

# All Around Town



## How Do You Get There?

## Language Arts

Introduce the direction words left, right, up, down, near, far, behind, in front. Use physical situations in the classroom for the students to experience objects and individuals in those situations. You might give them the opportunity to create a drawing that demonstrates those different relationships. This is an introduction to map legends that you can refer to later.

When you are comfortable that most students have a reasonable understanding of the direction words, have the students practice giving clear verbal directions to each other for moving around the school. Encourage them to use direction and distance words correctly. The next time the class goes out recess, have one student walk ahead with you and give directions to the class to follow. For example: "Go out of the classroom and turn right. Go down the hall until you pass the drinking fountain. Then turn left. The door to the playground is straight ahead." Then have another child give directions to some areas of the playground. For example: "The seesaw is close to us on the left. The swings are far away on the right." Do this exercise for a few days, walking to different areas of the school and having different children take turns giving directions.

Discuss with the children how direction words can help them find locations, keep them from getting lost when following directions, or tell others where they are or where they are going.

## My School

## Social Studies

Create a large outline of the school on the chalkboard, whiteboard, or large chart paper. Give the children the opportunity to label the various rooms and hallways. Remind them of the information they obtained in the first activity to help them with their labeling. You may have to take another "field trip" to refresh their memories. They should include a "you are here" or special symbol to indicate their classroom. You can begin to develop the concept of a map legend by having the students create symbols to indicate the function of rooms, for example, classrooms, bathrooms, cafeteria, all-purpose room or gym, nurse's station, or administrative offices. Discuss the value of adding the symbols to the map.

After all of the rooms and key hallways are labeled, give students the opportunities to describe ways to travel around the school. Remind students of specific school protocols (the use of hall passes or areas where students are not allowed).

When the children have had a chance to practice, have them draw a slip of paper from the list on page 89, which lists a specific location in your school. The student gives directions to this place, and everyone in the class tries to guess where it is.

## My Home Town

## Social Studies

Secure large pieces of poster board or butcher paper and have students create a simple map of their neighborhood or the area where your school is located. If the school is in a large city, you may choose a section of that city to map. If children live in a rural area, they can map that as well, including the nearest town. Children may work in small groups for this project. Only major streets should be shown, along with any major town landmarks.

Children need to know that the top of every map is always north. You can create a “compass rose” that shows them the four major directions. Additionally, every map has a “legend” that describes key symbols and indicates the relation of map distance to real-world distance. Remind the students of the symbols they added to their map of the classroom.

Copy and cut out icons on page 90 and place them on the map to indicate library, post office, town hall, grocery store, fire station, school, and hospital. The legend of the map might indicate the location of community helpers with a figure in the appropriate locations on the map. You might have the children work in pairs or small groups so that more sophisticated children can help others understand the symbols on the map and the relationship between map symbols and the real world in which the students live.

If you find students who are simply not able to understand the concept of a map, obtain two pieces of squared paper. Place centimeter cubes or other small objects on one of the papers and have students color the same locations on the second piece. Play a match game where students discover which “map” describes which configuration of manipulative pieces.

## What's That Sign?

## Mathematics

Ask the class what shapes traffic signs are. Discussion will reveal that they are of many shapes and colors. Draw a triangular Yield sign on the board and ask how many sides this shape has. Does anyone know the name of this shape?

Then pass out copies of page 91 and ask students to identify the shapes of these signs. Many are circles, triangles, and rectangles. Have students color the signs the appropriate colors. Most stop signs are red and white—many other traffic signs are black on yellow. Traffic lights are green, yellow, and red. Follow your local conventions for this. Ask each student to talk about one kind of sign and what it means—traffic light, stop sign, no U-turn, one-way, merge, pedestrian X-ing. Have a discussion with the class about traffic and street signs and why they are necessary. Ask them what they think would happen if we had no traffic signs at all. Explain why children as well as adults need to follow the signs.

## Words Around the Town

## Language Arts

Make a list on the whiteboard of about ten of the important streets and landmarks in your town. Don't shy away from using some "big" words. Ask the students if anyone recognizes any of the words on the board. Maybe they will recognize a part of one of the big words—help them to sound out the harder ones. After the class figures out the names on the list, ask them what all these names have in common. They are names of important places in our town!

Have each student choose one thing on the list and make a city postcard that features it. Give each child a 4- x 6-inch piece of heavy paper to draw on. They should draw a picture of the street or the building on the front of the postcard. On the back they can write a sentence or two about their city landmark. Emerging writers can write out the letters of the word you have listed on the chalkboard or whiteboard that relates to their drawing.

## Community Helpers

## Creative Dramatics

Divide students into small groups of three or four and have them role-play situations in which they encounter community helpers. Have the children in each group take turns playing the "grown-up" roles. One student can be a narrator, explaining the setting and who the community helper is in the story.

Another student plays the community helper, and one or two students play the children in the skits. The students can design and create the necessary props by using page 92. Here are some suggestions:

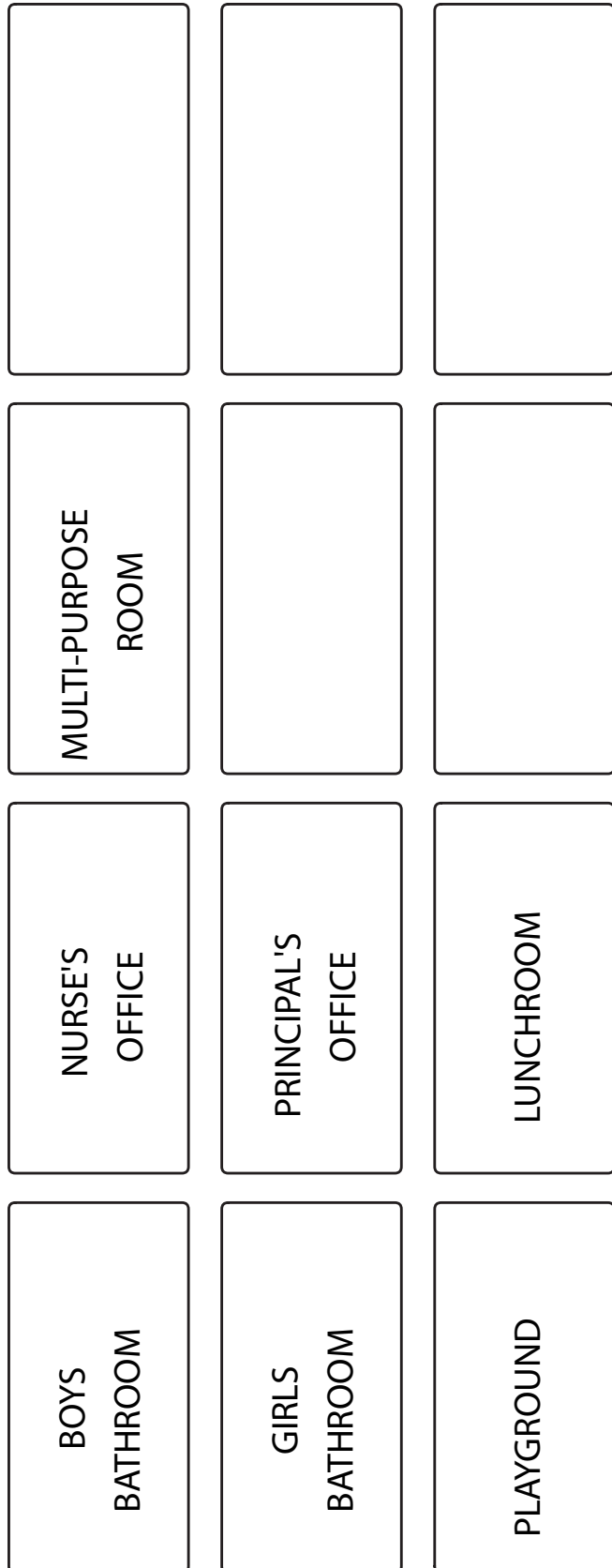
- A school crossing guard stops cars and helps children across a busy street.
- A policeman helps a child who is lost.
- A nurse or doctor listens to a child's heartbeat.
- A dentist explains to a child how to brush his or her teeth.
- A firefighter responds to a 9-1-1 call and comes to a house to put out a fire.
- A letter carrier picks up mail and delivers it.

After the students have rehearsed their role play, have each group perform for the class. Encourage students in the audience to compare their life experiences with the situations in the role play and to share their stories with the class.

As an extension, you may wish to invite another class, the principal, or family members to experience the role plays and share their personal experiences. Or, invite one or more of the community helpers to enjoy the role plays and share their experiences.

# My School

1. Cut into individual cards.
2. Add locations specific to your school on the blank cards.
3. Have students draw one card and give instructions to the location.
4. Have other students try to guess what is on the card.



Use with "My School" on page 86.

# My Home Town

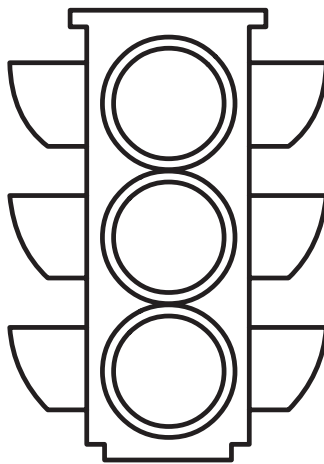
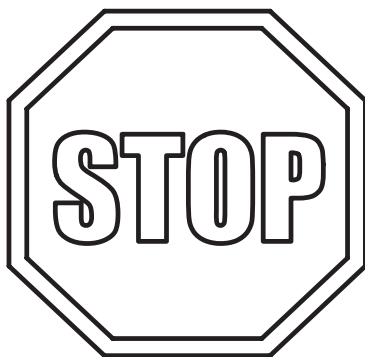
1. Copy this sheet and cut into separate cards.
2. Give to students to place on the map they have created.



Use with "My Home Town" on page 87.

# Traffic signals

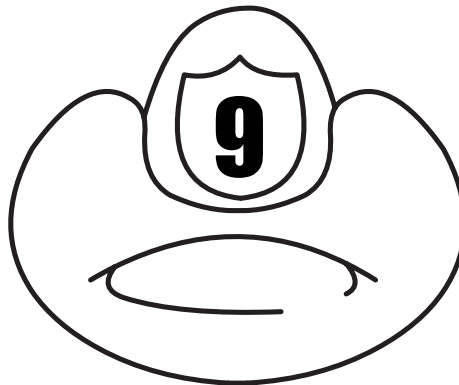
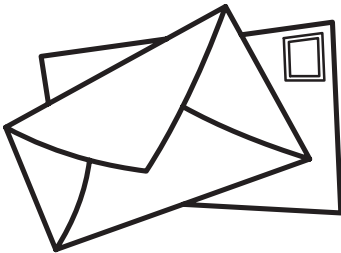
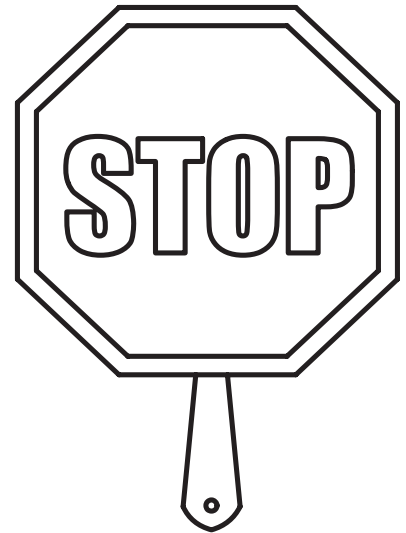
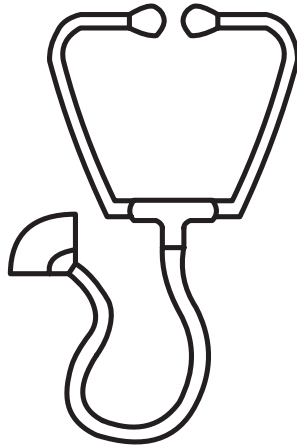
Make one copy of this sheet for each student.



Use with "What's That Sign" on page 87.

# Community Helpers

Make one copy of this sheet for each student.



Use with "Community Helpers" on page 88.