

Grade 1	Lesson: Mapping My Neighborhood	Reference to English Interconnections Lesson Mapping our Neighborhood p 121
Science Standard(s): Standard 3 Objective 1		
Content Objective(s):		Language Objective(s):
Students will create a map of their neighborhood. <i>I can make a map of my neighborhood.</i>		Students will describe their map to a partner. <i>I can describe my map to a partner.</i>
Essential Questions: How do we explore the natural world at school?		Required Academic Vocabulary for Word Wall: Listen: library, school, home, park Speak: library, school, home, park Read: Write: Sentence Frames: _____ is here.
Materials: <ul style="list-style-type: none"> Globe Map of the world showing the outlines of different countries of the world, and outlines of the 50 states Outlines of Utah and the United States (see attached sheet) White paper, crayons, markers 		Additional Lesson Vocabulary: map, globe, located identify
Lesson: Mapping My Neighborhood		Instructional Time: 30 minutes
<p>Opening: (5 minutes) T: "Look at the map on the board. That is a map of the whole Earth that we live on. Then look right here, that is North America – the continent we live on." T: "Here is the United States of America. That is the country we live in. Does anyone know where Utah is?" S: will point. T: "This is Utah, the state we live in. What city do we live in?" S: will respond T: "Yes, we live in _____, it is right here on the map. Now, think about our neighborhood." T: "At the beginning of the year, we compared our school to other places and buildings in the community." <ul style="list-style-type: none"> Show pictures of the school and the other buildings talked about in the previous lesson. T: "What can you tell your neighbor about how the library and school are the same?" S: "They are the same because _____." T: "What can you tell your neighbor about how your house and the school are different?" S: "They are different because _____."</p> <p>Introduction to New Material (Direct Instruction): (10 minutes) T: "Now that we know all the buildings in our community, you will draw them on a map. First, we need to review a map." T: "Look at the map on the board. Now, point to the NORTH part of the map." S: will point up T: "Where is the south part of the map?" S: will point at the bottom of the map. T: "Where is the east side of the map?" S: will point to the right T: "Where is the west side of the map?" S: will point to the left T: "Perfect, you know your north, south, east and west. I will draw a compass rose to remind you."</p>		

T: "Now, each of you will be given a blank piece of paper on which you will need to draw a map of our community. Let's start one together."

Guided Practice: (5 minutes)

Modeling Cycle

Teacher Does:

T: "If I draw the school right here, where do I put the street?"

S: will respond

T: "Are there any buildings that we talked about last time on the same street?"

T: "Which ones?"

T: "Are there any hills?"

T: "Where is the park?"

T: "Where is your house? Tell your neighbor."

- Continue this activity until the students know the expectations of the map.

T: "So, before you begin, remember that you need to draw a map of our neighborhood. You need to include 5 buildings, 1 park, 2 houses and 1 river/lake/hill... as well as the compass rose. I will write the list on the board."

Independent Practice: (7 minutes)

T: "I will pass out your paper. You have 10 seconds to begin. You will have 5 minutes total to draw your map."

- Teacher will walk around the room helping students as needed.

T: "Alright, you have 2 minutes left."

T: "I am going to walk around the room and look at each of your maps of the neighborhood."

Teacher Does:

T: "Your maps look amazing! Now you need to label them. Let's do it together."

- Go through all the different buildings and features on the map and label them with the students.

T: "With a partner I want you to describe your map. Tell your partner all the different things you drew."

Teacher Does with Student:

- Call one student up to the front of the class. Draw another card from the bag.

T: "I am going to tell you all about my map."

T: "Here is the school. Here is my house. Here is the park...Your turn."

S: "Here is the _____..." will describe their map.

T: "I need one more person to come up and describe their map for me."

S: will describe their map.

All Students Practice:

T: "Now I need you to find a partner and describe your map to them. I will be walking around listening to your descriptions, so do a good job!"

S: will describe their maps to a partner.

Closing: (3 minute)

- Collect all the maps so you can post the on the wall in your classroom.

T: "Good job today! You all made a map of our neighborhood. Do you think all neighborhoods look the same?"

S: "no."

T: “Why not? Tell your neighbor.”

S: will tell their neighbor why they don't think all neighborhoods look the same.

T: “Why not?”

S: will respond.

Assessment:

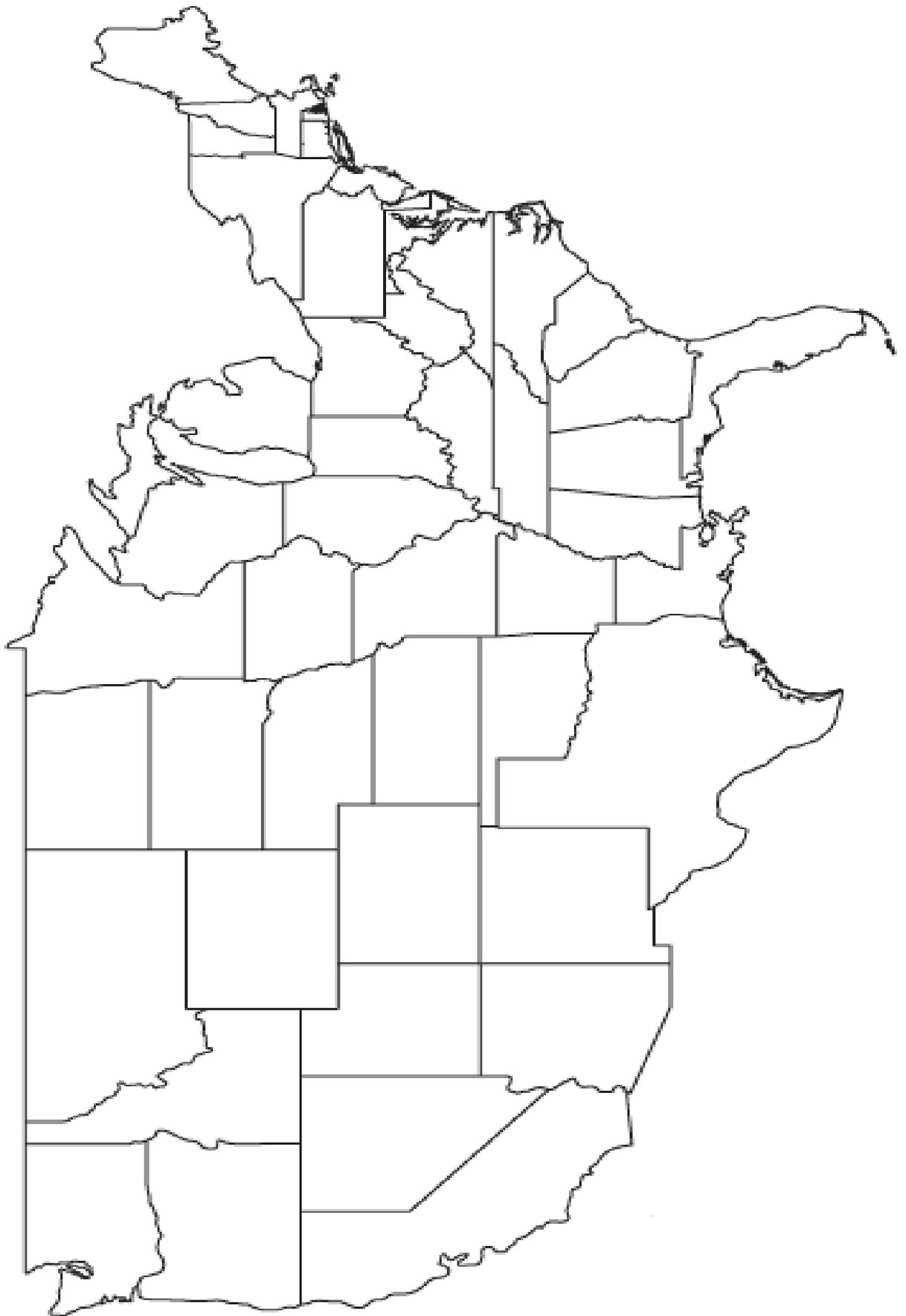
Walk around while students are speaking with partners to see if they are saying and correctly identifying the places on the map.

Extra Ideas:

This is a great time for students to also memorize their address as a safety concept. Briefly talking about how an address tells the number of your house, the street you live on, and the city where you live.

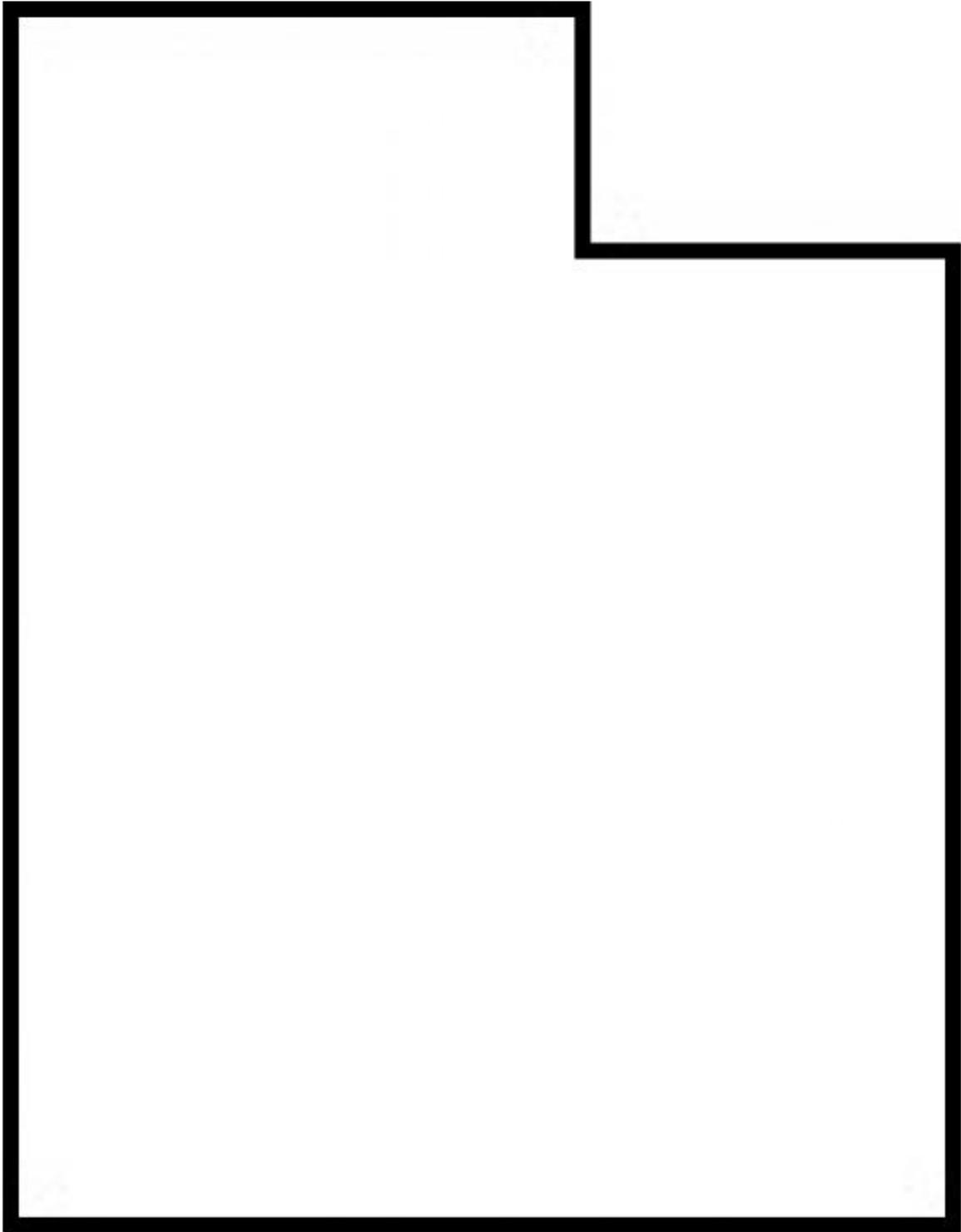


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