

Allison Gallahan's Early Childhood Lesson Plan

Lesson: Big Book: *Reading Maps*

Length: 20-30 minutes

Age or Grade Level Intended: 2nd Grade

Academic Standard(s):

Social Studies 2.3.2: The World in Spatial Terms: Locate the equator & the poles on a globe & identify the local community, state & the United States on map.

Performance Objective(s):

During the post-test the day after the lesson, students will locate & identify the North Pole, the South Pole, and the Equator on a globe.

After the lesson, the students will increase their score by at least two right answers or keep their original score of three correct answers on their post-test.

Assessment:

Given the results of a post-test and pretest designed to measure students' ability to identify & describe cultural/human features on maps, students will increase their scores by at least ten percent.

Advance Preparation by Teacher:

-KWL Chart -Globe -Pretest & Posttest -Big Book: *Reading Maps*
-Overheads: 1 Blank & 1 w/ KWL Chart

Procedure:

Introduction/Motivation:

Do you remember yesterday, when you were asked to use the globe and show me where the North Pole, South Pole, and Equator is located? (Gardner: Bodily-Kinetic) Today, we are going to learn a little more about how to locate these things on globes and maps.

How many of you have seen and/or used a map before? Was it easy or difficult? Today we are going to read a book and spend some time talking about why maps look the way they do & how to identify some key features on one.

Step-by-Step Plan:

1. Do Pre-Reading Activities:

a. KWL Chart:

- Have student of the day pass out KWL Charts to each student.
- Fill out the What I know & What I want to know sections
- Use an overhead to fill out w/students.

(Blooms: Knowledge & Application, Gardner: Linguistic)

Comment [H1]: Good!

Comment [H2]: Excellent connections

Comment [H3]: ☺ Yes – you clearly understand how to connect one lesson to the others around it.

-When finished with first column ask students to put their pencils in their desk.

Comment [H4]: Great classroom management

b. Vocabulary: (write on overhead & ask for student input to form definitions)

- Platform: a raised floor or surface
- Overpass: A road or bridge that crosses over another road
- Satellite: an object launched into space that circles Earth in order to send and receive signals and other data
- Model: a small copy of something

(Blooms: Knowledge Gardner: Interpersonal & Logical-Mathematical)

c. Point out part of book & have students tell someone sitting next to them why it is important & what information we can get from it:

-Title, Author, Table of Contents

(Blooms: Knowledge, Evaluation & Gardner: Interpersonal)

2. During Reading:

a. Read Story or give students and opportunity to read the story. Stop at Points Below: Ask students to think about the answer in their heads for a moment or two & then ask students to answer.

-Pg. 2-3: What else does the photograph show that the map does not? What does the map show that the photograph does not?

Blooms: Comprehension, Analysis,
Gardner: Intrapersonal & Interpersonal)

-Pg. 6-8: Do you think “a bird’s-eye view” is a good way to describe seeing something from above? Why?

Blooms: Comprehension, Evaluation,
Gardner: Intrapersonal & Interpersonal)

-Pg. 8-9: Why is it that the farther away you get from an object, the smaller the object appears to be?

Blooms: Comprehension,
Gardner: Intrapersonal & Interpersonal)

-Pg. 11: How could you tell what is land and what is water on the map, even without labels?

Blooms: Comprehension,
Gardner: Intrapersonal & Interpersonal)

-Pg. 12-16: How is a map different from a globe? How is it the same?

(Blooms: Comprehension, Analysis,
Gardner: Intrapersonal & Interpersonal)

Comment [H5]: This entire section is Gardner – not each question.

3. Extension of last page of book:

Equator, South Pole, North Pole :

a. Use globe and map to demonstrate and explain where the North Pole, South Pole, and Equator are.

-Explain that the North Pole points north while the South Pole is always south.

-Explain that the equator cuts the Earth in half & is where the earth is the warmest.

b. Have students draw where the locations are.

-Hand out blank pieces of paper.

-Write an N where the North Pole is.

-Write an S where the South Pole is.

-Draw a solid line where the Equator is.

4. Do Post-Reading Activities:

KWL Chart:

-Ask students to take out their pencils & think about the next column, "What I learned." What are some things we learned from this lesson?

-Use an overhead to fill out w/students.

-What I learned?

-Use an overhead to fill out w/students.

(Blooms: Knowledge & Application, Gardner: Linguistic)

Closure:

Review vocabulary by having student tell definition and then turn use the word in a sentence to a neighbor. (Blooms: Synthesis, Gardner: Interpersonal) Then discuss as a group. On a map, what color represents water? Land? (Blooms: Comprehension, Gardner: Interpersonal) What is the name of the view that maps are drawn in? ? (Blooms: Comprehension, Gardner: Interpersonal) How could this information help you in the future? (Blooms: Application, Gardner: Interpersonal) If tomorrow morning you were asked to identify the North Pole, South Pole, & Equator would you be able to do? Good, because tomorrow when you come in that is part of what you will be doing. So, if you are having problems doing that, you need to come & see me when you have a few free minutes between assignments or during recess. (Blooms: Knowledge Gardner: Interpersonal)

Adaptations/Enrichment:

-Boy with ADHD:

If a student is starting to get restless, ask him/her to read. Ask questions and/or move closer to the student as a way to help the student stay engaged.

-Boy who has to have someone help him (even though he can do it on his own):

If the student begins to fall behind tell him it is okay if he just skips a couple lines and finishes writing that one later. Try to move slowly and give him as much time as he needs to finish the first one or two so his confidence level goes up. When he comes in from recess, I mention to him that I know he can do the work for my lesson on his own & he will be just fine.

-Student with Auditory Problems:

I want to make sure I speak clearly and repeat direction using few words. I want to look directly at the student when I am addressing him/her and make sure I have his/her complete attention before speaking.

-Student who is gifted and talented:

I want to give the student an opportunity to read to the class if they would like the opportunity too.

Self-Reflection:

Questions:

How did I do on timing?

Did the lesson run long or too short?

Was I apply to keep students engaged?

Did I ask questions and hear from all the students?

Did I explain everything correctly?

Did I speak slowly enough & work slowly enough so my students were able to keep up?

Check list for Pretest & Posttest screenings:

Student	Equator	N. Pole	S. Pole	Pre-Test Score	Equator	N. Pole	S. Pole	Post-Test Score
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								

NAME: _____

K-W-L: Reading Maps

Directions: Write at least three things for each.

[illegible]

