



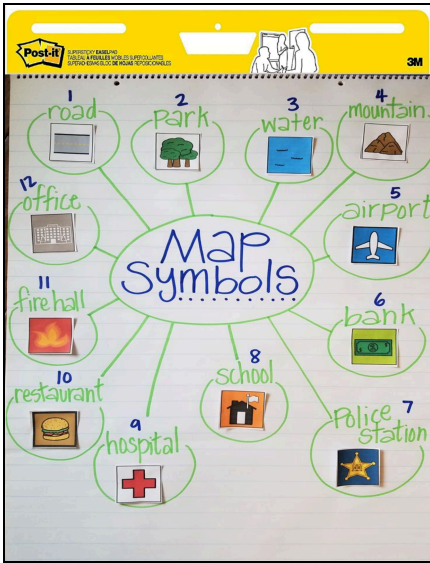
## The Map by Barbara Seiger

A tree is on the map,  
And I know why.  
It shows me where to find a forest  
Under a bright blue sky.

A plane is on the map.  
And I know why.  
It shows me where to find an airport  
Where planes take off and fly.

A building is on the map.  
Can you see it too?  
It shows me where to find a place  
Where kids can go to school!

- Echo read the poem with students, ie: I'll say two lines, then we will say two lines.
- **Question:** Which symbols would you include on a map that was created based on the poem? Let's create a chart of those symbols.



### Part 3: Making a Neighborhood Map

- Listen as I read directions for making your own neighborhood map.
- Your job is to listen carefully to the directions so you can create your own map of your neighborhood.

**How to Make a Neighborhood Map**

1. List all the places you want on the map.
2. Make a symbol for each place.
3. Make a key to show what each symbol means.
4. Which place is in the middle of your neighborhood? Draw the symbol for the place in the center of the map.
5. Draw the rest of the symbols in their locations.

From *Map My Neighborhood*.



- Model for students creating your own map of your neighborhood and any neighborhood.

**Part 4: Daily Instructional Task: Neighborhood Map**

- Remember in our previous unit we learned that a neighborhood was a place or location within a community that has a purpose. You live in a neighborhood in the city of Newark, NJ. Think about your neighborhood. What do people do in your neighborhood? Is there a school? Stores? Places where people live? Streets? Cars? Trucks? Buses?
- Make a list of places in your neighborhood and make a symbol for each of those places.
- Draw a map of your neighborhood and remember to create a key that helps a reader know your neighborhood by naming what you have drawn.
- Explain in writing about the 4 places you selected in your neighborhood.
- Remind students:
  - Write complete sentences.
  - End each sentence with correct punctuation.
  - Print letters correctly.
  - Spell sight words correctly.

**Learning Assessments:** (How will teachers monitor student learning throughout the lesson?)

- Student participation in creation of map symbols
- Daily Instructional Task
- [Explanatory Neighborhood Map Rubric](#)

**Differentiation:**

- Teacher will model for students on how to create a neighborhood map.

**Possible Misconceptions:**

- Students may not be able to identify 4 places in their neighborhood as easily. Create a list of places with students for them to reference and select from if needed.
- Consider using TWR sentence level strategies to help students write their own sentences.

**Teacher Notes:**

# Daily Lesson Plans

Lesson 3			
Grade: 1	Unit: Follow That Map	Lesson: Henry's Map	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> <li>I am learning that cover illustration, title, and author information can help us to predict what a story may be about.</li> <li>I am learning that a story has a setting, characters and a problem.</li> </ul>		<ul style="list-style-type: none"> <li>I can explain what the problem was in the story and how it was solved.</li> <li>I can write 3 complete sentences with subjects and verbs.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li><b>RL.IT.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.</li> <li><b>RL.MF.1.6.</b> With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.</li> <li><b>L.RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li><b>L.RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li><b>A.</b> Read grade-level text with purpose and understanding.</li> </ul> </li> <li><b>SL.PE.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)               <ul style="list-style-type: none"> <li><b>A.</b> Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li><b>B.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li><b>C.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> <li><b>SL.II.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li><b>SL.AS.1.6.</b> Produce complete sentences when appropriate to task and situation.</li> <li><b>W.IW.1.2.</b> With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)               <ul style="list-style-type: none"> <li><b>A.</b> Introduce a topic.</li> <li><b>B.</b> Develop the topic with facts or other information and examples related to the topic.</li> <li><b>C.</b> Provide a conclusion.</li> </ul> </li> </ul>			
Key Instructional Practices			
<b>Key Teacher Questions Posed During the Lesson:</b> <ul style="list-style-type: none"> <li>Questions within the lesson will guide students to identify the author, illustrator, title, setting and main character.</li> </ul>		<b>Daily Instructional Task:</b> <ul style="list-style-type: none"> <li>Students will write two-three sentences to explain why Henry was sad at the beginning of the story and how he solved his problem.</li> </ul>	
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>sty</li> </ul>		<b>Learning Resources/Materials:</b> <ul style="list-style-type: none"> <li><a href="#">Henry's Map by David Elliot .pptx</a></li> <li>Chart Paper</li> <li><a href="#">Rubrics</a></li> </ul>	

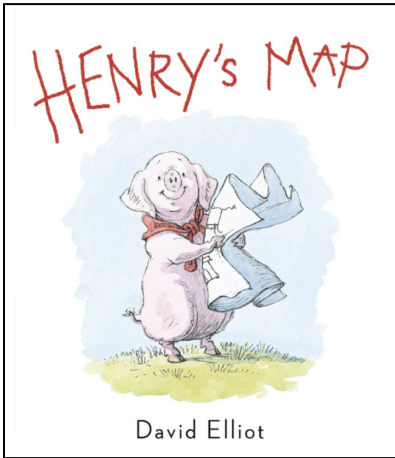
**Learning Procedures:** (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

**Part 1: Partner Reading**

- Listen as your partner shows you the neighborhood map they drew and reads his or her writing from previous lesson, *On the Map*.
- Now show the map you drew and read your writing to your partner.

**Part 2: Preview the Text**

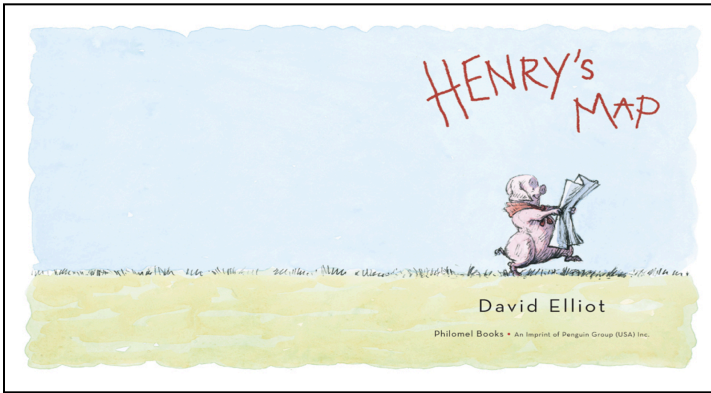
- Let's look at the cover, title pages, and the opening page of the text.



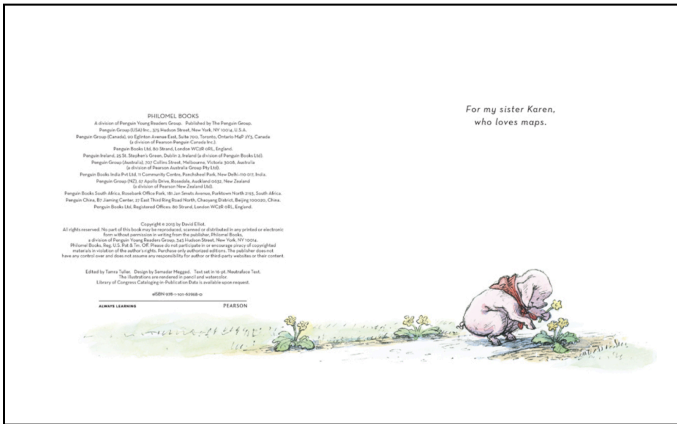
- **Question 1:** What is the title? Look at the illustration. Who is in our story? What is the pig holding?



- **Question 2:** Look at the illustration. Where is the story taking place? (This is called the **setting**.)

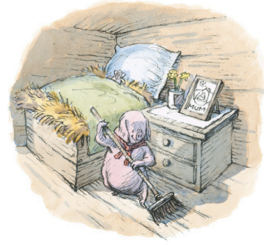


- **Question 3:** Look at the illustration. What is Henry doing? Where is he going? (Henry is the **main character** in this story.)
- **Question 4:** What in the story and in our knowledge help us to know that this is not informational text, but is a story?
- **Question 5:** What do you think this story will be about?



- **Question 6:** Listen as I read the dedication. What does that tell us?
- **Question 7:** Look at the illustration. What is Henry doing? Why?

H  
Henry was a very organized sort of pig.  
He liked knowing exactly where  
everything was in his tidy little sty.



- **Question 8:** Listen as I read the first page. Study the illustration. What do the words and illustration tell us?
- Define what a **sty** is. (A sty is a place where a pig lives and is usually dirty.) Ask students: Is Henry's sty dirty?

### Part 3: Read Aloud & Partner Discussion

- Listen as I read the story, *Henry's Map*.
- As I read, see if you can figure out what **problem** Henry wants to solve.
- **Think-Pair-Share:**
  - Think about the story.
  - Why was Henry upset at the beginning of the story when he looked out over the farm?
  - How did Henry fix the problem?
  - Share your thoughts with a partner.

### Part 4: Daily Instructional Task: Explanatory Writing

- Write two-three sentences to answer the questions:
  - Why was Henry upset at the beginning of the story when he looked out over the farm?
  - How did Henry fix the problem?
- Remind students:
  - Write complete sentences.
  - End each sentence with correct punctuation.
  - Print letters correctly.
  - Spell sight words correctly.

**Learning Assessments:** (How will teachers monitor student learning throughout the lesson?)

- Student participation in answering questions while previewing the text.
- Daily Instructional Task
- [Explanatory Rubric](#)

**Differentiation:**

- Students can draw an illustration to show why Henry was upset at the beginning of the story and another illustration to show how Henry fixed his problem.
- Teacher can use shared or interactive writing to support students.

**Possible Misconceptions:**

- Students may need a visual for the word; sty.
- Consider using TWR sentence level strategies to help students write their own sentences.

**Teacher Notes:**

# Daily Lesson Plans

Lesson 4			
Grade: 1	Unit: Follow That Map	Lesson: Henry's Map	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> <li>I am learning to study the illustrations and think about the story and what we know in order to answer questions during a read aloud.</li> </ul>		<ul style="list-style-type: none"> <li>I can explain how making a map helped Henry to organize the farm.</li> <li>I can write 3 complete sentences with subjects and verbs.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li><b>RL.CI.1.2.</b> Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).</li> <li><b>RL.IT.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.</li> <li><b>RL.PP.1.5.</b> Identify who is telling the story at various points in a text.</li> <li><b>RL.MF.1.6.</b> With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.</li> <li><b>L.RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li><b>L.RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li><b>A.</b> Read grade-level text with purpose and understanding.</li> </ul> </li> <li><b>SL.PE.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)               <ul style="list-style-type: none"> <li><b>A.</b> Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li><b>B.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li><b>C.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> <li><b>SL.II.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li><b>SL.AS.1.6.</b> Produce complete sentences when appropriate to task and situation.</li> <li><b>W.IW.1.2.</b> With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)               <ul style="list-style-type: none"> <li><b>A.</b> Introduce a topic.</li> <li><b>B.</b> Develop the topic with facts or other information and examples related to the topic.</li> <li><b>C.</b> Provide a conclusion.</li> </ul> </li> </ul>			
Key Instructional Practices			
<b>Key Teacher Questions Posed During the Lesson:</b> <ul style="list-style-type: none"> <li>Text-dependent questions are embedded within the lesson.</li> </ul>		<b>Daily Instructional Task:</b> <ul style="list-style-type: none"> <li>Students will write their definition of a map and explain how using a map helped Henry.</li> </ul>	
<b>Vocabulary:</b>		<b>Learning Resources/Materials:</b>	

- dashed
- clutching

- [Henry's Map by David Elliot .pptx](#)
- Chart Paper
- [Rubrics](#)

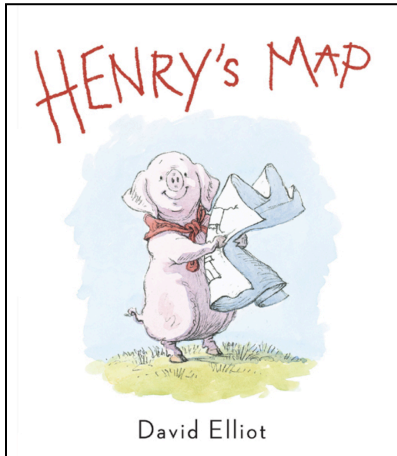
**Learning Procedures:** (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

**Part 1: Partner Reading**

- Listen as your partner reads their writing from yesterday about Henry's problem and solution.
- Now read your writing to your partner.

**Part 2: Reread and Ask & Answer Text Dependent Questions**

- Listen as I reread the story, *Henry's Map*. As I read, we will stop to discuss some questions. Study the illustrations and think about what you know.





H  
enry was a very organized sort of pig.  
He liked knowing exactly where  
everything was in his tidy little sty.



- **Question 1:** Who is telling this story?

He straightened his mirror and smiled.  
"A place for everything and everything in its  
place," he said.

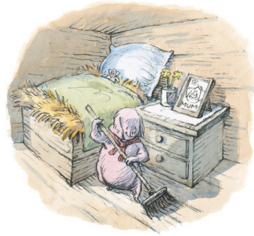


Henry looked out his window and frowned.  
"Tid, tid. What a mess the farm was!  
How could anybody ever find anything out there?  
Then he had an idea.

- **Question 2:** Look at the illustration. What is Henry's problem?

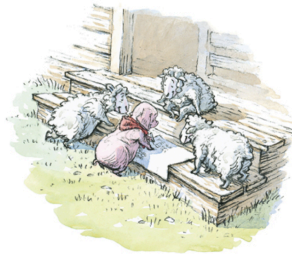
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Henry was a very organized sort of pig.  
He liked knowing exactly where  
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- **Question 3:** Look at the illustration. What is Henry's solution to the problem? How can a map help?

At the woolshed, he came across Maisie, Daisy, and  
Clementine.  
"Baaa. What are you doing, Henry?" they asked.  
"I'm making a map of the farm," said Henry.  
"Ooh, how exciting," cried the sheep. "Are we in it?"  
"You are right here," said Henry. And he drew a square  
for the woolshed with three sheep beside it.



The sheep clapped their hooves together.

- **Question 4:** Explain the process Henry is using to make the map. What is he doing?

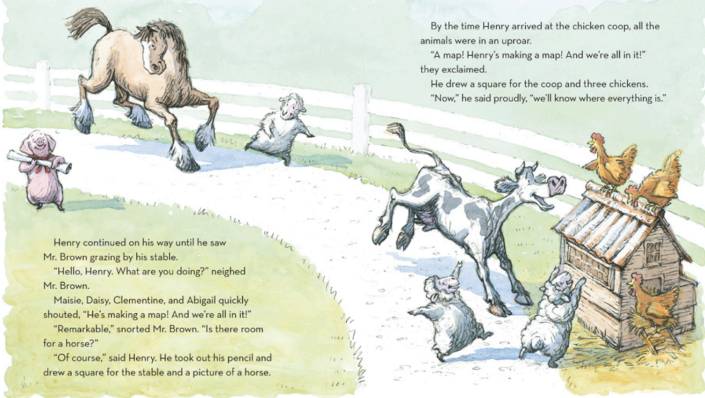
Henry walked across the meadow and came upon Abigail sitting in the shade of a large oak tree.  
"Hello, Henry. What are you doing?" asked Abigail.  
But before he could answer, the sheep cried, "Baaa!"  
He's making a map of the farm. And we're in it!"  
"Really?" said Abigail. "Can I be in it, too?"  
"Certainly," said Henry. And he drew a scribbly circle for the oak tree and a picture of a cow.



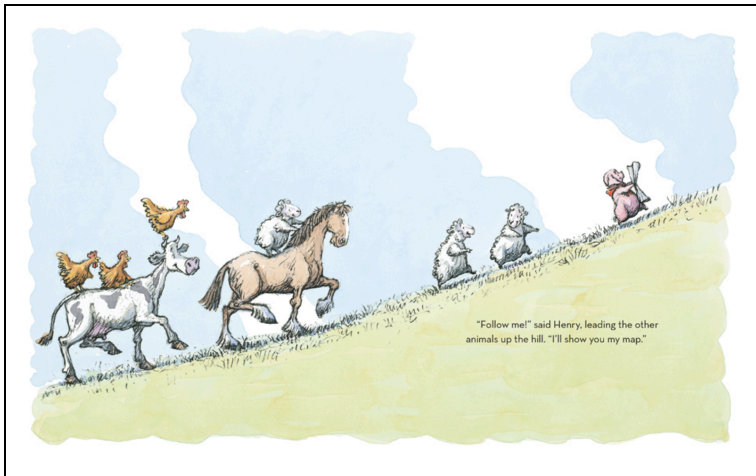
- **Question 5:** What type of animal is Abigail? What is a meadow? (A piece of grassland.)

Henry continued on his way until he saw Mr. Brown grazing by his stable.  
"Hello, Henry. What are you doing?" neighed Mr. Brown.  
Maisie, Daisy, Clementine, and Abigail quickly shouted, "He's making a map! And we're all in it!"  
"Remarkable," snorted Mr. Brown. "Is there room for a horse?"  
"Of course," said Henry. He took out his pencil and drew a square for the stable and a picture of a horse.

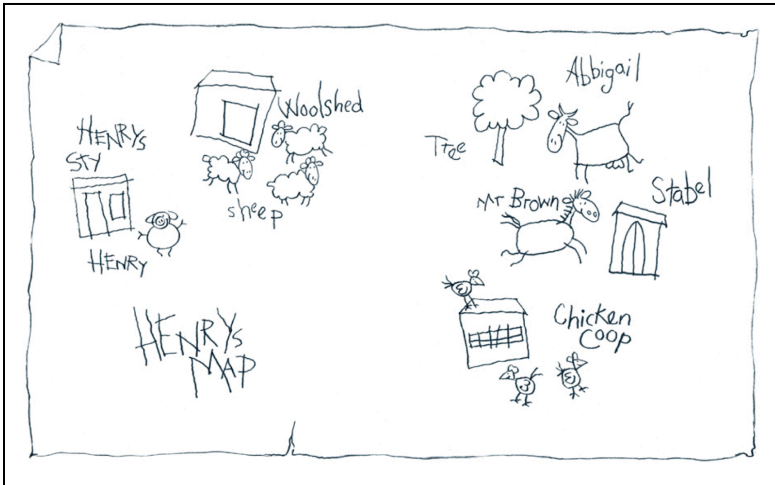
By the time Henry arrived at the chicken coop, all the animals were in an uproar.  
"A map! Henry's making a map! And we're all in it!" they exclaimed.  
He drew a square for the coop and three chickens.  
"Now," he said proudly, "we'll know where everything is."



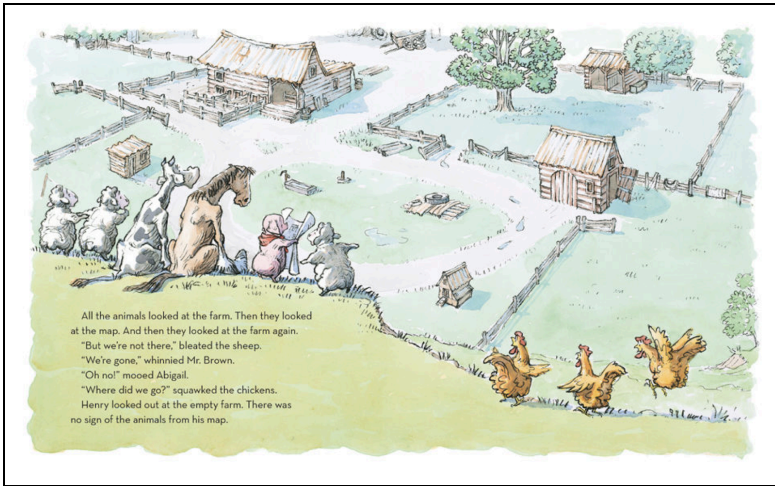
- **Question 6:** How do the animals react to Henry making a map? How do you know?



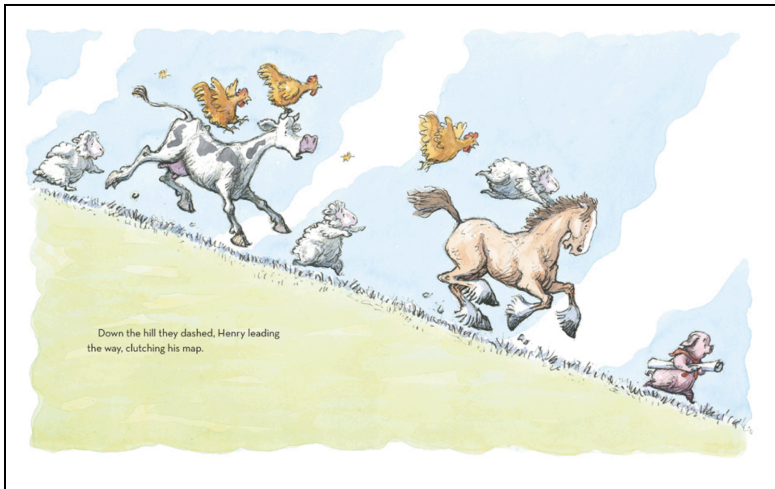
- **Question 7:** In what way is Henry a leader? What is a leader?



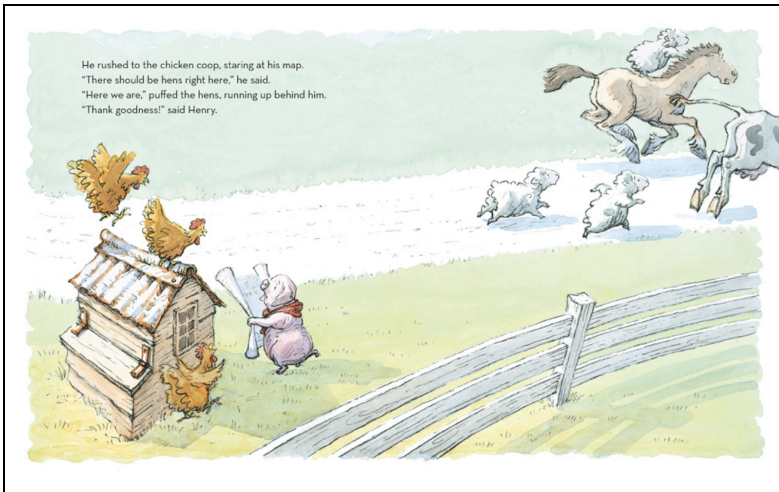
- **Question 8:** What do you notice about Henry's map?



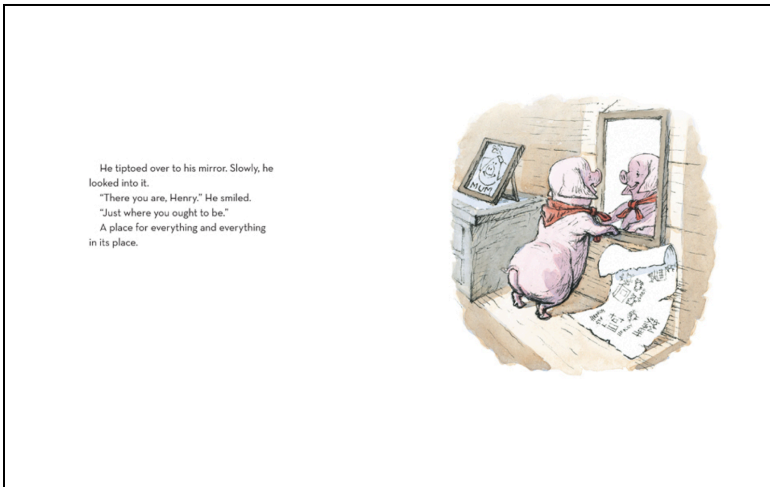
- **Question 9:** Look at the illustration and think about Henry's map. What's different between the two?



- **Question 10:** Describe how the animals are running to your partner. Which word means to run quickly?



- **Question 11:** What is Henry's solution to the problem?



- **Question 12:** What do you think Henry means when he thinks, "A place for everything and everything in its place?"

### Part 3: Daily Instructional Task: Explanatory Writing

- Write two-three sentences to answer the questions:
  - What is a map?
  - How did making a map help Henry to organize the farm?
- Remind students:



- Write complete sentences.
- End each sentence with correct punctuation.
- Print letters correctly.
- Spell sight words correctly.

**Learning Assessments:** (How will teachers monitor student learning throughout the lesson?)

- Student participation in answering questions while looking at the illustrations and listening to the teacher read.
- Daily Instructional Task
- [Explanatory Rubric](#)

**Differentiation:**

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**Possible Misconceptions:**

- Consider using TWR sentence level strategies to help students write their own sentences.

**Teacher Notes:**

## Daily Lesson Plans

Lesson 5			
Grade: 1	Unit: Follow That Map	Lesson: Henry's Map	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> <li>● I am learning key words from the story that help us to understand the main character: frowned, dashed, clutching.</li> </ul>		<ul style="list-style-type: none"> <li>● I can use key vocabulary to describe Henry.</li> <li>● I can write 3 complete sentences with subjects and verbs.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li>● <b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>● <b>RL.CI.1.2.</b> Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).</li> <li>● <b>RL.IT.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.</li> <li>● <b>RL.PP.1.5.</b> Identify who is telling the story at various points in a text.</li> <li>● <b>RL.MF.1.6.</b> With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.</li> <li>● <b>L.RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● <b>L.RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>○ <b>A.</b> Read grade-level text with purpose and understanding.</li> </ul> </li> </ul>			

- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
  - **A.** Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - **B.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - **C.** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
  - **A.** Introduce a topic.
  - **B.** Develop the topic with facts or other information and examples related to the topic.
  - **C.** Provide a conclusion.

### Key Instructional Practices

#### Key Teacher Questions Posed During the Lesson:

- Who can show me what frown looks like?
- Can you think of a reason why somebody might have frowned?
- Can you think of a reason why somebody might have dashed?
- Can anyone think of a reason you would be clutching, or holding on tightly to something?

#### Daily Instructional Task:

- Students will write two-three sentences about a time they frowned and draw a picture to match their writing.

#### Vocabulary:

- frowned
- dashed
- clutching

#### Learning Resources/Materials:

- [Henry's Map by David Elliot .pptx](#)
- Chart Paper
- [Rubrics](#)

**Learning Procedures:** (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

#### Part 1: Partner Reading

- Listen as your partner reads their writing from yesterday about Henry's problem and solution.
- Now read your writing to your partner.

#### Part 2: Reread and Identify Key Vocabulary

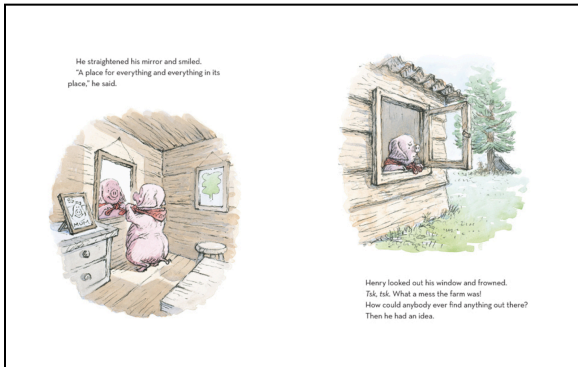
- We will be studying three important words from the story, Henry's Map. Repeat each word after me:
  - frowned
  - dashed
  - clutching
- Listen for each word as I reread the story. When you hear one of these words, put your thumb up.



### Part 3:Text Talk

#### First Target Word: Frowned

- Write the target word on a chart so students can see it and say it.
- The word is frowned. Let's read how it was used in the story.
- Show this illustration:



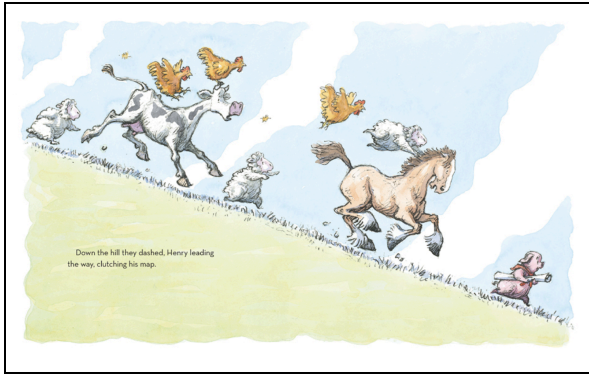
- At the beginning of the story, Henry frowned when he saw what a mess the farm was.
- Frowned means to turn down the corners of your mouth. We frown when we are not happy or not pleased by a situation. We may have frowned when we felt disappointed. Henry felt disappointed so he frowned. He wanted the farm to be organized and it was not. (Add definition to chart.)
- Say frowned.
- Who can show me what frown looks like?
- If you were playing hide and seek and you were found, you might have frowned when you were discovered. You were disappointed to be found. If you were playing and the teacher ended recess, you might have frowned because you were disappointed that recess was over. Let's all frown.
- Can you think of a reason why somebody might have frowned? Begin your sentence with, '**You might have frowned when ....**'
- What word did we just learn? (frowned)

#### Second Target Word: Dashed

- Write the target word on a chart so students can see it and say it.

- The word is dashed. Let's read how it was used in the story.

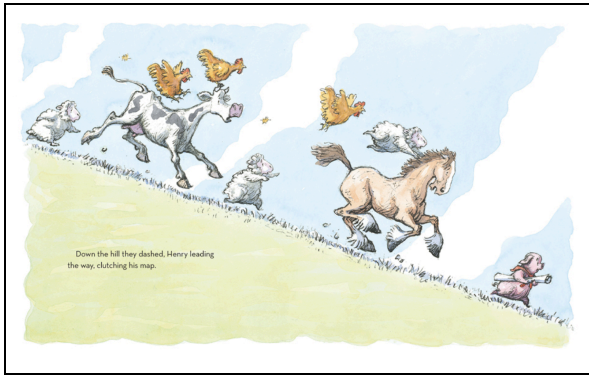
- Show this illustration:



- Towards the end of the story, Henry and animals realize that unlike Henry's map, there are no animals in the farm. So they dashed down the hill to get back to the farm.
- Dashed means running very quickly. (Add definition to chart.)
- Say dashed.
- If you were playing tag on the playground and you didn't want to be caught, you might have dashed away from the person chasing you. If you were playing and your mom told you to come right now, you might have dashed to get to her quickly.
- Can you think of a reason why somebody might have dashed? Begin your sentence with, '**You might have dashed when ....**'
- What word did we just learn? (dashed)

### Third Target Word: Clutching

- Write the target word on a chart so students can see it and say it.
- The word is clutching. Let's read how it was used in the story.
- Show this illustration:



- Towards the end of the story when Henry and the animals dashed down the hill, Henry was clutching his map as he ran quickly. He did not want to lose the map as he dashed down the hill.
- Clutching means to hang on to something tightly. (Add definition to chart.)
- Say clutching.
- When someone throws you a football in a game and you are trying to keep others from taking it away from you—you are clutching it or holding on to it very tightly. When I was little and I had to cross a street with my mom, I crossed while clutching her hand very tightly. I didn't want to get separated from her.
- Can anyone think of a reason you would be clutching, or holding on tightly to something?
- What word did we just learn? (clutching)

#### Part 4: Daily Instructional Task: Explanatory Writing & Drawing

- Henry frowned when he saw what a mess the farm was. Nothing was in the correct place. He was disappointed as he looked at the mess and he frowned. Frowned means to turn down the corners of your mouth because you are not happy or not pleased by a situation.
- What is situation where you frowned? What is a situation where you turned down the corners of your mouth because you were not happy? Think and then turn and tell your partner. Begin by saying, "One time I frowned because..."
- Now, write that explanation. Tell about a time that you frowned. You might want to begin, "**One time I frowned because...**"
- Draw a picture to match your writing.
- Remind students:
  - Write complete sentences.
  - End each sentence with correct punctuation.
  - Print letters correctly.
  - Spell sight words correctly.

**Learning Assessments:** (How will teachers monitor student learning throughout the lesson?)

- Student participation in answering questions while looking at the illustrations and listening to the teacher read.
- Daily Instructional Task
- [Explanatory Rubric](#)

**Differentiation:**

- 

**Possible Misconceptions:**

- Consider using TWR sentence level strategies to help students write their own sentences.

**Teacher Notes:**

# Daily Lesson Plans

Lesson 6			
<b>Grade: 1</b>	<b>Unit: Follow That Map</b>	<b>Lesson: Henry's Map</b>	<b>Instructional Days: 2</b>
<b>Learning Intentions</b>		<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>I am learning to interpret an important quotation.</li> </ul>		<ul style="list-style-type: none"> <li>I can explain an important quote from the story.</li> <li>I can explain why a character thinks as he does.</li> <li>I can write 3 complete sentences with subjects and verbs.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>L.RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li><b>L.RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li><b>A.</b> Read grade-level text with purpose and understanding.</li> </ul> </li> <li><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li><b>RL.CI.1.2</b> Determine main topic and retell a series of key details in literary texts (e.g., who, what, where, when, why, how).</li> <li><b>RL.IT.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.</li> <li><b>RL.TS.1.4.</b> With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.</li> <li><b>SL.II.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul>			
Key Instructional Practices			
<b>Key Teacher Questions Posed During the Lesson:</b>		<b>Daily Instructional Task:</b>	
<ul style="list-style-type: none"> <li>Where is the setting of the story?</li> <li>Who is in the story?</li> <li>What goes wrong in the story?</li> <li>How is it solved?</li> </ul>		<ul style="list-style-type: none"> <li>Students will explain in writing what Henry meant when he said, "A place for everything and everything in its place."</li> </ul>	
<b>Vocabulary:</b>		<b>Learning Resources/Materials:</b>	
<ul style="list-style-type: none"> <li>quote</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Henry's Map by David Elliot .pptx</a></li> <li>Chart Paper</li> <li><a href="#">Story Map</a></li> <li><a href="#">Rubrics</a></li> </ul>	
<b>Learning Procedures:</b> (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
<b>Part 1: Partner Reading</b>			
<ul style="list-style-type: none"> <li>Listen as your partner reads their writing from yesterday about a time they frowned and why.</li> <li>Now read your writing to your partner.</li> </ul>			

## Part 2: Story Mapping

- As we reread the story, we will be stopping so that you can help me to complete the story map. (See below for a [sample](#)).
- Before rereading, let's fill in what we know already. (Book Title, Author, Setting, Characters)

Story Elements		
Book Title _____		
Setting	Characters	
Problem		Solution
Beginning	Middle	End
Favorite Part		
Name: _____		

- Some prompting Questions:
  - Where is the setting of the story?
  - Who is in the story?
  - What goes wrong in the story?
  - How is it solved?

## Part 3: Culminating Task: Explanatory Writing

- Discuss with students what a quote is. Model how to interpret a quote by using an example. Practice with one or two more quotes with the students before introducing today's task.
- At the end of the story, Henry looks in the mirror and says, "A place for everything and everything in its place." What does Henry mean by that? Explain the quote and why Henry says it.
- Remind students:
  - Write complete sentences.
  - End each sentence with correct punctuation.
  - Print letters correctly.
  - Spell sight words correctly.

**Learning Assessments:** (How will teachers monitor student learning throughout the lesson?)

- Student participation in creation of story map.
- Daily Instructional Task
- [Explanatory Rubric](#)

**Differentiation:**

- Teacher will model for students on how to interpret a quote.

**Possible Misconceptions:**

- Consider using TWR sentence level strategies to help students write their own sentences.

**Teacher Notes:**

# Daily Lesson Plans

Lesson 7			
Grade: 1	Unit: Follow That Map	Lesson: Follow that Map! A First Book of Mapping Skills	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> <li>I am learning the key term, map.</li> <li>I am learning to study the illustrations and title when previewing a text.</li> <li>I am learning how use map tools to read a map.</li> </ul>		<ul style="list-style-type: none"> <li>I can explain what a map is and use details from a map to support the explanation.</li> <li>I can write three complete sentences and punctuate each correctly.</li> <li>I can spell high frequency words correctly.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li><b>RL.IT.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.</li> <li><b>RL.TS.1.4.</b> With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.</li> <li><b>RL.MF.1.6.</b> With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.</li> <li><b>L.RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li><b>L.RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li><b>A.</b> Read grade-level text with purpose and understanding.</li> </ul> </li> <li><b>SL.PE.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)               <ul style="list-style-type: none"> <li><b>A.</b> Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li><b>B.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li><b>C.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> <li><b>SL.AS.1.6.</b> Produce complete sentences when appropriate to task and situation.</li> <li><b>L.VL.1.2.</b> Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</li> <li><b>W.IW.1.2.</b> With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)               <ul style="list-style-type: none"> <li><b>A.</b> Introduce a topic.</li> <li><b>B.</b> Develop the topic with facts or other information and examples related to the topic.</li> <li><b>C.</b> Provide a conclusion.</li> </ul> </li> </ul>			
Key Instructional Practices			
<b>Key Teacher Questions Posed During the Lesson:</b> <ul style="list-style-type: none"> <li>Students will study the illustrations to answer questions provided in lesson.</li> </ul>		<b>Daily Instructional Task:</b> <ul style="list-style-type: none"> <li>Students will refer to the text to explain what a map is.</li> </ul>	



**Vocabulary:**

- map

**Learning Resources/Materials:**

- [Follow That Map! A First Book of Mapping by Scot Ritchie \(1\).pdf](#)
- Chart Paper
- [Lesson 7: What Will We Learn? Chart](#)
- [Rubrics](#)

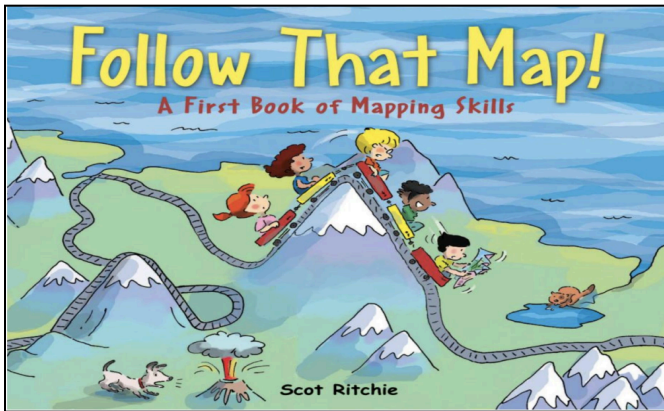
**Learning Procedures:** (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

**Part 1: Partner Reading**

- Listen as your partner reads his or her writing from the previous lesson, *Henry's Map*.
- Now read your writing to your partner.

**Part 2: Preview the Text & What Will We Learn Chat**

- Show students the cover, say the book title and author. Ask students to turn and talk with their partner about what they notice and wonder.



- Read the back of the book. Ask: What might they learn from this book? Turn and tell your partner.

**The search is on for Max and Ollie!**

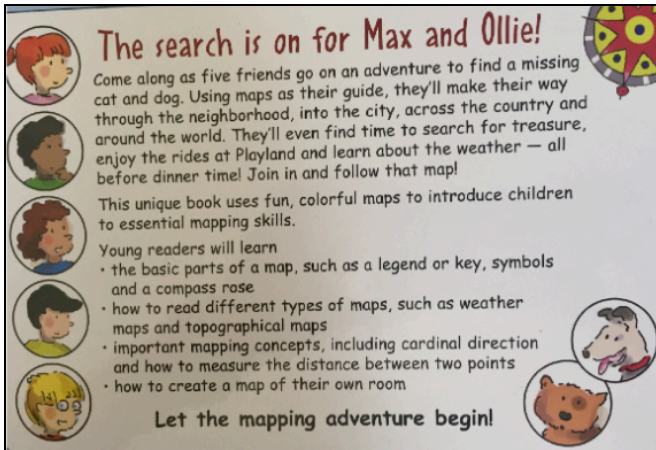
Come along as five friends go on an adventure to find a missing cat and dog. Using maps as their guide, they'll make their way through the neighborhood, into the city, across the country and around the world. They'll even find time to search for treasure, enjoy the rides at Playland and learn about the weather — all before dinner time! Join in and follow that map!

This unique book uses fun, colorful maps to introduce children to essential mapping skills.

Young readers will learn

- the basic parts of a map, such as a legend or key, symbols and a compass rose
- how to read different types of maps, such as weather maps and topographical maps
- important mapping concepts, including cardinal direction and how to measure the distance between two points
- how to create a map of their own room

Let the mapping adventure begin!



- Read the table of contents. Ask them: What might they learn from this book? Turn and tell your partner.

**Contents**

Getting Started	6
One Sunny Day ...	8
First Stop ...	10
Follow That Trail ...	12
In the City ...	14
Off to the Country ...	16
Hot, Cold, Wet, Dry ...	18
X Marks the Spot ...	20
Up, Down, All Around ...	22
All Fun and Games ...	24
Around the World ...	26
Blast Off ...	28
Home Again ...	30
Create Your Own Map	32
Index	34

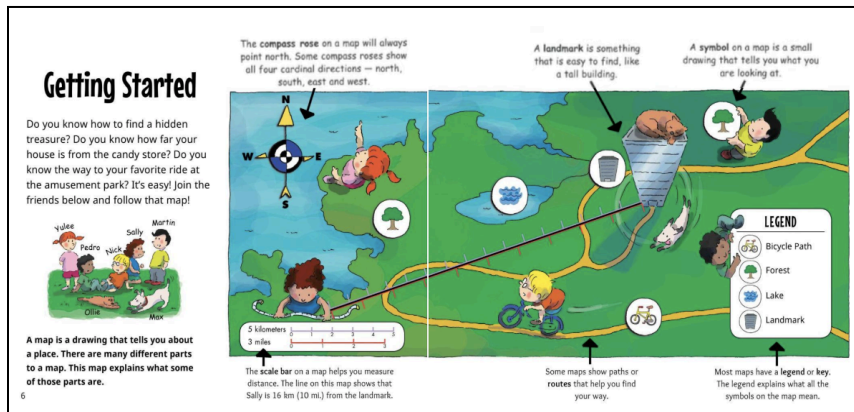


- Record student's insights as you take them through the process of previewing a text. The chart below is one way to capture students' insights and to highlight different sections of the text.

## What Will We Learn?

### Part 3: Read Aloud (Pages 6-9), Vocabulary & Text Dependent Questions

- Listen as I read the text, *Follow That Map!*
- We will be learning an important term: map. Say the word after me. Map. Think about what you already know about maps.
- We will record what map means during the lesson on our vocabulary chart. ( You can add on to previous vocabulary charts)



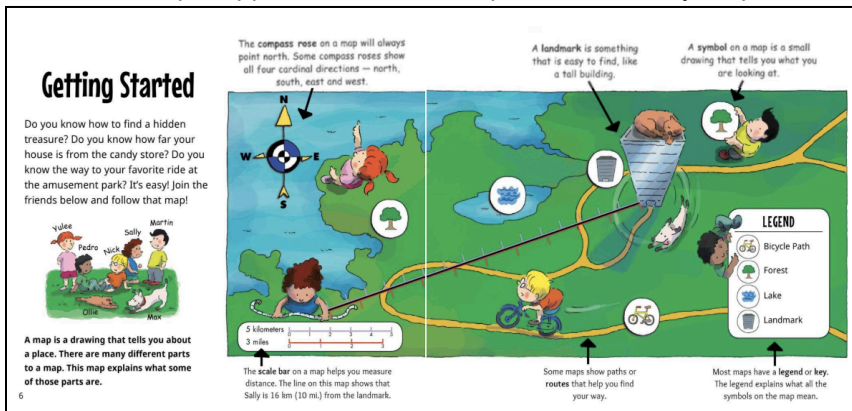
- **Question 1:** What is a map? Let's reread and then record our answer on our chart.



- **Question 2:** What problem are Sally and her friends trying to solve? How will maps help?

#### Part 4: Daily Instructional Task: Explanatory Writing

- Look at the map on pp. 6-7. What is a map? Turn and tell your partner.



- Now explain in writing what a map is. Use at least one detail from the map on pp. 6-7 to support your answer.
- Remind students:
  - Write 2-3 complete sentences.
  - End each sentence with correct punctuation.
  - Print letters correctly.
  - Spell sight words correctly.

#### Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in answering questions while previewing the text.
- Daily Instructional Task
- [Explanatory Rubric](#)

**Differentiation:**

**Possible Misconceptions:**

- Consider using TWR sentence level strategies to help students write their own sentences.

**Teacher Notes:**

# Daily Lesson Plans

Lesson 8			
Grade: 1	Unit: Follow That Map	Lesson: Follow that Map! A First Book of Mapping Skills	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> <li>I am learning the key terms: legend, key, symbol.</li> <li>I am learning how to use map tools to read a map.</li> </ul>		<ul style="list-style-type: none"> <li>I can create a legend.</li> <li>I can draw four symbols that represent important places in our school.</li> <li>I can list the name of each symbol.</li> <li>I can spell the words correctly and put them in alphabetical order.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li><b>RL.MF.1.6.</b> With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.</li> <li><b>L.RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li><b>L.RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li><b>A.</b> Read grade-level text with purpose and understanding.</li> </ul> </li> <li><b>SL.PE.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)               <ul style="list-style-type: none"> <li><b>A.</b> Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li><b>B.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li><b>C.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> <li><b>SL.AS.1.6.</b> Produce complete sentences when appropriate to task and situation.</li> <li><b>L.VL.1.2.</b> Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</li> <li><b>W.IW.1.2.</b> With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)               <ul style="list-style-type: none"> <li><b>A.</b> Introduce a topic.</li> <li><b>B.</b> Develop the topic with facts or other information and examples related to the topic.</li> <li><b>C.</b> Provide a conclusion.</li> </ul> </li> </ul>			
Key Instructional Practices			
<b>Key Teacher Questions Posed During the Lesson:</b> <ul style="list-style-type: none"> <li>Students will study the illustrations to answer questions provided in lesson.</li> </ul>		<b>Daily Instructional Task:</b> <ul style="list-style-type: none"> <li>Students will create a legend for a visitor coming to the school. Students will explain why their selected locations are important for a visitor to know.</li> </ul>	
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>symbols</li> <li>legend</li> </ul>		<b>Learning Resources/Materials:</b> <ul style="list-style-type: none"> <li><a href="#">Follow That Map! A First Book of Mapping by Scot Ritchie (1).pdf</a></li> <li>Chart Paper</li> </ul>	

- key

- [Create a Legend Task](#)
- [Rubrics](#)

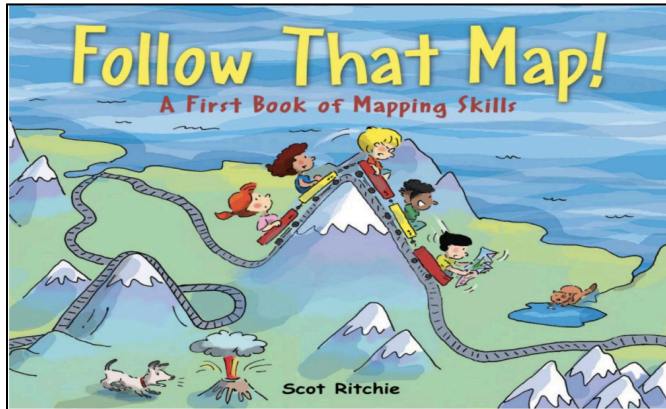
**Learning Procedures:** (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

**Part 1: Partner Reading**

- Listen as your partner shows their drawing and reads his or her writing from the previous day.
- Now share your drawing and read your writing to your partner.

**Part 2: Read Aloud & Discussion Questions**

- Listen as I read aloud the text. (Read pages 10-13)



- We will be defining key terms: **symbols, legend, key**
- I will be asking questions while reading.





- **Question 1:** Can you find the symbol for the park on the legend and on the map? Turn and tell your partner what a symbol is. How does the mapmaker organize the written words for the symbols? **Alphabetical.**
- **Question 2:** What is a symbol? legend/key? Turn and tell your partner. (Record the definitions for symbol and legend/key on the chart you started in the previous lesson.)

<i>Follow that Map Vocabulary</i>		
Word	Explanation	Drawing
map	A map is a drawing that tells you about a place	
symbol	a small drawing on a map that shows you what you are looking at	
legend/key	a section of a map that explains all the symbols	



- **Question 3:** Study the illustration. Was Sally smart to go to the park to try to find Max and Ollie? What would you have done?

### Part 3: Daily Instructional Task: Create a Legend

- What symbols would you include on a legend if you were making a map of our school for a visitor? What important places in our school would we want to highlight? Turn and tell your partner one location you would want to include. Listen as your partner tells you what location he or she would want to include. I'll record those words so you can refer to them.
- Now, you will create a legend. (See Example Below)
- Draw four symbols you think are important to include. Next to each symbol, write the word. Remember to put your symbols in alphabetical order.





# Daily Lesson Plans

Lesson 9			
Grade: 1	Unit: Follow That Map	Lesson: Follow that Map! A First Book of Mapping Skills	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> <li>I am learning the key terms: compass rose and scale bar.</li> <li>I am learning how to use map tools to read a map.</li> </ul>		<ul style="list-style-type: none"> <li>I can draw a compass rose and label the directions.</li> <li>I can explain what a compass rose is and how it helps a map reader.</li> <li>I can write three complete sentences and punctuate each correctly.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li><b>RL.MF.1.6.</b> With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.</li> <li><b>L.RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li><b>L.RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li><b>A.</b> Read grade-level text with purpose and understanding.</li> </ul> </li> <li><b>SL.PE.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)               <ul style="list-style-type: none"> <li><b>A.</b> Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> </ul> </li> </ul>			

- **B.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **C.** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **W.IW.1.2.** With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)
  - **A.** Introduce a topic.
  - **B.** Develop the topic with facts or other information and examples related to the topic.
  - **C.** Provide a conclusion.

### Key Instructional Practices

#### Key Teacher Questions Posed During the Lesson:

- Students will study the illustrations to answer questions provided in lesson.

#### Daily Instructional Task:

- Students will draw a compass rose and label the four directions. Students will then explain what a compass rose is and how it helps a reader.

#### Vocabulary:

- compass rose
- scale bar

#### Learning Resources/Materials:

- [Follow That Map! A First Book of Mapping by Scot Ritchie \(1\).pdf](#)
- Chart Paper
- [Rubrics](#)

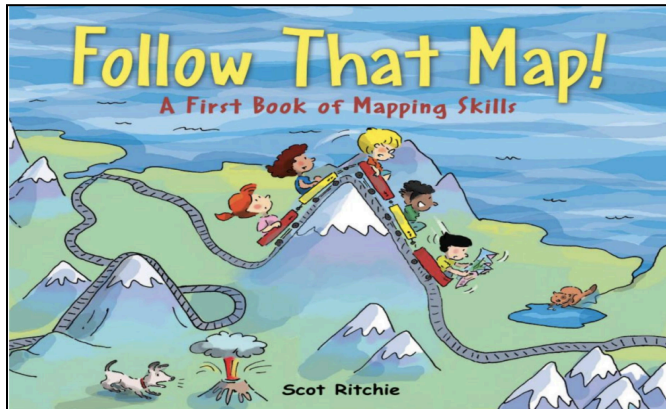
**Learning Procedures:** (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

#### Part 1: Partner Reading

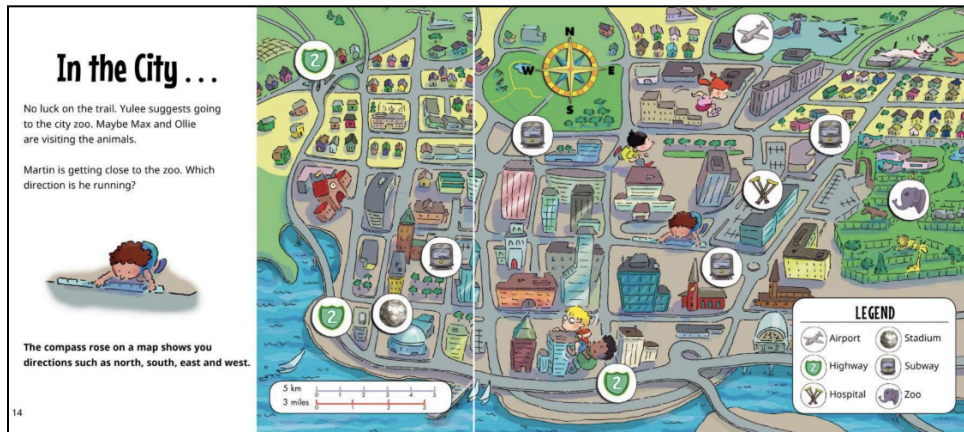
- Listen as your partner reads his or her legend.
- Now share your legend and read it to your partner.

#### Part 2: Read Aloud & Discussion Questions

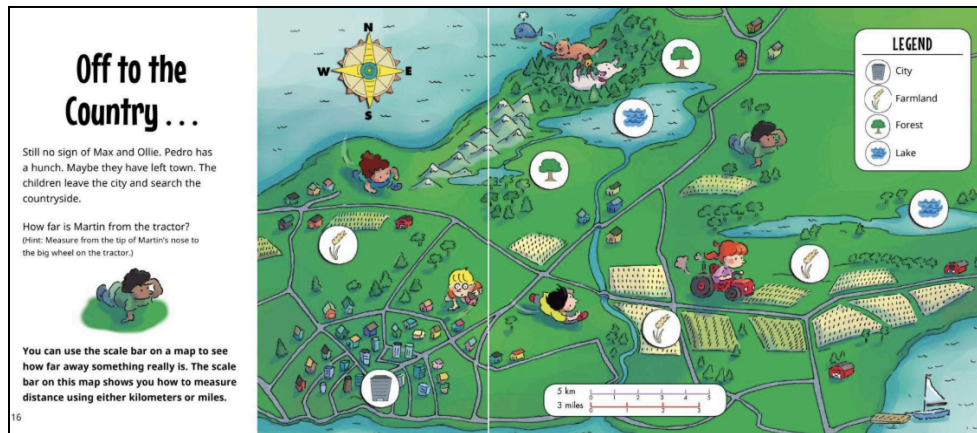
- Listen as I read aloud the text. (Read pages 14-17)



- We will be defining key terms: **compass rose, scale bar.**
- I will be asking questions while reading.



- **Question 1:** A compass rose is a circle on a map that helps us to know direction. It shows us which way is north, south, east, west. Which direction is Martin running in? (Record the definition for compass rose on the chart you started in the previous lesson.)



- **Question 2:** The scale bar let's us the distance between things. How far is Martin from the tractor? (Record the definition for scale bar on the chart.)

Follow that Map Vocabulary		
Word	Explanation	Drawing
map	A map is a drawing that tells you about a place	
symbol	a small drawing on a map that shows you what you are looking at	
legend/key	a section of a map that explains all the symbols	
compass rose	a drawing of a circle on a map that shows direction (north, south, east, west).	
scale bar	a measurement guide on a map	

### Part 3: Daily Instructional Task: Explanatory Writing

- A compass rose helps you to know direction. Draw a compass rose and label the four directions.
- Explain what a compass rose is and how it helps a reader.
- Remind students:
  - Write 2-3 complete sentences.
  - End each sentence with correct punctuation.
  - Print letters correctly.
  - Spell sight words correctly.

### Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in answering questions while listening to read aloud and studying the illustrations.
- Daily Instructional Task
- [Explanatory Writing Rubric](#)

### Differentiation:

- Students can reference the text to draw their compass rose.
- Students who have difficulty drawing can label a preprinted compass rose.

### Possible Misconceptions:

- Consider using TWR sentence level strategies to help students write their own sentences.
- Students may not know how to put words in alphabetical order.

### Teacher Notes:

# Daily Lesson Plans

Lesson 10			
Grade: 1	Unit: Follow That Map	Lesson: Follow that Map! A First Book of Mapping Skills	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> <li>We are learning a key term: weather map.</li> <li>We are learning how to use map tools to read a map.</li> </ul>		<ul style="list-style-type: none"> <li>I can state an opinion.</li> <li>I can read a weather map and explain where I would like to be based on the current weather.</li> <li>I can write three complete sentences and punctuate each correctly.</li> <li>I can spell high frequency words correctly.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li><b>RL.MF.1.6.</b> With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.</li> </ul>			

- **L.RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
  - **A.** Read grade-level text with purpose and understanding.
- **SL.PE.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)
  - **A.** Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - **B.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - **C.** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.AS.1.6.** Produce complete sentences when appropriate to task and situation.
- **L.VL.1.2.** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **W.AW.1.1.** With prompts and support, write opinion pieces on a topic or texts.

### Key Instructional Practices

#### Key Teacher Questions Posed During the Lesson:

- Students will study the illustrations to answer questions provided in the lesson.

#### Daily Instructional Task:

- Students will write an explanation of where they would like to be on a given map based on the weather they like best.

#### Vocabulary:

- weather map

#### Learning Resources/Materials:

- [Follow That Map! A First Book of Mapping by Scot Ritchie \(1\).pdf](#)
- Chart Paper
- [Opinion Writing Task](#)
- [Rubrics](#)

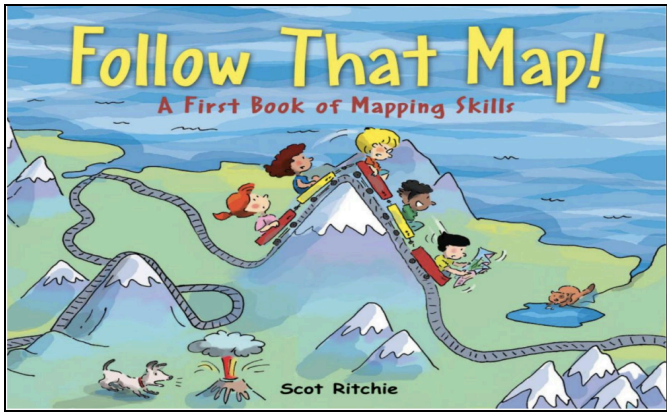
**Learning Procedures:** (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

#### Part 1: Partner Reading

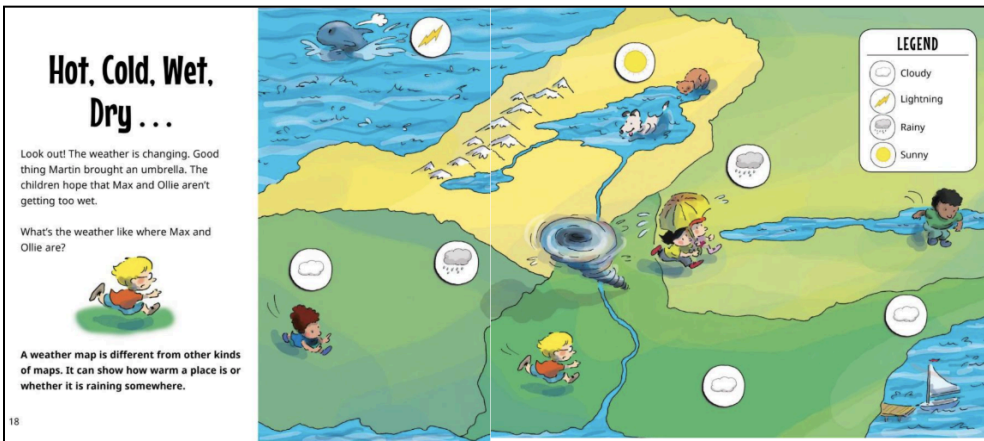
- Listen as your partner reads his or her writing from yesterday and shows his/her drawing.
- Then read your writing to your partner and show your compass rose.

#### Part 2: Read Aloud & Discussion Questions

- Listen as I read aloud the text. (Read pages 18-19)



- We will be defining the key term: **weather map**.
- I will be asking questions while reading.



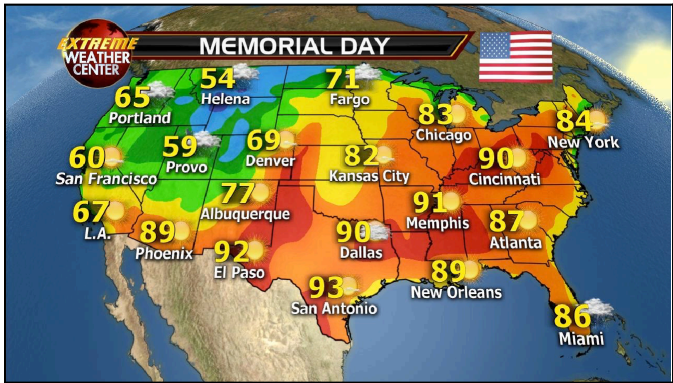
- **Question 1:** What is a weather map? (Record the definition for weather map on the chart you started in the previous lesson.)



Follow that Map Vocabulary		
Word	Explanation	Drawing
map	A drawing that tells you about a place	
symbol	a small drawing on a map that shows you what you are looking at	
legend/key	a section of a map that explains all the symbols	
compass rose	a drawing of a circle on a map that shows direction (north, south, east, west).	
scale bar	a measurement guide on a map	
weather map	A drawing that shows the weather in specific locations.	

**Part 3: Daily Instructional Task: Opinion Writing**

- Let's think about the weather. What symbols would we need to include on a map that would represent the weather we are experiencing today?
- What if we wanted to make a weather map of our country? Look at this map of the United States from May. Where was it raining? Where was it sunny? What was the weather in New York City? Think about the weather you like best.
- Write an explanation of where you would most like to be on this map based on the weather you like best. Include the location (name of place) and weather (sunny, raining, etc.).



- Remind students:

- Write 2-3 complete sentences.
- End each sentence with correct punctuation.
- Print letters correctly.
- Spell sight words correctly.

**Learning Assessments:** (How will teachers monitor student learning throughout the lesson?)

- Student participation in answering questions while listening to read aloud and studying the illustrations.
- Daily Instructional Task
- [Opinion Writing Rubric](#)

**Differentiation:**

- Students can use sentence frame to help guide their writing.

I would like to be in \_\_\_\_\_ because the weather is \_\_\_\_\_.  
I enjoy \_\_\_\_\_ weather because \_\_\_\_\_.  
Another reason, I like \_\_\_\_\_ weather  
is because \_\_\_\_\_.

**Possible Misconceptions:**

- Consider using TWR sentence level strategies to help students write their own sentences.

**Teacher Notes:**

# Daily Lesson Plans

Lesson 11			
<b>Grade: 1</b>	<b>Unit: Follow That Map</b>	<b>Lesson: Follow that Map! A First Book of Mapping Skills</b>	<b>Instructional Days: 1</b>
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> <li>I am learning the key terms: treasure map, topographical map, plateau, cliff.</li> <li>I am learning how to use map tools to read a map.</li> </ul>		<ul style="list-style-type: none"> <li>I can make a drawing that shows how understanding the symbols on a topographical map can help to keep a person safe.</li> <li>I can explain how understanding the legend on a topographical map can help keep a person safe.</li> <li>I can write three complete sentences and punctuate each correctly.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li><b>RL.MF.1.6.</b> With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.</li> <li><b>L.RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li><b>L.RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li><b>A.</b> Read grade-level text with purpose and understanding.</li> </ul> </li> <li><b>SL.PE.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)               <ul style="list-style-type: none"> <li><b>A.</b> Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li><b>B.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li><b>C.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> <li><b>SL.AS.1.6.</b> Produce complete sentences when appropriate to task and situation.</li> <li><b>L.VL.1.2.</b> Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</li> <li><b>W.IW.1.2.</b> With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)               <ul style="list-style-type: none"> <li><b>A.</b> Introduce a topic.</li> <li><b>B.</b> Develop the topic with facts or other information and examples related to the topic.</li> <li><b>C.</b> Provide a conclusion.</li> </ul> </li> </ul>			
Key Instructional Practices			
<b>Key Teacher Questions Posed During the Lesson:</b>		<b>Daily Instructional Task:</b>	
<ul style="list-style-type: none"> <li>Students will study the illustrations to answer questions provided in lesson.</li> </ul>		<ul style="list-style-type: none"> <li>Students will draw a picture that shows how understanding the symbols on this topographical map can help keep you safe. Students will then explain through writing how these symbols keep us safe from danger.</li> </ul>	

**Vocabulary:**

- treasure map
- topographical map
- plateau
- cliff

**Learning Resources/Materials:**

- [Follow That Map! A First Book of Mapping by Scot Ritchie \(1\).pdf](#)
- Chart Paper
- [Rubrics](#)

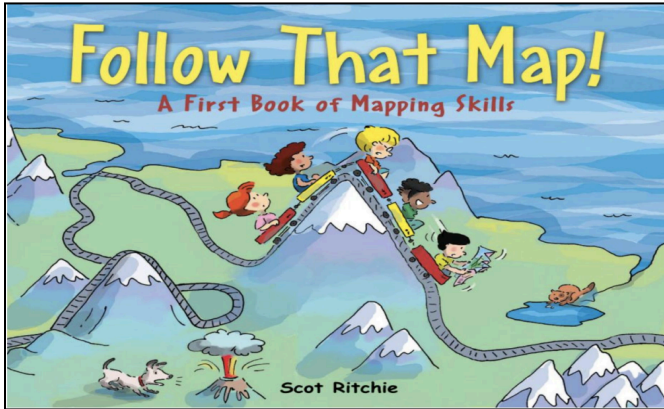
**Learning Procedures:** (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

**Part 1: Partner Reading**

- Listen as your partner reads his or her writing from yesterday.
- Then read your writing to your partner.

**Part 2: Read Aloud & Discussion Questions**

- Listen as I read aloud the text. (Read pages 20-23)



- We will be defining the key terms: **treasure map, topographical map**
- I will be asking questions while reading.

## X Marks the Spot . . .

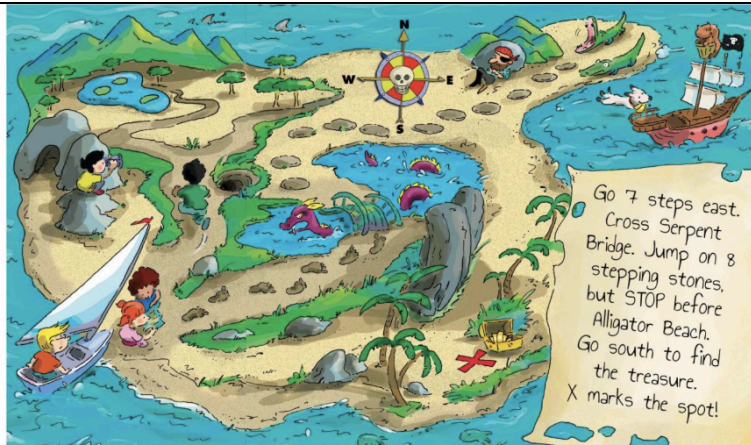
Once the weather clears and the children are all dried off, Nick suggests a boat ride to the mysterious island. Sally finds a treasure map, but the children don't find Max and Ollie.

Follow the friends to their big surprise!



A treasure map is a kind of puzzle. X marks the spot where you'll find treasure!

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- **Question 1:** What is a treasure map? How is it like a puzzle? (Record the definition for treasure map on the chart you started in the previous lesson.)
- **Question 2:** What could happen if you jumped on more than 8 stones?

## Up, Down, All Around . . .

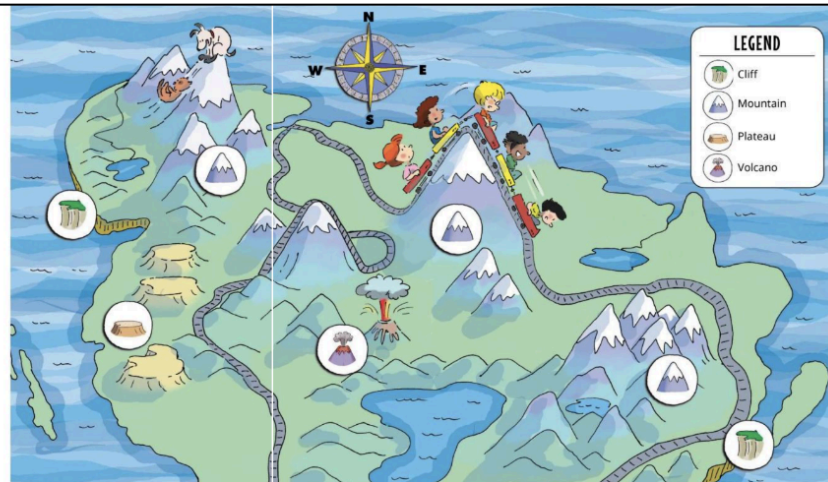
Tickets to Playland! What a great treasure. The children hop on the train and they're on their way.

How many mountains do they travel over on the train ride?



A topographical map shows the natural features of a landscape. You can use this kind of map to find rolling hills, low-lying lakes or high mountains.

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- **Question 3:** What is a topographical map? Let's add that term to our vocabulary chart.
- **Question 4:** How is a plateau different from a mountain?
- **Question 5:** How does the map show that cliffs can be dangerous?

<i>Follow that Map Vocabulary</i>		
Word	Explanation	Drawing
weather map	A drawing that shows the weather in specific locations.	
treasure map	A drawing that is like a puzzle and shows where treasure is hidden.	
topographical map	A drawing that shows the natural features of the land, such as mountains, lakes,	

**Part 3: Daily Instructional Task: Explanatory Writing & Drawing**

- Symbols represent places and can be used to locate geographic features and physical characteristics. Look again at the topographical map on pages 22-23.
- What do the symbols used on this topographical map represent? Turn and tell your partner.
- Draw a picture that shows how understanding the symbols on this topographical map can help keep you safe.
- Then explain how the symbols on this topographical map can help you avoid danger. Write at least three sentences. Punctuate each sentence. Spell correctly.
- Remind students:
  - Write 2-3 complete sentences.
  - End each sentence with correct punctuation.
  - Print letters correctly.
  - Spell sight words correctly.

**Learning Assessments:** (How will teachers monitor student learning throughout the lesson?)

- Student participation in answering questions while listening to read aloud and studying the illustrations.
- Daily Instructional Task
- [Drawing & Explanatory Writing Rubric](#)

**Differentiation:**

- Teacher can scribe for students who have difficulty writing their explanation in words.

**Possible Misconceptions:**

- Consider using TWR sentence level strategies to help students write their own sentence.

**Teacher Notes:**

# Daily Lesson Plans

Lesson 12			
Grade: 1	Unit: Follow That Map	Lesson: Follow that Map! A First Book of Mapping Skills	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> <li>I am learning the key term: landmark.</li> <li>I am learning how to use map tools to read a map.</li> </ul>		<ul style="list-style-type: none"> <li>I can list landmarks from Newark, NJ.</li> <li>I can draw symbols to represent the 3 landmarks.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li><b>RL.MF.1.6.</b> With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.</li> <li><b>L.RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li><b>L.RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.               <ul style="list-style-type: none"> <li><b>A.</b> Read grade-level text with purpose and understanding.</li> </ul> </li> <li><b>SL.PE.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)               <ul style="list-style-type: none"> <li><b>A.</b> Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li><b>B.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li><b>C.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> <li><b>SL.AS.1.6.</b> Produce complete sentences when appropriate to task and situation.</li> <li><b>L.VL.1.2.</b> Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</li> <li><b>W.IW.1.2.</b> With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.)               <ul style="list-style-type: none"> <li><b>A.</b> Introduce a topic.</li> <li><b>B.</b> Develop the topic with facts or other information and examples related to the topic.</li> <li><b>C.</b> Provide a conclusion.</li> </ul> </li> </ul>			
Key Instructional Practices			
<b>Key Teacher Questions Posed During the Lesson:</b> <ul style="list-style-type: none"> <li>Students will study the illustrations to answer questions provided in the lesson.</li> </ul>		<b>Daily Instructional Task:</b> <ul style="list-style-type: none"> <li>Students will write a list of 3 landmarks they would include if they were making a neighborhood map. Students will then draw a symbol for each their landmarks</li> </ul>	
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>landmark</li> </ul>		<b>Learning Resources/Materials:</b> <ul style="list-style-type: none"> <li><a href="#">Follow That Map! A First Book of Mapping by Scot Ritchie (1).pdf</a></li> <li>Chart Paper</li> <li><a href="#">Rubrics</a></li> </ul>	



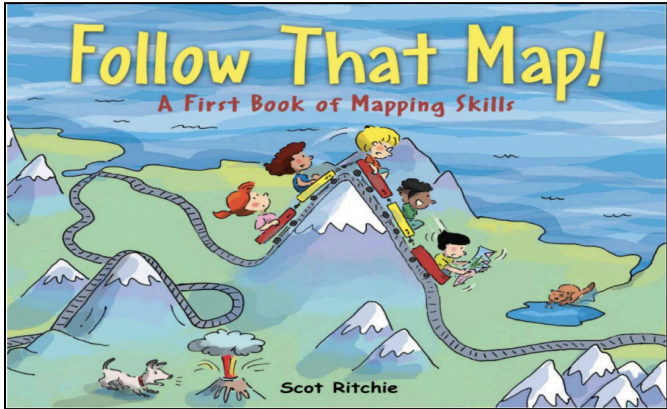
**Learning Procedures:** (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

**Part 1: Partner Reading**

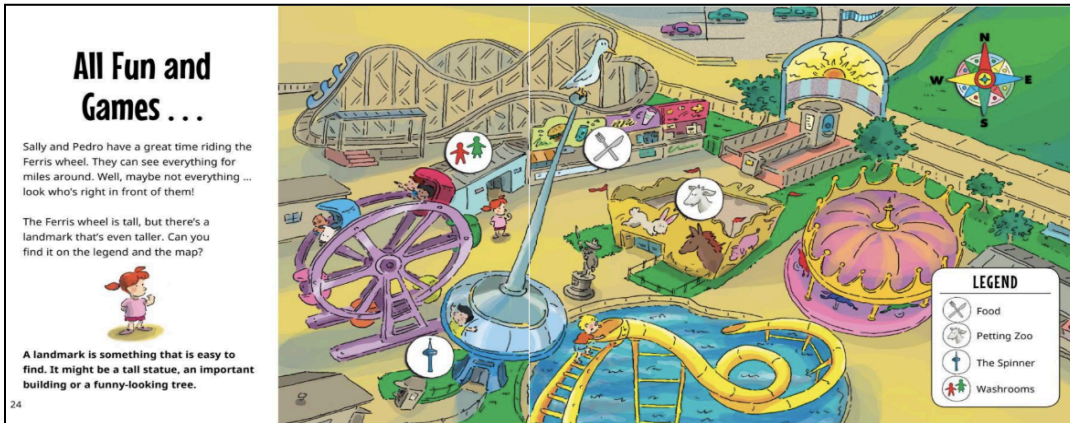
- Listen as your partner reads his or her writing from yesterday.
- Then read your writing to your partner.

**Part 2: Read Aloud & Discussion Questions**

- Listen as I read aloud the text. (Read pages 24-27)



- We will be defining the key term: **landmark**
- I will be asking questions while reading.



- **Question 1:** What is a landmark? Let's add that term to our vocabulary chart.