



The Little Man in the Map
With Clues To Remember All 50 States
Written by E. Andrew Martonyi, Illustrated by Ed Olson



Teacher's Guide

Created by Cassandra Reigel Whetstone

and

Crossword Puzzle

Created by Schoolside Press

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Story Summary

The Little Man in the Map, also known as MIM, comes to life during a class geography lesson. MIM helps the children use their imaginations to discover visual clues for learning the 50 United States.

THE TEACHERS GUIDE CONTAINS THE FOLLOWING SECTIONS AND ACTIVITIES:

1. Pre-Reading & Post Reading (Activate Prior Knowledge)
Grades K-6

2. Response to the Story: Writing Activity
Grades K-2

3. Singing with MIM: Music & Geography

4. Guess My State: Writing, Listening & Speaking
Grades 2-6

5. Travel Advertisement: Writing & Geography
Grades 1-3

6. MIM's Math Word Problems: Math & Geography
Grades 2-6

7. Bake the States: Art
Grades K-6

8. MIM Crossword Puzzle – For all readers of MIM

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Presentation bound

Downloadable coloring pages and THE LITTLE MAN IN THE MAP Wall Map are available at: <http://www.schoolsidepress.com/>

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Ed Olson is an illustrator and animator who makes his home in California. Read about Ed Olson at: www.designloftstudio.com

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Pre-Reading & Post Reading (Activate Prior Knowledge)

Grades K-6

Materials: Chart Paper, markers, map of the United States

Preparation: Draw a line down the center of the chart paper. Write “What We Know” on the left side and “What We’ve Learned” on the right side of the paper. Hang chart on wall and display map.

Directions:

1. Say, “Tell me everything you know about the map of the United States.”
2. Record ideas on the left side of the paper.
3. Read *The Little Man in the Map*
4. Say, “This is what we knew before we read *The Little Man in the Map*,” and review the ideas from the left side of the map.
5. Ask, “What have we learned about the map of the United States?”
6. Record ideas on the right side of the map.

Words and Concepts for Pre-Reading Sheltered Instruction: clue, states, imagination, region

Discussion Questions

1. How do the students feel about having to memorize the names of places of the United States?
2. Have you ever felt that way about an assignment?
3. What other ways have you used rhymes to memorize things? (*Suggest rhymes and songs that students may have learned for days of the week, counting rhymes, etc.*)
4. What state do we live in? What does it look like to you?
5. Why is imagination important to this story?

Response to the Story: Writing Activity

Grades K-2

Materials: white construction paper (12 x 18in), crayons, pencils

Preparation: On a board or overhead, write the cloze sentence, “If MIM came to (name of your town), I would show him _____.” (Kindergarten students may need this line prewritten on their papers.)

Directions:

1. Brainstorm local attractions, landmarks, parks, and other places that you might show an out-of-town visitor in your area. Record ideas on board.
2. Say, “If the Little Man in the Map came to visit us here in (name of your town), and he had time to visit one place in town, where would you take him?” Ask students to raise their hands when they’ve picked their location.
3. Pass out construction paper to students as they raise their hand. Tell them to copy the cloze sentence on their paper and fill in the blanks. Have them illustrate their sentences.

Closure: Compile finished illustrated sentences into a class book called, “Room ___’s Journeys with MIM.”

Grades 3-6

Materials: blank paper, lined paper, pencils

Preparation: none

Directions:

1. Brainstorm local attractions, landmarks, parks, and other places that you might show an out-of-town visitor in your area. Write ideas on board.
2. Say, “If the Little Man in the Map came to visit us here in (name of your town), where would you want to take him?” Discuss possibilities.
3. Have students write a story about an adventure with MIM. Third graders might only write about taking MIM to one place in town, but older students should be encouraged to write about a weekend adventure with MIM.
4. On the blank paper, have each students draw a map to accompany the story.

Closure: Have volunteers share their stories with the class. If a local map is available, or can be easily drawn, make a bulletin board display with the stories posted around the map and titled, “MIM’s Adventures in (name of your town).”

Singing with MIM: Music & Geography

Materials: The Little Man In the Map

Directions: Sing the following verses to the tune of *Wheels on the Bus* while showing pages from the book.

- “*The United States has 50 states, 50 states, 50 states. The United States has 50 states. See the map.*” (Show page 62.)
- “*MIM is made of five states, five states, five states. MIM is made of five states. See the map.*” (Show page 16.)
- “*The Midwest region has twelve states, twelve states, twelve states...*” (Show page 26.) Continue with South Central States on page 30, Southeastern on page 34, Northeastern page 40, Western on page 46.
- “*We live in _____.*” (Point to home state on page 60.)
- “*A neighbor state is _____.*” (Have students use map to identify neighbor states.)

Guess My State: Writing, Listening & Speaking

Grades 2-6

Materials: *The Little Man in the Map*, copy of United States Map, 3 x 5 index cards, pencils, paper bag or bowl

Preparation: Write the name of one state on the top of each card and put them into the paper bag. Display map. Draw a large index card on the board and write ARKANSAS on the top of the card.

Directions:

1. Say, "We are going to play 'Guess My State.' Each of you will pick a card that has one state written on the top. Don't show or tell anyone the name of the state you pick. When you get your state, write down three clues to help us guess which state you have."
2. Do the example on the board. Have students help generate clues using the map, such as "*I am part of MIM's body,*" "*My name begins with a vowel,*" or "*I share a border with Oklahoma.*" Record clues under the name.
3. Pass out cards and have students silently write clues. Allow students to use map and book to help hunt for clues.
4. When students are finished, say, "Now, we need to think about the order of our clues. Since we want people to discover the answers as we read the clues, we don't want to give it away too easily." Using the example on the board, number the clues 1-3, making 1 the hardest clue and 3 the easiest. Then have students do the same with their clues.
5. Invite students to stand and read out their clues. Tell the listeners to raise their hands when they think they have the answer but remind students not to call out their guesses. When someone guesses the correct answer, have him or her point to the state on the map.

Extension –Guess My State Game: After doing the initial activity, older students may enjoy the "Guess My State Game."

Directions:

1. Put students into cooperative groups.
2. Have each group quietly pick four states, and have each group create three clues each state. (It's fine if two or more groups pick the same states.)
3. Tell students that each clue has to give at least one piece of information about their state. Encourage students to be creative with their clues.
4. Tell groups to raise their hands when their clues are done. Check clues to make sure that they give enough information to be fair.
5. Have each group take turns reading clues. Unlike the original activity, allow students to guess after each clue is read. Award points to the team who guesses the correct answer.

Score the game as follows:

If the state is identified after **one clue** the guessing team gets **three points**.

If the state is identified after **two clues** the guessing team gets **two points**.

If the state is identified after **three clues** the guessing team gets **one point**.

If the state is not identified after **three clues** the sharing team gets **three points**.

Travel Advertisement: Writing & Geography

Grades 1-3

Materials: paper with outline of home state, crayons or colored pencils

Preparation: Make one copy of home states for each student. Write, "Come to (*name of home state*)!" on the board.

Directions:

1. Say, "We are going to create an advertisement for our state. What things could we say to get people to want to come to our state?"
2. Brainstorm locations, attractions, regional food specialties, etc., that an advertiser might use to attract visitors to your state. Record ideas on board.
3. Distribute copies of home state. Tell students to write, "Come to (*name of home state*)!" on the top of their maps.
4. Have students illustrate their maps with images and words from the list of ideas.
5. When students are finished, have them share their advertisements.

Grades 4-6

Materials: *The Little Man in the Map*, markers, pencils, large sheet of butcher paper per group (approximately 3 x 3 feet), resources for research e.g. state books, state brochures, atlases, access to internet, copy of "Travel Advertisement Directions."

Preparation: Divide students into five cooperative groups. Make five copies of "Travel Advertisement Directions." Write the name of a different region on each of the directions: Western States, Midwestern States, Northwestern States, Southeastern States, and South Central States.

Travel Advertisement Directions

Your task is to create an advertisement for the _____ region of the United States. You will make a poster that must include a map of your region, details about your region, and an attention-grabbing title. When you are finished with your poster, your team needs to create a commercial to present your poster.

Directions:

1. Tell students that they are going to create an advertisement for their region. Each advertisement will include a poster and a commercial.
2. Pass out student directions, butcher paper, markers, and research materials.
3. Give students at least two class sessions to complete assignments.
4. Have teams present commercials and posters.

Extension: Videotape commercials and present to class.

MIM's Math Word Problems: Math & Geography

Grades 2-6

Materials: *The Little Man in the Map*, copies of word problems, pencils, red and blue crayons, map of the United States

Preparation: Select word problems appropriate for grade level. Photocopy selected word problems.

Directions: Distribute copies of selected problem to students. Have students solve problem independently then share answers with class. Optional: Do the first problem on the overhead as an example.

Addition and Subtraction Problems

Use a blue crayon to underline the question. Use a red crayon to underline the parts of the question that give information to solve the problem.

- 1) MIM loves to travel through the United States. Last month he took a two-week trip. For the first week, MIM visited all of the states in the Midwest region. Boy, he loved that Wisconsin cheese. The second week he's visited all of the Southeastern states. He ate piles and piles of Virginia ham. Yum! How many states did he visit altogether?
- 2) What a busy weekend! MIM kayaked to all of the Western states that touch the Pacific Ocean –Alaska, Washington, Oregon, California and Hawaii. He was so tired when he was finished, that he put his sleeping bag smack-dab on the four corners of UCAN and took a nap until Monday morning. How many states did he go to altogether?
- 3) MIM wanted to see how many states he could race through in one day. He started as soon as the sun rose in the east and ran until the sun set in the west. He managed to make it through all 50 states except the South Central states. How many states did he race through?
- 4) MIM was excited to help the children learn about the United States. When he jumped out of the map, how many Midwestern states were left?
- 5) Montana invited all of the states over for a party. All of the states were able to come except for MIM. How many states were at Montana's party?

Multiplication, Division, and Fraction Problems

Use a blue crayon to underline the question. Use a red crayon to underline the parts of the question that give information to solve the problem. Show your work.

- 1) MIM took a vacation in Texas. He sent two postcards to each of the Northeastern states, and to each of all the South Central states. How many postcards did he send altogether?

- 2) If MIM came to your class and gave you a tour of half of the United States, how many states would visit?

- 3) Pralines are delicious candy patties made out of water, sugar, butter, and pecans, (which are a type of tree-nut.) MIM gets the best pralines from Louisiana, and likes to send them to his friends. He just sent a box of 27 pralines to the Northeastern states. If they shared the box equally, how many pralines did each of the Northeastern states receive?

- 4) MIM went on a shopping spree. He spent \$2.00 in each of the United States. When he was done shopping, he still had \$5 left. How much money did MIM have at the beginning of his shopping spree?

- 5) With help from MIM, the children were able to learn the correct name and location for each of the 50 states. They made MIM a huge thank you card that had the name of each state plus three clues about each state. How many clues were in the card?

Bake the States: Art

Grades K-6

Materials: one batch of baking clay per 8-10 students, map of the United States, plastic knives, paint, paint brushes

Preparation: Prepare baking clay. Divide into equal portions for each student. Refrigerate and store in sealed containers until class lesson.

Recipe for Baking Clay

1½ cups warm water

1 cup salt

3 ½ - 4 cups white flour

Pour warm water into large bowl. Stir salt into warm water until salt has dissolved. Add flour, one cup at a time. Knead dough and continue adding flour until the dough feels pliable but not sticky. Continue to knead dough for six-eight minutes. Store in sealed containers.

After students mold their clay creations, bake shapes on a cookie sheet at 300 degrees for about an hour, or until the shapes appear to be dry. Check oven every fifteen minutes or so, as shapes will have different baking times depending on the thickness of each piece.

Caution: Do not double recipe in same bowl. Instead, make successive batches as needed.

Directions:

1. Review the map of the United States. Talk about the shape of the U.S., noting the shape of the coasts, borders with Canada and Mexico.
2. Say, "Can anyone tell me what the term, 'contiguous states' means?" Discuss the idea of the contiguous states, and note that they are sometimes called, the continental United States, (the latter term may be confusing, as Alaska is part of the North American continent.)
3. Tell students that they will be crafting a sculpture of the contiguous United States.
4. Pass out portions of clay.
5. Have students work the clay with their hands to warm the clay. When their clay feels pliable, have them use the plastic knives and their hands to sculpt the United States.
6. Bake clay sculptures.
7. Have students paint baked and cooled sculptures.

Modification: Younger students may have an easier time shaping their home state, rather than the United States, depending on the shape of their state.