

Map Skills

Grade: Third Grade		Subject: Social Studies	
Materials: computers with internet access, visual of legend pictures, markers, pencils, rulers, blank paper		Technology Needed: computers with internet access	
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input checked="" type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 3.1.1 Use labels, symbols, compass rose (i.e., intermediate directions), and legends to locate physical features on a map		Differentiation <p>Below Proficiency: The students below proficiency will be given extra instruction as well as be paired with peers of higher proficiency in order to learn from each other. These students will also be asked additional questions in a small group or individual manner to further prompt their learning of the concepts.</p> <p>Above Proficiency: The students above proficiency will be paired with a student of lower proficiency in which they will be able to help that student by explaining their knowledge and understanding of the subject to them.</p> <p>Approaching/Emerging Proficiency: The students approaching proficiency will be expected to apply their knowledge in a small group setting by having discussions with their peers and creating their own maps.</p> <p>Modalities/Learning Preferences: This lesson is for visual, auditory, and tactile learners. Visual learners can learn by seeing the maps and symbols on the board and drawn. Visuals will also be available. Auditory learners can learn through group discussion. Tactile learners can learn through the creation of their own maps. This lesson is made with a student who is nonverbal in mind. This student will be given the option to work in a group or with his aid to create the map in question. If creating the map is too difficult, the student can identify symbols on a premade map such as that used during class.</p>	
Objective(s) At the conclusion of the lesson, the students will apply their knowledge of labels, symbols, compass rose, and legends to locate and label map features by creating their own maps.			
Bloom's Taxonomy Cognitive Level: Application			
Classroom Management- (grouping(s), movement/transitions, etc.) During group discussion the teacher will use give five to gain attention. During instruction, the students will be allowed to stay in their desks, but if it becomes a problem, they will be moved closer to the board or to a seat where they are not distracted. Each of the pairs for the project will be predetermined by the teacher to prevent upset students and to make the transitions go more smoothly. To transition to the project the groups will be called one at a time to diminish rush and keep classroom order. During the creation of the map, the students may sit wherever they wish to complete the project. Towards the end of the project the teacher will tell the students when time is almost up so they can begin to finish up their projects. Give five will be used to gain attention for the last five minutes of class.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students are expected to be respectful to their peer and school property and materials. The students must come to an agreement with their partners when creating their maps. If a disagreement occurs the teacher may intervene to help sort out the problems. Both students should take an equal part in the creation of the map. The students are also expected to be involved in the lesson, answer questions, and ask questions when needed. If a student becomes angry or upset for any reason they will be allowed to take the necessary steps to calm themselves and then be able to decide if they want to work alone or continue with a partner. The teacher can act as a facilitator if the student needs additional help in communicating with their partner.	
Minutes	Procedures		
5-10	Set-up/Prep: Prior to the lesson, the teacher will ensure all of the computers are available and charged. The teacher will then access google maps and a map of North Dakota https://www.dot.nd.gov/divisions/planning/docs/NDTourismRoadMap.pdf . Once the map of North Dakota is accessed, the teacher will print off 18 copies of the map zoomed in to Burleigh county and its surrounding counties. Next, the teacher will gather rulers and blank paper. Lastly, the teacher will create a visual of the legend pictures on the map to serve as a guide.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)		

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5-10	<p>To begin the lesson, the teacher will refer to google maps and ask the students if it looks familiar? The teacher will then ask the students what they (or their parents) use this for. Next, the teacher will show the students an example of how google maps works by putting in the school name and the state capitol for directions. Ask the students what they notice about the map, how it changes, how this would be helpful to them, and why they think so. Now, ask the students how they would get places if they didn't have google maps or a GPS.</p>		
10-15	<p>Explain: (concepts, procedures, vocabulary, etc.) The teacher will then introduce a map by showing the students a map of Burleigh county and its surrounding areas. Explain that just like a GPS or google maps, a paper map can also help us find directions. Ask the students to turn and talk to their neighbors about the different things they see on the map (ex. water, roads, different signs, town names, etc.) Have the students come back to you and discuss the different things they seen. Specifically ask the students why they think the things they see on the map are represented the way they are. What details did they use to figure out locations? Introduce the map legend by showing them on the map as well as referring to the visual. Tell the students that map legends describe what all of the signs on a map mean. Go over a few of these with the students and have them infer why some of the symbols are used as they are on a map.</p>		
20-25	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Tell the students that they will also be creating a map with a legend. Let the students know that they can create any map they like as long as it is in fact a map and has a legend to it. Give some examples such as maps of the classroom, their bedroom, how to get to their house, how to find the classroom, etc. Tell the students they may also need to refer to online resources to find certain legend signs they may need such as food or rest areas. Assign each student to a group of two and have them come up and grab a piece of paper and a ruler to begin working on their projects. They will also need to use markers and pencils of their own. As the students work, the teacher will walk around and ask questions about the students projects and their understanding of maps, legends, and map features.</p>		
5-7	<p>Review (wrap up and transition to next activity): To wrap up the lesson, the teacher will announce when there is ten minutes left of the activity. When there is five minutes left, the teacher will get the students attention and ask them how paper maps can help us, how to read paper maps, what the legends are, and how they identify different features on the map.</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. The students will be assessed through asking them clarifying questions, critical thinking questions, and through listening to their turn and talks. The students will also be assessed as the teacher walks around during projects, through student check-ins during the projects, and through the students' map-legend connection in their final projects.</p> <p>Consideration for Back-up Plan: If in the case of technology failure, a paper map can be used to teach the students about maps. A phone can be used to begin the lesson talking about GPS.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives) End of lesson: At the conclusion of the lesson the students will be assessed on their application of map labels, symbols, compass rose, and legends to create and label features on their own maps.</p> <p>If applicable- overall unit, chapter, concept, etc.: N/A. The overall concept that is being learned is map skills, but this is simply an introduction to the skill. More practice will be needed after this lesson.</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. The students will be assessed through asking them clarifying questions, critical thinking questions, and through listening to their turn and talks. The students will also be assessed as the teacher walks around during projects, through student check-ins during the projects, and through the students' map-legend connection in their final projects.</p> <p>Consideration for Back-up Plan: If in the case of technology failure, a paper map can be used to teach the students about maps. A phone can be used to begin the lesson talking about GPS.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: At the conclusion of the lesson the students will be assessed on their application of map labels, symbols, compass rose, and legends to create and label features on their own maps.</p> <p>If applicable- overall unit, chapter, concept, etc.: N/A. The overall concept that is being learned is map skills, but this is simply an introduction to the skill. More practice will be needed after this lesson.</p>
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This lesson went very well. Right from the start I had the students engaged by connecting what they were going to learn to something a majority of them knew about. Since I had the students engaged right away I was able to establish great discussions between the learners and me as well as among the learners. I incorporated a lot of turn and talks in this lesson because I knew most of the students had seen maps so I wanted to take what they knew and have them share it with others. By sharing it they not only display their knowledge, but the students also are able to get a second opinion or a different view on a subject. My favorite part of this lesson was when I asked the students what we would do without google maps or a GPS. Their responses were get lost, be confused, and not know where to go. To this I responded by asking them what if we had something on paper to help us? This question about not using technology was also another grabber in my lesson because the students wanted to know what they would do without the help of a GPS. After this, we had a great discussion on maps and their different features because the students wanted to continue learning more. One last pro of this lesson is the creation of the maps at the end. The students loved doing this project because they could be creative and make a map of whatever they wanted to. Even the student who had a hard time following during class was completely engaged in making his map! I was amazed at all of the creativity and I was even more amazed that they had taken onto the concept of maps so strongly. Even though there are many pros to my lesson, I have two cons. The first con is that I didn't explain legends well enough. I noticed that the students had a hard time creating legends for their maps, and that is because I only touched on legends for less than five minutes. Next time I teach this lesson I need to be sure that I elaborate more on legends, their uses, and what the symbols are meant to stand for. This way, the students will have a better understanding of legends not only for their personal maps but also to use legends in real life. My second con is that I didn't get to do my closing. The reason behind this is that the students were working on their maps so wonderfully that I wanted them to keep working. Making the students stop and pay attention to me would have caused them to become disengaged because they</p>			

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want to keep working not talk about maps that they already learned about. So, since I didn't have a closing, I had the students tell me about their map as they handed it in. This way I still had a closing and I was also able to assess what they had learned about maps. So, although this point isn't really a con, I labeled it as a con because I didn't follow the lesson plan and have an actual 5 minute closer. My closer was more informal. Next time I teach this I might also do the same depending on my students and their level of engagement as they are working on their maps. It all depends on the students. In closing, I think the students learned the concept of map skills wonderfully. I know this because they all had great discussions within their groups, were engaged the entire time, were eager to answer questions, and demonstrated their knowledge through creating very detailed maps of their own.