



TOADS: An Introduction to Map Reading

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Grade Level 2-3
Duration 1- 2 class periods

Adapted from the work of Jody M. Smothers

ELL Adaptation by Gail Gorry

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona ELP Standards

ELL Stage II

Basic

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:

B-8: identifying external text features (*e.g., charts, maps, diagrams, illustrations, tables, and timelines*) of text.

B-20: identifying words (nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:

B-4: creating expository text (*e.g., labels, lists observations, and journals*) using key words and phrases based on research, observation, and/or experience with instructional support.

B-5: creating a variety of functional texts (*e.g., classroom rules, letters, notes, messages, directions, etc.*) using key words and phrases with instructional support.

ELL Stage III

Basic

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Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:

B-7: identifying the main idea and two-to-three details from text.

B-24: locating specific information from external text in nonfiction text for a specific purpose.

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas in a variety of writing genres, as demonstrated by:

B-6: writing a variety of functional text that address audience, stated purpose and context:

- Letters
- Thank-you notes
- Messages
- Invitations.

Overview

Map skills are basic to geographic understanding. Students need a system to analyze and evaluate maps. TOADS provides a standard for such assessment and can be applied to commercial maps used in the classroom, as well as to maps generated by students.

Key Vocabulary

title – name of map

author – who made map

orientation – showing directions, compass rose

date – the year the map was made

scale – way to measure distance on earth

Additional Materials Needed for ELLs

- Vocabulary word cards
- Toads arrows
- Plastic toads to place on the map (optional)
- Student made booklets/dictionaries

Procedures

1. Introduce the term "acronym" to the students and give examples that the students already know (i.e. name of school = Frontier Elementary School but the acronym is FES). (**Preparation: Adapting Content, Linking to background**) Explain that TOADS are animals (show a picture of one) (**Preparation: Adapting Content, Linking to past knowledge**) but in this lesson TOADS is an acronym that helps us talk about maps.

2. Project a map of the school or the neighborhood. (**Preparation: Adapting Content, Linking to background**) Ask students to find things they see on the map. (**Scaffolding: Guided practice,**

comprehensible input) Direct students to find the title. Explain that TOADS is a way of interpreting maps that should be used whenever a person uses a new map.

3. Continue with each letter in the word TOADS to explain the other parts of a map, showing a vocabulary card for each word in the acronym. T=Title, O=Orientation, A=Author (Cartographer), D=Date, and S=Scale. Particular attention is needed on the explanation of scale with younger students.

(**Integrating Processes: Speaking, Listening**)

4. Divide the students into pairs. (**Grouping: Partners**) Give each group a different map. Project the TOADS worksheet and tell each group to find the TOADS elements on their maps. (**Scaffolding: Modeling**) Students should point to the correct areas using the TOAD arrows or placing plastic toads on each map area. (**Application: Hands on, Meaningful, Promotes engagement**) *Note-NOT all elements will be found on ALL maps.

5. Check the work of the pair of students and assist in correcting mistakes.

6. Students should practice these identification skills on a different map (using arrows or plastic toads) and eventually complete a worksheet on their own as an assessment. (**Scaffolding: Independent practice; Application: Hands on, Linked to objectives, Assessment: Written, Individual**)

Note: for ease of grading, give all students the same map. A suggested map is Arizona's Cities with Compass Rose found at

http://geoalliance.asu.edu/sites/default/files/maps/Az_citiesCompassLatLong.PDF

Assessment

Mastery will be considered correctly identifying by writing or pointing to 4 of the 5 components.

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Students may also build a TOADS dictionary booklet. Students will place answers for each letter of the acronym on the corresponding page of their dictionary. Mastery for geography, reading, and writing will be considered 4 of the 5 components identified correctly. **(Assessment: individual, written, and oral)**

Extensions

Reinforce the procedure whenever new maps are used.

This activity can be done in learning centers.

Whenever students create their own maps, have them include the elements of TOADS or create new dictionary entries for each map they use.