

# The World Around Me

Step-By-Step Activities to Help Young Children Explore the World Around Them Using Engaging Literature and Google Earth as Springboards to Create Maps of Their Classroom, the School, a 3-D Map of a Community, and More to Understand Spatial Relationships and Human-Environmental Connections!

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## Acknowledgements

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### Notes from the Author

This is the fourth book in the **Step-By-Step Series for Kindergarten Teachers**. The other books are *Patriotic Symbols*, *Learning to Work Together*, and *It's About Time!*

To hear about my latest books first, sign up for my exclusive **New Release Mailing List** by sending me an email at [prisporter@aol.com](mailto:prisporter@aol.com). The next books in my grade level-specific series for teachers of Kindergarten to Grade 5 will be released later this year. Let me know your grade level of interest. You'll be glad you did!

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# Unit Overview: The World Around Me

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## Kindergarten History-Social Science Standard 4

Students compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:

1. determining the relative location of objects using near/far, left/right, behind/in front
2. distinguishing between land and water and locating general areas referenced in historically-based legends and stories on maps and globes
3. identifying traffic symbols and map symbols (legend references to land, water, roads, and cities)
4. constructing maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines
5. demonstrating familiarity with the school's layout, environs and the jobs people do there

**Compelling Question:** What is my place in the world?

## Supporting Questions

1. Where on the earth do I live?
2. What is the relative location of different objects?
3. What is a map? What are some different kinds of maps? How can we make a map?
4. How can we make a map of our classroom? Our school?
5. How can we make a map of a community?

## Overview of the Unit

Geographic inquiry helps us understand and appreciate our place in the world. Where are people and things located? Why there? What are the consequences? Using creative play, engaging literature, informational texts, and technology, the children will increase their spatial understanding of their environment and of the greater world.

The kindergarten geography curriculum has traditionally been connected to the child's neighborhood through the standard "expanding horizons" curriculum. While Piagetian theory cites that young children cannot deal with certain abstract geographical concepts and must therefore experience concrete, manipulative experiences which physically involve them with their own environment, there are exceptions in today's inquiry-based classroom.

Technological advances have provided children with opportunities to explore areas far removed from their neighborhood. For this reason, students will become engaged and captivated as they use their I-pads or Chromebooks to explore the world. Using Google maps and their curiosity, they will create and seek to answer their own questions. Through the observation of vividly divergent ways of life, children will be provided with a vision of the world and their place in it.

The C3 Framework asks teachers to serve as facilitators in inquiry-based lessons. The four “Dimensions” in the “Inquiry Arc,” encourage teachers to allow children to develop and answer their own question. (Source: NCSS, *Social Studies for the Next Generation: Purpose, Practices, and Implications of the College, Career, and Civic Life*)

### ***Dimensions of the C3 Framework’s Inquiry Arc***

1. Developing Questions and Planning Inquiries
2. Applying Disciplinary Concepts and Tools
3. Evaluating Sources and Using Evidence
4. Communicating Conclusions and Taking Informed Action

Group interaction and participation skills are developed in this unit as students make maps of movement introduced through selected stories from literature. The use of relative location terms and cardinal directions are explored. Students develop a geographic awareness of place and location through a variety of map-making activities. Beginning with interactive play, children will experience three-dimensional miniature models (houses, cars, people), which will be followed by three-dimensional models (blocks, boxes) and by two-dimensional picture maps using precut paper shapes, and finally to drawn maps. Students will develop spatial concepts and skills by using a variety of materials such as large building blocks, floor maps, toys, to construct maps. On a community map, children are encouraged to incorporate such structures as fire stations, airports, houses, banks, hospitals, supermarkets, harbors and transportation systems and describe the relationships and interactions between them.

This unit is designed to help students describe where they live and investigate their community with questions about what is there any why. The supporting questions addressed in each lesson help the students begin to understand, “What is my place in the world?”

### **Common Core State Standards**

The activities in this curriculum guide provide opportunities for children to develop the following Common Core State Standards for reading, writing, speaking, and listening. Abbreviations for the standards are included below. For example, RL K.3 refers to Reading Standard for Literature, Kindergarten, Standard 3.

#### **Reading Standards for Literature**

RL K.3 With prompting and support, identify characters, settings, and major events in a story.

RL K.5 Recognize common types of text (e.g. fantasy from realistic text).

RL K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL K.10b Actively engage in group reading activities with purpose and understanding. Use illustrations and context to make predictions about the text.

## **Reading Standards for Informational Text**

RI K.1 With prompting and support, ask and answer questions about details in a text.

RI K.5 Identify the front cover, back cover, and title page of a book (concepts of print).

RI K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g...what idea in the text an illustration depicts).

RI K.9 With prompting and support, identify basic similarities and differences between two texts on the same topic.

RI K.10b Actively engage in group reading activities with purpose and understanding. Use illustrations and context to make predictions about the text.

## **Writing Standards**

W K.2 Use a combination of drawing, dictating, or writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the text.

W K.3 Using a combination of drawing, dictating, and writing..., tell about the events in the order in which they occurred...

## **Speaking and Listening Standards**

SL K.1 Participate in collaborative conversations with diverse partners in small groups.

SL K.2 Confirm understanding of a text read aloud...by asking and answering questions about key details and requesting clarification if something is not understood.

SL K.4 Describe familiar ...things and, with prompting and support, provide additional detail.

SL K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

## **Recommended Materials for this Unit**

It is recommended students have access to chrome books or I-Pads. If these are not available, the activities using Google Earth may be completed as a demonstration or skipped. Several children's literature books are recommended, but not required. These include:

*This is Our Earth* by Laura Lee Benson (Lesson 1)

*The Listening Walk* by Paul Showers (Lesson 1)

*My Global Address* by Tamera Nunn (Lesson 1)

*Rosie's Walk* by Pat Hutchins (Lesson 2)

*Maps* by Joellyn Thrall Cicciarelli (Lesson 3)

*Mouse Views* by Bruce McMillan (Lesson 4)

*I Read Signs* by Tana Hoban (Lesson 5)

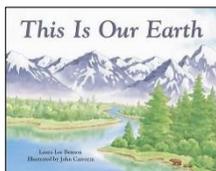
If you have Centers in your room, refer to Activity #1 in Lesson 3 and Lesson 5. The Resources section on pages 22-24 provides additional materials. Other recommended materials include butcher paper, construction paper, scissors, crayons and/or paint, and cereal boxes or white paper bags.

# Lesson 1: Earth is the Place Where We Live

**Supporting Question: Where on the earth do I live?**

## Activity #1 This is Our Earth

Materials needed: a copy of *This is Our Earth* by Laura Lee Benson



To foster an understanding of what we mean by “our earth” and the concept of caring for our earth, read the picture book *This is Our Earth* by Laura Lee Benson. The full score to the song, “This is Our Earth,” is included inside the back cover. The verse/prose combination creates two levels of readership, one with the words to the song and the other that aids adults in interpreting the bright watercolor pictures. For young children, it is recommended you only read the text at the top of each page.

Step 1: Show students a copy of *This is Our Earth* by Laura Lee Benson. Help them identify the front cover, back cover, and the title page of the book (concepts of print) (RI K.5).

Read the text on the top section of each page. With prompting and support, encourage students to ask and answer questions about the illustrations and key details (RI K.1)

Name the author and illustrator of the text. Read the text again to define the role of the author and the illustrator in presenting the ideas or information in the text (RI K.6). Confirm understanding of the text read aloud...by encouraging students to ask and answer questions about key details and requesting clarification if something is not understood (SL K.2).

The full score to the song, “This is Our Earth,” is included inside the back cover. If possible, sing the song as you display the accompanying illustrations.

## Activity #2 Living and Non-living

Preparation: a box or bag for each group of students with a collection of objects and pictures that students can use to sort into “living” and “non-living” things. Examples include pieces of plants and trees and pictures of animals and birds for the living section; and, rocks, sand, and a picture of a building for the non-living section; signs for each box: one titled “Living” and one titled “Non-living.” Additional materials needed: construction paper and crayons

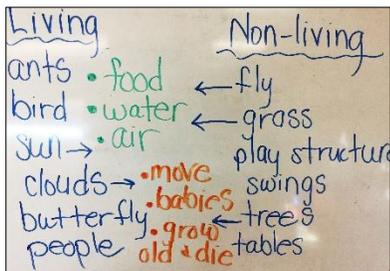
Step 1: Take the students on a walk outside the classroom. Encourage them to observe the land around the school. Ask children what they observe (types of natural features and types of buildings).

Natural Environment - Explain that the earth is covered with natural features like mountains, hills, valleys, and more. It is also covered with soil, natural vegetation, and animal life. Ask children to identify some of these things in their environment.

Step 2: Invite the children to sort things in their natural environment that are living from those that are non-living. Point to a tree or a plant. Do you think it is alive? Why do you think it is living? How can you tell? Are you living? What other things do you know that are alive?

Note that living things may do some of the following things, but not necessarily all of them. A living thing may: 1) reproduce 2) breathe air 3) eat 4) consume water 5) move and grow.

Introduce “The Living Song.” It is sung to the tune of Frere Jacques\*



It is living!  
 It is living!  
 I know why!  
 I know why!  
 It eats and breathes and grows.  
 It eats and breathes and grows.  
 It's alive!  
 It's alive!



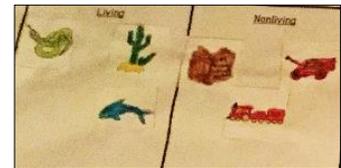
\*Adapted from The Learner Classroom

Ask, “What are some things in our environment that are not alive? How do you know?”

(In Mrs. Doherty’s classroom, students were confused with what was living and what was non-living. She refined the criteria and the students resorted their original list using arrows.)

Step 3: Classify Living and Non-living Objects. Show the children the objects you have in a box and the signs titled “Living” and Non-living.” Explain their task is to work in small groups to classify the objects in their box as “Living” or “Non-living,” and provide details or evidence for their decision. Place students into small groups. Distribute a box or bag of objects to each group, and have students participate in collaborative conversations to classify the objects (SL K.1). Have each group report their conclusions and provide details or evidence for their selections (SL K.4).

Step 4: Distribute a sheet of construction paper and crayons to each student. Demonstrate how to fold the paper in half and write “Living” on one half and “Non-living” on the other half. Students then draw or cut and paste objects that fit into each category (SL K.5). Invite the children to share their results and use evidence to support their decisions. Place the drawings into a class book titled, “Living and Non-living.”

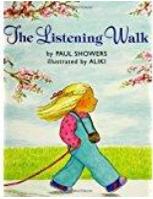


### Activity #3 Man-Made Environment and the Natural Environment

Step 1: The Man-Made (Built) Environment. Explain to the children that people interact with the earth. They adapt and modify the natural environment. Help children differentiate between the natural environment and the man-made environment by asking questions such as:

- How is the land being used around our school?
- What things have people done to change the land in the natural environment? (buildings, streets, etc.)
- Why do you think these changes have occurred?

(Note: The purpose of this activity is to increase the children’s awareness of the world around them, including the relationship and interaction between people and their environment. Geographers go beyond the “where” and ask “why” is it there and what are the consequences of its being there. Children are encouraged to observe the interactions of people and their environment. This can be referred to as “teaching by the eye!”)



Step 2: Read the book, *The Listening Walk*, written by Paul Showers. As you read the book, encourage the children to ask and answer questions about key details in the text (RI K.1). Name the author and illustrator. As you again show each page of the text, have the children define the role of the author and the illustrator in presenting the ideas in the text (RI K.6).

Discuss: Who went on the listening walk? What sounds did they hear? Why is it called a listening walk?

Have students close their eyes and listen to sounds in your classroom. What sounds did they hear? Were they made by living things or by man-made things?

Explain to the students that they are going on a listening walk around the kindergarten playground. Encourage students to use their sense of hearing to make observations on their walk. Stop and ask, “What sounds do you hear?” “Are they made by living things or by man-made things?”

Once students have practiced taking a “listening walk” within the immediate area of your classroom, expand the area to a walk around your school, including the playground. Review the procedures for walking together as a group and that students are not to talk, but to listen.

When you come back to the classroom, have students share their findings. What sounds were made by the natural environment (birds singing? wind in the trees?). What sounds were made by anything in the “man-made” (built) environment?” Which types of sounds did we hear the most? Why do you think this happened?

## Activity #4 Google Earth

**Materials needed:** Chrome books or I-pads for each student or each group of students. The activity may also be done as a total-group demonstration. If the equipment is unavailable, skip this activity.

Step 1: Introduce students to Google Earth. First model the following steps and then let them explore. To navigate Google Earth:

Use Look (top of the controls) to look around from one vantage point.

Click and drag the ring to rotate the view.

Use Move (center of the controls) to move down, up, right or left.

Use the zoom slider to zoom in or out (+ to zoom in, - to zoom out).

Step 2: Find your location. Enter your school’s address in the search box and click *Search*. For example, to locate Gerald Ford Elementary School, search "44-210 Warner Trail, Indian Wells, CA." In the search results, double click your address and Google Earth will fly you to the neighborhood. Explore the overhead view of the school and identify various locations.

With prompting and support, help student’s type in the school’s address. Provide time for them to explore the overhead view of the school.

Step 3: Demonstrate for students how to drag the Pegman 🧑 to access Street View and get an up-close look at your school. This takes some practice. Using Street View, Google Earth lets you fly from outer space down to the streets. Just zoom in to a location and then when Pegman 🧑 appears in the navigation controls, drag and drop it to enter Street View.

## Activity #5 Where Do I Live?

**Materials needed:** In advance, print or type each student's home address onto a card. If available, Chrome books or I-pads for each student or each group of students; paper

Step 1: Ask students to describe where they live. "In what type of a structure do you live?" Construct a chart of the different types of structures such as an apartment, single family house, condominium, duplex. If possible, provide pictures to illustrate each type of dwelling (Check Google Images). Explain that each building in a city has an address just like each student has his/her own name.

Step 2: My Street Address - Students in kindergarten should be able to orally state their home address. This is an important safety issue in case a student becomes lost. (Note: Caution students not to share their address with a stranger.) Create laminated index cards with each child's address. Assess each student and assist those who are unable to say their address.

Log on to Google Earth. Provide each student with his/her home address. With prompting and support, help each student type in his/her home address in the search bar. Provide time for them to explore the overhead and street views of their residence.

Step 3: Record the written address (the absolute location) on picture paper and have students draw a picture of where they live. Option: Use construction paper to "construct" the houses and post them on a "streets" on the bulletin board. If possible, replicate the streets of your community and post each student's home on the actual street location.

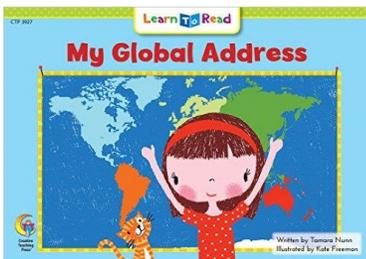


## Activity #6 The World as a Globe

**Materials needed:** a globe for each group of students. Hint: Borrow globes from teachers in other classrooms. A copy of *My Global Address* by Tamera Nunn. If the book is not available, the following activity can still be completed using a globe and maps of each area covered.

Step 1: Explain to students that the earth is the place where we live. Introduce the globe as a model of the earth. On the globe, point out the difference between the land and water.

Locate North America and the other continents. (Note: The globe is a map, but it is on a sphere, or ball, like the earth. Paper maps show the earth's surface flattened.)



Show students the book, *My Global Address*. Name the author (Tamera Nunn) and illustrator of the book (Kate Freeman). Help students identify the front cover, back cover, and title page of the book (RI K.5). Explain to students that the text of the book will provide us with information about where we live. (The book introduces students to the concept that their house is on a street in a neighborhood, and is also in a city, state, country, continent,

and on the planet Earth.)

Using a globe, show students the different locations as they are introduced in the book. Discuss the name of your state, country, and continent.

Step 2: During a second reading of *My Global Address*, define the role of the author and the illustrator in presenting the information in the text (RI K.6). Have students help describe the relationship between the illustrations and the text (RI K.7).

While reading the book, encourage the students to join you in the easy-to-read repetitive text. Add the names appropriate to your location. Create word strips and help students “read” the word strips to orally fill in the blanks. For example:

- My house is on a street. My street is \_\_\_\_\_.”
- My street is in a neighborhood.
- My neighborhood is in a city. My city is \_\_\_\_\_.
- My city is in a state. My city is in the state of \_\_\_\_\_.
- My state is in a country. My country is \_\_\_\_\_ (the United States of America.)
- My country is on a continent. My continent is \_\_\_\_\_ (North America.)
- My continent is part of the world. My world is the planet \_\_\_\_\_(Earth.)

## Activity #7 Exploring the World Using Google Earth

**Materials needed:** an atlas; Chrome books or I-pads for each student or each group of students; chart paper.

This activity is adapted from Strachan, Stephanie L; Block, Meghan K.; and, Roberts, Scott L. “Cardboard Airplanes: Authentic Ways to Foster Curiosity about Geography in Early Childhood,” *Social Studies and the Young Learner*, November/December 2016 p. 17-20.)

Step 1: In her kindergarten classroom, Ms. Zuniga did a “picture walk” through one of several atlases, stopping to explain the table of contents and how each chapter detailed a new continent. She chose Elizabeth Carney’s *Little Kids First Big Book of the World* because of its large engaging photographs and child-friendly informational text. A different atlas may be substituted.

Ms. Zuniga did a “think-aloud” as she walked through the chapter on South America, asking herself questions about Brazil, such as: “What does this place look like?” “What types of clothing do people wear there?” “What do the houses look like?”

She posted a chart with these questions and others accompanied by pictorial support for her students.

Step 2: Ask students, “If you could travel on an airplane to any place in the world, where would you go? On a sheet of chart paper, begin a list of locations. As students look through atlases and speak with each other, new locations will be identified. As location names are listed, foster inquiry by encouraging students to develop questions about the place. “Do they have deserts like we do?” “What is your evidence?” etc.

Using Google maps and their curiosity, allow students to create and seek to answer their own questions about a place in the world. The goal is to help students understand and appreciate their own place in the world, and foster curiosity about Earth’s wide diversity of environments and cultures. Through the observation of vividly divergent ways of life, children will be provided with a vision of the world and their place in it.

## Lesson 2: Cardinal Directions and Relative Location

**Supporting Question: What is the relative location of different objects?**

### Activity #1 Cardinal Directions

Step 1: Learning north, east, south, and west is best done outside at different times of the day with the sun as a guide by which students can orient themselves to local landmarks. Once the students have learned that they can use the sun to find directions, and that their interpretation of the sun's position will vary according to whether the time is morning or afternoon, they are ready to transfer the skill anywhere. When they learn, for example, that the swings are to their east as they stand outside their classroom door, they are ready to name other landmarks from that point. After a series of varied, real experiences with finding direction, students are ready to transfer the idea of cardinal directions to the pictures and maps they make in their classroom (Chapin, June R. *Elementary Social Studies – A Practical Guide*.)

Step 2: Label the classroom walls with compass directions, north, south, east, and west. Use these directional terms when asking students to locate certain things. For example, a student might be told to get the puzzles that are on the shelf on the west side of the room. Use this technique throughout the year to help students become more familiar with the directions of north, south, west, and east. Invite partners to take turns giving instructions, using the cardinal terms, such as "Go sharpen your pencil on the north wall."

Step 3: Demonstrate how to use a compass. Explain that a compass is a tool for showing directions. Invite students to explore the classroom with the compass to discover which walls are north, south, east, and west.

Interested in making a simple magnetic compass? Check online for the basic directions. Generally, you will need a sewing needle about one to two inches long, a small bar magnet or refrigerator magnet, a small piece of cork (corks from wine bottles work well, but not the plastic stoppers), and a small glass or cup of water to float the cork and needle.

### Activity #2 Relative Location

**Materials needed:** construction paper signs with relative location terms. Examples of relative location terms include *left, right, behind, in front, under, over, beside, between, down, up, across, through, past, around*.

Step 1: Use one and two-step oral directions to have different students act out relative locations in the classroom. Examples include *on* the desk, *around* the table, *over* the chair. (Note: You will recognize these relative location terms as prepositions.)

Step 2: Obstacle Course Using Relative Location Terms. Set up an obstacle course on the playground. Use the signs with the relative location terms for students to go *over, under, left, right, round, etc.* various pieces of equipment. Have students take turns walking around the obstacle course, much like "Follow the Leader," and follow directions as you state them.

### Activity #3 *Rosie's Walk*

Materials needed: a copy of *Rosie's Walk* by Pat Hutchins; a copy of Handout # 2.1 *Rosie's Walk* (page 13); a pocket chart; Optional: a Rosie stick puppet and a fox stick puppet (take a photo of Rosie and the fox, enlarge them, print them on photo paper, cut them out, and tape each "puppet" on to a craft stick; 11' x 17" construction paper for each student or group

Step 1: Read the story *Rosie's Walk* by Pat Hutchins. This is a story of a hen leaving her chicken coop for a little walk. As you read the story, ask students questions such as, "Where do you think Rosie is going? Why? Who is following behind her? Why? Does she know she is being followed? Use the illustrations and context of the story to have students make predictions about the story content (RL K.10b).

With prompting and support, have students identify the characters and the setting of the story (RL K.3). Help students distinguish fantasy from realistic text. Could this story really happen? Why or why not? (RL K.5).

Step 2: Cut a copy of Handout #2.1 into strips and, using a pocket chart, have students help you list all the places Rosie went, keeping them in the same order as they happened in the story (RL K.3). Invite students to retell the story using the word strips and illustrations as support (RL K.7). Optional: Use the Rosie and fox stick puppets to help the children tell the story.

Discuss the relative location terms mentioned in the book, such as *across* the yard, *around* the pond, *over* the haystack, *past* the mill, *through* the fence, and, *under* the beehives.

Step 3: Use directed drawing to help students make a map of *Rosie's Walk*. Give each student or group of students a piece of 11" by 17" construction paper and guide them in making a map of Rosie's walk. Using a combination of drawing, dictating, and writing, students tell about the events in the order in which they occurred (W K.3). The map can be a bird's-eye view or in picture form with the path that Rosie took. Help students formulate questions about what might be included on the map. As an alternative, encourage students to come up with their own ideas of a map of Rosie's walk. Let this be a creative time. Have students use their puppets and map to orally retell the story (SL K.4).



Optional: After students have had the experience of making the map of Rosie's walk, divide the class into small groups. On large sheets of paper have the groups paint murals showing Rosie's walk. When the murals are complete, have students role play Rosie and the different events that happened in the story. Students should speak audibly and express thoughts, feelings, and ideas clearly (SL K.6).

After students take part in the role-playing activity, they can perform their play for another kindergarten class or for a special school program.

## Rosie's Walk

Rosie the hen went for a walk  
across the yard  
around the pond  
over the haystack  
past the mill  
through the fence  
under the beehives  
and got back in time for dinner.

## Lesson 3: Making Maps

**Supporting Questions: What is a map? What are some different kinds of maps? How can we make a map?**

**Materials needed:** To implement the activities in this lesson, the teacher will need at least one globe, a map of the school, a city map, state map, map of the United States, a world map, and an atlas; magnifying glasses, compasses; cafeteria food tray and food for the tray; digital camera; butcher paper, blocks, manipulatives, and crayons.

### Activity #1 Geography Center

Set up a geography center with globes and different kinds of maps, including road maps, state maps, city maps, map of the school, map of a local amusement or theme park, maps of resort areas. Provide magnifying glasses, and compasses. Give the students time to independently explore the geography center. Have students gather in a group to share what they have discovered in the geography center. What questions do they have about maps? Record student responses on chart paper.

### Activity #2 Different Kinds of Maps



Step 1: Read the book *Maps* by Joellyn Thrall Ciciarelli. (If the book is not available, skip to Step 2.) The book begins with “If you need to know where to go, get a map to tell you so.” It then describes different types of maps, including a classroom map, a map of the city, state, country, and the world.

Read the book again. With prompting and support, help students describe the relationship between illustrations and the text in which they appear (e.g., What idea in the text does an illustration depict (RI K.7)?

Step 2: Show examples of the different types of maps found in the Geography Center (Activity #1). Locate the title and legend on each map. Compare the book *Maps* with the books *Maps* and *My Global Address* used in Lesson 1. With prompting and support, help students identify basic similarities and differences between the texts (RI K.9).

Show students an **atlas** and point out that it is a type of everyday print material, a “book of maps.” Identify the front cover, back cover, title page, and some maps in the atlas (RI K.5).

Compare and contrast maps and globes. What are the advantages and disadvantages of each?

Step 3: Share the poem, “What Is a Map?” by Goldie Capers Smith.

### **What is a Map?**

A map is a drawing  
To show us the way  
To places near our town  
And those far away.

The red and black lines  
Stand for highways we take;  
The blue wiggly lines  
Are the rivers and lakes.

The dots mark the cities  
Where most people are;  
The symbol for a capital  
Is a circle and a star.

### **Activity #3 A Map of My Face**

<p><u>Materials needed</u>: a variety of maps from previous activities; a mirror for each group of students; for each student, a sheet of blank paper and pencils</p>
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Step 1: Explain to students that a map shows where things or places are located. Using the maps that students looked at in the Geography Center and in the previous activity, locate each of the following areas on different maps: the title, the cardinal directions (compass rose), and the symbol key.

Step 2: Provide each group of students with a mirror. Ask them to look at their face and describe what they see to a partner.

Give each student a sheet of blank paper with a large round oval drawn on it. Explain that we are going to make a map of their face. (As students construct their map, demonstrate the following map-making process using a large sheet of butcher paper.)

Work together to decide on a title for the map, such as “My Face.” Have each student use a pencil to write the title on their map. Next decide where to put the cardinal directions. Model for students how to draw a compass rose with N, E, S and W.

Determine a location on the map for the symbol key. Ask, “What shapes can we use to show our eyes?” Determine shapes to use for the nose, mouth, ears, and hair. Develop a symbol key and draw the proper shape next to each item on the key. (Note: You may wish to make a symbol key for the students in advance that can be glued on to the map.)

Ask students, “How can you show where your eyes are located?” Draw the symbol for your eyes on the proper location. Continue until the map is finished. Explain to students that the picture of their face is like a map.

## Activity #4 Map of a Food Tray

Materials needed: digital camera; for each group of students, a food tray from the cafeteria; for each student, a sheet of construction paper and a pencil. (Note: Plastic replicas of a school lunch tray and various types of food are available from teacher supply stores such as Lakeshore's *Best Buy Play Food Assortment* LM365.)

Step 1: Have students sit in a circle on the floor. Explain to them that together we will make a map of a food tray that might be served to them in the school cafeteria. Show the students the tray with three or four items of food on the tray. Have them observe how the food looks. Ask them questions about shapes and colors.

Use a digital camera to take a picture of the food tray. Be sure that the picture is taken looking down from above the tray, as if in an airplane. Explain to students that mapmakers, or cartographers, start by taking a picture of an area they want to include in a map. They often take the picture from an airplane so they can get a view from above.

Have students look at a photograph of the food tray. Discuss the shape of the tray. To represent the tray, draw a rectangle on the large sheet of paper on the floor as the students watch. Have the students identify shapes that have the same shapes as the food on the tray.

Step 2: Have different students select objects such as blocks, unifix cubes, crayons, or any other things available in the classroom to represent the food on the tray. Using these items, have the students trace around them to represent the food on the tray. When the tray map is complete, ask the students to tell what the map looks like.

Using the shapes to represent objects, guide the students in making a map legend or key. Explain to them that this is the way other people will be able to read the map of the food tray since each shape represents a food item on the tray.

Give the map a title and add a compass rose. Take the map from the floor and post it on the wall. This angle shows how one would generally read the map.

Ask some questions about the Food Tray Map, such as:

- What is the same about the picture of the food tray and the map?
- What is different?

Step 3: Now that students have viewed a variety of maps and constructed two maps, review the supporting questions. "What is a map?" "What are some different kinds of maps?" and, "How did we make a map?" "How do these maps help to tell us our place in the world?" Encourage collaborative discussions of each question (SL K.1).

As answers to the questions are shared, encourage students to speak audibly, and express their thoughts and ideas clearly (SL K.6).

## Lesson 4: A Map of Our Classroom and of Our School

**Supporting Question: How can we make a map of our classroom? Our school?**

### Activity #1 Map of Our Classroom

Materials needed: butcher paper; a variety of blocks and/or manipulatives to be used to represent the furniture in your classroom; for each group of students, a sheet of construction paper, pencils, and pre-cut symbols for the teacher's desk, student desks/tables, bookcases, and any other major objects in your classroom.

**Step 1: Map of the Classroom.** Ask students some questions to help them decide what parts of the room to include on a map, such as the teacher's desk, student desks, tables, and bookcases. Record their answers as a legend on chart paper or the whiteboard. Using blocks or other manipulative materials, help students identify shapes that resemble the "tops" of classroom objects. Add these shapes to the legend.

**Step 2:** As a group activity, have students sit in a circle on the floor. Place a large sheet of butcher paper in the middle of the circle. Begin by giving the map a title (such as "Our Classroom") and locating where north, south, west, and east are located on the map. Begin to place the blocks and/or manipulatives on the paper to identify the "tops" of objects in the classroom.

When all objects have been placed, use a pencil to trace around each shape. The shapes should then be colored to match the shapes in the legend. On the exterior edges of the map, identify where the windows and doors are located. When complete, place the classroom map on the north wall. Have the students look at the map and follow directions such as, "Show me where the teacher's desk is located?"

**Step 3:** Place a sheet of construction paper on the floor and have students gather around in a circle. Using pre-cut symbols for the major pieces of furniture in your classroom, have students help you identify each symbol and place it where on the map it should be located.



After you have modeled how to build a classroom map, have students work in groups to make their own map of the classroom using pre-cut shapes. When the maps are complete, have each group of students use a combination of dictating or writing to supply information about their map (W K.2).



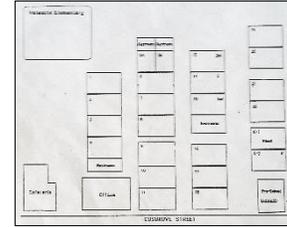
The classroom maps shown here were first made with blocks that were then replaced with construction paper cut-outs.

### Activity #2 Reading a Map of Our School

Materials needed: Locate a map of your school and use it as a template to draw enlarged sections of the school on a large sheet of butcher paper. On the first section, only include the six to eight classrooms closest to your room.

Step 1: Plan to map your school in a series of short walking trips. First ask students to visualize a mental map of their school. What does their map include?

Begin with the section that includes only the six to eight classrooms closest to your room. Mark your room number on the map and duplicate the map for students. Begin a walking trip to locate each of the rooms on the map. Show students where to record the room numbers on the proper map location. When you return to the classroom, create a large version of the map on the butcher paper and fill in the room numbers. If possible, take digital pictures of the classroom teachers and post these in the proper location on the large classroom map. Photos of school workers can be also be added.



Continue to take walking trips until the entire school is represented on the map. Divide the school into at least four different sections and map one of them at a time. On the large sheet of butcher paper, it is helpful if the teacher draws the walkways and let the students fill in the other parts of the map. Create a title for the map, a symbol key, and add a compass rose.

### Activity #3 Looking Down from Above

Materials needed: *Mouse Views* by Bruce McMillan

In *Mouse Views*, students follow an escaped pet mouse through a school to identify where he is through photographs of familiar school objects as seen from the mouse's point of view.

Step 1: Read the book, *Mouse Views* by Bruce McMillan who is also the photo-illustrator. With prompting and support, help students name the author and photo-illustrator, and define the role of each in telling the story (RL K.6). Looking at the photographs, have students use them and the context to predict what the mouse will see next (RL K.10b). Identify the shapes of the "tops" of the classroom objects. With prompting and support, identify the main character of the book, the setting, and the major events in the story (RL K.3). Ask children to describe the relationship between the photographs and the story (RL K.7).

After reading the book, distinguish fantasy text from realistic text (RL K.5). "Could this story really happen?" You can relate the book to classroom rules by asking students to predict a rule that could probably be found in this classroom. (Leave the mouse house closed.) "What were the consequences of breaking the rule and leaving the mouse house open?"

Step 2: Return to the book, *Mouse Views*. As you reread the story, list the places the mouse visits. On page 31 of the book, there is a map showing the route the mouse took as he went around the school. Enlarge this map or display it with a digital camera for the students to see. Identify north, south, east, and west. Trace the route the mouse took. Discuss the map key. Ask students questions such as, "Did the mouse start in the north or south? Which direction did he go next? When the mouse was in the third-grade room, what direction did he go to get to the library?"

Extension of *Mouse Views*: Students take photographs of your class pet at various locations around the school. After printing, students indicate on a copy of their school map where each picture was taken. Students, working in collaborative groups, use a combination of drawing, dictating, and writing to create a page for a book about the "travels" of our class pet (W K.3).

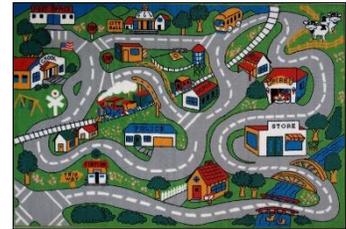
## Lesson 5: Designing a Community Map

### Supporting Questions: How can we make a map of a community?

In this lesson, through interactive play, children will experience play maps of a community followed by the construction of a three-dimensional model (using boxes, cars, people, road signs) of a community, and finally to their own drawn maps.

#### Activity #1 Play Map of a Community

Materials needed: Play maps can be drawn on butcher paper or purchased from commercial vendors. Refer to pages 23-24 for a list of some recommended play maps, vehicles, and people.



To help students gain a perspective about movement and direction, use toy cars and a play map of a community. Through creative play, students can “drive” a car along the streets.

#### Activity #2 Building a 3-D Community

Materials needed: To construct the 3-D community, you will need a large sheet of butcher paper, marking pens, crayons, construction paper, and lots of small boxes (i.e., cereal boxes). Take out any liner material and flatten the boxes by opening a seam. The boxes can now be cut with scissors and can be shaped as desired with masking tape. By turning the boxes inside out, the surface will take tempura paint. As an alternative to the boxes, small white paper bags can be stuffed with newspapers. If available, Chrome books or I-pads for each student or each group of students for use in Step 2.

Step 1: Ask students what types of buildings we will need in our community, including such structures as homes, police and fire stations, airport, banks, hospitals, schools, places of worship, and transportation lines.

Step 2: **Businesses in Our Community.** Ask students, “What are some of the businesses located in our community?” Have students participate in collaborative conversations in small groups to name some businesses with which they are familiar (SL K.1). You may need to prompt the discussion by asking students where they shop to buy what they need and want, where they get their food, etc. Record the results of their conversations on chart paper.

Log on to Google Earth. Demonstrate how to search for a business by address, business name, or keyword(s). For example, try searching, “Pizza, Palm Desert, CA.” With prompting and support, help students enter the search term(s) in the input box and click *Search*.

Use the street view of the businesses located to see the front of each building.

Step 3: Using boxes or white paper bags stuffed with shredded newspaper, have students construct three-dimensional models of buildings in their neighborhoods, incorporating the items discussed in Steps 1 and 2.



Put a large tarp on a table or the floor for children to sit on while they paint. Have a box of assorted materials that students can search through for just the right garnish for their building. Put the student's name and type of building on the bottom of the box for easy

identification when the "buildings" are placed on the map. As students design their building, go to Google images to see types of similar buildings, i.e. "images of firehouses."

Step 4: Encourage students to participate in collaborative conversations to determine the placement of each building on the community map. Where should the airport be located? Why is that a good location? Where should the homes be located? The firehouse? The supermarket? Have students evaluate each location and use evidence to communicate their conclusions. Teacher-made index cards can be placed on the map as students identify specific locations. Have the students help decide where the major streets should be located and what name should be given to the community.



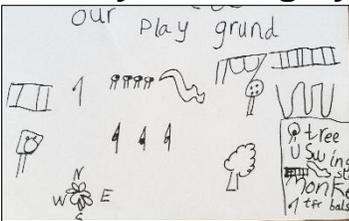
### Activity #3 I Read Signs

The book *I Read Signs* by Tana Hoban is very helpful for introducing the signs and symbols frequently seen along the street. Children delight in being able to "read" (recognize) most of the signs before the teacher reads the page. Hoban's brilliant color photographs bring the written language alive for early readers. The book will help alert students to potential safety hazards. Actively engage in group reading activities with purpose and understanding. Use illustrations and context to make predictions about the text (RI K.10b).

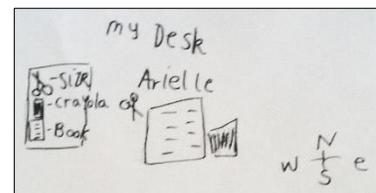
Have students participate in collaborative conversations to determine which signs to create for their community and where they should be placed. For each sign, place a toothpick in clay and let it air dry. Make "sign sandwiches" in which the sign is pasted on the front and the back with the toothpick in between. Or, Block Play Traffic Signs (Lakeshore RJ10) can be added to the 3-D community map.



### Activity #4 Design your own map



Step 1: To assess individual students' understanding of maps and their construction, have each student design a map of his or her choice. Maps should include a title, legend, and compass directions.



Computer savvy students will enjoy using *Kid Pix* from Broderbund to design their map. Have students use a combination of drawing, dictating, or writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the map (W K.2).

Step 2: Return to the compelling question, and ask students to explain, "What is my place in the world?"

## Assessment

Assessment of this unit is integrated with the instruction and will occur throughout the lessons. The compelling question and the supporting questions provide a framework for the evaluation of the lesson. Maps developed during the unit should each have a title, legend, and compass directions. In addition, students should be able to:

- Classify objects as living or non-living.
- Orally state their home address, name of their city, state, and country.
- Identify the front cover, back cover, and title page of a book.
- Navigate Google Earth to locate specific locations.
- Correctly use the cardinal direction words “north, south, east, and west.”
- Distinguish fantasy from realistic text.
- Use relative location words such as near/far, left/right, behind/in front to locate objects.
- Working in a group, construct a map of *Rosie’s Walk*.
- Distinguish between different types of maps.
- Locate the title, legend, and compass directions on a map.
- Construct a “Map of My Face” with a title, symbol key, and compass directions.
- Identify shapes to represent objects on a map legend.
- Use manipulatives to illustrate a “bird’s-eye view” of a food tray map.
- Use information gathered on a school walk to plot locations visited on a map.
- Demonstrate familiarity with the school’s layout by pointing out specific locations on the school map.
- Participate in the drawing of a classroom map.
- Use pictures and context to make predictions about story content.
- Help construct a three-dimensional map of a community.
- Read signs and symbols frequently seen along the street.
- Draw, dictate or write one or two sentences describing a map constructed by the student.
- Respond to the compelling question, “What is my place in the world?”

## Extended Activities

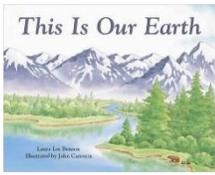
As a family homework activity, have the students choose one of the following: a) Make a treasure map, b) Make a map of how they come to school, or c) Make a map of their house or a room in their house.

Locate on maps and globes, the general areas referenced in historically-based legends and stories.

For jobs that people do at school, refer to the curriculum guide for Kindergarten, Standard 3.

## Resources for *The World Around Me*

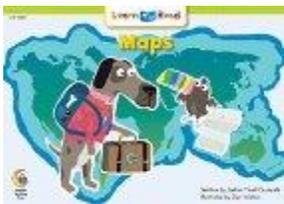
\*Highly Recommended Books used in lesson activities



\*Benson, Laura Lee. *This is Our Earth*. Illustrated by John Carrozza. Charlesbridge Publishing, 1994. This picture book of verse is set to music and the full score is included inside the back cover. The verse/prose combination creates two levels of readership. The text fosters the concept of caring for our earth.

Carney, Elizabeth. *Little Kids First Big Book of the World*. National Geographic Children's Books, 2015. This reference book introduces children to the world by exploring landscapes, weather, animals, capital cities, mountains, deserts, and more. More than 100 colorful photos are paired with age-appropriate facts about each continent.

Canizares Susan. *All Around Our Country* (Emergent Social Studies Reader). Daniel Moreton, illustrator. Scholastic, 1999. The simple text and vivid photographs show different kinds of natural features such as forests, deserts, beaches, marshes, mountains, rivers, lakes, canyons, and prairies. Item # NTS554944



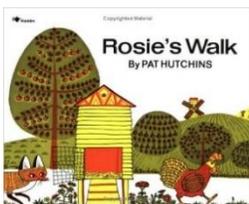
\* Cicciarelli, Joellyn Thrall. *Maps* Illustrated by Dan Walters. (Learn to Read) Creative Teaching Press, 2013. Teach social studies standards through engaging text. Repetitive, predictable story lines and illustrations match the text and provide maximum support to the emergent reader.

Fanelli, Sara. *My Map Book*. HarperFestival; 1st American edition, 2001. A collection of maps drawn by the young author that provides a childlike, unexpected view of the owner's bedroom, school, playground, and other realms of the world.

Hartman, Gail. *As the Crow Flies*. Illustrations by Harvey Stevenson. Aladdin, 1993. This story uses maps to show the daily travels of an eagle, crow, rabbit, horse, and seagull. The book shows individual maps from each perspective and concludes with a composite map. The student gets the idea of a "birds-eye view" in map making.

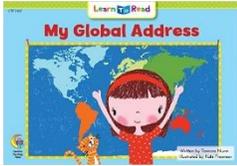


\* Hoban, Tana. *I Read Signs* (Reading Rainbow Books) Greenwillow Books; Reprint edition, 1987. *I Read Signs* uses photographs to introduce signs that students encounter daily along the street. This is a good book to read when creating the 3-D community map.



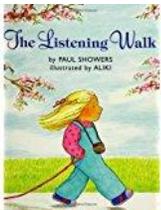
\* Hutchins, Pat. *Rosie's Walk*. New York: Aladdin Paperbacks, 1971. Rosie the hen leaves her chicken coop for a little walk. Right behind her is the fox, slyly trying to catch her. The book illustrates the concepts of "over," "under," "around," and "through," and her safe return to her hen house for dinner.

\*McMillan, Bruce. *Mouse Views: What the Class Pet Saw*. Holiday House, 1993. This photo essay of a mouse's escape and further exploration of the school is not only a visual treat, but also a fun way to begin understanding visual perception and the importance of maps. The school map inside the back cover fits well with the standard.



\* Nunn, Tamara. *My Global Address* (Learn to Read). Illustrated by Kate Freeman. Creative Teaching Press, 2013. With vivid pictures, this book shows a child's place in the world from house, neighborhood, city, state, country, continent, and world.

Olien, Rebecca. *Map Keys*. (Rookie Read-About Geography) Children's Press, 2012. Maps vary widely in complexity, from simple road maps to detailed topographical maps. Readers will learn why map keys are important and how to use them to interpret the data on different kinds of maps.



\*Showers, Paul. *The Listening Walk*. Illustrated by Alike. HarperCollins; Reprint edition, 1993. This book is about going on a quiet walk. It helps children listen to the outdoor sounds around them.

Williams, Rozanne Lanczak. *Can You Read a Map?* (Learn to Read). Illustrated by Jan Bryan-Hunt. Creative Teaching Press, 2013. Students are asked to read maps drawn from four fairy tale stories. One shows the interior of the three bears' house while others are of Little Red Riding Hood's, Hansel and Gretel's, and Cinderella's neighborhoods.

## **Resources available from Lakeshore Learning Materials**



**Community Play Carpet** This activity-filled carpet has all the features of a real-life community—from city roads and highways to a park, police station, even a drive-in movie theater! The durable nylon carpet is silkscreened with colorful community images...and it measures over 6 feet long, so several children can tour the town at once. 36" x 78" carpet is soil-resistant and surface-washable, and features a nonskid rubber backing for safe use. \$49.99. *Cars sold separately.* Item# GR931

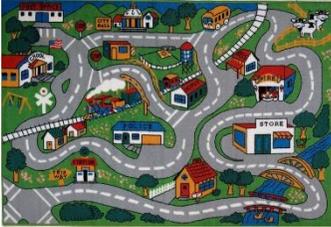


**Building Brick People** From a police officer and firefighter to a race car driver and football player, here are enough diverse play people to create a bustling brick-play town! 30 multi-ethnic plastic figures have fully poseable arms, legs and heads...plus interchangeable hats, helmets and hair. Each is approximately 1 3/4" tall. Lakeshore Learning Materials Item# RA926. \$29.99

## Resources available from Amazon.com



**Silli Me Large Town Kids Car and Train Play Mat with Airport, Racetrack, Construction Zone, City and Farm.** Better than a play rug. All the most popular play zones combined in one playmat. Bold colors on a smooth polyester surface with a rubber backing. Made of mousepad material. Easy to wash; sponge it off with soap and water or hose it down outside and hang to dry. 54" wide x 45" high provides large play surface. Easily rolls up for storage. Amazon Prime \$39.99



**The Fun Rugs Fun Time Around Town Area Rug** sports a town map across its entire surface on the face side. Roads and buildings drawn around the town facilitate the child's imagination. This rug is made from nylon to ensure a long lifespan. The rug is available in a wide range of sizes up to 8' by 11', so that you can choose the one that best fits the intended area of use.



**Kids Rug City Map Fun Play Rug 5' X 7'** Children Area Rug Non-Skid Gel Backing (59" x 82") Non-slip action rug. 100% high quality soft nylon loop pile. Cushioned backing for comfort. New technology 16 color combo technique to create bright and vivid designs, colors & details. Reinforced surged edges for durability. Machine washable. Light weight for easy cleaning and use.



**Learning Carpets City Life Play Carpet.** A hospital, fire station, post office and more are part of this city-themed children's rug, featuring numerous roads. The rug is durable enough for both indoor and outdoor use. Soil and Stain Resistant Washable Carpet. Durable Latex Gel Skid-Proof Backing. 100% Nylon Carpet. 39 in. W x 79 in. L (5 lbs.). This self-contained metropolis has it all: school, hospital, fire and police stations, a park, church, service station, parking garage, bus stop, restaurant even its own airport!



**Matchbox X7111 9-Car Gift Pack (Styles May Vary)**  
by Matchbox



**Toy State Emergency City Vehicles** set of 10- Police, Fire Truck, Ambulance, Action News Helicopter, Taxi, Bus, Recycle, Garbage & Tow Trucks - all Free-Wheeling some with Moving Parts Imagination Play by Road Rippers.

### **20 Assorted Pullback Deluxe Car Gift Pack Play Set**

Includes race cars, classic cars, emergency vehicles, concept cars and more!  
Bright and Colorful, Each Car Measures Approximately 2.5" in Length