

INSTRUCTIONAL PLAN

<p>Grade Level and/or Teacher: 1st grade</p> <p>Content Area: Social Studies</p> <p>Class Size: 80</p>	<p>Topic: Maps</p> <p>Date(s): September 24th – October 12th.</p>
<p>What enduring understandings are desired?</p> <ul style="list-style-type: none"> • Information about the world can be gained in many ways (BVSD 1st Grade Social Studies) • Student can create a product that expresses new understandings (K-1 Information Literacy) 	<p>What critical thinking question or scenario will guide this unit?</p> <ul style="list-style-type: none"> • BVSD 1st Grade Social Studies Essential Question: <ul style="list-style-type: none"> ◦ How can I learn more about my family? • Library Essential Question: <ul style="list-style-type: none"> ◦ What did I learn from my inquiry?
<p>Overview description and activities</p> <ul style="list-style-type: none"> • Read “Make Way for Ducklings” and scaffold reading by focusing on 5 map words from story: park, island, pond, highway, and river • Take a “Google Lit. Trip” and view the actual places in the story via Google Earth. • In the computer lab, have students create a map of a park that ducks would like and include 3 of the map focus words in their key. 	<p>Resources</p> <ul style="list-style-type: none"> • Make Way for Ducklings book • Google Lit Trip – Download “Make Way for Ducklings” from http://www.googlelittrips.org/ • Pixie 2
<p>Time</p> <p>4-5 sessions with each 1st grade class over a 3 week period</p> <p>Computer lab will be at least 2 sessions: A practice day and a “for real” day</p> <p>Lesson 1 – Intro story; Lesson 2 – Google Lit Trip Lesson 3 – Computer Lab Practice Lesson Lesson 4 – Computer Lab follow up</p>	<p>Standards (Content and ET/IL Standards) and Vocabulary</p> <ul style="list-style-type: none"> • Identify title, author, and illustrator of book. (BVSD Information Literacy) • Recognize elements of a map in the story and on Google Earth (BVSD 1st Grade Social Studies and Information Literacy) <ul style="list-style-type: none"> ◦ Construct a map/key (in Pixie 2) using basic symbols and cardinal directions in the legend (BVSD 1st Grade Social Studies, Geography Standard 2: <i>Students know the physical and human characteristics of</i>

	<p><i>places, and use this knowledge to define and study regions and interpret their patterns of change.</i></p> <ul style="list-style-type: none"> ○ To meet this standard, a First Grade student: Uses data from maps, globes, and technology to describe one’s unique family geography and compares this geography to families in other cultures. <ul style="list-style-type: none"> ● Vocabulary <ul style="list-style-type: none"> ○ Content Vocabulary: map, river, highway, pond island, park, Also, compass rose, north, south, east, and west ○ Cross-Content Vocabulary: title, author, illustrator, Google Earth, Pixie, Icon
<h3>Teacher Responsibility</h3> <ul style="list-style-type: none"> ● Co-Teaching the Google Lit. Trip ● Reviewing map terms as we introduce story and view Google Lit. Trip ● Assist with Pixie instruction ● Assess maps activity ● Helping librarian identify which students need accommodations. 	<h3>Librarian’s Responsibility</h3> <ul style="list-style-type: none"> ● Reading the story Make Way for Ducklings ● Showing the Google Lit Trip of Make Way for Ducklings ● Assisting with Pixie instruction ● Help with assessing maps activity ● Devising rubric for pixie map activity
<h3>Assessment</h3> <p><i>What will you accept as evidence that shows the students understand the concepts?</i></p> <ul style="list-style-type: none"> ● Use attached rubric to evaluate student maps ● Quiz students on 5 focus words prior to map-drawing activity ● Oral review with students of title, author, and illustrator. 	<h3>Accommodations</h3> <ul style="list-style-type: none"> ● Team Teaching ● Show visuals of key word terms prior to reading the story ● Show visuals of book on document camera prior to taking the “Google Lit. Trip” on Google Earth ● Challenge TAG or others to use keywords in a sentence. ● Have students who want to determine which way is north, south, east and west in library. ● Questions in “Make way for Ducklings” (think-pair-share) ● Direct assistance or one-on-one assistance in the computer lab for identified students.

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| | <ul style="list-style-type: none">• Students who don't finish final map in one day can come at _____time to have librarian help them or during teacher content time with teacher. |
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Evaluation of unit:

What worked:

- They loved google lit trip
- Google lit trip was good for all learners
- The author connection follow up was a good connection—and a good connection for Japanese version of this story when we study Japan later this year
- The practice day in using the computer was good.

What didn't (change):

- Show kids rubric ahead of time next year
- Explain map in the park more clearly—not all kids understood it—and give them more freedom or incentive to add a few more things
- Upload maps to online slideshow to show to parents.
- ??Add a category to the rubric about creativity and cohesion of map
- Create a followup activity about similarities/differences of families (the duck family and our family) for TAG and/or other students