



ELL Adaptation For Me on the Map: Homes, Neighborhoods, and Communities

A lesson that introduces children to maps through the use of literature

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Grade Level	K-1
Duration	1 class period

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

TESOL Standard(s)

Goal 2, Standard 2

To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form

- comparing and contrasting information
- persuading, arguing, negotiating, evaluating, and justifying
- listening to, speaking, reading, and writing about subject matter information
- gathering information orally and in writing
- retelling information
- selecting, connecting, and explaining information
- analyzing, synthesizing, and inferring from information
- responding to the work of peers and others
- representing information visually and interpreting information presented visually
- hypothesizing and predicting
- formulating and asking questions
- understanding and producing technical vocabulary and text features according to content area
- demonstrating knowledge through application in a variety of contexts

Me On the Map

Arizona ELP Standards

Stage I

Basic

Reading

Comprehending Text

Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.

B-5: participating in teacher guided discussions to restate facts from text read aloud.

B-8: identifying the setting of a story heard or read.

Writing

Writing Applications

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

B-2: participating in creating expository responses through drawing or experimental writing to describe, explain, or inform.

B3: participating in shared writing to provide directions or information related to real world tasks.

Stage II

Basic

Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:

B-6: making connections to text while reading (text-to-text and text-to-self).

B-18: interpreting signs, labels, symbols and captions within the environment.

Writing

Applications

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

B-8: participating in the guided writing of a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.

Overview

Young children are learning to orient themselves in terms of location. By starting with the world directly around them, they will begin to think more abstractly as they move out into their neighborhood, community, state, and country.

Purpose

Children will discover that things next to each other in real life are next to each other on a map. They will begin to develop an understanding that their homes or schools are part of a larger world. Their school is in a neighborhood, which is in a community, which is part of a state, which is part of the country, which is part of the world!

Key Vocabulary

Classroom – A room where learning takes place

School – A building people go to learn

Neighborhood – A place where people live and live near other people

Community – A group of people living in the same area

Arizona – A state in the southwestern United States

United States – A country of North America

Map – A visual representation of a place

Me On the Map

Title - A label of a piece of writing, a map or an object

Procedures

1. Read *Me on the Map*.
2. Discuss how the book relates to the children's lives. Talk about the classroom, the school, the neighborhood, the community, the state, the U.S., and the world. Use a map of the U.S. to help them locate Arizona. Use a world map to help them locate North America. Use the picture cards to identify each of the words as you discuss them.
(Preparation: Linking to background)
3. Focus on the classroom. Discuss how things in the classroom would appear on a map. Help them understand that things next to each other in real life would be next to each other on a map. For example, if the listening center is next to the library shelf by the wall, the map should show a listening center next to the library shelf. Give several examples. Include illustrations on the white board or overhead.
(Scaffolding: Modeling)
4. Rewrite the story with the children on the board/overhead, using the classroom as the beginning. A sample story might be as follows:
This is me at my seat. This is me in my classroom. This is my classroom in my building. This is the building in my school. This is my school in my neighborhood. This is my neighborhood in my city. This is my city in my state. This is my state in my country. This is my country in my world.

Reread the class-written story when it is done.
(Integrating Processes: Reading, writing)

5. Form groups of children to illustrate the pictures. Remind them that maps have titles so they should title their maps. **(Application: Hands on, linked to objectives; Grouping: Small groups)**
6. Encourage them to label items on their maps (tables, computers, school, street, etc.) using invented spelling, or references in the room.
7. After pages are illustrated, read the book together as a class.

Assessment

Using the checklist, observe children while working on the student work sample or assess them during discussions. **(Assessment: Group, oral)**

Sources

Sweeney, J. (1996). *Me on the Map*. New York: Crown Publishers. ISBN 0-517-88557-3

Fanelli, S. (1995). *My Map Book*. Singapore: HarperCollins Publishers, Inc. ISBN 0-06-026455-1

Supplemental literature:

Abuela, by Arthur Dorros

My Map Book, by Sara Fanelli

As the Crow Flies, by Gail Hartman

People, People, Everywhere! by Nancy VanLaan