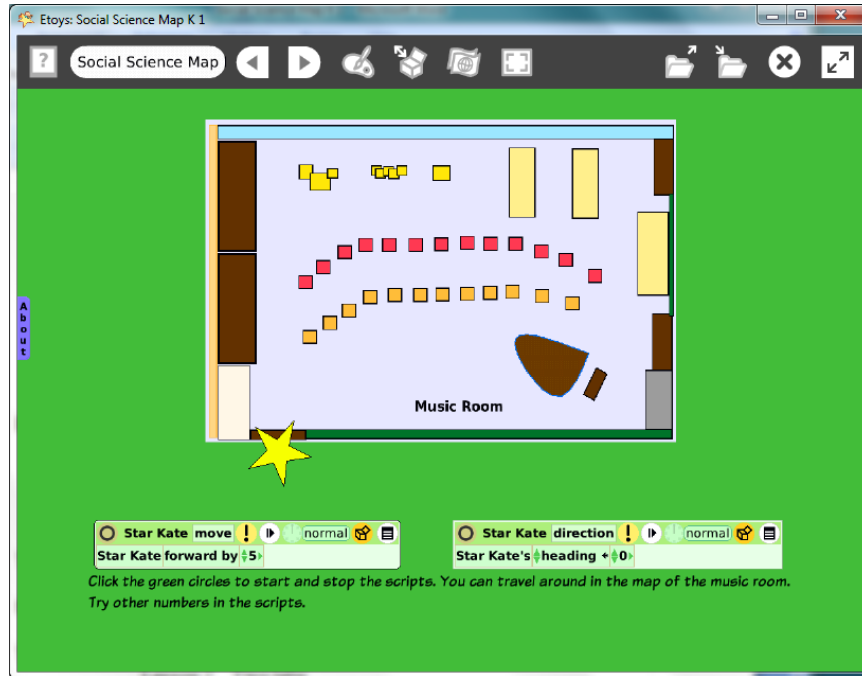


Social Science

An Etoys Classroom Map

Kindergarten - First Grade Levels



Introduction:	<p>This project gives students practice observing a familiar place, analyzing 3D shapes and locations, and representing them with 2D geometric shapes as a map of their classroom.</p> <p>The map is used to travel to many locations on the screen.</p>
Topic:	Creating maps of familiar places.
Subject:	Social Science
Time:	Lesson 1 Two labs Lesson 2 Two labs
Description:	<p>This project gives students practice at observing 3D objects like desks, tables, books, and chairs and visualizing them as basic 2D shapes.</p> <p>Students explore the limits of map making. Can we really show everything, exactly on maps?</p>

Vocabulary:	above, top, right, upper, center, on, up, beside, behind, below, bottom, left, lower, edge, near, down, before, between, larger, smaller, close, near, next to, far, almost, same, rectangle, curve, triangle, ellipse, bigger, smaller, almost, exactly
Evaluation Criteria:	<p>Recognizes many classroom furnishings and materials can be represented by rectangles on a map.</p> <p>Shows the difference in proportions of a desk and a work table.</p> <p>Shows a sense of the whole classroom space and represents doors, windows and walls.</p> <p>Uses vocabulary of location fluently.</p> <p>Knows where is North in their classroom.</p> <p>Moves an avatar (a star) to different locations on the map.</p>
Teacher Information: Etoys Quick Guides: Click the question mark in Etoys to open the set of tutorials about basic tools and techniques.	<p>Etoys Quick Guides: Click the question mark in Etoys to open the set of tutorials about basic tools and techniques.</p> <p>Use Etoys Quick Guides if the lesson mentions unfamiliar tools or techniques. Give students time to read them too.</p>
Goals:	<p>Students create a map of their classroom and represent room features and furnishings with 2D geometric shapes.</p> <p>Students show a developing understanding of relationships between the room’s size and the objects in it and locations.</p> <p>Students will make scripts to move a star they have named with their name in the map. They will travel on their map using a vocabulary of useful terms including: up, down, left, and right.</p>
Lesson 1: Lab 1	<p>Discussion: What kinds of things are in the room? How many of each? What colors are they? What shapes do they have? What would they look like if viewed from the ceiling?</p> <p>Discuss 2D-3D</p> <p>Make room maps.</p>

<p>Halo Handles: Size, Color, Copy</p> <p>Navigator Bar: Keep Find Projects</p>	<p>Start the map by having students drag one rectangle from Supplies. Students decide what the rectangle can represent then use the Halo's size, color, and copy tools.</p> <p>Give them time to work.</p> <p>Publish the project. Name the project: nameRoomMapdate Example: kateRoomMapOct08</p>
<p>Extend Lesson 1</p> <p>Supplies: Text</p>	<p>1. Discuss the maps that students have created. Let students look at the maps other students have made. Talk about what they see and ask why they think there are differences.</p> <p>Let the students edit their maps. The computer makes the editing easy, enjoyable, and valuable.</p> <p>Give students practice following directions moving a shape: near, between, beside, above, below, top, bottom, left, right</p> <p>2. Introduce the idea of orientation. Label parts of the screen: up down left right.</p> <p>Publish the project again. A version number will be added to the project automatically. Example: namemapjan07.002</p>
<p>Lesson 2: Lab 2 or 3</p> <p>Object Catalog: Grab Patch Tool</p> <p>Halo Handles: Rotate Halo Handles:</p>	<p>This lesson shows students how to travel to places on their map using scripts.</p> <p>Students use the map from Lesson 1. Copy the map with the Grab Patch tool so that it is like paper map that can be turned. The copy becomes a new project by putting the copy into Supplies and starting a new project. Clicking Supplies in the new project and drag out the map they put there.</p> <p>Resize the map so it has a border about 4 fingers wide on all</p>

<p>Size, Color, Copy</p>	<p>sides.</p> <p>Ask students to drag a star out of Supplies and put it on the map at the table where they sit. Discuss: where is it, what is beside it, what is in next to?</p> <p>Change the star’s name. Right/click to open the Halo handles and type their own first name for the star. E.G. KateStar.</p>
<p>Halo Handles: Viewer</p>	<p>Open a Viewer and the tiles will have their name.</p>
<p>Script Tiles: Forward by</p>	<p>Click the tile ‘studentname forward by 5’ and drop that copy onto the screen.</p>
<p>Menus: Scriptor Icons Set</p>	<p>Click on the green clock to start and stop the script.</p> <p>Ask students to describe what they see happening. Where is the star? Is it close to the top? Can they make in move faster? Up? Down?</p> <p>Use Publish As to publish this new project. Call it: nameroommapjan07 For example: kateroommapjan07</p>
<p>Extend Lesson 2 Halo Handles: Arrow at Center</p> <p>Script Tiles: Heading</p>	<p>1. Show students the green direction arrow in the middle of the halo of handles and ask them to drag the tip of the arrow in the direction they want to travel. Run the forward script. Discuss.</p> <p>2. Open the Viewer; drag out the tile ‘studentname heading’. Experiment with combinations of different numbers in these two scripts.</p> <p>3. Add another shape to represent a friend and make new scripts that move it around on the map too. Change the size, shape or color so you can tell them apart.</p>
<p>Student Information:</p>	<p>No written material for students K-1 for this project.</p>
<p>Standards:</p>	<p>Social Science</p>

	<p>State of Illinois Assessment Framework: Social Sciences: Kindergarten: Places and Times Near and Far 17. A.1a: Identify physical characteristics of places, both local and global.</p> <p>First Grade: Getting to Know Our Community 17. A.1b: Identify the characteristics and purposes of geographic representations including maps and globes.</p> <p>Illinois Performance Standards: Mathematics Kindergarten: Sorting Attributes 9B First Grade: Geometry and Attributes 9A, 9B</p> <p>National Educational Technology Standards 1. Basic operations and concepts Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology.</p> <p>3. Technology productivity tools Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.</p>
Resources:	<p>Etoys Help Quick Guides: Open Etoys and click the question mark in the Navigator Bar to open a set of interactive tutorials that introduce basic tools and techniques. EtoysIllinois.org for projects, tutorials, and lesson plans Squeakland.org Etoys software</p>
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