

# We're Gonna Have a Party

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## Overview

**Topic:** Mapping. This lesson teaches basic map skills. Its focus is on map vocabulary and the use of directions to find a location. The student will also be able to use the components of a map to answer a variety of questions.

## Time Allotment

1-90 minute class period

## Subject Matter

Math  
English  
Social Studies

## Learning Objectives

The student will be able to:

- Follow directions to locate an area on a simple map.
- Create directions.
- Discuss the components of a simple map.
- Use problem-solving skills to find deficiencies in maps.
- Listen and respond to media related questions.
- Communicate information in a variety of classroom and group settings.
- Describe the proximity of objects.
- Use listening skills to complete an assignment.
- Define symbols, map, legend, location, and cardinal directions.
- Use cardinal directions to find locations.

(This lesson addresses Va. SOL Math 1.15, English 1.1, 1.2, 1.3, 1.12, 1.13 and Social Studies/History K.3, 1.4a, 1.4b)

## Media Components

### Video

*Math Monsters #7*, Mapping

## Materials

Materials the teacher will need to prepare for the Introductory Activity

- 1 surprise of some sort (ex. Candy or a toy)

Materials the teacher will need for the Learning Activity

- 7 pieces of tag board
- 1 magic marker

Materials the teacher will need for Culminating Activity 1

- 1 transparency of "A Town Map of Laurel Springs"
- 1 copy of the story [\\$1,000,000 Bank Heist](#) (included in lesson)
- dry erase markers
- overhead projector
- projector screen



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Materials the teacher will need for Culminating Activity 2

- 1 transparency of the [Treasure Island Map](#)
- dry erase markers
- overhead projector
- projector screen

For each student

- 2 copies of “A Town Map of Laurel Springs” (one copy for Culminating Activity 1 and one copy for Assessment)
- 1 copy of the [Map of Treasure Island](#) (Culminating Activity 2)
- 1 pencil

## Prep for Teacher

1. The teacher should hide a surprise somewhere in the classroom before the students arrive.
2. Use the magic marker to write the definition of each of the following words on pieces of tag board-map, landmark, symbol, legend, cardinal directions, compass rose and location. Enlarge the compass rose and the legend from [The Map of Treasure Island](#) 200% and attach them to their corresponding definition.

## Introductory Activity

1. Say, “I have hidden a surprise in the room somewhere, but I am not going to tell you where it is.” Ask, “Who can offer some hints on how to find what I have hidden?” (*a map, tell us, give us directions, look for it*) After the students have had time to respond say, “Let’s play Hot and Cold.”
2. After selecting a student, the teacher should then say, “I will give you directions to find the surprise by giving you hints. I will say *hotter* when you get closer to the surprise or *colder* when you wander away from it.” The teacher should continue giving hints until the student finds the surprise.

Note to the teacher: The purpose of this activity is to demonstrate to the students the importance of direc-

tions and maps to help us find objects and places.

## Learning Activities

1. After the surprise has been found, say, “Giving and taking hints is one way to find something, following a map is another.” Say, “Students, today we are going to learn about maps. A map is a drawing or picture of a place. It includes: landmarks, symbols, a legend, and cardinal directions.” The teacher should then show the definition previously written on tag board and choose a student to post the definition where everyone can see it. The teacher will repeat this same procedure for all the definitions that follow. **Focus for Media Interaction:** Say, “We are going to watch a segment of video to see what a good map needs to be helpful.” **START** the *Math Monster #7* video at the end of the theme song and **PAUSE** when the question mark appears on the screen. Say, “How can the Math Monsters help Binary Bill get to the party?” (*draw a map, send him directions*)
2. **Focus:** Say, “Let’s see if our predictions are correct and if Multiplex does a good job helping Binary Bill.” **RESUME** and **PAUSE** when Binary Bill says, “Here’s the map.” Ask, “What did Multiplex do to help Binary Bill find his way to the castle?” (*drew a map*) Say, “Look at the map Multiplex drew.” Then ask the students, “If Binary Bill does not know how to get to the castle, will this map help?” (*no*) Ask, “Why can’t Binary Bill find his way to the castle with this map?” (*you don’t know the top of the map from the bottom, the castle is not marked, there are no directions*)
3. **Focus:** Say, “Let’s see what Binary Bill thinks of the map.” **RESUME** and **PAUSE** the video when the question mark appears. Ask, “Was the new map a better map?” (*no*) Ask, “What do you think Multiplex could do to improve his map?” (*the teacher should accept all reasonable answers*)
4. **Focus:** Say, “In this video segment Binary Bill tells Multiplex how to make the map better. Listen and be ready to tell me one of his suggestions.” **RESUME** and **PAUSE** when the next question mark

appears. Ask, "What did Binary Bill suggest adding to make the Math Monsters' map easier to read?" (*landmarks*) Ask, "What are landmarks?" (*buildings and statues*) Say, "A landmark is an important object or feature on the land that serves as a guide point." Ask, "What was wrong with the landmarks on the map?" (*they were out of order*) Ask, "How can the Math Monsters fix the map?" (*teacher should again accept all reasonable answers*)

**5. Focus:** Say, "Let's watch to find out how the Math Monsters fix the map." **RESUME** and **PAUSE** at the question mark. Ask, "Can Binary Bill follow the map now?" (*no, he needs more information*) Ask, "What kind of information does he need?" (*street names*) Ask, "Are streets and street names examples of landmarks?" (*yes*)

**6. Focus:** Say, "Do you think the Math Monsters can fix their map this time?" (*yes*) **RESUME** and **PAUSE** after Split (the division sign) says, "...great idea" and the map they have drawn slides in front of the town. Ask the students, "Do you think this map is better?" (*yes*) Ask, "What did the Math Monsters add to the map that were not on the original?" (*landmarks, streets, and street names*) Say, "That's correct." **STOP** the video. Say, "You have done a wonderful job!"

## Culminating Activity 1

**1.** Put the transparency of "A Town Map of Laurel Springs"(see materials section) on the overhead projector and say, "Take a good look at this map and tell me if you think this is a good map. (*yes*) Ask the students, "What parts of a good map does this one have?" (*landmarks such as streets, street names, and buildings*) Say, "This map will lead you to \$1,000,000 hidden in Laurel Springs." The teacher should then show the definition of the word location previously written on tag board and choose a student to post the definition where everyone can see it. The teacher should say, "Location means a place where something can be found." Say, "Listen to my story and watch how I follow the directions to find the location of the money." The teacher should place a dry erase

marker on the map transparency indicating the *Bank of L. S.* Then, while reading the story, \$1,000,000 Bank Heist, and the first set of directions out loud to the students, the teacher should move the dry erase marker along the page. It is important to continue to emphasize the importance of cardinal directions and landmarks.

**2.** After the money has been located ask, "Students, did you see how I referred to my cardinal directions before I took each turn?" Say, "The reason I did this was to make sure I was turning the right way. You should have noticed the landmarks I passed as I read the directions. Remember to look for landmarks when you follow the next set of directions to find the money." The teacher should give each student a copy of "A Town Map of Laurel Springs." Be sure to point out the cardinal directions located on the bottom of the map near the pond. After each student has received a map, the teacher should read the second set of directions for the \$1,000,000 Bank Heist. Circulate around the room to see if assistance is needed.

Note to teacher: Depending on the level of your students, you may need to repeat the directions or read them more slowly. You also may need to repeat this activity a number of times until the students have mastered the technique of looking down at the cardinal and watching for landmarks before moving along the map.

## Culminating Activity 2

Say, "The previous map had markers, and other pointers to make it a good map." Ask, "What are some of these items?" (*a legend, symbols, landmarks, and cardinal directions*) Say, "That's right. The teacher should show the definition for cardinal directions previously written on tag board and choose a student to post it where everyone can see it. This procedure should be repeated with each definition. Say, "Cardinal directions are north, south, east, and west. On most maps cardinal directions are represented using a compass rose and the letters N, S, E, and W. Symbols are also helpful on a map. Symbols are pictures, dots, or lines on a map that stand for

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something else. Finally, a legend is a big help. A legend is a list of symbols that appear on a map. It shows what the symbol looks like and tells what it represents.”

At this time the teacher should place the transparency (see materials section) of the Treasure Island maps on the overhead. Ask, “What parts of a good map does the map of Treasure Island show?” (*legend, symbols, landmarks, cardinal directions, and compass rose*) Say, “The pirate, Green Beard, has buried a treasure on Treasure Island and this map shows the route he took to it. Look at the map on the overhead screen. In what direction is the treasure from the village?” (*west*) Say, “Remember to use your legend, compass rose, and cardinal directions.” Ask, “How many spiders are west of the mountains, but east of the river?” (5) While pointing at the map say, “If the spiders are west of the mountains and east of the river, that means they are between the mountains and the river.” At this time the teacher should distribute a copy of the [Map of Treasure Island](#) to each student. Say, “Now answer the questions on your maps about the route Green Beard took to his treasure.”

Note to the teacher: If a student’s reading level is below the advised academic level, you may want to help him with the questions. If you have a group of non-readers, you may want to use the transparency of the map and have the students answer the questions as a class.

### Assessment

Give each student one copy of the Laurel Springs map (attached). Say, “You are going to make up your own directions to the stolen money hidden in Laurel Springs. Remember to use landmarks, street names, and cardinal directions when you write your clues.” After the students have completed the assignment, divide them into small groups. Ask one student in each group to read his/her directions to the hidden money. Let the students decide whose directions were the best, and why.

### Cross-Curricular Extensions

**English:** Have the student write an imaginary narrative of a trip he/she is taking. Each narrative should include directions taken and landmarks passed.

**Math:**

- The students could use the maps they designed to measure, in inches and centimeters, the distance from place to place on the map.
- Ask the students to discuss a variety of shapes that can be used to represent different elements of a map in the legend. Examples may include: a circle to represent a pond, a square to represent a building, and a triangle to represent mountains.

**Science:**

- Have the students make posters showing how habitat affects weather, clothing, jobs, recreation, animals, and plants.
- Split the class into groups of four to do research on the different biomes.

**Social Studies/History:** Have the students construct a map of their state, including such things as landmarks, major roads, major mountain ranges, major waterways, their town, and the capital of the state.

**Art:** Use plaster of paris to construct a map of their state.

**Technology:**

- Using Claris Works or Kid Pix, have the students draw a map of their classroom or neighborhood.
- Using Sim Town, ask the students to create their own working town.

**Physical Education:** Build a city with large boxes and have the students pretend to be driving down the streets of the town.

## Community Connections

1. The students could invite a cartographer to come to the class and talk about making maps.
2. The students could ask local emergency personnel to come to the class and talk to the students about the importance of maps when trying to respond to a call.
3. The students could get a map of the local zoo and plot a course that would be followed on a field trip to the zoo.

## Resources

- A Map of the Virginia Zoo in Norfolk, Virginia <http://www.virginiazoo.org/about/map.shtml>  
This is recommended for use with younger students. It is colorful and easy to use.
- A Map of the National Zoo in Washington, D.C. <http://www.natzoo.si.edu/map/map.htm>  
This map is more difficult and suggested for upper elementary aged students.
- Cicciarelli, Joellyn Thrall. *Maps*. Cypress: Creative Teacher Press, Inc., 1996. (ISBN# 1-57471-134-2)
- Herman, Gail. *Map in the Mystery Machine*. New York: Scholastic, Inc., 2000. (ISBN# 0439-16167-3)
- Rolf, Myller. *How Big is a Foot*. New York: Bantam Doubleday Dell Books for Young Readers, 1990. (ISBN# 0-440-40495-9)
- Weinberger, Kimberly. *CJ and the Mysterious Map*. New York: Scholastic, Inc., 2000. (ISBN# 0-439-16448-6)
- Williams, Rozanne Lanczak. *Can You Read a Map?* Cypress: Creative Teacher Press, Inc., 1996. (ISBN# 1-57471-122-9)

## About the Author

### Laura Raiford

Named *E. W. Chambliss Elementary Teacher of the Year 2000*, Laura is a 1991 graduate of Longwood College, earning a Bachelor of Arts in English and a Virginia Teacher's Certificate. She began her career as a library assistant at Walter Cecil Rawls Library before returning to Sussex County to teach 7<sup>th</sup> grade English. Currently a library media/computer specialist at E. W. Chambliss Elementary School in Wakefield, Laura also facilitates the Accelerated Reader Program. Laura is a member of many professional affiliations, including VEMA, VSTE, the NEA, the VEA and SEA. She was also selected by the Community Idea Stations as *Central Virginia's Regional NTTI Teacher of the Year* for 2000-2001. A scrapbooking enthusiast, Laura has recently begun the daunting task of archiving old family photos. Other hobbies include reading, crocheting and collecting Scooby-Doo® memorabilia. An avid movie watcher, Laura boasts over 200 movies in her collection.

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