Through the Forest and Home Again: Maps Help Us Find Our Ways

With the help of Little Red Riding Hood, students learn map skills.

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Grade Level
K-1

Duration
1-2 class periods

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.

2. How to use mental maps to organize information about people, places, and environments in a spatial context.

Arizona Geography Strand

Kindergarten
Strand 4 Geography Concept 1 The World in Spatial Terms
PO 2 Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).
PO 3 Determine the relative location of objects using the terms near/far, behind/in front, over/under, here/there, left/right, up/down

Grade 1
Strand 4 Geography Concept 1 The World in Spatial Terms
PO 2 Identify characteristics of maps and globes (i.e., compass rose, symbols, map key/legend).
PO 3 Construct maps of a familiar place (e.g., classroom, bedroom, playground) including a compass rose, symbols, and map key/legend

Other Arizona Standards

ELA Common Core Standards
Reading
Literature
Key Ideas and Details
K.RL.1 With prompting and support, ask and answer questions about key details in a text.
K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RL.3 Describe characters, settings, and key events in a story.

Integration of Knowledge and Ideas
1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

Writing
Text Types and Purposes
K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Production and Distribution of Writing
AZ.1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.
Through the Forest and Home Again

Overview

It is important for young children to build spatial vocabulary as they begin to orient themselves to the classroom and their surroundings. Using literature, young children will begin to think of settings in terms of maps.

Purpose

The purpose of this lesson is to help children learn that maps help us find our way from one place to another.

Materials

- Any version of LITTLE RED RIDING HOOD
- 6" x 18" white construction paper
- Tongue depressors - a face drawn on the top
- 3" x 3" red paper (for Red Riding Hood) - children will cut near the top on both sides to create a dress or cape for Red Riding hood. They will glue the dress around the tongue depressor. Children can use another square cut corner to corner to make a triangle, which can be used as Red Riding Hood's hat or bonnet.
- Individual assessment sheets
- Class assessment checklist

Objectives

The student will be able to:

- Create a map.
- Use a map to tell how to get from one place to another.
- Recognize that maps help people know where to go.

Procedures

1. Ask the children about their experiences with maps. Ask them what maps help us do.

2. Read Little Red Riding Hood. Discuss the story with the children. Help them focus on Red Riding Hood's path from home, through the forest, to Grandma's house. Use the language near/far to help discuss distance from Red's house to Grandma's, to the forest, etc.

3. Have the children help to recreate Red Riding Hood's walk. Have a child be Red's home, a few children play trees, and another child pretend to be Grandma's house. Have one child at a time take a walk as in the story while the other children tell him or her where to go. (For example, "The forest is near. Go through the forest.")

4. Explain to the children that Red Riding Hood might have had an easier time getting to Grandma's if she had had a map.

5. Ask the children where Little Red started. Where did she go next? Then where did she go?

6. Discuss what other routes Little Red could have taken. What might she have encountered?

7. As the children explain her route, model drawing a picture of Red Riding Hood's house on the left side of a paper, draw the forest in the middle, and Grandma's house on the right (for example). Each child's map might be different based on their own ideas about which way she could have taken.

8. Tell the children, all maps have titles so the reader will know what the map is telling them. Title this map, "Little Red Riding Hood." Write this on the top of the map.

9. Show the children the paper and tongue depressors. Model for the children how to make a cape out of red paper, and a dress out of red paper. (See Materials)

10. Let the children create their own maps for Red Riding Hood. They should draw the map and make the stick puppets.

11. Have each child retell the story to a friend, or write it in his or her own words.

**Encourage children to be creative in drawing their routes.**

Assessment

Using the individual checklist, assess children for understanding through their work samples, discussion, and oral retelling.

Scoring: Excellent = showing evidence of mastery in all three categories. Satisfactory = showing evidence in two of the categories. Unsatisfactory = showing evidence in only one of the categories.
Extensions

Read several versions of the same story. Use Venn diagrams to compare characters, setting, plot, etc.

Read *Lon Po Po* along with *Red Riding Hood*.

Map other stories such as *Jack and the Beanstalk*, *Hansel and Gretel*, or *Jack and Jill*.

Sources

*Little Red Riding Hood* by Jean-Francois Martin  
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