# Oh, the Places We Can Go!

What different places have you visited in our state? Have you visited other states? Have you visited other countries? Who determined the location of your last vacation?

What if you were in charge of planning your next family vacation? Where would you go and why?



This is your chance to plan a dream vacation from start to finish. There are so many aspects to consider, such as form of travel, where to stay, activities, and food expenses. Be thorough, because you never know if your dream vacation could become a reality!

Share your ideas with others! Create a brochure or presentation about your dream vacation to present to your family and others who might want to go. You might even want to send it to that location's Chamber of Commerce!



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**Oh, The Places We Can Go!** *Rubric (Version A: Beginning of the year for second grade)*

Student Material

| | I Am Just Getting Started | I Am Working On It | I Did It! | I Did It And... |
|---|---|---|---|---|
| **Brainstorming Notes** | ☐ I listed two possible places to visit.<br>☐ I explained my selection.<br>☐ I listed at least one book or website I used to gather notes. | ☐ I listed three possible places to visit, including in other states.<br>☐ I explained my selection based on the interests of my family members.<br>☐ I listed two books or websites I used to gather notes. | ☐ I listed four possible places including in other states and other countries.<br>☐ I listed the pros and cons of each.<br>☐ I explained the selection based on the interests of my family members.<br>☐ I listed at least four relevant books and valid websites I used to gather notes. | I identified two similar locations and compared them with my selection. I included an explanation of my selection. |
| **Map of Area** | I created an original map with:<br>☐ a title<br>☐ the general outline of the area<br>☐ the location of the hotel | I created an original map with:<br>☐ a title<br>☐ compass rose<br>☐ landscape of area with landmarks (train station, landmark, museum, etc.)<br>☐ location of hotel | I created an original map with:<br>☐ a title<br>☐ compass rose<br>☐ landscape of area with landmarks<br>☐ at least five points of interest<br>☐ map key | I included one or more insets with details of an area that contains a point of interest. |
| **Itinerary** | I wrote an itinerary of the vacation including:<br>☐ the location (city, state, country)<br>☐ distance from my home<br>☐ length of travel time | I wrote an itinerary of the vacation including:<br>☐ the location (city, state, country)<br>☐ distance from my home<br>☐ times and dates for arrival and departure<br>☐ at least two activities with specified dates | I wrote an itinerary of the vacation including:<br>☐ the location (city, state, country)<br>☐ distance from my home using the most precise standard unit<br>☐ relation, in terms of direction to my home<br>☐ dates and times to the nearest five minutes, for arrival and departure to and from hotel<br>☐ list of at least one activity per day with schedule for each day | I included at least two restaurants each for breakfast, lunch, and dinner with distance from the hotel, using the most precise measurement, and why I chose them. |

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| **Budget** | I itemized costs for transportation and the hotel for the entire duration for the vacation. | I itemized costs for the entire duration of the vacation including:<br>☐ transportation<br>☐ hotel<br>☐ meals | I itemized costs and calculated the total cost for the family for the duration of the vacation, including:<br>☐ transportation<br>☐ hotel<br>☐ meals<br>☐ activities on the itinerary | I provided alternative activities for at least two activities and included cost comparisons. |
| **Presentation of Information** | ☐ I stated an opinion as to why this vacation is worth taking.<br>☐ I included the map, itinerary, and budget.<br>☐ I explained some of the activities and the prices. | ☐ I stated an opinion as to why this vacation is worth taking.<br>☐ I included the map, itinerary, and budget in a what that makes sense to the reader or viewer. | ☐ I stated an opinion as to why this vacation is worth taking.<br>☐ I included several reasons for taking the vacation, using linking words to make connections between ideas.<br>☐ I included the map, itinerary, and budget in a way that makes sense to the reader or viewer, including an introduction for each.<br>☐ I explained the daily list of activities and prices, utilizing a chart, graph, or visual aid.<br>☐ I included a concluding statement.<br>☐ I included images of points of interest. | I included personal statements from my family members regarding selection (written or videotaped). |



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**Oh, The Places We Can Go!** *Rubric (Version B: Middle to end of the year for second grade)*

Student Material

| | Novice | Apprentice | Practitioner | Expert |
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| **Brainstorming Notes** | includes:<br>☐ two possible places<br>☐ explanation of selection<br>☐ at least one book or website used to gather notes | includes:<br>☐ three possible places to visit, including in other states<br>☐ explanation of selection based on the interests of all family members<br>☐ at least two books or websites used to gather notes | includes:<br>☐ four possible places including in other states and other countries<br>☐ pros and cons of each<br>☐ explanation of selection based on the interests of all family members<br>☐ at least four relevant books or websites used to gather notes | all of *Practitioner* plus two similar locations with notes that compare and contrast them with the selection, including an explanation of selection |
| **Original Map of Area** | includes:<br>☐ a title<br>☐ the general outline of the area<br>☐ the location of the hotel | includes:<br>☐ a title<br>☐ compass rose<br>☐ landscape of area with landmarks (train station, landmark, museum, etc.)<br>☐ location of hotel | includes:<br>☐ a title<br>☐ compass rose<br>☐ landscape of area with landmarks<br>☐ at least five labeled points of interest<br>☐ map key | all of *Practitioner* plus includes one or more insets with details of an area that contains a point of interest |
| **Itinerary** | includes:<br>☐ location (city, state, country)<br>☐ distance from home<br>☐ length of travel time | includes:<br>☐ location (city, state, country)<br>☐ distance from home<br>☐ times and dates for arrival and departure<br>☐ at least two activities with specified dates | includes:<br>☐ precise location<br>☐ distance from my home using the most precise standard unit<br>☐ relation, in terms of direction to my home<br>☐ dates and times to the nearest five minutes, for arrival and departure to and from hotel<br>☐ list of at least one activity per day with schedule for each day | all of *Practitioner* plus at least two restaurants each for breakfast, lunch, and dinner with distance from the hotel, using the most precise measurement, and why I chose them |



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| **Budget** | itemizes costs for transportation and hotel for the entire duration of vacation | itemizes costs for the entire duration of the vacation including:<br>☐ transportation to and from the destination<br>☐ hotel<br>☐ meals (three per day) | itemizes costs and calculates total cost for the family for the duration of vacation, including:<br>☐ transportation to and from the destination and for each day<br>☐ hotel<br>☐ meals (three per day plus snacks)<br>☐ activities on the itinerary | all of *Practitioner* plus provides alternative activities for at least two activities that include cost comparisons |
| **Presentation of Information** | ☐ states an opinion as to where to go on vacation<br>☐ includes the map, itinerary, and budget<br>☐ explains some of the activities and the prices | ☐ states an opinion as to where to go why this vacation is worth taking<br>☐ includes the map, itinerary, and budget in a what that makes sense to the reader or viewer | ☐ states an opinion as to where to go and why this vacation is worth taking<br>☐ includes several reasons for taking the vacation, using linking words to make connections between ideas<br>☐ includes the map, itinerary, and budget in a way that makes sense to the reader or viewer, including an introduction for each<br>☐ explains the daily list of activities and prices, utilizing a chart, graph, or visual aid<br>☐ includes a concluding statement.<br>☐ includes images of points of interest | all of *Practitioner* plus includes personal statements from family members regarding selection (written or videotaped) |



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Teacher Material

<table>
<tr>
<td>How-To Sheets<ul><li>Read a compass rose</li><li>Use a search engine</li><li>Add two-digit numbers</li><li>Identify the author’s purpose</li></ul></td>
<td colspan="2">Interactive Web Sites<ul><li>“Reading Maps”</li><li>“Find the States”</li><li>“Practicing Safe Internet Searching”</li></ul></td>
<td>Learning Centers<ul><li>Learn cardinal and intermediate directions</li><li>Differentiate map types</li><li>Add two-digit numbers</li><li>Identify author’s purpose</li></ul></td>
</tr>
<tr>
<td>Homework<ul><li>Identify family interests for vacationing</li><li>Read to discover places of interest</li></ul></td>
<td colspan="2" rowspan="2">Oh, The Places We Can Go<br><br>Scaffold for Learning<br>(Week 1 Sample)<br><br></td>
<td>Peer Tutoring<ul><li>Cardinal directions</li><li>Add two-digit numbers</li></ul></td>
</tr>
<tr>
<td>Group Tasks<ul><li>Differentiate map types</li><li>Compare strategies for adding two-digit numbers</li></ul></td>
<td>How-To Videos/Podcasts<ul><li>Use a search engine</li><li>Add two-digit numbers</li><li>Using text features to understand unknown words</li></ul></td>
</tr>
<tr>
<td>Benchmark Lessons<ul><li>What is geography?</li><li>Internet safety</li></ul></td>
<td>Small-Group Mini-Lessons<ul><li>Select and apply strategies for adding two-digit numbers</li><li>Using text features to understand unknown words</li></ul></td>
<td>Individual Tasks<ul><li>Learn cardinal and intermediate directions</li><li>Differentiate map types</li><li>Select and apply strategies for adding two-digit numbers</li></ul></td>
<td>Technology Uses<ul><li>Explore online maps</li><li>Investigate points of interest</li><li>Find prices of hotels, activities, and food</li></ul></td>
</tr>
</table>

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## **Oh, The Places We Can Go** *Facilitation Questions*

| | |
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| **COMPREHENSION**<br><br>*Ask questions that ensure students understand content and skills needed to solve the problem.* | • What is a physical map?<br>• What are the cardinal directions?<br>• What are the intermediate directions?<br>• What is one strategy for adding two-digit numbers?<br>• What is one strategy for subtracting two-digit numbers?<br>• Which unit of measurement is larger, an inch or a centimeter? |
| **APPLICATION**<br><br>*Ask questions that ensure the ability of students to apply learning to new situations.* | • What is the difference between a political map and a physical map?<br>• When would you choose to use a yardstick rather than a ruler?<br>• How can text features help you determine an unknown word?<br>• What is one way you can practice internet safety when conducting online research? |
| **CONNECTION**<br><br>*Ask questions that ensure the ability of students to apply learning to their lives.* | • When have you or a family member had to strategically use a budget?<br>• When do you use adding and subtracting large numbers in everyday life?<br>• When might you need to be able to read a physical map? |
| **SYNTHESIS**<br><br>*Ask questions that encourage students to create new information from existing data.* | • In what situation would you choose to use a physical map instead of a political map?<br>• What is the process for writing an opinion piece?<br>• How would you use this information to assist your family during your next vacation?<br>• How would having a set budget influence your destination choice? |
| **METACOGNITION**<br><br>*Ask questions which prompt students to think about their own thinking process.* | • What challenges did you face when selecting a destination?<br>• What was the most difficult part of the task?<br>• Which two-digit addition strategy do you prefer? Why?<br>• Which two-digit subtraction strategy do you prefer? Why? |



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Teacher Material

**Oh, The Places We Can Go!** *Content Facilitation Grid (Week 1 Sample)*

| Students | Identifies cardinal directions | Identifies intermediate directions | Adds two-digit numbers using standard algorithm | Adds two-digit numbers using expanded form | Subtracts two-digit numbers using standard algorithm | Subtracts two-digit numbers using expanded form | Identifies characteristics of physical maps | Identifies purpose of a text | Uses text features (glossary) to determine meaning of unknown words | Names and practices safe internet procedures |
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*M – mastery* *P – peer tutor level* *HW – needs homework for reinforcement*
*W – working on it* *ML – needs a mini-lesson*

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## **Oh, The Places We Can Go!** *Transfer Task*

You've had the opportunity to design a dream vacation for your family, but not every family has the time and money to go away for vacation. A *staycation* is a vacation that is close to home. Choose an attraction within 50 miles of where we live, calculate the cost of the staycation, and write a short note to convince your family or a friend to visit.

Be sure to include:

- ☐ name of the attraction
- ☐ a budget that includes the price of meals and activities
- ☐ an itinerary with arrival time, at least three activities, and departure time
- ☐ two or more reasons why this attraction would be fun to visit



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**Unit Overview**

Students learn math content, map skills, and opinion writing in this transdisciplinary unit as they create a proposal for their dream vacation. Students have a choice in audience between their families and the chamber of commerce of their proposed locations. Throughout the unit, students also build executive function skills as the prioritize and plan their itineraries!

**Common Core State Standards Addressed**

CCSS.ELA-LITERACY.RI.2.1, CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.2.2, CCSS.ELA-LITERACY.RI.3.2, CCSS.ELA-LITERACY.RI.2.5, CCSS.ELA-LITERACY.RI.3.5, CCSS.ELA-LITERACY.RI.2.6, CCSS.ELA-LITERACY.RI.2.8, CCSS.ELA-LITERACY.RF.2.3, CCSS.ELA-LITERACY.RF.3.3, CCSS.ELA-LITERACY.RF.2.4, CCSS.ELA-LITERACY.RF.3.4
CCSS.ELA-LITERACY.W.2.1, CCSS.ELA-LITERACY.W.3.1, CCSS.ELA-LITERACY.W.2.5, CCSS.ELA-LITERACY.W.3.5
CCSS.ELA-LITERACY.L.2.2, CCSS.ELA-LITERACY.L.3.2, CCSS.ELA-LITERACY.L.2.4, CCSS.ELA-LITERACY.L.3.4

CCSS.MATH.CONTENT.2.OA.A.1, CCSS.MATH.CONTENT.2.MD.A.1-4, CCSS.MATH.CONTENT.2.MD.B.5-6, CCSS.MATH.CONTENT.2.MD.C.7-8, CCSS.MATH.CONTENT.2.MD.D.9-10

**National Standards/Content Addressed**

Social Studies:
D2.Eco.2.K-2, 3-5; D2.Eco.5.K-2, 3-5
D2.Geo.1.K-2, 3-5; D2.Geo.2.K-2, 3-5; D2.Geo.3.K-2, 3-5; D2.Geo.9.K-2

**Enduring Understandings**

Addition and subtraction can be used in real-world scenarios such as creating a budget and planning a schedule.

Reading (print and virtual) texts expands our knowledge of the world around us.

There are a variety of maps which model different aspects of our communities. Each map has a specific purpose.

Writers use reasons to convince readers of an opinion. They use text features to add meaning to the text.

**Essential Questions**

What addition and subtract strategies can be used in everyday life to solve problems?

How is the author's purpose conveyed through the text? What reasons does the author provide to persuade the reader?

How are maps useful to a variety of situations?

**21st Century Skills Addressed**

*Core Content and Interdisciplinary Themes*
- Subject Area Mastery
- Financial and Business Literacy

*Learning and Innovation*
- Critical Thinking and Problem Solving
- Communication and Collaboration

*Information and Media Literacy*
- Information Literacy
- Media Literacy
- Information and Communication Technology

*Life and Career*
- Flexibility and Adaptability
- Productivity and Accountability



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