Globe or Map?

Students choose and match words, then explain what globes and maps show.

1.C.3.1 "Explain that a globe is a model of the Earth and that maps can be used to represent local places or specific regions of the state, nation, or world."

NAME _____ DATE _____

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

1 CIRCLE ONE

a	**map**	**book**	**globe**
b	**map**	**globe**	**book**
c	**globe**	**map**	**book**

2 MATCH AND TELL

globe	**local**
map	**Earth**
town	**streets**

ANSWER KEY

Globe or Map?

GRADE 1 · 1.C.3.1

HOW TO RUN THIS PAGE

Read each question and its choices aloud. After students match the words, listen to each student's oral explanation. Record accuracy and any prompting separately.

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

PART 1 · CIRCLE ONE

SAY "Listen as I read each question and the three words. Circle one word in each row."

ROW	SAY	STUDENTS CIRCLE
a	The words are map, book, and globe. Which one names a round model of Earth?	**globe**
b	The words are map, globe, and book. Which one can show the streets near your school?	**map**
c	The words are globe, map, and book. Which one names a flat drawing that can show one region of your state?	**map**

PART 2 · MATCH AND TELL

SAY "Draw lines to match the words that go best together. Then tell me aloud: What is a globe a model of, and what place can a map show?"

- **globe** matches **Earth**
- **map** matches **streets**
- **town** matches **local**

WHAT TO ACCEPT

Circle answers: globe, map, map. Match globe to Earth, map to streets, and town to local. For the oral response, accept that a globe is a model of Earth and a map can show a place such as a town, a state region, a nation, or the world.