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| **Name: Molly Rice**  **Lesson Title: Creating a Map**  **Grade level(s)/Course: 4th Grade**  **Date taught: Wednesday September 16th** |

**GENERAL CONTEXT**

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| **Textbook or Instructional Program referenced to guide your instruction (if any)**  **Title:** The Wisconsin Journey  **Publisher:** Gibbs Smith  **Date of Publication:** 2004 |
| **District, school or cooperating teacher requirement or expectations that might influence your planning or delivery of instruction.**  N/A |
| **Amount of time devoted each day or week in your classroom to the content or topic of your instruction.**  Four Days/Week 30-45 minutes depending on the day |
| **Describe how ability grouping or tracking (if any) affects your planning and teaching of this content.**  There are different reading levels, which could affect reading the textbook. |
| **List any other special features of your school or classroom that will affect the teaching of this lesson.**  SmartBoard is available. |

**INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS**

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| **Total students\_\_\_\_19\_\_\_\_\_ Males\_\_\_7\_\_\_\_\_\_\_ Females\_\_\_\_12\_\_\_\_\_\_** | | |
| **Students with Special Needs: Category** | **Number of Students** | **Accommodations and/or pertinent IEP Objectives** |
| **Students with IEPs** |  | **NOTE: N/A yet waiting for final IEPs.** |
| **English Language Learners** | **1** | **Read aloud to them and/or assist them with spelling.** |
| **Gifted** |  |  |
| **504** |  |  |
| **Students with autism or other special needs** |  |  |
| **Students with Behavioral Disorders** |  |  |

**INFORMATION ABOUT THE LESSON**

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| **Content Strand**  [CCSS.ELA-Literacy.RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. | |
| **Enduring Understanding and/or Essential Question**  What are main parts on a world map and where do they go on the map? | |
| **GLE(s) or EOC and Symbolic Notation**  [CCSS.ELA-Literacy.RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/) | **DOK**  Level 3, because students are constructing a world map. |
| **Outcome(s)**  Students will be able to:  1) Identify the north, east, south, and west parts of the world.  2) Label all of the hemispheres.  3) Understand that the prime meridian and equator divide the world in half.  4) Understand the difference between longitude and latitude. | |
| **Academic Language related to the lesson**   * Prime Meridian * Equator * Latitude * Longitude * Continents * Hemispheres | |
| **Prior Learning/Prior Thinking**  The students have learned about cardinal directions, compasses, and the general concept of a map. They are now going to add to this knowledge by learning about latitude and longitude and finally create a world map. | |

**LESSON IMPLEMENTATION**

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| **Anticipatory Set/Elicit Prior Knowledge**  Have an empty compass on each table have them label it for review on directions because they will need to know their directions for the activities in today’s lessons. |
| **Focus/Purpose Statement**  The children will be able to locate the different directions, hemispheres, the equator, the prime meridian, and the continents a map of the world made by them. |
| **Procedures**  1. Have blank compass on each student’s desk. Have them fill out the compass and turn it in go through the answers on the SmartBoard after.  2. Read page 8 together about longitude and latitude. Have a discussion to make sure they understand the difference. Longitude lines are long because they are the north-south lines and latitude lines are parallel to Equator. Do the worksheet pg. 9 (Dividing Up The Earth) independently.  3. Have one student had out plain white computer paper, have another student pass out the direction sheet. Have the smartboard notebook open, so you can draw along with the class.  4. Have the children follow along step by step on the direction sheet. Have the class add a compass in the bottom left corner of the map (cardinal and intermediate directions).  5. Fold the paper hot dog style and then hamburger style. Demonstrate for the class and then draw it on the board.  6. Explain the line going up and down is called the prime meridian. Have them label this line.  7. Explain the line going from left to right is called the equator. Have them label this line.  8. Have them label north (on the very top), south (on the very bottom), east (on the very right), and west (on the very left). Do this on their own, then check together on the smartboard.  9. Explain that each section of the paper is a hemisphere. Label the Northern Hemisphere and Eastern Hemisphere together. Then, have them do the Southern and Western hemisphere on their own.  10. Next, explain the world has seven continents. Ask what continent we live in? Have them color North America Green.  11. Following the directions, have them draw the continents based on the directions given on the sheet or have them look in their book at a map if they are struggling with the directions. |
| **Differentiation**  For my ELL learner, be available to read anything out loud to them and have a visual on the smartboard for the class to follow along with. |
| **Closure**  Have the class turn their map in. Ask the class where the imaginary lines are on the map (equator and prime meridian). |
| **Materials and Resources**   * Computer paper * Smartboard * Create a World map worksheet * Dividing up the Earth worksheet * Green colored pencil or crayon * Blank compass worksheet * The Wisconsin Journey textbook |
| **Classroom Management/Democratic Practices**   * This activity is whole group therefore it needs to be quiet so everyone can hear and understand the directions. * When its independent work time it needs to be quiet until everybody is done (use NOISE on the board). * Have the student finish any unfinished Social Studies work or read when they are done with everything. |

**ASSESSMENT**

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| **Before the lesson**  Check the students knowledge on directions (they have learned this in a previous lesson). Observe each of the groups compasses. |
| **During the lesson**  Observe the students as they work on creating their world map. Check that they understand each of the concepts; hemispheres, cardinal directions, continents, prime meridian, and the equator. Also, formal assess the students’ understanding of longitude and latitude by grading the Dividing the World Worksheet. |
| **At the end of the lesson**  Collect and grade the final product of each of the students’ maps as a formal assessment. |