As the Kids Come and Go: Mapping a Classroom
The classroom becomes a zoo as students learn to create maps then write about them too!

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Grade Level: K-2
Duration: 2 class periods

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.

Arizona Geography Strand
Kindergarten
Strand 4 Geography
Concept 1 The World in Spatial Terms
PO 2 Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).
PO 3 Determine the relative location of objects using the terms near/far, behind/in front, over/under, here/there, left/right, up/down.

Grade 1
Strand 4 Geography
Concept 1 The World in Spatial Terms
PO 3 Construct maps of a familiar place (e.g., classroom, bedroom, playground) including a compass rose, symbols, and map key/legend.

Concept 6 Geographic Applications
PO 2 Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.

Grade 2
Strand 4 Geography
Concept 1 The World in

Other Arizona Standards
ELA Common Core Standards
Reading
Literature
Key Ideas and Details
K.RL.2 With prompting and support, retell familiar stories, including key details.
1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Range of Reading and Level of Text Complexity
K.RL.10 Actively engage in group reading activities with purpose and understanding.
1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1
2.RL.10 By the end of year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Fluency
K.RF.4 Read emergent-reader texts with purpose and understanding.
1.RF.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
### Spatial Terms
PO 3 Construct a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and key (legend).

### Concept 6 Geographic Applications
PO 3 Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.

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#### Writing

**Text Types and Purposes**

**K.W.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**1.W.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**2.W.3** Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### Production and Distribution of Writing

**AZ.1.W.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

- **a.** With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.

**AZ.2.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

- **a.** With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.

#### Research to Build and Present Knowledge

**K.W.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**1.W.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**2.W.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
As the Kids Come and Go: Mapping a Classroom

Overview

Even at an early age children can learn to use maps and other geographic tools. Use of maps increases their spatial perspectives of the world around them.

Purpose

In this lesson, students will create mini-maps of places in their classroom. These mini-maps will be put together into a book to create a complete map of their classroom. Classmates will read each other’s books and follow the described routes.

Materials

- Paper on which to create stories and maps
- Black markers and pencils to write and illustrate story maps
- A computer to type their work so classmates can more easily read the finished books
- Large chart paper on which to compile the class map
- Index cards to write labels for areas in the classroom
- Index cards on which the teacher has drawn important locations in the room (for example, a loft, the sink, the art shelf, etc.)

Objectives

The student will be able to:
- Construct a map of the classroom.
- Write directions for a path in the classroom.
- Draw a mini-map of that path.
- Read and follow directions written by classmates. This includes pointing out a path on the map and following that path in the classroom.

Procedures

Prerequisite Skills: Students should understand maps are made from the “bird’s eye view.” An excellent lesson to use to teach “bird’s eye view” is Shape of My World: Mapping a Kindergarten Classroom found in GeoMath lessons.

Before Session One: Prepare labels for important places in the room and a basic outline map of the classroom. Outline the classroom shape on a large piece of chart paper to begin the class map. Include about 10 places in the classroom for the initial map. For example, the meeting rug, the loft, two sets of tables, a small table, the sink, the cubbies, the science table, and two sets of shelves. This can be done with simple outlines or using colored paper shapes to represent the items in the room as they would appear from above.

SESSION ONE:
1. Tell the children that they are going to create a map of the classroom and mini-maps showing the places in the room that the children frequently visit. Suggest it would be fun to imagine animals in the room following these paths. Perhaps a chicken wants to roost in the loft or a horse wants to get a drink from the sink.

2. Discuss important places in the room. These places can be given labels, such as “loft,” “tables,” or “rug”. Having the children tape on the labels will emphasize to all that these words are available in the room. As each place is named show the model for this place and ask the children to tape it in the appropriate location on the prepared outline map.

3. When the map is made, the children will create one story about a particular route that they often visit. For example "The monkey went past the tables, across the rug, and climbed into the loft to hang by his tail." Model the method the children will use to write the story. For example, draw simple pictures on blank paper in front of the children. When the three pages are made (one for each place the monkey visited), show how to make a mini-map of the route the child followed. Children will point out where this route would be on the class map. Choose a child to walk the route.

4. Arrange the students into groups of three. They will work together to plan the route and create the three-page story and the mini map. When the route is planned, the teacher can write each group’s sentences. The teacher can check their understanding of the proposed pathway at this point.
5. As they complete their work, students read their stories to the teacher and point out where their route fits on the big map.

Before Session Two, compile each story into a book entitled, *As the Animals Come and Go*.

**SESSION TWO:**
1. Read the completed books to the children.

2. Give each group another group's story to read. After the group has read the story, they will try to locate the route on the class map.

3. When the groups are ready, they will take turns reading their sections aloud and following the route described by their classmates. For added enjoyment, they can pretend to be the animal described.

**Assessment**

Teacher Checklist for "As the Kids Come and Go":

Assess mapping skills as shown on student produced maps. Study each student's mini-map and note the following items: (Students should demonstrate 80% accuracy)

**Geography Assessment**

- The student is able to draw a map of the room.
- When drawing a map, the student is able to orient items in the classroom correctly in relation to other classroom items.
- The student is able to draw an appropriate path from one place to another.
- The student draws each item in a relatively appropriate scale to other items on the map.
- The student can indicate how the mini-map fits into the larger classroom map.

**Reading Assessment:**

- The student is able to read map labels.
- The student reads his or her own mini-story.

- The student retells the story by following the directions of the mini-story--either walking the route or showing it on the class map.
- The student reads another child's story.
- The student retells the story using another child's directions.

**Writing Assessment**

- The student creates an organized map.
- The student labels the map.
- The student gives sequential directions.
- The directions are appropriate for the chosen animal.
- The student draws the animal's path on the class map.
- The student participates with others to create a shared writing project.

**Extensions**

Read the book *As the Roadrunner Runs* by Gail Hartman, which also uses mini-maps and a large map to tell a story.

If the children are studying oceans, they could create an imaginary map of an ocean area, i.e. a treasure map or a map of a coral reef showing what would be found there.

In math, children might use the class map for doing measurement. They could determine which person in the room traveled the furthest or shortest distance.

**Sources**