



# What is it Like? Mapping My Neighborhood

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**Grade Level** 3  
**Duration** 2 class periods

**ELL Adaptation by** Ali Kimball

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

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

#### Element 2: Places and Regions

4. The physical and human characteristics of places

#### Element 5: Environment and Society

14. How human actions modify the physical environment

## AZ Standards

### ELA

#### Writing Text Types and Purposes

**3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- d. Provide a sense of closure.

## Arizona Social Science Standards

### GEOGRAPHY

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

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.

**Human-environment interactions are essential aspects of human life in all societies.**

3.G2.1 Explain how people modify and adapt to the Arizona environment.

## SIOP Elements

### Preparation

Adapting content

**Linking to background**

**Linking to past learning**

Strategies used

### Scaffolding

#### Modeling

Guided practice

Independent practice

**Comprehensive input**

### Grouping Option

Whole class

Small groups

**Partners**

Independent

## What is it Like? Mapping My Neighborhood

<b>Integrating Processes</b> Reading Writing <b>Speaking</b> <b>Listening</b>	<b>Application</b> <b>Hands on</b> <b>Meaningful</b> Linked to objectives Promotes engagement	<b>Assessment</b> <b>Individual</b> Group <b>Written</b> Oral
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### Arizona ELP Standards

#### Stage II

#### Basic

#### Reading

#### Comprehending Text

**Standard 4: The student will demonstrate knowledge of reading comprehension by:**

B-6: making connections to text while reading text-to-text and text-to-self).

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

#### Writing

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:**

B-1: writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support.

## Overview

Children need to practice their spatial skills as they begin to move from concrete to abstract representations. This lesson will guide them in that developmental stage. In addition, they will begin to develop their geographic observation skills using a familiar location--their neighborhood!

## Purpose

In this lesson, students will become aware of their neighborhood by using their different senses. They will also be able to identify relative location, identify human features and perhaps some physical features as they construct a map of their neighborhood. This lesson contains strategies for diverse learners (ELLs).

## Materials

- Paper (large)
- Art supplies
- Projection device
- What is it Like? Mapping My Neighborhood Scoring Guide
- Writing Prompt and Scoring Guide

## Objectives

The student will be able to:

- Describe the relative location of different places near his/her home.
- Map the neighborhood.
- Write a narrative describing the neighborhood.

## Procedures

*Note: Since very few children are allowed to wander without adult supervision, you may want to add that an adult is accompanying them on their guided visualization of a trip in their neighborhood. If you have diverse learners who will not understand the guided imagery if their eyes are closed, have them keep their eyes open and you act out the directions (look left, walk, smell, etc.).*

### SESSION ONE

1. Begin the lesson by asking students to close their eyes and put their heads down on their desks. Using guided imagery, have them follow this sequence of events.

*"Imagine you are awaking up. You've eaten breakfast, changed out of your pajamas, your teeth are brushed, and your hair is combed. It's time to leave your house and go outside. You open the door and walk outside! You begin to walk to the street.*

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*Think about the sounds you hear. What do you see? What smells do you smell? Do you see a friend's house? Is their traffic on the street? What is to the left of your house? What is to the right of your house? Are there any people outside with you? Any animals? What plants are near your house? Now walk either to the right or left and go down the walkway. Do you see anything moving? Is it quiet? Is it loud? Does the sound seem to change? What do you see next? What is on the ground? Grass, rocks, cement?? Keep walking in that same direction. What do you see now? Look across the street. What is over there? Now I am going to stop talking and I want you to walk all over your neighborhood. Keep looking all around you."* Give students some time and then say, "When you are ready, bring yourself back to the classroom and open your eyes." **(Preparation: Linking to background, Application: Meaningful).**

2. Have them briefly share their imaginary walk verbally with a partner. **(Integrated Processes: Listening, Speaking, Grouping Option: Partners)**

3. Discuss human and physical features. Have students identify the human features (houses, sidewalks, roads, trees planted by humans, ground cover installed by humans, etc.) they saw on their imaginary walk and record their responses on the whiteboard. Have them identify any physical features (mountains in the distance, air, sun, clouds, etc.). Leave the list on the board. **(Preparation: Linking to past learning)**

4. Distribute a large sheet of paper and art supplies to each student. Tell them that they are going to be creating a map of their neighborhood...as much as they can remember. And this map has to have certain things. Distribute the What is it Like? Mapping My Neighborhood Scoring Guide.

5. Either on the whiteboard, chart paper or under the document camera, model how to draw the map. **(Scaffolding: Modeling, Application: Hands on)**

6. Maps can be completed as homework.

### SESSION TWO

1. Have students share their maps with a partner. **(Integrated Processes: Listening, Speaking, Grouping Option: Partners)**
2. Project the Writing Prompt and Scoring Guide and explain the assignment. **(Assessment: Written, Individual; Scaffolding: Comprehensible input)**

### Assessment

#### Geography

The map can be graded using the What is it Like? Mapping My Neighborhood Scoring Guide. Mastery will be considered a score of 40 points or higher.

#### ELA and Geography

The paragraph describing his/her neighborhood can be graded using the Scoring Guide. Mastery will be considered a score of 40 points or higher.

### Extensions

Develop a math activity by making a bar graph that shows how students get from home to school- - for example, by walking, bicycling, driving, school bus, etc.

Compare student maps and look for similarities in the neighborhoods.

Discuss all the places and items the students mapped.