Jordan Lee
First Grade Social Studies Lesson

“Me on the Map” by Joan Sweeney

Purpose:
Through this lesson, students will be introduced to maps and develop map skills. Students will actively listen and participate in discussions throughout the read aloud. Following the read aloud, the students will use their comprehension skills to discuss the content in the text and complete their own “Me on the Map” flipbook. Students will be able to identify their city, state and country as done in the text.

• Teacher notes:
  o Map: A drawing that shows what places look like from above and where they are located
  o The United States and Virginia can be identified by their shapes on maps and globes.
  o The location of the capital city of Richmond, Virginia, is identified by specific symbol.
  o Maps include symbols, which are pictures that stand for something else.
• Reading Strategy:
  o Comprehension of text. Students will show that they are able to comprehend text by participating in during and post reading questions. Students will show their comprehension further by making their flipbooks.

SOLS:
1.4 The student will develop map skills by
   a) recognizing basic map symbols, including references to land, water, cities, and roads;
   b) using cardinal directions on maps;
   c) identifying the shapes of the United States and Virginia on maps and globes;
   d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.

Objectives:
• After listening to the book, “Me on the Map,” students will participate in a whole class discussion about how maps can show us where we are anywhere in the world.
• The students will be able to organize the handouts passed out: my school, my city, my state, my country, and my world into the correct order to create their flipbook.
• The students will be able to fill in and spell the words written in their flipbook with the support of “Southampton, Richmond, Virginia, and United States” written on the document camera with 90% accuracy.

Procedures:
Introduction:
• Have students gather on the front carpet
• Ask students if anyone knows what maps are? Call on multiple students to answer
• Ask students if they know what maps are used for? Call on multiple students to answer
• Praise and encourage students ideas
• Tell students that maps are “a drawing that shows what places look like from above and where they are located,” have them repeat after you the definition of a map (auditory)
• Show students the cover of the book and have them guess what the story will be about (visual)
• Tell students we are going to read a book about a young girl that creates many different maps

Development:

• Begin reading the book aloud and stop to ask occasional questions: (auditory and visual)
  o Discuss with students what the girl in the books town is. Ask students what town/city we live in?
  o On the map of her state, we can see what other place? (her town)
  o Discuss with students that she lives in the state Kansas. Ask students what state we live in?
  o On the map of her country, we can see what other place? (her state)
  o Ask students what country we live in?
  o On the map of the world, we can see what other place? (her country)
  o How does the map of the world change in appearance in real life and on a map?
• After the story is read, I will ask a few questions to summarize the main ideas of the book and assess comprehension of the text: (auditory)
  o How do maps help us?
  o Is it possible to be at two places at once, such as in your house and in your town?
• We are going to make our own “Me on the Map” books now using ourselves. We are going to start at the school, then discuss the city we live in, then the state, the country and finally the world (tactile)
• So what city is our school located in? (Richmond)
• Okay so we live in the city of Richmond, in the state of _____? (Virginia)
• Have a student go to the US map and locate Virginia (visual)
• Have another student go to the map and locate Richmond on it (visual)
• Did anyone know that Richmond is actually the capital of Virginia?
• Can anyone explain what a capital is?
• Listen and praise student answers and explain that a capital is the most important city in a state
• We live in the state of Virginia in the country of __________? (The United States)
• Our country is located in the __________? (World)
• Review everything, so we go to Southampton Elementary School. Southampton is located in the city of Richmond. Richmond is located in the state of Virginia and is also the capital of Virginia. Virginia is a state in the United States of America. The United States is a country located in the world (auditory)
• I’m going to pass out all 5 of our places (school, city, state, country, world)
• On the document camera I’m going to write out the words Southampton, United States, Virginia, and Richmond. You need to decide which word goes on which page of your flipbook.

• You need to color and decorate the cover of your flipbook and the pictures on each page.

• On the state page, I want you to locate with a star where Richmond is located. You may refer to the map if you need assistance.

• On the country page, I want you to color in the state we live in.

• After you have written your words on your pages you need to put the pages in the order you think they belong and bring them to me to be stapled together

• For struggling students:
  o Provide these students with a printed out map with states names labeled
  o Allow these students access to the book “Me On The Map” for further assistance in placing the pages in the correct order

• For advanced students:
  o Have these students write a sentence about their place in the world. These students can research the continent the United States is located on, although this isn’t part of the 1st grade SOL. Students can read about the 7 continents and North America.
  o Have books available for these students to read about maps and map symbols.

• For inclusion students that come in:
  o These children are not yet able to form their letters, so I will write the words in a highlighter for these students and have them copy over it in pencil. Also, provide these students with a print out of the maps with the states names labeled in order for them to get a better understanding.

Summary:
• After every student has handed in their flipbook, discuss the answers with the students (auditory)
• Discuss with students that we can be in many different places at one time
• Emphasize that maps show us where we are anywhere in the world
• Call on a few students to read their flipbook aloud and show the class their drawings.

Materials:
• Book: “Me on the Map” by Joan Sweeney
• “Where Am I?” Printable Booklet/Foldable for Social Studies take from www.teacherspayteachers.com but revised by myself to accommodate the children in the classroom
• Handouts to create flipbooks
• Document camera
• World map present in classroom
• Highlighter
• Pencils
• Crayons
• Stapler
Evaluation Part A:

- I will be expecting children to orally and actively participate in a whole class discussion before, during, and after my read aloud, about how maps are drawings that show what places look like and where they are located.
- To assess the students’ knowledge of the new skills taught, I will examine their organization of their flipbook pages to make sure students have accurately arranged their pages before being stapled together.
- To assess the students’ knowledge of new concept taught, I will examine their labels in their flipbook to check spelling and verify each label matches the corresponding picture. I will use a rubric to evaluate the lesson; focusing on appearance of flipbook, appropriate labels and spelling, and an explanation through oral conversation throughout the entire lesson.

Evaluation Part B:

- Students did meet my objectives, excluding the two inclusion students. I wrote the words out for these students and had them trace over them. Majority of the students showed an understanding of our city being Richmond, our state being Virginia, and our country being The United States.
- I had planned to highlight and have the inclusion students’ trace over my words I wrote in highlighter, but during the lesson I forgot to do this right away. My practicum teacher reminded me and I did accommodate them.
- I think my strengths of the lesson were my questions and having them read and reread their flipbooks. I tried to include a lot of questions to give me a better idea of their understanding and what I needed to go back over and I think I did a good job at that. I really tried to do things similar to my practicum teacher, like calling groups by tables and using the document camera to show them things and I think it was beneficial because the students were comfortable with these routines.
- My weaknesses of the lesson were that I struggled with classroom management. I’m not use to being in charge of twenty students yet, so I got a little overwhelmed at times and struggled to regain their attention quickly when they got off task.
- If I did taught lesson again I would do a few things differently. I got to discuss my glows and grows with my practicum teacher following the lesson and I’m really glad that I did. She discussed with me that maybe I should of used technology besides the document camera. She suggested a video or maybe a song and I think that this would have strengthened my lesson. I also discussed with her that I noticed I struggled with classroom management at times. When I wanted to know if students were done working she suggested having students raise their hands to show that they were done instead of having them all call out, if I did this, the off task time would have decreased. Also, she suggested praising good behavior and on task students as a way to encourage other students to get on task. Overall the learning went very well, I just needed to plan ahead more for the classroom management aspect of teaching!