



# Me on the Map: Homes, Neighborhoods, and Communities

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

**ELL Adaptation by** Karen Guerrero

## 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  
 2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context

## AZ Standards

**ELA Common Core Standards 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.  
**Production and Distribution of Writing**  
**K.W.4 and 1.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. Key concepts include but are not limited to graphing local weather and mapping the classroom.  
 K.G1.2 Explore locations in stories shared.  
 1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

## SIOP Elements

### Preparation

Adapting content  
**Linking to background**  
 Linking to past learning  
 Strategies used

### Scaffolding

**Modeling**  
 Guided practice  
 Independent practice  
**Comprehensive input**

### Grouping Option

Whole class  
**Small groups**  
**Partners**  
 Independent

## Me on the Map: Homes, Neighborhoods, and Communities

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

#### Kindergarten

##### 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-2: identify key details from read-alouds, picture books, and/or oral presentations.

##### 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

##### 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-3: sequence a series of events using key words and phrases.

##### 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.

## 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

In this lesson, students 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. This lesson includes adaptations for diverse learners (ELLs).

## Key Vocabulary

**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

## Materials

- *Me on the Map*, by Joan Sweeney
- Vocabulary Cards
- Projection device
- Teacher created map of classroom
- Photo of classroom

## Me on the Map: Homes, Neighborhoods, and Communities

- White construction paper
- Crayons
- Assessment Checklist

### Objectives

The student will be able to:

- Recognize the differences between a picture and a map.
- Construct a map with required elements.

### 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 Kindergarten Classroom. <https://geoalliance.asu.edu/node/232>*

1. Begin the lesson by reading the book, *Me on the Map*. (**Integrated Processes: Listening**)
2. Discuss how the book relates to the children's lives. Talk about the neighborhood, the community, the state, the U.S., and the world. As each term is discussed, project the Vocabulary Card and discuss the definition. Then post the Vocabulary Cards on the Word Wall.
3. Project the Vocabulary Card for map and explain its definition. Then project a map of the U.S. to help them locate Arizona. Then project a world map to help them locate North America. (**Preparation: Linking to background**)
4. 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**)
5. Rewrite the story with the children on the board/ or using a document camera. Focus on the classroom. 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.

6. Reread the class-written story when it is done.

(**Integrating Processes: Reading, Writing**)

7. Show a picture of the classroom and then a map of the classroom. Have students point out the differences. (pictures are from a different view, pictures are very detailed, pictures are taken with cameras, pictures do not have a specific purpose usually, pictures don't have an orientation (N,S,E, W), pictures don't tell you exactly how far things are apart. (**Scaffolding: Comprehensible input**)

7. Assign groups of children to illustrate the story using a **series of maps**. Remind them that maps have titles so they should title their maps.

(**Application: Hands on, Linked to objectives; Grouping: Small groups**)

8. Encourage them to label items on their maps (tables, computers, school, street, etc.) using invented spelling, or references in the room.

(**Assessment: Group, Written**)

9. After pages are illustrated, read the book together as a class.

### Assessment

#### ELA and Geography

The maps for illustrating the book can be graded using the Assessment Checklist. Mastery will be considered 2 satisfactory marks out of three possible.

### Extensions

Other books to increase students' ability to make maps and understand our world are:

*Abuela*, by Arthur Dorros

*My Map Book*, by Sara Fanelli

*As the Crow Flies*, by Gail Hartman

*People, People, Everywhere!* by Nancy Van Laan

### 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