



4th GRADE
WARM-UP
15 MINUTES

Google

PASSPORT WARM-UP - 4th GRADE

GOOGLE EARTH USAGE OVERVIEW:

Teachers can use [I'm Feeling Lucky](#) and [Street View](#) in Google Earth to randomly select a location in the world and **relate it to multiple content areas**. Teachers can also choose to preselect a location that lends itself well to relevant standards and objectives using [Search](#) or [Voyager Stories](#).

LESSON SUMMARY:

- Passport Warm Up is an engaging daily routine in which students **review** geography, math, science, social studies, ELA and current events objectives.
 - This activity is designed to be **independent practice** for students that requires minimal to no direct instruction on the part of the teacher.
 - Teachers can choose from the standards based example questions listed below, or use them as inspiration to generate their own questions.
 - To stay within the 15 minute time frame, teachers should use **1-2 questions per subject**.
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LEARNING OBJECTIVES:

- Students will engage in **daily review** of fourth grade geography, math, science, social studies, ELA and current events concepts.
 - Objectives will vary widely based on relevant review concepts.
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SUGGESTED STANDARDS

4th GRADE

GEOGRAPHY:

[Geography Essential Elements and Standards, Grade 4, Places and Regions, Standard 5](#)- That people create regions to interpret the Earth's complexity.

[Geography Essential Elements and Standards, Grade 4, Physical Systems, Standard 7](#)- The physical processes that shape the patterns of Earth's surface.

[Geography Essential Elements and Standards, Grade 4, Human Systems, Standard 10](#)- The characteristics, distribution and complexity of Earth's cultural mosaics.

[Geography Essential Elements and Standards, Grade 4, Human Systems, Standard 12](#)- The processes, patterns and functions of human settlement.

[Geography Essential Elements and Standards, Grade 4, Environment and Society, Standard 14](#)- How human actions modify the physical environment.

MATH:

[CCSS.MATH.CONTENT.4.NBT.A.2](#)- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

[CCSS.MATH.CONTENT.4.NBT.A.3](#)- Use place value understanding to round multi-digit whole numbers to any place.

SCIENCE:

[NGSS.4.ESS2.1](#)- Make observations to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation.

[NGSS.4.ESS2.2](#)- Analyze and interpret data from maps to describe patterns of Earth's features.

[NGSS.4.ESS3.2](#)- Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

SOCIAL STUDIES: *Social Studies standards vary state by state.

SUGGESTED STANDARDS

4th GRADE Continued

- ELA: [CCSS.ELA-LITERACY.RI.4.1](#)- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- [CCSS.ELA-LITERACY.RI.4.6](#)- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- [CCSS.ELA-LITERACY.W.4.1](#)- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- [CCSS.ELA-LITERACY.W.4.2](#)- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- [CCSS.ELA-LITERACY.W.4.3](#)- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- [CCSS.ELA-LITERACY.W.4.7](#)- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- [CCSS.ELA-LITERACY.L.4.1](#)- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-LITERACY.L.4.5](#)- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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PASSPORT WARM UP - 4th GRADE

TIME: 15 minutes

MATERIALS NEEDED:

- Access to Google Earth [“I’m Feeling Lucky”/Voyager](#).
- Student copies of Passport Warm Up Student Response Template.

IMPLEMENTATION GUIDE:

1. Select the subjects, standards and questions that are appropriate to your class.
2. Provide each student in your class with a copy of the Passport Warm Up Student Response Template (below).
3. Use [I’m Feeling Lucky](#) to “roll the dice” and randomly select a location in the world OR pre-select a location using [Search](#) or a [Voyager Story](#).
4. Students respond to the questions using a print out of the Student Response Template (below) OR teachers can share the Student Response Template using [Google Classroom](#).
5. When relevant, use [Street View](#), [Google Search](#) and [Wikipedia](#) to gather the information needed for students to answer the questions about that location. Students can work independently or with a partner to search for information needed.
6. Allow time for students to share their answers with the class.
7. Quick Tip: Track your classroom’s “travels” using [Google Tour Builder](#)!

CREDITS: Written by Sarah Schwartz Johnson in collaboration with Dennis Puhr.

*Note - this template is designed for teachers to modify for use with their grade level and standards.

STANDARDS BASED EXAMPLE QUESTIONS

GEOGRAPHY:

- Name the country and continent of this location.
 - Are people currently living in this region? Is this an ideal location for people to live? Why or why not?
 - Have humans changed the physical environment of this location? (i.e. paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs). If so, what have they changed? Why do you think they changed it?
 - Describe the physical characteristics of this region. What is the climate? Are there mountains? How is this similar or different to the region in which you live?
 - Is this location near or far from the Earth's Equator? How does that affect the temperature and/or climate of this location?
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MATH:

- (For locations with a population less than or equal to 1,000,000)
- Round the population of this location to the nearest thousand, ten thousand and hundred thousand.
 - Using the population, write the value of the underlined digit (teacher selects a digit to underline).
 - Write the population of this location using number names.
 - Write the population of this location in expanded form.
 - Compare the population of this location to the population where you live using $>$, $<$ or $=$.
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SCIENCE:

- Are rock formations visible in this location? If so, do they show evidence of changes in the landscape over time? (i.e. rock layers)
 - Explain why there may or may not be mountains in this location based on your knowledge of Earth's Systems.
 - Is this location near or far from the Earth's Equator? How does that affect the temperature and/or climate of this location?
 - What types of natural hazards could pose a threat in this location? What can be done to protect people living in this location?
 - Describe the ecosystem of this location.
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STANDARDS BASED EXAMPLE QUESTIONS CONTINUED

- SOCIAL STUDIES:
- Would you consider this location to be urban, suburban or rural? Why?
 - What goods and services are produced where you live? What goods and services could be produced in this location?
 - Write one fact about this location. Write one opinion about this location.
 - Research the holidays that are celebrated in this location. Compare and contrast them to the holidays that are celebrated where you live.
 - Research the major historical events that shaped this region. Create a timeline featuring 5 events.
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- ELA:
- Compare and contrast this location to the community in which you live. Include at least 5 similarities and 5 differences.
 - Would this location be a good place to live? Write an opinion essay telling why or why not. Refer to specific examples from Google Earth in your explanation.
 - Write a short story that takes place in this setting that includes all plot elements and detailed sensory descriptions.
 - Write 3 adjectives to describe this location. List 3 nouns you see in this location. List 3 verbs you see in this location.
 - Write a simile or metaphor describing this location.
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- CURRENT EVENTS:
- Research the latest news in this location. Write a paragraph telling about the event and why it is newsworthy.
 - Research the latest news in this location. What information can you infer about the demographics of a place based on the local news? (Is it urban, suburban or rural? Is the community working class, middle class or wealthy? etc.)
 - Research the biggest challenges facing this location. How are they similar to those facing the community in which you live? How are they different?
 - Write one fact and one opinion about this location.
 - Imagine you are a local news reporter. Write a list of topics you would be interested in investigating in this location.
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STUDENT RESPONSE TEMPLATE:

Welcome to:

GEOGRAPHY	
MATH	
SCIENCE	
SOCIAL STUDIES	
ELA	
CURRENT EVENTS	