

Kindergarten

How can we find places in our Neighborhood?

FOCUS STANDARD

History –Social Science Standard: K.4: Students compare and contrast the locations of people, places, and environments and describe their characteristics.

History-Social Science Standard K.4.4: Students will be able to construct maps and models of neighborhoods incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship and transportation lines.

History and Social Science Analysis Skill:

Chronological and Spatial Thinking: Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

English Language Arts Common Core State Standards:

Reading 1: Kindergarteners with prompting and support ask and answer questions about key details in a text.

Writing 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.

Language 1e: Use the most frequently occurring prepositions.

Speaking and Listening 1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.

Speaking and Listening 2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Speaking and Listening 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Speaking and Listening 4: Describe familiar people, places things, and events and with prompting and support, provide additional detail.

Speaking and Listening 5: Add drawings or other visual displays to description as desired to provide additional detail

Preparing for the Lesson

Concrete Materials:

Prepare the materials necessary for creating a three dimensional model of a neighborhood ie. boxes, blocks, construction paper, glue.

Other Materials:

Chart paper
Writing materials

Lesson

Big Idea: We use maps to find our location.

Objectives:

- Students will be able to construct a map to find places in the neighborhood.
- Students will be able to describe a path both orally and in writing (or pictorially) from one location to another using their map.

Essential Questions:

- How can we use maps to find places in our neighborhood?

Prerequisite Skills: Standard K.4.1 Students are able to determine the relative locations of objects using the terms, near/far, left/right, and behind/in front.

“How can you find things?” - Scott Foresman
Song “Location Words are Everywhere”
Post location words in the classroom.

English Language Learners: Prior to the lesson complete the ELD lesson in *Treasures* Unit 6 that teaches the location words and prepositions.

Academic Vocabulary:

- Map key/ legend
- Symbols
- Map
- Near/far
- Behind/in front of
- Left/right

Background:

This lesson is best used during the *Treasures* unit Neighborhood. Use after the model lesson on the fire station. Be sure that students understand the different community workers that

work in the neighborhood. Students would benefit from a walking trip around the neighborhood.

Instructional Procedures

1. Ask: How can we find places in our neighborhood?

Show a variety of maps. (Maps 101 is a resource in the LAUSD Digital Library). Show a globe. Also demonstrate finding the school's location on Google Earth.

Identify that these are all examples of maps.

2. Read text – Big Book *Wonders*- Volume 2 –p. 32-35 *Let's Look at Maps*

As you ask the questions have students come up and point to the location on the map as they answer as appropriate.

Why do people use maps?

What symbols are used on this map?

What is near the Library? How do you know?

Is there a bathroom in the lunchroom? How do you know?

Which is closest to the library – the lunchroom or the classroom? How do you know?

What is farthest away from the library? How do you know?

What does this map tell us?

Text Dependent Questions for page 34-35

What place does this map show us?

How does a map key help us to understand a map?

Where are the symbols described?

What symbols are used on this map?

Where is the library? What building is near the library? How do you know?

What would you walk by to get from the bank to the bakery? How do you know?

What does this map tell us?

3. Choose a Beginner map on Farms from the LAUSD Digital Library Maps 101 to project.

Put this map next to the map found on p. 32-33 in *Wonders*

What does this map tell us?

How is this map the same as the map of the neighborhood?

How is this map not the same or different from the map of the neighborhood?

Are all maps the same?

What would your map need for your neighborhood?

Instructional Procedures

History-Social Science Integration: Design a neighborhood map

If you have Scott Foresman Curriculum: View the Digital Path video *Models and Maps*

Display the Text “How can we show a neighborhood” found on the Digital Path. (Note that the History text uses the word legend instead of key.)

1. Ask your students to name buildings that they see in their neighborhood or other neighborhoods they have visited. Chart the buildings with a picture/symbol.
2. Demonstrate your own model of a neighborhood to share with the students and either post it or project it in front of the class.
3. Show your model to the students identifying the buildings and the streets. Model your thinking with the students. Post and reference a chart of location words for the students to refer to in their speaking and writing.
4. Create a class legend identifying the buildings that the students will use as they create their own models. Post in front of the class. Check for understanding.
5. In pairs make a 3 dimensional map of a neighborhood. Use 6-8 buildings and 2 roads. Explain that each student will get three buildings plus their own home to place on their map. (Be sure to include buildings that students might find in their own specific neighborhoods such as apartment buildings.)

Use:

- Photographs of buildings found in your school’s neighborhood
- Drawings glued on the sides of milk cartons
- Boxes constructed to look like buildings
- Blocks with labels and or pictures
- Handout from Scott Foresman p. 36 T3

6. Walk around the classroom to offer assistance and clarification as needed. Check for understanding by asking the students to explain what is on their map.

7. Upon completion of the models each pair will tell another pair about the neighborhood they constructed. Each student chooses one site and tells the other student what is near and what is far from the location. Model the sentence frame below.

Instructional Procedures

Sentence Frame

_____ is on my map of the neighborhood. It is near _____ and far away from _____.

Ask pairs to share their responses with the whole group.

Writing:

- Model the prompt below.
- Have the pairs talk to each other about the **best** way to walk from the house to the location that they have chosen.
- Draw a path on their map.
- Use a flow map to organize the order.
- Use location words to describe the path.

Writing Prompt/Assessment:

How to go to the _____.

First, _____

Then, _____

Additional Resources:

Me on the Map by Joan Sweeney (picture book)

My Map Book by Sara Fanelli

Images from Into English Kindergarten