



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

Author Rebecca Willey
Grade Level K-1
Duration 1-2 class periods

ELL Adaptation by Carol Warren

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. 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

AZ Standards

ELA

Reading

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

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

Arizona Social Science Standards

GEOGRAPHY

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

K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus. Key concepts include but are not limited to graphing local weather and mapping the classroom.

K.G1.2 Explore locations in stories shared.

1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

SIOP Elements

Preparation

Adapting content

Linking to background

Linking to past learning

Strategies used

Scaffolding

Modeling

Guided practice

Independent practice

Comprehensible input

Grouping Option

Whole class

Small groups

Partners

Independent

Through the Forest and Home Again

Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral
---	---	---

Arizona ELP Standard

Kindergarten

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: identify key details from read-alouds, picture books, and/or oral presentations.

B-3: retell familiar text

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1 tell or dictate simple messages about a variety of topics, experiences, or events.

B-2: add appropriate drawings or other visual displays to provide additional detail to a variety of topics, experiences, or events.

B-3: compose short words and phrases using appropriate conventions about a variety of topics, experiences, or events.

B-4: produce writing with appropriate organization using graphic organizers and sentence frames about a variety of topics, experiences, or events.

Grade 1

Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: ask and answer questions such as who, what, where, why, when, and how about key details in a text.

B-2: identify key details in a variety of literary texts and presentations.

B-3: sequence a series of events using key words and phrases.

Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: communicate simple messages about a variety of topics, experiences, or events.

B-2: add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events.

B-3: compose short written texts using appropriate conventions (narrative and informational).

Overview

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

Purpose

In this lesson, students learn that maps help us find our way from one place to another and stories have settings that can be mapped. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

forest: place with many trees

hood: a cloth worn over the head

path: a small road to follow

near: close by

Through the Forest and Home Again

far: not close by

Materials

- Vocabulary Cards
- Any version of *Little Red Riding Hood* book or YouTube Video (5.28 min)
<https://www.youtube.com/watch?v=LDMWJCrDVMl>
- Projection device
- Computer/internet for playing YouTube video
- An example of a map
- White construction paper
- Crayons/colored pencils
- Tongue depressors
- Red paper
- Glue
- Individual 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.
- Retell a story with the correct sequence, setting, and characters.

Procedures

SESSION ONE

1. Begin the lesson by asking if anyone has heard the story about Little Red Riding Hood.
(Preparation: Linking to background)
2. Explain that before we learn the story about Red Riding Hood, we need to know some new vocabulary words. Project the Vocabulary Cards and explain the definitions. **(Scaffolding: Comprehensible input)**
3. Read the book, *Little Red Riding Hood*, and project the illustrations or play the YouTube Video (5.28 min)
<https://www.youtube.com/watch?v=LDMWJCrDVMl>. **(Integrated Processes: Listening)**
4. Discuss the setting of the story. 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.
5. Have the students recreate Red Riding Hood's walk through the forest. One student will be Red's home, a few students will play trees, and another student will pretend to be Grandma's house.

6. Have one student at a time take a walk as in the story while the other students tell him or her where to go. **(Application: Promotes engagement)**
7. Model what to say using statements such as: "The forest is *near*. Go *through* the forest. Grandma's house is *behind* the trees."
(Scaffolding: Modeling)
8. Have different students play the various roles in the story. Be sure each student has the opportunity to give Red directions. **(Integrated Processes: Speaking)**
9. Review the vocabulary using the Vocabulary Cards and have students find a partner and retell the story as best they can. Encourage them to use the learned vocabulary. **(Integrated Processes: Speaking, Grouping Option: Partners)**

SESSION TWO

1. Reread the story to the students or play the video again. Explain to the students that Red Riding Hood might have had an easier time getting to Grandma's if she had had a map. **(Preparation: Link to past learning)**
2. Show the students a map. Ask them what it is, why we have maps, and what maps are used for. Ask if any of them or their family members have ever used a map. **(Preparation: Linking to background)**
3. State that in order to use a map, you need to know where to start and where you want to go. Ask the students where Little Red started? Where did she go first? Then where did she go?
4. As the students explain her route, model drawing the route using a document camera or whiteboard. For example, draw a picture of Red Riding Hood's house on the left side, draw the forest in the middle, and Grandma's house on the right. Name each picture and its location on the paper as you draw. **(Scaffolding: Modeling)**
5. Distribute construction paper and crayons/colored pencils. Have each student draw a map showing where Red Riding Hood started (her house), her path through the forest, and her arrival at Grandma's house. Each student's map might be different based on their own ideas about which way she could have taken. **(Application: Hands on)**
6. Tell the students, all maps have titles so the reader will know what the map is telling them. Show them the title on the map shown to them earlier. Tell them that since this map is about Little Red Riding Hood, that we will give it the title "Little Red Riding Hood." Model writing the

Through the Forest and Home Again

title on top of the teacher created map, and then have students write this on the top of their map.
(Scaffolding: Modeling)

SESSION THREE

Preparation: Cut up red paper in 3 X 3 inch squares. Students will need one square for the cape and one-half of a square (triangle) for the hood. Put a face on each of the tongue depressors. Create an example of a stick puppet resembling Red Riding Hood.

1. Share with students that we can use a puppet to tell the story of Little Red Riding Hood. Show the students your completed stick puppet. Model using the puppet to retell the story of Little Red Riding Hood. **(Scaffolding: Modeling)**
2. Distribute the paper squares, triangles, glue, and tongue depressors. Model for the students how to make a cape and hood out of the red paper. **(Modeling)**
3. Provide time for students to create their own stick puppets for Red Riding Hood. **(Application: Hands on)**
10. Have each student retell the story to a classmate using the stick puppet. **(Integrated Processes: Speaking, Grouping Option: Partners)**
4. Have student retell the story in words or through pictures. Student can dictate the words for his/her retelling. **(Assessment: Individual, Written)**

Assessment

Geography and ELA

The map can be graded using the Individual Assessment checklist. The retelling of the story through words or pictures can also be graded using the Individual Assessment checklist. Excellent = showing evidence of mastery in all three categories, Satisfactory = showing evidence in two of the categories, and Unsatisfactory = showing evidence in only one of the categories.

Extensions

Read *Lon Po Po* and compare to the book, *Little 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
ISBN 0789204215

Young, E. (1989). *Lon Po Po*. New York: Philomel Books. ISBN 039921619