



# Wonderwood Curriculum

for Building Knowledge

## Week 1: Maps

Wonder Question: How do we explore the places around us?

### Overview

This week launches your 36-week knowledge building journey. We're starting with maps to figure out how we know where we are and how we can get to where we want to go. We will set the direction for the year by introducing the learning habits we want to develop and build across the year. We will also invite kids to notice their surroundings, explore and wonder about what they observe, and express and use their knowledge creatively.

### Lesson Plans

Each week's lesson plans will follow the same structure to **BUILD** children's knowledge.

- **B**egin With Wonder
- **U**ncover Ideas
- **I**nquire Further
- **L**earn By Doing
- **D**ecide What's Next



All printables and the resource list is available following the lesson directions.

This week we're going to BUILD children's knowledge about maps.



- Day 1: Begin With Wonder (10-15 minutes)
- Day 2: Uncover Ideas (20-30 minutes)
- Day 3: Inquire Further (30-45 minutes)
- Day 4: Learn By Doing (20-30 minutes)
- Day 5: Decide What's Next (20-30 minutes)

*If you want more information about how the lessons are designed, refer to the [Wonderwood Curriculum Overview](#).*



## Day 1: Begin With Wonder (10-15 minutes)

On day one each week, children will engage in a task to generate questions they have about the week's topic. They (parent/teacher) will then write their questions on the week's Wonder Board.

### Parent or Teacher Directions

1. Share the week's Wonder Question: "How do we explore the places around us?"
2. Complete the Wonder Task. *(Printable provided at the end.)*
  - a. Show Different Types of Maps (Week 1). *(Printable provided at the end.)*
  - b. Ask: "Based on this task, what do you think this week's topic is?"
  - c. As needed, reveal the week's topic: Maps
  - d. Ask children to compare the different maps. Sample questions:
    - i. How do maps help us find our way?
    - ii. What kinds of maps are there?
    - iii. What makes a map useful?
    - iv. What parts of a map are important?
  - e. Then ask: "What do you notice and then wonder about these maps?"
  - f. Have children write, draw, or dictate (and you write) what they notice and wonder on their Wonder Task printable.
3. Introduce the Wonder Board. *(Printable provided at the end.)*
  - a. Share that children will explore their wonderings this week: "What do you want to find out about maps? We will spend this week seeking answers to our Wonder Question and your questions."
  - b. As needed, show them how to turn their wonderings into questions. For example: I wonder how people know the shape of a state. → How do people figure out the shape of a state?
  - c. Then have children write, draw, or dictate (and you write) their questions on the Wonder Board.
4. If children need some question inspiration, share some suggestions:
  - a. Why do we use maps?
  - b. How do we use maps?
  - c. How do people create maps?
  - d. What are different kinds of maps?
  - e. What technologies help us navigate in place of maps?
  - f. How have people used maps in the past?
5. Post the Wonder Board in a place that's easy to revisit and share your questions in The Knowledge Builders Club for Families Facebook group.
6. Let the questions guide the knowledge building for the week.



**Printables and Materials for Day 1**

- Wonder Task
- Different Types of Maps (Week 1) digital or printed or Google Maps (mobile or desktop)
- Wonder Board (printed) or chart paper or poster board or white board/bulletin board with index cards for the Wonder Board



## **Day 2: Uncover Ideas (20-30 minutes)**

On the second day of each week, children will begin to seek answers to their questions. They will review their questions on the Wonder Board and begin tracking their learning on their Knowledge Map. Children will then read or listen to texts based on their questions and add any new knowledge to their Knowledge Map.

### **Parent or Teacher Directions**

1. Review the Wonder Board (started on Day 1).
  - a. Ask: “What questions do we have?”
  - b. Select one or more questions to focus on for the day.
2. Introduce the Knowledge Map. *(Printable provided at the end.)*
  - a. Say: “We will use the Knowledge Map to track what we learn each week.”
  - b. Have children write, draw, or dictate (and you write) the selected questions on the Knowledge Map for Tuesday.
  - c. Work with them to identify what they already know, other questions they might have, and how they will find their answers. Do not complete the last question yet.
3. Have children spend 8-10 minutes using Wonderwood or exploring books about maps either on hand or from a local library. See the Resource List: Maps (Week 1) for options. *(Printable provided at the end.)*
4. Revisit the Knowledge Map.
  - a. Have children share what they learned from their exploration.
  - b. Discuss which questions they can now answer. As it makes sense, revisit the Wonder Board to look for other questions they may now have answers for (even those they didn’t identify at the beginning of the day) and document that status on the Wonder Board.
  - c. Have children write, draw, or dictate (and you write) their answers to the last question: What have you learned? Answer your questions.
  - d. Lastly, have children share new questions they may have about maps after their exploration. As it makes sense, add those questions to the Wonder Board.

### **Printables and Materials for Day 2**

- Wonder Board (started on Day 1)
- Knowledge Map
- Wonderwood or books: Resource List: Maps (Week 1)



## **Day 3: Inquire Further (30-45 minutes)**

On the third day of each week, children will take stock of what they know and continue to seek answers to their questions. They will document their knowledge on their Knowledge Map, as well as how they might seek answers to new and/or remaining questions.

### **Parent or Teacher Directions**

1. Have children create a map of your house to show what they know.
  - a. Ask: “What does your map show? Why did you include those things?”
2. Review the Wonder Board (started on Day 1) and Knowledge Map (started on Day 2).
  - a. Prompt children to identify and select one or more questions to focus on.
  - b. Have children write, draw, or dictate (and you write) the selected questions on the Knowledge Map for Wednesday.
  - c. Work with them to identify what they already know, other questions they might have, and how they will find their answers. Do not complete the last question yet.
3. Have children spend 10-15 minutes using Wonderwood or exploring books about maps either on hand or from a local library. See the Resource List: Maps (Week 1) for options.
4. Revisit the Knowledge Map.
  - a. Have children share what they learned from their exploration.
  - b. Discuss which questions they can now answer. As it makes sense, revisit the Wonder Board to look for other questions they may now have answers for (even those they didn’t identify at the beginning of the day) and document that status on the Wonder Board.
  - c. Have children write, draw, or dictate (and you write) their answers to the last question: What have you learned? Answer your questions.
  - d. Prompt children to consider different aspects and connections to maps. Use the Semantic Map: Maps to share new connections to maps. (*Printable provided at the end.*)
  - e. Lastly, have children share new questions they may have about maps. As it makes sense, add those questions to the Wonder Board.
  - f. Share progress on your questions and answers in The Knowledge Builders Club for Families Facebook group.

### **Printables and Materials for Day 3**

- Wonder Board (started on Day 1)
- Knowledge Map (started on Day 2)
- Wonderwood or books: Resource List: Maps (Week 1)
- Semantic Map: Maps (Week 1)



## **Day 4: Learn By Doing (20-30 minutes)**

On the fourth day of each week, children will apply what they're learning and extend it into experiences.

### **Parent or Teacher Directions**

1. Review the Knowledge Map (started on Day 2).
  - a. Say: "We can learn about maps from texts we listen to or read. We can also learn by doing. Today we will apply what we know about maps and learn more about maps by using them."
  - b. Ask: "What do you know about maps?"
2. Engage in a Learn By Doing Experience using maps (provided below). *Note: There are 4 options or be creative and come up with your own!*
3. Revisit the Knowledge Map.
  - a. Have children share what they learned from their experience.
  - b. Have children write, draw, or dictate (and you write) their answers to Thursday's question: What have you learned?
  - c. Prompt children to consider different aspects and connections to maps. Use the Semantic Map: Maps to share new connections to maps.
  - d. Lastly, have children share new questions they may have about maps after their exploration. As it makes sense, add those questions to the Wonder Board.

### **Printables and Materials for Day 4**

- Wonder Board (started on Day 1)
- Knowledge Map (started on Day 2)
- Semantic Map: Maps (Week 1)



## **Learn By Doing Experience: Maps (Week 1)**

### **Option One: Go Geocaching**

Geocaching is a real-world “treasure hunt” using GPS and maps.

- Visit [Geocaching.com](https://www.geocaching.com) or download a free app to get started.
- Use a phone or GPS device to find hidden caches in your area.
- Search for beginner-friendly caches near your home or a park.
- Bring a pen to sign the logbook and take a small trinket to trade if the cache allows.

Once you’ve located your first cache:

- Mark your route on a map.
- What did you find?
- What clues helped you locate the cache?
- What would it take to hide your own cache? Make it happen!
- Share your experiences with The Knowledge Builders Club for Families Facebook group.

### **Option Two: Make Your Own Map**

Take a walk in your neighborhood or local park and map your path.

- Where did you go?
- What did you pass along the way?
- What landmarks did you notice?

Make sure to include a compass rose and a legend or key. What other details will you include and not? Why? What about a mailbox or flowers or a barking dog?

Now ask someone new to use your map to retrace your walk. What do they see?

**Option Three: Scavenger Hunt** (Note: This will require creating a hunt for your local neighborhood or parks.)

Go on a scavenger hunt to use a map and find answers to questions. Here is a sample lesson plan: <https://collections.leventhalmap.org/educators/curriculum-materials/129>

### **Option Four: Navigation Field Trip**

Visit a local park or museum and use the provided map to navigate to the main sites. Allow your child to do the navigation and get you back to the entrance. Here is an example:

<https://collections.leventhalmap.org/educators/curriculum-materials/84>



## **Day 5: Decide What's Next (20-30 minutes)**

On the fifth and final day of each week, children will revisit their Wonder Board and reflect on what they've learned and documented on their Knowledge Map. They will come up with a new wonder either tied to the topic or an aspect of it and think about how they might follow their curiosity.

### **Parent or Teacher Directions**

1. Review the Wonder Board (started on Day 1) and Knowledge Map (started on Day 2).
  - a. Ask: "What have you learned about maps? What do you still want to learn?"
  - b. Have children write, draw, or dictate (and you write) the selected questions on the Knowledge Map for Friday.
  - c. Work with them to identify what they already know, other questions they might have, and how they will find their answers. Do not complete the last question yet.
2. Have children spend 8-10 minutes using Wonderwood or exploring books about maps either on hand or from a local library. See the Resource List: Maps (Week 1) for options.
3. Revisit the Knowledge Map.
  - a. Have children share what they learned from their exploration.
  - b. Have children write, draw, or dictate (and you write) their answers to the last question: What have you learned? Answer your questions.
4. Revisit the Wonder Board.
  - a. Have children review and identify any remaining unanswered questions and document that status on the Wonder Board.
  - b. As children express interest in answering the unanswered questions, encourage them to further explore Wonderwood or unexplored books about maps on their own/during their free time to answer these questions.
5. Close out the week.
  - a. Say: "This week we've focused on how we explore the places around us."
  - b. Ask a follow-up question such as:
    - i. "What's one thing you didn't know before?"
    - ii. "What is your favorite question we asked?"
    - iii. "What is a question you still have?"
    - iv. "What are you looking forward to learning about next?"
  - c. Have children draw a badge for themselves that shows what they learned (e.g., a compass or the North Star).
  - d. Share the badges and what your children learned about maps with The Knowledge Builders Club for Families Facebook group.
6. Make connections and move the learning forward as a bridge to next week.





## **Week 1: Maps Lesson Directions**

- a. Say: “Now that we know more about our physical surroundings, next week we’re going to learn more about who we live with and near. What do you think our topic will be?”
- b. Have children share their guesses.
- c. Then say: “We will pick up our knowledge journey next week.”

### **Printables and Materials for Day 5**

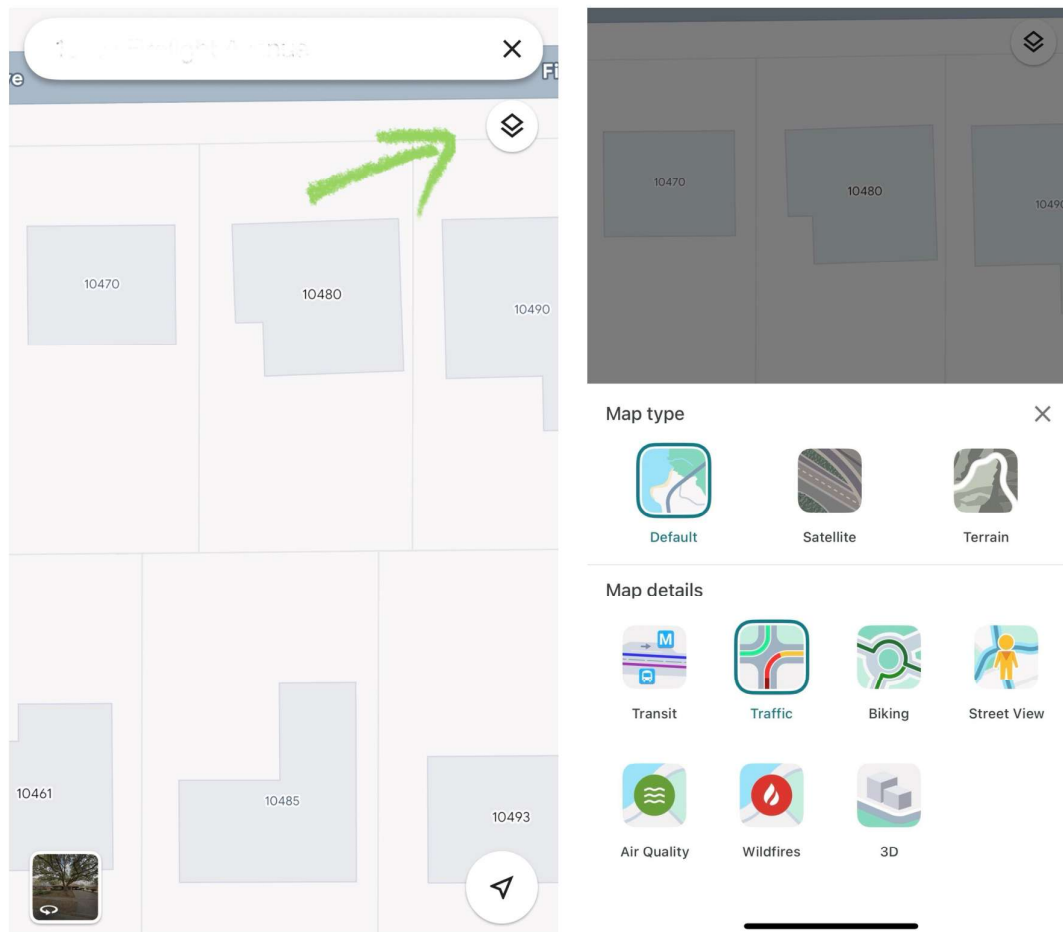
- Wonder Board (started on Day 1)
- Knowledge Map (started on Day 2)
- Wonderwood or books: Resource List: Maps (Week 1)



# Different Types of Maps (Week 1)

Directions: Use Google Maps and apply the different layers to show different types of maps for your local area (example below). Or, share the provided maps on the following pages digitally or print them.

## Google Maps



## Digital Maps

- [General Reference Printable Map | U.S. Geological Survey](#)
- [National Highway System Map](#)
- [National Forecast Maps](#)
- [Topographic Map of the USA](#)
- [Harshaw Area USGS Topographical Map](#)
- [Yosemite National Park USGS Topographical Map](#)
- [Kerguelen Islands Topographic Map](#)
- [Long Beach Bus System Map](#)



# Different Types of Maps (Week 1)

## Printed Maps



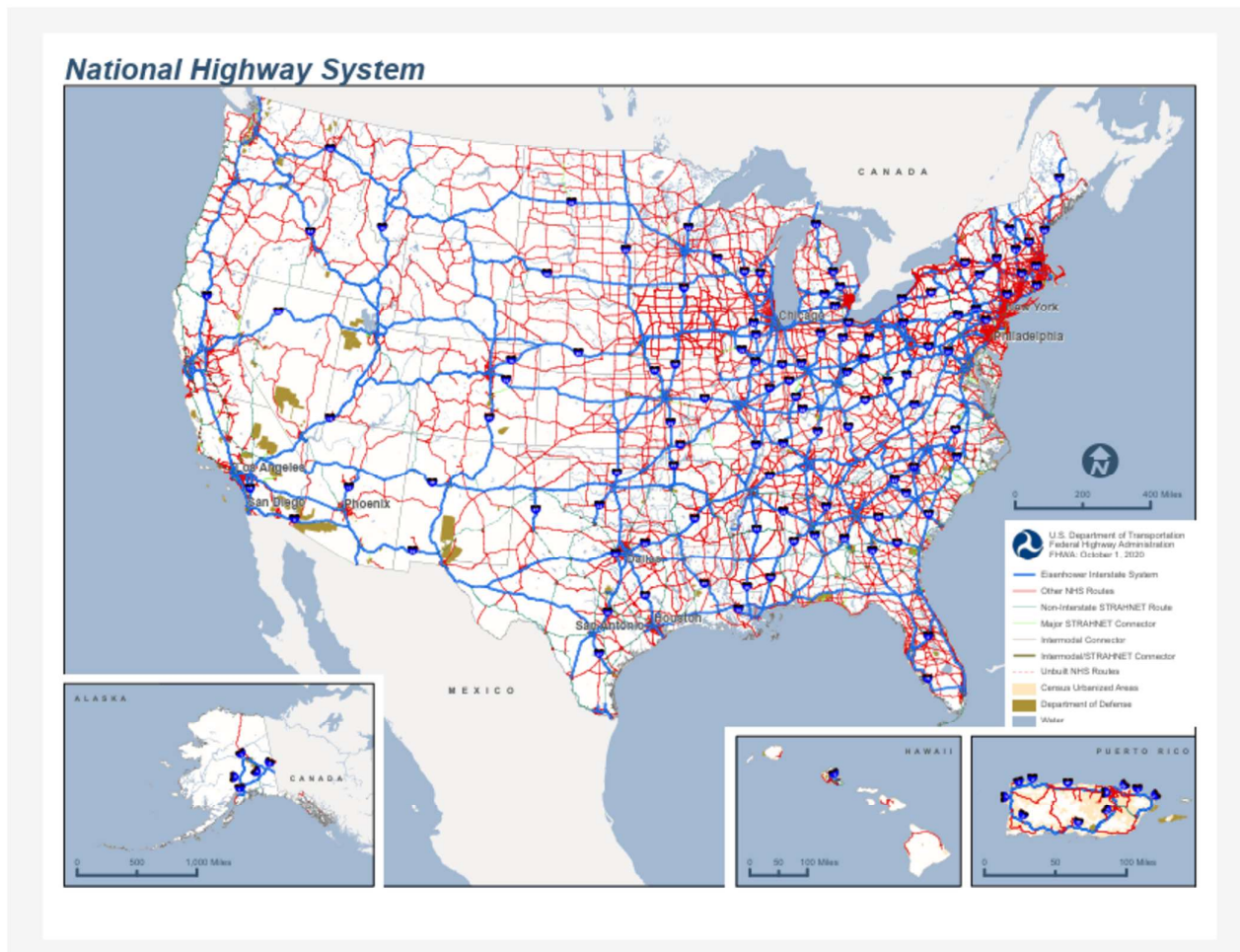
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# Different Types of Maps (Week 1)

## Printed Maps

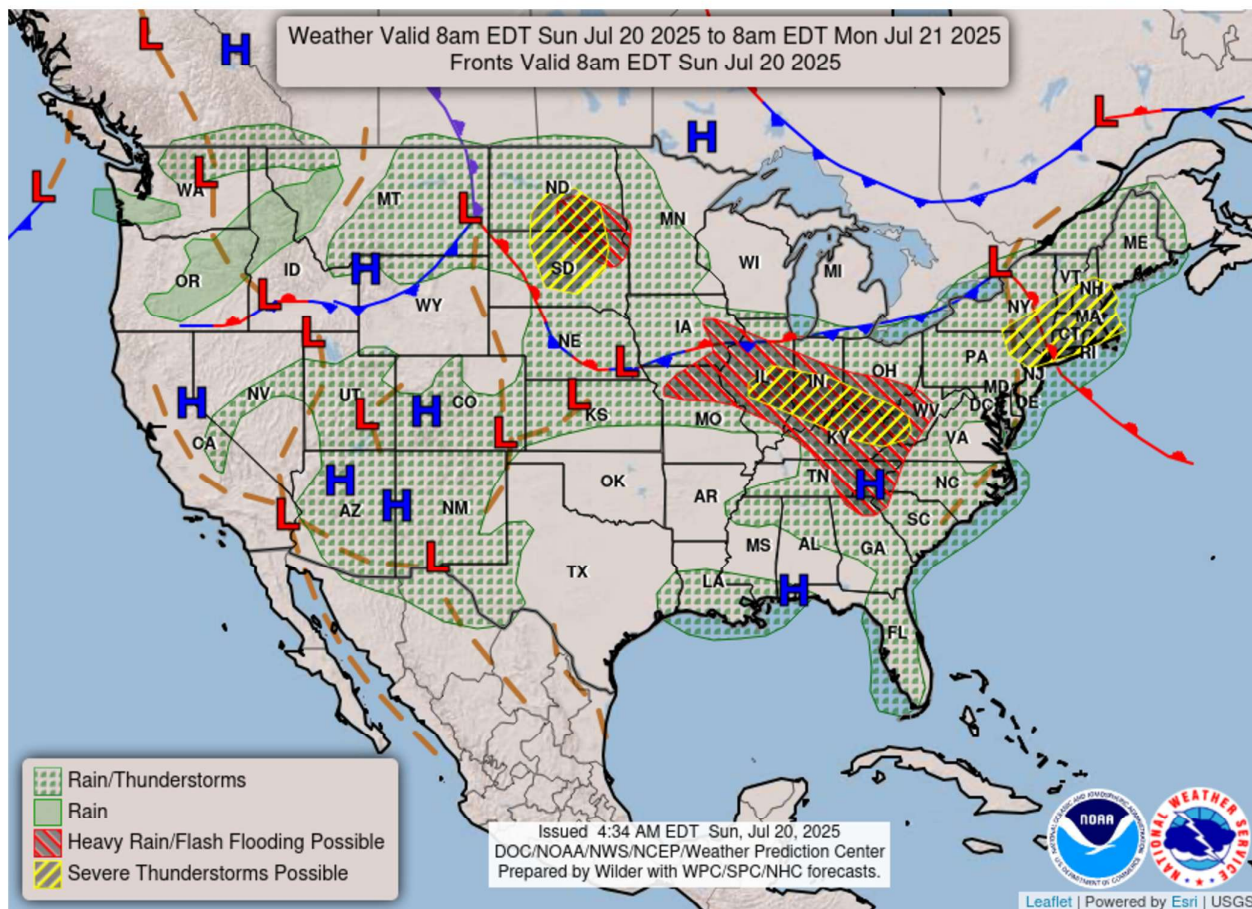


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# Different Types of Maps (Week 1)

## Printed Maps



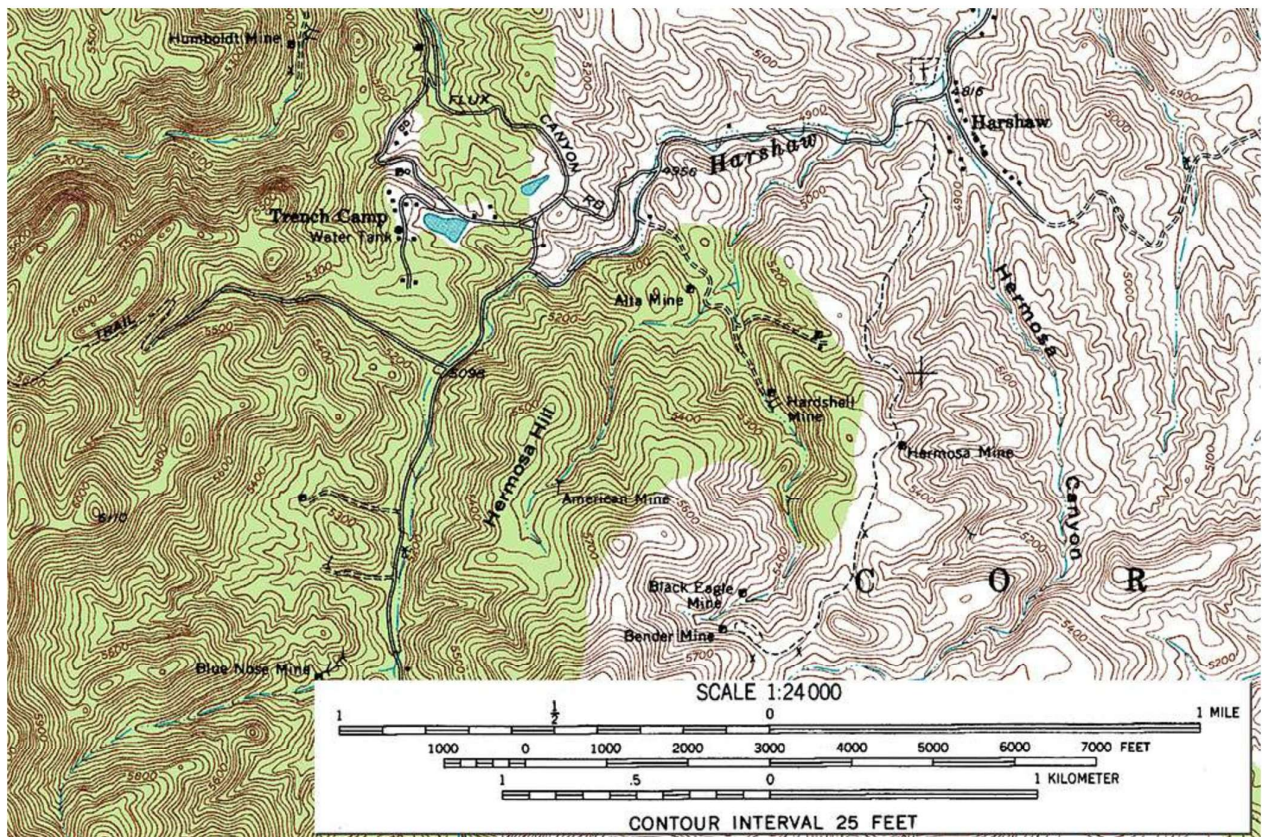
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# Different Types of Maps (Week 1)

## Printed Maps



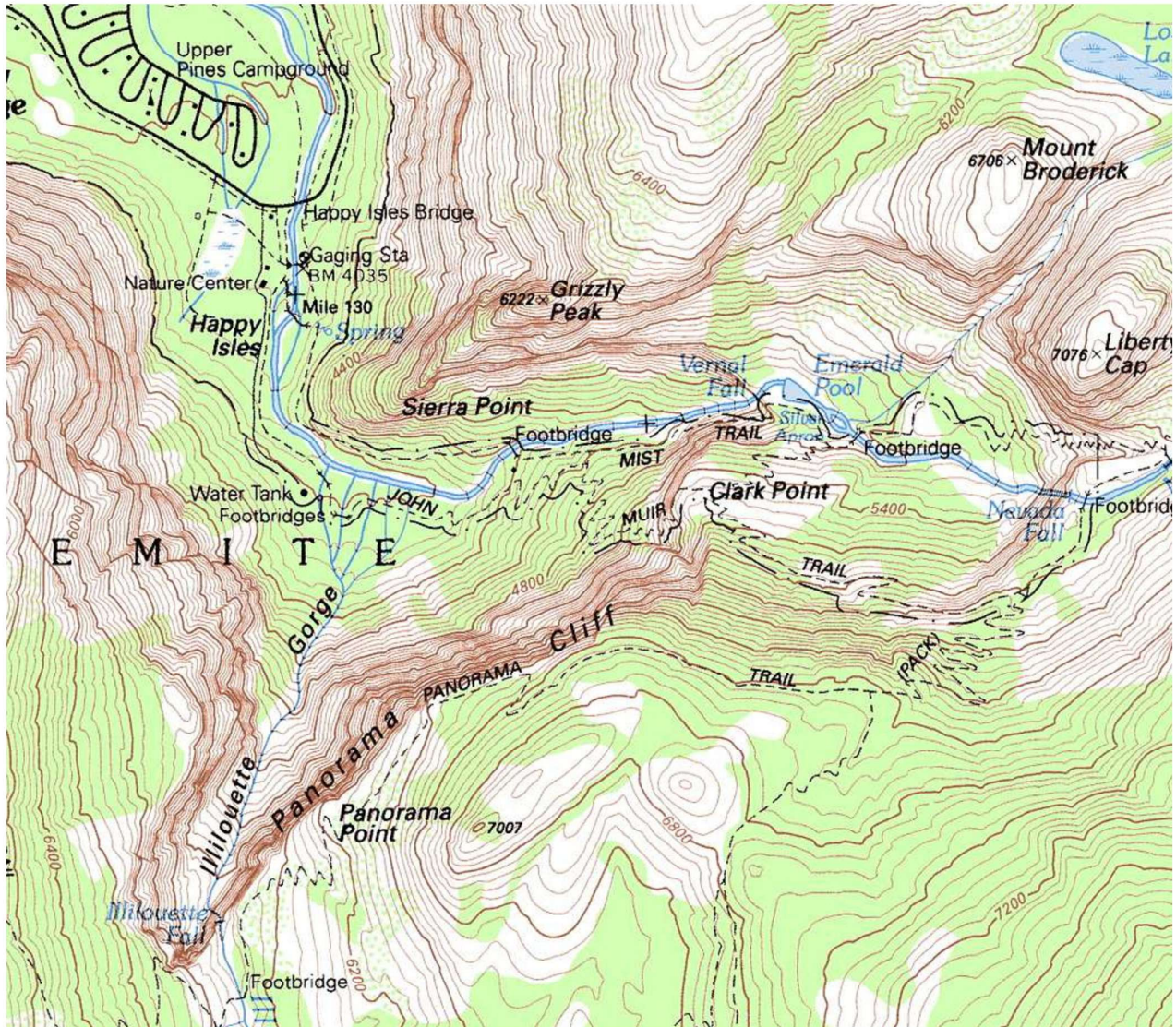
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# Different Types of Maps (Week 1)

## Printed Maps



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# Different Types of Maps (Week 1)

## Printed Maps



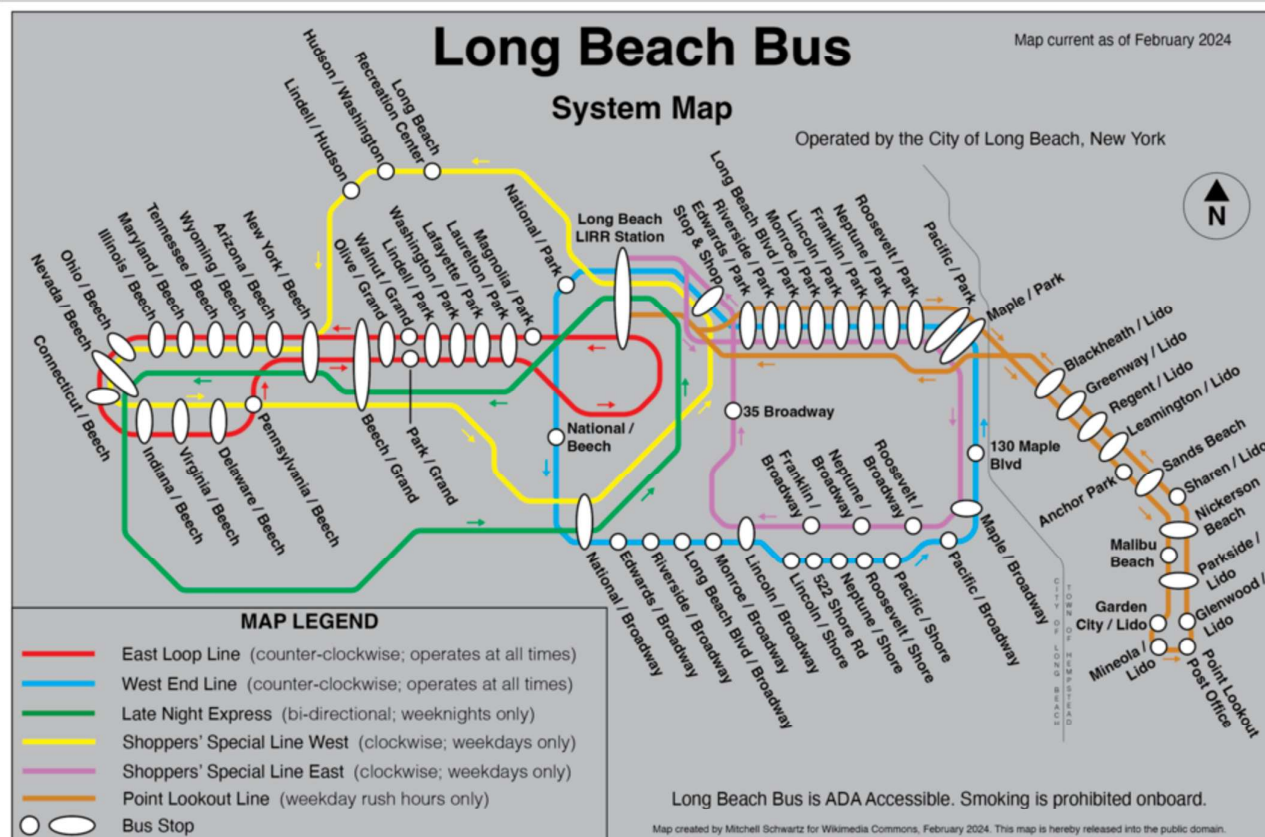
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# Different Types of Maps (Week 1)

## Printed Maps



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# Wonder Task

This week's Wonder Question:

This week we're learning about \_\_\_\_\_.



I noticed...

This led me to wonder...




# Wonder Board

This week we're learning about \_\_\_\_\_.

#	Questions	Unanswered	Explored	Answered



# Wonder Board Setup Example

This is an example of how you might set up the Wonder Board if you do not use the printable handout.

- Create a bulletin board or piece of chart paper or poster board paper with three categories: Unanswered Questions, Explored Questions, and Answered Questions.
- Gather index cards (and tape) or sticky notes.
- Write one question per index card or sticky note.
- Move the index cards and sticky notes throughout the week to the appropriate category.
- When you get an answer, add that to the card or sticky note.

This week we're learning about \_\_\_\_\_.

## Unanswered Questions

How do we use maps?

How did people use maps in the past?

How do people create maps?

## Explored Questions

## Answered Questions

What are different types of maps?

Physical, political, topographical, weather



# Knowledge Map p.1

This week's Wonder Question:

This week we're learning about \_\_\_\_\_.

## Day 2 (Tuesday)

Select and rewrite one or more questions from your Wonder Board.

What do you already know that might help you answer your question?

What other questions do you have? What else might you need to find out?

How will you find answers?

What have you learned? Answer your questions.



# Knowledge Map p.2

## Day 3 (Wednesday)

Select and rewrite one or more questions from your Wonder Board.

What do you already know that might help you answer your question?

What other questions do you have? What else might you need to find out?

How will you find answers?

What have you learned? Answer your questions.

## Day 4 (Thursday)

What have you learned?



# Knowledge Map p.3

## Day 5 (Friday)

Select and rewrite one or more questions from your Wonder Board.

What do you already know that might help you answer your question?

What other questions do you have? What else might you need to find out?

How will you find answers?

What have you learned? Answer your questions.







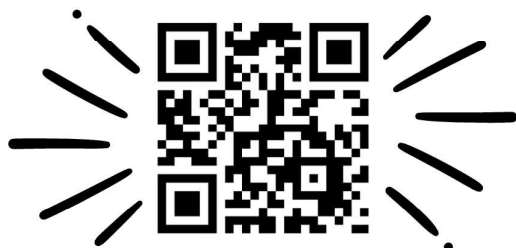
## Resource List: Maps (Week 1)

Take this book list to the library\*

- Me on the Map, Joan Sweeney
- Where Do I Live?, Neil Chesanow
- Follow That Map!, Scot Ritchie
- The Boy Who Loved Maps, Kari Allen
- Mapping Penny's World, Loreen Leedy
- There's a Map on My Lap! All About Maps, Tish Rabe
- City Atlas, Georgia Cherry
- What a Map Can Do, Gabrielle Balkan
- The 50 States, Gabrielle Balkan
- Martha Maps It Out, Leigh Hodgkinson
- Maps, Aleksandra Mizielinska and Daniel Mizielinski

– OR –

### Download Wonderwood



Select “Maps,” “Explorers,” or  
“Survival.”

Note: If children are not yet able to read, Wonderwood reads aloud texts, so they can still use it independently.

For printed books, either read aloud the book or search for a read-aloud video of the book online.

Use these topics to search for children's books, videos, and other resources:

- maps
- GPS
- compass
- cardinal directions
- directions
- geography
- explorers
- exploration
- atlas
- geocaching
- map legends

Access additional resources  
and support in The Knowledge  
Builders Club for Families  
Facebook Group.

\*Every family is different. While we've curated this list with care, we recommend parents preview each book to ensure it's the right fit for their child.

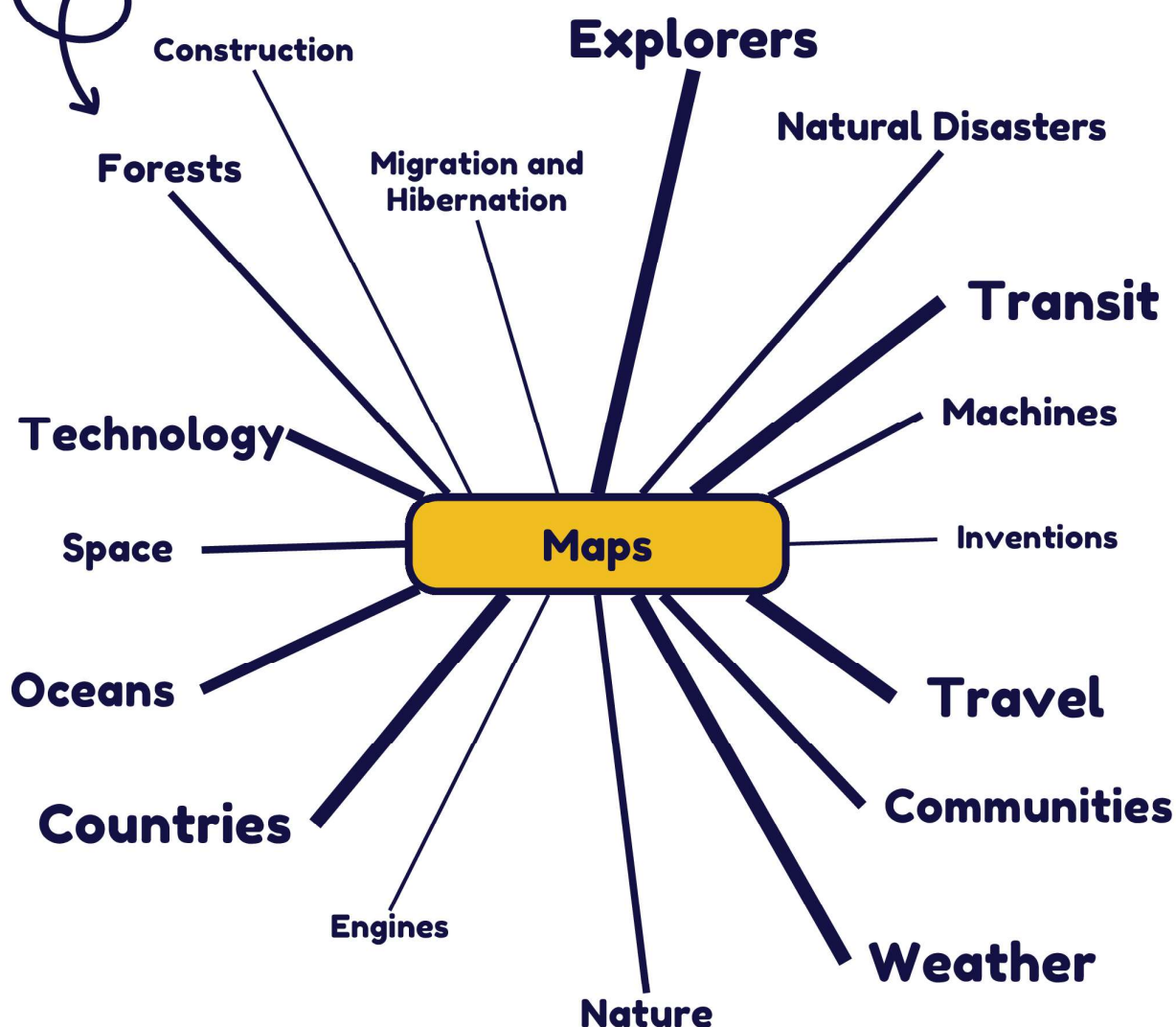




# Semantic Map: Maps (Week 1)



When children have knowledge about maps, they have access to many other topics.



Each connection or relationship between the two topics is a new idea for children to understand. Examples:

- The first explorers created maps of their travels, and later explorers used maps to explore new lands or areas.
- GPS is a type of mapping technology that helps people navigate their travels.
- Oceanographers create maps of the ocean floor.
- Blueprints are similar to maps that construction companies follow when constructing a new building, and when constructing roads, detours have to be mapped to help people get around the construction.