



Exploring the World Through Maps

Ohio and the 50 States: Goods and Services



Standards Covered

ELA	Math	Science	Social Studies
L.3.4, RI.3.4, L.3.6, RI.3.7, RI.4.4, L.4.4, L.4.6, L.5.4	3.NF.1, 3.NF.3, 3.MD.3, 3.MD.4, 3.MD.6, 3.MD.7, 5.OA.3, 5.MD.1, 5.G.1, 5.G.2	4.ESS.1	SS.3.4, SS.4.9, SS.4.11, SS.5.4, SS.5.5



Vocabulary

map, globe, north, south, east, west, direction, continent, land, ocean, water, gridlines, latitude, longitude, map key, symbols, United States, North America, Ohio, state, capital, park, continent, mountains, river, city, state, capitals, Mississippi River, town, rural country, forest road, highway, directions, direction, school, home, railroad crossing, lake



Text Set

[CKLA Using Maps](#)

[CKLA Geography of the Americas \(SR\)](#)

[CKLA Geography of the Americas \(Teacher Guide\)](#)



Materials

Materials for these lessons will be linked within the daily outline



Teaching All Learners Center



Instructional Outline

Week One – Map Skills Overview

Day 1 - Pre-assess map skills and vocabulary related to maps. Explore both tactile and visual examples of physical maps (illustrates natural geographical features such as mountains, rivers, lakes, and elevations, often using color to represent different landforms) and political maps (shows human-made features like country and state borders, counties, cities, and capitals, focusing on governmental divisions)

Day 2 - Introduction to the globe and 2-D world map. As a class, read CKLA book: Continents Countries and Maps Label the continents with Velcro names and/or symbols. Identify the continent of North America as where we live on the map. Indicate with a color, star or other visual or tactile support. Explore the other continents and attach landmark icons to the world map to associate continents with specific landmarks.

Day 3 - Revisit the continent of North America. Identify the 50 states as the United States of America. Learn that each state has a name (that can be abbreviated) and a capital. Locate Ohio as one of the 50 states. Denote Ohio with a colored highlighter tape, Wikki Stix, star or other visual or tactile reminder.

Day 4 - Continue to Identify the 50 states as the United States of America and revisit Ohio's location.

Day 5 - Ohio is where we live. Find Ohio on the US map. Our state is part of our home address. Look at an Ohio (political) map with counties, towns, roads, etc. Learn that our street/road is also part of our home address Explore home addresses with students. Use Google maps or other geo location tool to find and view home address. Write, type, construct or select home address to attach to an envelope. Look at the parts of addressing an envelope for mailing. Fill in all parts. Decide what to put in the envelope. Stamp each letter or visit the local post office to buy stamps and mail letters. Send a letter to someone the student chooses at their home address.



Week Two – Using a Map Key

Formative Assessment Checkpoint (Student progress monitoring using the learning progression)

Assess: map vocabulary and mapping skills

Day 1 - Explore a treasure map. Identify the meaning of the symbols on the map and learn about using a map key. Locate key places on the treasure map as they are selected on a spinner or called out. Using the given symbols on the treasure map create a map key. Follow a given path or roadway to simulate getting to a location – like the treasure. Talk about landmarks along the journey. Revisit the new *map key* to locate symbols for landmarks. Answer questions about the map using directions (north, east, west, south)

Day 2 - As a class, determine a location you would like to portray in a map. (classroom, the school, or local area) Given blank grid paper and stickers or symbols construct a map of the designated area with a map key. Add N, S, E, and W directions to map. As a class, determine some thing or some place you want a friend(s) to find. Using your map and compass rose (and direction terms north, east, west, south) outline step by step directions to navigate to the determined location. Test your map and directions. Give your map to another class or person to help them get to a given location and claim the prize/surprise.

Day 3 - Continue to build map and map key.

Day 4 - Write directions and test map to see if they work as developed. Plant prize/surprise at the end location.

Day 5 - Invite a class, friend or school personnel to use student created map(s) to locate a given place or item.



Week Three – Latitude and Longitude Mapping

Formative Assessment Checkpoint (Student progress monitoring using the learning progression)
Ohio products and inventors/inventions

Day 1 - Introduce latitude and longitude gridlines. Explore tactile maps that have been adapted to include raised latitude and longitude lines. Show/feel how they are equally distant from line to line and how the gridlines divide the globe, North America, the US, and Ohio into equal parts. Note that each line is labeled with a given number of degrees (on most maps noted in multiples of 5's and 10's) and a direction (NSEW). Either whole group and/or individually - Divide the globe map into 4 quadrants to see NSEW zones. Shade each zone with a highlighter or crayon to see more clearly. Divide the map with Wikki Stix or string at the 0-degree lines to show the division of quadrants. Label each quadrant as N, E, S or W. Highlight the numbers labeling each line in each quadrant.

Day 2 - Practice recalling information from day 1. Learn about how the gridlines (like a key) can help people find locations on a map. Practice plotting points on a map for continents, oceans, states, etc. and determining the defining latitude and longitude lines for that point/location.

Day 3 - Reverse the process from yesterday and give latitude and longitude lines to find the school or home address on the map using latitude and longitude plot points on a large globe, US or *Ohio map*. String lines can be helpful in determining where the 2 lines cross before plotting the point and naming the location. Label with a photograph of the place (home, school, business, park, etc.) printed from Google maps or other geo location resource.

Day 4 - Whole class, peer partners or individuals – list each student's favorite travel destination in Ohio or the US. Determine and record the latitude and longitude markers for student favorite US locations. Use *travel Agent project* to share this favorite destination with someone to see if they can simulate travel to the location (plot the point on the map). Label with a photograph of the place printed from Google maps or other geo location resource provided by their "travel agent".

Day 5 - Formative Assessment – repeat pre-assessment and compare data to determine growth. Record and report growth data





Pre and Post Assessment

Included in the unit plans:

- ☐ Work sample with checklist, rubric, or notes
- ☐ Learning progressions (task analysis) rubric
- ☐ Diagnostic data – specific skill set:
- ☐ Project with rubric

Could be added to the unit plans:

- ☐ Captioned photos
- ☐ Test or quiz in accessible format
- ☐ Audio or video recording with data sheet
- ☐ Benchmark assessment formatted like alternate assessment
- ☐ Other






Providing All Students Access

When planning tools and supports, consider adapting and expanding teaching materials, student materials, technology, and curricular resources.

Student specific supports and services across the tier aligned to this lesson should be pulled from the IEP, RIMP, gifted, 504 plan, behavior plan, ELL plan, diversity profile, etc. Consider assistive technology, instructional strategies, and environmental adaptations.

Designing to the Edges (Tip to Tip)

Universal Tools and Supports	Activity Specific Multiple Means & Differentiated Tools	 Student Specific Supports & AT (*add student initials or code to note individual student supports or SDI)
Examples include: <ul style="list-style-type: none">• Learning Progression rubric to track own skill development• Test format like AA• Manipulatives• chunking of tasks/items• access to sensory breaks• cues to refocus attention to task• instructions and/or text read aloud	Examples include: <ul style="list-style-type: none">• social stories• verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line)• preferential/flexible seating in the classroom to minimize distraction while working on academic tasks• verbal and/or picture prompting to task	Examples include: L- <ul style="list-style-type: none">• flexible seating choice• deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities• sensory chew toys T- <ul style="list-style-type: none">• customized seating



<ul style="list-style-type: none"> • goods and services T chart with sorting cards with pictures and words on each card 	<ul style="list-style-type: none"> • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<ul style="list-style-type: none"> • presentation of communication symbols on the left in a vertical array • choice making with voice output single message switches
<ul style="list-style-type: none"> • videos with CC • music • map of Ohio • transition supports music, movement, objects/materials 	<ul style="list-style-type: none"> • multiple choice selection from an array of word or word+picture choices • manipulatives • flexible seating options • tactile/object choices • sensory supports • reteaching as needed • redirection as needed 	
<ul style="list-style-type: none"> • repetition of instruction • verbal and/or visual cues • visual/auditory timer • Manipulatives • Modeling • information broken down, segmented • chunking of tasks • access to sensory breaks • cues to refocus attention to task • instructions and/or text read aloud 	<ul style="list-style-type: none"> • social stories • verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line) • preferential seating in the classroom to minimize distraction while working on academic tasks • verbal and/or picture prompting • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<p>C-</p> <ul style="list-style-type: none"> • flexible seating choice • deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities <p>D-</p> <ul style="list-style-type: none"> • Wiggle cushion <p>R-</p> <ul style="list-style-type: none"> • reinforcers <p>J-</p>



<ul style="list-style-type: none"> ● adult support to increase independence in the school environment and during classroom tasks ● Paraprofessional to model appropriate behavior, facilitate academic tasks, implement de-escalation strategies 		<ul style="list-style-type: none"> ● adult/peer modeling of appropriate behavior/ appropriate social communication ● adult/peer modeling/facilitation for calming strategies ● Personal communication device ● LAMP- Words for Life program for communication <p>T-</p> <ul style="list-style-type: none"> ● visual models for correct way to form letters and numbers ● picture cues to aide in comprehension <p>W-</p> <ul style="list-style-type: none"> ● visual model for writing
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