

Standard
<i>Missouri Learning Standard addressed by this lesson</i>
Grade 2 5. Knowledge of major elements of geographical study and analysis and their relationships to changes in society and the environment A. Reading and constructing maps a. Read and construct maps with title and key.
Learning Objective/Goal
<i>Measurable objectives appropriate for meeting the selected standard and student needs</i>
The learner will design a map including a title and key.
Prerequisite knowledge
<i>What content covered previously this year or in prior years is necessary for this lesson?</i>
1. Expectations (GLE's) covered previously: Kindergarten: - Identify maps as representations of real places - With assistance, read, construct, and use maps of familiar place such as the classroom, the home, the bedroom, etc. - Match legend symbols to map features First Grade: - Identify globes as representations of real places - With assistance, read, construct, and use maps which have a title and key - Describe how maps are created for different purposes such as school fire drill, a trip to the zoo, etc. - Use a compass rose to identify cardinal directions on a map 2. Other skills/content needed prior to the lesson to ensure student learning: - Fine motor skills to draw lines and shapes - Knowledge of shapes (rectangle, square, circle, etc.) - Be able to write letters and sentences to label different aspects of the map - Experience with "Think, Pair, Share" strategy to share insight on what they learned during the lesson - Ability to discuss thoughts with partner and the small group
Lesson Structure and Procedures
<i>(The before, during, and after the lesson, e.g., Engagement/Opening, Procedures, Guided Practice, Conclusion)</i>
Classroom/Group Management & Procedures: <i>(Strategies consistent with the learning needs of the lesson that also meet student behavior needs to help keep the students on task and actively engaged.)</i> Behavior management • Set behavior expectations such as being safe, responsible, and respectful. I will make students aware that this includes materials, other students, and the teacher. • I will use proximity Materials management • I will only allow for students to get out their materials right before we start making our maps • I will highlight that we are only using our materials as tools and not toys

Time management I will have a timer set up for both the students and I to see how much time we have left in the lesson.	
Lesson Sequence (Sequence of events of the lesson elements. Script the engagement/opening, procedures, guided practice, conclusion.) - List the sequence of events; highlight opportunities for differentiation/increase in rigor. - On left estimate amount of time needed to teach each section of the lesson; total should be 20-30 minutes - Highlight assessments throughout the lesson. Bold questions to be asked; include possible responses from students in ()	
min to teach	Lesson Sequence
10 min	Before (Review behavior expectations. Engage students with a “hook” to grab their attention. Check for prior knowledge and ask an Essential Question. State your goal in kid-friendly language, but DO NOT TEACH in this section.) “What if we wanted to get into a building but it did not have a key to unlock the door?” (Climb through a window, knock on the door, not be able to get in) “These are all great answers, but unless someone was in the building or we broke laws, we wouldn’t be able to get in. This is similar to how a map works. If there is not a map key, then we can read it properly.” “Today we are going to be looking at different maps and then I am going to have you guys create your own map. We will need to be respectful of our classmates and the manipulatives we are using. To show respect we need to listen to the speaker and raise our hands to answer or ask a question.” - Read pages 3 and 4 of <i>Mapping Penny’s World</i> making connections between the symbols in the map key and the meaning of the map. “Mr. Jayson has labeled his map with a title, what is the title he chose?” (Listen to students’ responses to gauge understanding of a map title) “Correct, he titled it Our School. The students in his class now understand exactly what the map is showing.” “A title is very important for the viewer to understand what the map is showing them. If he titled the map <i>The Park</i>, would his map make any sense?” (No!) (Check for understanding of the importance of choosing a correct title) “Every map needs to include a title and map key.” “Just like the title, Mr. Jayson included a map key to show his viewers what is included on the map. Without a map key the viewers would have to guess what is being shown, meaning the map would not be accurate.” “Let’s take a closer look at Mr. Jayson’s map key.” “The symbols on the map are like drawings and we put the name of the symbol next to the picture in the map key. Point to the map key and symbols in the book. “Mr. Jayson has used symbols so when we look at the map and see the drawing all we have to do is to look at the map key to figure out what the symbol means.”

	- “Mr. Jayson has shown on his map what the key and symbols are used for. Do you think without this information that we would be able to read his map correctly?” (Have students raise their hands and assess their responses). - For struggling students, go into further detail about symbols and their meaning in the map key
10_ min	During (Include your direct explicit instruction – the teaching of the concept – with checks for understanding throughout. Follow that with the learning activity where students are practicing the skill or concept you just presented.) - Teacher will pull up page seven and eight of <i>Mapping Penny’s World</i> by Loreen Leedy. The maps title, key, and descriptors will be cover covered. “Looking at this map it is hard to understand what is being shown because there is no title or key.” - “Do you have any guesses of what is being shown?” (A bedroom, living room, house) - “Now I am going to remove the sticky notes and show you the title and key.(Visual) (do not remove sticky notes covering the item name) Do you know what the map is showing now?” (Lisa’s bedroom, a bed, a dresser) - Point to dog bed on map. “Can you use the key to tell me what this oval is?” Students raise their hands to answer. (dog bed, toys) - Point to the bookshelf. “Look at the map, put one finger in the air if you think shape means window and put two fingers in the air if you think it means something else but the name is covered.” (Look at the students answers and assess their previous knowledge of reading a map key). - “I am going to take off the sticky notes that tell you what each object is in the room and I want you guys to tell me if the map makes more sense.” Remove sticky notes - “Now you are going to work with a partner to create a map of your classroom.” - “What do you guys need to make sure is on your map so other people understand what it is you are showing?” (A title and map key) - Hand each group a blank map paper and have them get out their supplies (markers, pencils, rulers) - Allow for students to work on their map while observing what they are including and how they are including it on their map key. - To increase rigor, have students number each item and write the name of the item in relation to the number in the map key
10_ min	After (Assess student understanding of concepts presented and provide 2-part closure) - “You may not be completely finished with your map but I want to discuss what each of you created. I need you to put your materials down and place your hands in your lap.” - “Who would like to go first explaining your map?” Call on a student with their hand raised.

	- "Can you tell me the title of your map?" (My classroom, 2nd grade classroom, etc.) - Point to a specific aspect of the map. "Can you tell me what this is showing?" (Table, chairs, desk, bookshelf, etc.) - "Now show me in your map key where it tells me what that item is." (Student points to corresponding descriptor of the item in their map key). - Continue this process with each student until they have each stated the title of their map and one aspect of their map with correspondence with their map key. - "I want you to turn to your buddy next to you and say one new thing you learned about maps today." (Why a title and key are important, how to make a map key, etc.) - "Now you guys not only understand how to read a map but also know how to make a map with a title and key! Throughout your lives you are going to use maps all the time, like when you start driving and are not sure how to get somewhere. You will be able to know what the title means and how to use a map key! Do you think you will be able to do that now?" (Yes! Maybe. Not yet)
Resources and Materials <i>List of tools and materials used in the planning of and during the instruction of the lesson</i> Cite all resources.	
	- https://www.teacherspayteachers.com/Product/Map-of-Bedroom-Symbols-Map-Key-8165256?st=de53faa968ee965667433eab6dd4ee9f (Blank map with map key x3) - <i>Mapping Penny's World</i> by Loreen Leedy - Pencils - Markers - Rulers x4