

# Where Is Gizmo Now?

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**Grade Level** K  
**Duration** 1 class period

## 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

### MATHEMATICS

#### Counting and Cardinality

K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).  
K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.  
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

## 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.  
K.G1.2 Explore locations in stories shared.

## Overview

Students need a vocabulary that highlights spatial relationships, such as over/under, near/far, and in front of/behind. These words and spatial relationships are necessary concepts on which to build further geographic understanding.

## Purpose

In this lesson students will develop the use of spatial vocabulary to describe and number locations on a map by finding a lost cat.

## Materials

- Large map of neighborhood for classroom demonstration
- Large Cat Pattern for demonstration
- Small map of neighborhood for student use
- Small Cat Pattern for student use
- Vocabulary Cards
- Where Is Gizmo Now? Story
- Where Is Gizmo Now? Rubric

## Objectives

The students will be able to:

1. Place their cat patterns in a position on the map using clues given in a story.
2. Verbally describe the location using one or more of the spatial words introduced in the lesson.
3. Fill in the missing numbers on a map.

## Procedures

*Prior to the lesson, assemble the large map of the neighborhood and post on the wall. Cover up most of the numbers to begin with.*

1. Begin the lesson by asking students how many of them have dogs, fish, birds, hamsters, cats, etc. Ask them if they have ever lost one of their pets, and, if so, what they did to find them.
2. Point to the large demonstration map on a wall. Explain that you are going to be sharing a story in which a family has lost a pet. Explain that this is a map of the neighborhood in which the pet was lost.
3. Have students briefly identify the items they see on the map (houses, trees, trashcans, and bridges).
4. Uncover one of the numbers and identify it as the address of the house (1 Orange Street). Then ask them to predict what number will come next. Uncover each number as it is guessed, emphasizing the address (“Yes, the next house is at 2 Orange

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Street”). Continue this procedure until all numbers and addresses have been revealed.

5. Read and demonstrate the “Where Is Gizmo Now?” Story.

6. Emphasize the spatial vocabulary terms as the students use the words. As they use them, place the vocabulary words in a pocket chart for them to refer to in their verbal descriptions.

7. When students seem ready, distribute the smaller version of the neighborhood map. Have students fill in the missing numbers. Give each student a small cat. Read the story again, and have students move Gizmo.

9. Have the students describe the location of items on the map using the vocabulary covered. Use the rubric provided to assess their work.

## Assessment

### Geography

Through teacher observation, use the Where Is Gizmo Now? Rubric to assess students’ knowledge of spatial vocabulary and ability to use a map.

### Mathematics

Mapwork can be graded. There are four missing numbers. Students should be able to say and write the correct numbers that fill in the blanks. 4 correct = 100%, 3 correct = 75%, 2 correct = 50%, 1 correct = 25%. Mastery is considered 75% or higher.

## Extensions

- Continue the learning of spatial terms using Location Flashcards found at: [https://geoalliance.asu.edu/sites/default/files/LessonFiles/Gersmehl/Location/GeogUnit1\\_Location\\_Flashcards\\_Sept08.pdf](https://geoalliance.asu.edu/sites/default/files/LessonFiles/Gersmehl/Location/GeogUnit1_Location_Flashcards_Sept08.pdf)
- Students can use the cat and the large map to give their own verbal clues to the class to find Gizmo at another location.
- Students can help Gizmo get back home by planning a route home. They can find the shortest, longest, and safest route on their maps