ELL Adaptation For

Kid Maps: Reading and Creating Maps with Human Characteristics

Students learn about features of maps while creating maps of their own.

**Author**  
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**Grade Level**  
1-3

**Duration**  
1-2 class periods

**ELL Adaptation by**  
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### SIOP Elements

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### TESOL Standard(s)

**Goal 1, Standard 1**  
Student will engage in conversations by volunteering information and respond to questions about self and family.

### Arizona ELL I Reading Standard

**Comprehending Text**: The student will analyze text for expression, enjoyment, and response to other related content areas.  
**Beginning**: Respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures. Identify a few common signs, symbols, labels, and captions in the environment, including traffic signs.  
**Intermediate**

### Arizona ELL III Reading Standard

**The student will acquire English language vocabulary and use it in relevant contexts.**  
**Beginning**: Acquire and use accurate, but limited, vocabulary needed to: use common classroom language and indicate comprehension of a given situation; and comprehend content area words.  
**Intermediate**: Acquire and use accurate, purposeful, and somewhat varied
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Respond orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and phrases. Identify many common signs, symbols, labels, and captions in the environment.

Arizona ELL I Writing Standard

Writing Applications: The student will express in writing his or her own thinking and ideas.
Beginning: The student will respond with drawings to stories dramatized or contextualized by the teacher.
Intermediate: The student will relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.

Arizona ELL III Writing Standard

Writing Applications: The student will express in writing his or her own thinking and ideas.
Beginning: The student will produce independent writing that demonstrates satisfactory control over rudimentary structures defined in ELL I-II.
Intermediate: The student will write simple sentences independently to complete short writing tasks.

Overview

Places have human characteristics as well as physical ones. Children will learn to recognize human characteristics on child created maps.

The purpose of this lesson is to teach children that both natural and human characteristics exist. Some of these characteristics can be included on a map. By examining maps made by a child of their own age living in England, children can see ways in which these human characteristics are similar to and different from the human characteristics of their own homes.

Key Vocabulary

Imaginary – Not real
Factual – True or containing facts
Fiction – Writing based on an imagined story or series of events, not based on facts
Non-fiction – Writing that is based on facts
Map – A flat representation of a place on Earth
Treasure – Valuable items
Family – People who are related to you like a mother, father, brother, or sister(174,796),(383,861)
Neighborhood – Houses near your house

Schedule – A list of when you need to do something
Heart – A shape that means love

Additional Materials Needed for ELL

- Vocabulary cards
- Interview cards
- Crayons, markers or colored pencils
- Picture dictionaries

Procedures

Prior to the lesson, prepare large paper (12in. by 18in.) on which the children will make maps. Read and become familiar with My Map Book by Sara Fanelli.

1. Explain that places can have human characteristics and natural characteristics, and give examples of each. (For instance, buildings are examples of human characteristics while rivers are natural characteristics.) Have the students generate examples of each. Write these on the board. (Scaffolding: Comprehensible Input) Write the lesson objective on the board.

2. Review key vocabulary on the board and connect the words to a picture. Have students organize in partners with whom they will “Think, Pair, Share”. With their partner, students will describe the vocabulary words (linking to
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students’ background) and choose their favorite one to share with the group with an example. (written or drawn). (Grouping: Partner)

3. Read My Map Book to the class: Prior to reading the book, show the children the “About the Author” page and explain that this book was written by a child of their age who lives in a big city—London, England. Ask if students have ever made a map before and “what are maps?” (Preparation, Linking to past learning)

4. As the book is read, have the children listen and look for human and natural characteristics in the maps. Since a six-year-old made the maps in the book, students should look for the human elements of the places that are important to children. For instance in the neighborhood map, there is a playground, a bridge over a river near a school, and there are children walking on the streets. The sea map includes an ice cream cart and a sandcastle. (Grouping: Whole Group) followed by calling on a few students at random to read the title or labels (Scaffolding: Guided Practice). As you are reading to the students, go over each picture and the vocabulary with the class (bedroom, tummy, dog, road, face, seaside, colors, etc.).

5. Explain that some of the maps are maps of places the author had been, some of the maps are of imaginary places, and some of the maps have factual information but presented in an imaginary way. Show the class pictures of different types of maps using the words “imaginary, factual, fiction, nonfiction” (Scaffolding: Comprehensible Input).

6. After reading the book, focus on one of the real or factual maps. Discuss how this place (the neighborhood or the seaside) is like or unlike a place with which the students are familiar. (Scaffolding: Comprehensible Input). Discuss activities that humans do in this place and how that is shown on the map. Include such things as the buildings, the toys, and the vehicles in order to build vocabulary. (Scaffolding: Guided Practice). This is a good time to introduce to students North, South, East, and West and a Compass Rose and Key as you are looking at the real map. Have the students stand and point as a group to the North in the classroom, South, East and West, etc. Draw the Compass Rose on the board and label with N, S, E, and W. Show them the key on the map and model how they might use one on their map that they will be making.

7. Students may complete their vocabulary cards in partners, assisting each other with the sentence or description with use of a picture dictionary or the My Map Book (Grouping: Partners) (Scaffolding: Guided Practice). Check to see that pictures on cards are completed by both partners. They may present their vocabulary cards to the entire class as an oral presentation. (Assessment: Oral)

8. Students may continue to work in pairs to interview one another (if they can read), or some pairs may work as a small group with the teacher with the interview questions on an overhead (Grouping: Partners or Small Groups) (Preparation: Links to past learning). Students must ask the questions of their partner and notate or draw/label their answers so they may attach the answers to the back of their map.

9. Explain to students that they are to create their own maps of a place (like the school cafeteria, classroom, or playground), much as the young author of the book has done. Their maps should fill the space on the paper as the author’s maps do, and they should include 5 human elements and 5 natural elements. (Scaffolding: Independent practice)

10. Also explain there must be labels for their human and natural elements. (Assessment: Independent) Brainstorm what types of labels students might have on their maps and write the words on sentence strips, on the board, or for the word wall so students may reference the spelling. (Application: Meaningful)

Assessment

In Class:
Rubric for vocabulary cards is included. Share the rubric with the students so they will understand how they are being graded.

Discussions can be observed and not formally assessed.

Student Map:
Reading: The teacher will ask each child to read five labels on his or her map.
Geography: The student will indicate if these items are human or natural elements.
Writing: The labels should be checked for spelling and capitalization errors.

The child should be at least 80% accurate.
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While listening to the child read his or her labels aloud, the teacher can assess his or her ability to read, as well as the strategies the child uses.