

<p>Unit 3</p>  <p>Week 3</p>	<p>Small Groups: Rosie's Walk Maps</p> <p>Low Support</p>	<p>Math SG1</p>	<p>Standards: MELDS.M.G.PS.2 MELDS.M.G.PS.7 MELDS.M.MD.PS.3</p>
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Guiding Math Ideas:

- Making sense of the physical world
- Finding math in stories: Directionality and Orientation

Math Concepts from Unit Learning Progressions:

- Math words and math ideas appear in storybooks, outdoors and home.
- Math helps us describe and make sense of the physical world
- Representing movement patterns or models such as maps [with symbols]

Materials:

- *Rosie's Walk* by Pat Hutchins
- Copy of Rosie's Walk Map (in Unit 3 Google Drive) OR use any map that can be drawn on paper
- 11 X 14 paper or larger, one per child
- bucket of paper or foam shapes for gluing
- glue sticks or glue
- markers

Math Vocabulary:

- map- a special picture that shows where things are, where we can find things or where we would like to go.

Preparation:

This small group takes place after introducing *Rosie's Walk* in Large Group. Assemble materials. Use the attached map or show examples of different kinds of maps. Ensure that the activity is open-ended. Children are not copying the map but are experimenting with representing real objects through symbols.

Procedure:

Remember how Rosie went on a walk here and there around her barnyard? We went on a walk too! Today we are going to make some maps of where we might go on a walk. Maps are special pictures that have lines and shapes that show where things are- roads, buildings, towns and forests. Here is a picture of a map that shows how Rosie went on her walk. There are some shapes and words and lines on this map.

You can make a map too. It can be a map of our walk in class, or of anything that you would like to draw. Here are some shapes, paper and markers. When you are finished you can tell me about your map and I can write down some of the words that you tell me.

Children create maps and drawings. As you look at their maps together, encourage children to trace their “route” with their finger, or otherwise describe their map and the objects they have placed on it.

Strategies to Provoke Math Thinking:

- Representation and the use of symbols are important math skills as well as literacy skills. Using a particular shape to depict a place on a map reinforces the need for abstract thinking that will grow as children transition from the use of concrete objects, such as manipulatives, to symbols, such as numerals or operation symbols (+ - = < >)
- Children may use vague words or pointing gestures as they describe their maps. Without correcting them, use the accurate term for the actions that they describe them. As they describe their walks, assist them with the use of action verbs, (walking, jumping) and sequencing-(First, then, later, etc. Directional and positional words can also be emphasized such as left, right, over, under, beside....)

Documentation:

There will be several map-making activities throughout the year. Save this artifact, or take a photo in order to record children’s growth in understanding of spatial concepts and vocabulary.

Provocation:

Place old maps in the Block Center, Discovery Center, or Art Studio. Encourage children to write or draw on them, or to use them as the basis for collage.