

Respect the Past Create the Future Notable Book Lesson Plan Template

Date: September 15, 2020

Grade Level/Age: First

Grade/ Age 6-7

Instructing Teacher/Lesson Plan Author: Kristin Underwood

Subject: Social Studies

Overall Lesson Goals: In this lesson students will learn about relative location of things around the classroom and build map skills using cardinal direction. They will learn to interpret a map and use the information that they have learned to construct their own map of their bedroom using cardinal direction and map keys.

Book Title and Summary:	<p><i>Follow That Map! A First Book of Mapping Skills.</i> (2019) Written and illustrated by Scot Ritchie Kids Can Press Ltd, 2009; Tonawanda, NY ISBN 978-1-55453-274-2 Notable Book 2010</p> <p>Follow that Map! is an interactive picture book that engages students using a hide and seek method to develop early map skills. The book takes a group of diverse students on a hunt to find their pet dog and cat. As the children are exploring areas around them including the city, neighborhood, and country; the book does an excellent job explaining key concepts related to maps. Some of the key concepts include; compass rose, key, scale, and symbols.</p>
NCSS Standards:	<p>Global Connections People, Places, and Environments</p>
Lesson Objectives:	<ol style="list-style-type: none"> 1. Students will identify key terms: direction, map key/legend, symbol, compass rose 2. Students will identify locations on a map using the 4 cardinal directions 3. <i>Students will show their knowledge of key terms by creating a map</i>
Material Needed: (e.g. Pictures of books, manipulatives, equipment, worksheets, puzzle boards, game boards, supporting digital files, Smartboard or Promethean lesson files, PowerPoint, picture files, etc.,)	<ol style="list-style-type: none"> 1. <i>Follow That Map! A First Look at Mapping Skills</i> 2. Chart Paper 3. Chart Markers 4. Scavenger Hunt Handout (Figure 1) 5. Crayons 6. Pencil 7. Smartboard to show videos 8. Projector to show videos 9. Bedroom Map Handout (Figure 2) 10. Checklist and Rubric Handout (Figure 3)
Procedures: (Include procedures for differentiating instruction)	<p>Exploration/Introduction:</p> <ol style="list-style-type: none"> 1. The teacher (TT) will tell the students that “Maps are an important part of our everyday life. Maps help us get places that we need to go. Today we are going to talk about the key things that all maps have and learn how to read a map.”

	<ol style="list-style-type: none"> 2. TSW turn and talk to discuss things that they have seen on maps that may help them read the map. 3. TTW call on students to share what they discussed about maps with their partner. 4. TTW record these things on the chart paper. <p>Lesson Development:</p> <ol style="list-style-type: none"> 1. TTW say “While I am reading this book, I want you to think about the things you see that will help us read maps. 2. TTW read <i>Follow That Map! A First Look at Mapping Skills</i>. 3. After reading, the class will make a list of things they saw on the different types of maps from the book that will help them be able to read a map. 4. TTW tell the students how in the book the map key helped them find their way to different places on the map. 5. (Lesson Review) TTW show the Brainpop video “Reading Maps” to review map skills. TSW gain a better understanding of the map skills by watching the video and interacting with Moby. <p>Expansion:</p> <ol style="list-style-type: none"> 1. The class will discuss directional points and how this is called a Compass Rose on a map by listening to the song: Never Eat Soggy Waffles https://www.youtube.com/watch?v=NIyQQmLfyWMTTW 2. The teacher will divide the students into differentiated groups based on ability level and have them complete a scavenger hunt around the classroom. The scavenger hunt will allow the teacher to see who understands directional points and map keys. The students will find items in the classroom using clues that are written with directional points. (Figure 1)
Assessment:	The students will create a map of their room. (Figure 2) They will use the checklist to guide them. The teacher will check to make sure the student has a title, compass rose, and map key. The teacher will assess the students’ knowledge using the checklist/rubric. (Figure 3)
Additional Resources:	<p>Aberg, R. (2003). <i>Map Keys</i>. New York: Children's Press.</p> <p>Gonzales, D. (2016). <i>UP NORTH AND DOWN SOUTH: Using map directions</i>. Minnesota: CAPSTONE PR.</p> <p>Leedy, L. (2012). <i>Mapping Penny's World</i>. New York, New York: Henry Holt.</p> <p>Sweeney, J., & Leng, Q. (2018). <i>Me on the Map</i>. New York: Alfred A. Knopf.</p> <p>Digital Resources: Reading Maps: Retrieved From https://jr.brainpop.com/socialstudies/geography/readingmaps/</p>


Never Eat Soggy Waffles: Retrieved From <https://www.youtube.com/watch?v=NIyOOmLfyWM>

Figure 1

Appendix/Figures

Scavenger hunt!

Name: _____
Use the directions below and map key to locate items in our classroom. Draw what you find in the correct square.











1. Start at the Compass Rose. 	2. What is south of the Compass Rose? 	3. Find the teacher table. 
4. What is east of the teacher table? 	5. Find the classroom door. 	6. What is north of the classroom door? 
7. Find the teacher computer. 	8. What is west of the teacher computer? 	GREAT JOB YOU DID IT!

Figure 2

_____ Bedroom Map!



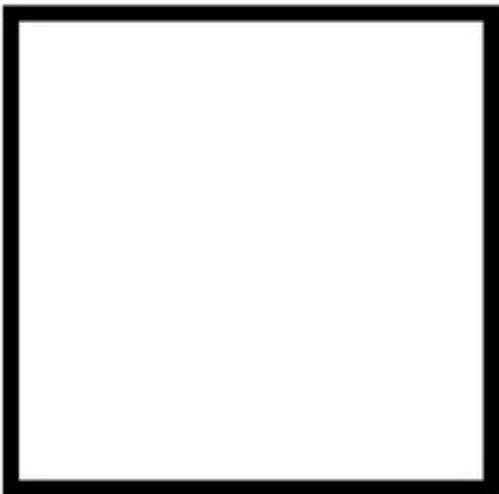


Figure 3

_____ Bedroom Map Checklist and Rubric

Student Checklist		Teacher Comments
	My map has a title	
	My map has a key	
	The compass rose on my map is labeled	
	My map is of my bedroom	
	My map has at least 4 details	
	The pictures on the key are colored and they match the pictures on the map.	

_____ Points