

Manchester College  
Education Department  
Chase Estepp

**Lesson:** \_\_\_\_\_ **Cardinal Directions** \_\_\_\_\_

**Length:** \_\_\_\_\_ **35 minutes** \_\_\_\_\_

**Age or Grade Level Intended:** \_\_\_\_\_ **1<sup>st</sup> Grade** \_\_\_\_\_

**Academic Standard(s):** **Social Studies 1.3.1** The World in Spatial Terms: Identify the cardinal directions (north, south, east, west) on maps and globes.

**Performance Objectives:** The student will identify the four cardinal directions given different types of maps of the United States and world.

**Assessment:** After the students learn about the cardinal directions and have had practice locating them on maps and connecting it with the school, they will be given a map of the United States and locate north, south east, and west.

**Advanced Preparation by Teacher:**

- Print off copies of the worksheet with the different directions
- Print off a map of the world, U.S., and state of Indiana
- Make sure to have a globe accessible

**Procedure**

**Introduction/Motivation:** While holding up a map of the United States ask the students “Do any of you know which way is South?” “This is important because if anyone ever asks you which way a direction is then you need to be able to help them or what if you are supposed to go South and you don’t know which way to go that could be bad because you could get lost.” Today we are going to learn about how to find North, South, East, and West on a map.

**Step-by-Step Plan:**

- 1.) To start off the lesson I am going to read the story Up North and Down South: Using Map Directions. The students are going to go to our reading rug and we’ll discuss what happened in the book.
- 2.) Hand out to the class a map of the state of Indiana. Once they all have received their maps, we are going to take a look at what a map is made up of and have students pull from their knowledge and see if they recognize any states. I’ll also ask them if they can describe how to find directions. **(Bloom: Knowledge)**
- 3.) Then I am going to ask the students if anyone can point to where North is according to the classroom. If they are not able to figure this out then help them out and explain which way North is.
- 4.) The students are then going to get up out of their seats and I am going to tape up a sign that says “North” on the corresponding wall in the classroom and we are all going to walk to that wall. **(Gardner: Bodily/Kinesthetic)**

- 5.) We are going to continue doing that with the other directions around the room. With each direction we will walk over to that wall and tape up the sign so that the students get to see where the directions are compared to each other. Then we are going to practice “Never Eat Shredded Wheat” and explain how you find where North on the map is first and then to the right is East, below that is South, and to the left is West.
- 6.) The students will then sit down in their seats and I am going to give them the example that Mrs. Rohr’s classroom is North of their room. I’ll then ask if anyone can explain what direction Mrs. Domenico’s class is. **(Bloom: Comprehension)**
- 7.) Have them get out the map I handed out to them at the beginning of the lesson. I am going to point to where North would be at on the map, and then they are going to label the other directions on the map. **(Gardner: Logical/Mathematical)**
- 8.) I am going to explain to them that on a map South is below North so if you can figure out where North is then South is always below that. Then I am going to get out the globe to show them how the North Pole is on top of the globe and then ask them where they think South Pole would be? This will provide an example of how North is above South. **(Bloom: Knowledge) (Gardner: Visual/Spatial)**
- 9.) Then I am going to give a map of the United States to each student and have them work with their pod to try and label the cardinal directions. **(Gardner: Inter/Intrapersonal)**
- 10.) Once they have all tried labeling the map I am going to explain how if they can find where Indiana is it will be easier because they know where the cardinal directions are according to Indiana.
- 11.) Each student will then be given their own map of the United States and be instructed to label the cardinal directions correctly on the map.

**Closure:** “To impress someone when you get home try and remember the cardinal directions and figure out which way the school is from your house.” Remember to put your maps in your folder because tomorrow we will be practicing the directions and we’ll also get a new map that is going to be of the whole world!!! ☺

### **Adaptations/Enrichment:**

**Girl with High Ability:** I would try to challenge the girl to do the directions on the world map and see if she could give the direction of where other countries were compared to the United States.

**Boy with ADHD-Hyperactivity:** Allow this student to help pass out the maps to the rest of the students and having them get up in the beginning of the lesson to tape up the directions on the wall should help him stay calm and concentrated while working on the rest of the lesson.

**Girl with Oral Expression Disability:** When the students break up into their groups, allow the student to have signs with the four directions on them so they can hold up if they struggle communicating with the group.

**Boy with ADD:** After the students get up and walk around the classroom putting the signs up, make sure the student is ready to start learning and focused.

**Self-Reflection:**

-Was I able to give the students enough practice to grasp the cardinal directions?

-Did I explain how to find the directions clearly?

-Could the students know what direction the office is from the room if I asked? Hopefully they could say North because I asked about Mrs. Rohr's class and it is North of her room.

**North**

**South**

**East**

**West**



