A Walk Around the School: Mapping Places Near and Far
Young students learn location terms while reinforcing their writing skills.

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENT ONE</strong> <strong>THE WORLD IN SPATIAL TERMS</strong></td>
<td><strong>Concept 1 The World in Spatial Terms Kindergarten</strong></td>
<td><strong>ELA Common Core Standards</strong> <strong>Reading</strong> <strong>Informational Text</strong> <strong>Key Ideas and Details</strong> <strong>1.RI.1</strong> Ask and answer questions about key details in a text. <strong>1.RI.3</strong> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <strong>Craft and Structure</strong> <strong>1.RI.6</strong> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <strong>Integration of Knowledge and Ideas</strong> <strong>1.RI.7</strong> Use the illustrations and details in a text to describe its key ideas. <strong>Writing</strong> <strong>Text Types and Purposes</strong> <strong>K.W.3</strong> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <strong>1.W.3</strong> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <strong>Production and Distribution of Writing</strong> <strong>K.W.4</strong> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters,</td>
</tr>
<tr>
<td>1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. <strong>Grade 1</strong> <strong>PO 3 Construct maps of a familiar place (e.g., classroom, bedroom, playground) including a compass rose, symbols, and map key/legend</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How to use mental maps to organize information about people, places, and environments in a spatial context. <strong>Concept 2 Places and Regions</strong> <strong>Grade 1</strong> <strong>PO 1 Discuss human features in the world (e.g., cities, parks, railroad tracks, hospital, shops, schools)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How to analyze the spatial organization of people, places, and environments on Earth's surface.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Walk Around School: Mapping Places Near and Far

labels, graphs/tables) in which the development and organization are appropriate to task and purpose.

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

Speaking and Listening
Comprehension and Collaboration
K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Language
Conventions of Standard English
K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Print many upper- and lowercase letters.
b. Use frequently occurring nouns and verbs
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
f. Produce and expand complete sentences in shared language activities.

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Print all upper- and lowercase letters.
b. Use common, proper, and possessive nouns.
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop).
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
e. Use verbs to convey a sense of past, present, and future
f. Use frequently occurring adjectives.
g. Use frequently occurring conjunctions
Overview

It is important for young children to learn how to use a map in order to get from one place to another. By creating a map of the school, students will understand the purpose of maps.

Purpose

In this lesson, children will learn the language of location and the purpose of maps. Young children have vague references to places outside their classroom. By physically walking around the campus, children will get a sense of the concepts these words describe.

Materials

- Construction Paper
- Paper, pencils, markers
- Rosie’s Walk by Pat Hutchins

Objectives

The student will be able to:

- Describe how to get to places on a school map using location vocabulary.
- Use a map of the school to describe how to get from one place to another.

Procedures

1. Read Rosie’s Walk, by Pat Hutchins.

2. Use the language in the book (around, through, over, etc.) and have the children model these terms. For instance, have a child go over a chair or between other children.

3. Explain to the children that maps help us know how to get from one place to another. By using specific words that tell about location, a person would know exactly how to get to the classroom to the library, for example.

4. Have the children help you create a map of Rosie’s walk. You might label places on the map (i.e. haystack, fence, etc.). Use the information from the book to help create the map.

5. Take a walk around the school. Help the children to use specific location language as you walk AROUND a corner, THROUGH an archway, NEAR the playground, etc.

6. When you return, help the children sequence the walk by making a list of how the class got from one to place to another.

7. Use the pattern of the story to retell your walk. (For instance, "Our class went for a walk AROUND the corner to the library, OVER the bench to the computer lab, NEAR the playground to the cafeteria.)

8. Assign pairs of children to write a sentence about places. They should describe how they got from one assigned place to the next. Their writing should follow the pattern of the story. Have the pair illustrate their writing. An example story might begin, "Our class went for a walk, THROUGH the door to the sidewalk, AROUND the corner to the playground, PAST the bathrooms to the cafeteria, OVER the grass to the music room, and we got back in time for lunch!"

9. Read the completed book together!

Assessment
A Walk Around School: Mapping Places Near and Far

Using the checklist, observe children's work samples and discussions. The items on the individual checklists could be put on a class list.

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

Make a chart of near and far. List buildings that are near the classroom or far from the classroom. This could be a predictable book for the children to illustrate individually. For instance, “The nurse is far from the classroom. The playground is near the classroom.”

Using two colors of dot stickers, students could place red stickers for places near the classroom and blue stickers for places far from the classroom.

Sources

ROSIE'S WALK, by Pat Hutchins
ISBN 0020437501