



Where in the Neighborhood is Ramona Quimby?: Measuring Distance on a Map

With the help of Ramona Quimby, students learn important map skills.

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Grade Level	3
Duration	1 class period

National Geography Standards

ELEMENT ONE: THE WORLD IN SPATIAL TERMS

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

ELEMENT TWO: PLACES AND REGIONS

4. The physical and human characteristics of places.

Arizona Social Studies Standard

Grade 3

Strand 4 Geography Concept 1 The World in Spatial Terms

PO 2 Interpret political and physical maps using the following elements:

- alpha-numeric grids
- title
- compass rose -cardinal and intermediate directions
- symbols
- legend
- scale

PO3 Construct a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols, and legend.

Grade 4

Strand 4 Geography Concept 1 The World in Spatial Terms

PO 1 Use different types of maps to solve problems (e.g., road maps –distance, resource maps-products, historical maps-boundaries, thematic map-climates)

PO3 Construct maps using symbols to represent human and physical features.

Arizona Language Arts Standards

READING STANDARD:

Grade 3

Strand 1 Reading Process

Concept 6 Comprehension Strategies

PO 1. Predict events and actions, based upon prior knowledge and text features.

PO 3. Ask relevant questions in order to comprehend text.

PO 4 Answer clarifying questions in order to comprehend text

PO 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.

Strand 2 Comprehending Literary Text

Concept 1 Elements of Literature

PO 1. Compare (and contrast) literary elements across stories, including plots, settings, and characters.

PO 3 Sequence a series of events in a literary selection

PO 4 Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text

Strand 3 Comprehending Informational Text

Concept 1 Expository Text

PO 2. Locate facts in response to questions about expository text.

PO 5 Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.

Concept 2 Functional Text

PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.

Grade 4

Strand 1 Reading Process

Concept 6 Comprehension Strategies

PO3 Generate clarifying questions in order to comprehend text.

PO4 Use graphic organizers in order to clarify the meaning of the text.

Strand 2 Comprehending Literary Text

Concept 1 Elements of Literature

PO 8 Compare (and contrast) the characters, events, and setting in a literary selection.

WRITING STANDARD:

Grade 3

Strand 2 Writing Components

Concept 5 Sentence Fluency

PO1 Write simple sentences

Strand 3: Writing Applications

Concept 3 Functional

PO 1. Write a variety of functional text

Grade 4

Where in the Neighborhood is Ramona Quimby?

Strand 2 Writing Components

Concept 5 Sentence Fluency

PO1 Write simple and compound sentences.

Strand 3: Writing Applications

Concept 3 Functional

PO 1. Write a variety of functional text

Overview

Modified from "The World of Beverly Cleary" (<http://www.beverlycleary.com>), this lesson addresses the need for children to become familiar with maps. It will give them practice in using map elements to organize information about people, places, and environments.

Purpose

The purpose of this lesson is to provide students with practice in measuring distance on a map. It will use familiar characters and settings from a series of popular children's books as a background for this practice.

Materials

- One or more of the Ramona books by Beverly Cleary: *Ramona Quimby, Age 8*, *Ramona Forever*, *Ramona and Beezus*, *Ramona and Her Mother*, *Ramona's World*, or others.
- One copy per student of the neighborhood map
- Copies of the student worksheet

Objectives

The student will be able to:

- Demonstrate the ability to measure distance on a map.
- Restate information from a reading selection.

Procedures

Prior to the lesson, read one of the Ramona books aloud to the students or have students read one of the books independently. Students need not read the same book from the series, just as long as it was a Ramona book.

1. Help students to brainstorm the locations and/or settings of the events in any Beverly Cleary book about Ramona Quimby that they have read. Remind students that this may have been a book that was read to them also. Students may also brainstorm the places that they go regularly. Assist

students until at least 5 locations have been identified.

2. Using the locations and the neighborhood map, the students will plot the settings and measure the distance to each location from Ramona's house.

You may want to point out that although there is more than one way to get somewhere, the students should look for the shortest route possible. The distances will be recorded on the student's paper. (Hint: Remind students that EACH square is one block. They should count each square, do not slide and count as in telling time. Also, they should not "cut across" fields or parks. Students need to be careful that they count from the location, not from its name).

3. Each student will pose 5 measurement questions and answers for the neighborhood.

These would be the same locations as in #2.

Model an example such as, "How far is the shortest route to the Cinema from Ramona's house?" Demonstrate how it will be written on a separate sheet of paper. Students will have a total of six questions and answers, including the model.

Assessment

Students will communicate the distances on a map, with 80% accuracy, as determined by a score of 4 out of 5 correct answers on the worksheet. Reading comprehension is assessed by the identification of 5 locations in the Ramona book. Mastery would be 4 or more locations identified. Students' questions can be graded for complete sentences.

Extensions

The students can visit

<http://www.beverlycleary.com/adventures/map.html> to interact with more of Beverly Cleary's characters in their neighborhood.

The students could make a map of their own neighborhoods and measure distances.

Sources

World of Beverly Cleary:

<http://www.beverlycleary.com/adventures/map.html>