**Kristine Hudziak**

**Weyauwega-Fremont Elementary School**

**Target Audience: Grade 3- Map Study (Week 2 of 2)**

**Brief description:** This is only one week of a two week map skills unit. Prior to this week students will have learned map skills such as: map key or legend, map scale, map grids, hemispheres, compass rose including intermediate directions, reading and working with a variety of maps. Students will use the background from week one to help them understand the world map and its continents and oceans. In extending this unit to other curricular areas such as language arts; I would have the students pick a continent and ocean and make a Prezi about their subject to present to class. This would be part of a research writing project and presentation.

**Materials:** Social Studies Text book, PC, Smart board, mobile netbooks lab or signup for computer lab for days 2 & 4, world map, world desk maps for students, Ipad, projector, map sheets, world map test.

**Social Studies Objective:** The student is able to label a map showing all continents, oceans, poles, and equator.

Vocabulary: Vocabulary/ map terms to learn and locate on a world map: North and South America, Antarctica, Asia, Africa, Europe, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Equator, North Pole, South Pole.

Day 1 – Introduce all vocabulary using the continents and oceans Tagxedo created document. Students will locate the words on desk maps while another student locates the vocabulary word on the classroom map or smart board map. Explain that the Southern Ocean is new since 2000. Use the following link to give specific details and photos of the origin of the Southern Ocean. <http://en.wikipedia.org/wiki/Southern_Ocean> using the outline world map has students color the area on their maps for the Southern Ocean. Assignment: Students use their desk top maps to label all oceans on the map.

Day 2- (In the computer lab, or use the mobile netbooks lab) as a whole group, review the continents and oceans by using this website: [www.sheppardsoftware.com/World\_Continents.htm](http://www.sheppardsoftware.com/World_Continents.htm)

Go through each level starting with the tutorial to introduce. Then show students what the other 3 levels are by doing them together in class. (Students can practice this during your lab times or at home. They will notice that they are timed and can beat the time for each time they try.) Instruct students to stay on a level until they have at least reached 85% or higher in that level before moving on. Levels can be repeated as often as they like. Allow students to practice for 15 minutes and then have all students log off their computers and the entire class then comes back together to talk about their experience with this practice site and ask for volunteers to complete a level on the Smart board.

Day 3- Review map locations by using the Smart board activity called Continents and Ocean from the following site. <http://exchange.smarttech.com/details.html?id=05f30289-0d94-4cfa-a6f3-c83a8d87c35e> Show students on the Ipad how the app called Continents works. Students can work on the learn mode, game mode, or they can test themselves.

Center Time: Students work in their center groups and they rotate through the following stations:

1. Ipad app station: Continents
2. Smart board interactive station: <http://exchange.smarttech.com/details.html?id=05f30289-0d94-4cfa-a6f3-c83a8d87c35e>
3. Laptop station- [www.sheppardsoftware.com/World\_Continents.htm](http://www.sheppardsoftware.com/World_Continents.htm)
4. Study Guide station: Students can work in groups to complete a study guide for their final test using an outline map of the world. Directions: Students locate, label, and color each continent and ocean on the map, including labeling the poles and equator. Students check each other’s maps for accuracy.

Day 4: Lab or laptops are needed today.

Discussion today is: Why are maps useful? Ask students why they think maps are useful? Record their answers on the board. Use the next websites to give examples their usefulness and some of the kinds of maps <http://www.kidsgeo.com/geography-for-kids/0025-usefullness-of-maps.php> <http://www.kidsgeo.com/geography-for-kids/0025-usefullness-of-maps.php>.

Talk about the kinds of maps students may have used. Students can use <https://maps.google.com/maps?hl=en> to show where our school and their house are in the form of a satellite map image. Students need to also zoom out on the map to view the continents and oceans.

Day 5: Review and Test

Review using multiple items from the week. Use the smart board, ipad, websites, wall map, or desk maps. Review as a whole class and break up into partners and have students use a blank map and quiz each other.

Assessment: Hand out blank world map test paper to students. Have students label all the continents, oceans, poles and equator using a word box provided with the test. Students can cut and paste the labels or write them on the paper.

* Alternative ways of assessment: Using the Ipad app in the test mode. Use the sheppard software site in the test mode, or us the laminated world map with the Velcro labels.

**References:**

Web Sites:

<http://en.wikipedia.org/wiki/Southern_Ocean>

[www.sheppardsoftware.com/World\_Continents.htm](http://www.sheppardsoftware.com/World_Continents.htm)

<http://exchange.smarttech.com/details.html?id=05f30289-0d94-4cfa-a6f3-c83a8d87c35e>

<http://www.kidsgeo.com/geography-for-kids/0025-usefullness-of-maps.php>

<http://www.kidsgeo.com/geography-for-kids/0025-usefullness-of-maps.php>

<https://maps.google.com/maps?hl=en>

Text Book:

**Houghton Mifflin Harcourt Publishing Company: Communities Grade 3**

[**http://www.eduplace.com/ss/socsci/wi/**](http://www.eduplace.com/ss/socsci/wi/)

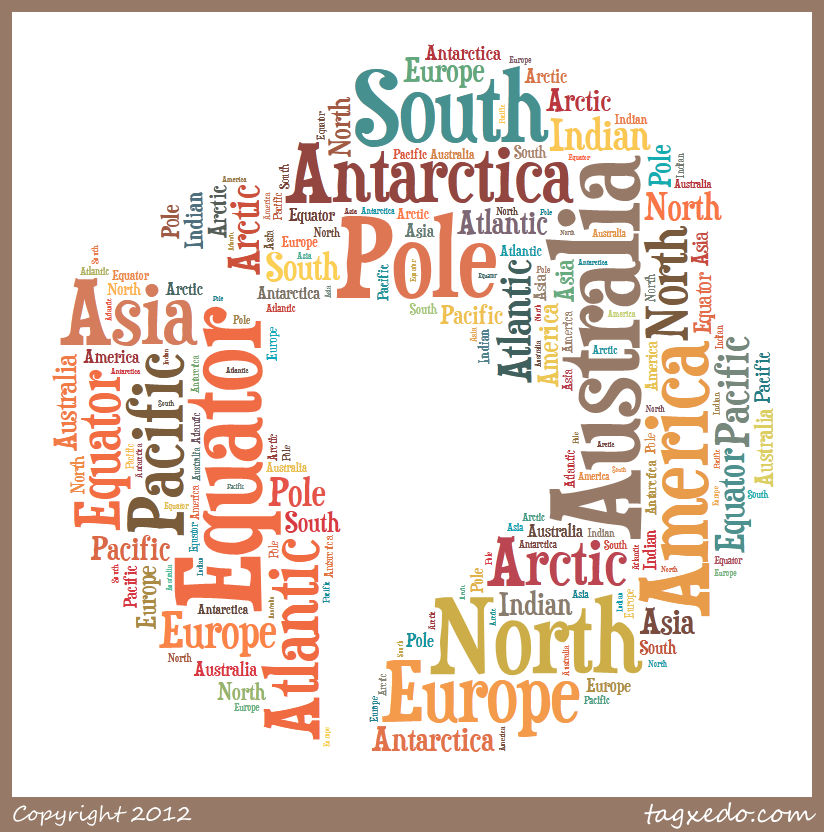
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Outline map: http://www.eduplace.com/ss/socsci/books/content/maps/B\_world\_cont.pdf

Vocabulary word cloud: <http://www.tagxedo.com/>



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