**Lesson** **Plan 1**

**Lesson** Introduction to Mapping

**Subject** Social Studies **Date** Lesson Day 1, 40 minutes

**Target Grade/Age Level:** Grade 2

**Pennsylvania/National Standards:**

**PA Standards Reading, Writing, Speaking, Listening:
1.1.2.D:** Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

**1.1.2.E:** Demonstrate accuracy and automaticity, in oral reading of grade level text.

**1.2.2.E:**Read, understand, and respond to essential content of text in all academic areas.

**PA Standards Geography: 7.1.2.A:** Identify how basic **geographic tools** are used to organize information.

**PA English Language Proficiency Standard for ELLs standard:**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

**NCSS Theme: People, Places, and Environments**

The study of people, places, and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by “region”? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

**Generalization:** People can use and create tools to better understand their environment.

**Discussion/Essential Questions:**

1. How does a map describe and organize information about different places?
2. How are maps used in the real world?

**Key Concepts/Skills:**

Reading concepts: comprehension strategies, fluency
Geographical concepts: maps, symbols

**Learning Objectives and Aligned Summative Assessments:**

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| **Learning Objectives** | **Aligned Summative Assessments** |
| When presented with a fill in the blank item with a word bank, the student will write in the correct term on questions related to map, key and symbol with 100% accuracy. (Knowledge) | Test item on summative assessment which asks the student to fill in blanks near a sentence describing a term using a word bank. |

**Materials Needed:**

* Copy of Mapping Penny’s World by Loreen Leady
* Dry erase board and markers

**Expectations for Behavior and Class Activities:**

* When others are talking students will listen quietly to what they are saying.
* When students want to answer a question they quietly raise their hands and wait to be called on.
* Students will sit safely, criss-cross applesauce on carpet during group instruction.
* Students will actively participate in all activities giving their best efforts.
* Students will always give their best effort during activities, instruction and on assessments.
* Students will come to class on time and prepared with a pencil and ready to listen.

**General or Specific Accommodations for Special Needs Learners:**

* English Language Learners (ELL):
	+ ELLs will be given a copy of the book in their native language whenever possible.
	+ ELLS will sit near the front of the room to have better visual access to the images in the book.
* Students with reading disabilities:
	+ These students will not be called on to read a page of the book to the class, but will have time to re-read the book during instruction with special education or paraprofessional teachers.
* General Accommodations:
	+ All methods of assistive technology normally available to students will be available during this lesson.

**Description of Learning Activities:**

Introductory Activities (Anticipatory Set):

The teacher will tell the students that they will start learning about maps today. Create a KWL chart on the dry erase board. Ask students to tell first what they already know about maps. Write their items on the board. Then, ask the students what they want to know about maps. Write this in the W portion of the chart. Finally, hand out sticky notes or memo pads. Tell the students to listen actively while they listen and read “Mapping Penny’s World” and to write notes about what new things they learn about maps as they go.

Modeling/Demonstration:

Introduce “Mapping Penny’s World” to the students. You might want to use snippets from the following blurb about the book.

[*Mapping Penny’s World*](http://www.amazon.com/reader/0805072624?_encoding=UTF8&ref_=sib%5Fdp%5Fpt#reader_0805072624) by Loreen Leedy is a children’s story about a little girl named Lisa who maps out the places she likes to go with her dog Penny.  She and Penny map out her bedroom, the backyard where Penny hides her toys, the neighborhood, and even places around the world where Penny might like to go.  The maps that Lisa create include the cardinal directions, a key of images found on the map, a title, and a scale for measuring the distances on the map.  The illustrations of the maps are very colorful and they are all displayed from a birds- eye view. (Bria, 2009)

Begin reading the book, on the specified pages below use the following prompts suggested by Bria (2009):

* “On this map, some of the symbols stand for the goodies she has hidden outside. The rest of the symbols represent the fence, table, and other things that are supposed to be out there.” (pg. 11)
* “Maps are good for giving directions.  Suppose Penny’s friend Maxine wants to come over.  You could say, ‘Go out your back door, turn right by the trash cans, crawl under the gap in the wooden fence (watch out for the big orange cat!)…’ ” (pg. 13)
* “The map’s scale shows the real distances in the park.  According to the map, the distance between point A and point B is two- tenths of a mile.” (pg. 20)

Once you are about ¼ way through the book, select students who are strong readers to come up and read a set of pages to the class (by volunteer only). Read the entire book and give students opportunities to respond to each set of pages and discuss what is happening.

Independent Practice/Exploring:

During the reading, students take notes on what they learn, which they will share at the end of the lesson.

Guided Practice and Feedback:

After the book is read, prompt the students to re-tell the book to the class. This should assess their comprehension of the story. Finally, go back to the dry erase board and allow student to stick their learning notes to that section. Read each to the class and summarize them by writing them on the board. If there are key items the students did not note, this is the time to add them and explicitly teach.

Formative Assessments:

The teacher must use question and answering and discussion throughout the story to gauge student comprehension of the story and introduction to maps. When the L part of the KWL chart is filled in, students will provide assessment information about what they have gotten from the book and learned.

Review and Preview:

Review the KWL chart with the whole class. Explain that sometimes we don’t get all the information we wanted to know from one source. Circle any W items that were not learned. Next, explain that sometimes learning more about a topic lets you ask more questions. Create another W column at the end of the chart. Ask students to tell you what new things they want to learn about maps and put these in the chart. Tell students that they can add sticky notes to the chart during the entire unit if they find out more things that they want to learn. Also, tell them that they will cross items off as they are learned. Preview that in the next lesson, the students will make their own maps in the same way that Lisa did for Penny.

Extension Activities:

Students can be given opportunities to read the book to the class for an extra challenge. If the lesson ends early, allow students to talk in a group discussion format about when they or their families have used maps in real life.

**Potential Areas of Difficulty with the Content and Correction Procedures:**

ELL students might have trouble understanding the book, so copies of the book or at least the text of the book will be given to those students whenever possible.

**Summative Assessments:**

The following items will be included on the summative assessment at a 3 point total value each:

Fill in the blanks below using the words in the word box.

Key Symbol

A \_\_\_\_\_\_\_\_\_ is a collection of pictures and what they mean. It is used to help a person understand a map.

Maps can use a \_\_\_\_\_\_\_\_\_\_\_\_ to show, or represent, a different item or place on the map rather than drawing every detail.

**Reflections:**

n/a- lesson not implemented

**Sources:**

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