



Where in the World am I?

Kindergarten

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COMPELLING QUESTION:

Where am I?

SUPPORTING QUESTIONS:

1. Why do people use maps?
2. Who uses maps?
3. How do maps help people?
4. What can we find on a map?
5. How can you tell which is the water and which is the land on a map?
6. Is every map the same?
7. What is the difference between a map and a globe?
8. Where do you think you are on the map?

EXPECTED LEARNING OUTCOMES:

Students will be able to locate different areas on a map/globe.

HISTORY-SOCIAL SCIENCE STANDARDS:

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

K.4.2 Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.

K.4.4 Construct 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.

ELA/LITERACY COMMON CORE STANDARDS:

SL2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. a. Understand and follow one-and-two step oral directions.

SL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL5 Add drawings or other visual displays to descriptions as desired to provide additional details.

ELD STANDARDS:

Collaborative: Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics. Offering and supporting opinions and negotiating with others in communicative exchanges

Interpretive: Listening actively to spoken English in a range of social and academic contexts

Productive: Expressing information and ideas in formal oral presentations on academic topics
Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

ASSESSMENT/PERFORMANCE TASK:

1. Students will construct a model of their own classroom in a small group.
2. Students will create a map of their bedroom at home with assistance from an adult.
3. Students will develop and create their school neighborhood as a class project with teacher facilitation.

ACADEMIC VOCABULARY:

Map
Legend
Globe
Symbol
Route
Landmark
Direction
Compass rose

PRIMARY SOURCE DOCUMENTS:

globe
map of the world
maps of the U.S., state, and local city

ARTIFACTS:

Maps
Globe
Sextant
Directional compass
Writing compass

MOTIVATION:

Students will view a video showing the “zooming” in from space to the earth, the continent, the country, the state and then a neighborhood.

MAKING CONNECTIONS:

Class discussion will center on the question “What do you think we just saw in the video?” and “Did anything in the video look familiar?”

LESSON ACTIVITIES:

Day 1:

1. Lesson will begin with the book *Me on the Map* by Joan Sweeney. Students will be asked if there is anything similar about the book and the “zoom-in” video we saw at the beginning of the lesson.
2. Two of the ideas discussed in the book show a map and a globe. Bring out each and compare and contrast the two. Create a Thinking Map to organize their ideas.
3. Divide students into two groups and give each group time at a table with the globe or the map and have them take a closer look. If you have multiple globes or maps, break the group into smaller groups. Give each student a magnifying glass to take a closer look.
4. Regroup and review their initial responses to what the difference were between a globe and map. Pose the question, “After looking at the globe and map more closely, Did you notice anything else we could add to our list?”

Day 2: (Whole Group Directed Lesson)

1. Review what they learned about the globes/maps and if they had anything else to add. Read *Mapping Penny’s World* by Loreen Leedy. Return to the page showing Lisa’s bedroom. Take a closer look to see what she thought was important to put in her room and what shapes you used to represent those object.
2. Give each student two-three stickie notes and tell them that we are going to make a map of our classroom. Call on students to go and place their stickie notes on the objects in the classroom that they think should be represented on the map. After everyone has had a chance to put their stickies on his/her top three choices, survey the room and talk about the choices that were made.
3. Bring out a large sheet of paper and place in the middle to be seen by all the kids. Start to create a classroom map based on the students’ suggestions. Create a key for the map.

Day 3 (Independent Practice & Closure):

1. Revisit the classroom made on the previous day. Divide students into groups of 2-3 with a large piece of white paper and explain how now they will get a chance to create their own classroom map with a partner. Go over the steps from the previous day on picking what they think is the most important items to put on their classroom map.
2. Give the students time to discuss what they thought was important to go on their map and each group will present their map to the class and talk about what they did.
3. Lead a discussion about what kind of map we should make next if we were to go beyond our classroom (school, home, neighborhood, city, state, etc.) Bring out some maps of their city and let them explore at tables to find the key, compass, and landmarks on the map.

MODIFICATIONS:

ELD beginning students will be teacher facilitated to create a map with a word bank for the classroom.

EXTENSION/ENRICHMENT/CROSS CURRICULAR CONNECTIONS:

Two extension activities will be planned, one for the home and one for the classroom. At home students, with assistance from parents, will be asked to create a map of their bedroom to share back at school.

The second will be taking a closer look at our school neighborhood and city and creating a class cityscape art project to show the streets and important buildings in our neighborhood.