

Activity/Lesson Description	Code for Expectations	Skill Deconstruction	Recording Device for Assessment
<p>Activity 1: Community review</p> <p>As a class create a KWL chart to activate prior knowledge of what the students have learned about their community. Fill in the “what they want to know” about maps. Ex: Where is my house compared to the schools location”. “How can you fit the map of Canada on a sheet of paper?”</p> <p>Based on their knowledge about members in their community and the physical features of their community students will match images up to a large map. They will do this by looking at a large map of their community and as a class identifying the location of the rivers, lakes and buildings they recognize. Students will take members of their community (based on occupation) and match them up with symbols on the map. For example, a doctor would go with the hospital and a teacher would go in the school. Teacher will use a scaffolding method to guide the students to the correct responses.</p>	<p>1z4 1z5 1z6 1z7 1z8 1z9</p>		<p><i>Diagnostic: What students are still striving to achieve information about their community. Teacher is looking to see what prior knowledge was gained from the previous unit in order to determine where to lead off within the mapping unit, as they are related.</i></p> <p><i>Also important to note if students are recognizing symbols or if more time is going to be needed.</i></p>
<p><i>Activity 2: Denotation and Connotation of the World Map</i></p> <p><i>Students will brainstorm as a class, the meaning, ideas, feelings and images about what a map is. Their ideas will be communicated on a sticky note and shared with the class. During brainstorming they may</i></p>	<p>1z11</p>	<ul style="list-style-type: none"> • Activate prior knowledge • Brainstorming 	<p><i>Diagnostic – The teacher will initial the back of the sticky notes when the students respond to check for prior knowledge</i></p>

<p><i>identify different maps they see or can use in their community (ex: map of park)</i></p>			
<p>Activity 3: Read Aloud “Mapping Penny’s World” by Loreen Leedy <i>Read to page 8 – My bedroom. While reading, emphasize on the legend (the symbols), the compass rose, title and the scale. Using a large children’s map (of their community, school ect), have the students draw a symbol from the map and identify what the symbol represents.</i> <i>Discuss previous lesson about what the symbols mean on a map and how they are connected to their meaning. Students will complete a mapping skills worksheet where they will create their own symbols and identify the meaning of symbols.</i></p>	<p>1z10 1Z12 1z16</p>	<p>- Mapping Skills</p>	<p><i>Diagnostic – Students will hand in their recording page of the symbols. Teacher is looking to see what symbols they identified and whether they identified it correctly. Student gets a check if they get it, and an x if they didn’t. Anecdotal notes will identify why the students did not understand.</i></p> <p><i>Formative – Students will hand in their worksheets and teacher will record a grade based on their knowledge and understanding</i></p>
<p>Activity 4: Read aloud “Mapping with Penny’s World” by Loreen Leedy <i>Re-read the beginning of the book, recapping on the legend, compass rose, title and scale. On the second half of the book place more emphasis on the compass rose and scale. When finished students will identify the directions of a compass rose and create strategies for remembering (ex: Never Enter Stinky Washrooms). Play a direction game in the classroom, labeling the walls and having the students move to these areas. Students will complete a mapping skills</i></p>	<p>1z12 1z18</p>	<p>- Mapping Skills</p>	<p><i>Diagnostic – Anecdotal notes on which students are not moving in the proper direction for the game.</i></p> <p><i>Formative – Students will hand in their compass rose worksheet and teacher will assign a mark based on their knowledge and understanding.</i></p>

<i>compass rose worksheet.</i>			
<p>Activity 5: Making sense of a scale <i>Analyze maps of large areas (ex: Marineland, Wonderland, and the Zoo) looking at the scale of different objects and distances between them. For example, on the Wonderland map students should understand that rollercoasters are not represented in real life size. Give the students reasons for using small objects to represent large ones on a map.</i> <i>- Give each student a piece of string that they can use to measure an object or distance on the map. In groups students will present their findings (measurements of objects and distances) to the rest of the class.</i> <i>- Students will interact with a smartboard lesson on scale and then individually work through the Mapping skills scale worksheet. Here they will identify the size of objects and distances using a 1cm=1Km scale.</i></p>	1z15	- Mapping Skills	<p><i>Diagnostic – Teacher will make notes based on each groups findings. Are their measurements correct based on the scale of the map. Do they understand that the distance between two objects is larger in reality than depicted on the map.</i></p> <p><i>Diagnostic #2 – Due to the difficulty of the concept a second set of anecdotal notes will take place based on the students ability to navigate through the website based on scale.</i></p> <p><i>Formative: The worksheet will be handed in assigned a grade based on the students understanding of a scale.</i></p>
<p>Activity 6: Mid point review <i>Students will take a trip walking to the nearby community park. Here they will map out the different things they see at the park (ex: Trees and slides). They are required to create appropriate symbols for these objects. Using a compass the students can identify which is north on their map. Back in the class the students can look at a google map to see the route they took to get to the park. This also includes looking at the scale to see the distance it took them. As a mid-point review students</i></p>	1z10 1z11 1z12 1z15 1z16 1z18		<p><i>Diagnostic – During the walk to the park the teacher will use a checklist to identify which students understand each concept.</i></p> <p><i>Formative – The mini quiz will be handed in for assessment. Teacher is looking to see which students are grasping the concepts and which still need more time.</i></p>

<p>Activity 6: Mid point review <i>Students will take a trip walking to the nearby community park. Here they will map out the different things they see at the park (ex: Trees and slides). They are required to create appropriate symbols for these objects. Using a compass the students can identify which is north on their map. Back in the class the students can look at a google map to see the route they took to get to the park. This also</i></p>	<p>1z10 1z11 1z12 1z15 1z16 1z18</p>		<p><i>Diagnostic – During the walk to the park the teacher will use a checklist to identify which students understand each concept.</i></p> <p><i>Formative – The mini quiz will be handed in for assessment. Teacher is looking to see which students are grasping the concepts and which</i></p>
--	---	--	--