

**Informational Books in the Preschool Classroom**  
**Topic of Study: Map Making**

***Me on the Map* by Joan Sweeney, illustrated by Annette Cable**  
***Henry's Map* by David Elliot**  
***As the Crow Flies: A First Book of Maps* by Gail Hartman,**  
**illustrated by Harvey Stevenson**

**Introduction**

In this guide children are engaged in activities that primarily support two domains in the *Arkansas Child Development and Early Learning Standards: Birth through 60 months: Emergent Literacy and Social Studies*. The **Learning Goals** (with **Strands**) that precede each activity relate to specific areas of development and learning that are the focus of the activities.

Through two storybooks and an informational book, children are introduced to maps that show us where we are and help us get where we want to go. People use street and road maps to find their way. But farm animals and eagles, rabbits, horses and sea gulls also have maps of their own that show them where they are and their favorite ways to go.

**Connection to Adventures in Learning**

This curriculum guide can stand alone or be used as a supplement to the following topic of study **in Adventures in Learning**:

- Focus Areas: Places Children Call Home  
Travel

This curriculum guide can also be used with similar topics of study from any curriculum.

**Materials to Collect and Make**

**Teacher Note:** *The developers of this guide recommend that you review the following website to see examples of some simple child-created maps. ([www.prekinders.com/map-making-in-pre-k/](http://www.prekinders.com/map-making-in-pre-k/))*

- Maps of your community (if available), and of Arkansas
- Purchase or make a community/town center rug to place in the block center.
- Purchased rugs are usually 3'x 6', have a non-skid backing and can be spot cleaned.
- Rugs can be made from vinyl fabric that has a flannel backing. Use a permanent marker to draw streets, buildings, businesses, police station, parks, train tracks, and lakes, for example.
- Provide items that children can add to map:
  - Small vehicles such as cars, trucks, emergency vehicles, airplanes and boats
  - Small animals, especially farm animals
  - Items from nature such as rocks and small trees
  - Small blocks or small tree blocks

## Introducing and Concluding the Topic

### Learning Goals:

**CD2.4 Holds and manipulates information in memory** (*short-term and working memory, long-term memory*)

**CD3.2 Engages in symbolic and abstract thinking** (*abstract thinking*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

### Introduction: Finding Out What Children Know about Maps

To introduce the topic of “Maps” you need to find out what children already know about the topic and what they want to know. This allows you to build on children’s experiences and helps create an interest in the topic. Here’s how to begin:

- Take a map of your community or of Arkansas to the group time area with you, keeping it out of sight of children until later in this introduction to maps.
- Gather the children in a group. Say, “For the next few days we’re going to be learning about maps that show us where we are and help us get where we want to go.”
- Write on chart paper, chalk board or marker board the word “Maps.”
- Invite children to tell you things they know about maps. You may have to ask prompt questions such as “Have you ever seen a map?” “Who was using the map?” “What were they doing with the map?”
- Make a list of things children know about maps.
- Show children the map you have brought to group time and say this is a map that shows us how to get to where we want to go.
- Ask children what they would like to know about maps and make a list of what they say

**Teacher Note:** *Have three headings on the chart sheet. The first heading will be “What We Know about Maps”, the second heading will be “What We Would Like to Know about Maps and the third heading will be Things We Learned about Maps.”*

What We Know about Maps	What We Would Like to Know about Maps	Things We Learned about Maps

**Teacher Note:** *Children might say that a family member looks at a screen in their car or on their phone to see where they are going. Agree with children and say that this is GPS (Global Positioning System) which is a type of map, but that we will be learning about other types of maps and creating our own maps.*

### Conclusion: Finding Out What Children Have Learned about Maps

- Gather the children in a group at the conclusion of the topic of study about maps.
- Review with the children the information in the first two columns.
- Invite children to tell you some new things they have learned about maps. You may have to ask prompt questions such as, “What were some of the things we made maps of?”
- Add a list of things children learned about maps in the third column.

**Teacher Note:** *This method of introducing and concluding the topic is known as KWL. What do children know, what do they want to know, and what did they learn.*

## Story Presentations

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)** (*expressive vocabulary*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences, variety of interests*)

**EL1.2 Engages in read-alouds and conversations about books and stories** (*story comprehension*)

**EL3.1 Responds to features of books and print** (*book knowledge*)

**SS2.2 Demonstrates simple geographic knowledge** (*awareness of location and place, geography concepts*)

**Book:** *Henry's Map* by David Elliot

- Prepare to read the book, *Henry's Map*.
- Show the cover and say, "This is Henry the pig with his map. Do you think pigs have maps? Let's read and find out."
- Give the title and author and illustrator. (Explain that the author is the person who writes the story and the illustrator is the one who draws the pictures and that David Elliot is both the author and illustrator.)
- Read the story so all children can see the pictures in the book.
- Be prepared to help children understand words such as sty, wool shed and chicken coop. Refer to the **Teacher Note** below.
- Follow up the reading by inviting children to discuss what they enjoyed about the story. Ask them to recall the animals and their homes that Henry included on his map.

**Teacher Note:** *A sty is an enclosure for pigs and usually dirty (but Henry's sty is clean). A wool shed is a building where sheep are sheared of their wool. A stable is a building for the shelter and feeding of animals, including horses. A chicken coop is a building for the shelter of chickens and where hens lay their eggs in nests of straw.*

### Second Reading of *Henry's Map* (small group of 4 to 6 children)

- Show the cover and invite children to recall the title of the book. Give the name of the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Review the story by showing the pages where Henry has drawn the animals and their homes on his map, beginning with his own and ending with a map of the entire farm, and invite children to help you read the words Henry has written.
- Show the two-page spread on the inside back cover and invite children to locate the home for each of the animals.

**Teacher Note:** *Involve a small group of children so that they are better able to see the pictures and be involved in the reading and review.*

### Additional Learning Goal:

**EL3.1 Responds to features of books and print** (*print knowledge*)

**Book:** *As the Crow Flies: A First Book of Maps* by Gail Hartman, illustrated by Harvey Stevenson

**First Reading of *As the Crow Flies: A First Book of Maps***

- Prepare to read the book, *As the Crow Flies: A First Book of Maps*
- Take the book, *Henry's Map*, to the reading area with you.
- Show the book to the children and recall with them that Henry drew a map of the farm so all of the animals would know where they belong. Now you will read a story about more animals and their maps.
- Show the cover of the book, *As the Crow Flies*, to the children, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to look at the cover and describe what they see.
- Read the story so all children can see the pictures in the book.
- Follow up the reading by showing the double-spread pages that show the eagle's map and invite children to recall whose map this is and some of the things they see on the map.
- Continue this process with the other animals in the story.

**Teacher Note:** *Explain to children that you would like to read the book with small groups of children so they can learn even more about each animal's map. Let them know where you will be with the book; in the Library or the Discovery Center, for example.*

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**Second Reading of *As the Crow Flies: A First Book of Maps***

- Plan to read the book with four to six children so that children can see the small print on some of the pages and so that each child can have an opportunity to trace the map of an animal with his or her finger.
- Show the cover of the book and invite children to recall the title.
- Read the first four pages of the book about the eagle's map.
- Run your hand under the words on the eagle's map and invite children to read the words with you.
- Allow one child to use his finger to trace the eagle's map from the mountains to the tree.
- Continue this activity with the maps of the rabbit, the crow, the horse, and the gull.
- Conclude the reading by showing the big map and tracing the map of each of the animals.

**Additional Learning Goals:**

**PH2.1 Demonstrates fine-motor strength, control, and coordination** (*hand-eye coordination*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

**Teacher Notes:**

- *Read the book prior to reading it with the children so that you can present it in a way that is sensitive to the children and their families in your group and places they live.*
- *Review the steps in the story presentation and adapt the reading and discussion based on the children in your group.*

**Book:** *Me on the Map* by Joan Sweeney, illustrated by Annette Cable

- Prepare to read the book, *Me on the Map*, to the children.
- Have the books, *Henry's Map* and *As the Crow Flies*, with you.
- Be familiar with and sensitive to the places the children in your group call home and guide discussion about where they live so that each child feels comfortable about his or her home.
- Have with you the names of the streets or roads on which the children live.
- Show the cover and give the author and illustrator. (Explain that the author is the person who writes the story and the illustrator is the person who draws the pictures.)
- Read the title again and involve children in deciding on a name for the girl or give her a name yourself and use that name as you review the story with the children.
- Read the story so all children can see the pictures in the book.
- Allow children time to look at the pictures and to make comments about what they see.
- Review the book in ways that are sensitive to the children in your group. For example, some children may live in an apartment, a mobile home, a public housing complex, or a child may be homeless.
- Involve children in naming the rooms in the girl's house as you show and read the page that begins "This is my house." State that each child's house may have a different number of rooms.
- Involve children in discussing the street or road on which they live as you read the page that begins "This is my street."
- Guide children to discuss whether they live near or far away from other people.
- Show the page with the words "This is my town." and invite children to discuss some of the buildings they see on their way to the center or to school.
- Conclude by showing the page that begins "This is a map of my town." and then show the children Henry's map and the Eagle's Map and involve children in discussing how they are different from the map in this story.
- Plan to be in the Library Center and invite children to join you there to look at the pictures in the book in more detail.
- You may want to show the children Arkansas on the US map.

**Teacher Note:** *Concepts of states, countries, and world are abstract and will be understood by children when they can think more abstractly. Therefore, focus on things they can experience first-hand such as their home, their room, their neighborhood, and their classroom.*

## Additional Language and Literacy Activities

**Learning Goals:**

**SE3.1 Shows awareness of self as unique individual** (*preferences*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

**LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)** (*expressive vocabulary*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

**Activity: Our Favorite Book about Maps**

**Directions:**

- Prepare a graph with columns for the three books: *Henry's Map*, *As the Crow Flies*, and *Me on the Map*.
- Make name cards for each child in a size that will fit on the graph.
- Go over the chart with the children, explaining that they will decide which book they like best by placing their name card in the correct column.
- Allow each child to say which book he/she likes best, tell why, and place his/her name in the correct column.
- Involve the children in counting the number of children who like each book.

<b>5</b>			
<b>4</b>	Juan		
<b>3</b>	Kennedy	Beckett	
<b>2</b>	Taylor	Maria	Sarah
<b>1</b>	Ashley	Elizabeth	Miguel
	<i>Henry's Map</i>	<i>As the Crow Flies</i>	<i>Me on the Map</i>

- Involve children in writing a summary story as follows:

**Our Favorite Book**

Four children like *Henry's Map* the best. Three children like *As the Crow Flies* the best. Two children like *Me on the Map* the best.

**Learning Goals:**

**CD2.4 Holds and manipulates information in memory** (*short-term and working memory*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**Activity: We're Going on a Bear Hunt**

- Say to children, "One morning we wake up, get out of bed and decide we're going on a bear hunt. Are you ready? Let's go."
- Involve children in saying and doing the actions as they go on a bear hunt.
- Follow up the activity by inviting them to recall all of the obstacles (things that made it difficult for them to go on the bear hunt) they encountered as they went on the bear hunt: long, wavy grass, deep, cold river, thick, oozy mud, big, dark forest, swirling, whirling snowstorm, narrow, gloomy cave, back home.
- Suggest that when they are in the Art Center, they might want to draw a map of their journey from home to the narrow, gloomy cave, and back home.

**We're Going on a Bear Hunt (Action Story)**

*Let's go on a bear hunt.*

(Tap hands on thighs like walking)

*All right, let's go.*

*Oh-oh, there's long, wavy grass.*

*Can't go over it,*

*Can't go under it.*

*Let's go through it.*

*Swishy swashy!*

(Rub hands together like swishing through grass)

*Swishy swashy! Swishy swashy!*

*Oh-oh, there's a deep, cold river.*

*Can't go over it,*

*Can't go under it.*

*Let's go through it.*

*Splash, splosh, splash splosh, splash splosh!*

(Pretend to swim)

*Oh – oh, there's thick, oozy mud.*

*Can't go over it.*

*Can't go under it.*

*Let's go through it.*

*Squelch, squerch!*

(Move hands up and down as though walking through mud)

*Squelch, squerch! Squelch, squerch!*

*Oh –oh, there's a big, dark forest.*

*Can't go over it.*

*Can't go under it.*

*Let's go through it.*

*Stumble trip! Stumble trip! Stumble trip!*

*Oh, oh, there's a swirling, whirling snowstorm.*

*Can't go over it.*

*Can't go under it.*

*Let's go through it.*

*Hooo wooo! (Pretend to shiver)*

*Hooo wooo!*

*Hooo wooo!*

*Oh, oh, there's a narrow, gloomy cave.*

*Can't go over it.*

*Can't go under it.*

*Let's go through it.*

*Tip toe! Tip toe! Tip toe! (Tip toe fingers)*

*Oh, oh, I feel a shiny wet nose!*

*I feel two furry ears!*

*I see two big, big eyes.*

*It's a bear!*

(Retrace steps)

*Whew! We made it.*

*Under the covers, safe in bed!*

## Mapping Activities

**Teacher Note:** *Involve children in specific mapping activities when you feel that they have a basic understanding of maps. This first activity is the most basic.*

### Learning Goal:

**SS2.2 Demonstrates simple geographic knowledge** (*awareness of location and place*)

#### Activity: **Block Center Map: Community/Town Center Rug**

- Place a community/town center rug in the block center. The rug may be purchased or teacher-made.
- Add small vehicles and add boats if the rug has a lake or river, and trains if the rug has train tracks.
- Add a basket with pencils and markers, plus small index cards for sign making.
- Introduce the rug to the children and explain that this is one type of map and that you can travel to different places on the map.
- Explain to children that the map will be in the Block Center for a number of days so that all of them will have an opportunity to be involved with the map.
- Consider joining children who have chosen the Block Center. Discuss with them what they are doing and what is happening in the different places shown on the rug.
- Invite them to discuss any places on the map that they see as they are going paces with their family.
- Allow children to add other items such as animals and items from nature such as rocks and trees to expand their play.
- Determine if your town, city or community has a map that shows streets as well as airports, golf courses, schools, library, attractions and lakes and rivers, for example. If so, obtain a copy of the map and involve children in locating the streets on which they live and other places with which they are familiar.

**Teacher Note:** *Add a road map to the Block Center.*

#### Activity: **Pictorial Map of the Classroom**

##### Directions:

- Begin with an 18" x 24" piece of paper or poster board and place it on a table or on the floor so that it is easily accessible to children.
- Provide construction paper, pencils, markers, scissors, and glue.
- Discuss with children that they are to help you make a map of their classroom.
- Draw permanent fixtures such as windows, doors, closet and rugs, explaining to children to what they are.
- Invite children to look around the room and help you make a list of the things they need to put on the map.
- Invite children to draw the things they listed, cut them out, and glue them to the map in the correct place.
- Consider having children work in pairs on specific items that go on the map.
- Guide children to place the objects in the correct place on the map. For example, say "Will and Annabelle, you have drawn the Discovery Center table and chairs. Look around the room. Where are they located?"
- Continue this activity until the map of the classroom is complete, and then review it with the children.
- Label the objects they have added and read them with the children.

##### Alternative Suggestions:

- Consider having pre-cut shapes such as squares, rectangles and circles from which children can choose. Discuss with children the shapes of different objects in the room; a round table, for example.
- Consider involving children in making a pictorial map of their classroom by having children cut out pictures from school supply catalogs to represent the different objects in the room.

##### Additional Learning Goals:

**PH2.2 Adjusts grasp and coordinates movements to use tools** (*writing and drawing tools, scissors*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

### **Activity: Pictorial Map of the Playground**

#### **Directions:**

- Extend the map making activity to making a map of the playground if children seem interested.
  - Follow the same directions for making a pictorial map of the classroom.
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### **Activity: Pictorial Map of a House**

#### **Directions:**

- Provide a large sheet of butcher paper, approximately 3' x 6', home decorating magazines, furniture store newspaper inserts, scissors and glue.
- Write "Our House" across the top of the paper.
- Use markers to section the paper into rooms and label each section as a room that children chose. (Refer to the book, *Me on the Map*, for a "map of my house.")
- Suggest that children work in pairs or small groups to search for pictures for each room.
- Involve children in placing at least one piece of furniture in a room as a picture guide.
- Guide children to use glue to add furnishing in appropriate rooms.
- Allow this activity to take place over several days.
- Post the house collage on the wall at child's eye level.

**Teacher Note:** *Consider cutting out pictures of furniture and appliances ahead of time for younger children or children who need this support. Group the pictures by rooms and guide children to select pictures to place in each room.*

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### **Activity: Table Top Map**

#### **Directions:**

- Cover a rectangle table with butcher paper, using tape to secure it to the table.
- Draw a simple road map as children observe you. Describe what you are doing. Draw streets with a center line down them. If children want you to add a lake or river, do so.
- Provide a container with some of the following items:
  - Small vehicles such as cars, trucks, emergency vehicles, airplanes and boats
  - Animals, especially farm animals
  - Items from nature such as rocks and small trees
  - Small wooden blocks or small tree blocks
  - Pencils and markers
- Invite children to work together to decide where the different items go on the map.
- Involve children in naming what they have included on the map. For example, if they say that one of the small blocks is a school, then write "School" on the map.

#### **Teacher Notes:**

- *Be creative with the items you provide for the children to use.*
- *Allow children to add additional items.*

## Learning Environment

### Library Center

- Add the following books:
  - *Henry's Map*
  - *As the Crow Flies*
  - *Me on the Map*

### Discovery Center

#### Learning Goals:

**EL3.1 Responds to features of books and print** (*print knowledge*)

**SS2.2 Demonstrates simple geographic knowledge** (*awareness of location and place*)

#### Activity: My Address Is Where I Live

- Ask families to send a photograph of their family's home to class or have the children draw a picture of their home.
- Involve children in telling their address (street number and street name) as you write in a 3 x 5 index card.
- Spread the cards on the table and invite children to find their address card and place it beneath their home photo or drawing.

**Teacher Note:** Consider adding children's names to the cards to make identification easier.

### Art Center

- Add to the art center a container that contains a variety of shapes.
- Have available at all times the following items in the art center:
  - paper of various sizes and textures
  - pencils, crayons, and markers
  - tempera paint and brushes
  - glue
  - scissors
  - playdough and props such as small rolling pins and cookie cutters

## Indoor/Outdoor Environment – Obstacle Course or Path

#### Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*body movement, traveling, and complex movement*)

**PH1.2 Shows stability and balance** (*core stability and jumping, hopping, and leaping*)

**LD1.1 Understands and responds to language (in child's home language)** (*follows directions*)

**SS2.2 Demonstrates simple geographic knowledge** (*awareness of location and place*)

#### Activity: Finding My Way Home

- Create an obstacle course in the classroom for children to travel through. For example, balance beam or taped line on floor, rope to jump over, table to crawl under, chair to walk around, box to move through by crawling or on stomach, hoop or circle of yarn to hop into and out of.
- Provide each child a carpet square or a personal space marker in a circle. Tell them this is their home.
- Explain to children that you have created an obstacle course or path that they will have to travel to get back to their home. Give them directions as what they are to do at each obstacle.
- Design a leader to begin traveling through the obstacle course.
- Be available to help children through each obstacle and return home.

**Activity: Outdoor Obstacle Course**

- Create an outdoor obstacle course for children to travel through: walk around the climbing structure, crawl through a box or large snap together cube, walk on a balance beam, zigzag around cones or two-liter bottles weighted with sand or rocks to create the obstacle course.
- Designate a spot on the playground as “home” and invite children to travel through the obstacle course and return home.

**Activity: Driving Home**

- Create an obstacle course on the playground for children to steer tricycles through. Use cones or two-liter bottles weighted with sand or rocks to create the course.
- Designate a spot on the playground as “home” and invite children to steer their tricycles through the course and return home.

**Teacher Notes:**

- *Explain to children that the obstacle course is like a map that helps us get where we want to go – home.*

**Transition Activities****Learning Goal:**

**CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts** (*adjusting behavior to match context*)

**Activity: Which is My Address?**

- Show the address cards from the activity My Address is Where I Live, have the child identify his or her address and transition to the next activity.

**Family Connection and Engagement**

- Communicate with families that the children are learning about mapping in their classroom and suggest ways families can help children be involved in the mapping activities:
  - Send a photo of their house to be used in an activity in the classroom
  - Help their children learn their address, especially street or road name and house number
  - Call their child’s attention to special places in the community as they are driving around; for example, library, park, school, court house or lake