

# Respect the Past Create the Future Notable Book Lesson Plan Template

Date: September 6, 2020

Grade Level/Age: 4<sup>th</sup> grade

Instructing Teacher/Lesson Plan Author: Mrs. C. Wyatt

Subject: \_Social Studies Map Skills

Overall Lesson Goals: Students will Identify parts of a map and identify major land features on a map including continents, countries, states, rivers, and mountains.

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| <p><b>Book Title and Summary:</b></p>   | <p><b>Maps and Geography (Ken Jennings’ Junior Genius Guides)</b><br/>This book contains pictures, facts, and fun quizzes to help students learn to navigate maps.</p>   |
| <p><b>NCSS Standards:</b></p>   | <p>1 ) Compare historical and current economic, political, and geographic information about Alabama on thematic maps, including weather and climate, physical-relief, waterway, transportation, political, economic development, land-use, and population maps.</p>  |
| <p><b>Lesson Objectives:</b></p>  | <ol style="list-style-type: none"> <li>1. Students will identify parts of a map.</li> <li>2. Students will identify continents on a map.</li> <li>3. <i>Students will identify states, rivers, and mountains on a map.</i></li> </ol>  |
| <p><b>Material Needed:</b><br/><i>(e.g. Pictures of books, manipulatives, equipment, worksheets, puzzle boards, game boards, supporting digital files, Smartboard or Promethean lesson files, PowerPoint, picture files, etc.,)</i></p> | <p>“Maps and Geography” (Ken Jennings’ Junior Genius Guides)<br/>A map of the continents<br/>A map of the United States<br/>A map of the major river systems in Alabama<br/>A map of the mountain ranges in Alabama<br/>Power point<br/>Paper<br/>Crayons or markers</p>   |
| <p><b>Procedures:</b><br/><i>(Include procedures for differentiating instruction)</i></p>   | <p><b>Exploration/Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Create a KWL chart and have the students fill in what they know about maps</li> <li>2. Read the book “Maps and Geography” (Ken Jennings’ Junior Genius Guides)</li> <li>3. Have students discuss ways to identify features on a map – Turn and talk</li> </ol> <p><b>Lesson Development:</b></p> <ol style="list-style-type: none"> <li>1. After seeing the first 3 slides of the power point, students will draw a map of their neighborhood and identify key places on their map.</li> <li>2. After seeing slides 4-6 of the power point, students will identify continents on a map and identify the continent they live on.</li> <li>3. After seeing slides 7-9 of the power point, students will identify the state they live in and where in the state their town is located.</li> </ol> <p><b>Expansion:</b></p> <ol style="list-style-type: none"> <li>1. After completing the power point, students will identify major landforms on a map such as rivers, mountains and lakes.</li> <li>2. Students work in groups to compare their states major landforms with surrounding states.</li> </ol> |

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|                                     | <p>3. Students will work in groups to compare their states landforms with another countries landforms.</p>  |
| <p><b>Assessment:</b></p>           | <ul style="list-style-type: none"> <li>• <b>Exploration/Introduction:</b><br/><i>I will assess the students by observing their turn and talk dialogue.</i></li> <li>• <b>Lesson Development:</b><br/><i>I will assess the map of their neighborhood.</i></li> <li>• <b>Expansion:</b><br/><i>I will assess the students' abilities to properly compare two maps.</i></li> </ul> |
| <p><b>Additional Resources:</b></p> |   |