



A Walk Around the School: Mapping Places Near and Far

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Grade Level K-1
Duration 1-2 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
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
3. How to analyze the spatial organization of people, places, and environments on Earth's surface

AZ Standards

ELA

Reading

Range of Reading and Level of Text Complexity

K.RI.10 With prompting and support, actively engage in group reading activities with purpose and understanding.

Integration of Knowledge and Ideas

1.RI.7 Use the illustrations and details in a text to describe its key ideas.

Writing

Text Types and Purposes

K.W.3 With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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.

Vocabulary Acquisition and Use

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

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

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-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

It is important for young students to learn how to use a map in order to get from one place to another. By creating a map of the school, students will understand the purpose of maps.

Purpose

In this lesson, students will learn the language of location and the purpose of maps. Young students have vague references to places outside their classroom. By physically walking around the campus, students will get a sense of the concepts these words describe. This lesson contains adaptations for diverse learners (ELLs).

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Key Vocabulary

around – to go from one place to another by passing by another place/object
through – into one side and out the other side
under – to go underneath or below another place/object
over – to go above a place or object to get from one place to another
past – up to and beyond (a person or place)
across – from one side to the other side of (something)

Materials

- Construction Paper
- Paper, pencils, markers
- Rosie's Walk* by Pat Hutchins or YouTube Video (3.56 min)
<https://www.youtube.com/watch?v=R3kNUTwJhf8>
- Projection device

Objectives

The student will be able to:

- Describe how to get to places on a school map.
- Use relative location vocabulary.

Procedures

SESSION ONE

1. Introduce the lesson by reading and projecting the illustrations to the book, *Rosie's Walk*, by Pat Hutchins or projecting the YouTube Video *Rosie's Walk* (3.56 min)

<https://www.youtube.com/watch?v=R3kNUTwJhf8>

As you read or hear words like pond, windmill, and beehives, be sure to point to the image of them.

(Scaffolding: Comprehensible Input)

2. As relative location terms such as around, through, over, under, across, and past are mentioned in the story; have the students model these terms. For instance, have a student go *over* a chair or walk *past* another student. **(Application: promotes Engagement)** At the end of the story, reinforce the new vocabulary by projecting the Vocabulary Cards or distributing them to students who may need them. **(Scaffolding: Comprehensible input)**

3. Explain to the students that maps help us know how to get from place to place. By using specific words that tell about location, a person would

know exactly how to get to from the classroom to the library, for example. **(Application: Meaningful)**

4. Have the students help you create a map of Rosie's walk on the white board, chart paper, or on paper using a document camera. Label the places on the map (i.e. haystack, fence, etc.). Use the information from the book to help create the map. **(Scaffolding: Modeling)**

SESSION TWO

5. Take a walk around the school. Help the students to use specific location language as you walk **AROUND** a corner, **THROUGH** an archway, **PAST** the playground, etc. **(Integrating Processes: Listening and Speaking)**

6. When you return, help the students sequence the walk by making a list of how the class got from one place to another. Illustrate the list as well to provide ELL's with a visual reminder of the school locations they walked to. **(Scaffolding: Modeling)**

7. Use the pattern of the story to retell your walk. (For instance, "Our class went for a walk **AROUND** the corner to the library, **OVER** the bench to the computer lab, and **PAST** the playground to the cafeteria.") **(Integrating Processes: Listening)**

8. Assign pairs of students to help each other write a story sentence about the places they walked to. Be sure you pair your ELLs with a native language speaker for support. They should describe how they got from one assigned place to the next. Their writing should follow the pattern of the story. Have the pair illustrate their writing. An example story might begin, "Our class went for a walk, **THROUGH** the door to the sidewalk, **AROUND** the corner to the playground, **PAST** the bathrooms to the cafeteria, **OVER** the grass to the music room, and we got back in time for lunch!" **(Grouping Options: Partners; Assessment: Written, Group)**

9. Read the completed book together.

Assessment

The story sentence can be assessed using the Individual Assessment. Excellent = showing evidence of mastery in all three categories. Satisfactory = showing evidence in two of the categories. Unsatisfactory = showing evidence in only one of the categories.

Extensions

Make a chart of near and far. List buildings that are near the classroom or far from the classroom. This could be a predictable book for the students to

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illustrate individually. For instance, "The nurse is far from the classroom. The playground is near the classroom."

Using two colors of dot stickers, students could place red stickers for places near the classroom and blue stickers for places far from the classroom.

Sources

ROSIE'S WALK, by Pat Hutchins
ISBN 0020437501