***Map Skills***

***Lesson Plan created by Staff of Winona ABE – Winona, Minnesota***

**Day 1**

1. Distribute a map of your town. (Some city maps can be found at the [MDOT](http://www.dot.state.mn.us/statemap/) website.)
	1. Add a compass rose – North, South, East, West – practice locating the four directions.
	2. Locate the school.
	3. Locate the student/teacher homes.
	4. Ask: “What direction do you live from school?” “What direction do you live from other students?”
2. Introduce vocabulary words and abbreviations (on flash cards) – demonstrate meanings.
	1. Next to
	2. Cross street
	3. Across the street
	4. On the corner
	5. Blocks
	6. On the right
	7. On the left
	8. Street (St.)
	9. Avenue (Ave.)
3. Distribute a blank map of a block or two around the school.
	1. Add a compass rose.
	2. Add street names, buildings, businesses, bus stops, etc. that students can recall.
4. Take a walk outside.
	1. Use and illustrate the vocabulary words
	2. Ask questions using the vocabulary words
	3. If is isn’t possible to go outside, try rearranging the tables in the classroom as “blocks” to illustrate the vocabulary.

**Day 2 –**

1. Review
	1. Compass rose directions
	2. Vocabulary words
2. Write a Language Experience Story about the salk the previous day, using the vocabulary words and the maps of the blocks around the school
3. Identify the following places in a community:
	1. Bookstore
	2. Hospital
	3. Grocery store
	4. Hardware store
	5. Bank
	6. Park
	7. Doctor’s office
	8. Movie theater
	9. Fire state
	10. Restaurant
	11. Hotel
4. Have the students individually or in pairs draw pictures to represent each place
	1. Post the drawings on the walls of the classroom.
	2. Have the students tell the group about their drawing. Or do a team tour activity with the drawings – one partner (tour guide) stays with the drawing. The other team member(s) (the tourists) move to another drawing. Tour guide explains the drawing – the tourists listen and ask questions. Then the tourists move to the next stop on the tour. The procedure can be repeated, with tour guides and tourists switching places.
5. Use the map words connected to the map of your area.
6. Create a question and answer sheet for your map.

**Day 3 –**

1. Review the vocabulary words through pantomime.
2. Complete answering the questions on your map.
3. Partner maps
	1. On a blank map, the teacher locates several places. Use the places discussed on Day 2, or add new ones.
	2. Give the students each a blank map, and guide them to the places using the map vocabulary.
	3. Divide the class into two groups of students, and have them locate the same places at different locations on a new blank map.
	4. Partner pairs consisting of one student from each group will guide each other to the new locations of the places, using the target vocabulary. As the speaker describes the new locations, the listener will fill in the locations on a blank map. Then the partners can reverse roles

**Day 4 –**

1. Share a Minnesota map. (Printable map of your area of the state can be found at the [MDOT](http://www.dot.state.mn.us/statemap/) website.
2. Distribute a pretend map (e.g. “Browntown”)
	1. Introduce vocabulary words – make flash cars
		1. How far
		2. Distance
		3. Trip
		4. To \_\_\_\_\_\_\_\_\_\_ and back
		5. Round trip
		6. The drive
	2. Talk about calculating distances on map.
	3. Practice figuring out distances between towns.
3. Together, create a pretend map, naming the towns, connecting them by roads, and writing the mileage between locations.
	1. Brainstorm questions to ask about locations on the map, using the new vocabulary words. (“How far is it from \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_?”
4. Distribute the maps of Minneota and ask and answer questions, using the new vocabulary.

\*\*Minnesota Department of Transportation website - <http://www.dot.state.mn.us/statemap/>