

Neighborhood Map

Larisa McCutcheon

Early Childhood Boeing Grant

Neighborhood Map

Purpose of Lesson:

I am engaging children in this lesson because many show an extreme interest in their families. The children's development will be supported through using appropriate reading material and activities to support literacy through multiple other content areas. Also, children will begin learning cultural diversity through means of geography.

Learning Objectives:

Children will be given the opportunity to understand differences among people as well as similarities. Children will have opportunities to learn about themselves and their peers, they will be exposed to print concepts through literature, they will experience ideas about both home communities and global communities, they will be exposed to number sense concepts, and they will have the opportunity to express themselves in the language they feel most comfortable using. These activities support my theoretical framework in the respects of the importance of bilingual education and the value of it for children, that play is children's work, the development of multicultural and adaptive curriculum, and an emphasis on families and community.

Connection to Early Childhood Standards:

California Department of Education Preschool Learning Foundations

<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

Social- Emotional Development Domain

2. Social Interaction, which focuses on interactions with familiar adults,

interactions with peers, group participation, and cooperation and responsibility

Language and Literacy Domain

1. Listening and Speaking, which includes language use and conventions, vocabulary, and grammar
2. Reading, which covers concepts about print, phonological awareness, alphabets and word/print recognition, comprehension and analysis of age-appropriate text, and literacy interest and response

English Language Development Domain

2. Listening, which includes understanding words, requests and directions, and basic and advanced concepts
1. Reading, which covers appreciating and enjoying reading, understanding book reading, understanding print conventions, demonstrating awareness that print conveys meaning, developing awareness and recognition of letters, demonstrating phonological awareness, and manipulating sounds, such as rhyming

Mathematics Domain

1. Number Sense, which includes understanding of counting, number relationships, and operations
1. Mathematical Reasoning, which addresses how young children use mathematical thinking to solve everyday problems

Instructional Sequence

Outdoor Play: ACTION

1. Extension home: Before bringing the map into the classroom, send home a

note with families asking where they are from, where their parents are from, where the majority of their family still lives, etc.

2. Once all of the information is collected post the map in the classroom.

- Talk to children during welcome about the information that was collected. Let them know that anyone interested can help work on the map at outdoor play time. The map will be composed of the main centers or areas that our children are from preconstructed by the teacher. (In this case it was a map of California and Mexico).
- Provide stickers to plot points, yarn to connect points, markers, paper, scissors, pens, and pencils.
- Near the map, provide a book box with books about geography and different world cultures.

3. Review the map and different locations with the children each day. Keep this up as a source of continuing learning about geography.

4. After the map has been up for a couple of days, present a drawing activity to the children to draw a neighborhood map. Ask them if they know their way to school from their house, where the bakery is in location to school or home, where they play outside, etc.

*This activity could be used with older children by including more mathematics in the activity, for example by measuring distances from location to location on the map using the scale provided.

Materials

Butcher paper (large map)

Small squares of paper (neighborhood maps)

Markers, crayons, pencils, etc.

Scissors

Glue

Yarn

Sticky dots or star stickers for points on map

Geography book box

Student Assessment (Learning Story Format):

Assessment was conducted through anecdotal records, both taken during the activity and post activity. Photos were also taken for documentation. These were used to help create learning stories. Learning stories help to tell the story of what a child is working on, analyzes this learning, and then plans what is next for the child in their learning. Below you will see learning stories written for this particular activity.

What's Happening?

S approached me while I was working with some children looking at books and she asked me if she can write on the map. The map had just been introduced into the environment that day. Ideally, I hadn't intended for it to be written on, but I agreed with S and let her begin writing. I noticed that she began making shapes that looked like a backward "C". I scooted closer, and I heard I quietly whisper, "A". I looked, and she had just written a perfect capital "A". Soon, S moved to the Family Wall and continued to write the same letter shapes and then began drawing. When it seemed she was finishing her drawing I asked her what she made. She said, "Un rainbow." I said, "Hmm... a rainbow on the family wall." She said, "Si, un rainbow es una familia."

Review of the Learning

I'm so glad I agreed to let S write on the map. Otherwise I wouldn't have seen the progression of her writing skills. Also, S seems to be able to think in abstract concepts in regards to her rainbow drawing and the idea that a rainbow, too, is a family. She is showing confidence and pride in her work.

What's Next?

Continue to provide S with opportunities to write and support her learning in regards to her writing skills. Talk more with her about her writing and possibly introduce books like Chicka Chicka Boom Boom to increase her literacy and enjoyment of letters and writing. In regards to S's drawing, continue to stay open minded about her learning and look at her understanding of abstract concepts and help foster and encourage those ideas as well as discuss with her more to understand her thinking.

What's Happening?

J and K are sitting with R and I while we make neighborhood maps. We began making our maps with with school as our center and branching out from there. After determining how to describe far and near (driving versus walking), we added more things to our maps like: home, the grocery store, the beach, and the park. J and K began arguing when we were discussing where the beach should go on their maps. I prompted, do we drive to the beach or do we walk there. Both girls agreed that we walk there, however J argued that "Es un camino largo!" K said, "No, es muy corto." I told them that it could be either, depending on where they are walking from. They drew on their maps according to their own belief

about where the beach was located. All of the children then chose to glue their maps onto the large map of California and Mexico.

Review of Learning

J and K are exploring the idea of distance and how it seems to be a relative manner. Although most distances and means of transportation were agreed upon, some were not. I was excited when I saw the children post their maps with the larger maps. They seemed to be grasping the concept of geography, and looking at where things are even if they are a different perspective.

What's Next?

Next it would be interesting to look at physical addresses to assess actual distance for the girls. It would put their learning into a more personal perspective as well. We could develop a large scale neighborhood map for the classroom and identify where all of the children live in relation to school. These girls might be interested in learning different types of measurement such as city blocks and miles to a destination. It might be fun to bring in a computer and show the girls Google Earth to show the satellite image of our neighborhood.

Words to Use

Izquierda- Left	(Spanish)
Derecha-Right	(Spanish)
Escuela- School	(Spanish)
Casa- Home	(Spanish)
Playa- Beach	(Spanish)
Parque- Park	(Spanish)
Tienda- Store	(Spanish)
Ciudad- City	(Spanish)
Estado- State	(Spanish)
Calle- Street	(Spanish)
Cerca- Close	(Spanish)

Lejos- Far (Spanish)

*Please see attached photos as well as a map.

Map of California and Mexico el mapa de California y Mexico

This map is not to scale.

• Yuba City
★ Sacramento

• Oxnard
• Camarillo

Esmeralda

• Ismay

Mexico City, D.F.

• Puebla

