

Me on the Map!

Summary

Students will discover where they live on a map and learn about where others live by participating in a postcard exchange with kindergarten classes around the United States.

Main Core Tie

Social Studies - Kindergarten

[Standard 3 Objective 1](#)

Additional Core Ties

Social Studies - Kindergarten

[Standard 3 Objective 2](#)

Materials

Literature:

Follow That Map! A First Book of Mapping Skills by: Scot Ritchie ISBN: 978-1-55453-274-2

Me on the Map by: Joan Sweeny ISBN: 0517887773

Can You Read a Map by: Rozanne Lanczak Williams ISBN: 1574711229

Maps by: Joellyn Cicciarelli ISBN: 1-57471-134-2

Maps, Maps, Maps by: Joan Chapman Rosen

Background for Teachers

Teachers need to be familiar with and comfortable using simple maps. They also need to be familiar with the icons on a map and what they represent. The legend (key) and the cardinal directions (including the compass rose).

Intended Learning Outcomes

1. Demonstrate a positive learning attitude.
2. Develop vocabulary.
3. Make connections from content areas to application in real life.
4. Uses appropriate language to describe events, objects, people, ideas, and emotions.

Instructional Procedures

Introduce this lesson by showing the students a map of the United States, as well as a globe of the world (to show where Alaska and Hawaii are in relation to where you live). Show the students where you live on the map, talk about how many other states are part of the United States. Show students that there are also other countries in the world.

As a part of the 100th Day of School Celebration, tell the students they are going to be sending 100 postcards to 100 kindergarten classes from schools around the United States (2 to each state). Hopefully, they will return a postcard or package of information telling your class about the state, or city that they live in.

When postcards or packages begin coming back, as the students to make a guess of where that state is in the United States. After a few guesses, show the students where that state is and talk about the information they send back to you. To display the materials received from other schools display a large map of the United States and connect the pictures and/or materials to the state they came from with a piece of yarn. Display the materials received with the map on a bulletin board or in the hall.

Strategies for Diverse Learners

For ELL students, provide them with several models and picture icons to help them learn the vocabulary of using maps and globes.

Assessment Plan

Recognizing Symbols and Models to Represent Features of the Environment

Background: The students have been looking at maps and the globe and recognize that they are symbols of actual places. They explored basic directions and characteristics. As we discussed different cultures of the students, in our classroom, we locate the location of different family origins on the map or the globe.

Preparation:

Content Objective: The students will be able to locate different features on a map.

Language Objective: The students will verbally or non-verbally identify characteristics of a map.

Materials:

- Copy of a World Map

- Crayons

Vocabulary:

- Top

- Bottom

- North

- South

- East

- West

- Water

- Land

Presentation:

Throughout the week students can take turns coloring in a world map. Students can be asked to color in the distinguishing features on a map such as the ocean, land, Antarctica, etc.

Practice: Students colored in their individual maps.

Review: Questions the teacher could ask:

- Is there more land or water on the map?

- Where is the top of the map?

- Where is the bottom of the map?

- What continent is at the bottom of the map?

- Locate North, South, East, and West.

- Where do we live on the map?

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