



Where in the Neighborhood is Ramona Quimby? Measuring Distance on a Map

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Grade Level 2
Duration 2 class periods (after reading the book)

ELL Adaptation by Sandy Martinez

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

Element 2: Places and Regions
 4. The physical and human characteristics of places

AZ Standards

MATHEMATICS
Measurement and Data
 2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

ELA
Reading
Key Ideas and Details
 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Writing
Production and Distribution of Writing
 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.
 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.
Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.
 2.G3.1 Explain why and how people, goods, and ideas move from place to place. Key concepts include but are not limited to transportation, trade, immigration, migration, and communication

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

Where in the Neighborhood is Ramona Quimby?

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

Grade 2

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-1: ask and answer questions by using evidence from a 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-2: compose written narratives using appropriate conventions that include details to develop a topic.

Overview

Modified from “The World of Beverly Cleary” (<http://www.beverlycleary.com>), this lesson addresses the need for children to become familiar with maps. It will give them practice in using map elements to organize information about people, places, and environments.

Purpose

In this lesson, students will practice measuring distance on a map. It will use familiar characters and settings from a series of popular children's books as a background for this practice. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

Note: Because of the variety of Ramona books, the teacher would need to determine the words necessary for vocabulary clarification within the books read. Geographical vocabulary common to all the Ramona books and map reading skills are as follows.

measure – determine the amount of something
distance - the amount of space between two things or places
grid - lines that cross each other to form squares
neighborhood – people who live near one another in a particular area

map – a picture or chart showing rivers, mountains, streets, buildings, etc.

Materials

- One or more of the Ramona books by Beverly Cleary
- Ramona’s Neighborhood map
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Phillips/PhillipsQuimbyMap.pdf>
- Ramona’s Neighborhood map worksheet
- Art Supplies such a tag board or construction paper, scissors, markers, rulers, glue or tape,
- Masking tape or string
- Grid paper
- Projection device

Objectives

The student will be able to:

1. Measure distance on a map using a grid.
2. Ask and answer questions from a map.

Procedures

Prior to the first session:

1. *Introduce the vocabulary term of “neighborhood” by projecting the Vocabulary Card and discussing its definition. As a class or in small groups have students brainstorm locations or settings in their own neighborhood. Encourage everyone to contribute a location. (Preparation: Linking to background, Grouping Option: Whole class)*

Where in the Neighborhood is Ramona Quimby?

2. Read aloud a *Ramona Quimby* book. Have students identify locations in the story. Record these on chart paper or the whiteboard. **(Integrating processes: Reading)**

SESSION ONE

3. When the reading of the *Ramona* book is complete, partner up the students and have the partners select a location from the list. As a location is selected, identify on the chart paper or whiteboard which partner group will be creating that location. **(Integrating processes: Writing)**
4. Introduce the Vocabulary Cards for “map,” “distance,” “grid,” and “measure” by projecting them and discussing the meanings. **(Scaffolding: Comprehensible input)** Tell students that they will be using all of these words as they learn about map making and reading maps.
5. Create a grid either using masking tape in the classroom or sidewalk chalk outside.
6. Distribute the art supplies and have the students build the locations they selected using construction paper, tag board etc. **(Grouping: Whole class)**
7. Have students randomly place the locations on the grid and have the students individually or in small groups physically move from place to place looking for the shortest distance. **(Grouping option: Small groups, Independent, Application: Promotes engagement)**
8. As the students move across the map, have the entire class count “blocks” as they move. Also have the entire class call out the locations as the students move across the map. **(Integrating processes: Speaking, Application: Promotes engagement, Scaffolding: Guided practice)**
9. Give each student a blank piece of grid paper. Have students work in pairs to draw the grid with the locations used above. Although working with a partner, each student should create a map. **(Grouping: Partners, Assessment: Individual)**

SESSION TWO

1. Demonstrate how to measure using grid paper by projecting one of the student maps from Session One. **(Scaffolding: Modeling)**
2. Have the students work with their partner to measure how far distances were using one of their maps. Ex: The library was four

- blocks/squares from the school. **(Scaffolding: Guided practice)**
3. Have the class reach a consensus on how far locations were from each other. Then have each student write one question down on the back of their grid paper. Pass the papers clockwise and have the next student answer the peer’s question. Repeat at least once more. **(Grouping: Small groups)**
4. Project and distribute the Ramon’s Neighborhood map included in this lesson. Point out that when measuring distance with this map, they begin and end at the gray boxes and they must stay on the paths marked by the star-like symbol.
5. Point out that there is more than one way to get somewhere. The students should look for the shortest route possible. Hints: Remind students that EACH square is one block. They should not cut across squares but use a path. Students need to be careful that they count from the location, not from its name.
6. Distribute the Ramona’s Neighborhood map worksheet. Instruct students to create 5 measurement questions and answers for the neighborhood map. Model an example such as, “How far is the shortest route to the Cinema from Ramona’s house?” Then model writing the answer to the question in the box to the right. Students will have a total of six questions and answers, including the model. ELLs can work in small groups to complete the worksheet. **(Scaffolding: Modeling, Assessment: Small group, Written)**

Assessment

Geography, ELA and Mathematics

The Ramona’s Neighborhood map worksheet can be graded. Mastery will be considered a score of 4 good questions and correct answers out of 5 required.

Geography

The map created on grid paper can be graded for correct placement of the locations on the grid. Mastery will be considered a score of 70% or higher.

Extensions

Go to Google Earth and project the map of the school neighborhood. Have students identify locations and measure distances.

