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## Personal skills map pdf

The independent, reliable guide to online education for over 22 years! GetEducated.com © 2020 on copyright, Approved Colleges, LLC All Rights Reserved The theme of this unit is map skills. This course will address basic directions, how to use different features of maps, and show students how to make their maps. The following integrated unit includes objectives, educational steps, activities and evaluations. All you need to do is prepare the materials. Use these five participation courses to teach your first-grade students everything they need to know about maps. Time: 30 minutes After this lesson, students will be able to: Identify the basic directions. Explain how the instructions are used. Empty chart KWLReal map examplesCompass and compass roseGlobe (optional) North, South, East and West cards are placed on the right walls (keep these up for the whole unit) Student magazines Cardinal directionsCompass Ask students what they know about the maps, including how they are used, where they could be found, and what they have in them. Invite students to write their answers to them in a KWL diagram, as well as fill in what they don't know and what they want to know. Then see the students many real examples of maps. Explain that you will start a unit on maps. We'll start by talking about cardinals. This is the name for the group of directions that include north, south, east, and west. You have a student to come and point out where north, south, east, and west are in the compass rose. Present this tool as a compass. Note that the instructions are often abbreviated. Show a compass rose and explain that this is what a compass looks like on paper. Can anyone think why we might need these four directions? Explain that they help people know where they are in the world. They can be used to help anyone who knows where they're going no matter where they are. The instructions help us get anywhere we need to go. Even sailors in the middle of the ocean can find their way using directions. Turn around and tell your neighbor another type of person who may need to use instructions, (e.g. truck drivers, parents, pilots). Compasses always point north to the top of the world. If you're using a globe, show students the top of the world. They use magnets on Earth to tell which way the North is. When you know where the North is, you can always find other directions. Couple students upstairs. Show the instructions around the room. Ask students to use their bodies to show each as you say. Explain to the students that they will rotate their partner towards an object around the room using cardinal directions. Partner 1 will be any student name that comes first alphabetically, Partner 1 must select an object without telling its partner what it is. Tell students that they must choose objects that are against the four walls (the intercardinal directions will not be addressed this unit). Students should direct their partners to their selected objects using step numbers and directions. Example: Take four small steps east. Do it until both students reach the object, and then change. Students have been spinning around a few times before starting so it's not just walking in a straight line. Allow about 10 minutes for this activity, five minutes per student. Tell the students to tell their partners the object they chose and work together to create instructions to reach it. Let the students sit at their desks. Instruct each label to the basic directions around the outside of their paper (in their calendars), and then draw an object north of their position. Time: 25 minutes After this lesson, students will be able to: Use basic instructions to map a route from one place to another. A very basic map of your school with your basic directions, classroom, cafeteria, and expert classes marked for each studentColored pencils or crayonPrinted maps from your school to a nearby local landmark, such as a park or grocery store for each student-school cycle and landmark Students play Simon Says using cardinal directions (e.g. Simon says take three steps west.) to refresh their memory. Take your class on a short journey through school. Highlight all expert courses and the cafeteria. Does anyone remember what we learned in our last lesson on how cardinals can be used? Answer: The instructions help us get anywhere we need to go. Students repeat this to the person next to them and say a moment when they or someone they know used instructions to get to where they needed to go. Set a map as a drawing of an area that shows where important things are. The area shown by a map can be as large as Earth or small as our class. Ask students for examples of maps in their lives. With the pace of Bingo: A map will show us where to go if we follow his instructions. North, south, east and west. North, south, east and west. North, south, east and west— these are key directions. Pass the coloring utensils. Students will need a different color for each special plus one for the cafeteria. Let the students come and help you map the routes to each specialist and the cafeteria. To make the following assessment more accessible, ask students to use arrows of a specific color for each cardinal direction to show the direction on the map instead of letters. Pass the map you've printed from school to a local landmark. students first draw a compass rose somewhere on the map, then draw the route from school to landmark. Students should mark each turn in its direction (e.g. an E when travelling east). This can be completed as a task or practice in the classroom. Time: 30-40 minutes After this lesson, students will be able to: Explain the purpose of a map key. Franklin is lost by Paulette Bourgeois—digital version available to borrow through the Internet Archive Digital Library (create a free account for use)A use)A that sketch of your school playground with nothing bearing any labelExample of a map with a map keyStudent magazines Read Franklin is lost before the start of this lesson, perhaps as a morning meeting activity. Discuss why Franklin got lost playing hide and seek. What did we learn about this that would help Franklin find his way? Do you think we could make a map for Franklin so he doesn't get lost again? Explain to students that maps are useful to find out which way to go, but it's not always easy to figure out which images on a map they're supposed to represent. Show the students your sketch without a playground label. What could I add to this map to make it more understandable? Explain that a map key, which uses symbols and colors to tell what a place or object is, would help. Show students a map with a key and show them how to use it. Sing the map song from the Chart a Path lesson. Draw a map of the class while students watch. Label of your door, table, office, etc. Use colors and symbols. Work with students to locate important objects and places Franklin encountered in the book. Turn around and tell the person next to you an important part or object that Franklin saw. Where should we point out very clearly about Franklin? The students have to tell the forest why they specifically told him not to go there. As a class, draw a map for Franklin that only includes the path from Franklin's house to Bear's house. Don't pull a key. The students work with a partner to make their own maps of Franklin that include Franklin's house, Bear's house, forest, bridge and berry patch—with a path through each of them—in their diaries (they can talk to partners, but they have to produce their own maps). Tell them to clearly highlight each part or object on a map key (e.g. Use a small tree symbol to represent the forest). They can use the map you've already started for reference and copy what you've done. Students add another feature to their maps and highlight it on their map keys. This may be another character, object, or place mentioned, such as Bear, the water under the bridge, or the logs and shrubs in the forest. Time: Two 30-minute periods After this lesson, students will be able to: Teach others about map skills. Several sheets of blank paper for each studentPage examples of real maps (may be the same as students have already seen in the first lesson) Coloring utensilsChecklists for books with strains (see details in The Introduction Lesson) A complete example of a book United to evaluate. Look through map examples with your students. Call some to identify important features. Explain to students that they now have great map skills because they know what goes on the maps and how to read them. Map skills make it possible to use maps. Decide in advance (this is what you'll include in the checklists): How much writing vs. plan/chart you want to require from your students. What characteristics should students include on their map? (the options can be an explanation of the basic directions, what is a compass and what it does, how to plan a route using a map, how to use a map key, etc.). Note: You should prepare suggestion strains for what students will complete and write in their books. E.g. The four main directions are \_\_\_\_\_. How many pages will be in the books. How much time should students complete. Ask the students why maps are so important. The maps use instructions to help us get anywhere we need to go. What would it be like trying to walk around without maps? What would it be like not knowing how to use maps or not have map skills? Turn around and tell the person next to you why it would be hard not to have map skills. Tell students that they will make books to teach others map skills. Provide each student with a checklist that says what to include in their book (these are the features you'll check when evaluating their work). Show the students your complete example. Show how to use the checklist to make sure that all important parts are included. Give students as much time as you have planned for this activity. Provide additional graphics organizers for the design of books. Give some student options about what to put in the gaps you have provided. For example, the four main directions are \_\_\_\_\_ North/South/East/West or Up/Down/Left/Right. Use a rubric to evaluate student work. Check if they have included any important feature and for the accuracy/delivery of each. Time: 25 minutes After this lesson, students will be able to: Five treasure boxes or items for students to findFive maps, one for each treasure box, with all the map features students have learned (cardinal directions, compass rose, key map, etc.) Copy these so that each student has his own Hide the Treasure in class while the students are gone, as scattered as possible. Review the song of the map with the students and remind them what they have learned in each lesson so far. Tell the students that they are going to put all their map skills to the test. Divide them into five groups. Explain to students that you have hidden treasure around the room and the only way to find it is to use everything they know about the maps. Give each student their own map. There should be five separate maps, but team members must have the same. Give the students about 15 minutes to work together to find their treasure. Once each team has found their treasure, gather the class to talk about the activity on the carpet. in the KWL diagram you started in the first lesson and allow some students to show the class their map skills books. Give students step-by-step instructions on locating the treasure in addition to the maps. These should be simple and visual. Students write a sentence or two explaining how they used the map to find the treasure in their diaries. What was the first thing they did? Which map mode was most useful? Useful? Useful?

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