

Wyoming Geography Alphabet

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OVERVIEW OF MAIN IDEA: The students will be exploring the use of the Wyoming floor map to help them identify letters used on the map designating towns, mountains, lakes, rivers, and other areas.

TEACHING LEVEL: Pre-K through Kindergarten

CONNECTION TO THE CURRICULUM: Geography, Language Arts

CONNECTION TO THE NATIONAL STANDARDS:

Standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards.

RF.K.1: Recognize that spoken words are represented in written language by specific sequences of letters

RF.K. 1: Recognize and name all upper and lowercase letters of the alphabet.

Geography Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

TIME: 15-20 minutes per day for 3-5 days

MATERIALS REQUIRED:

Large floor map of Wyoming with North, South, East, and West designated on the margins

Alphabet letter cards with a capital and lower case letter on one side

“Friends’ March” lyrics

3-4 small blocks used to mark the letter on the map

Friends’ March (to the tune of Johnny Comes Marching Home Again)

My friends are marching
Round and round
Hurrah, hurrah.
My friends are marching
Round and round
Hurrah, hurrah.
My friends are marching
Round and round.
Find a town with “C”
And sit down
And we’ll all march around
Until we all sit down.

OBJECTIVES:

- Students will identify lower case or upper case letters out of sequence.

GEOGRAPHIC THEMES or SKILLS:

People, Places, and Environments

SS4.5.1	Students use physical maps, political maps, and globes to identify locations using scale, cardinal and intermediate directions, legends, keys, and symbols.
SS4.5.2	Students identify their relative location in terms of home, school, neighborhood, community, county, state, country, and continent.
SS4.5.3	Students locate major landmarks, landforms, and areas/regions in the community and in Wyoming
SS4.5.4	Students describe relationships among people and places, and the environmental context in which they take place.

SUGGESTED PROCEDURE

OPENING: Explain to the children that they are going to sing a song that will help them review the names and shapes of letters.

DEVELOPMENT/PROCEDURE: The students are going to learn a song and a game that are about the letters they can find on the map. Instruct the students to stand up, and one at a time find a letter from his/her name on the map. The students place a block by a letter from their name. Have children practice sitting down in response according to the letters of their names

After all the students have identified an alphabet letter from his/her name on the Wyoming floor map, have the students stand surrounding the map. Show a letter to the students. The teacher and students say the letter aloud. Then 3-4 children holding the blocks find and mark that letter with a block and sit down on the map.

Ask the children to march around the borders of the map and sing. Each time you change letters the person to the right of the children that just marked a letter will be the next person to mark the designated letter. Hold up a card with the letter written in upper and lower case on it so they will know what is coming next. Everyone says the letter aloud. The children sing the "Friends' March" inserting the letter from the card. When the song ends the children with the blocks find the closest matching letter on the map and mark it with the block that they are holding..

CLOSING or CONCLUDING THE LESSON:

Review the letters that were worked on today. Say the letters aloud and together with the students. Answer any question that the children have about the map.

ASSESSMENT OF STUDENT LEARNING:

The teacher observes and writes anecdotal notes as to which children struggle matching the letter shape and which children know the name of the letter shown on the card.

Teacher observes how children get along with each other as they look for the letter. Watch for cooperation, courtesy, and helping one another.

As a formal assessment, the teacher can take individual students to the map during "free play" or seat time to find, identify and pronounce letters.

EXTENDING THE LESSON: After the children know their letters, begin working on words (names on the map) that begin or end with the sound of "t," (/t/), etc.

During free play let the children drive the little cars on the map. Teach them which lines are roads and which are train tracks.

As a group, make a legend for the map using interactive writing.

RESOURCES: "Friends' March" adapted from Fall Phonemic Awareness Songs & Rhymes by Jo Fitzpatrick. Copyright 1998. Published by Creative Teaching Press, Inc., Huntington Beach, CA.