

Youth & Education in Science (YES)

Lesson Title

Lesson 1: Introduction to Maps

Grades

k-3

Length

25 minutes

Topics

- People cannot see everything from a ground view.
- The introduction begins with an illustration showing the front of a park.

Materials Needed

- Illustration 1, showing the side view of a park from the ground.
- Example for teachers showing a photograph of a hot-air balloon.

NGSS Alignment

The skills developed in reading maps may help support NGSS for kindergarten Interdependent relationships in Ecosystems: Animals, Plants, and their environments by identifying and describing patterns and location, specifically in the crosscutting concepts.

For Second grade, the activities may help support concepts in the Earth's Systems: Processes that shape the Earth (2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area).

For Third grade the skills developed in the following lessons may help enforce skills in the NGSS 3. Inheritance and Variation of Traits: Life Cycles and Traits by enforcing the description and identification of patterns.

Overview

Students view a specific location from a familiar perspective (at ground level). Items observed in this view will be used as reference points when the perspective changes in the next lesson.

Related Links

None

Vocabulary

- Over head
- Ground
- Map
- Compass
- Telescope
- pasture

Teacher Background

Read Nikki's story and familiarize yourself with the park map.

Lesson Plans

Suggestions for teaching this lesson:

- To begin the lesson, ask the students to look at illustration 1 and make a list of what they think is in the park. The list might include:

a playground, a water fountain, a flag pole, the rides

- Tell the students that you have a story about an adventure a girl has in the park and then read the tale in the story box.
- Pass out Activity sheet 1. The students should color in the balloons, put their name in the banner area and cut them out. When complete, have them post their balloons on the wall next to illustration 1. Have them predict what they think is going to happen next in the story.

Suggested subjects for discussion or writing exercises:

- I think a good name for the park is _____, because...
- A fun park should have ... (a follow-up assignment might be to draw a picture of the park the students wrote about.
- Is there a park near our school? How might a new student find their way to this park? (A new friend might lead a walk, a police officer might provide directions, or the student might use a map.)