

MVSU NCLB 2013 Summer Reading Institute
Lesson Plan Template

Name: GARY L PAGE	Name of Unit: Social Studies	Date: 7/16/2013	Grade Level: 1st
Objective	Procedures	Materials	Evaluation
<p>This is a thematic unit in the area of Social Studies; which is to introduce the basic map skills to first graders.</p> <p>Objectives MS Frameworks Global/International Affairs 2. Understand everyday life in different times and places around the world.</p> <p>a. Use a map and/or globe to locate the local community, Mississippi, the United States, the seven continents, and the oceans (DOK 1).</p> <p>b. Identify and apply cardinal directions to maps (i.e., N, E, S, W). (DOK 2)</p> <p>c. Identify past and present modes of transportation (air, land, and water) in places around the world (e.g., airplane, spacecraft, horse and buggy, walking, subway, train, etc.) (DOK 1)</p> <p>d. Describe how location, weather, and the physical environment affect personal lifestyles (e.g., food, clothing, shelter, transportation, and recreational activities) (DOK</p>	<p>In collaborative groups, students will do the following activity as a group: Enlarge and laminate a simplified city map (indicating main roads, lakes, rivers, etc.) and place it on the bulletin board.</p> <ol style="list-style-type: none"> 1. Discuss the main points and pictures in the book. 2. Point out parts of the book that the children enjoyed or disliked. 3. What they now know after reading the book and what else they would like to know about maps. 4. Group the children in groups of three or four. However, this lesson can also be done individually. 5. Explain that they will be constructing their own maps of the classroom. 6. Discuss the concept of "a symbol" and a "map key". Show them where the map key would be located on a map. (Usually in a corner.) 7. Have them construct a map of the classroom, complete with coloring their objects and labeling the objects they have drawn. These objects could include the blackboard, the door, the bookshelves, student desks, etc. 8. To add an oral language component, you can have the students present their maps to their classmates and explain how they constructed their maps. 9. The completed student maps make a great bulletin board display, especially for Back to School Night where the parents come visit the classroom. <p>BEST PRACTICES:</p> <ul style="list-style-type: none"> • Purposes • Questions for exploration • Knowledge: what learners need to understand • Processes: what learners will be capable of doing 	<ul style="list-style-type: none"> • Colored pencils/markers • Card stock/construction paper 	<p>Global Map Testing on Map Skills</p> <ul style="list-style-type: none"> • Multiple Choice • Completion

<p>2).</p> <p>In this unit, by using materials close at hand—the gingerbread man city map—the students will be able to develop a basic orientation to map skills as well as a series of cooperative enrichment activities and reinforcement skills. By the end of this lesson, students will be able to: become familiar with and able to read city and state maps.</p> <p>Students will be able to plot a route on a state map.</p> <p>Students will be able to use scale to determine locations one-half and one mile away from the school.</p> <p>Students will be able to construct a map of their own</p>	<ul style="list-style-type: none"> • Products: how learners demonstrate understanding • Critical thinking and problem solving • Communication • Collaboration • Creativity and innovation <p><u>Reteach</u></p> <ul style="list-style-type: none"> • Ask the students to point to the objects that you name. For example: Where is the blackboard? Where is the teacher's desk? Where are the windows? Why do we need to know where things are located in the classroom? What if we close our eyes, do we still know where the windows are? Point to them. • Have the students gather in front of you on the floor. Read a story about locating objects or about maps. For example, use Me on the Map by Joan Sweeney. Ask questions about the cover of the book. Pause as you are reading the book and ask questions <p><u>Enrichment</u></p> <ul style="list-style-type: none"> • Creating map symbols • Using specific places in creative writing • Developing a map 		
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For each lesson plan, do the following:

- 1). Align the standards 2). Identify the domain 3). State the benchmark 4). Address diversity 5). Infuse technology