



# As the Kids Come and Go: Mapping a Classroom

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**Grade Level** K-2  
**Duration** 2 class periods

## 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

## AZ Standards

### ELA

#### Reading Fluency

K.RF.4 Read emergent-reader texts with purpose and understanding.

1.RF.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.RF.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

#### 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.

1.W.3 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.

2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

##### Production and Distribution of Writing

K.W.4, 1.W.4 and 2.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.

1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus.

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.

## As the Kids Come and Go: Mapping a Classroom

SIOP Elements		
<b>Preparation</b> Adapting content Linking to background Linking to past learning Strategies used	<b>Scaffolding</b> <b>Modeling</b> <b>Guided practice</b> Independent practice Comprehensible input	<b>Grouping Option</b> Whole class <b>Small groups</b> Partners <b>Independent</b>
<b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> Speaking Listening	<b>Application</b> <b>Hands on</b> Meaningful <b>Linked to objectives</b> <b>Promotes engagement</b>	<b>Assessment</b> <b>Individual</b> <b>Group</b> <b>Written</b> <b>Oral</b>

### Arizona English Language Proficiency Standards

#### Kindergarten

##### Basic

##### 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.

#### Grade 1

##### Basic

##### 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: 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.

#### Grade 2

##### Basic

##### 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-2: compose written narratives using appropriate conventions that include details to develop a topic.

## Overview

Even at an early age, children can create and use maps and other geographic tools. Map making and using increases their spatial perspectives of the world.

## Purpose

In this lesson, students will create maps of places in their classroom. These maps will be put together into a book to create a story about animals in their

classroom. Classmates will read each other's stories and follow the described routes.

## Key Vocabulary

**map**—a drawing that shows us how we can get somewhere

**route**—the path we use to get somewhere

## Materials

- Markers
- Computer lab or classroom computers (optional)

## As the Kids Come and Go: Mapping a Classroom

- Large chart paper or poster board
- Index cards
- Writing and drawing paper

### Objectives

The student will be able to:

- Construct a map of the classroom.
- Write directions for a path in the classroom.
- Read and follow directions.

### Procedures

*Prerequisite Skills: Students should understand maps are made from the "bird's eye view." An excellent lesson to use to teach "bird's eye view" is Shape of My World: Mapping a Classroom.*

<https://geoalliance.asu.edu/node/232>

*Prior to the Lesson: Prepare 10 labels on index cards for important places/items in the room. For example, the meeting rug, the loft, two sets of tables, a small table, the sink, the cubbies, the science table, and two sets of shelves. Then create simple outlines or colored paper shapes to represent the 10 places/items in the room as they would appear from above. Then draw a basic outline map of the classroom on chart paper.*

#### SESSION ONE

1. Begin the lesson by telling students that they are going to create a map of the classroom and later smaller maps showing places/items in the room.
2. Discuss the 10 important places/items in the room for which you have written index cards. Have students tape the labels to these places/items.
3. Refer students to your outline of the classroom on chart paper. Point out reference points for the students like the windows, doors, whiteboard, etc. Then have the students help you place the colored paper shapes or outlines on the map where they are located. For younger students, you may need repeat this several times until they understand that a map needs places/items in correct locations.

**(Application: Hands On, Promotes engagement, Linked to objectives).**

4. Distribute drawing paper and have students copy your map onto their paper. Check for understanding. **(Scaffolding: Guided practice)**

#### SESSION TWO

*Prior to the Lesson: Decide if you want to have students work in groups or independently to write their stories. The student sample given with the lesson shows the story written as a group.*

**(Grouping Option: Independent or Small groups)**

1. Suggest it would be fun to imagine animals in the classroom. Perhaps a chicken wants to roost in the loft, or a horse wants to get a drink from the sink. An elephant wants to sit in your seat. Have students look at their map from Session One. Tell them to pick an animal and pick a place in their classroom.

2. Have them create a path that the animal will follow to go from that place to another place in the classroom or they can have the animal enter the classroom and find a place. They should draw this pathway on their map from Session One. Model this picking an animal and drawing a path on your chart paper map of the classroom. **(Scaffolding: Modeling)**

3. When the path is drawn, explain that they will create a story about the animal and where it is going. For example, "The monkey went past the tables, across the rug, and climbed into the loft to hang by his tail." Model the method the children will use to write the story. **(Scaffolding: Modeling)** Younger students can draw simple pictures on blank paper and storyboard the animal and its route through the classroom. Older students can write sentences/paragraphs about the animal and its route through the classroom and why it is there. Use of computers is optional but desirable.

4. As they complete their work, have students read their stories to the teacher/class and point out where their route fits on the chart paper map. **(Integrating Processes: Writing, Reading)**

#### SESSION THREE

*Before Session Three, compile each story into a book entitled, As the Animals Come and Go.*

1. Read the completed books to the children. Have students act out the various stories about the animals and their routes through the classroom.

### Assessment

#### Geography

Assess mapping skills using the Checklist for Maps and Stories—Geography Assessment. Mastery will be considered 4 checks or more on the checklist.

#### ELA

Assess reading and writing skills using the Checklist for Maps and Stories—Reading and Writing Assessments. Mastery will be considered 2 checks or more on the reading checklist. Mastery will be considered 3 checks or more on the writing checklist. **(Assessment: Individual or Group, Oral, Written)**

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### Extensions

Read the book *As the Roadrunner Runs* by Gail Hartman, which also uses mini-maps and a large map to tell a story.

If the children are studying oceans, they could create an imaginary map of an ocean area, i.e. a

treasure map or a map of a coral reef showing what would be found there.

### Sources

Hartman, G. (1984). *As the Roadrunner Runs*. New York: Bradbury Press. (Out of print)