



Map Puzzles

Standard Connection:

ELA.RL.PK4.4

ELA.SL.PK4.2

M.G.PK4.2

SS.OW.PK4.2

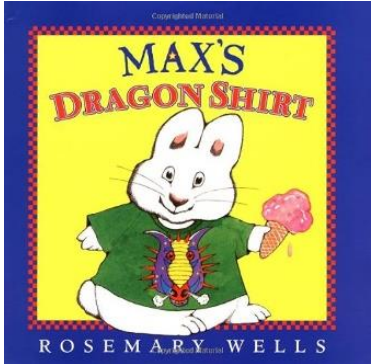
PD.FM.PK4.1

Enduring Understanding(s):

- Color can carry information.
- Colors can be used to communicate ideas, thoughts, and feelings.

Essential Question(s):

- How are colors 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) • poster or tag board • Ziploc bags • basket or box to store puzzles • trays 	<p>adjacent: near or next to</p> <p>location: place or position</p> <p>map: shows us where we are and where we need to go</p> <p>position words (left, right, center, next to): words that describe the location of a person or thing</p>	

Intro to Centers	
Preparation: Set up materials.	
<p>“In <i>Max's Dragon Shirt</i>, Max looked for his sister Ruby. What do you notice?”</p>	<p>Show illustrations. Children respond.</p>
<p>“A map of the store would have been helpful to Max to find Ruby’s location - where she was.”</p> <p>“Max looked for Ruby in Boy’s Sportswear, adjacent - next to - Hats.”</p>	
<p>“Today in Puzzles (Manipulatives) you can solve map puzzles.”</p>	<p>Model assembling a simple puzzle, using position words. Children respond.</p>
<p>“We solved this puzzle of a _____ map. What do you notice?”</p> <p>“How could this map be helpful?”</p>	<p>Children respond.</p>

During Centers:

Encourage children to describe their puzzle-solving strategies (if they put all the edge pieces together first). Encourage children to count the number of pieces in the puzzles. Scaffold puzzle-solving by providing images of completed puzzles for children to reference.

Guiding Questions During Centers:

- What strategy did you use to solve this map puzzle?
- How is your map puzzle similar to or different from your friend's map puzzle?
- What do the different colors on this map represent?
- How is this map similar to or different from a _____ map?

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 process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

- Ask children if they would like to create puzzles using their Classroom Maps.
- Ask children and families to bring in maps that they might have at home that parents would allow to be laminated and made into jigsaw puzzles.
- Compare and contrast 2-dimensional maps to interactive maps (GPS).

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, have a range of number of puzzle pieces (some puzzles with five pieces, some with seven, etc.) to match children's level of challenge.