

**Title:** A FIRST LOOK AT MAPS

**Overview:** This is the introductory lesson, in a series of exercises, on the skill of map reading. Reading simple maps will be organized around the five fundamental themes of geography. This exercise will help students focus on identifying natural and man-made features from the perspective of an eagle, rabbit, crow, horse and seagull.

**Standards and Objectives:**

1. Understanding concepts of location K-3, I. A1, A4
  - A. The student will use directional and positional words to locate and describe animals, people, places and things.
2. Identifying physical and man-made features K-3, III., B1
  - A. The student will name and locate both physical and man-made features on the earth's surface from the perspective of an animal.
3. Using map skills K-3, II., C1
  - A. The student will locate places on a simple map and understand that maps are drawings of locations and places as viewed from above.
  - B. The student will create a map illustrating an animal's home or place on the surface of the earth.

**Grade Level:** 1

**Subjects:** Geography and Reading

**Time:** Two sessions, 45 min. each

**Prerequisites:**

- \*Students will have seen and handled maps or globes in Kindergarten.
- \*They will understand that the world has various landforms such as mountains, jungles, grasslands, deserts, islands, rivers...
- \*They will understand that the earth is divided into large masses of land called continents.
- \*And that these continents are separated by large bodies of water called oceans.

**Required Materials:**

- \*Picture book: As the Crow Flies A First Book of Maps by Gail Hartman,
- \*5 large sheets of white paper and colored markers
- \*22 copies each of "Create a Kitchen" and "Mapping Your Room" from Map Skills (Social Studies Grade1) Carson-Dellosa Publishing
- \*22 copies of pre-assessment guide entitled "Looking at Maps"
- \*1 copy of each animal's map from the picture book
- \*22 copies of "The Big Map" from the picture book
- \*22 sheets of large white drawing paper

**Procedures:****Pre-reading Strategy:**

Pass out Anticipation Guide entitled “Looking at Maps”. Teacher will read aloud each statement allowing children time to process and mark smiley or frown, indicating if they agree or disagree with the statement. Allow time for children to briefly share their reasoning after each statement is read. Accept all responses without judgement. Monitor and adjust teaching points in the map reading unit based on students’ current knowledge and understanding.

**During Reading Strategy:**

Teacher models a Book Walk. Begin with title and cover. Invite children to share what they think this book will be about. Invite discussion on the possible meaning of “as the crow flies”. Survey special features about the text format. Draw attention to forms and locations of headings, labels, and borders on maps before beginning to Read Aloud.

\*Read the text in chunks per animal. The teacher will ask leading questions and allow children to speculate about what the animal might be thinking on its walk or flight.

\*Have students pretend that they are the animal in the picture as the book is read aloud to them. Think about what this animal needs to be comfortable and healthy and explain your reasoning to the group or your neighbor sitting beside you. Tell about the physical landforms and man-made things it needs to get around or past barriers in its environment.

\*Describe the path or route taken to move from its home habitat to another place in the map.

\*Where and why might it stop along its path? Describe what it might do along the way.

\*Notice beginning and ending sounds in labels/titles and guess what it says. Why do you think the author wrote it this way?

\*Explain how this animal will adjust or adapt to its surroundings when it shares its home with people.

\*How is it that the moon shines over all the animals at the same time?

\*Infer by the final picture of The Big Map that the sun shines over all the animals at the same time for the same reason the moon shines over all.

**After Reading:** Assign 5 teams, each team will represent an animal from the text. Distribute paper and markers. Teams will illustrate physical and man-made features important to its animal and recreate its home map from the animal’s point of view. Students will be encouraged to talk about their animal and map features as they work. When teams have finished their map, ask for volunteers from each team to share about their map from the animal’s perspective. Post each map as it is shared with the rest of the class. Create a big map from each team’s map and talk about what has changed. Compare and contrast needs and change.

**Value Beyond the Classroom Activity:**

\*Direct first graders to close their eyes and imagine themselves floating around the classroom like an astronaut or helium balloon. Imagine floating slowly and gently just below the light fixtures.

\*Notice what you see and how you feel as you look down and around the classroom from above.

\*Can you see your desk? Where is your friend's desk? Where is it in relation to your desk? (next to, in front of, behind, right, or left?)

\*Picture the library shelves. Do you see lots of books on the shelf from above and to the side? Or, do you only see the long rectangular shape of its top?

\*Describe the position of your body, that is, where are you?

\*Describe the position and location of one thing you are looking at.

Teacher models drawing a classroom map: Students participate in whole group discussion while teacher invites input. Draw a large rectangle on the white board. Select one area or special place on each wall of the classroom, such as, the library...computers...locker bank...and overhead projector. Model drawing a simple representation of each man-made area or feature from a "bird's eye view". Drawings should be made as if looking down from above. The correct wall and spatial position on the wall will need student attention.

Students create a classroom map. Distribute large white drawing paper to each child. Have them decide what is important to put on their map. Have them create a map of the first grade room. Students will take completed maps home to show 'n tell with parents and sibs.

**Distribute same Anticipation Guide:** At the end of the unit distribute the same anticipation guide. Read each question aloud and allow enough time to mark smiley or frown. Allow time for discussion after each statement. Encourage conversation among students.

**Differentiation:** Everyone is involved through Read Aloud, shared discussion and shared marker activities. Roles could be assigned to those really needing to be in charge. A map rug of a small town could be brought out for fast workers or those children needing to move around.

**Extension:** Students will choose an activity to do at home. Select either "Create a Kitchen" or "Mapping Your Room". Borders given in each picture will represent the walls of each room.

**Credits:** Pat Bodenstab, Nova Classical Academy, Saint Paul, MN  
Grade 1 teacher.

Name: \_\_\_\_\_

### LOOKING AT MAPS

Circle the smile if you agree. Circle the frown if you do not agree.

There are lots of different kinds of maps. 😊 ☹️

A map is a picture of a place drawn on a flat surface. 😊 ☹️

I can make a “mental map”. 😊 ☹️

A map shows me things that are important to the map maker, who is called a cartographer. 😊 ☹️

A map’s symbols or pictures help me read it. 😊 ☹️

A map can show me how people adjust to their surroundings or environment. 😊 ☹️

A map shows me where things are located. 😊 ☹️

A map can show me how people move from one place to another. 😊 ☹️