

Cardinal Directions Lesson Plan

Introduction

- Lesson topic – Cardinal Directions
- Length of Lesson – 45:00
- VA Standards of Learning –
 - 1.4 The student will develop map skills by
 - a) recognizing basic map symbols, including references to land, water, cities, and roads;
 - b) using cardinal directions on maps;
 - c) identifying the shapes of the United States and Virginia on maps and globes;
 - d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.
- Context – Students will use cardinal directions to find locations on maps and globes and give directions to others in order to understand why and how we use directions is every day.
- Global Themes – Finding locations on maps and globes is an essential foundation for more complex study of geography, history, culture, economics and worldly thinking that continues throughout the elementary curriculum.

Content Objectives

Students will:

- Identify a compass rose.
- Label cardinal directions.
- Find locations and give directions using cardinal directions.

Assessment Aligned to Objectives

Formative

Students will:

- Use cardinal directions to give directions to a partner (Finding Friends on a Map); and,
- Use cardinal directions to find states on a map of the United States

The teacher will look and listen for:

- Students giving their partners accurate directions in order to find the ‘friend’ on the map
- The students’ knowledge and accurate use of cardinal directions and map skills.

Summative

Students will:

- Label a compass rose
- Complete a worksheet at the close of the lesson for teacher evaluation

The teacher will look and listen for:

- Accuracy on the worksheet
- Accurate labeling of the compass rose

Materials/Technology and Advanced Preparation

- Slides/pictures on white board (PowerPoint attached)
- US Map with compass rose
- Globe with compass rose
- Handout #1: Blank compass rose
- Four cardinal directions posters for hanging on walls
- Handout #2: "Finding Friends on a Map"
- Handout #3: Treasure Map (closure)

Teaching and Learning Sequence

TIME	TEACHER ACTIONS	STUDENT ACTIONS
<i>Introduction/Anticipatory Set</i>		
5:00	<ul style="list-style-type: none"> • Prepare students for lesson by asking them to stand behind their chairs to "get the fuzzies out." (Kinesthetic time!) • After students have had an opportunity to wiggle on their own, begin directing students to touch their noses, touch their toes, jump up once, spin (very) slowly in a circle, then spin in the other direction (students will be spinning in all different directions – facing different directions.) • Tell students that we are going to play a game! • Tell them you will count to five and when you get to five, they should FREEZE! Make sure they don't turn to look at the teacher or anyone else no matter where the teacher is. • Tell students that we use directions to get to where we need to go. • Tell them that they must follow your exact directions in order to turn to the front of the classroom. • Tell students to turn to the wall on their right (remind them right from left!) • Ask: is everyone facing the front of the room? (No.) • Okay, then. Everyone turn to the wall on their left. • Ask: is everyone facing the front of the room? (No.) • Say, 'that didn't work either.' • Tell students to turn to the wall behind them; in front of them, etc. • Ask: why aren't my directions working? Not everyone is facing the front of the room! (make sure students don't turn) • Ask if anyone knows of a better way to give directions? (Cardinal directions!) • Ask students to come to the carpet table by table for group lesson. • Prepare PowerPoint. 	<ul style="list-style-type: none"> • Students stand and follow teacher directions. • Answer teacher questions. • Follow teacher directions.

		<ul style="list-style-type: none"> • Students move to carpet.
<i>Lesson Development</i>		
30:00	<ul style="list-style-type: none"> • Show pictures of a variety of compass roses on white board (<i>See PowerPoint attachment.</i>) <ul style="list-style-type: none"> ○ Ask questions: Does anyone know what this is? What does it show us? ○ Ask: where can we find a compass rose? (Where else can we find a compass rose?) ○ Show map with a compass rose on it; show globe with a compass rose • Define cardinal directions (show them on compass rose) <ul style="list-style-type: none"> ○ Ask questions: Why do we need directions? (<i>Ask students to turn to an elbow partner to come up with a very good reason to share with the group. Tell them they have 2:00.</i>) ○ Bring partners back to the class as a whole and ask for their very good reason that we need directions. ○ Tell students there is a way to remember the directions. ○ Teach mnemonic: "Never Eat Shredded Wheat" for N.E.S.W. using compass rose • Place cardinal direction cards on the appropriate wall, letting students know that they can refer to these posters whenever they need a reminder of the cardinal directions. (make sure to use a compass in order to correctly identify directions – don't make the front of the classroom North – unless it is actually North) • Show map of US (PowerPoint). • Ask students if they can find VA on the map. • Ask if anyone can tell you the state that is SOUTH of VA? North? West? East? • Ask if they can tell you what country is North of the US? South? • Tell students that we are going to do an activity with an elbow partner called "Finding Friends on a Map" • First, each student will complete their very own compass rose. (Show hand-out.) • Show, then model the Finding Friends activity. • Tell students to choose someone sitting next to them to be their partner; ask one partner to come to you to receive the activity. • Tell them they will have 10:00 and that they should work as a team to answer the questions. • Dismiss elbow partners to move to a space in the room where they can work together without disturbing others. 	<ul style="list-style-type: none"> • Look at pictures of compasses showing cardinal directions • See compass rose on a map and a globe • Respond to teacher by raising hands and answering questions • Turn and talk when I ask questions • Follow directions • Practice mnemonic. • Students answer teacher questions. • Students find partner; move to space in the classroom • Complete blank compass rose handout; then complete the partner assignment. • Return to front of the classroom.

	<ul style="list-style-type: none"> • Walk around classroom to listen and observe for formative assessment. • Give students a time warning when there are 2:00 left. • Count down from 10 so students know they should be finishing their discussions and activity. • Ask students to quietly return to the carpet. 	
Closure		
10:00	<ul style="list-style-type: none"> • Ask students how the activity and partner work went. (Did anyone have trouble? When you couldn't figure something out, how did you solve the problem?) • Show blank compass rose (PowerPoint) and ask if you could have a volunteer to come up to the white board and label south; east; north; west. • Tell them that to finish our lesson, we are going to read a story about maps. • Tell them that you want them to listen carefully and when they hear a cardinal direction, they should raise their hand. • Read <i>There's a Map on My Lap</i>. • Ask students to tell you one thing that they learned today. • Tell them they are going to show what they know by completing one last task: Pirate Treasure Map Activity. • Show them activity sheet; model how to complete it, then pass one out to each student. • When students are finished, they should quietly place their completed assignment in their mailbox folders. • Tell students that tomorrow we will hide a treasure in the classroom, then make a map so that a partner will be able to find it! • Dismiss students to their seats, table by table to complete the worksheet. • Last but not least, ask students to stand behind their chairs again. • Remind them of the first time we played this game. (It didn't work so well.) • Tell them that we are going to try again using cardinal directions. • Ask them to spin slowly in a circle. • Ask them to FREEZE! • Ask them to turn to the north; east; south; west. • It worked this time! 	<ul style="list-style-type: none"> • Students raise hands to answer questions • Students label compass rose. • Listen to <i>There's a Map on My Lap</i>. • Students return to seats to complete the treasure map. • Place completed work in folders. • Students stand behind their chairs and follow teacher directions.

References

Finding Friends on a Map by www.deceptivelyeducational.blogspot.com

Hajedemos, J. (n.d.). The Cardinal Directions. *Digication*. From https://bu.digication.com/julia_hajedemos_teaching_portfolio/Lesson_Plan_Cardinal_Directions

Rabe, T. and Aristedes, R. (2002). *There's a Map on My Lap: All About Maps*. New York: Random House.

Lesson Organizer

Prior Knowledge and NEW Instructional Content		
<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Maps are used to show where things are located • A globe is a round model of the Earth • Maps show views from above • Left and right • Follow basic directions: left, right, up, down, above, below <p>New Content:</p> <ul style="list-style-type: none"> • cardinal directions: The directions of north, east, south, and west <p>Map symbols to know how to identify</p> <ul style="list-style-type: none"> • Land • Water • Cities • Roads <p>The terms <i>north</i>, <i>east</i>, <i>south</i>, and <i>west</i> are used to determine location on simple maps.</p>		
Instructional Modifications to ASSIST Students	Main Events of Instruction	Instructional Modifications to CHALLENGE Students
<ul style="list-style-type: none"> • Keep their compass rose to use for all activities • Pair students with personalities, strengths and weaknesses, etc. • Use pictures rather than text. 	<ul style="list-style-type: none"> • Follow Directions game without using cardinal directions • Pictures of compass rose on white board • Compass rose handout • Finding Friends activity (Handout #2) • Follow Directions game using cardinal directions • Read <i>There's a Map in My Lap</i>. • Treasure Map activity for summative assessment • Follow Directions game using cardinal directions. 	<ul style="list-style-type: none"> • Put compass rose (Handout #1) away for activities • Ask more details about maps • Ask to find North American, Western Hemisphere, South Pole, East Coast of the US, etc.