

7E Lesson Plan Guide

PART I - Planning the Lesson

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Component 2: Title and Grade Level: The Four Cardinal Directions, Grade 1

Component 3: Content Summary:

I believe that from a very young age children see and hear conversations about navigation and directions throughout their daily lives. When going for a car ride to the grocery store, school, or even the park, children sit in the car and look out the window at all of street signs, lights, and arrows that help us navigate from one point to another. Having the experience of riding in cars with children, I have witnessed how intrigued they are about their surrounding and accommodate their curiosity by constantly asking questions about what they see out of their window. These little minds are curious about specific signs, their meaning, what signs and symbols signify, and how they help us navigate. I believe that understanding the four cardinal directions and knowing how to use them in our lives helps us as individuals communicate directions, read maps, and navigate in the world we live in. For that reason, I believe that it is important to teach children starting at a young age about the four cardinal directions; especially when their curiosity creates so many teachable moments. This lesson introduces the four cardinal directions with a very creative and hands-on approach. Students will have the opportunity to explore a compass, learn the significance of the compass rose as well as other symbols used in maps, and collaborate with their peers in various navigation activities. By the end of the lesson I expect that students will have learned the four cardinal directions, be able to create and interpret maps, and locate places using the four cardinal directions.

Component 4: Research:

When organizing this lesson I looked through various articles and resources to gain a better understanding about the importance of teaching children about maps and directions as well as the appropriate techniques to use to make the lesson meaningful and successful. The question that came to mind at the beginning was, how am I going to introduce this topic to children and really engage them in the lesson? With the help of The National Curriculum Standards for Social Studies: Chapter 2 (2012) I was able to create a great introduction that would grab the student's attention and engage them in conversation. The NCSS explains that, "in the early grades, young learners draw upon immediate personal experiences in their neighborhoods, towns, and cities as they explore geographic concepts and skills (2012)." With this in mind, I plan to introduce this lesson by having children share their experiences of driving around their neighborhood and recall all the different signs, symbols, and directions we use to navigate. Following the group discussion, I plan to read the book, *There's a Map on My Lap (All About Maps)*, by Trish Rabe, which will help introduce the cardinal directions and the basic map symbols.

The next question that came up was, what simple map skills do I want the students to learn in this lesson and how in depth do I want to go? Improving The Use of Maps in The Elementary School by Rose Sabaroff (2008), outlines five basic map skills elementary children should know. First, the author states that, "we must be concerned with location, including orientation and direction. Second, understand what the

symbols on a map represent. Third, children need to have some understanding of scale. Fourth, pupils need to develop the awareness of relative location. Fifth, the globe should be recognized as a model of the earth” (Sabraroff, 2008). Before reading this article I was unsure as to how much I was going to expect the students to learn about the four cardinal directions. But by using these five basic skills I can adapt my lesson to target these points and present it in a simple manner for first graders to understand and build on as they mature and enrich their backgrounds and vocabulary.

National Geographic Standard 1 (2012) states that, “at all grade levels, students need practice and experiences in how to collect and display information on maps. They must understand what a map is and what it can and cannot do. They need to be able to read and interpret maps...and must know how to make maps from hand drawn sketch maps to more complex representations.” After reading this text I realized the importance of giving children the opportunity to explore and experience the use of maps in various ways. Several hands-on experiences, graphic organizers, and student-led exploration activities have been added to my lesson to ensure that the students possess a better understanding of the subject.

Overall, I believe that children learn best when they are in control of their learning and the teacher acts more as a support system to scaffold the students overall learning. With respect to my English Language Learners, I wanted to create a lesson that offered many opportunities for group discussions, student collaborations, and partner work between the ELL’s and the mainstream students. I believe that sometimes children learn better by modeling their peers actions or words and seeing how their friends reached a certain solution. The Tennessee ESL Resource Guide (2010) explains that, “using peers as collaborators, teachers, and tutors results in better academic achievement, ethnic relations, pro-social development, and attitudes toward school, learning, and self in multicultural classrooms”. By allowing not only the ELL’s but all learners to work in a cooperative classroom I am increasing their sense of ownership in the classroom and creating a safe environment to take their learning to next step.

PART II - Cognitive Objectives

Component 5: Grade 1, TEKS 4 (A) Geography. The student is expected to locate places using the four cardinal directions.

Component 6: Grade 1, TEKS 18 (B) Social studies skills. The student is expected to create and interpret visual and written material.

Component 7: Grade 1, TEKS 15 (B) Reading/Comprehension of Informational Text/Procedural Texts. Students are expected to explain the meaning of specific signs and symbols (e.g., map features).

Component 8: Differentiated Learning: Grade 1, ELPS TEKS. This is found in code 74.4, section c) number 2 (I) Cross-curricular second language acquisition/listening. The ELL demonstrates listening comprehension of increasingly complex spoken English by following directions and collaborating with peers. In order for my ELL to collaborate with their peers they will need to understand the directions given to them and interpret them by listening carefully to the English language and navigating from one point to another.

PART III – Materials and Questioning

Component 9: Book- *There's a Map on My Lap (All About Maps)* by Trish Rabe, compass rose, four cardinal direction signs, chart paper, marker, copy of classroom map, crayons, pencil, large U.S. map, white paper, clip board, Four Cardinal Directions graphic organizer

Component 10: Samples at the end as appendices.

PART IV - Developmental Sequence

Component 11: Engagement: Describe the engagement fully

I will engage the class in a group discussion about the various signs and symbols we see in our neighborhoods when going for car rides around our neighborhood. I will have them close their eyes and imagine driving in their car to school and describing the many things they see

(1-2mins). Next, I will say, “boys and girls, we are going to read the book *There's a Map on My Lap (All About Maps)*, by Trish Rabe. Has anyone ever heard of the word maps? When have you seen a map? Well, let's see what sort of things the children in this book do and find with maps. Take a close look at all the different symbols in the book and try to see if you know the meaning of them (begin reading book).

Component 12: Facilitation Questions: Formative Evaluation

- What symbols and signs do we see in our neighborhood? What is a map? (Knowledge)
- Can you tell me what these symbols mean? Why do we use maps? (Comprehension)
- Do you know another instance where maps are used? (Application)
- What are the parts or features of the maps? (Analysis)

Component 13: Explore: Describe the exploration fully. Make sure that it links to the graphic organizer

After reading the book to the class I will say, “I have brought in a compass similar to the one we saw in the book for all of you to explore. I am going to give you 2 minutes to look at it, walk around with it, and talk to your friends about its characteristics. When I ring the bell I would like for you to join me on the carpet to begin our next activity.” After two minutes have passed and the students have been exploring the compass and talking amongst themselves, ring the bell and invite them to the carpet holding their compass in their lap. This way they are not tempted to play and be distracted with an unfamiliar object. Then ask, “Who can tell me what this compass is very similar to? (Scaffold the responses to get to the cardinal direction sign.) You're right! It is similar to the cardinal direction sign we saw in the book. Then I will ask the class to stand up and hold their compass in their hands and face the right wall. “What cardinal direction does your compass show is towards the right wall? You're right, the direction is east. I will place the cardinal sign label for east on that wall. Continue this for every wall until all four walls of the room are labeled with a cardinal direction.

Next, I will invite the class to sit at the carpet for group time. I will say, “Now that we all have a better understanding of the four cardinal directions and their location in the room we are going to create a list of the different objects found in our classroom. “Class, you will have 5 minutes to walk around with your clipboard, paper, and pencil and list items found around the room. After 5 minutes we are going to meet back at our desks for the next step, ready? Begin!” Once 5 minutes have passed the class goes back to their desks and the teacher hands out the Four Cardinal Directions sheet. “Boys and girls, we are going to use this cardinal direction sheet to help us place our objects found around the room in the correct direction box. You will have about 10 minutes to map everything out, then we will gather and discuss.” After the time has passed I will have the class share the objects they found and the cardinal directions box they placed them in. I will draw a copy of the Four Cardinal Direction sheet on the board and ask for volunteers to share one object and where the location of the object using one of the four cardinal directions. After each volunteer, I will ask the class if they agree using thumbs up or thumbs down. If some seem to disagree, I will have them defend their claim until they can reach an agreement and move on. When everyone agrees, the object will be placed in the appropriate box. Continue this until all objects have been placed in the correct cardinal direction box.

Component 14: Graphic Organizers:

It is very important that students learn simple map skills. Improving The Use of Maps in The Elementary School by Rose Sabaroff (2008), outlines the basic map skills children should know and I have adapted the graphic organizer to help my students learn the orientation, direction, and what the compass rose on a map represents. (Samples at the end as appendices.)

Component 15: Facilitation Questions: Formative Evaluation

- What is a compass rose? (Knowledge)
- In your own words describe what a compass rose does? (Comprehension)
- What is the difference between North and South? How about East and West? (Analysis)
- What might happen if you combined the cardinal direction North and East? (Synthesis)

Component 16: Explain: Describe fully.

After the time has passed I will have the class share the objects they found and in which cardinal directions box they placed them. I will draw the Four Cardinal Direction organizer on the board and ask for volunteers to share where the object is located using the four cardinal directions. Ask the class if they agree using thumbs up or thumbs down. If some seem to disagree have them defend their claim until they can reach an agreement and move on. When everyone agrees, write that object in the appropriate box. Continue this until all objects have been placed in the correct cardinal direction box.

Component 17: Facilitation Questions: Formative Evaluation

- In which cardinal direction is the window located? (Knowledge)
- How would you use a compass in your neighborhood? (Application)
- Classify all of the objects according to their location. (Analysis)
- Why is a compass of value? (Evaluate)

Component 18: Elaborate: Describe fully.

Students will engage in conversation about the different ways and reasons we use maps. I will use the research I found on National Council for Geographic Education (2012) about the importance of having children, “understand maps and what it can and cannot do”. We will take the Geography TEKS further by discussing the various professions that use maps and the different symbols they use to navigate to get to various locations. After we have a clear understanding of the importance of maps, the students will have the opportunity to work together in their groups as they go on a treasure hunt around the school.

During this time, the English language learners will demonstrate listening comprehension of increasingly complex spoken English by following directions, responding to questions and requests, and collaborating with peers. In order for my ELL to collaborate with their peers they will need to understand the directions given to them and interpret them by listening carefully to the English language and navigating from one point to another. In their groups the student will interpret the symbols on the map, explain the meaning of each symbol, and navigate the school to find the treasure.

Component 19: Facilitation Questions: Formative Evaluation

- Can you name the different symbols you had to interpret and what they mean? (Knowledge)
- Explain how you knew to navigate through certain places. (Comprehension)
- What were some of the problems you faced while reading the map and navigating through the school? (Analysis)
- How effective was the map of the school? (Evaluation)

Component 20: Evaluate: Summative Assessment

Grade 1, TEKS 4 (A) Geography. The student is expected to locate places using the four cardinal directions.

Grade 1, TEKS 18 (B) Social studies skills. The student is expected to create and interpret visual and written material.

Grade 1, TEKS 15 (B) Reading/Comprehension of Informational Text/Procedural Texts. Students are expected to explain the meaning of specific signs and symbols (e.g., map features).

Grade 1, ELPS TEKS. This is found in code 74.4, section c) number 2 (I) Cross-curricular second language acquisition/listening. The ELL demonstrates listening comprehension of increasingly complex spoken English by following directions and collaborating with peers. In order for my ELL to collaborate with their peers they will need to understand the directions given to them and interpret them by listening carefully to the English language and navigating from point A to point B.

For the assessment I will give the class 30-35 minutes to create a detailed map of the school and outline directions to get from the classroom to a location of their choice using the four cardinal directions. They will be required to use a minimum of five symbols and create a key to explain the meanings of specific signs and symbols. The map will have a compass rose with the four cardinal directions in the correct place. The map will also be a hand drawn sketch

with lots of color and written out neatly for easy interpretation. After maps are created, each student will pair up with their partner and will be expected to navigate the school interpreting the visual and written material. During this time the ELL will demonstrate listening comprehension of increasingly complex spoken English by following directions and collaborating with peers.

The performance task will be turned in and graded with the use of a checklist.

Component 21: Ending:

After the assessment has been completed, I will gather the class at the carpet for a whole group meeting. They will share their experiences, the different symbols they used/interpreted, and where the map took them. I will conclude the lesson by sharing to the class that tomorrow we will learn the symbols for different landforms and bodies of water and take a trip to The Himalayas!

7E Lesson Plan Rubric

Category	4 – Exemplary	3 – Proficient	2 – Progressing	1 - Unacceptable	0 – Not Included
PART 1: Planning					
Lesson Name Component 1	Provides the title of the lesson and grade level (Is neatly typed and consistent with document)				Does not provide
Student's Name Component 2	Provides name and cluster (Is neatly typed and consistent with the rest of the document.)				Does not provide
Content Summary Component 3	Provides a concise explanation to discuss: why you want to teach the lesson; what you expect students to gain, and why it is important to teach it.	Provides a summary to explain the lesson, but vaguely explains the intent for teaching it.	Provides a lengthy retelling of the lesson that will follow without explaining your intent for teaching this lesson.	Provides a sketchy description of the lesson that will follow without emphasizing importance or intent.	No Content Summary
*Research – see guidelines for acceptable research Component 4	Research conducted at scholarly level. At least four acceptable sources are utilized and cited.	Research conducted at scholarly level. At least three acceptable sources are utilized and cited.	Research conducted at scholarly level. Two acceptable sources are utilized and cited.	Research conducted at scholarly level. One acceptable source is utilized and cited.	No Research Conducted
Research explanation	All research choices are adequately explained. You describe how each of the sources provides you with information to assist you in teaching this lesson.	Three research choices are adequately explained. You describe how each assist you in teaching this lesson.	Two research choices are adequately explained. You describe how each assist you in teaching this lesson.	One research choice is adequately explained. You describe how each assists you in teaching this lesson.	Research is not explained.
	Excellent APA format is used when citing the sources within the pre-planning discussion	APA format is used when citing sources, but there are several (more than 3) errors related to titles or citations.	APA format is used when citing sources, but there are numerous errors (more than five) related to titles or citations.	APA format is used when citing sources but there is little evidence that APA formatting is utilized.	APA Format is not used
PART 2:					

Content Objective This is what you will teach.	One social studies content TEKS is listed. Lesson Objective is clearly stated. Objective is forwarded throughout the entire lesson.	One social studies content TEKS is listed. Lesson Objective is clearly stated. Objective is forwarded through three-fourths of the lesson. It appears in four of the seven Es.	One social studies content TEKS listed. Lesson Objective is clearly stated. Objective is forwarded through half of the lesson. It appears in three of the seven Es.	One social studies content TEKS listed. Lesson Objective is clearly stated. Objective is not forwarded through one-fourth of the lesson. It appears in two of the seven Es.	One social studies content TEKS is not listed.
Skills Objective This is how students will learn it.	One social studies skills TEKS is listed. Objective is relevant and forwarded throughout the lesson. It appears in five of the seven Es.	One social studies skills TEKS is listed. Objective is relevant and forwarded through three-fourths of the lesson. It appears in four of the seven Es.	One social studies skills TEKS is listed. Objective is relevant and forwarded through half of the lesson. It appears in three of the seven Es.	One social studies skills TEKS is listed. Lesson Objective is forwarded one-fourth of the lesson. It appears in two of the seven Es.	One Social Studies Skills TEKS is not listed.
Language Arts Objective	One Language Arts TEKS is listed. Objective is relevant and forwarded throughout the lesson. It appears in five of the seven Es.	One Language Arts TEKS is listed. Objective is relevant and forwarded through three-fourths of the lesson. It appears in four of the seven Es.	One Language Arts TEKS is listed. Objective is relevant and forwarded through half of the lesson. It appears in three of the seven Es.	One Language Arts TEKS is listed. Lesson Objective is forwarded one-fourth of the lesson. It appears in two of the seven Es.	One Language Arts TEKS is not listed.
Differentiated Learning Objectives *ELPS website may be found on the syllabus	One ELPS strategy is listed and is appropriate for this lesson.	One ELPS strategy is listed and is somewhat appropriate for the lesson.	One ELPS strategy is listed, but the connection is vague.	One ELPS strategy is listed.	Does not address the ELPS objective
	The ELPS strategy is clearly explained and evident in the lesson.	The ELPS strategy is somewhat explained, and is evident in the lesson.	The ELPS strategy is vaguely explained and is evident in the lesson.	The ELPS strategy is explained, but it is not evident in the lesson.	ELPS strategy not explained.
Part 3:					

Materials and Questioning					
Materials	All materials and resources listed in lesson. Full book titles and their authors are provided in this section.		Some materials and resources listed in lesson.		No materials listed in the lesson
	Samples of all ancillary material included as appendices. (Graphic Organizer)		A few samples of all ancillary material included as appendices.		No samples of ancillary material included as appendices.
	All work to distribute in class neatly constructed and professional.		Some work to distribute in class neatly constructed and professional.		All work to distribute in class not neatly constructed and professional.
Bloom's Taxonomy	Facilitation Questions use multiple levels of Bloom's Taxonomy. At least four levels of questioning are identified	Facilitation Questions use three levels of Bloom's Taxonomy; each level is identified.	Facilitation Questions use two levels of Bloom's Taxonomy; each level is identified.	Facilitation Questions use one level of Bloom's Taxonomy; this level is identified	Bloom's levels are absent in the Facilitation Questions
Facilitation Questions	Facilitation Questions are located in four of the 7E sections.	Facilitation Questions are located in three of the 7E sections.	Facilitation Questions are located in two of the 7E sections.	Facilitation Questions are located in one of the 7E sections.	Facilitation Questions are absent
Part 4: Developmental Sequence					
Engage	The engagement grabs the students' attention. It is relevant to the lesson.	The engagement grabs the students' attention. It is somewhat relevant to the lesson	The engagement grabs students' attention. It is not relevant to the lesson.	The engagement does little to grab students' attention. It is not relevant to the lesson.	No engagement is included
	The engagement uses alternative texts and is student centered.	The engagement utilizes alternative texts. It is not student centered.	The engagement does not utilize alternative texts. It is student centered.	The engagement does not utilize alternative texts. It is not student centered.	No engagement is included.

Explore (Students Do)	Explore is student-centered. Students are actively exploring the content TEKS using the skills objectives.	Explore is student centered. Content TEKS are not deepened during this section.	Explore is teacher directed. Students explore the content through teacher led activities (PowerPoint, Taking notes etc.). The context is related to the content TEKS	Explore is teacher directed. Students explore the content through teacher led activities (PowerPoint, Taking notes etc.). The context is not related to the content TEKS	No Explore is included.
	Students are provided with resources. All resources are directly related to the content and are in use during this exploration.	Students are provided with resources. The resources in use are not designed to deepen the learning.	Students are provided with superficial resources that are not relevant to the content TEKS	Students are provided with few resources. They are not relevant to the content TEKS or are not identified fully	
Graphic Organizer	Graphic organizers are introduced to assist students in capturing information. There is a digital copy of this organizer in the lesson and attached in the appendices		Graphic organizers are mentioned but they are not relevant to the lesson. There is a digital copy of this organizer in the lesson and attached in the appendices		Graphic organizers are not introduced.
	Graphic organizer is introduced in Explore section of the lesson in small groups. It is emphasized in whole group setting during Explain		Graphic organizer is introduced and utilized in Explain section		Graphic organizer not introduced.
Explain (Students Talk)	Explain is whole group extension of the exploration (discussion deepens the content TEKS). Teacher facilitates student led discussion. Content clarification is provided and new vocabulary is introduced.	Explain extends the exploration (discussion deepens the content TEKS). Teacher facilitates and leads the discussion and provides students with content and vocabulary specifics.	Explain somewhat extends the exploration (discussion addresses the TEKS). Teacher provides students with new vocabulary or lecture.	Explain fails to extend the exploration (no discussion of the content TEKS) Students are passive learners and provide little to no input.	Explain is not included
Elaborate	Elaborate takes a deeper look at	Elaborate repeats the	Elaborate repeats the	Elaborate is not	Elaborate is not

(Students Do)	the content TEKS in a new context. It moves the concept forward by utilizing the skills set from both Language Arts and social studies.	content TEKS without examining the concept further. It utilizes both LA and SS skills TEKS	TEKS without examining the concept further. Lesson goes off track. Both LA and SS skills sets are utilized, but the content TEKS is blurred.	relevant to the original Content TEKS. LA or SS skills sets are utilized	included.
Relevance to Students	The content may be applied to current world or national events. Lesson is made relevant to the students. Students can make connections.	The content may be applied to current world or national events. Lesson does not relate to students.	Lesson is made relevant to the students. The lesson moves away from the learning objective.	Elaborate is not relevant to students. It is not accurately applied to current events.	Elaborate not included
Part 5: Evaluation					
Evaluation	Summative Assessment logically measures the Social Studies Content TEKS. Stem appears in evaluation.			Assessment fails to address the Social Studies Content TEKS. Stem does not appear.	Evaluation not included.
	Assessment logically measures the Language Arts TEKS.			Assessment fails to address the LA TEKS	Evaluation not included
	Summative Assessment logically measures the Social Studies Skills TEKS.			Assessment fails to address the Social Studies Skills TEKS.	Evaluation not included.
	Assessment is a "performance/authentic" assessment.			Assessment is not performance/authentic assessment.	
	Assessment provides students with critical thinking opportunity.			Students are not encouraged to think critically.	
Ending	Lesson plan provides closure to the concept.				Lesson plan does not provide closure to the concept.

APA Citation:

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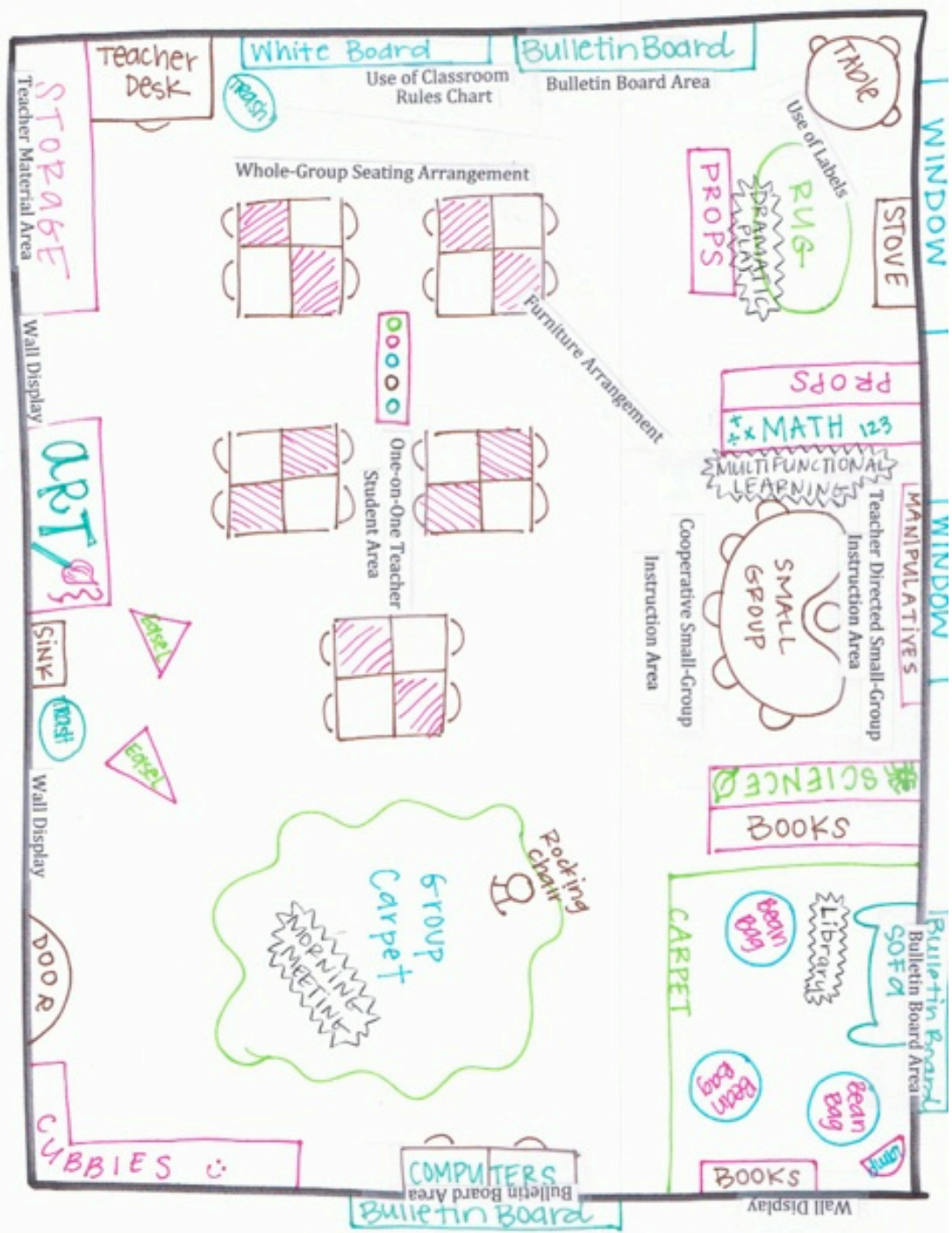
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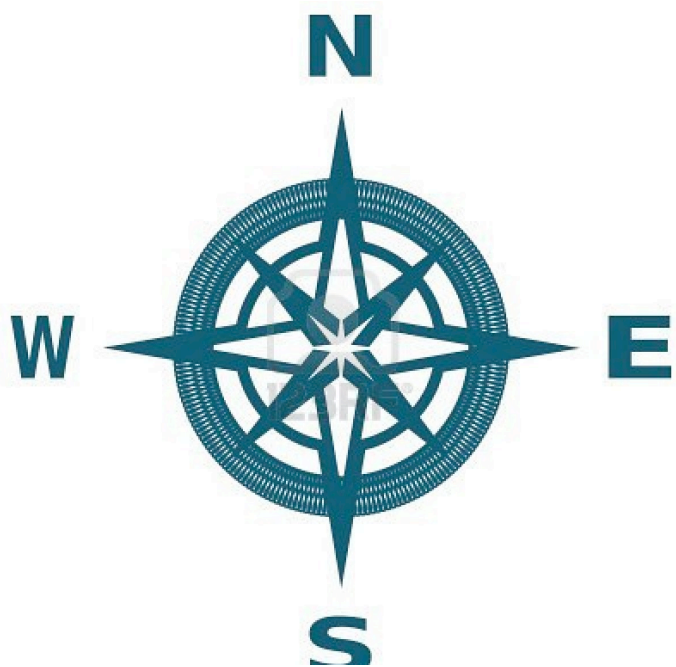
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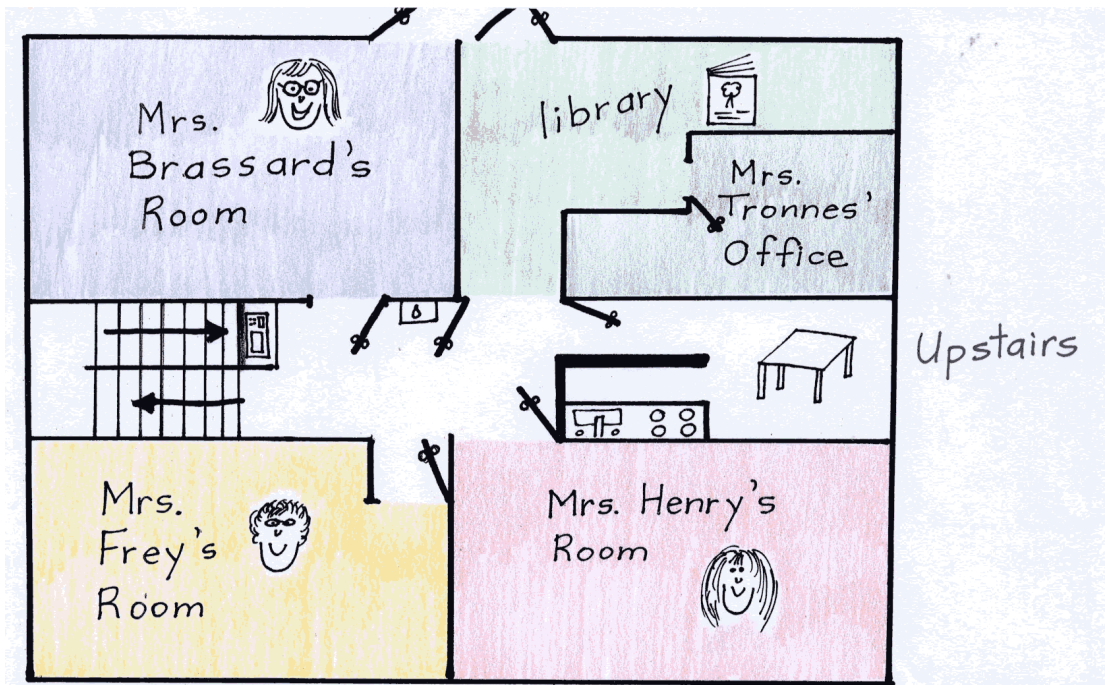
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Benalto School

