

Map Point Hunt

Students use a teacher-held map and globe to identify named places.

1.6.c “locating Virginia, the United States, continents, and oceans on maps and globes; and”

NAME _____

DATE _____

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

1 UNITED STATES _____

a	Virginia	Maryland	U.S.
b	Mexico	U.S.	Canada

2 WORLD MAP _____

a	Europe	Asia	Africa
b	Atlantic	Indian	Pacific

HOW TO RUN THIS PAGE

Use a classroom map of the United States for Part 1 and a globe or world map for Part 2. Point silently to Virginia for the first row, the United States for the second row, Africa for the third row, and the Pacific Ocean for the final row. Do not say the place name while students choose.

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

PART 1 • UNITED STATES

SAY “Look at the map while I point to a place. Listen to the words in each row, then circle the word that names the place where my finger points.”

ROW	SAY	STUDENTS CIRCLE
a	I see Virginia, Maryland, and U.S. Which word names the place where my finger points? Circle it.	Virginia
b	I see Mexico, U.S., and Canada. Which word names the place where my finger points? Circle it.	U.S.

PART 2 • WORLD MAP

SAY “Now look at the globe or world map while I point to a place. Listen to the words in each row, then circle the word that names the place where my finger points.”

ROW	SAY	STUDENTS CIRCLE
a	I see Europe, Asia, and Africa. Which word names the land where my finger points? Circle it.	Africa
b	I see Atlantic, Indian, and Pacific. Which word names the water where my finger points? Circle it.	Pacific

WHAT TO ACCEPT

Accept Virginia in row 1, U.S. in row 2, Africa in row 3, and Pacific in row 4. Students may circle the whole word or make a clear mark around it.