

**Fellsmere Elementary Kindergarten Follow that Map Lesson Plan**

**Texts:**  
 Me on the Map by Joan Sweeny  
 Follow that Map: A First Book of Mapping, by Scot Ritchie  
 Around the World: A Colorful Atlas for Kids, by Anita Ganeri

**Florida Standard:** Geography (Kindergarten): G.1.1, G.1.2, G1.3, G.1.4, G.2.1,G.3.1, G.3.2, LAFS.K.RI.3.7, LAFS.K.RI.3.8

**Learning Goal:** I can tell about how the pictures help me to understand the text.

**Assessment:** Student groups will share out their cities created, talking about the parts of the map they included.

**Instructional Tools:** <https://youtu.be/3uP1RodpE0I> Follow that Map book

Day 1	Day 2	Day 3	Day 4
<p><b>Activating Strategy:</b>                      Chalk Talk at each table group -                      Chart paper with the question                      What is a map?                      Have students use post-its to show                      what they already know about                      maps (writing and/or drawing)                      Show Jack Johnson video  <a href="https://youtu.be/rlr4aj6Xt2g">https://youtu.be/rlr4aj6Xt2g</a></p>	<p><b>Activating Strategy:</b>                      Show a picture, pg 62-63 from the                      Around the World book.                      Ask what they See, Think, Wonder                      about the picture.                      Chart the student’s responses.</p>	<p><b>Activating Strategy:</b>                      Show a different picture, pg 6 from the                      Around the World book.                      Ask what they See, Think, Wonder                      about the picture.                      Chart the student’s responses.</p>	<p><b>Activating Strategy:</b>                      Watch Follow that Map book Video</p>

**Key Vocabulary and Strategy:**  
**Map, Globe, North, South, East, West, Compass Rose, Map Key, Legend, Symbol, Landmark, Route, Topographical**

<p><b>Teaching Strategies:</b>                      Introduction: Vocab PowerPoint                      Have students create a tableau for                      each word.  <b>Show students a globe:</b>  <ul style="list-style-type: none"> <li>• Do you know what this is? It is a model of the Earth, the planet on which we live.</li> <li>• Why is part of the globe blue? It represents the water: oceans, rivers and seas.</li> <li>• Can you guess where we live on the Earth? Point to where you live</li> </ul> <b>Next show the students a map.</b></p>	<p><b>Teaching Strategies:</b>                      Review all vocabulary throughout lesson (reinforce as it comes up).                       Put students in groups and give them a picture pg 4-5 of the Around the World book.                      Have the groups discuss what they see, think, wonder about their picture (accountable talk). Groups can use paper or post-its to chart their responses.                      If time permits, groups can share their responses with the class.</p>	<p><b>Teaching Strategies:</b>                      Review vocabulary throughout lesson (reinforce as it comes up)..                       Put students in groups and give them a picture pg 8-9 of the Around the World book.                      Have the groups discuss what they see, think, wonder about their picture (accountable talk). Groups can use paper or post-its to chart their responses.                       If time permits, groups can share their responses with the class.</p>	<p><b>Teaching Strategies:</b>                      Review Contents page, and then read pg. 4 - 5 of Follow that Map. Pause and ask&lt;Turn to your partner and tell about one part of the map&gt;.                       Start to fill in “L” TLC or KWL chart                       Start the Anchor chart of Vocabulary from the book. Do first 2 pages of Student Vocab book. (Map, Compass Rose including North, South, East, West)</p>
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<ul style="list-style-type: none"> <li>• How is a map different than a globe? One is round and one is flat. One represents the whole Earth.</li> <li>• When would we use a globe and when would we use a map? A map can give us more details of a smaller area. A map is easier to carry with you when traveling. The globe helps us to visualize the shape of the Earth and the position of the continents and water.</li> </ul>			
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Day 5	Day 6	Day 7	Day 8
<p><b>Activating Strategy:</b> SmartBoard review of previous vocabulary.</p>	<p><b>Activating Strategy:</b> Review Vocabulary</p>	<p>Activating Strategy: Review vocabulary. 2 corner activity to reinforce the understanding of vocab (route and compass rose).</p>	<p>Activating Strategy: Review vocabulary.</p>
<p><b>Key Vocabulary and Strategy:</b> <b>Map, Globe, North, South, East, West, Compass Rose, Map Key, Legend, Symbol, Landmark, Route, Topographical</b></p>			
<p><b>Teaching Strategies:</b> Review pg. 4 - 5 of Follow that Map. Pause and ask&lt;Turn to your partner and tell about one part of the map&gt;.  Start to fill in “L” TLC or KWL chart Continue the Anchor chart of Vocabulary from the book. Do last 2 pages of Student Vocab book. (Map Key,Legend, Symbol, Landmark)</p>	<p><b>Teaching Strategies:</b> Continue reading Follow That Map (read pages 6-13). Pause and ask: p. 6 What can the kids do to find their dog? p. 8 Can you find the symbol for the park on the map? p. 10 Can you find the child going the wrong way? p. 12 Which direction is Martin running?  . Do a Two Corners or draw on whiteboard activity &lt;symbols and legend/map key&gt;</p>	<p><b>Teaching Strategies:</b> Continue reading Follow that Map (read pages 14 - end).  Students will begin completing their map books (use pages 39-42 from the social studies workbook). As students are working, teacher should monitor for accountable talk.</p>	<p><b>Teaching Strategies:</b> Review the book “Follow that Map”.  Students will finish completing their map books (use pages 39-42 from the social studies workbook). As students are working, teacher should monitor for accountable talk.</p>

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<b>Day 9</b>	<b>Day 10</b>	<b>Day 11</b>	<b>Day 12</b>
<p><b>Activating Strategy:</b> Show a Map of a classroom. Showing map key, labels, symbols, landmark Accountable Talk what do students see, think, wonder about the map.</p>	<p><b>Activating Strategy:</b> Review the Map of a classroom. Showing map key, labels, symbols, landmark Accountable Talk what do students see, think, wonder about the map.</p>	<p><b>Activating Strategy:</b> Show youtube video of city vocabulary: <a href="https://www.youtube.com/watch?v=LULzOE1IVYk">https://www.youtube.com/watch?v=LULzOE1IVYk</a></p>	<p><b>Activating Strategy:</b> Review youtube video of city vocabulary: <a href="https://www.youtube.com/watch?v=LULzOE1IVYk">https://www.youtube.com/watch?v=LULzOE1IVYk</a></p>

**Key Vocabulary and Strategy:**

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<p><b>Teaching Strategies:</b> Create a list of what students think should be included on their map.  Students will begin creating their map of the classroom. Use 8 ½ by 11 drawing paper.</p>	<p><b>Teaching Strategies:</b> Review the list of what students think should be included on their map.  Students will continue creating their map of the classroom. Use 8 ½ by 11 drawing paper. Partner Share of created maps.</p>	<p><b>Teaching Strategies:</b> Create Map of City - Planning Class discussion and create anchor chart (what needs to be in the city?) Put students in their map building groups (3, 4, or 5 students in a group). Have the group begin working on their map planning sheet.</p>	<p><b>Teaching Strategies:</b>  Review anchor chart from yesterday.  Students will return to their map building groups and finish their planning sheet.</p>
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<b>Day 13</b>	<b>Day 14</b>	<b>Day 15</b>	
<p><b>Activating Strategy:</b> Show youtube video of a town.</p>	<p><b>Activating Strategy:</b> Show youtube video of a town.</p>	<p><b>Activating Strategy:</b> Show youtube video of a town.</p>	

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<p><b>Teaching Strategies:</b> Students will return to their map groups and work on creating their map.  <b>Supplies:</b> 1 large piece of butcher paper/group Construction paper Scissors, glue, crayons, markers Pre-made: road pieces, trees</p>	<p><b>Teaching Strategies:</b> Students will return to their map groups and work on creating their map.  <b>Supplies:</b> 1 large piece of butcher paper/group Construction paper Scissors, glue, crayons, markers Pre-made: road pieces, trees</p>	<p><b>Teaching Strategies:</b> Students will share their created maps with the class.</p>	
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Rubric

		
<p><b>4 Buildings</b> </p>		
<p><b>Roads</b> </p>		
<p><b>Body of Water</b> </p>		
<p><b>Legend</b> </p>		
<p><b>Trees</b> </p>		
<p><b>Bonus: Compass Points and Topographical</b> </p>		