

How do I draw my playground: A lesson plan to introduce maps

Source: My own idea

Objectives for third grade level: The students will be able to map their playground using a representation of where objects are located. This will help them realize that maps are not drawn to scale.

Materials needed: a copy of As the Crow Flies by Gail Hartman and illustrated by Harvey Stevenson, a large piece of plain paper, and a pencil and crayons.

Introduction: Read the story As the Crow Flies. Tell the students that we are going to go out to the playground. Remember where objects are located in relation to other objects. Now let's line up at the door and stay in a line. Whoever can be the quietest the entire time, will receive an extra minute at recess.

Activity: After the students have looked at the playground, have them draw a representation of the playground. They can even color their maps for added detail. Students who would like to share their maps with the rest of the class can do so after the maps have been completed.

Discussion: After the maps have been shared, then I will explain that the students have just made a map of the playground. How could it have been easier? Are everyone's the same? How can we help other people read our maps?

Homework: Go home and make a map of you bedroom. Include objects that are important to you. That will be due tomorrow.

Other Activities to Introduce Maps

1) Source: the internet a lesson by Barbara Stevens

Objectives: Students will be able to identify a map and identify and use a map key.

Materials Needed: 3 maps with maps keys- one for the students and one for the overhead, overhead projector and pen, and chart paper.

Activity: Use a map with a map key to introduce a map and a map key. Write the new vocabulary terms on chart paper and post around the room so that students can see them. Students work in cooperative groups of about four or five students, depending upon class size, to identify ways that maps are useful. Using the information generated by the class, compile a list of map uses. Then use the map key to find places on the map. Students complete a worksheet using these two tools on a map.

2) Source: Jodi Ott

Objectives: Students will become familiar with a globe and how it compares to a map.

Materials: one orange

Activity: Teacher picks up the orange and has the students pretend it is the globe, or the earth.

Peel the orange and ask the students to lay the peels flat. The peels are not round anymore. That is how a map is different from a globe. It is a flat representation of the globe so it is distorted. Have the students compare places on the globe and then find it in the map. Are they the same or different?

3) Source: My own idea

Materials: A piece of chart paper so that the entire class can see the chart paper, placed on the chalkboard, and a marker to write down student input.

Activity: The students will be making an entire KWL(K= what the students know, the W= what the students would like to know, the L= what the students have learned) chart eventually. At this time, only the K and W parts will be filled in at this time. Start with the K column and ask the students what they know about maps. Write down every answer that is given. When the students cannot come up with any more ideas, then go on to the W column and do the same the same thing. This is an excellent way to see what level the students are on in preparation for the map unit.

4) Source: Lori Brandt

Materials Needed: large pieces of paper, pencils, and crayons.

Activity: The students will draw a map of their neighborhood marking where their house is. They can color it to help add detail. The students will then pick three events from their life that happened in their neighborhood and place a mark on the spot where those events happened. Then they will pick on of those events, preferably the one they remember the best, and write a story about it to share with the rest of their group.

For more information, contact Lara: SL7LK@cc.usu.edu.