

Map Skills Lesson Plans

10-Day Unit

Objective /SOL: 1.4

- recognizing basic map symbols, including references to land, water, cities, and roads;
- using cardinal directions on maps;
- identifying the physical shape of the United States and Virginia on maps and globes;
- locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.

Essential Knowledge:

- Symbols and cardinal directions are used to show where objects and places are located on maps and globes.
- The United States and Virginia can be identified by their physical shapes on maps and globes.
- The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.

Vocabulary:

- Map: A drawing that shows what places look like from above and where they are located
- Globe: A round model of the Earth
- Symbol: A picture or thing that stands for something else
- Cardinal directions: The directions of north, east, south, west
- Map Legend or Map Key: The part of the map that tells what the shapes and symbols mean
- Compass or Compass Rose: The tool or part of the map that shows the cardinal directions

Day #1

Materials: T.E. Page _____ Text Page _____ Manipulatives Overhead Whiteboards

Anticipatory Set: Story /Poem _____ Video _____

Other Questioning: TTW illicit the students prior knowledge → What is a map? What is a globe? What do they look like? What do we use them for? Why are they important?

Procedure(Guided/Independent Practice): TTW so pictures (from text book) or real examples of maps and globes and make a T-chart or Venn diagram comparing the similarities and differences between them. Maps are smaller and usually show specific places (cities, states, countries). Globes show the whole world and its round shape. They both may have symbols, colors, tell where places are, how far apart places are, etc. TSW color a picture of a map and a globe and glue them on the front of a file folder. TSW glue labels identifying each as well as facts about what makes them unique. TSW save these folders (mini-offices) for the rest of the unit.

Closure: TTW review the similarities and differences of Maps and Globes using the T-Chart.

Day #2

Materials: T.E. Page _____ Text Page _____ Manipulatives Overhead Whiteboards

Anticipatory Set: Story /Poem _____ Video _____

Other Questioning: TTW ask the students to tell the name of the place where we live? TTW ask the students is that the name of our city, state or country? Who wants to see the difference between each?

Procedure(Guided/Independent Practice): TTW show pictures of the United States on an over head or on a big map and outline it in red. TSW do the same with their desk maps. TTW ask the students if they know where Virginia is on the map of the US? TT & TSW outline the state of Virginia in purple. TTW ask the students if they think Norfolk is inside the state of Virginia or outside the state of Virginia on the map? TTW put a green dot to show the city of Norfolk. TTW model gluing the maps in the mini-offices and glue labels that say Country: Unities States, State: Virginia, and City: Norfolk in the correct places. TSW glue their maps with teacher assistance.

Closure: TTW ask the names of our Country, City & State. Which is the biggest, smallest, etc.

Day #3

Materials: T.E. Page _____ Text Page _____ Manipulatives Overhead Whiteboards

Anticipatory Set: Story /Poem _____ Video _____

Other Review of Country, City and State from yesterday's lesson. TTW read the story from the text pg. 84 , "From Here to There" about the girl who lives in the Country called the United States, in the state of Texas, in the city of...

Procedure(Guided/Independent Practice): TTW facilitate a discussion about what they learned from the story. How is where the girl lives similar to where we live and how is it different. TTW compare the different states on the map and tell how a map can show how far away places are. TTW ask the students about the neighborhoods in our city. Which one do you live in? What is the similarities and differences between your neighborhood and the one of the girl in the story. TSW glue pictures of the United States, Virginia, and Norfolk into their mini offices and label them.

Closure: TTW use concentric circles to review that Golf St. is in the neighborhood called Huntersville and Huntersville is inside the city of Norfolk, and Norfolk is in the State of Virginia, and Virginia is in the country called the United States of America

Day #4

Materials: T.E. Page _____ Text Page _____ Manipulatives Overhead Whiteboards

Other sample maps of the united states

Anticipatory Set: Story /Poem _____ Video _____

Other Ask the students if they can recall the U.S. symbols we studied earlier in the year. Ask: Did you know that maps have symbols too? They are pictures that stand for really things.

Procedure(Guided/Independent Practice): Ask the students if they can guess the name of the capital of the United States of America. Hint: It is named after our first president. Did you know that on a map the symbol for a capital city is usually a star and the other cities are usually round dots. Lets look at these maps and see if we can locate capital city of Virginia (Richmond) and then our city (Norfolk). What should we look for to find Richmond and what should we look for to find Norfolk. TSW take star stickers and place them on Washington D.C. and Richmond on yesterday's maps. TSW draw a red dot for Norfolk. Did you know that there are other symbols on the map that tell you what things are? TTW draw several symbols on the board (water, mountains, trees, street, house) and ask the students to guess what the symbols could be. TSW glue the title Symbols into their mini offices and then match real pictures with the corresponding symbols.

Closure: TTW review the capitals of the U.S. and Virginia. TTW review the term symbol, what symbols are for (what they tell us) and several of the symbols we learned that a map can have.

Day #5

Materials: T.E. Page F8-F11 Text Page F8-F11 Manipulatives Overhead Whiteboards

Other _____

Anticipatory Set: Story /Poem _____ Video _____

Other TTW review the things we have in the mini office with the students.

Procedure(Guided/Independent Practice): The students may need to take half of this day to complete various portions of their mini offices from the previous lessons. After the mini office review the students will take a test/quiz over the maps skills material introduced/studied so far.

Closure: Instant feedback: TTW review the questions & answers to the test with the students.

Day #6 & 7

Materials: T.E. Page _____ Text Page _____ Manipulatives Overhead Whiteboards

Anticipatory Set: Story /Poem _____ Video _____

Other Review of previously taught map skills concepts.

Procedure(Guided/Independent Practice): Lesson part I: TTW ask the students: What do you think you should do if you don't know what the symbols on the map mean? Did you know that there is something on the map that tells you what the symbols mean? Guess what it is called? It is called a **Map Key or a Map Legend**. Lets see if we can find a map key on some of our maps. What kinds of symbols are on these map legends? Lesson part II: Lets see if we can remember why maps are important? (they show us where places are and how to get to places) Did you know that there is another important part of a map that helps read the map? The tool on the map that helps us know which part of the map to look at is the **Compass Rose**. The compass rose tells us the directions. There are 4 major directions called the cardinal directions. The cardinal directions are North, South, East, and West. TSW color and label a compass (see template) to glue in mini offices.

Closure: TSW glue compasses onto small paper plates in order to play the cardinal directions game. The students will stand in rows on the floor. TTW call out a cardinal direction and the students must take one step in that direction. The game starts of slow and then speeds up once the students get the hang of the game. TSW go back to their seats.

Day #8 & 9

Materials: T.E. Page _____ Text Page _____ Manipulatives Overhead Whiteboards

Anticipatory Set: Story /Poem _____ Video _____

Other Review Questions: What is a map legend? What is it used for? What is another name for a map legend? What is a compass? What is it used for? What is another name for a compass?

Procedure(Guided/Independent Practice): TSW create their own edible maps with a map key and compass. TTW model drawing a map on paper using the symbols land, water, streets, trees, and mountains. TSW draw a map using the same symbols. TTW model recreating the map with edible items. TTW adding new symbols to the map and map key one at a time and assist students as needed. *Land-tortilla and peanut butter to help the other symbols stay; Mountains- chocolate chips; streets-mini-pretzels; trees- green fruit slices; water-whipped cream mixed with blue food coloring (premixed in little bowls for the students to spoon out).* If time permits TS may create a city using raisins, gold fish and other types of candy for cars, homes, schools, etc. TSW add any additional map symbols to their map keys and then TSW add a compass to their maps.

Closure: TSW write about what types of symbols they have on their edible maps, what they look like (shape/size and the location of the symbols on their maps using cardinal directions).

Day #10

Materials: T.E. Page _____ Text Page _____ Manipulatives Overhead Whiteboards

Anticipatory Set: Story /Poem _____ Video _____

Other Test review

Procedure(Guided/Independent Practice): TSW take a unit test over Map Skills material.

Closure: Instant feedback: TTW review the questions & answers to the test with the students.