



Classroom Maps

Standard Connection:
 ELA.RL.PK4.4a
 ELA.W.PK4.5
 M.MD.PK4.1
 M.G.PK4.2
 S.PS.PK4.1
 SS.OW.PK4.2
 PD.SHS.PK4.1
 PD.SHS.PK4.3
 VA.CR.2a.3.PK
 VA.CN.10a.1.PK

Enduring Understanding(s):

- Color can carry information.

Essential Question(s):

- How is color used to communicate ideas, thoughts, and feelings?

| Materials | Vocabulary | Books |
|--|---|-------|
| <ul style="list-style-type: none"> • <i>Max's Dragon Shirt</i> • images of maps (see Resource) • Beautiful Stuff • paper • writing and drawing utensils • adhesives (tape, glue, etc.) | <p>key: explains the symbols that are on a map</p> <p>map: an illustration showing locations</p> <p>symbol: pictures or colors that represent something on a map</p> <p>title: a name for a map</p> | |

| Intro to Centers | |
|--|---|
| Preparation: <i>Set up materials.</i> | |
| “In <i>Max’s Dragon Shirt</i> , Max was lost in the store. What do you notice?” | Show illustrations. Children respond. |
| “A tool that could have helped Max is a map - an illustration that shows where things are.” | |
| “Here are images of maps . What do you notice?” | Show images. Children respond. |
| “A map has a title, symbols - pictures and colors that represent things on the map , and a key that explains what the symbols on a map represent.” | |
| “Today, in Creative Writing, you can make a map of our classroom with these materials.” | Show materials. |
| “On my map , I will start by drawing and labeling the meeting area. The easel is next to my chair in the meeting area. How should I show that on my map ?” | Model. Children respond. |
| “I will make a key and give my map a title .” | Model. |

During Centers:

Encourage children to collaborate (one child draws, another child labels). Explore concepts of scale, distance, and relative location. Some children might benefit from creating a three-dimensional representation of the classroom to plan their map.

Guiding Questions during Centers:

- How can you show on your map that one area of the classroom is bigger than another area?
- How will you represent the different areas of the classroom on your map?
- How could your map help someone who has never been in your classroom before?
- How is your map similar to or different from the images of maps?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

- Encourage children to create maps of the school, neighborhood, etc.
- Encourage children to notice maps in their environment (bus stops, landmarks, etc.).
- Encourage children to create a map of the store they built in Blocks.
- Encourage children to make treasure maps.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, strategically pair children that need extra support with those that have more advanced skills in this area. Provide a variety of materials to meet children's fine motor needs.