

Grade: first grade		Subject: social studies, maps	
Materials: treasure map printout, writing and coloring materials, anchor chart		Technology Needed: iPad for displaying worksheet	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) 	
Standard: G.K_2.1 Construct maps, graphs, and other representations that contain symbols, labels, and legends.		Universal Design for Learning Below Proficiency: Students who are below proficiency will be present during whole group instruction and work on their individual worksheet at their desk during work time. If there is a paraprofessional in the classroom, they can work with students who are below proficiency if needed. Above Proficiency: Students who are above proficiency will be able to provide the class with the correct answers during whole group instruction. When working independently, the students will finish their work efficiently, with little to no help. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: treasure map • Auditory: spoken instruction • Kinesthetic: using hands to write, color, and draw their treasure maps • Tactile: writing and drawing materials, treasure map worksheet 	
Objective: By the end of the lesson, students will have an understanding and construct a treasure map using symbols, labels, and legends. Bloom's Taxonomy Cognitive Level: Create, Apply, Understand- Students will <i>apply</i> their <i>understanding</i> of maps to <i>create</i> a map by the end of day three.			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be seated during whole group instruction and be able to stay interactive when needed. They will raise their hands if they have questions and when they are done with their treasure map.		Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) Students are expected to behave responsibly and respectfully towards their teacher and peers. They are expected to be paying attention during whole group instruction and working in a timely manner during their individual work time. During whole group instruction, students will be able to answer questions when needed.	
Minutes	Procedures		
	Set-up/Prep before lesson: Print out treasure maps, definitions of symbols, labels, legends, and treasure map example		
1-2 minutes; no more than 5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Day one: Have the students be seated in their desks and show them a map of North Dakota. Let them explore where places and towns are around the map. Ask the students, “where do you think we are on this map?” and most students should know Bismarck/Mandan. Once students say where we are, ask them “where should we go on a trip?” and pick one town to visit. Day two: Have students look at a map of North Dakota again, and then introduce different maps and explain how each one is similar but different. Explain how maps are useful for people to get from one place to another. Students will also discuss what parts (symbols, legend/key, compass rose) goes into a map to make it the most effective.		

	<p>Day three: Have the students imagine they are a pirate, and they are using a map to find their treasure. Their map is blank, so they have to create a map of the school to find the treasure. To begin the lesson, the teacher will explain what a legend is (shows what symbols or pictures are used on a map).</p>	
5-10 minutes	<p>Explain: (teacher-led) Day one: Dive deeper into different types of maps, what they are used for, and how people use them. Can incorporate the use of online maps and Google Maps to help give people directions. Day two: Talk about how different maps are used to help inform people of how to get to another place. Show students how to use different types of maps (paper, online, etc.) and continue how these maps can be useful for people to get around. Day three: The treasure map will include at least three places around the school where the treasure might be hiding (ex. gymnasium, office, playground, etc.). This will be done together, as a class. The students and teacher will draw their places using symbols (ex. office could have a symbol such as a pen, etc.) as best they can, along with a treasure chest. The students will draw lines between the place symbols to connect them to the treasure chest. The students will also design them to the best of their abilities and be creative.</p>	
Age-level appropriate	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences) Students will be participating in whole group instruction during the first and second day of instruction. On the third day, Students will work on their treasure maps using the symbols drawn on their legend during whole group instruction, and they will use their creativity to do so.</p>	
1-2 minutes	<p>Closure (wrap up and transition to next activity): Explain to the students that maps (not just treasure maps) are used to help people get from one place to another place around the world. Provide examples of simple maps that people use to get to different places. Once students have started finishing up, they will sit in their seats nicely and wait for the counselor to come in.</p>	
	<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (document of student learning, data collection) While students are working on their treasure maps, the teacher will walk around to assess the students' understanding of the objective. 	<p>Summative Assessment (linked back to standard, END of learning) The summative assessment is building the maps on the third day and checking for students understanding of using legends, symbols, and a compass rose. The teacher will collect the maps to check for these components on their maps and hand back to students by end of day.</p>
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Students thoroughly enjoyed this lesson. Each student created a map of places throughout the school where they think the treasure might be. One thing I changed for this lesson, is making it a three day lesson where the first day would be introducing maps and how/why people use them to find different places and when would be an appropriate time to use them. The next day, I would reintroduce why people use maps, and then continue on with talking about different types of maps people use. Online maps, paper maps, and large rolled maps. The third day would be building the treasure maps as a whole group instruction and making sure the students are using legends, symbols, and compass rose.</p>		