



# Curious George Gets Lost— We Need to Make a Map!

**Introduction:** Curious George likes to wander around the school and explore new places. Sometimes, though, he has a hard time finding his way back to the classroom! After taking several tours of the school with your class, have them make a building block map of the school so that George won't get lost.

## Materials Needed:

- Building blocks
- Chart paper and writing materials
- Mapping area: large rug or floor area where blocks can be left up for several days
- Camera to photograph map (optional)
- Children's books about maps (e.g., *Mapping Penny's World* by Loreen Leedy)

**Background Knowledge:** This lesson can be carried out as part of a social studies school study unit, or it can be presented on its own. The children should have gone on several exploratory tours of the school so that they are familiar with their surroundings and the school layout. You will also want to have read some children's books that explore mapmaking. *Mapping Penny's World* by Loreen Leedy (Owlet Paperbacks, 2003) is a good choice.

**Teaching:** Tell your students that they will be making a map of your school. If your school has two or more stories, you will probably want to map just one level to start with. Discuss the important parts of the school that they will want to include. List these places on chart paper. Sit in a circle at the edge of your mapping area with the building blocks close at hand. (Note: you may want to have already built the outside edges of the school map.) Using your room as the starting point, model for your children how to place blocks within the perimeter of the school that represent your classroom walls. After your room is in place, use it as a reference point as you add other places to your map. Use your list on chart paper to add them one by one. Have different children come forward to put the blocks in place. As you help your students figure out where blocks go, help them make the connection between (1) where a place is in relation to their *actual room*, and (2) where a place is in relation to their *room on the map*.

**Follow Up:** You may want to photograph your map and display it if it is impossible to leave the blocks up for a while. As children become more familiar with the concepts of mapping, you can have them begin to actually draw their own maps of the school.

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