

Manchester College
Education Department
Lesson by Mary Jane Dickey

Lesson: Mapping *MY* World

Length: 30-40 minutes

Age or Grade Level Intended: 1st grade, Social Studies

Source: Original with inspiration from Loreen Leedy: *Mapping Penny's World*

Academic Standard(s): Social Studies—1.3.7 Human Systems: Draw simple maps using symbols that show how space is used in the classroom, in the school and in the neighborhood

Performance Objective(s): When asked to create a map, the students will correctly label the parts of a map, accurately using at least 5 out of the 6 symbols discussed.

Assessment: Students will create/draw a map of their bedroom or another room in their house labeling and using map symbols. They will turn in their map and the teacher will look over the work to assure that parts are labeled correctly using the “Mapping MY World Checklist.”

Advance Preparation by Teacher:

- Find *Mapping Penny's World* by Loreen Leedy (and read/ find places to stop and discuss/ ask questions, before presenting to the class)
- Large pad of paper and/or a large sheet of paper to hang from white board or easel
- Markers to write on large pad of paper
- Acquire 8 ½ x 11 sheets of paper (printing paper), one for each student (paper size may vary, according to teacher preference.)
- “Mapping MY World Checklist” half sheet

Procedure:

Introduction/Motivation:

Call students over to the large group reading area rug. Read *Mapping Penny's World* by Loreen Leedy. (*Gardner: Verbal-Linguistic*) Stop periodically to discuss unknown words or concepts. (*Bloom's: Level I/Knowledge*)

Step-by-Step Plan:

1. After you have finished reading the book turn to page 3 and 4, where there is an illustration that shows the parts of a map. (Title, Key, Symbols, Scale, Compass Rose, Labels.) Point to each symbol and discuss the purpose and importance of each. (Use the explanations on pages 3 and 4 to point out each element of a map.) On a large pad of paper make a list of the important elements to include on a map. (*Gardner: Visual-Spatial*)

2. Using the large sheet of paper, as a class, create a map of the classroom. Label the main elements of the classroom map, and use the “Key” to label the structures and areas of the classroom. (i.e. Desks, overhead, bookshelves, reading corner, etc.) (*Gardner: Visual-Spatial*)
3. Now, turn to page 13 and 14, where giving directions is discussed. Reread the passage that starts with “Maps are good for giving directions...” Ask the students how they would give directions to a new student who did not know how to get to the library. (*Bloom’s: Level VI/ Evaluation*) After a few suggestions, suggest that the class take a walk down to the library. Have the students line up at the door and walk quietly down to the library, making sure to note each time a turn was made on the path to the library. (*Gardner: Bodily-Kinesthetic*) Walk quietly back to the classroom.
4. As a class create a list of directions on the whiteboard of how to go to the library. Students will use their writer’s notebooks to follow along and write down the directions that the class comes up with. (*Gardner: Verbal-Linguistic*) (*Bloom’s: Level III/ Application*)
5. Explain that the students will create a map of their own bedroom, (or another room in their house) using what they learned about maps today. They will include a title, a key and symbols (*Gardner: Visual-Spatial*), labels, a scale (*Gardner: Logical-Mathematical*), and a compass rose on their maps. Students may start their room maps at school or they may wish to take their maps home to complete over night, to be turned in the next day.

Closure: When the students have completed their room maps, they will turn them in to be checked/graded. The maps may then be mounted on construction paper and displayed around the room or on a bulletin board.

Accommodations/Enrichments:

Student with ADHD: For a student with ADHD, the trip down to the library will allow the student(s) to get up and moving. I would allow them to come up and help create the map. This will get the student out of their seat and moving for a little bit and keeps them engaged because they get to write their idea on the board. (*Gardner: Bodily Kinesthetic*)

High-Ability Student: For a student who is high ability, I would allow them to also create written/verbal directions on how to get to their bedroom from another room in their house, like what was practiced in the lesson. (*Gardner: Verbal-Linguistic*)

Self-Reflection: If I were to teach this lesson, I would ask myself whether my students achieved my objective. If 1/3 of the class did not achieve the objective, I would go back, sit down with the small group, and re-teach elements that they struggled with. I would also ask myself what worked? What did not work? How I can change what did not work? Did the class enjoy the

lesson? Were they actively engaged in discussions and activities? Was the book choice engaging and appropriate?

Name_____

Mapping MY World Checklist

Title	Yes	No
Key	Yes	No
Symbols	Yes	No
Scale	Yes	No
Compass Rose	Yes	No
Labels	Yes	No

Teacher Comments:

Name_____

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Title	Yes	No
Key	Yes	No
Symbols	Yes	No
Scale	Yes	No
Compass Rose	Yes	No
Labels	Yes	No

Teacher Comments:
