PBL, Projects, and Activities downloaded from NextLesson are provided on an online platform.

*example lesson

Teacher Guide and Teacher Resources

- Character Education - Respect

Are you a respectful person? What does being respectful mean to you?

This lesson is a great addition to the Character Counts program and the 6 Pillars of Character Success. This lesson focuses on the second character trait, respect.

- Student Log In (Google)
- Student Log In (Non-Google)

- Introduction to Character Trait: Respect
- Self Assessment: Respect

Student Note

In today's lesson, we're going to talk about how we treat other people and focus on respect. Begin by completing the "Self Assessment" paper on your own. Think of some examples where you may have demonstrated being trustworthy, or not trustworthy.

Teacher Note

This lesson is designed to assist teaching respect as part of the character education program, Character Counts. Begin by reminding students that today's lesson is a bit different than a history or math lesson, instead it's about what we think about and treat other people in our lives. In particular, I'll be talking about respect.

Distribute the "Self Assessment" paper and tell students to take a few minutes to complete the assessment. If they finish early, consider having them think of a time they've demonstrated being a respectful person.

- The Thing Catches Respect

The preview that follows includes the teacher guide and teacher resources only for this lesson.
Materials List

- a globe
- a selection of maps
- a box
- a stuffed animal
- a drum
- large sheets of butcher paper
- large sheets of mural paper
- crayons
- markers
- construction paper cut outs of classroom furniture and fixtures, desks or tables, selves, a clock etc.
- large outline map of the school
Book Suggestions:

**Follow That Map** by Scot Ritchie
This is an interactive picture book that explains and demonstrates mapping techniques. Children will enjoy following the characters, Sally and her friends, as they search for Max and Ollie. Max and Ollie are hiding somewhere in each map.

**Rosie's Walk** by Pat Hutchins
A delightful story of a hen who goes for a walk around the farmyard. The students are introduced to location words.

**Make Way for Ducklings** by Robert McCloskey
Another lovely story that could be used for a mapping activity. This book shows a map of the ducklings' adventures.

**There's A Map on My Lap** by Tish Rabe
The Cat in the Hat introduces beginning readers to maps. It looks at the different kinds (city, state, world, topographic, terrain, etc.); their formats (flat, globe, atlas, puzzle); the tools we use to read them (symbols, scales, grids, compasses); and funny facts about the places they show us (Michigan looks like a scarf and a mitten, Louisiana looks like a chair you can sit in).

**Me on the Map** by John Sweeney
In this introduction to maps a young girl shows readers herself on a map of her room, her room on the map of her house, her house on the map of her street - all the way to her country on a map of the world.
# Rubric

Name ____________________

<table>
<thead>
<tr>
<th>K4.1 Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</th>
<th>Underdeveloped</th>
<th>Emerging</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>K4.2 Distinguish between land and water on maps and globes and locate general areas referenced in stories.</td>
<td>Underdeveloped</td>
<td>Emerging</td>
<td>Proficient</td>
</tr>
<tr>
<td>K4.5 Demonstrate familiarity with the school's layout, environs, and the jobs people do there.</td>
<td>Underdeveloped</td>
<td>Emerging</td>
<td>Proficient</td>
</tr>
<tr>
<td>SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.</td>
<td>Underdeveloped</td>
<td>Emerging</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Mapping for Beginners

Where am I?

Lesson Duration: 5 days

Audience: Teachers

Overview

Mapping is a difficult concept for many young children to grasp. This activity starts with easy observations and explanations. Then builds, step by step, until the students understand what maps are, and why they are necessary.

Included are topics for discussion, activities for individual students, small and large groups. Students become familiar with location words and understand the difference between a globe and a map. They have opportunities to map their classroom and school. To complete the project they will map a familiar story. A rubric is provided to record the progress of each student.
Common Core Standards

- CCSS.ELA-Literacy.SL.K.1
- CCSS.ELA-Literacy.SL.K.5
- CCSS.ELA-Literacy.SL.K.6
- History-SocialScience.K.4.1
- History-SocialScience.K.4.2
- History-SocialScience.K.4.5

21st Century Skills

- Information Media Literacy
- Technology Literacy
- Communication Skills

Lesson Plan
Step 1: A simple introduction

Day 1

Gather the students together. Explain that they are going to learn some location words, and that these words will be useful when we learn about maps and globes.

Invite them to look at the person on either side of them. This person is next to them. Print the word on the whiteboard or on a chart.

Ask students to raise their left hand. This will cause some confusion! - so ask them to sit on the floor in a circle. Show them how to place their hands palm down in front of them with their thumbs touching. The left hand looks like the letter L and explain that L is for left.

Invite the students to enjoy the video The Hokey Pokey Song.

Stand up and join in the Hokey Pokey Song with emphasis on the right hand and foot and the left hand and foot.

Add left and right words to the chart.
Step 2: More location words

Invite students to sit in a circle. Place a chair in the center of the circle and then ask the students, in turn, to take a block or a book or a pencil etc and put it behind, in front of, on, next to, under, the chair.

As the children complete these actions ask them to tell you where the object is in relation to the chair e.g. I put the block in front of the chair.

Ask the students to stay at the front of the room and you go to the farthest corner from them. Ask them if you are far or near to them. Invite students to take turns going to the farthest place or the nearest place.

Add the location words to the chart.

Invite students to complete the picture ‘I Know My Location’ drawing themselves in the pictures. (You may have to read the sentences on the handout to the students.)
Step 3: The difference between a globe and a map

Day 2

Gather the students together and show them a globe. Ask them what they think it is. Explain that it is a model of the planet that we live on. Ask them to look at the blue parts of the globe. What do they think that the blue represents? Is there more or less blue on the globe than land? Point to where we live.

Next show the students a map. Ask them the difference between a globe and map. Explain that both of these things help us with location and how to find our way. When would it be appropriate to use a globe and when would it be appropriate to use a map? (Suggest to the students that it would be difficult on a car trip to follow the route on a globe!)

Before the following activity place several objects on the floor e.g. a box, stuffed animal, a drum etc. (See Materials List in the Teacher Resources section)

Invite the students to stand in a circle surrounding these objects. Explain to them that they are birds flying over this part of the room. Ask them to look down from their bird's eye view. Invite each student to describe what they see on the floor.

On a chart or on the whiteboard draw what is described. Explain to the students that this is the viewpoint that is shown on a map. Explain to the students that they do not always have to be able to read a word or draw a picture of the exact object. Sometimes we use signs or symbols to describe things. Ask the students for suggestions for a symbol to represent one of the objects that was placed on the floor.

There are excellent books available that explain symbols on a map (See Book Suggestions in the Teacher Resources section).

What symbol could be used to represent an airport? A school? A hospital?

If you look closely at the map(s) you will see different pictures or marks
representing buildings or roads or lakes or forests. These symbols are explained in a map key.

Invite the students to enjoy the video Learn About Maps
Suggestion: Stop the video at 1.30 and explain the compass rose (A fancy way of describing the directions on a compass)

Invite students to pretend that they have some treasure hidden on an island. Complete the Where is My Treasure? handout.

Step 4: Let's make a map

Before the following activity set up a small student table with a pencil, pack of crayons, a book, a ruler etc.

Remind the students about being birds and flying over an area to be mapped.

Divide the class into small groups. Ask them to pretend they are birds, but this time they are flying over the student table. Provide each group with a large sheet of paper (this is the table top), crayons and markers. Ask the group to map the table top on their paper.

Suggest that they should try to use symbols for the things on the table top.
Step 5: Next a map of the classroom

Before introducing this activity draw the shape of the classroom on a large sheet of butcher paper. (leave spaces for the door(s) and windows).

From construction paper cut out shapes of permanent fixtures found in the classroom, desks or tables, shelves, computer, clock etc.

Invite students to sit on the floor in a circle. In the center of the circle place the outline of the classroom. Explain that you are going to create a map of the classroom. Remind them that they need to be looking down on the room like a flying bird. Show students the cut out shapes and ask them where each should be located. Discuss the location words that they learned previously, and encourage them to use these when describing where the cut outs should be placed. Emphasize that this is a small model representing a much bigger area.

When the map is complete invite students to trace with their fingers various routes. e.g Rachel, please walk your fingers from in front of the door to behind the teacher’s desk.
Step 6: A map of the school

Day 3

Before this activity draw a large outline map of the school.

Take the students for a walk around the school. Count the classrooms, offices etc. Encourage the students to take note of various landmarks such as the trophy case, special murals or photographs etc.

When you return to your classroom ask the students:
- Which classroom is next to ours?
- Which room is next to the office?
- Which room was next to the principal's office? etc.

Present the outline map of the school to the students and ask them to help you fill in the various rooms.

Discuss with the students who works at the school (teachers, secretaries, principal, caretaker, nurse, etc). Make a list on the whiteboard or on a chart and print their jobs.

Provide each student with a large sheet of paper, crayons and pencils. Invite them to choose just one area of the school and make their own map of it (remind them to be a flying bird). Invite each student to share their map and tell who is in the area of their map e.g. in the office there is a secretary and she makes phone calls and writes notes etc. You might allow students to sit in other areas of the school if necessary.
Step 7: Mapping the playground

Day 4

Go out into the playground and discuss with the students what they like and what they do not like about the playground. Point out where the ball diamond is located, where the equipment is located, where the fences are located etc.

Go back into the classroom and provide each student with a large sheet of paper and ask them to draw a map of a playground that they would really like. Ask them to use symbols to represent various features.
Step 8: Story mapping

Day 5

Gather the students together and review the location words, the symbols, and the maps they have made.

Next they are going to see how a story book character can be mapped.

Invite them to watch the video Rosie's Walk

After viewing the video add the new location words to the chart. Ask students if they think that this farm is near to the city, or far from the city. How do they know this? What kind of work do people do on this farm?

Divide the students into small groups.

Provide each group with a large sheet of mural paper, pencils, crayons and markers. Ask them to make a map of Rosie's walk around the farm. Remind them that they may use symbols. Print on the map the location words.

Each group should share their map with the rest of the class and tell the story while tracing the route with their finger.

Step 9: Review and reflection

Invite students to complete a Reflection handout. You may wish to read the questions and statements to the class. Encourage them to use pictures and print to complete the handout.

Complete a rubric for each student (See Teacher Resources)
**Student:**

1. If you are on a computer shared with any other students, confirm they are signed out of Google. Do this by going to drive.google.com and sign out the other student.

2. Go to nextlesson.org.

3. Select “Sign Up” in the upper right corner of the site.

4. Select “Student”.

5. If your teacher has already given you a project code, enter it in the pop-up window requesting the code. If a pop-up window does not appear, select the “Join Lesson” button on the top of the page and enter the code.
Student Log In:
1. Go to nextlesson.org.

2. Select “Log In” in the upper right corner of the site.

3. Select “Student”.

6. Select the orange, “Log in with username” button.

7. Enter your username and password.

That’s it! You should be able to access NextLesson.