

## Shape of My World: Mapping a Classroom

Students identify basic shapes in the classroom and make a map showing where major furniture and classroom features are located.

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<b>Grade Level</b>	K
<b>Duration</b>	2 half-hour sessions

### 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 KINDERGARTEN

PO 2 Construct maps of a familiar place (e.g., classroom)

### Other Arizona Standards

#### Mathematics Common Core Standards Geometry

K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K.G.2. Correctly name shapes regardless of their orientations or overall size.

K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

#### Standards for Mathematical Practice

K.MP.4. Model with mathematics.

### Overview

Mapping the classroom environment, using large shapes to represent items in that environment, will help students build the mental framework on which to base an understanding of both mapping and shapes.

### Purpose

Students will identify shapes of large furniture and structures in the classroom. They will trace the appropriate number of each shape, using templates provided by the teacher. These shapes will be placed in the appropriate location on an outline map of the classroom.

### Materials

- Templates of shapes needed for the classroom map
- Construction paper

- White background paper for classroom map with doors and windows identified
- Chart paper or recording surface
- Scissors, pencils, and glue
- Scoring Rubric
- Legal-sized envelopes with student names on the front of each one
- Transparencies of Classroom From Above map and Classroom Map
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### Objectives

Students will:

1. Correctly identify the shapes of structures and furniture in the classroom, and count how many of each shape are needed for a classroom map.

## The Shape of My World: Mapping a Kindergarten Classroom

2. Trace and cut out the correct number of each shape needed for the classroom map using shape templates.

3. Correctly place and glue down 80% of the classroom furniture and structures when given a blank classroom map.

### Procedures

*Students should have experience with basic shapes. It may be necessary to provide pre-traced shapes for them to cut.*

#### SESSION ONE

1. Discuss the concept that mapmakers make maps as if they were looking down on the world. Show and explain Classroom From Above map and Classroom Map.

2. Discuss the layout of the room and the shape of furniture and structures in the classroom. Make a list of shapes on the board or chart paper.

3. Count how many of each shape there are in the classroom. Show the number of each shape, using tally marks or numbers.

4. Model for students how to use the shape templates.

5. Provide construction paper, templates, and time to trace and cut needed shapes. Place the materials for each child or pair of children in envelopes and collect them.

#### SESSION TWO

1. Review the layout of room and the shapes of furniture and structures.

2. On a large version of your classroom map, model for students how to place shapes on the background.

3. Distribute student envelopes and background paper to students or student pairs.

4. Have students glue the shapes on the background paper, working alone or in pairs.

5. Collect finished maps.

### Assessment

Monitor class discussion using questions to individuals and whole class, such as:

- What is that shape?
- Where else do we see it?
- How many shapes like that did we count?
- Are we sure that's all of those shapes we need?
- (Hold up shape template.) What is this shape? Is it one that we need? How many do I need to trace?
- Do they have to be the same color? (One way to be sure they know the shapes is to designate one color of paper for each shape.)
- How can I hold this shape so it won't slip while I'm tracing?
- What should I do with the shape when I finish tracing it? (Cut it out)
- After I cut out my shapes, where should I put them? (In the envelope)

Use the provided rubric as a math assessment. Correct placement of the shapes is the geography assessment. A score of 3 or higher on the rubric is considered mastery.

### Sources

Teachers may find these National Geographic books a good introduction to the lessons

Thanks to the Triangle by Leroy Taylor, ISBN #0-7922-4624-1

Round Like a Circle by Matthew Taylor, ISBN 0-7922-4621-7