

Big Idea(s): *I want my students to understand that maps are visual representations of geographic locations, and all maps have symbols.*

Illinois State Standards: 17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.

17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments.

Teacher: Megan Bonner

Language of Instruction: Spanish

Grade Level: 1st Grade Dual Language

Stage of Lesson Cycle	
<p>Preview Stage – preparing students for success</p> <ul style="list-style-type: none">• Preview ideas, concepts, and strategies in a non-verbal, physical or pictorial manner: Let children observe and read several maps from our school, Chicago, Illinois, the USA, and different places in the world.• Practice academic oral language in target language. Present picture cards on one side of the board and corresponding vocabulary on the other. (See vocabulary below). Have students match up the words. Give students their own vocabulary cards to sort with a partner.• Provide survival language via the curriculum. Prompts.	<p>Content Objectives – <i>Students will identify characteristics of geographical representations</i></p> <ul style="list-style-type: none">• Strategy: “Say Something” “Open Sort”• In a whole group, students will help match vocabulary words to pictures on the board.• In pairs, students will sort vocabulary words into their own categories, and then share with the class how they sorted them.• In small groups, students will observe and discuss an assortment of maps. They will discuss the maps using the prompts listed below.• Differentiation: Non-readers will be paired with readers who are strong in Spanish for the word sort. <p>Language Objectives: - <i>Students will use this vocabulary:</i></p> <p>mapa, clave, símbolo, globo, calle, norte, sur, este, oeste, rosa del viento,</p> <p><i>Students will use these prompts:</i></p> <p>“En este mapa, yo veo...”</p> <p>“Este mapa es diferente de este mapa porque...”</p> <p>“Los mapas nos ayudan porque...”</p> <p>“Estas palabras correspondan porque...”</p>

Focused Learning Stage – making the connection between oral language and literacy

- Introduce literacy.
- Readings available at many different levels in the target language.
- Continued practice of oral academic and survival language, as well as literacy.
- Use graphic organizers with text (Venn diagram)
- Shared reading and writing activities.

Content Objectives – *Students will identify a map as a picture of a place as seen from above, use a map key and its symbols to locate and identify points or areas on a map.*

Strategy

Compare Pictures and maps

Student will identify a map as a picture of a place as seen from above.

Partner work: one student will touch a location in the photo, and the other points to the map location. Students will tell how the map and photo are the same and different.

Whole group: we will make a class Venn diagram comparing a photo and a map.

Individual practice: students will make a separate Venn diagram comparing a different photo and map.

Read a Map Key

Whole group. Students will see a map of a neighborhood. They will review the symbols in the map key for house, school, park, and street, and will identify them on a map. They will trace a route between the school and a park.

Individual practice: students will receive a copy of the map. They will draw a new symbol and add it to the key and draw it on the map.

Shared Reading

Whole Group: Students will learn an English poem called “On the Map” that talks about symbols and why they are on a map. We will identify geography terms and add them to the word wall.

Share Pair practice: Students will receive a copy of their poem to put in their poetry binder. They will underline the geography terms and read the poem with their partner.

Home Connection

Students will bring in a map that they found in a magazine or a newspaper or from their parent’s car. I will have extras for students who don’t bring anything. Whole group: We’ll sort them into different categories and discuss their characteristics.

Shared Writing

Whole group: Students will help make a chart about the characteristics of a map.

Los mapas

- Un mapa es un dibujo de un lugar.
- Un mapa te puede ayudar a encontrar un lugar.
- Cosas que están ubicadas juntas en un mapa también están ubicadas juntas en el sitio real.
- Cosas que están ubicadas lejos de otras cosas en un mapa también están lejos en el sitio real.

Differentiation

In the activity where students are comparing maps and photos, children who are beginning writers will be in a small group with the teacher. My co-teacher will work with the rest of the class. They can orally share and point out what they notice as differences and similarities between a photo and a map. Then the teacher can write their answers, and they can read the answers back to the teacher.

In the activity where students are drawing an additional symbol to draw into the map, the challenge activity will be for students to make their own map of the classroom, complete with symbols and a map key.

Grouping

Students will always be grouped heterogeneously, except in the cases of students working on a challenge activity or needing a small group with the teacher. They will always be grouped, however, with L1 and L2 learners.

Language Objectives: - *Students will use the phrases:*

“En este mapa hay...”

“El _____ está ubicado junto de _____.”

“El _____ está ubicado lejos de _____.”

“Este símbolo representa _____.”

Application Stage – students demonstrate what they have learned

- Focus on independent use of skills and demonstration of understanding of big idea/lesson focus.
- Provide differentiated activities for linguistically and academically heterogeneous groups.
- Teachers can ask students to prepare an oral presentation/performance (pairs, small groups or whole class).
- Students complete a real-world project or product.

Content Objectives – *Students will use cardinal directions to find objects in a room, and to correctly draw a map. Students will create a map of their classroom, a fairy tale setting, and their bedroom. Students will present their work to the class.*

Cardinal Directions: *Whole group* - I will bring a compass to class. Using the information on the compass, volunteers will place the words **norte, sur, este, oeste** on the corresponding walls of our class.

Hide and Seek: *Whole group* - I will hide an object in the room. A few volunteers must find the object based on directional clues, such as: “muévate al norte. Muévate un poco al oeste.” This is a game that we will play for two days.

Map of the classroom: *Whole group* - As a class we will create a large 3 fold map of the classroom. It will have a compass rose on the right side, a map key on the left side, and a map of the classroom in the middle. Volunteers will add **norte, sur, este, oeste** word cards to the compass rose on our map.

We will decide which are the 5 most important places in our room and create a map key with symbols for those locations. Since this is the modeling for how students will make their own maps, the teacher will draw the symbols for the map key. The teacher will draw the outline of the room. Then students will come and draw the symbols on the map. *This will become a center activity for heterogeneous groups of three.*

Individual assessment: The final assessment will require students to draw a map of the classroom and include a compass rose, map key, and map including 5 symbols.

Fairy Tale: Read aloud a fairy tale (The 3 little pigs). Tell students that in groups of four, they will make a map of the fairy tale country, complete with a castle or a bridge with ogres underneath. Or they can create their own fairy tale map, being as creative as they wish, including castles for a queen, a stable for flying horses, talking trees, and mountains of frozen yogurt. They will include a map key on the left, and a compass rose on the right. Before starting, students need to determine what part they’d like to create. I’ll write the sentence starter on the board: “A mi me gustaría dibujar _____. Y tu?” (I’d like to draw _____. And you?) *Grouping will include strong writers and illustrators, as well as students who need additional support.* These will be presented to the class. Each student will share what they created using the sentence prompt: “Yo dibujé _____.”

Draw a map at home: Students will draw a simple 3 part map that shows their favorite room in their home. They’ll include items on the maps such as the door to the room and the furniture in it, plus a compass rose and a map key.

- **Differentiation**

Students needing additional support with their map at home will be able to take home cut outs of typical symbols (doors, chairs, a bed, a window) and a piece of construction paper on which to glue the symbols. They also will only be required to make the map, not the compass rose or the map key.

Challenge activity: Students will “hide” an object in the map of their room. Then they will write sentences explaining where it is. “Mi objeto está ubicado al este de mi cama. Está ubicado al norte de la ventana.”

Language Objectives: - *Students will:*

- *understand that questions have question marks at the beginning and ending of a sentence in Spanish. (¿Dónde está tu objeto?)*
- *use the command forms of mover and caminar. “Muévate y Camina.”*

Bride activity: I want students to use directional words in English. We used the words **norte, sur, este, y oeste** in Spanish several times and for several activities. To bridge to English, students will be required to follow my directions using **North, South, East, and West** in order to find the “hidden treasure” in the classroom. We will make a chart that shows the words in Spanish, and the kids offer the words in English. I then pull names out of a hat, and those kids go on a treasure hunt. “Take 3 steps east. Walk one step north. Face west.” Etc. We will do three separate hunts.

After that, students will work in heterogeneous groups to answer questions about a treasure map they have at their tables. “What is east of the treasure chest? Color it green.” “What is north of the ship? Color it red.” “What direction do you have to walk to get from the cave to the treasure chest?”

Finally, students will create their own treasure maps. They have to write 3 sentences telling people how to get from one place to another using directional words.

Questions for Self-Reflection

- Did the lesson cycle work out the way you thought it would?

The lessons aren't yet over, but they are working out so well! Even better than expected. I've been very encouraged that all the time and effort put into creating these lessons has proven to be time very well spent. I also liked the way I started out with Preview Activities. The introduction of vocabulary and exploration of maps was a great with to begin. Then the focus learning and application followed very well. I've never divided a unit up like that, and I can tell that it's important to do so.

- What worked well? What would you do differently next time you implement this lesson?

Honestly, dividing up into 3 stages worked very well. Starting with vocabulary and exploration activities was a great starting point. The focus activities got the kids working more with what symbols and map keys and directional words mean. Later on for the application phase, students will make their own maps. In previous years, I honestly just jumped right into making maps without building a stronger foundation of understanding.

What would I do differently... I wish I had more time before meeting with the group to finish the unit. If I had been able to start my Map unit a week earlier, I might have had a chance to start the application phase, but that wasn't possible. Honestly, it's all working so well, I don't know what I could do differently. There are a few reading selections that I only have in English that next year hopefully I'll translate into Spanish before the lesson. Or maybe I'll find some books on maps in Spanish.

- How did the lesson address the different academic abilities of your students?

The children worked frequently in small groups and with pairs. There were 2 teachers in the room constantly working with children to make sure they were comprehending the lesson. I had modifications in place for kids who weren't writing or reading yet, and I had challenge activities for the ones who would finish early.

- How did the lesson address the different language proficiencies of your students?

I did plenty of vocabulary instruction and review. I modeled appropriate sentence starters. I also read to students in English and in Spanish. The kids worked with small groups that were created based upon ability level and native language.

- How effective was the lesson in bringing all students to an understanding of the big idea?

I'm still finishing up the activities in the application phase, so I can't give a complete answer yet. But as I told my co-teacher, in 3 years of teaching a unit on maps, I've never seen a group so excited about their learning. They seem to be "getting it" so quickly and completely. I set

the stage in the preview phase, I pushed them further in the focused learning phase, and now we're entering the application phase. It's obvious how vital the first two stages are to the eventual understanding of the big idea.

- How will implementation of this lesson cycle affect your teaching as a whole?

Well, I don't know that I have ever felt so prepared for teaching a unit. I've known where I wanted to go from start to finish. I've collaborated with peers. I've been incredibly reflective. Normally, I prepare a week in advance. But this time, I have been aware of where we were when we started, and what's next. It makes a huge difference.

- What did you learn about your teaching?

I learned that I don't want to go back to just being "ready." I want solid and meaningful activities to go with my lessons. I want to keep speaking in Spanish throughout the lesson. I want to include a bridge activity with every unit. I don't want to let these skills go. It's obvious that they're necessary.

- What did you learn about learning?

I learned that students need much more vocabulary introduction than I was giving them. I also learned (or was reminded) that students need to start new projects with a group. New concepts can be learned so much better if there's a peer with whom you can process your learning.