Mapping My Way Around School

This is a hands-on lesson about maps where students practice drawing maps and asking and answering questions about maps. Students will love learning about maps, elements of maps, and using maps in this exciting look into directions and locations.

General Information

**Subject(s):** Social Studies, English Language Arts

**Grade Level(s):** 3

**Intended Audience:** Educators

**Instructional Time:** 1 Hour(s) 15 Minute(s)

**Resource supports reading in content area:** Yes

**Freely Available:** Yes

**Keywords:** Mapping, Reading Maps, Political Maps, Road Maps

**Instructional Component Type(s):** Lesson Plan, Worksheet, Formative Assessment

**Resource Collection:** CPALMS Lesson Plan Development Initiative

Lesson Content

**Lesson Plan Template:** General Lesson Plan

**Learning Objectives:** What should students know and be able to do as a result of this lesson?

- Students will be able to identify basic map elements such as: coordinate grid, cardinal and intermediate directions, title, compass rose, scale, and key/legend with symbols.
- Students will be able to create maps from text
- Students will be able to use information gained from illustrations and words to demonstrate understanding of the text
- Students will be able to ask and answer questions about maps.

**Prior Knowledge:** What prior knowledge should students have for this lesson?

- Students should be able to draw basic shapes
- Students should be able to use a ruler to draw straight lines
- Students should be able to have a discussion in small groups
- Students should be able to write a sentence
- Students should be able to use basic English language conventions
- Students should be able to comprehend on grade level text
- Students should be able to answer questions based on text and or illustrations
- Students should be able to ask and answer questions about a text or illustration

**Guiding Questions:** What are the guiding questions for this lesson?

- Question #1 - If you needed to walk to the store to buy milk for the house, would you know how to get there?
Question #2 - What is a map?

Question #3 - Looking at the map you and your partner created of the school, how would you tell a new student to get from the front office to the playground? (Answers and questions may vary depending on the features available at the school)

Question #4 - What do map makers need to create maps to scale?

Question #5 - What is most important to include on a map?

Question #6 - How can people use the maps you create?

Question #7 - What are the most important parts of a map? Why?

Teaching Phase: How will the teacher present the concept or skill to students?

DAY 1

1. Teacher will begin by asking Question #1:

   "If you needed to walk to the store to buy milk for the house, how would you know how to get there?"

1. Have students write their responses in journals and then discuss their answers with their shoulder partner. The teacher will monitor student discussions asking questions so students think about their responses.

1. The teacher will then present the story, Mapping Penny's World, by Loreen Leedy or any other book that shows maps.

1. After reading the first 4 pages, the teacher will ask the following question:

   Question - "What is a map?"

1. Have students come up with the definition and the teacher will write their answers on a large sheet of chart paper. Allow them to add to it as the class discusses the appropriate answer. (Maps are pictures or representations of the Earth's surface. They show how places are related to each other by distance, direction, and size. Maps are a way of showing a part of the Earth's surface on a flat piece of paper. Maps are flat but they are made to represent an area that is on a sphere, Earth. This can cause what is called distortion (changes in the shape of an object). The areas of a map closest to the equator have little distortion. The closer a map moves towards the poles the more distorted the map becomes. For example, Greenland appears to be much larger on a map than it really is.)

   Next, the teacher will go over the elements of a map. Teacher should have several examples of each of these elements of a map so the students can see what the actual element looks like.

   - Title - tells us which place the map shows (Mrs. Robinson's Classroom)
   - Key/Legend - explains what the symbols are on the map (O = desks)
   - Symbols - are pictures that stand for real things (O)
   - Scale - shows what a map measurement represents in real life ( = 1 ft)
   - Compass Rose - shows direction on the map (N,S,E,W) Cardinal Directions are the four base parts on a compass. The top point is called north and the point at the bottom is south. The side points are called east and west. The points in between the cardinal directions are called intermediate directions. These include northwest, northeast, southwest, and southeast.
   - Labels - identify certain landmarks on the map (teacher desk, students desks, computer stations, doors, windows, technology, white boards, etc.

1. Teacher will pass out a blank map of the classroom (this can be one copy per person or one per a pair). The teacher will project a large image of the blank map and explain to the class that they will label the elements of a map for a map of the classroom. (Elements discussed in Step 5) Explain to the students that this is a map of the classroom as though we were in a helicopter hovering above the classroom and looking down into a room.

1. The teacher will say:

   "Now that we have created this map, I am going to think of some questions to ask about the map. These are questions that can be answered by looking at the map. The first kind of question I am going to ask is going to be answered very simply by looking at the map. My first question about the map is: "What symbol did the map maker use in the legend to represent the desks in the classroom? Who can answer that question?""

   (Wait for student responses)

   Another question I have about the map is: "What items in the classroom are found along the east side of the room? Who can answer that question?"

   (Wait for student responses)

   "Can anyone in the class think of a question about the map that someone else can answer?"

   (Give students an opportunity to ask and answer questions)

1. Now we are going to look more carefully at the map and think about kinds of questions we could ask where we have to think a little more. Sometimes these
questions have more than one answer. Whatever your answer is be sure you include some information from the map in your answer. I could ask, "Why would someone need to have a map of the classroom? Who can think of an answer?"

(Students answer the question and provide support using information from the map)

1. Teacher will assign homework to students. They need to bring back to class the length and width their bedroom, their bed, their desk, and their dresser. (For students who do not return the next day with the homework the teacher will have a set of measurements.)

DAY 2

1. Teacher will read pages 5 - 8 in Mapping Penny's World, by Loreen Leedy.

1. The teacher will begin by saying: “Since it is not always possible to draw on paper the actual size of real-life objects such as the real size of a bedroom or desk or room, we need scale drawings to show the size.”

1. When we draw scale drawings we need to think about real-life, and the length of a bedroom might be 8 feet. However the length of your paper is not eight feet. The paper is only 11 1/2 inches long. So what the map maker needs to do is decide how many feet of the bedroom will equal one inch on the paper. For our purposes, 1 inch on the paper can stand for 1 foot of the bedroom. So our 8 foot long bedroom is represented by 8 inches on the rler (teacher will make an 8 inch line). The width of my room is 7 feet. So if 1 inch on the ruler is equal to 1 foot, my drawing is going to show that the width of my room is 7 inches. (Teacher will be drawing during the modeling.)

1. Teacher will pass out graph paper and explain to students that they will be drawing their bedrooms and the furnishings to scale. Explain to the students that this is a map of the classroom as though they were in a helicopter hovering above the classroom and looking down into a room.

DAY 3


1. The teacher will partner students and give each pair a clipboard, blank drawing paper and pencils. The teacher will explain to the students that they will be creating a map of the school grounds. They are to create their maps as though they were hovering over the school property in a helicopter.

1. Teacher will partner students and take the students out for a tour of the school property. Have them take notes on certain features they see like large trees, ponds, roads, flags, picnic tables, signs, trash cans, bushes, fences, fire hydrants, sidewalks, or nearby buildings.

DAY 4


1. The teacher will explain that Political Maps - do not show physical features. Instead, they show state and national boundaries and capital and major cities. A capital city is usually marked with a star within a circle.

1. Teacher will project blank political map and hand out a blank map of the continents and complete it with students. Have students color and label each continent and ocean. Have students draw an icon for each continent (an animal or building perhaps). Make sure students are aware that we live in North America and the ocean we live near is the Atlantic Ocean. Students need to include a compass rose and a legend.

Day 5

1. Re-read the story, Mapping Penny's World, by Loreen Leedy. Review the elements of a map and the continents.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

DAY 2

1. Using the students' measurements from home, the students will create a map of their bedrooms to scale.

1. The teacher will monitor students as they work to draw their maps to scale.

1. Once the students are finished drawing their maps to scale, the teacher will partner students and the students will ask and answer questions about their maps. Teacher will monitor student discussions while they are asking and answering questions.

DAY 3

1. Keeping students outside and have students work in pairs and create a map of the school. Students need to include all of the items they noted outside.

1. The teacher will explain to the students: We have been learning how to ask and answer questions about text. When we say the word "text" we can mean photograph, picture, an audio or even a map. Who remembers what kinds of words we begin our questions with? (Generate ideas from students including who, what, when, where, why, how, which, could, does, etc. The teacher can write these down on chart paper.) Today I am going to give you an index card (show card) and once you and your partner have finished drawing the map of the school grounds, you and your partner will write down 3 questions that could be asked about your map. Once we are all finished drawing our maps and writing our questions I will collect them and your map and questions will be given to another pair of students to read, look at, and answer.

1. The teacher will give each pair of students a 4 x 6 index card. Once the students have created their map they need to write 3 questions that could be answered by looking at their map on the 4 x 6 index card.
1. Teacher monitors the students as they work with their partner to create a map of the outside area and generate the 3 questions on the index card.

1. The teacher will collect the maps and cards and passes out the cards and maps so partners are not answering their own questions. Students write the answers to the questions and teacher collects as a Formative Assessment.

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

Day 6

1. Teacher will pass out the attached document “A Town” and a blank sheet of paper.

1. The teacher will explain to the students that they will draw a map based on the text “A Town”. See attached document titled "A Town" The teacher will explain to the students that they need to include a title, legend and compass rose on their map

1. Once students have completed drawing the map, they will need to create 3 questions based on the information on their map.

1. Once students have completed drawing their map and creating their questions, the teacher will gather up the student products and redistribute the maps and questions and students will be required to answer the student created questions. Students will not be allowed to answer their own questions.

1. Maps drawn will be assessed using the attached rubric. A Town Rubric.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

Students will take a gallery walk of all the maps created for the Summative Assessment.

After the gallery walk the class will discuss the following questions:
- What made it difficult to create the map?
- How could Grandpa's directions been more explicit?
- What about the directions made it easy to create the map?
- How many different kinds of questions did students generate about the map?
- What kinds of questions were easy to answer about the map? Which ones were difficult?

Summative Assessment

Students will draw a map based on a text. See attached document titled “A Town”

Maps drawn will be assessed using the attached rubric. A Town Rubric.

Formative Assessment

Formative Assessments will occur during the lesson at the following times:

Teaching Phase Day #1 - Teacher will monitor student discussions with their partners to Questions #1.

Guided Practice Day #2 - Teacher will monitor students completing their maps of their bedrooms and asking and answering questions about the maps.

Guided Practice Day #3 - Teacher will monitor students completing their maps of the school.

Guided Practice Day #3 Step 4 - Teacher reviews the questions and answers students completed at the end of Day 3.

Feedback to Students

During this weeks lesson, students will be creating maps. The teacher will be able to assess the maps and provide feedback on what the student is doing correctly and what the student needs to change.

Possible questions to ask students while monitoring their learning include:
- What is most important in developing directions?
- Why are directions important?
- Where are your calculations for determining the size of ____________?
- What is difficult about creating a map to scale?
- Why is it important to include items to scale on a map?

Accommodations & Recommendations

Accommodations:

Teacher can differentiate by:
- grouping students with needs with students who complete the material with ease.
- providing larger chart paper for students who need it.

Extensions:
If possible, have students take a continent and do a research paper to teach the students information on each continent.

If you need any assistance with differentiated instruction, you may view this web-site: http://www.readingrockets.org/article/c64/

**Special Materials Needed:**

Teacher will need:

- the book Mapping Penny's World, by Loreen Leedy
- graphing paper
- map of the continents for the class to refer to

**Source and Access Information**

**Contributed by:**

Name of Author/Source: Sarah Robinson

Is this Resource freely Available? Yes

Access Privileges: Public

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**Aligned Standards**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.3.G.1.2:</td>
<td>Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols)</td>
</tr>
<tr>
<td>LAFS.3.RI.1.1:</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
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