

Where's MY House?

Grade Cluster - K-2

NETS-S – 1 - Creativity and Innovation

Quick Look:

In a study of their local community, students create a [Google Earth](#) tour of their homes, using images they created in a paint program.

Scenario:

Upon entering their classroom, students are excited to see a very large map of their community, printed from [Google Earth](#), in the center of the Morning Meeting circle. "Where's my house?" is repeatedly heard. The teacher shows the children where their school is located and students take turns using the map to retrace their paths from school back to their homes.

"Did you know that we can see maps like this on the computer?" the teacher asks. Using an [interactive whiteboard](#), the teacher uses [Google Earth](#) to "fly" to their school. Students take turns entering their street addresses and "flying" to their homes. A [Google Earth](#) pushpin place mark is inserted at each stop (1c).

"That pushpin doesn't look like my house," one student remarks. The teacher asks if the class would like to draw pictures of their homes to replace the pushpin icons. After some discussion, the class decides that they will use a [drawing and painting](#) program to draw their home AND put themselves into the scene, using a digital photograph. Students use a digital camera to take a photograph of one of their classmates (6a). Students decide to include their whole body in case they want to be standing outside their home in their picture. The student who took the first photograph teaches the next student and so on until the entire class has taken a picture and has been photographed. These images are cropped and resized by the students, with the help of the teacher. Students use a [drawing and painting](#) program to draw a picture of their house and insert their digital photograph into the scene (1b, 6b). Some students decide to show themselves looking through a window; others are shown standing outside their home. The student or teacher saves the finished pictures as jpgs.

With the guidance of their teacher, in small groups, students insert the pictures they created in the [Google Earth](#) place marks (1a). Everyone inserts his or her own picture. They also create a custom icon for the place mark, using the picture they drew of their home. In the small groups, students take turns writing or dictating a couple of sentences about their homes and adding it in the [Google Earth](#) place mark (6d). A [Google Earth](#) tour of student homes is created. Upon viewing the finished map showing everyone's home, students discuss their findings, sharing such things as which classmates live closest to or farthest from school, who lives in new developments, where might the city build a new park, which route might you use to walk to school or your friend's house, etc. (1d).

Based upon the group discussion, students select a topic and write about their finding or recommendation. An image of the map showing all the student homes in *Google Earth* is uploaded into [VoiceThread](#). Cropped pictures of the students are also added (6d). Students take turns recording their finding/recommendation into the *VoiceThread* project until the entire class is represented (1b).

With parent consent, both the *Google Earth* tour of student homes and the *VoiceThread* findings/recommendations are presented at Open House for parents and friends, and shared with other classes in the school.

Student Standards – The following NETS-S are noted in the scenario:

1. Creativity and Innovation – A, B, C, D
6. Technology Operations and Concepts – A, B, D

Teacher Standards – Teachers who teach this unit address the following NETS-T:

1. Facilitate and Inspire Student Learning and Creativity - A, C, D
2. Design and Develop Digital-Age Learning Experiences and Assessments – A, B, C
3. Model Digital-Age Work and Learning – A, B, C, D
4. Promote and Model Digital Citizenship and Responsibility – B, C
5. Engage in Professional Growth and Leadership – B, C

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

Physical and Cultural Geography

H&SS1-2:11 Students interpret geography and solve geographic problems by...

- Writing their names and addresses.
- Identifying characteristics of a neighborhood or community using resources such as road signs, landmarks, models, maps, photographs and mental mapping.
- Identifying the locations of places within the community on a prepared map, and suggesting why particular locations are used for certain human activities (e.g., parks, school, shops, etc.).
- Using a simple map to find something (e.g., locating the teacher's desk on a map of their classrooms).

Visual Arts Skill Development

A1-2:10 Students show skill development when CREATING art by...

- Using line in various media (e.g., pencil, marker, cut-outs, etc.) to create shape and image.