

**Social Studies Coalition of Delaware**  
**K-3 Geography Lesson – Standard 1**

Lesson Title: **Penny’s Maps**

Lesson Author: Susan S. Plucenik, Capital School District ([splucenik@capital.k12.de.us](mailto:splucenik@capital.k12.de.us))

Lesson Description: The concept of using map keys (legends) will be introduced and developed through the use of literature and cooperative group activities. In the first segment the children will be provided the symbols and legend to create a map. This will be followed with the opportunity to create their symbols and legend for the next map. Throughout the lesson the children will be involved in oral and written language arts activities.

Grade Level: **Grade 2**

Geography Standard: 1- Maps

End of Cluster Expectations (Benchmarks):

The children will understand the nature and uses of maps.

Links to Additional Standards, if any (e.g. other social studies, math, science, reading/language arts) English Standards 1, 2

Assessments (DSTP type: 1 constructed response and 1 multiple choice) (See pages 4-5 )

Objectives: The students will:

- understand that maps can represent many different places.
- understand that map keys are necessary to read maps.
- locate specific places on various maps by referring to map keys (legends).
- create a map key and use the created symbols on a map that will be designed by small groups of children.
- work cooperatively in a small group to complete a given task.
- express orally and in writing how map keys help one read a map with proficiency.
- review and practice using previously learned map skills.
- show understanding of vocabulary terms pertinent to this lesson through speaking and writing (map key/ legend, symbols, landmarks, compass rose [orientation], north, south, east, west, map title)
- compare and contrast maps

Prior Knowledge and Skills: Cardinal directions (N,S,E,W), compass rose, map title, directions: left, right, top, bottom; aerial (bird’s-eye) view of maps.

Time to Complete: Two to three 45-minute sessions

## Materials Needed:

- Copy of read aloud picture book, Mapping Penny's World by Loreen Leedy
- 12 X 18 white construction paper (one sheet per group)
- 24 X 36 white construction paper (one sheet per group)
- pencils, crayons, scissors, glue
- Handouts 1 and 2 (Cut-symbols and Key) one set per group)
- Handout 3 (Writing assignment) one per student
- Assessments – one copy per student
- Visual 1 – Map Elements (poster or transparency)

## Procedures

(Note: new vocabulary is signified by **bold font**. Previously taught vocabulary is underlined.)

1. Introduce the picture book, **Mapping Penny's World** by Loreen Leedy.
2. Read the story to the students.
3. After reading the story, show pages 7-8 "My Bedroom" map in the book and introduce the concept of **map key (legend)** while locating it on the page. Discuss the function of a map key when reading a map and introduce the concept of how **symbols** in the key represent real life objects.
4. Use the key and have the children find several specific locations on the map, i.e., "Find the fish tank, find the dog bed, find the castle or the windows," etc.
5. Review the concepts of directions compass rose and cardinal directions by asking several questions such as, "In which direction would you move on the map to get from the rug to the stool?" (*north*) "The plant is \_\_\_\_\_ (*west*) \_\_\_\_\_ of the bookshelf."
6. Show the map on pages 11-12, "Penny's Treasure Map." Introduce the concept of **landmark** – a natural or man-made feature. Have the students look at the items listed in the key and decide which are natural and which are man-made. Call on students to use the symbols to locate the features on the map. Ask if they have any of these items near their houses. Have the students generalize that maps can show both natural and man-made features.
7. Now tell the students that they will work in small groups of 3 or 4 students. (Teacher will use his/her discretion to make the group assignments and assign jobs to the group members.)
8. Again show the map on pages 8-9 "My Bedroom." Tell the students that Lisa wants to rearrange her room since she has gotten some other things to put in her bedroom (computer, bird, bird cage, play tent, dollhouse, etc.) The task for the group is to work together to place the items in the bedroom. They should not glue any of the objects until they are sure they are in the best place.
9. Distribute the group supplies (one white 12 X 18 paper, scissors, crayons, glue, Handouts 1 and 2 - Cut-outs & Key).
10. Read the directions to the students. Cut apart the map items. Each group member will color and cut out 2 of the items. Then they will take turns placing them on the large white paper. Stress that sometimes certain pieces will need to be rearranged so everything will be easy for Lisa to use. Remind the students to work quietly as they place the objects in various locations in Lisa's bedroom. Once they have agreed on the arrangement they can take turns gluing the items in place. They should put the key in the lower right corner

of the map. Remind them to write a title on the map, such as “Lisa’s New Bedroom.” Each student should sign his/her name in the lower left corner.

## Day 2

Group supplies: one white 24X 36 paper for map, white drawing (copy) paper for making symbols to draw, color and cut out; scissors, glue, crayons.

1. Review the story highlights and ask what they learned from the previous session.
  - a map is birds-eye view of a place, any place – a bedroom, a state, the world
  - a map key (legend) helps us to understand what the map symbols mean
  - map symbols represent natural and man-made objects in that location
  - a compass rose helps us to find directions on a map
2. Now tell the students that Penny (the dog) would like them map the items in her doghouse. Ask the students to think about what items Penny might have in her house. List the items on the chalkboard. (a dog bed, bones, doggie toys, a food dish, water dish, a sock, a shoe, etc.)
3. Ask the students to get into their groups again. Distribute the paper and materials. Show the large paper that they will be using for the map. Since this paper is bigger than the paper they used for the previous project, they will need to make the symbols bigger.
4. The group needs to make a list of what items they think Penny has in her house. Now they will decide who will make which item(s). Allow time for the students to draw, color and cut out the items.
5. After they have the symbols made they will have to try various locations to see if they will fit.
6. Remind the students that they will need to include a key (legend) and a title for their map. Also, each student should add their name (as an author) to the map.
7. After the project is completed, display the maps on the bulletin board. Ask the students to tell what they like about the other groups’ maps. Also, ask if they can use the key/legend to understand what the symbols on the map mean?
8. Analyzing maps- compare and contrast: turn to pages 8-9 “My Bedroom” Ask the students what they notice about this map. (It is a bird’s-eye view map.) Now turn to pages 24-25 “Penny’s Favorite Places.” What do they notice about this map? (It is a ‘side-view’ map.) symbols – basic shapes, side view of object or aerial view.
9. Have the students look at the maps on the bulletin board and decide if they are aerial views or ‘side-views’.
10. Now have the students look at the “Map Elements” poster or transparency. Go over the list and check Lisa’s map to see which elements are included on her map. (title, orientation, author, legend/ key, scale. Missing: date)
11. The same analysis can be done with several other maps in the book. This will extend the practice with decoding map information.
12. Writing activity – Distribute Handout 3. Have the students explain how the map key helps others to read the map of the inside of Penny’s dog house.

## Day 3 - Administer the assessments

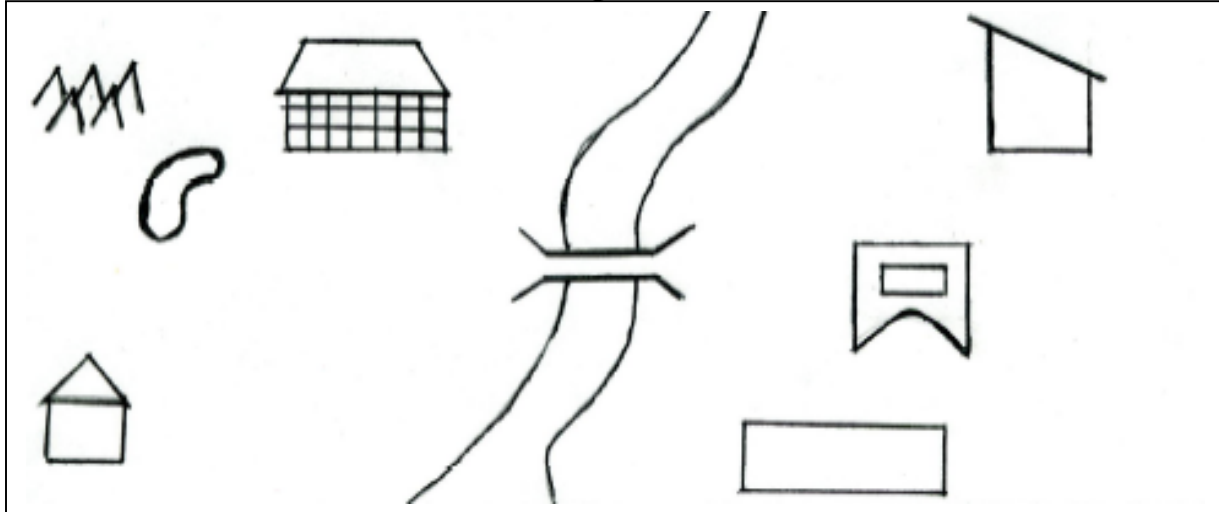
Name \_\_\_\_\_ Date \_\_\_\_\_

Assessment Item: **Constructed Response**  
Delaware Social Studies










Cluster K-3  
Benchmark: G-1

Benchmark Statement: Understand the nature and uses of maps.

**Data – Map of New Town**



**Key**

	Bob's house		forest		post office
	bridge		Mary's house		river
	firehouse		Pond		Tim's House

Prompt: A key (legend) on a map helps you to travel from one place to another. Pretend you are the mailman at the post office. Describe the route you will take to deliver the mail to each house in New Town. Identify each landmark that you will pass or cross on your route.

---

---

---

---

---

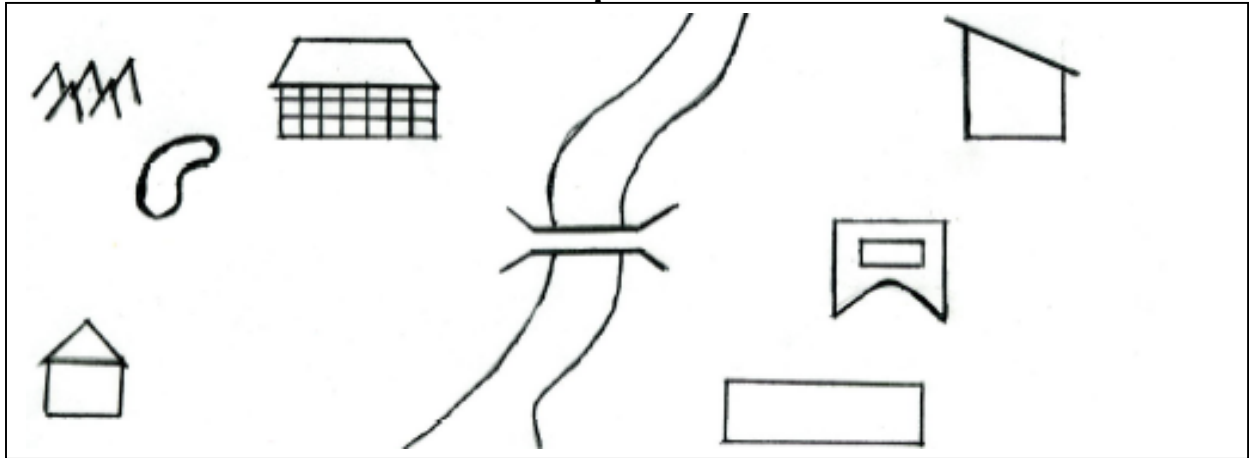
Name \_\_\_\_\_ Date \_\_\_\_\_

Assessment Item: **Multiple Choice**  
Delaware Social Studies










Cluster  K-3  
Benchmark:  G-1

Benchmark Statement:  Understand the nature and uses of maps

**Data – Map of New Town**



**Key**

	Bob's house		forest		post office
	bridge		Mary's house		river
	firehouse		Pond		Tim's house

Prompt:

Using the map above, which landmark on the map must Bob use to get from his house to Tim's side of town?

- a. the forest
- b. the bridge
- c. the post office
- d. the pond

Desired response: \_\_\_\_\_

## Assessments Key

Constructed Response -

Desired Response:

**2**-Names all the places on the route and identifies them correctly with the symbols.

**1**- Names some of the places on the route and identifies some of the symbols.

**0**- Inaccurate response or no response.

Multiple Choice –

Desired Response – B

---

Visual 1

## Map Elements

**T = title**

**O = orientation**

**D = date**

**A = author**

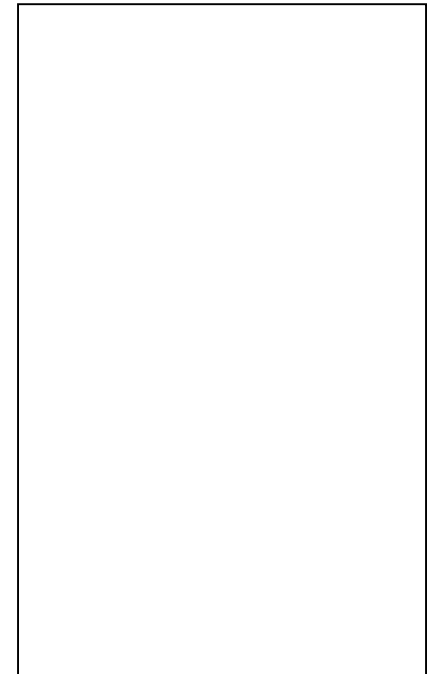
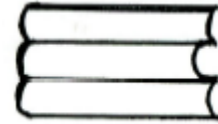
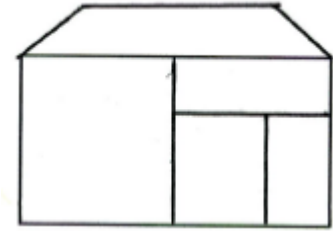
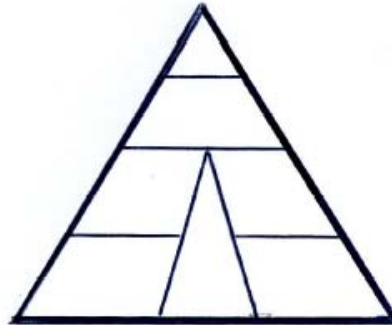
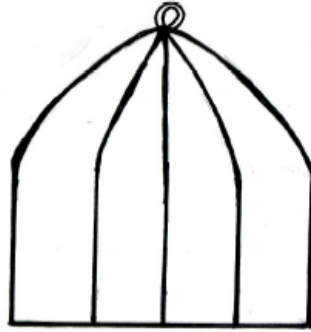
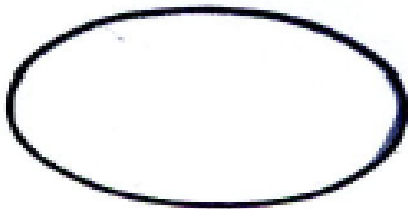
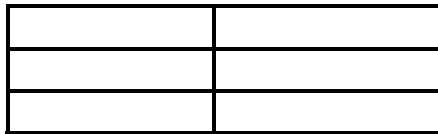
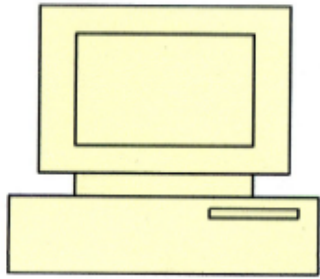
**L = legend (key)**

**S = scale**




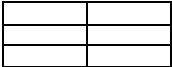
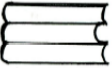
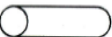



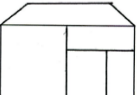


### Cut Out Symbols

Directions: Cut the symbols apart. Each student will color and cut out 2 symbols. The group will decide where the symbols should be placed on the map. Remember to put the key on the bottom right corner and write a title on the map.





Handout 2

Key	
	computer
	book shelf
	books
	perch
	bird cage
	bird
	play tent
	doll house
	rug
	bed

