Read and construct maps.

 [CCSS.ELA-Literacy.RI.3.5](http://www.corestandards.org/ELA-Literacy/RI/3/5/)
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

[CCSS.ELA-Literacy.RI.3.7](http://www.corestandards.org/ELA-Literacy/RI/3/7/)
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

[CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/)
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Lesson

When beginning the lesson, we started with a formative assessment where I had the students complete the first part of a thinking drawing where I had them close their eyes and think about maps.  Then, I had them draw a picture and write three things they knew about maps.  After they completed that, I had them pair up with two other children to share what they knew about maps.  As they shared with each other, I walked around to gage their knowledge and understanding of maps. Then I had each group decide on the most important piece of information they had discussed and share it with the whole group.  I listened to make sure that if there was an inaccuracy, I helped to clarify if needed.  Doing this pre assessment helped to guide me in my teaching the following day.

The next day, I showed them a show from brainpopjr.com on the smartboard.  Then we made a classroom map together.  I made sure that a map key, title, scale, and compass rose was included on the map.  The assessment from the previous day, helped to let me know what parts of map making and reading that they needed extra information about and what I needed to make sure to include in my instruction. Then I asked them questions that they would have to use the map in order to answer.  Some questions were as follows:

In what direction would I need to walk in order to go from the sink to the window?

If my pencil was broke, in which direction would I go if I was at the teacher’s desk?

Using the scale, compute the distance from the closet to the door.

Then I had each student come up with their own question about the map and pair and share with a classmate.

The students then completed the second part of the thinking drawing where they drew a picture of what they then knew about maps after the instruction.  They wrote about three things they learned about maps and how their thinking had changed from the previous day. This assessment helped me to see where each student was in their understanding.

The following day, as another formative assessment, I gave them a map of a community and had them answer questions independently while reading the map.  As they worked, I walked around to help with questions and checked for understanding. This assessment helped me to see if they were understanding cardinal directions and also using a map scale.  Those two skills can sometimes be tricky for students.  So as I walked around I looked to see if I would need to do reteaching of either of the skills.  This assessment helped to guide my instruction.

On the last days, I explained the program, Kidspiration, to the children and made sure that if they had not been exposed to that program that they knew how to use it.  I told them that they would be responsible for creating a map project.  They were to design their own community.  I gave them the rubric that I would use for the summative assessment.  They were responsible for including specific elements in their map.  They needed to formulate their own questions with answers to go along with their map. This summative assessment allowed me to see if the students were able to construct maps and then to use the map to answer questions. It also allowed me to see if they were able to use technology to construct a visually accurate display in order to share information with others.