Map Word Hunt

Locate places on a displayed map and describe where they are.

K.6c "Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE WORDS

a	left	near	up
b	far	right	left
c	far	behind	near

2 MATCH OPPOSITES

left	far
up	right
near	down

Map Word Hunt

HOW TO RUN THIS PAGE

Required: draw and display a top-view town map before starting. Label a school square at center, a pond oval far left of it, and a fire station square immediately right beside it. Below the school, draw a library square with a park tree close beside it. Explain the picture key; keep the map visible and provide a close copy if needed. Read all words aloud. Each learner points to the actual map features and describes their locations.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE WORDS

SAY "Look at our displayed town map. I will name each feature and read the words. First point to both places I name. Then tell where the first place is compared with the second and circle the word that describes its location."

ROW	SAY	STUDENTS CIRCLE
a	Point to the pond and the school on our map. Where is the pond compared with the school: left, near, or up?	**left**
b	Point to the fire station and the school on our map. Is the fire station far from, right of, or left of the school?	**right**
c	Point to the park and library on our map. Is the park far from, behind, or near the library?	**near**

PART 2 · MATCH OPPOSITES

SAY "These map words have opposites. I will read the words on the left and the words on the right. Draw a line from each word on the left to its opposite word on the right."

- **left** matches **right**
- **up** matches **down**
- **near** matches **far**

WHAT TO ACCEPT

Observe each learner pointing to the pond, school or fire station, and park on the displayed map, then describing their positions. Circle left, right, near. Match left/right, up/down, near/far. Each learner then points to another pair of features and describes their relationship; accept accurate descriptions with communication support. Require the displayed map before assessing; words alone are insufficient.