


# Here students draw maps of their rooms using the book *Mapping Penny's World* as a model

 [lessonplanspage.com/sslamappingpennysworldk2-htm/](http://lessonplanspage.com/sslamappingpennysworldk2-htm/)

Title – Mapping Penny's World – Introducing Map Reading Skills

By – Lauren Anaya

Primary Subject – Social Studies

Secondary Subjects – Language Arts

Grade Level – K-2

Time Frame – 30 minutes

Lesson Topic:

Where in the World are You? —

Understanding layout and how maps represent the world around us.

Materials and/or Technology:

- *Mapping Penny's World* by Loreen Leedy
- Chart paper and markers
- Paper
- Crayons or markers

Concept(s):

- Understanding the layout of familiar places as a basis for map reading.
- Becoming familiar with the components of a map.

Objectives:

1. The students will identify places they have seen maps.
2. The students will identify what places they have seen maps of.
3. The students will orally identify the places that Lisa mapped in the book.
4. The students will draw basic maps of their rooms using the book as a model.

- Direct Instruction Model:

1. Focus/Motivation (Open):

In order to learn, we are going to have to understand some words first.

The first word we are going to learn is layout. A

**layout**

is a drawing of an area. What is a layout?

S: A drawing of an area.

T: Excellent! A layout helps us to tell someone else about an area we are familiar with. Just like when you drew me maps of your rooms. This helps others to find their way and helps us to understand the places we visit often.

The second word is something you have probably already heard of, but we should review it because we are going to be reading a story about it: Maps.

### Maps

are more fancy drawings of areas that tell people how to get somewhere. They might include some of our direction words that we learned earlier this week. What are maps?

S: Fancy drawings of areas that tell people how to get somewhere.

T: Ok, now I want you to think about some places that you have seen maps. Talk with your partner about places where maps are used.

Who thought of a place where they have seen maps? (Make a brainstorming graphic organizer with the students' ideas).

### 2. Development (Body):

T: Great ideas, guys! Now we are going to read a story about a girl that makes maps of places her dog visits often.

(Read

*Mapping Penny's World*

by Loreen Leedy. Stop and explain unfamiliar vocabulary in the story,

**map keys**

**scale**

**symbols**

**compass**

. Further instruction will be given on these words in later lessons).

What were some of the layouts that you saw in the book? What were some of the areas that Lisa mapped that Penny visited often?

### 3. Closure (Close):

T: Ok, I know that you already drew me maps of your rooms, but now that we have read

*Mapping Penny's World*

, I want you to draw a map of your room again and see if there is anything you would like to change.

Assessment/Rubrics:

6/29/2016

Here students draw maps of their rooms using the book Mapping Penny's World as a model

Formative: Compare the maps that the students made in this lesson with the maps they created during the pre-assessment.

E-Mail Lauren Anaya !

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