

Title: Can I Tell You Where I Am?

Grade Ranges:

K-4

5-8

9-12

Subject Tag:

Family and Consumer Sciences

Synopsis:

In this activity students will become aware of the things that make up their neighborhood and will be able to describe specific areas of their neighborhood. Then, they will talk about situations in which they would need to communicate their specific location.

Keywords:

communication, communicate, directions, neighborhoods

Body:

Class Session #1:

1. Establish focus by asking the following questions:
 - How you ever been lost or thought you were lost? Allow for responses.
 - How did you know you were lost or thought you were lost?
 - Have you ever tried to give directions (tell someone how to get to a specific spot) and found that you did not know enough to give clear directions?
2. Explain that today everyone is going to become more aware of all the things that make a neighborhood what it is.
3. Move to the board where you have created the following chart:

MY NEIGHBORHOOD	
THINGS I SEE IN MY NEIGHBORHOOD	WHAT THE THINGS IN MY NEIGHBORHOOD LOOK LIKE
Buildings	
People	
Stores	
Trees & Flowers	
Types of Transportation	
Smells & Sounds	

Explain that you want students to imagine they are coming to school. They should think about what they see on their way to school. Ask them to describe what they see, not just list what they see. (Depending on your particular geographic location, you may want to revise the categories.)

4. As you move through the chart, use some of the following prompts to guide the development of the categories on the chart. (This step helps students get a sense of what they should consider as they imagine their routes to school.)
 - Buildings — What types? Offices, hospitals, churches, libraries, etc.
 - Stores — What types? Grocery, drug store, convenience store, restaurant, etc.
 - Trees & Flowers — What types? Where are they located?
 - Transportation — What types? Trucks, busses, cars, delivery trucks, etc.
 - Smells & Sounds — Are there any? Where do they come from? Bakeries, restaurants, construction, etc.
5. Use some of the following prompts to guide the descriptions of the categories. (By asking for descriptions, this step asks students to focus more specifically on what they see on their way to school.)
 - Buildings — Are they tall? What are they made of? Do they have names on them?
 - Stores — Do they have names? Do you know the names of people who work in the stores? What do they sell?
 - Trees & Flowers — What color are they? How large are they? Where are they located?
 - Transportation — What color? What size? Do they have signs or names on them?
 - Smells & Sounds — Are there any? Where do they come from? How loud or strong, are they?
6. Ask for a few volunteers to pick a spot on their route to and from school and describe that spot for the class.
7. Ask for examples of when they need to tell people where they are, such as when they are lost. Ask why it is important to pay attention to where you are.
8. Tell students that you want them to look carefully at things they pass on their way home from school. They should pick a spot and be able to describe that location at the next class session.

Class Session #2:

1. Return to the chart students developed the previous day. Ask if they think they can provide a better description of the various items. Move through the chart and allow students to change what they put on the chart in the previous class session.
2. Allow students to give a description of a spot they passed on their route to and from school. Are they able to provide descriptions so the other students can picture and perhaps recognize the spot?
3. Bring closure to the lesson by stressing that students should always be aware of where they are, so they are able to describe their location to someone who may need to find them.

Related Links:

The Geo-Mystery Project

<http://kalama.doe.hawaii.edu/hern96/pt053/GEOMYstery/geomys.html>

This site allows students to answer the questions: “What is unique about where you live?” and “What is unique about a place?” To answer the questions, students select a location

and develop a Web-based description of the place. The description must include latitude and longitude coordinates, and may also include digital photographs, drawings, or text. Using the student-generated clues, other students can attempt to identify the location.

Objectives:

Students will:

- recognize the need to be able to describe a location.
- develop processing skills of grouping and classifying.
- recognize when they need to be able to describe their location.

Standards:

NY: Language Arts 1 – Students will read, write, listen, and speak for information and understanding. **3** – Students will read, write, listen, and speak for critical analysis and evaluation. **Family and Consumer Science 2.1. A Safe and Healthy Environment.** Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

NYC: A2a. Make an oral presentation of project plans or findings to an appropriate audience. **A3a.** Gather information to assist in completing project work.

CT: Learning Resource and Information Technology 1. Defining Information Needs

Students will define their information needs and identify effective courses of action to conduct research, solve complex problems and pursue personal interests.

NJ: Cross-Content Workplace Readiness 3 – All students will use critical thinking, decision-making, and problem-solving skills.

Time Required:

Two class periods

Technology and Materials Needed:

- Board or flip chart
- Prepared chart on board or flip chart

Assessment Criteria:

1. Were students able to identify and categorize groupings?
2. Were students able to describe specific locations?
3. Were students able to recognize the various descriptions?

Recommended Lesson Plan Review Date:

Review Comments: