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.

**Author**
Dawn Larson

**Grade Level**
K

**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.

### Arizona Geography Strand

**CONCEPT 1 World in Spatial Terms**

**GRADE K**

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.

### Other Arizona Standards

**Mathematics Common Core Standards Counting and Cardinality**

K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

### Overview

Students need a vocabulary that highlights spatial relationships, such as over/under, near/far, and in front of/behind. These words and spatial relationships are necessary concepts on which to build further geographic understanding.

### Purpose

In this lesson students will develop the use of spatial vocabulary to describe and number locations on a map by finding a lost cat.

### Materials

- Large map of neighborhood for 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.

### 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.

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

### Procedures

- Story: Where Is Gizmo Now?
  - Rubric for assessment

- **Materials**
  - Large map of neighborhood for 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.
Where Is Gizmo Now?

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. Students should be able to say and write the correct numbers that fill in the blanks. 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.