

Title: Maps and Me

Overview:

This is an introductory lesson on maps. Through a story and some map making, students will begin to realize their location in the world.

Standards:

Students will use a map to locate their town, state, country, and continent.

Students will use a large floor map to identify, with positional words: near, far, up, down, left, right, the continents on the earth.

Students will use maps and globes to locate places referenced in stories and real life situations.

Grade: level: 1

Subject:

Geography and Reading

Time:

5 days – 45-60 minutes a day

Prerequisites:

Students will have seen maps and globes in kindergarten. They will understand the world has land and water masses.

Required Materials:

- Picture books
 - The Way to Captain Yankee's by Anne Rockwell ISBN 0-590-62358-3
 - Me on the Map by Joan Sweeney, printed in Houghton Mifflin, copyright 2003, ISBN 0-517-88557-3
 - Other picture books that could be used: There's A Map on My Lap! By Tish Rabe , ISBN 0-375-81099-4
 - Roxaboxen by Barbara Cooney ISBN 0-14-054475-5
 - How to Make An Apple Pie and See the World by Marjorie Priceman ISBN0-679-88083-6
 - Scrambled States of America by Laurie Keller ISBN 0-8050-6831-7
 - The Old Red Rocking Chair by Phyllis Root ISBN 1-55970-063-7
- Globe
- U.S A. map
- Minnesota map
- Plummer map
- Large white drawing paper, crayons, pencils
- Puzzle of the U.S.A.
- Large rug floor map of the world
- CD, Sing To Learn by Dr. Jean

Suggested Procedures:

Pre-reading strategy: Anticipation Guide

Teacher reads aloud each statement and students circle yes or no indicating if they agree or disagree.

To introduce the story, Me on the Map, teacher will toss a blow-up globe to a student and they will tell whether they are touching land or water with their hands. Teacher may tally on a chart, making the point that there is way more water than land.

During reading strategy: Key words

Students will be reading a story about our place in the world. Question class as to words they know that name places in the world. Brainstorm a list of words. While reading, students will be looking for more words that will help us find location or place. Teacher can add key words such as room, street, city, town, state, country, continent, world, and earth to the list, if necessary.

Teacher introduces the book Me on the Map by asking, “Do you know where you are in the world?” Accept all answers. Go to the story Me on the Map and read the title. Students go through and predict from the pictures what the story is about. With a partner, read the story. Get back together and as a group discuss the story.

Possible questions:

- How did the girl find her place or location?
- Can you find your location on the map?
- Can you tell me is the girl’s place north or south of us?
- Does she live east or west of us?
- Is Kansas below or above us on the map?
- If you were going to Kansas, would you go north, south, east or west to get there?
- Did the map help you find your place? How?
- When would you use a map?
- Do you have a question about the map?
- How does Kansas look different from Minnesota?

Students will sit around a large floor map and identify water and land masses as oceans and continents. Students will locate the continent and country where we live. Using the floor map, students will identify the continent or ocean that lies to the left, right, top and bottom of us. Place labels on places students identify.

Students will learn and sing songs called Oceans and another called Continents found on the educational compact disc entitled Sing to Learn by Dr. Jean.

Teacher will read aloud the story entitled The Way to Captain Yankee’s by Anne Rockwell.

The group will list reasons for using a map and will discuss how it helped the main character find her way. Students will probably talk about when they have been lost.... We could tell how a map could help you find your way.

After reading strategy: RAFT (Role of writer, Audience of piece, Format of material, Topic of writing). RAFT is being used as a mapmaking rather than a writing tool because of students' reading level; thus, students will perform a RAFT as they construct a map of their bedroom. Like the girl in the story, students will make a map of their bedroom. The purpose for making this map will be to share it with a partner when complete. They will be able to explain where things are located using position words, e.g., My dresser is near my toy box. They need to include a title, orientation, author, and date on their map.

Go back to key words and choose one to use in writing a sentence about where their location can be found. As a group, reread key words posted. Students may move words around to show relationships between them and share with the class why they put these words together. Check sentence, revise if needed, and share with the class.

Assessment:

Use the same anticipation guide at the end of the lesson. Teacher reads statements aloud and students mark yes or no. Allow time for students to discuss their reasoning. Ask if anyone has changed his or her answer and if so, explain why. Assessment attached.

Differentiation:

This lesson is done with paired reading, group discussion, and map making of their bedroom allowing differentiation to occur. All activities are done in a group in order to help any students who aren't clear on the lesson. The complexity of each map is left up to the student.

Credits:

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RLCC Public Schools/Plummer Site

Name: _____

Maps and Me

Yes

No

The world is a big place.

It's important to know where you are on the map.

My state is in the north.

A map is a tool to show us where places are
in the world.

We live in North America.
