Put Me in My Place:
Using Alphanumeric Grids to Locate Places

Author	Julie Letofsky
Grade Level	1-2
Duration	2 class periods

ELL Adaptation by	Denise Dorn

SIOP Elements

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

Arizona ELP Standards

Stage II
Basic
Reading
Standard 1: The student will demonstrate understanding of print concepts of the English Language.
B-3: identifying features of a sentence (initial capitalization and ending punctuation).
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.
B-1: distinguishing between initial, medial, and final spoken sounds to produce words.
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.
B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.
B-18: interpreting signs, labels, symbols and captions within the environment.
Writing
Standard 2: The student will identify and apply conventions of standard English in his or her communications.
B-6: capitalizing the pronoun "I", names, and the first word of a sentence.
B-7: using periods, question marks and exclamation points with instructional support.

Overview

Using maps to acquire and report information is an essential geography skill. Working with alphanumeric grids helps young children develop spatial perspective with maps and gives them confidence in answering the geography question, "What is this location?" They will then be well prepared for later work with more complex latitude/longitude grids.

Key Vocabulary

grid – a pattern of lines that makes squares
locate – to look for and find
neighborhood – an area where people live
point – a certain place or location

Additional Materials Needed for ELLs

- ELL Neighborhood Grid Questions worksheet and Answer Key
- Vocabulary Cards

Procedures

SESSION ONE
Prepare in advance:
* A 3'x3' grid displayed on a wall for all children to see. Use different colors of yarn or different colored markers to make vertical and horizontal lines six inches apart. The colors will help children focus their eyes as they locate points on the grid. Label the vertical lines with numbers. Label the horizontal lines with letters.
* A variety of simple construction paper shapes to represent neighborhood features. Cut a variety of shapes and colors.
*Large chart paper for spelling words and placing map symbols. Write the word "Key" at the top of the chart.

1. Write geography standard on the board: "Use an alphanumeric grid system to locate places." Read this to students.
(Application: Linked to Objectives)
2. Write the language standards on the boards: Read these to the students.
(Application: Linked to Objectives)
3. Have children gather around the grid. Introduce the lesson with, "Today we will create a neighborhood map. We know that a neighborhood is a place where people live, play, and sometimes work. To create our neighborhood map, we first need to decide on the important places that we want to include in our neighborhood. Think to yourselves of all the places in a neighborhood. As I write the places on this chart paper, you will help me spell the words." (Accept all reasonable responses.)
(Preparation: Links to background; Grouping: Whole class; Application: Linked to objectives)
3. As you write the words on the chart paper, stretch out the word sounds to prompt the children to help you spell. For example, say, "Park … right, a park is an important place to play in a neighborhood. What do you hear at the beginning of park? /p/ … right, that's a P. Then we hear /ar/ … that's AR. What do we hear at the end of park? /k/ … right, that's K."
(Integrating Processes: Reading, Writing, and Listening)
4 "Let's use a green circle as a symbol for a park on our map." (Tape a green circle next to the word "park" on the chart paper. Continue spelling out words and selecting symbols for each neighborhood place.) Tell students you are making a map key.
5. "Now that we've thought of the important places to include in our neighborhood, we will place them on a map. On the wall you see a special design called a grid. A grid is a tool to help us locate places on a map. This is called an alphanumeric grid because it uses letters of the alphabet and numbers. This line is line A." (Run your finger across line A.) "Can you see line B?" (Call on a child to run finger along line B.) "Do you see line C?" Move your finger in the air along line C. Continue in same way until children have focused on each horizontal and vertical line.
(Scaffolding: Modeling).
6. Say, "Let's begin to construct our neighborhood with the school. If I say locate the school at B2 (for ELLs, write "B2" next to the grid), we follow the grid line B and the grid line 2 to see where they meet." (Run your fingers along the two lines to where they intersect.) "Right here is point B2." Tape or pin the school at B2. Continue to suggest points to place the neighborhood features. It may be helpful to write the alphanumeric next to the grid. Call on children to run their fingers along grid lines to correctly place items at those points). **(Scaffolding: Guided Practice).**
7. When all neighborhood features are placed on the map, erase or remove alphanumeric codes used in step 5, and then ask a series of questions to get children to focus on using the grid lines. Of course, these questions will also prompt children to use the map legend! For example, say, "What is the location of the school? What is the location of the gas station? What is located at C3? What is located at F4?" **(Application: Hands on, Meaningful, Linked to Objectives, Promotes engagement).**
8. If there is time, remove neighborhood symbols and arrange them in a different layout using different grid coordinates or coordinates suggested by children.

ARIZONA GEOGRAPHIC ALLIANCE

9. Conclude the lesson with, "We will use this geography tool, an alphanumeric grid, tomorrow to locate places in a neighborhood."

SESSION TWO

1. Introduce today's session with, "Today we will use an alphanumeric grid to locate places on a different neighborhood map that I've prepared for you on a worksheet. To answer the questions on the worksheet, we need to review some common words you'll see on the worksheet." Project the Common Sight Words Cards to review common words with students. Then review words you spelled together on the map legend in previous lesson. **(Scaffolding: Modeling; Grouping: Whole class).**

2. Have students form small groups taking into account ELL students. Distribute Neighborhood Grid Worksheets—ELL adapted one or English proficient one. Review how the alphanumeric grid works. Move around the room to check children's accuracy in locating this point. Continue with several other examples). **(Scaffolding: Guided Practice; Grouping: Small Group).**

3. Say, "Now you will read the questions on the second worksheet. Use the grid to answer the questions. When you get to the bottom of the page, you will write two grid sentences yourselves. Be sure to spell correctly the common words we reviewed." Remember to use a capital a letter at the beginning of your question and a question mark at the end. (Assist beginning readers as needed to read the questions). (Distribute modified worksheets to students who need them, discuss directions with each child who receive a modified worksheet).

Assessment

Geography and ELA

There are two sets of worksheets for students with various levels of English proficiency (see other lesson plan as well as ELL). Use the appropriate ones for your students. Mastery will be considered accurately locating places on the neighborhood map with a score of 80% or higher.

Students will correctly use punctuation and capitalization when writing their question(s). Mastery for ELLs will be considered 3 or fewer mistakes in spelling, punctuation, or grammar in their one question and English proficient students should have 3 or fewer mistakes in their two questions.