

# CASE

## General Education Lesson Plan

(<http://app.education.pitt.edu/teacherprep>)

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**Things to do to prepare for the lesson:** *(What materials will you need? What examples will you need to have prepared? What visuals (i.e. charts, diagrams, organizers, etc.) will you need to prepare ahead of time? What "homework" will you need to do to make certain you really know the material you are about to teach? What will you need to have prepared if you are using an ELMO? If you are using websites, do you need to bookmark them ahead of time?) List all of these things below to remind yourself.*

<input type="checkbox"/> Laptop/smartboard	<input type="checkbox"/> Large Kennywood Map	<input type="checkbox"/>
<input type="checkbox"/> Smartboard map grid	<input type="checkbox"/> 17 grids with chips and a Kennywood Marker	<input type="checkbox"/>
<input type="checkbox"/> 17 KEYS for the Kennywood Map	<input type="checkbox"/> Pandora (music to play during the game time)	<input type="checkbox"/>

**Learning goal(s):**

- **Maps are tools that help people find places or things.**
- **Maps are drawing from above that are smaller than the actual place they are representing.**
- **A map can show any place on earth (what we saw on google earth the other day is an example of a map. We were looking at a map of the world and then zooming in to look at different places)**
- **A map key tells us what the symbols on the map mean.**

**State Standards for the lesson:**

- **7.1.2.A:** Identify how basic **geographic tools** are used to organize information.
- **7.1.2.B:** Describe regions in geographic reference using physical features.
- **1.6.2.A:** Listen actively and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information, or opinions.

Times estimates to help with pacing)	<b>Detailed description and purpose of task(s)</b> (what are you doing and why; prepare some questions and possible responses for discussions)	Cautions & Notes (things you need to keep in mind)	Supervisor Feedback
<b>Structure</b>			

grouping, behavior expectations)			
Launch/opening (3-4 minutes) FULL GROUP	<p>This summer, I went to Kennywood with my family. We hadn't been to Kennywood in a very long time. We went to the Kennywood entrance and purchased our tickets and then realized we had no idea how to find the different rides or restaurants in the park. What do you think we needed to use to find our way around the park? <i>Answer: A map</i></p> <p><i>That is exactly what we did! We immediately began looking for a map so that we would be able to find places like the log jammer and the potato patch place, etc.</i></p> <p><i>Discussion Question: when is a time that you have needed to use a map</i></p> <p>Maps are tools that we use to help find different places when we are driving or walking. (There are many different types of maps. There are community maps, park maps, world maps and even state maps. ) <i>Show the students different types of maps.</i></p>	<p>- The students should really only spend about 10 minutes completing this activity in their seats. It is somewhat difficult to teach them when they are all spread out at their desks. Thus, the next activity will take place on the carpet so they are moving about.</p>	
Lesson Middle 8-10 minutes FULL GROUP	<p>Activity 1: <i>The map I used at Kennywood is one type of MAP known as a PARK map, and I have it right here..... (roll out a very LARGE Park Map of Kenny wood.</i></p> <p>What are some things you notice about the map? (compass, Key, pictures, symbols, etc.)</p> <ul style="list-style-type: none"> <li>• Introduce the map key: <i>You may notice on the right side of the map that there is a map key. A map key is used to explain the symbols that are on the map. We use symbols because if we were to draw all of the places on our map, our map would be way too crowded and we wouldn't be able to see anything! We also use symbols to help us find what we are looking for more quickly. I could be searching</i></li> </ul>	<p>In order for the students to be engaged, I think it would be beneficial if they had their own Kennywood Map on their desk. This way, I can have them practice directions as well. (Move two places to the left, what do you see? What symbol is used to represent this place?)</p> <p>Inevitably, some students are going to need help following along on their map</p>	

	<p><i>around my map forever!</i></p> <ul style="list-style-type: none"> <li>• <i>Right now, we are going to practice using the map key to find specific places on our Kennywood map.</i></li> <li>• <i>MODEL: Let's say, I was hoping to go eat at the Potato Patch Place. I would come over to my Key and look for the word "Potato patch." Here it is! What symbol is used? <b>Call on a student to describe the symbol.</b> Now, I have to look for that exact symbol on my map. Go over to your map and place your finger on the symbol when you find it. <b>You may ask students where this is located in relationship to other places on the map (to the right of, to the left of, up or down.)</b></i></li> </ul> <p><i>The following examples should be for the students to find. Students will come up to the board, describe the symbol and locate where it is on the map.</i></p> <ol style="list-style-type: none"> <li>1. <i>Restaurant (fork and knife symbol)</i></li> <li>2. <i>Log jam: log symbol</i></li> <li>3. <i>Jack rabbit: rabbit symbol</i></li> <li>4. <i>Potato Patch (example: fries symbol)</i></li> <li>5. <i>Restroom (boy/girl symbol)</i></li> <li>6. <i>Phantom's Revenge (big slide symbol)</i></li> <li>7. <i>Trees (tree symbol)</i></li> </ol> <p><i>More difficult questions: Which area of the park has the most restroom signs? Is the Jack Rabbit to the left or the right of the Phantom's Revenge?</i></p> <p><i>Transition: Quietly meet me on the carpet for our next Kennywood Adventure.</i></p>		
<p>Activity 2: Different type of map: GRID MAP FULL GROUP</p>	<p><i>We just learned about the picture map at our seats, but now I'm going to say, we are looking at a Kennywood map but it looks like this. (A</i></p>	<p>It is important that all students are actively participating in these</p>	

grid map will be shown on the smartboard. The horizontal values will be 12345 and the vertical values will be ABCDE) **Explain to the students that you will find that many cities are laid out in a grid. This is just another type of map.** (Have someone come up and point to the horizontal bar on the grid. The horizontal line is the line that is traveling across your paper. The vertical line is the line traveling up and down on your paper. Have a student come up and point to the vertical line.

Explain that the grid map uses letters and numbers. The letters are going across and the numbers are going up and down. **To reinforce, you may want to have one or two students come up and point to the letter A column and slide their finger across and the number 4 column and slide their finger down.** (Chant: With the AU GRID: move across than up)

**Example 1: When I was at Kennywood, I was told that the log jammer was at A, 3. I'm going to start by finding my (letter.) My letter was A. (Teacher will place her finger on the letter A.) I am now going to move across until I reach the log jammer and then look up.)**

**Call student to complete the next three examples:**

**Elliot is at the Phantom at D, 2  
Rocco is at the Potato Patch at E, 4  
Preston is at the bumper cars at B, 5**

**NEXT three examples: Find the Grid point for the following three students**

**Tanner at the Merry Go Round  
Alaina at the swimming pool  
Alyssa at the Jack Rabbit**

examples. Specifically, it is important to call on students who you know will have more trouble with these specific concepts.

Introduce The Kennywood Game:  
SMALL GROUPS

Have a student come up to model the game with you.

- Each student will receive a 4 by 4

square grid.

- Each student will have one game piece that they keep on their grid.
- First, each student will place their game piece somewhere on their grid. (A divider will be put up so that they cannot see each other's grid pieces.)  
The point of the game is to guess where the other person's grid piece is. I am going to guess that (the student) put his or her grid piece on C, 3. The other person would either say "yes" I guess correctly or "no" I did not guess correctly. If the answer is no, then I put a little coin on my square where it says "C, 3" so I know that I already guessed this spot. Now, it is my partner's turn to guess where MY Kennywood piece is. If you or your partner correctly guesses where the Kennywood piece is, then you erase your board, move your piece to somewhere else and start over.
- I will have a list of partners already made and will call students. They will be instructed to get a Ziplock bag that has their game boards, their two Kennywood pieces, their chips and their divider.
- (Amusement park music will be playing lightly in the background) I will be circling around the room to help the students with this game. I will specifically pair students who have a more difficult time following directions with the kids who generally have an easier time following directions. Hopefully, this will help to eliminate confusion.

