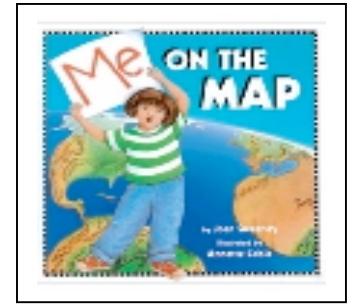


Me ON THE MAP
By Joan Sweeney

Illustrated by Annette Cable



Grade/Class/Subject: K-2 Language Arts

Content Standards:

LA.K.2.2.2 The student will identify the purpose of nonfiction text.

LA.1.1.7.1 and LA.2.1.7.1 The student will identify a text's features (e.g., title, subtitles, captions, illustrations), use them to make predictions and establish a purpose for reading.

SS.B.1.1.1 The student determines the absolute and relative location of people, places, and things.

SS.B.1.1.2 The student uses simple maps, globes, and other three dimensional models to identify and locate places.

Content Objective(s): Using maps students will identify parts of a whole.

Language Objective(s): Students will identify parts of a whole by drawing a map and explaining their drawing.

Grouping Configurations: Whole class

Story Synopsis: This book explains some of the more complex concepts of time and space. It not only teaches about maps (from the map of your room to the map of the world) and geography, it also reinforces the following concepts at an age appropriate level:

- * Sequences and patterns (each page follows the same template, expanding from the room to the world)
- * Spatial rotation and visualization (a map is a view from above)
- * Abstract representation (a map is a schematic view, a model, of the objects it represents)
- * Permanence and the transient nature of objects and their location

Key Vocabulary

map
street
town
state
country
continents

Supplementary Materials

- Visuals or realia showing different types of maps
- Word/Picture cards with pictures (toy, house, desk etc.)

Lesson Sequence

Introduction: Building Background

1. Hold up a copy of the book and ask students to make predictions based on the title and pictures printed on the cover of the book.
2. Using visuals or different types of maps have students formulate a definition for the word map. Their definition needs to be expressed in simplistic terms and might be something like this: A map is a drawing of the location of a place or things in a place.
3. On chart paper place the word *Map* along with the definition in a circle. This will be used for semantic webbing (or mapping).
4. Explain that we are going to draw our own map that shows the different kinds of maps on the chart paper where you have written the word and definition for “Map.”

Modeling/Guided Instruction:

- 1) If you have a Promethean board or a document camera, project each page of the book on the board or a screen so that the whole class can see the pictures as you read the book with them. If you do not have the technology to project the pictures, work with children in small groups or during circle time.
- 2) Each time a new type of map (concept) is shown add the example of the concept pictured to your semantic web. Personalize the categories by using the words I, me and my, i.e., My house on my street, My street in my town, My town in the state where I live, My desk in my classroom, The things in my room.
- 3) Review the information you and the students have placed on your concept map.
- 4) Hold up cards and ask students, “ On what kind of map would you place the following? ”:

House	Teacher’s desk	a picture of your state
Desk	A picture of a kitchen	A picture of the USA
Bed	Toys	a picture of a boy/girl

Review/Assessment: Students will draw a map of their own based on the examples in the book.