



Kid Maps: Reading and Creating Maps with Human and Physical Characteristics

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Grade Levels 1-2
Duration 3 class periods

ELL Adaptation by Noel McClure

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on Earth's surface

Element 2: Places and Regions

4. The physical and human characteristics of places.

AZ Standards

ELA

Writing

Production and Distribution of Writing

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

Language

Conventions of Standard English

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Arizona Social Science Standards

The use of geographic representations and tools helps individuals understand their world.

- 1.G1.1** Use, explore and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).
- 2.G1.1** Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts. Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks
- 2.G1.2** Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

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SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona English Language Proficiency Standards

Stage II

Basic

Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:

B-1: identifying literary selections, heard or read, as realistic or fantasy based on characteristics of the selection.

B-4: asking questions (who, what, when, which, where, why) to clarify text with instructional support.

B-8: identifying external text features (*e.g., charts, maps, diagrams, illustrations, tables, and timelines*) of text.

B-12: identifying the setting from a literary selection.

B-18: interpreting signs, labels, symbols and captions within the environment.

Writing

Applications

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

B-5: creating a variety of functional texts (*e.g., classroom rules, letters, notes, messages, directions, etc.*) using key words and phrases with instructional support.

Overview

Places have human characteristics as well as natural characteristics. How mapmakers show these can vary.

Purpose

In this lesson, students will learn about natural and human characteristics. They will then practice

showing human and physical characteristics in a personal map. This lesson includes strategies for diverse learners (ELLs).

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

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map – a flat representation of a place on Earth

Materials

- *My Map Book* by Sara Fanelli
- Drawing paper (12 x 18 inches)
- Art supplies
- Vocabulary Practice
- Vocabulary Cards
- Map Scoring Guide

Objectives

The student will be able to:

- Identify human characteristics of a place.
- Distinguish between human and natural characteristics.
- Compare characteristics found in another country to the student's own country.
- Create a map that includes human characteristics.

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.*

SESSION ONE

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 examples on the board under the appropriate heading. **(Scaffolding: Comprehensible Input)**
2. Project the Vocabulary Cards and connect the words to its picture. Have students organize in partners with whom they will "Think, Pair, Share". With their partner, students will describe the vocabulary words **(Preparation: Linking to 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.
5. Follow up by calling on a few students at random to read the title or labels **(Grouping: Whole Group, 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.). **(Scaffolding: Comprehensible input)**

SESSION TWO

1. 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)**.
2. After re-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)**.
3. 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. **(Scaffolding: Modeling)**
4. Distribute the Student Vocabulary Card Exercise. Have students complete the cards for the five words.

SESSION THREE

1. Explain to students that they are to create their own maps of a real place (like the school

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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)

2. Also explain there must be labels for their human and natural elements. **(Assessment: Individual)** 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

ELA and Geography

The map can be graded using the Map Scoring Guide. Mastery will be considered 80% or higher.

Extensions

Have the children use their maps as the basis for another story. They can also create paper characters, which they can use to walk through the story as they are creating it.

Use a map or globe to locate Sara's (the author's) home in London and the nearby seaside where she is likely to vacation. They could then compare the distance from London to the sea with the distance from their homes to the sea.

Sources

Fanelli, S. (1995). *My Map Book*. Singapore: Harper Collins Publishers. ISBN 0-06-0264-55-1

Kaye, P. (1995). *Games for Writing*. New York: Noonday Press, Farrar, Straus & Giroux. ISBN 0374524270