**Where Is Gizmo Now?**

In this fun, hands-on activity, students use a map to help locate a lost pet. Students develop and use vocabulary related to spatial relationships.

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Standards</th>
<th>Arizona Math Standards</th>
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<tbody>
<tr>
<td><strong>ELEMENT ONE:</strong> THE WORLD IN SPATIAL TERMS</td>
<td><strong>CONCEPT 1 World in Spatial Terms</strong></td>
<td><strong>STRAND 1 Number Sense and Operations</strong></td>
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<tr>
<td>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.</td>
<td><strong>GRADE K</strong> PO 3 Determining the relative location of objects using the terms near/far; behind/in front of; over/under; here/there; left/right; up/down.</td>
<td><strong>CONCEPT 1 Number Sense</strong></td>
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<tr>
<td><strong>GRADE K</strong></td>
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<td><strong>GRADE K</strong> PO 4 Identify whole numbers through 20 in or out of order.</td>
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**Overview**

In this lesson, students are introduced to a basic map that they use to help locate a lost pet. They also are exposed to vocabulary that highlights spatial relationships, such as over/under, near/far, and in front of/behind. These are necessary concepts on which to build further understanding of the idea of location and map skills.

**Purpose**

In this lesson students will develop the use of spatial vocabulary to describe locations on a map.

**Materials**

- Large map of neighborhood suitable for use in classroom demonstration
- Large Cat Pattern for demonstration
- Small map of neighborhood for student use
- Small Cat Pattern for student use
- Vocabulary Cards: Over, Under, etc.
- Story: Where Is Gizmo Now?
- Rubric for assessment

**Objectives**

The students will be able to:

1. Place their cat patterns in a position on the map using clues given in a story.

2. Verbally describe the location using one or more of the spatial vocabulary introduced in the lesson.
Where Is Gizmo Now?

3. Fill in the missing numbers on a map using the demonstration map as a guide.

**Procedures**

1. Briefly discuss pets. Ask students how many of them have dogs, fish, birds, hamsters, cats, etc. Ask them if they have ever lost one of their pets, and, if so, what they did to find them.

2. Cover up most of the numbers on the map and explain that you are going to be sharing a story in which a family has lost a pet.

3. Show them the map and tell them that it is a map of the neighborhood in which the pet was lost.

4. Have children briefly identify the items they see on the map (houses, trees, trashcans, and bridges).

5. Uncover one of the numbers and identify it as the address of the house (1 Orange Street). Then ask them to predict what number will come next. Uncover each number as it is guessed, emphasizing the address (“Yes, the next house is at 2 Orange Street”). Continue this procedure until all numbers and addresses have been revealed.

6. Read and demonstrate the story “Where Is Gizmo Now?”

7. Discuss student responses as to where they think Gizmo is located. Emphasize the vocabulary as the students use the words. As they use them, place the vocabulary words in a pocket chart for them to refer to in their verbal descriptions.

8. Give students a smaller version of the map used to demonstrate the story. Have students fill in the missing addresses and glue or draw where they think the Larsons found Gizmo.

9. As they are writing, gluing, or drawing, have the students describe the location using the vocabulary covered. Use the rubric provided to assess their work.

**Assessment**

Use the rubric provided to evaluate the geography standard. Grades can be converted to percentages at teacher discretion.

The math standard can be evaluated using a percentage: There are four missing numbers. 4 correct = 100%, 3 correct = 75%, 2 correct = 50%, 1 correct = 25%. Mastery is considered 75% or higher.

**Extensions**

1. If students are having difficulty understanding the spatial concepts as they relate on a map, more practice could be given using concrete objects in the classroom.

2. Students can use the cat pattern to give their own verbal clues to the class to find Gizmo at another location.

3. Students can help Gizmo get back home by planning a route home. They can find the shortest, longest, and safest route on their maps.