

## Classroom Map

<b>Grade:</b> 4 <sup>th</sup>		<b>Subject:</b> Social Studies
<b>Materials:</b> Big sheets of white construction paper, PowerPoint, colored pencils		<b>Technology Needed:</b> Computer, smart board, PowerPoint
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>4.1.1 Interpret and compare maps (e.g., political, physical, thematic) of North Dakota</li> <li>4.1.2 Use map scales to locate physical features and estimate distance on a map</li> <li>4.1.3 Create a mental map that demonstrates understanding of the relative location, direction, size and shape of the United States. (e.g., states, major cities, capitals, major landforms)</li> </ul>		<b>Differentiation</b> <b>Below Proficiency:</b> Students may need an example to go from <b>Above Proficiency:</b> Students will need to add fine details to their map. <b>Approaching/Emerging Proficiency:</b> Students will make a map of the major objects in the classroom. <b>Modalities/Learning Preferences:</b> Visual, Auditory, Tactile
<b>Objective(s)</b> At the end of the lesson, the student will have created a map of the classroom including all major objects in the classroom with the important parts needed in a map. (Desks, counter, cubbies, computers, etc.)  <b>Bloom's Taxonomy Cognitive Level:</b> Create		
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>Students will begin on the carpet by their partners, once lecture is over and its work time, students will find a spot in the classroom to draw their map.</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> There is some collaboration between partners so a ½ voice level should be used. Working efficiently and effectively.
<b>Minutes</b>	<b>Procedures</b>	
	<b>Set-up/Prep:</b> Big sheets of white construction paper set out, PowerPoint of visual maps and key components of a map.	
5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>Gather the students at the carpet, sitting next to their partners.</li> <li>Ask: Why are maps important.</li> <li>Form a discussion as to why we need maps.</li> <li>Get them to talk about why we cannot just use google maps, why would they need to learn how to read a map.</li> <li>Turn and Talk, then share.</li> </ul>	
5	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>What makes a good map good?</li> <li>It needs to include 4 important parts. Title, compass rose, key or legend, and scale</li> <li>Why would these be important in a map?</li> </ul>	
15-20	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>Once the discussion is over, explain the activity.</li> <li>Flip to the slide with the pics of classroom maps. (Examples)</li> <li>The students will be making a map of the classroom. Make sure to include all the key elements a map needs. Include desks, book shelves, cubbies, anything else you feel important to make it a good map.</li> <li>It should be clear enough for others (another class, substitute, guest) to come in and be able to know where things are.</li> </ul>	
2-3	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"> <li>When finished, share with two others.</li> <li>Compare yours to others, are there similarities or differences</li> <li>Get initials from those two peers.</li> <li>If finished before anyone else and have shared, find something to do. Read quietly, finish witch legs, etc.</li> </ul>	

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<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>• Observation from Turn and Talks, checking for understanding during lecture when questions are asked.</li> </ul> <p><b>Consideration for Back-up Plan:</b> On a piece of paper, write down what makes a map good and why we need maps?</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b> Maps will be collected looking for understanding of map details.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>My 4<sup>th</sup> grade class is working on map skills right now, so we decided to make a map of our classroom. This is something they really had fun with. The students were so into this, they asked to take it home to work on because they wanted it to get done, but I had to clarify that they couldn't make a map of the classroom if they aren't in the classroom because how would they know what it all looks like?</p> <p>During the time they had to work on the map, the voice level was very good. It stayed between a 0-1. The PowerPoint beforehand was a hit also. I felt it got them excited and interested. I used some pretty cool transitions and made it work so we could use the active board and write notes on one of the slides. They also found it was cool to see the other examples of classroom maps.</p> <p>I made sure that during the lesson I connected it back to other things we had done earlier in the week. In the book <i>Because of Winn Dixie</i> which they are reading right now, it said one of the characters walked from Virginia to Georgia and then to Florida, so we took a look at the map and figured out how many states he had to cross.</p> <p>Two things I would change would be the amount of time allotted and giving more clear directions from the beginning. I only allowed for 15 minutes for them to work on it and I don't believe that was enough time. Some were getting closer to being done than others but I think they had hoped they would get more done than what they did. The other thing I would change was the directions I gave. I had them draw the map from where they were sitting because I didn't want everyone being up out of their seat and wandering the classroom but that made for some confusion. So, next time I would just have them draw it as if they were looking at it from above in the middle of the classroom. I think that would have been more clear of directions.</p> <p>Overall this lesson went really well and the students really enjoyed it and couldn't wait to show it to other teachers, siblings, and parents to show them their classroom.</p>		