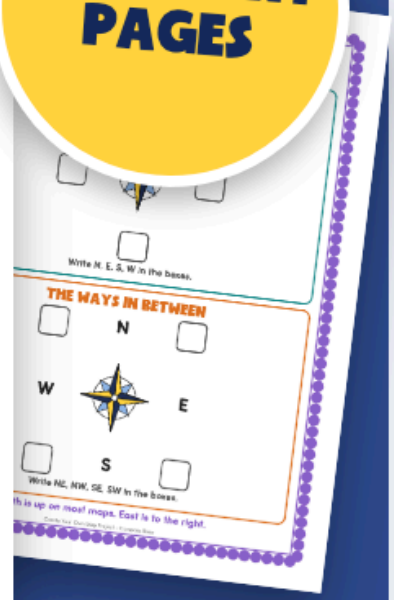
CREATE YOUR OWN MAP PROJECT

Compass Rose, Scale and Key - Grades 2-4







18 STUDENT PAGES



Bright Path Sped

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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The name lines, the plan, the answer blanks, the checklist boxes, the partner page, the writing page, the note home and the class roll-up are type-in fields. The map pages are for pencil and crayons. You can also print any page and write by hand.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit. The rulers and scale bars on the two scale pages are drawn at real size (one inch and one centimeter), so they only measure right at full size. Every page is readable in black and white.

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PREVIEW

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How to Run the Project: Four Sessions

One step per session. You need pencils, crayons and a ruler for each pair. Print at 100 percent.

1. Look and read a map

- Show the finished map (page 6). Ask: "What is the title? Where is the compass rose? What does the key tell us?"
- Hand out page 7 to read squares, then the compass pages (8 and 9).

2. Learn scale

- On page 11 each line starts at the ruler's 0. Children read where it ends, then use the scale bar to say how far the trip is.
- Page 12 does the same in centimeters. Use one page or both.

3. Plan and draw a draft

- Children plan (page 10), read the six rules together and design their key symbols (page 13).
- They draw a draft on the plain map (page 14) or a grid map (pages 15 and 16).

4. Final map, check, share

- Children draw the final map (page 17), tick the checklist (page 18) and the self-check (page 19).
- Partners use each other's maps (page 21). Early finishers hide a treasure (page 22). Score with the rubric (page 23).

Tips

- Let children pick a place they know: their street, the school yard, a park, or a land they invent.
- Hang the final maps for a gallery walk and let each child say where to find three things.

Notes on your day

PREVIEW

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My name _____



Read the steps. Make a map.

1 Study the finished map. page 6

2 Read squares. Use the compass. page 7

3 Pick your places. Design your key. page 10

4 Use the scale to find how far. page 11

5 Make your map. Add every part. page 17

6 Check it. Trade with a partner. page 21

MY MAP NEEDS

- [ ] A title at the top.
- [ ] A compass rose with N, E, S and W.
- [ ] A scale bar.
- [ ] A map key with at least 4 symbols.
- [ ] At least 6 places with names.
- [ ] Color and neat writing.

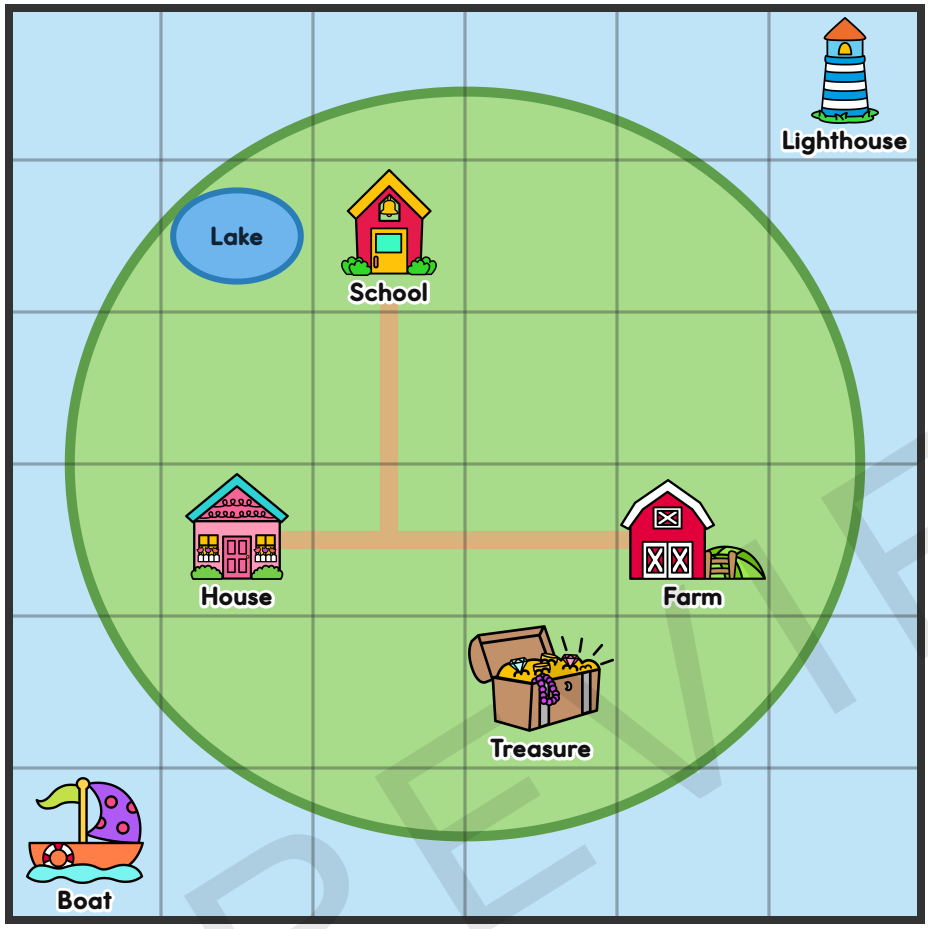
PREVIEW

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My name _____

Read the map. Write the square.

Letter first, then number. Example: the lighthouse is in F1.



What is in C2?

_____

What is in B4?

_____

What is in D5?

_____

Where is the lighthouse?

_____

Where is the farm?

_____

Where is the boat?

_____

HOW FAR?

From the house to the farm:

_____ **squares**

1 square = 2 miles

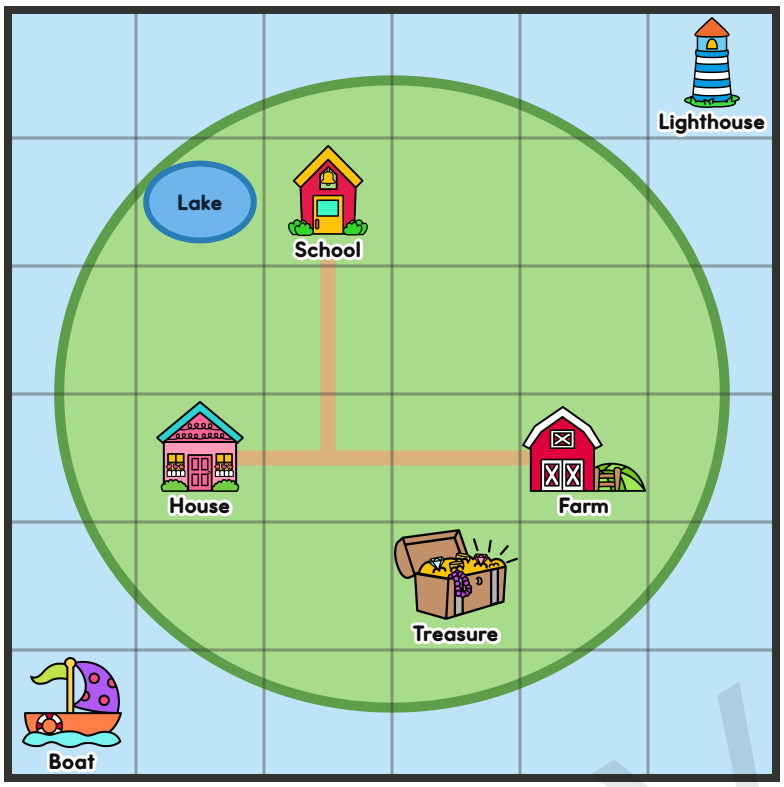
_____ **miles**

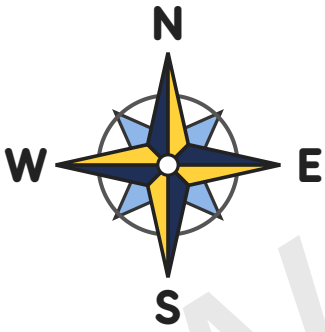
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My name _____

Walk on the map. Where do you stop?





Go 1 square at a time.
Count each square.

1. Start at the lake. Go south 2.

I am at the _____

2. Start at the house. Go east 3.

I am at the _____

3. Start at the school. Go west 1.

I am at the _____

4. Start at the lighthouse. Go south 3. Then go west 1.

I am at the _____

5. Start at the boat. Go north 1. Then go east 3.

I am at the _____

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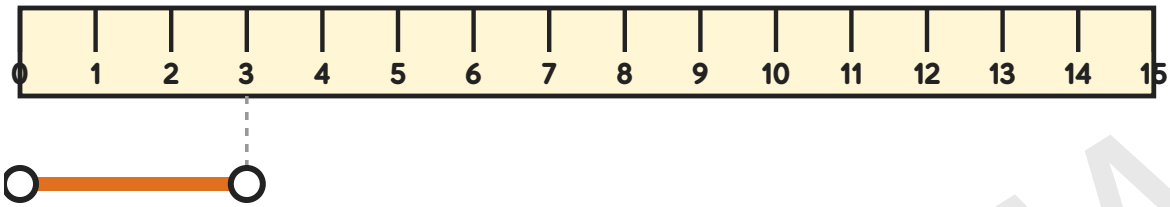
My name _____

Read the ruler. Use the scale.

Scale: 1 cm = 5 km

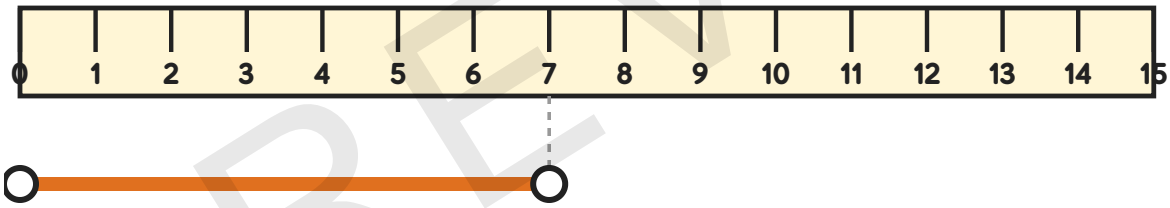


Trip 1: Gate to Pond



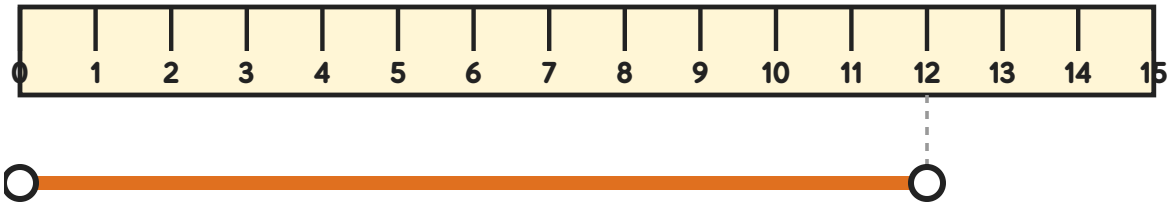
It is _____ cm long. That is _____ km.

Trip 2: Gate to Barn



It is _____ cm long. That is _____ km.

Trip 3: Gate to Hill



It is _____ cm long. That is _____ km.

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My name _____

Draw your map. Add every part.

Map title _____

PREVIEW

Key

Compass rose

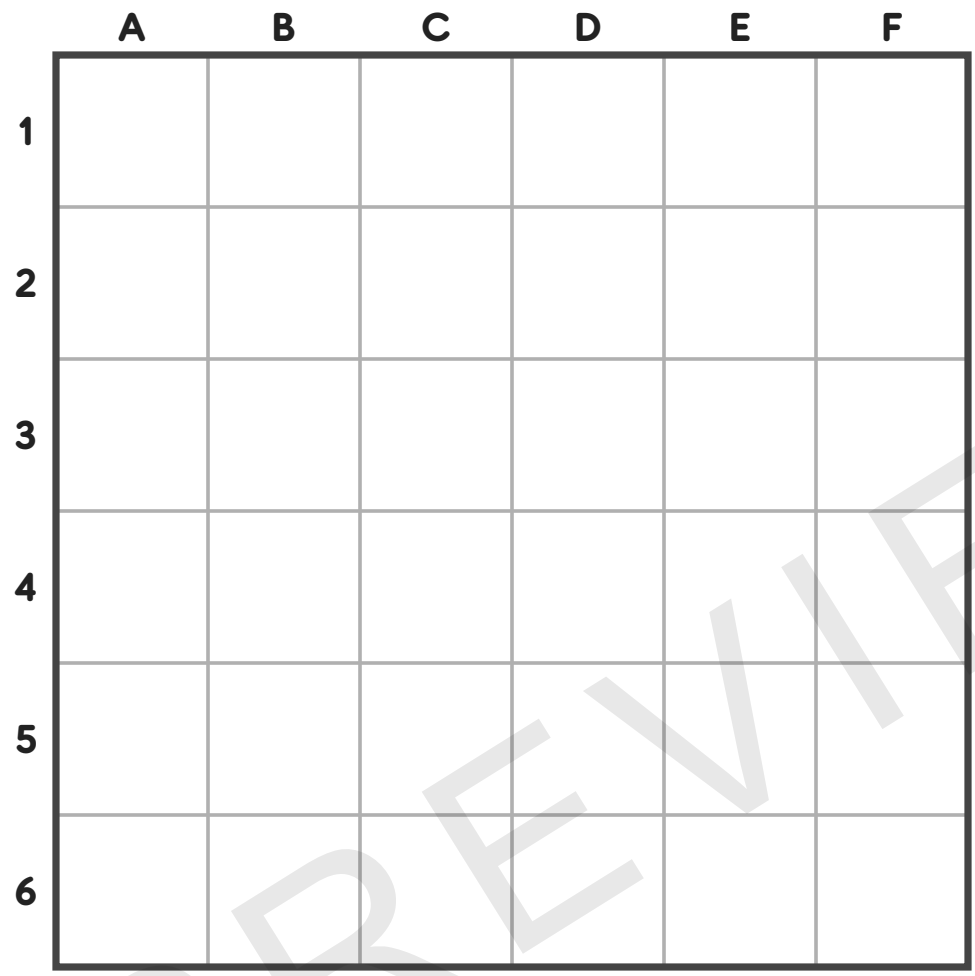
Scale

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My name _____

Make a grid map with a scale.

Map title _____



My key

_____
_____
_____
_____
_____
_____
_____

Compass rose

My scale

1 square = _____ miles

PREVIEW

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My name _____

Check your map. Tick each box.

- [ ] A title at the top.
- [ ] A compass rose with N, E, S and W.
- [ ] A scale bar.
- [ ] A map key with at least 4 symbols.
- [ ] At least 6 places with names.
- [ ] Color and neat writing.
- [ ] I used my scale to find one distance.
- [ ] I can show a friend where to find three things.

One thing I will add _____

PREVIEW

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My name _____

Use a friend's map to find...

My partner _____

Partner's map is called _____

1. Find the _____ Square _____

2. What is in square _____ ? _____

3. Which way is the _____ from the _____ ?
It is _____ of it.

4. How far from the _____ to the _____ ?
About _____ (use the scale)

5. The symbol for _____ means _____

I like _____

PREVIEW

Rubric: Create Your Own Map

A 5-point scale for each row: 5, 4, 3, 2 or 1. The words describe 5, 3 and 1; use 4 or 2 when a map falls in between. Scores are for your own use; your school decides how grades are reported.

Child _____ Date _____ Teacher _____

What I look at	5 Got it all	3 Almost there	1 Just starting	Score (1 to 5)
Title and places	A title, and 6 or more places, all named.	A title. Most places are named.	Some places have no name. No title.	
Compass rose	A compass rose with N, E, S and W in the right places.	A compass rose. One letter is missing or wrong.	No compass rose, or letters are missing.	
Scale	A scale bar with numbers that match how far the map shows.	A scale is drawn. The numbers do not match the map.	No scale.	
Map key	A key with 4 or more symbols that match the map.	A key with fewer than 4 symbols.	No key.	
Neat and colorful	Neat writing, clear symbols and color.	Mostly neat. Some color.	Hard to read.	
			Total (out of 25)	

What I will tell the child

_____

_____

_____

_____

PREVIEW

Filled Example: One Child's Work

The page is the scale page in inches (page 11). Kai (invented child). The child, the teacher and every answer on this page are invented.

Trip	Kai wrote: inches	Right inches	Kai wrote: miles	Right miles	Right?
Dock to Beach	2	2	20	2 x 10 = 20	both right
Dock to Camp	4	4	14	4 x 10 = 40	miles: no
Dock to Fort	5	5	50	5 x 10 = 50	both right

Reading the page

5 of 6 answers were right. For Dock to Camp Kai wrote 14 miles. That is 4 + 10 = 14, not 4 x 10. The line is 4 inches and each inch is 10 miles, so the trip is 40 miles.

What the teacher did next

The teacher asked Kai to point to each inch on the ruler and say "10 miles, 20 miles, 30 miles, 40 miles." Kai counted 4 jumps of 10 and wrote 40.

Kai's map, checked against the rules and rubric

Kai's map met 5 of 6 required items: it named 7 places (needs 6) but the key had 3 symbols (needs 4). Rubric scores: 5, 5, 4, 3, 4 = 21 of 25.

What this example is not

One invented child's page. It sets no typical score, says nothing about any real child and predicts nothing.

My notes on the page

PREVIEW

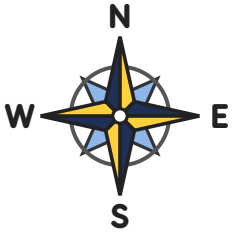
A Note Home: Our Map Project

One page to send home when you start the project.

Date _____ Class _____ Teacher _____

Dear families,

This week we are making our own maps. Every map has a **title**, a **compass rose** that shows north, east, south and west, a **scale** that tells how far, and a **key** that explains the pictures. Children also learn to find a place by its square, like C2.



This week we are practicing

_____

_____

You can try this at home

Draw a map of your room, yard or street together. Name the places, add a compass rose and a key. Ask: "Which way is the door from the bed? How many steps to the window?"

_____

_____

A note from me (your words)

_____

_____

_____

Thank you, (teacher) _____ Family signature, if your school asks for one _____

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Class Roll-Up

One line for each child, so you can see the whole group at a glance. Use the roll-up to plan small groups.

Class _____ Date _____ Teacher _____

Student	Items (of 6)	Compass right	Scale right	Rubric (of 25)	Next step

Who needs the compass again

_____

_____

_____

Who needs scale again

_____

_____

_____

Ready for the treasure-clue page

_____

_____

_____

PREVIEW