



1st Grade

Unit 1: Explore My School

Essential Question #3: How do we investigate the natural world at school?

Lesson Title: Map Skills

SS Standard III, Objective 2

Implementation Time: 45 minutes

Resources Needed: Map, Globe

Materials Needed:

Butcher paper

Crayons/markers

Adult shoe box or cardboard template of the outline of your school building

Small jewelry-sized box or cardboard template of the outline of your classroom


North, South, East, West word strips

Compass (traditional or satellite) or GPS unit

Large white drawing paper

Procedure:

1. Demonstrate a compass and ask students if they know what it is. Activate students' background knowledge about maps and directions. Explain that the class is going to explore and map the school grounds using **cardinal directions**. Write "cardinal directions" on the board and explain that they are: north, south, east, west.

2. Draw a rudimentary compass rose  and explain which direction is north, south, east, and west. Show students the compass rose on a map and a globe. Tell students they can remember the directions by thinking of them like the hands on a clock, starting with 12:00 – North; 3:00 – East; 6:00 – South; 9:00- West or through mnemonic devices such as "**N**ever **E**at **S**oggy **W**affles."

3. Choose a student to operate the compass and to look at the arrow and tell the class which direction is north. Mark the place in the room with the North word strip. Explain that north is a way of helping us find our way to and from places near and far. Remind students that south is opposite of north. Ask students to point south. Check for understanding, make clarifications as necessary. Mark the opposite side of the room with the South word strip. Note: not all rooms are square, you may need to mark



corners that are North, South, East, or West.

4. Take the class, compass, butcher paper, and markers outside. Have someone read the compass and point to the north. Have the class walk north then walk south, east and west. Point out landmarks (mountains in the Salt Lake Valley) that help identify east from west, north from south.

5. Place the butcher paper on the ground with the length of the paper extending the same direction as the school. Have students again determine north, south, east, west and mark them on the paper.

6. Walk around the building and have students observe items which are on each side of the building and see if they can tell whether they are on the north, south, east, or west side (remember those landmarks!). When back in the room, project a Google earth view of the building, pointing out how the school looks from the sky (make note of the particular direction the building faces and which sides are true North, South, East, West). Lay the butcher paper on the floor with the directions matching the word strips hung previously.

7. Tell students the paper represents the land on which the school building was built. Place the large shoebox on the paper to represent the school (mark the front of the “school” and make sure it faces the proper direction). Have students discuss ways of doing this so the box is placed correctly. Place the box on the paper and hold it as a student outlines the box with a marker, remove box. If your school is an odd shape, modify your box beforehand or use a cardboard template that represents the actual shape.

8. Pick up the small box and tell students that it represents the classroom. Ask where it should go so it would be in the proper place inside the school building. Have students consider where to place the small box inside the outline of the school. Have a student put it in the proper place and mark an “X” to identify the classroom. Remove boxes and hang the map where students can see it.

Assessment:

Assign each student to make a map similar to the large classroom generated map using white drawing paper. Students will draw a compass rose and place north, south, east, and west in the proper place. Students will draw the school on their map relative to the proper direction and will include the classroom inside the school relative to the proper location within the building.

Extension:

Have students draw a simple map of their street/neighborhood community using the cardinal directions. All buildings, homes, etc. should be in relation to the location of



their home. Include any important community sites or landmarks (church, city hall, school, firehouse, mountains, etc.) near their homes. Include a compass rose.

Using sidewalk chalk, mark large N,S,E, W on the sidewalk of the appropriate sides of the school building. Give students the landmark clues (look for the big tree; look for the swings; look on the side facing the big mountains, etc.) and together search for the directional marking. Once you have found each marking, talk about where the other directions are in relation to the spot you are on.