

Land or Water

Students use teacher-made simple map and globe models to sort numbered features as land or water.

SSKG2.a "Differentiate land and water features on simple maps and globes."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 MAP SPOTS _____

a	LAND	WATER	GLOBE
b	GLOBE	WATER	LAND

2 GLOBE SPOTS _____

a	LAND	MAP	WATER
b	WATER	LAND	MAP

HOW TO RUN THIS PAGE

Before the activity, use pencil and paper to draw a simple map and a circle-shaped globe model. On each model, shade one irregular land area with short pencil marks, leave the water area unshaded, and place two numbered spots so the models match the answer key. Read each row aloud as students look at the matching model and circle a category word.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • MAP SPOTS

SAY “Look at our simple map. For each row, I will point to a numbered spot and read the big words. Which word tells whether the spot is land or water?”

ROW	SAY	STUDENTS CIRCLE
a	Look at spot 1 on our simple map. Read LAND, WATER, GLOBE with me. Which word should you circle?	LAND
b	Look at spot 2 on our simple map. Read GLOBE, WATER, LAND with me. Which word should you circle?	WATER

PART 2 • GLOBE SPOTS

SAY “Look at our paper globe. For each row, I will point to a numbered spot and read the big words. Which word tells whether the spot is land or water?”

ROW	SAY	STUDENTS CIRCLE
a	Look at spot 1 on our paper globe. Read LAND, MAP, WATER with me. Which word should you circle?	WATER
b	Look at spot 2 on our paper globe. Read WATER, LAND, MAP with me. Which word should you circle?	LAND

WHAT TO ACCEPT

On the simple map, spot 1 is LAND and spot 2 is WATER. On the paper globe, spot 1 is WATER and spot 2 is LAND.