

**Vision Empower & XRCVC**  
Teacher Instruction KIT  
**Map**

Syllabus: Karnataka State Board

Subject: EVS

Grade: 3

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - Third Standard

Chapter Number & Name: 24. Map

## **1. OVERVIEW**

### **1.1 OBJECTIVE AND PREREQUISITES**

#### **Objective**

- Learn to understand simple maps

#### **Prerequisite Concept:**

- Awareness regarding geographical features

*EVS Grade 2 – Karnataka Textbook Syllabus – Chapter 19 – My beautiful native land*

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*Note: The fields marked with \* are mandatory*

## 2. LEARN

### 2.1 KEY POINTS

A map is a drawing of all or part of Earth's surface. Its basic purpose is to show where things are. Maps may show visible features, such as rivers and lakes, forests, buildings, and roads. They may also give us information regarding things such as boundaries and temperatures.

### 2.2 LEARN MORE:

Get more information about maps from the link below

- <https://www.perkinselearning.org/scout/blog/tactile-maps-and-teaching-maps-skills>
- <http://www.natmo.gov.in/pages/display/4-19-Major-Projects>

## 3. ENGAGE

### 3.1 INTEREST GENERATION ACTIVITY

#### **INTRODUCTION TO THE TOPIC**

##### **Activity 1: Classroom map \***

*Materials required:* NA

*Prerequisites:* NA

*Activity flow:*

Make students aware of the classroom setting and location of different things and fellow students using direction words. Have a general discussion about things that are there in the class. Begin by discussing which direction is the north. The teacher may use the compass for this purpose. Identify and establish all other directions.

Make a list of all the things that are there in the class. For example,

Class room boards

Desks

Chairs

Teacher's table

Dustbin

Door

Window

Ask every student to call out their names loud so as to get an understanding of their positions in the class. Ask a few questions for which the students would answer using directional words such left, right, center, north, south, east, west, north-east, north-west, south-east and south-west.

Few examples of questions are given below:

1. The door is situated in which direction?
2. Who is the girl sitting in the first row on the right side of Ramesh?
3. What is there between the teacher's table and the window?
4. Which object is situated in the north-east direction of the classroom?
5. Which side is Disha sitting with respect to Riyaz?

Summarise the entire activity by mentally drawing the map of the classroom with students by marking the position of things in the classroom.

Q – What is a map?

Discuss that a small sketch of a place which gives the picture of the shape of the place, border, features like rivers, hills, roads and buildings, the position and distance between them is called a map. The vast area can be represented on a small piece of paper.

Remind them of the globe. Inform that it can be represented in flat on a piece of paper. It is also a map. The entire earth can be grasped at a glance into it

### 3.2 CONCEPT GENERATION ACTIVITY

#### MAPS

##### **Activity 2: The school map \***

*Materials Required:* Tactile map of the school (a simple map showing major areas)

*Prerequisites:* NA

*Activity Flow:*

Arrange for a tour of the school premise. Mark the important areas in school and make students get familiar with those areas. Discuss using the directional words.

After coming back to the classroom, inform students that similar to the map of the classroom, they would try to understand the map of the entire school area.

Start by identifying the directions. Ensure every student understands the directions and encourage them to use the directional words in the discussion.

### **Activity 3: Understand the tactile map \***

*Materials required:* a 3-d printed map of the school (if available) or any other tactile map depending on the availability. Alternatively, make a map of the classroom or the playground after exploring the area along with students.

*Prerequisites:* NA

*Activity flow:*

Help students understand and read maps by showing the important features on map. Explain how to locate the positions and locations of various landmarks on the map. Ask if they can relate these locations with the important landmarks which they are aware of. For example, if it is a school map, then they would try to understand the locations of various classrooms, ground, trees, toilets, staircase and likewise. Encourage them to locate their classroom on the map. Alternatively, if it is some other map, help them navigate the various important locations on the map.

## **SIGNS AND SYMBOLS**

### **Activity 4: Matching the symbols (reading) \***

*Materials required:* tactile symbols commonly used on a map and their names

*Prerequisites:* NA

*Activity flow:*

Inform that there are some common symbols which are used to denote the temples, settlements, bridges, physical structures, roads, tanks, water bodies and also some human made structures. These small symbols help us to identify and understand their location on a map.

Pass around the tactile sheet and help students identify some of the symbols and discuss what each symbol represents. Allow them to read the names of the symbol and identify their shape.

For example, a triangle would represent a mountain and a plus sign is a symbol for a hospital.

## **3.3 LET'S DISCUSS: RELATE TO DAILY LIFE**

Thinking Time: Have a discussion about how they would like to use a map for themselves and think if the map of one classroom will be the same as the other classroom. How are they different or the same when compared?

## **4. EXERCISES & REINFORCEMENT**

## 4.1 REINFORCEMENT

### **Activity 5: Explore maps**

*Materials required:* any other tactile maps, atlas, globe

*Prerequisites:* NA

*Activity flow:*

Share any other maps that are available and have a discussion about it. Help children understand how and why these maps are used. Allow them to explore, navigate and identify known places in the map.

### **Teaching Tips**

NA

### **References**

NA

## 4.2 IMPORTANT GUIDELINES

### **Exercise Reading**

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

### **Perform Textbook Activity**

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

### **Provide Homework**

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

*End of Document*