

# Format Customization Form - Lesson

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## VITAL INFORMATION

Author	GCU Student
*Subject(s)	Geography
Topic or Unit of Study	Creating Maps
*Grade/Level	3rd
*Summary	Students will create a map of the playground in relation to north, south east and west.

## STANDARDS AND DIFFERENTIATED INSTRUCTION:

*Standards	<b>Connections to the National Geography Standards:</b> <b>Standard 1: "How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective"</b> Standard 2: "How to use mental maps to organize information about people, places, and environments in a spatial context" Standard 4: "The physical and human characteristics of places"
Differentiated Instruction	Special needs' students and ELL learners will be supported through kinesthetic, spatial, auditory and visual support. Students will use illustrations to create a map of playground features and locations.

**EI (ESSENTIAL ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED:**

Objective	<p>Students will understand and create a map demonstrating boundaries, geographic features and directionality.</p> <p>Students will explore the location and features of their playground and create a map.</p>
Anticipatory Set	<p>The teacher will ask students if they have ever gone to a mall and gotten lost or could not locate a specific store. The teacher will ask if they have ever been traveling by car in another city or state with a parent and gotten lost. Students will provide experiences of being lost or not finding a specific location. The teacher will ask, "When you or your parents were lost, what could have helped you find your way? Could a map have helped find you find your way? Could a map of the mall have helped you find the store you were looking for?"</p>
Teach Lesson / Model	<p>The teacher will assess students prior knowledge about maps. She will create a word wall graphic organizer on the board for students to brainstorm words or phrases that come to mind when they think of maps and how maps are used.</p> <p>The teacher will show students the wall maps of their state or country and ask students what some of the features of this map. Students may say boundaries, directions, north, south, east, west, rivers, mountains, etc. The teacher will focus on directionality of north being at the top of the map, south is located at the bottom, east is to the right and west to the left.</p> <p>The teacher will model and tell students she will draw a "map" of their classroom. The teacher will write the following vocabulary words on the board: boundaries, geographic features, north, south, east, west. She will then draw a square (or rectangle, depending on the shape of the room) and tell students these are the <i>boundaries</i> of the classroom and proceed to write the directions <i>north south, east, west</i> and <i>south</i> and "<i>geographic</i>" features of their room.</p> <p>Students will tell the teacher what "geographic" features are on the north side of the room, the east, west, south and center of the room. Students will direct the teacher to draw the items/furniture located in these parts of the classroom.</p>

Guided Practice	<p>The teacher will tell students they will work in pairs to draw a map of their playground. They will need to draw boundaries, label the directions and the "geographic" features of the playground. The students will then be given chart paper and markers and taken outside to the playground where they will begin drawing and labeling their maps.</p> <p>Students will begin to draw the boundaries of their playground and label the directions north, south, east and west. The teacher will support students understanding by pointing north and having students begin to label directions. This can be done in whole group or if students demonstrate understanding, work in pairs.</p>
Independent Practice	<p>Students will be allowed to work in pairs to draw the boundaries, directions and "geographic" features. One student will be the illustrator and the second will be the observer to direct the information being drawn/written on the map.</p>
Closure	<p>After students have drawn their maps of the playground, they will share their maps with each other and describe their boundaries, directions and "geographic" features. Students will orally present their maps to the class. Students will compare the features of their maps to the wall maps in the classroom.</p>
Evaluation *Assessment/Rubrics	<p>The maps will be informally assessed through observation and student comprehension through their presentations and use of key vocabulary. The teacher will ask students to show where certain playground "geographic" features are located.</p>

**MATERIALS AND RESOURCES**

Instructional Materials (handouts, etc.)	Chart paper, markers, whiteboard
Resources	Text, wall maps of state or country.

