

Adventure: Where Do you Live?

Mapping the World Around Us

Age Range: *K + up*

Group Size: *flexible*

Time: 45-90 Minutes

Adventure Goals:

The goal for this adventure is for children to read books that allow them to explore the world around them. Learning the basics of geography and map making skills can empower children with a sense of belonging and understanding their place in their world.

Measurable Objectives and Outcomes:

Objective: *Participants will decode words and symbols in order to read different types of maps.*

Outcome: *Participants will be able to create a map of their own using words or symbols. Depending on which direction the facilitator chooses to take this lesson, it could be any kind of map: the child's bedroom, their neighborhood park, a treasure hunt, etc.*

Adventure Outline:

Creating maps allows us to

- Learn about the basic markings on a map: walls, doors, furniture, etc.
- Browse map books and select some to take home.
- Create a map together.
- Choose a location to map on their own.
- Draw an outline of that map and then use color to enhance its meaning.
- Read the map we made together to find their way to a treasure

Supplies:

- ☐ A series of books (fiction and nonfiction) that demonstrate different types of maps (See Book Suggestions)
- ☐ Butcher paper, flipchart or whiteboard in which to create a group map
- ☐ Paper, larger than 8.5x11" (preferably 11x17 or 12x18) to create participants map
- ☐ Pencils
- ☐ Coloring supplies
- ☐ Rulers

Adventure Considerations:

- *How will you set up your program space so that everyone can see the map that you create together?*
- *How will supplies be distributed?*
- *Which book will you choose to share with the participants?*
- *Do you need to print off any extra copies of maps to give your students a better understanding of how maps work?*
- *What other variations will you use?*

Adventure Plan	Navigation
<p>Hook:... (10-15 Minutes)</p> <p>Say: I'm going to describe someone who lived a long time ago, and I want you to see if you can guess who I am. Raise your hand when you think you know who I am.</p> <ul style="list-style-type: none"> • I had a hard life. • I didn't belong to any particular country. • I lived on the ocean. • I needed to keep my hair out of my way all of the time. • I learned how to fight when I was very young. • My favorite letter was X. • (Keep giving clues until they guess that you are a pirate.) <p>Let's Think About This! Pirates and Maps- Think, Pair, Share</p> <p>Think: What do we know about pirates and their maps? What do we wonder about them? What did they look like? How were they made? What kinds of information did they include?</p> <p>Say: I bet a lot of you already know a lot about pirates! What do you know specifically about pirate maps? Something I often think about is how did pirates know how to steer their ships in the right direction? And, their gold? How did they find it again after they buried it? Let's think about all the things we know about how pirates got where they needed to go.</p> <p>Pair: Allow participants to share what they know in pairs or a small group. If you have a small group, you may prefer to conduct the discussion as a whole group.</p> <p>Say: Do we still use maps today? How have they changed? How are they the same? When can you remember someone you know using a map to get where they needed to go?</p>	<p>Tip: If all the participants begin yelling out answers, it can cause confusion. Instead, ask students to respectfully wait until it is their turn to talk, so that everyone has a chance to hear what they have to say.</p> <p><u>Oral Language Development:</u> <i>Providing ample low-anxiety opportunities for participants to talk develops oracy skills that are crucial to reading and language development.</i></p>

Sentence Prompts: One person who uses a map is _____.
They use a map to _____.
I used a map when I _____.

Pair: Allow participants to share what they know in pairs or a small group. If you have a small group, you may prefer to conduct the discussion as a whole group.

Getting Started: Read-Aloud (5 minutes)

Choose a book that includes a map for a read-aloud.

Before Reading:

Show the cover of the book and read the title. Have the participants predict what will happen in the story. Have them predict what kind of map they think the book will include: a treasure map, a town map, etc.

While Reading:

VTs Questions: Use the three VTs questions throughout the story to keep the participants engaged in thinking about the pieces of what makes a map.

1. *What's going on in this picture?"*
¿Qué está pasando en esta imagen?
2. *What do you see that makes you say that?*
¿Qué ves que te hace decir eso?
3. *What else can you find?*
¿Qué más puedes encontrar?

After Reading:

Discuss what participants thought about the story, and clarify the story as needed. Encourage participants to make connections to their own lives or other things that they have read, listened to, watched, etc.

Book Browsing Time: (10-15 mins)

Say: In a few minutes, we will be creating maps- together and then on your own. But, before that, let's explore some books in which other authors have included a map. Take a minute or two to find a book, and read or look through the story, paying close attention to what kind of map it includes. We will come back together in about 10 minutes as pairs/a group and share what you have found.

Open Exploration:

This is where you Invite participants to select books and read them either silently or with a caregiver. Invite caregivers to participate by browsing books themselves and/or reading with/to their child(ren). Walk around and help participants find good books for them. Encourage participants to:

- Try out multiple books to figure out a book that will work for them.
- Pick a book or two to borrow!

Group/Neighbor Share: (Depending on time)

Invite participants to share about a book that they just looked at with another

Tip:

If some participants finish early with their books, have them trade with a partner.

Short on Time?: Consider reading a book together as a group, like story time.

Tip:

Make copies of different, simple maps to share with the participants to give



participant. Consider including [sentence prompts](#) to help participants as needed.

Example Sentence Prompts:

- I picked....
- You should try this book because....
- It includes a map about....

Adventure: Creating Our Own Maps (20-30 mins)

Say: Today we are going to make a map of this room together, and then you will be able to make a map to take home. So, pay close attention because I will need your help making this map, and you will need to know this information so that you can draw your own map. (If you haven't shared a book as a group together, you might want to share one now that has a good basic example of a map. For example, [Me on the Map](#) by Joan Sweeney.)

Creating a Map of the Room: Use a white board, butcher paper, or other large surface to create a large map of the room you are in as a group.

- **Say:** Look around the room. What should we put on our map first? (Answer: Walls)
- How should we draw them? (Solid lines)
- What about doors? How should we draw them?
- Windows.
- Add furniture.
- Anything else?
- How would adding color help someone read a map? Why would using color be important?

*Depending on the age of your group, decide how in depth of a map to create. With younger participants, it may be enough for them to realize that a square symbolizes a table. With older participants, you might be able to introduce a basic compass rose. Just remember that the emphasis of this lesson is not on adding symbols, but on the participants being aware of what is around them and place them on a page spatially.

Creating their own Map: Once the map of the room is complete, pass out the materials for participants to maps of their own. Encourage the younger participants to make maps of their rooms, and challenge the more mature participants to make maps of something more difficult.

Walk from group to group, giving encouragement and support as needed. Remind students to use the information you used when creating the map together or a map they saw in a book.

Wrap-up/Share: X marks the Spot... finding the treasure! (5-10 mins)

Sharing our Maps:

- **Say:** Wow, look at all these creative maps!

them a broader understanding of how maps are constructed.

Extension:

Brainstorm jobs where people need to use maps. Everyone from sanitation workers to astronauts needs a map to find their way.

Family Engagement

Message:

Encourage caregivers to allow participants to begin helping them navigate to unknown places when using a map app.

- Ask for volunteers to share their map with the group, or simply share the title of the map with the group.

X Marks the Spot:

- Go back to the map the group created together.
- Ask the group who can remember how pirates found the treasure on their maps.
- Place an X on a predetermined spot on the map that you created. And, ask the group if they can locate the area where the X is using the map.
- Have a small treat hidden in this area for them to find: stickers, small piece of candy, etc.

Wrap-up:

- As the participants are enjoying their “treat”, ask them how they think they might use a map at home? (One idea is to have families make a Fire Safety map of their home.)
- Remind them that there are a lot of books for them to take home and explore.
- Make sure the participants take home the maps they made, PLUS any supplies for participants to take home to continue the adventure!

Variations and Extended Learning

Use these activities to help with time management considerations and other variations or extended learning needs:

- *Make a list of places the participants might like to go (in pairs or as a group). Discuss how the participants know how or can figure out how to travel to those places.*
- *Weather and location permitting, instead of mapping the room and creating their own map, the participants could map a park/playground that is adjacent to the library.*
- *Create a “Heart Map” by drawing a heart and dividing it into sections. Label each section with items that are important to the participants.*
- *If possible, use google maps or another online mapping program to look at maps from the library to local or well-known landmarks.*
- *Instead of having participants work individually to create a map of their bedroom, have them work together in groups to create a map of a part of the library, like the children’s area.*

Vocabulary

Map: a representation of a section of the world on a flat surface

Direction: the line upon which anything moves

Symbolize: on a map... using a shape or marking to represent an item in real life; for example, a square symbolizes a house.

Read-aloud and Book Browsing Suggestions

Smithsonian Children's Illustrated History Atlas, Simon Adams and Peter Chrisp (2018)

Quest, Aaron Becker (2014)

Where Do I Live, Neil Chesanow (1995)

Mapping My Day, Julie Dillemath (2017)

Henry's Map, David Elliot (2013)

My Map Book, Sara Fanelli (1995)

Yasmin the Explorer, Saadia Faruqi (2019)

As the Crow Flies: a first book of maps, Gail Hartman (1991)

Mapping Sam, Joyce Hesselberth (2018)

Maps and Mapping series, Susan Hoe (2009)

Mapping Penny's World, Loreen Leedy (2000)

My Town: We Both Read, Cindy McKay (2007)

There's a Map on My Lap, Tish Rabe (2002)

Follow that Map, Scot Ritchie (2009)

The Case of the Backyard Treasure, Joanne Rocklin (1998)

Trucktown: Kat's Maps, Jon Scieszka (2011)

How I Learned Geography, Uri Shulevitz (2008)

Me on the Map, Joanne Sweeney (1996)

Are We There Yet, Daddy? Virginia Walters (1999)

Maps: Getting from Here to There, Harvey Weiss (1991)

Family Engagement

Messages for Caregivers

Choice Builds Engagement: Kids read more and develop lifelong reading habits and strategies when they are allowed to choose their own books.

Useful Daily Reading: Reading for everyday tasks is a great way to incorporate more reading into a child's life. Reading labels, recipes, instructions and other informational texts helps kids develop necessary skills for becoming a self-sufficient adult. This kind of reading is just as important as reading books!

Call it "reading"! Point out all the ordinary reading you do: We read all the time! But we don't always point out that it's reading. Using a recipe? Reading! Checking your shopping list? Reading! Looking something up online or checking your Facebook? It's reading! Help your kids notice the way reading connects with everyday activities by using the word "read" to describe what you're doing.

Open-ended questions: Asking kids open-ended questions helps them develop critical thinking and

communication skills. Open-ended questions have multiple possible correct answers rather than one correct answer.

Useful daily writing: Writing grocery lists, to-do lists, notes to other people, and other informational text helps kids develop necessary skills for being a self-sufficient adult. This kind of reading is just as important as reading books!

Supporting Research

- **Best Practices in Reading and Writing Key Finding 4:** Gradual release of responsibility is the most effective way to foster comprehension.
- **Best Practices in Reading and Writing Key Finding 5:** Access, choice and time reading and discussing engaging text increase reading achievement.
- **Best Practices in Reading and Writing Key Finding 6:** Interactive read alouds increase reading engagement, vocabulary, and comprehension.
- **Best Practices in Reading and Writing Key Finding 7:** Ensuring children are immersed in language and reading aloud helps develop reading readiness.
- **Best Practices in Reading and Writing Key Finding 13:** Using Language Experience Approach (LEA) allows for shared and meaningful experiences that connect to print.
- **Best Practices in Reading and Writing Key Finding 18:** To acquire language children need to be immersed in meaningful and authentic language opportunities.
- **Library & Afterschool Program Models: Key Finding 2:** Centering books & reading in programming improves children's attitudes toward reading and books.
- **Library & Afterschool Program Models: Key Finding 10:** Encouraging joint media engagement between children, caregivers and educators increases literacy benefits of digital tools.
- **Library & Afterschool Program Models: Key Finding 17:** Since writing is key to reading/literacy, libraries should offer playful creative writing programming for K-3 kids.
- **Family Outreach & Engagement Key Finding 2:** Elevating family perspectives is essential to family engagement.
- **Equity Key Finding 2:** Library is well-positioned to confer public legitimacy on bilingualism/biliteracy (translanguaging).
- **Equity Key Finding 4:** Opportunities to share experiences & perspectives can help immigrants and refugees feel more welcome.
- **Equity Key Finding 7:** Latino families from a range of backgrounds have a preference for activities that build and maintain cohesion within the family.