

# ME ON THE MAP

## LESSON PLAN

**Course Name:** Social Studies/Geography  
**Unit/Theme:** Me on my Map

**Time Frame:** 3-4 40-minute classes  
**Grade Level:** Grades 6-8 (SpEd 12:1:4)

CONTENT AND SKILLS
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• The students will identify the different places in the world where they live.</li> <li>• The students will be introduced to the concept that they live in several different places at the same time, i.e., Earth, North America, United States, New York, Monroe County, Rochester, and their specific home address.</li> <li>• The students will use technology tools to help them see where they live (their home address) as well as the wider world where they live (planet, continent, country, state, county).</li> </ul>
<p><b>Essential Questions (optional):</b></p> <ul style="list-style-type: none"> <li>• Where in the world do we live?</li> <li>• How can we live in more than one “place” at the same time?</li> <li>• How can we use maps and technology to help us find where we live?</li> </ul>
<p><b>Students I can statements . . .</b></p> <ul style="list-style-type: none"> <li>• I can identify the planet, continent, country, state, county, town/city, home address of where I live.</li> <li>• I can use maps to identify the locations of the different places where I live.</li> <li>• I can use technology, such as Google Earth, to locate the places where I live.</li> </ul>
<p><b>How will you meet the needs of SWD and ENL students?</b></p> <ul style="list-style-type: none"> <li>• Staff will implement the students’ IEPs accommodations.</li> <li>• Use of Smart Board and Elmo camera to enlarge materials.</li> <li>• Students will be supported as needed by paraprofessionals in the room.</li> <li>• Staff and teacher will also use non-verbal pecs to assist and redirect the students</li> <li>• Increase wait time as needed.</li> <li>• Limit my language to small chunks of information.</li> <li>• Respond to the students’ comments immediately to either support a correct thought or to reframe their thinking.</li> <li>• Paraprofessionals assist students with hand-over-hand cutting or writing needs.</li> </ul>
<p><b>Content Standards</b></p> <p>List all standards and how learners will meet the standard</p>
<p>Social Studies Standards</p>

- Geography - Use maps, globes and internet resources to obtain information on locations (major cities, states, countries, mountains, oceans, etc.)
- Geographic Reasoning - Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of places for purposeful activities.
- Government in New York State is organized into counties, cities, towns, and villages. Students will identify the county in which they live, noting where their city, town or village is within that county

#### ELA Standards - New York State Alternate Assessment Essential Elements

##### Integration of Knowledge and Ideas

- **ELA.EE.RI.6.7** Find similarities in information presented in different media or formats as well as in text.
- **ELA.EE.W.6.8** Gather information from multiple print and digital sources that relate to a given topic.
- **ELA.EE.SL.6.5** Select an auditory, visual, or tactual display to clarify the information in presentations.
- **ELA.EE.RI.3.7** Use information gained from visual elements and words in the text to answer explicit who and what questions.
- **ELA.EE.SL.3.2** Identify details in a text read aloud or information presented orally or through other media.
- **ELA.EE.RI.4.1** Identify explicit details in an informational text.

#### NYS Computer Science and Digital Fluency Standards

List all standards and how learners will meet the standard

- **2-3.CT.3** - Present the same data in multiple visual formats in order to tell a story about the data.
- **4-6.CT. 2** - Collect digital data related to a real-life question or need.
- **4-6.CT. 3** - Visualize a simple data set in order to highlight relationships and persuade an audience
- **2-3.CT.7** - Name/label key pieces of information in a set of instructions, noting whether each name/label refers to a fixed or changing value.
- **4-6.DL. 2** - Select appropriate digital tools to communicate and collaborate while learning with others
- **4-6.DL. 4** - Use a variety of digital tools and resources to create and revise digital artifacts
- **2-3.NSD.2** - Explain the function of software in computing systems, using descriptive/precise language.

#### CASEL COMPETENCIES and/or NYS SEL BENCHMARKS

- **6-8.SEL.1A.3c** - Demonstrate the capacity to maintain concentration on task
- **4-5.SEL.2B.2b** - Demonstrate how to interact positively with those who are different from oneself
- **6-8.SEL.2C.3b** - Demonstrate cooperation and teamwork to promote group effectiveness

## INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.

*How will you make sure this lesson is culturally responsive?*

### Day One and Two

- I will begin the lesson by asking the open-ended question, Where Do you Live? We will discuss briefly the student responses, then I will say, "Can you live in more than one place at the same time?"
- Next, I will have the students listen to the book, *Me on the Map* read aloud – this book explores all the different places that a person lives (at the same time) - from the smallest location (home) to the biggest location (planet Earth) **(2-3. CT.3) (4-6. CT. 2)** *The students will be interacting with multiple data points throughout this lesson, including the interactive read aloud on the Smart Board, the Sway presentation, large maps in the classroom and the Google Earth program.*
- I will ask the question again, "Can you live in more than one place at the same time?"
- I will use a Sway to detail each place where the students live. As we look at the place on the Smart Board, the students will then add it to their hard copy activity on their desk. **(2-3. CT.3) (4-6. CT. 2)**
- I will go step-by-step through the presentation reinforcing where the students live. I will have large visual maps on an easel in the front of the room to reiterate which location we are talking about, i.e., Earth, North America, United States, New York, etc.
- The students will cut and paste the specific location (word and map) we are talking about on their different sized rectangles as we progress through the presentation. **(4-6. CT. 3) (2-3. CT.7)**
- This visual will hopefully help them make connections to all the places where they live.
- I will also emphasize the size of the world they live in by using hand gestures. This is Earth – raise arms up and out; the hand gestures change size as the size of the location gets smaller, etc.
- I will have the students then use a fastener to assemble their rectangles into a group.
- At the end of this lesson, I will give the students an exit ticket to gauge their understanding of the material. Hopefully this lesson will give them a look at the wider world where they live!

### Day Three

- I will review with the students our lesson objectives.
- I will review with the students their *Me on the Map* activity, going over every location.
- Then, I will arrange the students into small groups.
- I will pass out the step-by-step directions on how to create a Google Earth project. **(2-3.NSD.2)** I will review with the students the Google Earth app step-by-step directions from a previous day's lesson. I will circulate the room to be sure the students have accessed the Google Earth app and then have them move onto the directions I supplied to create a Google Earth project.
- The students will then use their Chromebooks to search Google Earth for each of the locations where they live. **(4-6. DL. 2)**
- The students will pin their locations on a Google Earth project **(4-6. DL. 4) (2-3. CT.7)** The students will search for each of their locations, pin it and then label each. They will label them by typing the name of the location of the pin and what it is. For instance, they will pin their state, and then type New York state on the pin and then label it My State. They will do this for each location – their home address, town/city, county, state, country, continent and planet.

- The students will then present their projects to their classmates. **(2-3. CT.3)**

#### **Day Four (if needed)**

- Students who did not get a chance to present their Google Earth projects to the class can present them now.
- After all students have presented, if time – students can play a “Me on my Map” memory game or complete a coloring page – Earth, North America, New York.

### **BACKGROUND OR PRIOR KNOWLEDGE**

- Students practice saying and writing their home address every morning as part of their morning work.
- Previous discussions with the students on “where we live” as different topics have arisen in unit work, such as a government unit and an Earth and Space Science unit.
- Students have been exposed to Google Earth previously.

### **INSTRUCTIONAL TECHNOLOGY INTEGRATION**

- Sway
- Google Earth
- iPads or Chromebooks
- Smart Board
- Read aloud on YouTube

### **MATERIALS / RESOURCES**

Add additional resources needed for this lesson such as templates, images, videos, etc.

- Me on my Map Read Aloud <https://www.youtube.com/watch?v=vhjTB0GIENw>
- Sway <https://sway.office.com/tOF7MRxB2IGjOCi3?ref=Link>
- Where Do I Live Exit Ticket [Me on a Map Exit Ticket.docx](#)
- Google Earth example project <https://earth.google.com/earth/d/1waSmhDA0bBv1Kj2Q4suLnyXATouKFU19?usp=sharing>
- [Google Earth directions for SS project.docx](#)
- Me on my Map Memory Game [Memory game -Where in the world do we live.pptx](#)
- Coloring sheets of different maps
- Giant maps of each location (Earth, North America, United States, New York state, Monroe County, Rochester/Fairport) to display in the classroom