

## Lesson Plan Format – EDEL 350

**Name:** Kayla Warner

**Teach Date:** TBA

**Grade Level:** 2<sup>nd</sup>

**Subject:** Social Studies – whole group

**EDEL 350 Section:** 6

**Practicum Teacher:** Mrs. Thacker

**Lesson Topic:** Maps

**Email Address:** kswarner@bsu.edu

### **INTASC Principle(s):**

Intasc 1: The professional educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

### **IN State Standard(s):**

Social Studies – Standard 3: Geography

### **IN State Indicator(s):**

The World in Spatial Terms – 2.3.2 Identify the local community, state, and the United States on maps.

### **Lesson Objectives:**

The students will

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### **Materials/Media:**

- Maps (state maps, treasure maps, country maps, house maps, school map, etc.)
- Me on the Map* by Joan Sweeney
- “Me on the Map” Map Books, printable flip books for each student,
- Blue construction paper
- White drawing paper
- Colored pencils, markers, or crayons
- Glue stick
- Writing prompts
- Pages to draw a map of their bedroom and a map of the classroom

### **Motivation:**

- Pass around different kinds of maps.
- Ask students what they know about maps and the world and write down their responses on a large sheet of paper under the “K” or “know” column of a KWL chart.
- Ask students what are some things about maps that they want to know more or learn about and record their responses under the “W” or want to know column of the KWL chart.

**Goal for Learner:**

Today you are going to learn more about maps and location by identifying and illustrating where you are located on a map, using a map to locate a place you would like to travel to, and if we have time, you will be able to illustrate your own map of your bedroom and of our second grade classroom. As we go, I want you to either make mental notes in your head, or quickly write down notes about something you learned today that you did not know before, so at the end of the day we can go back and look at what we said we already knew and what we wanted to know, and see if we learned what we said we wanted to learn.

**Procedure:**

- **New Information**
  - Introduce the story, *Me on the Map*, which is a book about a young girl showing herself on several different maps.
  - As I am reading, I want you to pay close attention to how the girl finds her own country, state, and town, and all the way back to her own room, and think about how you could do the same thing to know how you can find yourself on all the different maps.
  - Provide students with “me”, “my street”, “my town”, “my state”, “my country”, “my continent”, and “my planet”, pages.
  - Instruct students to use illustrations, writing, or both to complete each page, so that they can make their own personal “Me on the Map Step Book”.
- **Modeling**
  - The first page to do is the, “my planet”, page.
  - Clip my own blank copy of that page on the board, and ask the students what planet we all live on, and then write a sentence or two about how I live on planet Earth, and then draw a quick picture, but tell them that they should take more time on theirs than I did because I just wanted to quickly show them what to do.
  - Have a booklet for myself completely finished, and flip through the pages, showing them the continent, country, state, and town pages, and inform them that everyone should have the same answers for those pages, but when I get to the street page.
  - Show them the maps for each page as well, so that they are familiar with locating their city, state, country, and continent on maps.
  - When I get flip to my street page I will tell them my street address and ask them if that is the street they live on? Most likely everyone will have a different answer, picture, and/or sentences for this page.
- **Guided Practice**
  - Students will independently work on completing their books.
  - I will walk around and help students when needed.

- **Modeling**
  - When students complete their books, I will check them and then give them white paper for drawing a picture of themselves and the earth.
  - After the first student finishes their book, I will have the students pause from working on their books, to model the next step.
  - Hold up a blank piece of the white drawing paper, and tell them that when they are finished and after I check their work, I will then give them that piece of paper for them to draw, color, and cut out a self portrait of their full body with the hands above the head to hold their map books., and also draw and color a half circle for a portion of the Earth.
  - Show them an example that I already completed.
  - Tell them that when they complete their two drawings, that I will attach them both to blue construction paper and mount their completed Me on the Map Step Book in the hands.
- **Check for Understanding**
  - I will be checking for understanding throughout the entire lesson by asking questions while reading the book aloud, and also answering questions the students have.
- **Practice/Application**
  - Students will be given a copy of a map of the United States. They will identify on the map where they are, and then they will identify a place on the United States map of where they would like to travel and write about it.
- **Closure**
  - Refer back to KWL chart from the beginning of the lesson and reread what was written under the K and W columns. Have students say what they learned after today's lesson and briefly reflect in a discussion about what they learned.
- **Evaluation of Student Learning:**
  - Students completed their step books accurately.
  - Students identified Muncie as being in the state of Indiana on a US map.
  - Students completed the "If I could travel anywhere on the map, I would go to..." writing prompt using complete sentences containing relevant information about a location of some type, as well as identifying another location on the US map as their destination.

**Lesson Extension:**

- Students can complete illustrations of a map of their room and/or a map of the classroom.