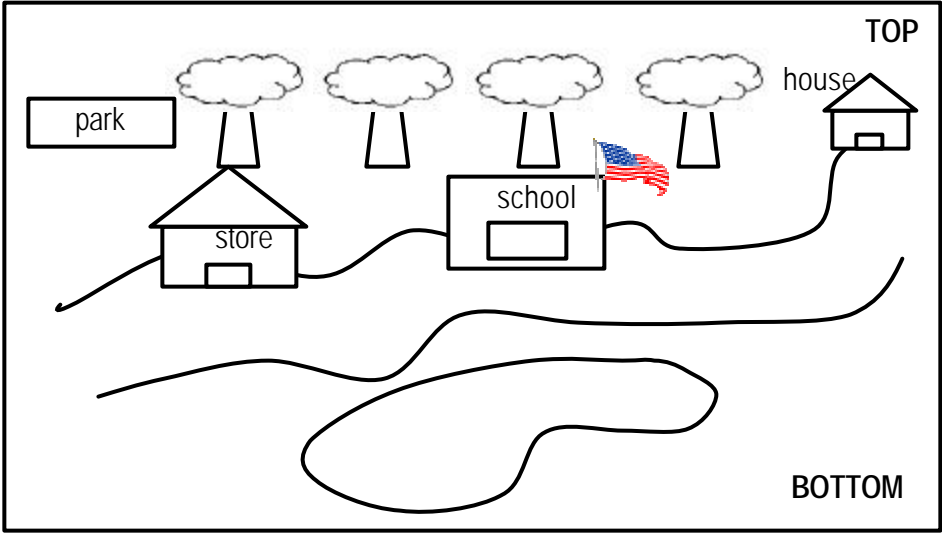
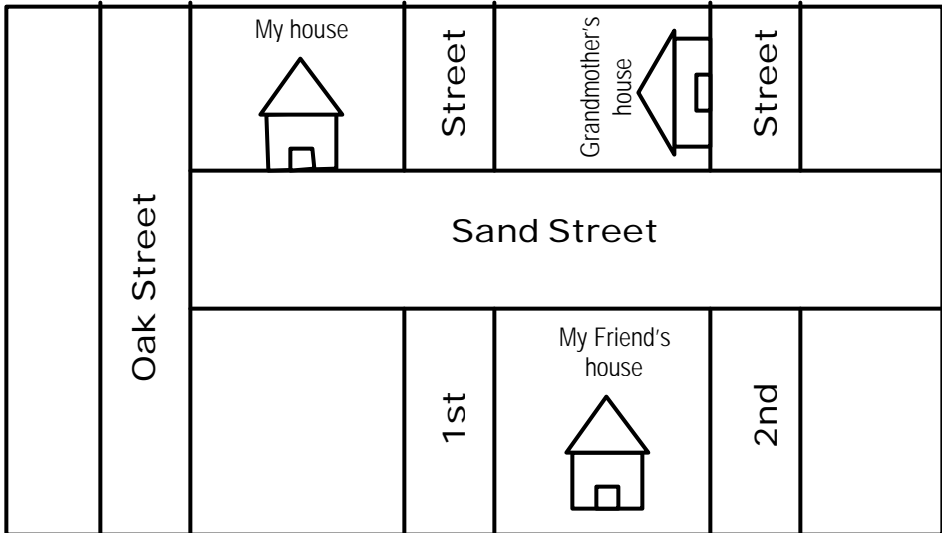
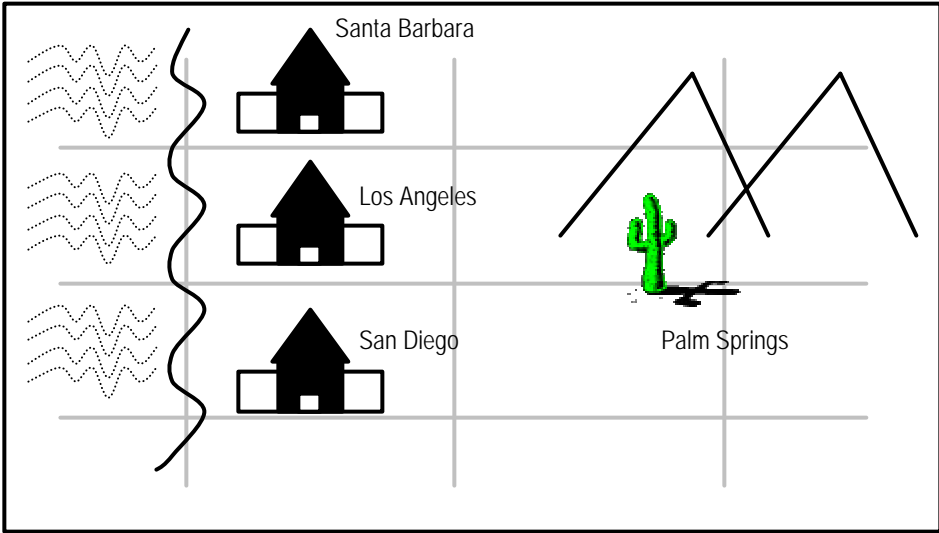


Groups Investigation

Objective: Students will be able to identify the purpose and components of a map. They will review maps and make a map of a fictional place in a story.

Syntax	Script
Motivation	<p>T – How do people find their way to places that are unfamiliar or new to you?</p> <p>S – I hold onto my mother’s hand and follow her.</p> <p>S – We look each way.</p> <p>S – We use a big book.</p> <p>T – The big book you use has maps in it. Maps are a type of picture of an area or place.</p>
Present the Puzzlement	<p>T – I am going to show you a collection or group of maps. Look at these maps. Examine the map.</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div>

<p>Present the Puzzlement (continued)</p>	
<p>Solicit Questions</p>	<p>T – What questions do you have about these maps? S – Why do they have pictures of houses and trees? S – Why do they have roads? S – When do you use these? S – Who drew these?</p>
<p>Research</p>	<p>T – Today we are going to work in groups to answer these questions. Each group will have information about maps. Each group will determine who will be the Reader, the Scriber, and Reporter. Let's review what does the group Reader do in the group? S – Readers read the information to the group. T – What does the scribe do? S – Scribes write the notes T – What does the Reporter do? S – Reporters share the groups' information. T – What other things do we have to remember when we work together in our groups? S – Share. S – Take turns. S – Respect each other's rights. T – You have explained clearly what we believe are important ways to work together. T – Let's look at the clock. We will take 15 minutes to do our research. Where will the little or minute hand be when 15 minutes has passed? S – On the 6. T – What questions do you have? S_s – (No hands indicate questions.) T – It's time to work in your table groups.</p>

Share and Summarize

T – We are going to use this chart to write the responses to the questions you asked.

Questions				
Answers	? Why do they have pictures?	? Why do they have roads?	? Why do we use maps?	? Who drew them?
Group 1				
Group 2				
Group 3				

T – Group 1: What information do you find to answer the questions.

S – They have roads to tell you where you are going and how to get to some place.

T – (Teacher fills in the chart.)

Questions				
Answers	? Why do they have pictures?	? Why do they have roads?	? Why do we use maps?	? Who drew them?
Group 1		Roads tell people where they are going and how to get to some place.		
Group 2				
Group 3				

T – (Repeats sharing process with each group.)

T – One column is empty. Why?

S – We didn't find any information to answer that question.

T – We will save this question and answer during our next lesson.

T – Look at all the information on the chart. What are some key words we should underline?

S – Place.

S – Information.

S – Directions.

T – Use these words to create a summary statement about why maps are important or how they help us.

S – Maps give us a picture of a place.

S – Maps give us directions.

S – Maps tell us how to get somewhere.

T – Your responses indicate how carefully and well you were learning.

Recycle

T – What other questions do you have?