

Lee Urban
Grade 1-2, Hall Elementary School
Lesson Plan #4 - The Route from Home to School

As the writer of this lesson plan, I am indebted to David Sobel, who has kindly given permission to its posting on the Osher Map Library website. Mr. Sobel is Senior Faculty in the Education Department at Antioch University New England in Keene, New Hampshire and the author of *Mapmaking with Children: Sense of Place Education for the Elementary Years*. Many of the original ideas for this lesson were drawn from Chapter 3 of *Mapmaking with Children*.

1. Learning Objective and Target

In the study of maps, students will analyze and compare how maps represent in any number of ways the order of places along a line of travel and will demonstrate their understanding by creating maps of their routes from home to school.

Target: I can make a map of my way from home to school and show what I pass by on the way.

2. Curriculum Connections

This lesson is the fourth of five lessons about map skills. Students have time each day after lunch and recess to draw anything that interests them. This map skills unit of five lessons will draw on students' experience and interest in drawing, and in this unit they will be drawing maps. The prior lessons included learnings about representations of the physical world, creating maps, and sequencing. This lesson will build on those learnings.

The Maine Learning Results standard relevant to this lesson is:

Social Studies: D1 - Geographic Knowledge, Concepts, Themes, and Patterns:

Students understand the nature and basic ideas of geography. b. Create visual representations of the immediate neighborhood and community. c. Use basic maps and globes to identify local places and basic physical, environmental, and cultural features.

The Common Core Standards relevant to this lesson are:

Mathematical Practices, Grades 1 and 2

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Use appropriate tools strategically.
4. Attend to precision.
5. Look for and make use of structure
6. Look for and express regularity in repeated reasoning.

3. Assessment

Pre-assessment: During the prior lesson, students completed a Worksheet regarding “Pete’s Treasure Map”. By reviewing that worksheet, I will be able to determine who have skills to represent a route on a map they will create.

Performance: Each student will complete a map of the route from their home to Hall School.

Personal communication: I will observe:

- how challenging it may be for each student to draw a map depicting their route from home to school; and
- whether students drew one or more of the following: home, school, one or two important or “scary” places and a route to school.

4. Modifications Based on Student Profiles & Plans

5. Materials, Equipment

- Sara Fanelli’s *My Map Book* book cover (it’s a map of her route from home to school)
- written directions of what to draw (home, school, etc.)
- colored sheets of 8 x 8 1/2” paper (at least 80)
- scissors
- glue sticks
- heavy-stock paper (at least 20)
- document camera
- projector

6. Instructional Strategies

Read-aloud, whole group discussion, working in small groups, self-evaluation, use of document camera to engage visual learners, questioning.

7. Lesson Procedure

NOTE: Continue reading aloud during reading periods each day *My Father’s Dragon* and refer to the map of Wild Island at appropriate times for students to identify sites.

5 minutes:

Activator: Display Sara Fanelli’s *My Map Book* book cover which turns into a poster of a school and a home and other places

Questions:

- What do you see?

40 minutes:

Project on the wall the written directions of what to draw (home, school, etc.) and review those directions with students to be sure they understand them all.

Distribute the directions to students, along four colored sheets of paper. Urge them to use the blue boxes on the directions as a way to make sure they are following those directions.

Then group students in groups of three and ask them to describe their maps to each other within the group.

Question:

- What are the important and scary places on your map?

Do a “thumbs-up/thumbs-to-the-side” self-assessment with the students.

- Were we able to connect our homes to Hall with a route?

At the conclusion of the discussions, students will hang their maps on the wall outside the classroom for all to see.

8. Instructions for Ed Techs, Aides, parents, other adults