

Map It: *Bikes for Sale*

- **Overview**

Bikes for Sale is written by Carter Higgins and illustrated by 2020 Books To Treasure illustrator Zachariah OHora. This story follows the friendship of Maurice and Lotta as they navigate the world around them. *Bikes for Sale* is a perfect introduction to maps and giving second graders a look at mapping their world.

This lesson is an adaptation of "[Land, Water, and Animals on a Map](#)" from National Geographic.

- **Resources & Preparation**

- The book *Bikes for Sale*
- Art and Drawing Supplies
- [Images to share](#)

- **Instructional Plan**

- **Student Objectives**

- Talk about places and locations in their everyday lives
- use a map to identify land and water
- use a map to identify and sort animals that live on land and animals that live in water
- Make a map of a place that is important to them

- **Oklahoma Academic Standards for Social Studies**

Standard 2.2 The student will describe the physical and human characteristics of their environment.

- 2.2.1 Construct basic maps using cardinal directions and map symbols.
- 2.2.2 Describe absolute and relative location using latitude, longitude, and hemispheres on basic maps and globes.
- 2.2.3 Use political maps to locate the state of Oklahoma and the six bordering states.
- 2.2.4 Identify and locate basic landforms, bodies of water, continents, and oceans on a map.
- 2.2.5 Describe how communities modify the environment to meet their needs.
- 2.2.6 Describe customs, traditions, clothing, food, housing, and music as basic elements of various cultures represented within the local community.

- **Steps (to be carried out over multiple days, as needed)**

1. Read *Bikes for Sale*
2. Talk about the story with the children
 - a. Point out how some of the illustrations that talk about directions are set up like the grid of a map
 - b. Talk about directions, maps, and landforms (see standards)
 - c. Talk about the characters in the story and how they moved around in their world.
3. Build background about Earth's land and water.
 - a. Share an image of land and water: explain that Earth has both land and water.

- b. Invite a volunteer to point to the land and then point to the water in the image.
 - c. Ask students if they live on water or land.
 - d. Show the image of homes on land and on water.
 - e. Ask: *Do you think that more people live on land or on water? (on land) Why do you think more people live on land than on water? (It's easier for humans to live on land.)*
 - f. Ask students what kinds of water they have visited.
 - g. Show the Bodies of Water chart with images of the ocean, the lake, the river, and the bay.
 - h. Ask: *Which bodies of water are close to our town?*
4. Show the [map of Duck Lake](#).
- a. Share the map of Duck Lake. Explain that a map can show Earth's land and water.
 - b. Point to the map key and ask students what they think the green and blue mean.
 - c. Have a volunteer point to the land, and then point to the water on the map.
 - d. Point to Mill Road and ask students what they think it is.
 - e. Ask: *What color would you use to show a river on a map? An ocean? (blue)*
5. Show the [map of Duck Lake with animals](#).
- a. Share the map of Duck Lake with animals, and ask students to name the animals they see.
 - b. Ask: *Which do you think live on land? Which do you think live in water?*
 - c. Point out that while many land animals can swim, their permanent home is on land.
 - d. Ask: *What water animal cannot live on land? (fish) What animal can move on land, water, and in the air? (duck)*
6. Practice the language of location.
- a. Practice positional language to build students' spatial skills.
 - b. Ask: *Which animals are near the lake? (skunk, rabbit, bear)*
 - c. Which animals are across the road? (deer, squirrel)
7. Ask the students to draw their own map of a place they know, like the places in *Bikes for Sale*.