

Lesson Plan Template

NAME: Karen Wilform

DATE: Lesson 1

Duration of Lesson: 40 minutes

Lesson Name: Me on the Map - Read Aloud

Grade Level (s): 1st

Common Core State Standards:

R.L.1.1 Ask and answer questions about key details in text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

Content (Framework)

1.2 Students compare and contrast the absolute and relative locations of places ~~and people and describe the physical and/or human characteristics of places.~~

1. Locate on maps and globes their local community, California, the United States, the seven continents, ~~and the four oceans.~~

2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.

~~3. Construct a simple map, using cardinal directions and map symbols.~~

~~4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.~~

Learning Objectives: The purpose of this lesson is for the students to actively listen and participate when questions are asked. They will discuss the details in the story being read while also relating those details to their own location. They will learn how to read details on a map and the purpose of a map. They will also use full sentences when responding to questions. As a result of the lesson, the students will know more about maps and their importance. They will use both listening and speaking skills to learn their objectives.

Content Objective- The students will be able to talk about the purpose of a map and why it is important. They will learn how to find themselves on a map and be able to identify specific facts like what planet, continent, country, state, city and street their school is on. They will use the book *Me on the Map* to ask and answer questions about key details and ideas in the book. They will point out the key ideas by using the illustrations and details in the text.

Language Objectives - Students will achieve the content objective by listening to the story being read and by speaking when comments are being made or questions are being asked. The teacher will ask questions regarding the informational text and questions that are specific to the students' location. The teacher will write answers down on a chart.

English Language Development (ELD) Standards and Proficiency Levels-

Emerging: *Section 2.5 Listening actively: Demonstrate active listening to read-alouds ~~and oral presentations~~ by asking and answering basic questions, with oral sentence frames and substantial prompting and support.*

Expanding: *Section 2.5 Listening actively: Demonstrate active listening to read-alouds ~~and oral presentations~~ by asking and answering basic questions, with oral sentence frames and substantial prompting and support.*

Bridging: *Section 2.5 Listening actively: Demonstrate active listening to read-alouds ~~and oral presentations~~ by asking and answering basic questions, with oral sentence frames and substantial prompting and support.*

Academic Language Requirements:	
Language Frames/Supports (and linking words)	<p>The following frames will be provided, as I ask questions about key details and ideas in the text.</p> <p>The little girl’s map has _____.</p> <p>Only one house is colored because _____.</p> <p>The name of her town is _____.</p> <p>The name of her state is _____.</p> <p>The name of her country is _____.</p> <p>I see _____.</p> <p>The name of her planet is _____.</p> <p>The little girl looks for _____.</p> <p>She looks for _____ and _____.</p> <p>She looks for her _____.</p> <p>She finds her _____.</p> <p>These pages have _____.</p>

Formal and Informal Assessments:

I will informally assess the students by asking questions about the text. Some questions might include: “What did the little girl draw? What is a map? Why is it important? How did the little girl find her place on the map?” They can answer my questions by verbally answering or showing me specific pages in the book.

Procedure-Instructional Strategies and Learning Tasks to Support Student Learning:
 The students will listen to a read aloud and the teacher will ask questions about the text. Students will respond with key details and ideas from the text. Higher-level thinking will be promoted when filling out the KWL chart. *Me on the Map* will be read a second time,

but only for the purpose of personalizing the information to the students in the classroom. Another chart will be filled out with the school's street name, city, state, country, planet, and continent.

ANTICIPATORY SET:

I will ask the students, "Have you ever been lost before? Maybe you were driving with your mom or dad and you couldn't find the place you were looking for? Or maybe you were at a huge amusement park and you got lost in the crowd? Who knows what you could do to solve your problem?"

I DO:

Listen to students' ideas and come to the idea of a **map**.

Ask the students, "What is a map? Why do you think we need maps? What do we know about maps? Why are maps important?"

I will start a KWL chart and write down the students' ideas. This will give me an idea about what they already **know** and what they **want to know** about maps.

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

As I read the story, I will pause and ask text related questions. I will also give them turn and talk opportunities with their partner, to help further their English language skills.

WE ALL DO:

As I read the story, I will stop at the following pages and ask these specific questions. The students will have an opportunity to respond with their answers, while also having turn and talk opportunities with their talking partners. Frames will be provided on a chart in front of the class.

Page 4 - Look at the map of her room. What can you tell me about her map? (Turn and talk to your neighbor.)

The little girl's map has _____.

Page 6 - She made a map of her street. Why is there only one house colored?

Only one house is colored because _____.

Page 8 - What is the name of her town?

The name of her town is _____.

Page 10 - What is the name of her state?

The name of her state is _____.

Page 12 - What is the name of her country?

The name of her country is _____.

What do you see on the map of her country? (Turn and talk to your neighbor.)

I see _____.

Page 14 - What is the name of her world or planet?

The name of her planet is _____.

Page 16 - "If she unrolled the globe, she could see a flat map of Earth. These different colored areas are called continents. How many continents are there? Let's say them together." At this point in time, the students will echo my voice as I read off the names of the continents.

Page 17 - In order to find her special place on the map, what is the first thing the little girl looks for?

The little girl looks for _____.

Page 18 - What does she look for next?

She looks for _____ and _____.

Page 19 - What does she look for in her town?

She looks for her _____.

Page 20 - What does she find on her street?

She finds her _____.

Page 24 - What can you see or what can you tell me about the pictures on these pages? (Turn and talk to your neighbor.)

These pages have _____.

YOU DO TOGETHER:

Now we are going to read through the story a second time. But this time we are going to put ourselves in the little girl's shoes and place our information in the story. This information will be written on a chart in front of the classroom. I will fill in the blanks as we come across each section.

Page 6 - Our school's street name is Campanile Drive.

Page 8 - The name of our city is San Diego.

Page 10 - The name of our state is California.

Page 12 - The name of our country is the United States of America.

Page 13 - The name of our planet is Earth.

Page 16 - The name of our continent is North America.

CLOSURE:

We will revisit the KWL chart and I will ask the students what they learned.

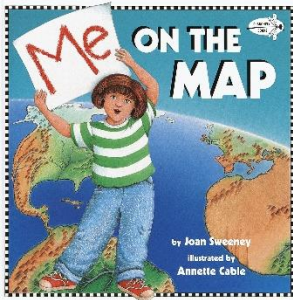
This frame will be provided.

One thing I learned about maps is _____.

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

Resources and Materials:

I will be reading the book *Me on the Map* by Joan Sweeney. I will use chart paper, markers, a document camera and KWL chart.



Sweeney, J., & Cable, A. (1998). *Me on the map*. New York: Scholastic Inc.

Lesson Plan Template

NAME: Karen Wilform

DATE and TIME: Lesson 2

Duration of Lesson: 1 hour

Lesson Name: Flipbook Activity for *Me on the Map*

Grade Level (s): 1st

Common Core State Standards:

CCSS RI10. With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. CA

Content (Framework)

1.2 Students compare and contrast the absolute and relative locations of places ~~and people and describe the physical and/or human characteristics of places.~~

1. Locate on maps and globes their local community, California, the United States, the seven continents, ~~and the four oceans.~~

2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.

~~3. Construct a simple map, using cardinal directions and map symbols.~~

~~4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.~~

Learning Objectives: The purpose of this lesson is to reinforce the previous lesson and to teach the students about location – how and where they could find themselves on a map. This will be considered the 2nd lesson in a series of 3 lessons. Before this lesson is taught, the students will have already heard or read the book *Me on the Map* by Joan Sweeney. They will make their own flipbook which is titled, “Where in the World Am I?” They will write their school’s street name, city, state, country, seven continents, and planet in a flipbook. This lesson is appropriate because it covers both the standards and framework for a first grader learning in the state of CA.

Content Objective- With the help of their flipbook, students will know their school’s street name, city, state, country, seven continents, and planet. They will learn the importance of knowing not only where we live locally, but where exactly on Earth. It is important for the students to learn their geography on a broader scale, which includes learning about the continents. They will also learn why it is important to be able to locate themselves on both a map and a three-dimensional model.

Language Objectives- Students will achieve their content objectives by listening to the teacher and following the directions for the flipbook activity. He/she will read what each flipbook page is asking for and write down/or trace the proper information. For example, on the continents page - the student will write: “There are 7 continents: North America, South America, Europe, Africa, Asia. Don’t forget Australia and Antarctica too!” This activity will reinforce their reading, writing, speaking and listening skills because they will be using all of the above when working on their flipbook.

<p>English Language Development (ELD) Standards and Proficiency Levels-</p> <p>Emerging: 1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.</p> <p>Expanding: 1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p> <p>Bridging: 1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>
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<p>Academic Language Requirements:</p>	
<p>Language Frames/Supports (and linking words)</p>	<p>When writing in the flipbook, students who need support will have the option to follow frames provided on a chart in front of the class, or they may choose to trace over the premade sentences on the provided worksheets.</p> <p>The following sentence frames will be provided for those who do not want to use the premade worksheets.</p> <p>I live on <u>Campanile Dr.</u></p> <p>I live in the city of <u>San Diego.</u></p> <p>I live in the state of <u>California.</u></p> <p>I live in the country of <u>the United States of America.</u></p> <p>I live on the continent of <u>North America.</u></p> <p>or</p> <p>The 7 continents are: <u>North America, South America, Europe, Africa, Asia, Australia, and Antarctica.</u></p> <p>I live on the planet <u>Earth.</u></p>

<p>Formal and Informal Assessments:</p> <p>For students who finish their flipbook quickly, they could independently answer questions that have been prewritten on a chart. Then they can pair up with partners and practice assessing one another.</p> <p>I can informally assess the students by asking questions about the flipbook. “What continent do you live on? What city do you live in?” They can answer my questions by showing me the respective page in their flipbook and by verbally giving me the answer.</p>

To check their knowledge on a three-dimensional model, I could ask the students to point to the continent and/or country we live in. This would give me an idea of their map skills and if they can locate their area on a globe.

Procedure-Instructional Strategies and Learning Tasks to Support Student Learning:
The students will be creating a flipbook, starting with one page at a time. Each time we learn a new fact, we can look at that particular fact (e.g., country we live in) on a map and then on a globe. I can monitor my students learning by asking them questions after each page is complete. When all pages are completed and flipbook is stapled together, students will work in pairs and assess each other over the newly learned information.

ANTICIPATORY SET:

My lesson hook will involve the book I recently read with my students, *Me on the Map* by Joan Sweeney. I might say, “Do you remember the book we just read, *Me on the Map*? Remember how the little girl created maps for everything? Her room, her city, her state, her country, etc.? She knew all of this information and made a map of each. Well, we are going to learn about our city, our state, our country, etc. by making our own flipbook.”

I DO: I will show them the finished model of what a flipbook looks like and the pages needed to create one. Then I will start with one page at a time. Starting with the planet page, the students will write a phrase like, “I live on the planet Earth” or “A globe is a model of the planet earth.”

WE ALL DO:

As they work on their pages, I will walk around and monitor the students making sure they are writing the correct information.

YOU DO TOGETHER:

Once the flipbooks are complete, the students will work in pairs and ask each other questions. What state do you live in? What are the seven continents? They may share their answers by showing the respective page in their flipbooks.

YOU DO ALONE:

This part of the activity is where they will be writing and coloring in their own flipbooks.

SOME DO:

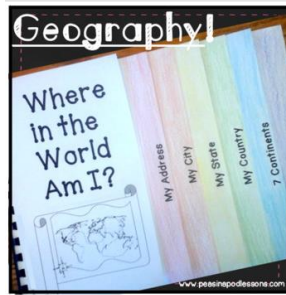
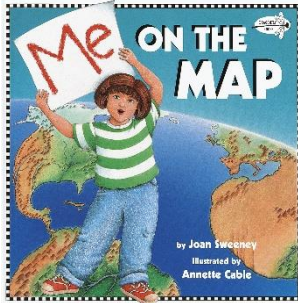
As mentioned earlier, there will be both blank flipbook pages and pages with pre-written sentences. For those who need more guidance, they can copy the frames provided on the chart in front of the classroom or choose to trace over the pre-written pages.

CLOSURE:

Students can review what was learned by reading the information in their flipbook and asking location type questions to their partner. The students can prepare for their next lesson by knowing the information from the flipbook, which will prepare them for the next lesson.

Resources and Materials:

I will be referencing the book, *Me on the Map* by Joan Sweeney. I will also be using markers, chart paper, crayons, staples, flipbook pages for each student and a document camera.



Sweeney, J., & Cable, A. (1998). *Me on the map*. New York: Scholastic Inc.

Lesson Plan Template

NAME: Karen Wilform

DATE and TIME: Lesson 3

Duration of Lesson: 40 minutes

Lesson Name: Globes – Continents

Grade Level(s): 1st

Common Core State Standards:

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics with peers and adults in small and larger groups.

SL.1.4a Memorize and recite ...songs with expression.

Content (Framework)

~~1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.~~

~~1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.~~

~~2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.~~

~~3. Construct a simple map, using cardinal directions and map symbols.~~

~~4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.~~

Introduction/Learning Objectives: The purpose of this lesson is to teach the students what a globe is and how to locate themselves on one. They will also identify the similarities between maps and globes. They will also learn the names of the seven continents through a song. This is the 3rd lesson in a series of 3 lessons.

Content Objective-

The students will be able to locate their location on a globe. They can either look at the premade chart created from the first lesson that contains facts about their location or they can refer to their flipbook, created from the previous lesson. They will also be able to tell the similarities and differences between maps and globes. Lastly, they will learn the seven continents and sing about them with expression.

Premade chart

Our school's street name is Campanile Drive.

The name of our city is San Diego.

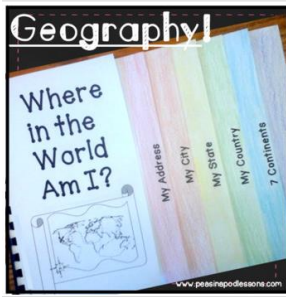
The name of our state is California.

The name of our country is the United States of America.

The name of our continent is North America.

The name of our planet is Earth.

Flipbook



Language Objectives-

Students will achieve the content objective through several ways. By reading the information on the class chart in front of the classroom or by referring to the flipchart they created, they will be able to look for answers which will guide them in finding their place on a map or globe. They will use their speaking skills by telling the differences and similarities between maps and globes. They will also be singing about the continents. Listening is key in every lesson, in order to learn and retain the information taught. This activity reinforces their language skills on many levels.

English Language Development (ELD) Standards and Proficiency Levels-

Emerging: *Section 2.5 Listening actively: Demonstrate active listening to read-alouds ~~and oral presentations~~ by asking and answering basic questions, with oral sentence frames and substantial prompting and support.*

Expanding: *Section 2.5 Listening actively: Demonstrate active listening to read-alouds ~~and oral presentations~~ by asking and answering basic questions, with oral sentence frames and substantial prompting and support.*

Bridging: *Section 2.5 Listening actively: Demonstrate active listening to read-alouds ~~and oral presentations~~ by asking and answering basic questions, with oral sentence frames and substantial prompting and support.*

Academic Language Requirements:

Language Frames/Supports (and linking words)

The following frames will be used during this lesson:

A globe is _____.

Maps and globes are similar because _____.

Maps and globes are different because _____.

Maps and globes are important because _____.

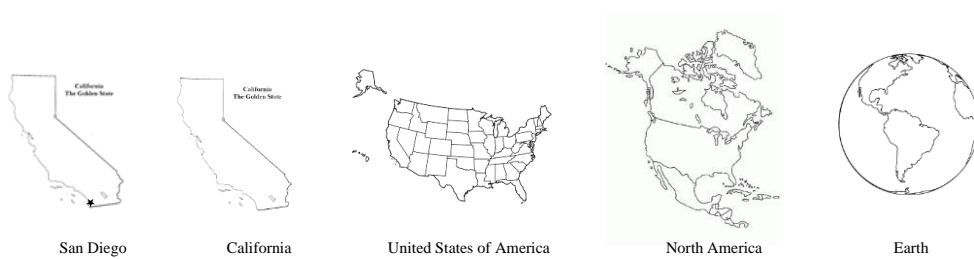
Formal and Informal Assessments:

I will informally assess my students in different ways. In order to check their understanding of location and finding their place on a globe/map, they will play a matching/card sort game. I will provide my students with 10 different cards. Their goal is to match the word card to the picture card.

Five of the cards will have these names written on them:

1. City
2. State
3. Country
4. Continent
5. Planet

The remaining five cards will have the following pictures:



I will also informally assess their knowledge of the seven continents through song. If they are able to sing the *Continent Song*, this will tell me that they know the names of the seven continents.

Procedure-Instructional Strategies and Learning Tasks to Support Student Learning:

We will talk about globes and look at the similarities and differences when comparing them with maps. We will learn how to find our location on a globe. To further enhance our learning experience, we will play a card sort/matching game and finally, learn a song about the Continents.

ANTICIPATORY SET:

Ask the students, “What is a globe?” Show them a globe and talk about what it is.

Listen to students’ ideas. Let them respond by using the frame:

A globe is _____.

Give each small group of students a globe so that they could examine it. Using prior knowledge, have students take turns at finding their location on the globe.

YOU DO TOGETHER:

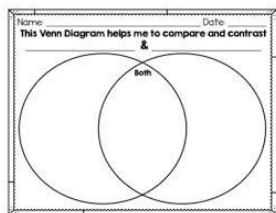
Give each small group of students a globe so that they could examine it. Using prior knowledge, have students take turns at finding their location on the globe.

WE ALL DO:

I will take out several maps for the students to look at. We will talk about the similarities and differences between the maps and globes. I will ask questions like,

“When do we use maps?” “When do we use globes?” “Why are they important?”
Students will participate in collaborative conversations and talk about the importance of both maps and globes.

We will use a Venn Diagram to gather our ideas on paper.



We will also look closely at the large areas of land called continents. We will have a turn and talk opportunity with our partners and discuss the importance of knowing the seven continents.

At this point in time, I will help the students memorize all seven continents through a song. We will recite and sing the words together. The *Continent Song* will be sung to the tune of “Are You Sleeping?”

Not all students may be familiar with this tune, so I will play this video for them to familiarize themselves with the tune.

Are You Sleeping (Brother John)? | CoCoMelon Nursery Rhymes & Kids Songs
<https://www.youtube.com/watch?v=tNLd7fc0UUI>

Once the tune is learned, I will help them memorize the continents with these words:

There are seven, there are seven.
Con-ti-nents, con-ti-nents
North and South America,
Australia, Asia, Africa,
Europe and Antarctica
Europe and Antarctica.

YOU DO ALONE:

The students will play a card sort game. Several sets will be handed out to each table group. This will reinforce their knowledge of their own city, state, country, continent, and planet. It can also be used as an assessment. I can ask a student, “What state do you live in?” He/she can respond with the answer or by showing the correct cards.

SOME DO:

Frames will be provided for every lesson taught. Also, a video with the tune of “Are You Sleeping?” will be played for those students who are not familiar with the song.

CLOSURE:

Students will review what was learned by playing the card sort game with a partner. They can also quiz each other by asking, “What continent do we live on?” We can end the lesson by singing with expression the *Continent Song*.

Resources and Materials:

I will use chart paper, markers, a TV, laptop, Venn Diagram, document camera, and the card sort game.

References

Model Lessons. (n.d.). Retrieved November 24, 2019, from
<https://pdc.csusb.edu/porter-resource-room/model-lessons>.