A Child’s-Eye-View: My Community

Special Area: Preschool
Written by: Elizabeth Ann Vansandt, Clarendon ABC Pre-Kindergarten, Clarendon, Arkansas

I. ABSTRACT
Our journey begins at school, and we will map our community following monthly field trips to local businesses and landmarks. This yearlong project creates rich opportunities for meeting many Core Knowledge goals in the Preschool Sequence, but our focus will be on Visual Arts. The children will artistically recreate each building or structure we visit, culminating in a collective work of art.

II. OVERVIEW
A. Attend and listen to picture books with storylines (30 minutes) as well as to books of other genres, such as informational books (15 minutes). (Level II, page 48)
B. Given an oral description of a scene, recreate the scene using pictures. (Level II, page 32)
C. Describe an event or personal experience that has taken place outside of the immediate time and place. (Level II, page 32)
D. Use increasingly precise vocabulary in describing his/her immediate environment at home, in the neighborhood, at school, etc. (Level II, page 35)
E. Use increasingly precise vocabulary indicating space: there-here, in-on, at the corner of, around-between, front-back. (Level II, page 37)
F. Dictate a simple letter, invitation, or thank-you note. (Level II, page 54)
G. Depict and represent “in writing”: people, objects, events, or activities, derived from his/her experience or imagination. (Level II, page 55)
H. Dictate a description to accompany his/her drawings of people, objects, events, or activities, based on his/her experience or imagination. (Level II, page 55)
I. Develop an understanding of the relationship between spoken and written language by associating written word units on word labels and signs with spoken words. (Level II, page 56)
J. Understand and use the following vocabulary to describe day-to-day occurrences: yesterday-today-tomorrow, always-never-sometimes, immediately-in a little while-later, already, then, next, during, while, once upon a time, finally, soon. (Level II, page 72)
K. Correctly use the present, past, and future tenses of verbs in describing day-to-day occurrences. (Level II, page 72)
L. Sequence chronologically and describe 3-5 images of events, or phases of a single event, that have been experienced. (Level II, page 72)
M. Follow or give oral, spatially referenced directions to move from one location to another within a familiar environment. (Level II, page 78)
N. Given oral, spatially referenced directions correlated to a picture in which different objects represent different “landmarks”, trace the path described. (Level II, page 78)
O. On a simple map of a familiar space (home, school), mark the locations of specific objects, places, etc. as requested, and mark with arrows or other symbols a path that has been taken from one place to another. (Level II, page 80)
P. Demonstrate memory of visual details by playing “Concentration” memory games or describing a picture that has been removed from view. (Level II, page 96)
Q. Use various tools and techniques in completing art projects: staple; cut straight lines, curved lines, or corners with scissors; sew using basting or overcast stitch. (Level II, page 96)
R. Create nonrepresentational and representational works, such as printing, painting, drawing, collage, and sculpture. (Level II, page 97)
S. Examine a work of art by a known artist and create a work in the style of the work examined. (Level II, page 97)
T. Work with other children to create a collective work of art, such as a large group mural, collage, sculpture, etc. (Level II, page 97)

III. BACKGROUND KNOWLEDGE

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS
A. Use appropriate social skills to contribute to a group effort.
B. Use appropriate social skills when visiting local businesses.
C. Use listening skills to follow directions.

V. RESOURCES
A. Books
B. Other Materials
1. Large drawing paper
2. Community play mat
3. Photographs of places visited on field trips
4. Collage materials (cut-up or torn grocery labels, pieces of cotton, corn, beans, etc.)
5. Art supplies (glue, scissors, paint brushes, paints, sponges, etc.)
6. Chart paper
7. Markers
8. Craft sticks
9. Crayons
10. Chalk
11. Used postage stamps
12. Magazines for cutting apart
13. Core Knowledge Preschool Art prints
14. Teacher-made map of playground or indoor play area
15. Large paper for making a map of the community with the streets and the school labeled

VI. LESSONS OUTLINE
Lesson One: Me on the Map
A. Daily Objectives
1. Attend and listen to a picture book with a simple story line during a 15-minute reading.
2. Depict and represent “in writing” objects derived from his/her experience.
3. Dictate a description to accompany his/her drawings of objects based on his/her experience.
4. Create representational artworks.
B. Grouping
1. Whole group instruction
C. Materials and Preparation
1. *Me on the Map* by Joan Sweeney
2. Large drawing paper
3. Markers, crayons, pencils

**D. Language of Instruction**
1. Teacher: author, cover, illustrator, title, town, state, country, character, photographs
2. Students: map, pictures, room, house, street, on, top, bottom

**E. Procedures/Activities**
1. Ask the children if they have ever seen a map.
2. Tell them that they are going to hear a story about a girl and her maps.
3. Show the book and discuss the parts of the book (cover, title, author, illustrator).
4. Read *Me on the Map* by Joan Sweeney.
5. Point out how each map changes to encompass more places.
6. Talk about why people use maps.
7. Give the children large sheets of drawing paper and have them draw a map of the classroom.
8. Have each child dictate a description of his/her map.
9. Save the maps for the next lesson.

**F. Go a Little Further**
1. For students who have difficulty, help them by focusing on one area of the room at a time to put on their maps.
2. For students who excel, allow them to make maps in the art center that depict their bedrooms or their homes.

**G. Assessment/Evaluation**
1. Listening: Direct observation of the children.
2. Maps will be added to the children’s portfolio collections.

**Lesson Two: Maps**

**A. Daily Objectives**
1. Use increasingly precise vocabulary in describing one’s immediate environment.
2. Use increasingly precise vocabulary indicating space.
3. Understand and use the following vocabulary to describe day-to-day occurrences: yesterday-today-tomorrow, always-never-sometimes, immediately-in a little while-later, already, then, next, during, while, once upon a time, finally, soon.
4. Correctly use the present, past, and future tenses of verbs in describing day-to-day occurrences.
5. Follow or give oral, spatially referenced directions to move from one location to another, within a familiar environment.
6. Given oral, spatially referenced directions correlated to a picture in which different objects represent different “landmarks”, trace the path described.
7. On a simple map of a familiar space, mark the locations of specific objects, places, etc. as requested, and mark with arrows or other symbols a path that has been taken from one place to another.

**B. Grouping**
1. Whole group instruction

**C. Materials & Preparation**
1. *Me on the Map* by Joan Sweeney
2. The maps drawn by the children in Lesson One
3. Community play mat
4. Teacher-made map of the playground

**D. Language of Instruction**
1. Teacher: explain, describe, directions
2. Students: map, pictures, room, house, street, on, top, bottom

E. Procedures/Activities
1. Read *Me on the Map* again.
2. Show the maps the students made in Lesson One.
3. Make a game out of describing the environment (based on the maps) and having the children position themselves in the proper locations. Let the children take turns giving and following directions.
4. Show the Community play mat. Talk about where things are in relation to other things on the play mat. Afterwards, put the play mat in the block center so that children may practice placing objects in various locations, giving directions, and following directions.
5. Explain to students that they can make a map of where places are in their town. Show them the map with the school and the streets on it. Tell them that they will later add places from their town to the map. They will use art to make models of these places before putting them on the map. Soon they will visit local businesses and add these to the map as well.
6. On the playground, play a game with the children where they look at the teacher-made map of the playground to find places and locations, trace a path, and describe where they have been.

F. Go a Little Further
1. For students who have difficulty, help them individually by playing the games with them during center time or in small groups. Also, encourage them to play in the block center, where the community play mat is located.
2. For students who excel, encourage them to play games together (without the teacher) where they describe and follow paths on maps to reach destinations.

G. Assessment/Evaluation
1. Dictation or tape recording of vocabulary
2. Checklist for vocabulary
3. Anecdotal records of conversations among children
4. Portfolio collection of marking specific locations on a map
5. Direct observation of children giving and following directions when given positional words

Lesson Three: The Grocery Store as a Collage
A. Daily Objectives
1. Describe an event or personal experience that has taken place outside of the immediate time and place.
2. Depict and represent “in writing” objects derived from one’s own experience.
3. Given an oral description of a scene, recreate the scene using pictures.
4. Develop an understanding of the relationship between spoken and written language by associating written word units on signs with spoken words.
5. Correctly use the present, past, and future tenses of verbs in describing day-to-day occurrences.
6. Demonstrate memory of visual details by describing a picture that has been removed from view.
7. Examine a work of art by a known artist and create a work “in the style of” the work examined.
8. Work with other children to create a collective work of art.

B. Grouping
1. Whole group instruction, then individual instruction at the art center
C. Materials and Preparation
1. Photograph of the grocery store
2. Students’ journals
3. Art print of The Snail by Matisse
4. Collage materials (For the grocery store, you may want to use torn food labels and small pieces of food, such as macaroni, beans, corn, etc.)
5. Glue
6. Drawing paper

D. Language of Instruction
1. Teacher: collage, artist, copy, create, detail, materials, original, remember, tear, technique, town, community
2. Students: art, different, glue, paper, same, map

E. Procedures/Activities
1. After the field trip to the grocery store, have the children “write” in their journals about the experience. Hopefully, this will generate some pictures.
2. Write what the children dictate about the grocery store.
3. Look at the photograph of the grocery store. Point to the sign and read it. Have the children “read” it. Discuss the location of the grocery store in relation to the school.
4. After everyone has seen the photograph, remove it from sight, and then have the children recall some details about how the grocery store looks. Make a web of the things they recall.
5. Tell them that in the art center they will make a collage of the grocery store. Explain what a collage is.
6. Show Matisse’s The Snail. Explain that it is a collage. Put the print in the art center.
7. Show the children the collage materials in the art center. Encourage them to be creative in picking materials to recreate the grocery store on paper.
8. Remind the children that they are working together to make a map of their community, and that the grocery store is the first building to be added.

F. Go a Little Further
1. For students who have difficulty, provide them with the photograph of the grocery store while they are completing their collages, rather than forcing them to remember right away. Help with gluing if necessary.
2. For students who excel, provide them with extra collage materials to recreate The Snail or allow them to create their own collages.

G. Assessment/Evaluation
1. Anecdotal records of conversations with children
2. Recordings of children describing the grocery store
3. Webbing
4. Portfolio collection
5. Completed project

Lesson Four: The Thank You Note
A. Daily Objective
1. The class will dictate a thank you note to the grocery store manager, thanking him/her for letting them visit the store.

B. Grouping
1. Whole group instruction

C. Materials and Preparation
1. Chart paper
2. Markers

D. Language of Instruction
1. Teacher: thank you note, letter, salutation, body, closing, indent
2. Students: dear, thank you, grocery store

E. Procedures/Activities
1. Gather the children on the carpet.
2. Tell them that they will dictate a thank you note to send to the grocery store manager, thanking him/her for letting the class visit the store.
3. On the chart paper, show the children where to start the letter and how to write the body and closing. Let them find the words.
4. When finished, allow the children to “sign” their names to the note.

F. Go A Little Further
1. For students who have difficulty, give them clues to help them find the words needed to complete the note.
2. For students who excel, allow them to write additional notes in their journals.

G. Assessment/Evaluation
1. Completed thank you note
2. Direct observation of student participation

Continuing Lessons: Each Month’s Field Trip
A. Each month the class visits a different business or landmark in the community, and each month a different artwork and artist are introduced. The objectives remain much the same for every month, with only the medium for creating the art changing. Following are some examples of places to visit, and of media and artists to study each month.

B. October
1. Library
2. Sculpture
3. Blue Hippo (Sculpt books to represent the library.)

C. November
1. Restaurant
2. Paint
3. Red Interior, Blue Table by Matisse

D. December
1. No trip. Discuss the types of transportation in the community (rail, river, highway), then draw those onto the map.
2. Drawing
3. People and Dog in Sun by Miro

E. January
1. Courthouse and Clock Tower
2. Paint
3. Rhythm by Delaunay

F. February
1. Post Office
2. Collage

G. March
1. Doctor’s office
2. Printing

H. April
1. Bridge
2. Children’s choice of media

I. May
1. Florist
2. Paint

VII. CULMINATING ACTIVITY
A. The class will hold a community presentation where they will show the map to the members of the community and tell about their efforts in working together to create the map.

VIII. BIBLIOGRAPHY