	Identify and use common media formats
INFO.B.4.1	Define the need for information
SC.G1.A.1	Students ask and answer questions related to the science investigation.
SC.G1.A.3	Decide what data can be collected to determine the most useful explanations when investigating a science problem.
SC.G1.A.4	Apply selected science themes to content specific investigations.
SC.G1.C.1	Know that learning can come from careful observation and simple experiments.
SC.G1.C.3	Understand that in science it is helpful to work with a team and share findings with others.
SC.G1.D.1	Know that objects can be described and classified by their composition (wood, metal) and their physical properties (color, size, shape).
SC.G1.F.1	Know all animals require air, water, and food.
SC.G1.F.2	Know that living things are found almost everywhere in the world, different types of plants and animals live in different places.
SC.G1.F.3	Know that plants and animals closely resemble their parents.
SC.G1.F.4	Know that there is variation among individuals within a population.