

Roosevelt Lesson Link , K
Cycle # 3
Making A Map of Our Classroom

Standard: K 4.4 Construct maps and models of neighborhoods.

Lesson Objective: Students will create a map of the classroom, from an aerial viewpoint.

Materials Needed:

Me on the Map book

Graph Paper

Teacher Template

Lessons taught prior to this lesson:

Shape recognition

Size/proportion

Basic map skills

Building a map of the classroom with legos, linker cubes, or blocks

Making an aerial map of the playground

Connection:

Remember how we have been working on maps in social studies. We went out on the playground and made a map of the yard. Then we also made a map of our classroom using linker cubes. Today I am going to show you how we can draw an aerial map of our classroom.

Teach:

First, I am going to read this story called Me On the Map.

There were all different types of maps in this story but today we are going to make a map of our classroom. I am going to draw the map from an aerial view. This means I draw the map pretending that I am looking down from the sky, like a bird. If I was going to draw a symbol for my desk, I would draw a rectangle where my desk was. Watch, how I only draw the big item. I don't put my computer or the pencils on the desk, just the desk. Now I can draw some other things on my classroom map. I think I will draw the rug. Today I have begun to draw an aerial map of the classroom.

Guided Practice:

Before we get started I am going to have a few people help me draw a map of the classroom. Here on the whiteboard I drew your paper but I made it bigger so everyone can see. Here is the front of the room and the door. Does anyone think they can come up and draw a symbol for the tables in our room? (student volunteer). Does anyone think they can draw a library symbol on our map? (student volunteers). (teacher may have to prompt student as to what the symbol will be, i.e. Circle for table, square for library)

Independent Practice:

Today I am going to give you this paper (hold up template of class) where you are going to create the map of your classroom. You can see that I already labeled the doors and the white board for you so you know where the front of the room is. If you would like to label your map, you can.

Checking in:

Highlight student examples who are on task.

Closure:

Students will gather on the rug and share their maps with a partner.

Follow Up:

Switching classrooms and seeing if students can find things using the maps.
Maps of the neighborhood.