

Map Lesson #3: Finding Massachusetts on a map

Content: Describe *what* it is you will teach. What is the content?

- Students will be able to find MA on a map of the United States. This is the first time we are doing this. We are going to watch two videos on the United States, and then students will fill out a worksheet with what our state is, our country is, and then find MA on the map of the USA.

I. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.

- Students will be able to find MA on the map of the USA
- Students will be familiar that we live in MA, which is in the USA

II. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

- This lesson on maps will help my students understand what can be seen on a map, and how we can see where we are on a map. Our previous lesson was “Me on the Map” and we made our own maps of our streets. We will be continuing to zoom out, where we will be looking at MA on the map of the USA. This will lead into our next lesson, where we will be zooming out more and looking at the continents on the map of the world.

III. Assessment: Describe *how* you and your students will know they have reached your learning goals. What will your students need to be able to do in order to meet the learning goals?

- My formative assesment will be during the video, when I pause and ask my students questions. I will pause many times to ask, “what state do we live in? Can you go up to the front and show me where MA is? What country do we live in?” These questions will show me how my students are understanding the video about the map of the USA. I will also ask my students what they notice about the map of the USA and also what they notice about the map of MA. My summative assessment will be the worksheet at the end of the lesson, where students will write what state we live in, what country we live in, and label MA on the map of the USA. I will model the words on the board, so they do not have to worry about spelling. The students will just have to distinguish MA from the USA (state vs. country). I will ask my students to color MA the color **red** on the map and point and arrow (so I can clearly see if they know which one is MA).

IV. Personalization and equity: Describe how you will provide for individual student strengths and needs, such as academic, social, personal (including moderately and severely disabling conditions), and language development level. How specifically will ELL students and students with learning disabilities gain access and be scaffolded?

- I will be looking out for my Spanish speaking student with limited English and my student who is on an IEP. I will make sure that I play each video twice, and I will pause the video and have students come up to show me the states they are familiar with. I will also leave up the picture of the map of the USA when they are working on the sheet, and they can work with their seat partner. These options will make it a safe space and an effective lesson for my ELL and IEP students.

V. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class (see table below). Be prepared to explain why you think each activity will help students on the path toward understanding.
- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?
 - I think my students will get very excited and loud when we are watching the video of the 50 states, and for the one about MA. I am very excited to show them the video because many of my students have connections to different states (NH, Florida, California, Vermont, Washington). I know they are going to be wanting to share personal stories when I ask what they notice about the map of USA. I will try to limit the personal stories, so we can stay on track. I will ask guiding questions like, "What do you notice about the map of Florida? What makes it different than the other states?" This will make it so we are still talking about the states that students feel connected to, but we are also still talking about maps, and not just about the state.

VI. List the Massachusetts Learning Standards this lesson addresses.

- 1.T2.1 Explain that a map represents spaces and helps one identify locations and features

VII. Reflection

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?
 - The students enjoyed listening and watching the two videos. We stopped the video of the 50 states and a few of the students came up to point out states that they have been to. This is what I predicted, and the students seemed to all have been familiar with one other state. Many of the students were already familiar with which state was MA, which was amazing! One student pointed out, "MA is like a hook! It will help us remember". We continued to talk about the hook shape, and this helped my students remember when they were filling out the worksheet.
 - All of my students were able to label MA red on the map, which was my main goal of this lesson. The seat partners helped each other out, and the students were able to quickly and confidently find MA. Students were a bit confused when it came to knowing if MA was our state, or the USA was our state. I understand the confusion. I did not expect them to all get it right on our first lesson. I was happy that the students were familiar with the terms of MA and the USA. They all know that MA is within the USA on the map, and that MA is the state with the hook. I felt like it was an effective lesson, because the students were able to do this. It was very motivating to work with my students in this lesson, because they were so excited by finding MA on a map. They are doing great with our map lessons,

and they will continue to great on our next lesson going over the continents on the map of the world.

- b. What did you learn from the experience of this lesson that will inform your next LAP?
- Quick videos are a great way to start a lesson out in a fun way and to make a visual way for students to remember the content of the lesson. I will definitely be finding a continent song for the students. They all were begging me to play the videos again and again! It is a nice format for students to see the map in a video and on their sheet.

Time	What students will be doing	What teacher(s) will be doing	Rationale (how this supports learning goals)
12:45-1:00	<ul style="list-style-type: none"> - Students will be watching the two videos, learning how to find MA on the map of the USA 	<p>https://www.youtube.com/watch?v=Jr4SmWDgMgk</p> <p>https://www.youtube.com/watch?v=bOaFTesDHI8</p> <p><i>Pause video to ask: "What state do we live in? Can you go up to the front and show me where MA is? What country do we live in?" These questions will show me how my students are understanding the video about the map of the USA. I will also ask my students what they notice about the map of the USA and also what they notice about the map of MA?</i></p>	<ul style="list-style-type: none"> - These two videos will introduce a fun and interactive way to dive into looking at the map of MA, and being able to identify MA on the map. .

1:00- 1:20	<ul style="list-style-type: none"> - Students are working on the worksheets, working with their seat partner to fill in the state we live, and the country we live in - Students are labeling MA on the map in the color red, and drawing arrows to it - Students who finish early and have been checked can color in the rest of the states 	<ul style="list-style-type: none"> - I am walking around helping students when needed (seeing if students are labeling the correct state and country) 	<ul style="list-style-type: none"> - Students will be familiar with where MA is on the map of the USA - Will be familiar that we live in the state of MA, country of the USA
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Name

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Date

11-30-22

1. The **state** I live in is Massachusetts

2. The **country** I live in is USA

3. Can you find our **state** on the map and color it in?



Name Neva

Date 11-30-22

1. The **state** I live in is Massachusetts

2. The **country** I live in is USA

3. Can you find our **state** on the map and color it in?

