

Unit 3: Place

Overview

This unit has a geography focus. Children will develop concepts related to geography as well as skills in mapping. Children will explore some of the natural and constructed features of their community. They will develop basic mapping skills to identify, locate, and name familiar places within the community. Some children will have a prior knowledge of maps, while for others location will be a new idea. Whenever possible, extend their awareness of maps to the national and global community. For the most part, all children have some experience with the treasure map and with hunting for treasure. Mapping is something that will be developed throughout the year. They will identify connections between their community and other communities (local, national, and global) and will develop an awareness that communities depend on each other to meet their needs and wants.

Outcomes

Students will be expected to

- K.3.1 describe some of the natural and constructed features of their community
- K.3.2 use basic mapping skills to identify, locate, and name familiar places within the community
- K.3.3 identify connections between their community and other communities (local, national, and global).

Process and Skills Development

Communication

- sketch
- read a map
- recognize map symbols
- recognize landmarks

Inquiry

- label maps, blocks, and/or structures/models
- predict and/or retrace directions

Participation

- create a model
- create simple maps

Suggested Time for Unit Completion

To be finalized by individual provinces.

K.3.1. Students will be expected to describe some of the natural and constructed features of their community.

Outcomes

Students will be expected to

- demonstrate an awareness of the concept of natural and constructed features
- identify common features and landmarks in their community
- use and create simple maps to distinguish between land and water (local, national, and global)
- locate familiar bodies of water and land forms in their community

Suggestions for Learning and Teaching

Teacher Talk

Children will be familiar with both natural and constructed landmarks. The teacher should focus on what each is. For example, natural landmarks include mountains, hills, and ponds and constructed landmarks include bridges, buildings, and monuments in their community. The three outcomes of this unit focus on mapping and there should be at least one map posted in the classroom at all times throughout the year. Be sure to expose the children to a variety of maps - world and bird's-eye view, atlas, and globe. Teachers will need to identify opportunities to introduce the concepts of signs and symbols on maps.

- Teachers can familiarize children with their new surroundings. The most natural way to begin using the language of place is the school. Use maps whenever you can to identify where important areas of the school and playground are located. Draw a fire drill route map of your school. This will create an interest with the students to begin making and reading maps. Discuss signs that need to be used on the map as well as symbols to represent significant landmarks in the school and on the playground.
- Teachers can post a real map of your community. Look at the map together. Talk about how this is not the actual size of the place, but just a drawing. This is best if the students are familiar with documenting their block structures through drawing, because they have had the real experience that a drawing is not always exactly like the thing it represents.
- Teachers can take children on a walk through the community. Identify important natural landmarks (e.g., pond, stream, hill) and constructed landmarks (e.g., playground, grocery store, gas station).
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the topic of landmarks and their importance in our surroundings. After reading the book to the class, the teacher may wish to engage the children in a discussion of what landmarks they are familiar with in and around the school.

K.3.1. Students will be expected to describe some of the natural and constructed features of their community.

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
- Inquiry
- Participation
 - *draw two or three natural or constructed landmarks located between their home and the school*
 - *read a map*
 - *use symbols on maps*
 - *predict directions*
 - *recognize landmarks natural/constructed*

Products Created/Written Evaluation/Portfolio

- the mural

Summative

- Teachers could give children a variety of materials to construct their view of the world map. Check to see if they used examples of where they live. Check to see if they have an idea of the shape of the land and if they distinguish water in a systematic way. Use a beach ball as a globe.
- Teachers could ask children to draw a map of how they think their community looks after discussing landmarks in the community, and making a simple list of words for them to copy if they wish. Some children will be able to produce a very sophisticated concept of a map, with landmarks, arrows and labels, while others will have a more simple version. Take the time to ask them to explain their maps individually, since just looking at their drawings may only reveal part of what they know.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- Landmarks
 - *Waters*, Edith Newlin Chase
 - *Water*, Frank Asch
 - *O Canada*, Ted Harrison
 - *Madeline*, Ludwig Bemelmans
 - *The Birthday Surprise*, Eric Carle
 - *Trudy's Time and Playhouse* (software)
 - *David's Father*, Robert Munsch
 - *Useful activities using a beach ball globe can be found on the Internet.*

K.3.1. Students will be expected to describe some of the natural and constructed features of their community.

Outcomes

Students will be expected to

- demonstrate an awareness of the concept of natural and constructed features
- identify common features and landmarks in their community
- use and create simple maps to distinguish between land and water (local, national, and global)
- locate familiar bodies of water and land forms in their community

Suggestions for Learning and Teaching

- Teachers can ask the students to identify a list of landmarks in their community. Go for a community walk or bus ride. While walking, ask questions to encourage predicting directions.
- Teachers can place a building or imitation body of water in the Block Centre to create interest, and encourage the children to build around. Create a mural of your province/community and ask children to use push pins to identify where they live; colour the land green and the water blue and identify a few significant places.
- Teachers can place symbolic treasures (one per group) around the schoolyard in advance of an outdoor play time. During an outdoor play, give small groups of children a simple map to try to find their treasure. The emphasis should be on recognizing certain landmarks on the school grounds.



Play-Based Learning

Supply children with blocks, sand, art, plasticine, and recycled materials to design and build a community. Provide a variety of dinkies and large pieces of bristol board, cardboard, or paper to design maps. Teachers can capture student work with a digital camera prior to disassembling. Children may also be encouraged to sketch their creations.

K.3.1. Students will be expected to describe some of the natural and constructed features of their community.

Suggestions for Assessment

Teachers could visit the local fire station and ask someone to demonstrate a plan for a fire drill route. Then ask children to work with an adult create a fire drill route map for their home.

Suggested Links**Agencies/Groups**

National/International

Local

- Provincial Mapping Division
- Department of Tourism

K.3.2 Students will be expected to use basic mapping skills to identify, locate, and name familiar places within the community.

Outcomes

Students will be expected to

- give verbal directions using relative terms for different locations
- give directions in relative terms
- use signs and symbols to identify location
- read simple maps and pictures
- create simple maps and pictures

Cross- Curricular Links

Links to Social Studies

Unit 3: *Place*

Outcome K.3.2

- **English Language Arts**
Speaking and Listening
Outcome 2
respond to and give simple directions or instructions

Writing and Other Ways of Representing
Outcome 8
understand that print carries a message

Outcome 10
demonstrate engagement with writing and other forms of representation
 - write in play situations(e.g. making grocery lists. making signs. playing school, preparing menus)

Suggestions for Learning and Teaching

Teacher Talk

Many of the skills of this outcome can be done within the context of the other two outcomes (K.3.1 and K.3.3) in this Unit. For example, in K.3.1 when children go on a walk, point out examples of landmarks/signs and ask children to draw/ illustrate a landmark/sign they saw. Create a simple map of the route they walked and place the drawing of the landmark/signs on the map. Whenever the opportunity is present encourage children to give a verbal description using vocabulary such as near, far, left, right, under, over, back, front.

- Teachers can play direction games with children during transition times. For example, when it is five minutes before lunch and clean up is complete, fill the time by asking them to follow a series of quick directions like stand behind your chair, stand near your friend, sit farther from your friend, etc. As they become proficient at this game they will volunteer to call the directions. This is a good game for the gym and during outdoor time too. It is a noncompetitive game and the sillier your directions the more gleefully they play.
- Teachers can provide many different types of maps for the children to read. Display any and all examples of maps they produce. Take photographs of their maps if they are actually models made from sand, play dough or blocks. Add road signs to the Block and Sand Centres and always encourage children to label their block structures.
- Teachers can post a provincial, Canadian, or world map or have a globe in the classroom. When reading any book that identifies a place, locate it on the map or globe. Alternatively, look at where a book has been published and find this place.

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Suggestions for Assessment

Suggested Links

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Suggestions for Learning and Teaching

- Teachers can model the behaviour of saving a well-loved block structure by doing a sketch. When it is time for block play again, produce the sketch and suggest they use it as a blueprint. This will encourage them to begin “saving” their block structures by sketching them.



Play-Based Learning

Supply binoculars, magnifying glasses, measuring tools, calculators, compasses, writing tools, clip boards, road maps, atlas, and globes for children to explore and plan “adventures”. Include a suitcase filled with tourist information materials such as maps, tourist guides, pamphlets, sunglasses, passport applications, binoculars, cameras, etc.

K.3.2 Students will be expected to use basic mapping skills to identify, locate, and name familiar places within the community.

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - *map/retrace steps in a piece of literature*
- Inquiry
 - *sketch a block structure*
- Participation
 - *contribute to the direction game*
 - *label block structures/models*

Products Created/Written Evaluation/Portfolio

Summative

- Teachers could use a familiar story such as a fairy tale and ask children to map the location of events. For example, in Little Red Riding Hood the main character is at her home, walks through the woods to her grandmother's house. Mapping may take the form of a three dimensional model.
- Ask children to take part in an activity such as a scavenger hunt/treasure map activity/Easter egg hunt/hot-cold hunt that could also be used as a grid activity.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
 - *As the Crow Flies*
- Mathematics

Provincial Curriculum

- Art

Resources

- *The Living Atlas*
- *Can You Read a Map?*,
Rozanne Lanczak Williams
(Part of Learn To Read:
Social Studies series,
Creative Teaching Press)

Agencies/Groups

National/International

- Parks Canada

Local

- Provincial Mapping
Division
- Department of Tourism
- Museum

K.3.3 Students will be expected to identify connections between their community and other communities (local, national, and global).

Outcomes

Students will be expected to

- identify places where products originate
- give examples to show that communities depend on each other to provide for their needs and wants
- explain how communities connect through transportation and communication

Suggestions for Learning and Teaching

Teacher Talk

A community does not exist in isolation. There are many examples in the children’s own experience of visiting other communities and they should have an awareness that many of the foods, clothing, toys, and books they use in their daily lives come from different places. This outcome expands understanding of how local, national, and global communities are connected and depend on one another.

- Teachers can send a letter home explaining that you are trying to teach the children that we have important connections to other communities. For example, to illustrate this you will be making a special fruit salad. Ask each family to include one piece of fruit in their groceries that they wouldn’t normally buy. Ask them to check the country this fruit was imported from. Ask them to send the fruit and the information to class on the day you will make the fruit salad. Ask the students to draw their fruit on a small sticky note and post it on its place of origin on the map. Connect it to your community with a string. Put a fruit bowl to mark your community. Discuss how they think the fruit got to the supermarket as you make and eat the salad. (If there are allergies, or problems with children bringing fruit from home, go to the supermarket with the class, have a tour and purchase some fruit from around the world—some grocery stores will donate some fruit if you inquire ahead of time).
- Teachers can develop a KWL chart (know, want to know, learned) and complete the third column for assessment.

Know	Want to Know	Learned

K.3.3 Students will be expected to identify connections between their community and other communities (local, national, and global).

Suggestions for Assessment**Suggested Links**

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Suggestions for Learning and Teaching

- Teachers can arrange for a guest speaker such as truck driver to visit the class and explain his/her job. If possible, take a tour of their rig. Before they come to the class, help the children think of a few good interview questions. Record these on chart paper and leave space to write the answers. After your guest has left, reflect with the children by filling in the answers. As a follow-up to the visit, place a model tractor-trailer in the Block Centre. Include books about transport trucks and freighters in the Book Centre. If you have a supply, add trucking songs to the Music Centre.
- Students can use a variety of trucks, cars, planes, boats, bikes in the Block Centre. Alternatively, teachers can draw a huge map outside with sidewalk chalk that includes several communities. Children can use different forms of transportation to help them make connections between the communities.
- Students can create and use their own form of transportation. One idea is to give them boxes they can turn into cars with paper plate wheels or planes with wings. Use transportation examples to play on the playground.
- Students can bring empty food containers or other goods from home to set up a grocery store or other type of store. Teachers can read aloud the labels and identify their origins. Place a map or globe nearby so children can check it frequently. Alternatively, the teacher could bring in a suitcase full of clothes with labels that were manufactured in a variety of countries. After identifying them, use this clothing in the Drama Corner.
- Teachers can add the following props to the Home Centre: phones, a computer, a radio, a newspaper. Use play opportunities to discuss how these are important for communication. If children show an interest, create a simple time line to show how communication has changed. It could show: building signal fires, the town crier, the printing press, the telephone the radio, television, and the computer.

K.3.3 Students will be expected to identify connections between their community and other communities (local, national, and global).

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
- Inquiry
- Participation
 - *bring labels to class*
 - *map labels*

Products Created/Written Evaluation/Portfolio

- the form of transportation
- the KWL chart

Know	Want to Know	Learned

Summative

- Teachers can ask children to play communication tag in the gym. Every time someone is tagged he/she must freeze. They can be “thawed” and re-enter play if a free person comes up to them and does an action that they respond to in some form of communication—for example, pretending to phone each other, or write letters. Most children will grasp this concept, look for and point out interesting things they think of.
- Ask the children to choose one thing they like to eat for breakfast and draw, write or explain how they think it comes to be at their house. Listen for details that they have grasped the concept that we depend on others from the farmer to the trucker and grocer to get food to our tables and that many of these things come from far away. Place these in portfolios.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- Transportation
 - *Two Little Trains*, Margaret Wise Brown
 - *Vroom, Chugga, Vroom-Vroom*, Anne Miranda
 - *Anno’s Journey*, Mitsumosa Anno
- Communication and Work
 - *Jolly Pocket Postman*, Janet Ahlberg
 - *What’s My Job?*, Lyn Calder
 - *When I Was Five*, Arthur Howard

Agencies/Groups

National /International

Local

