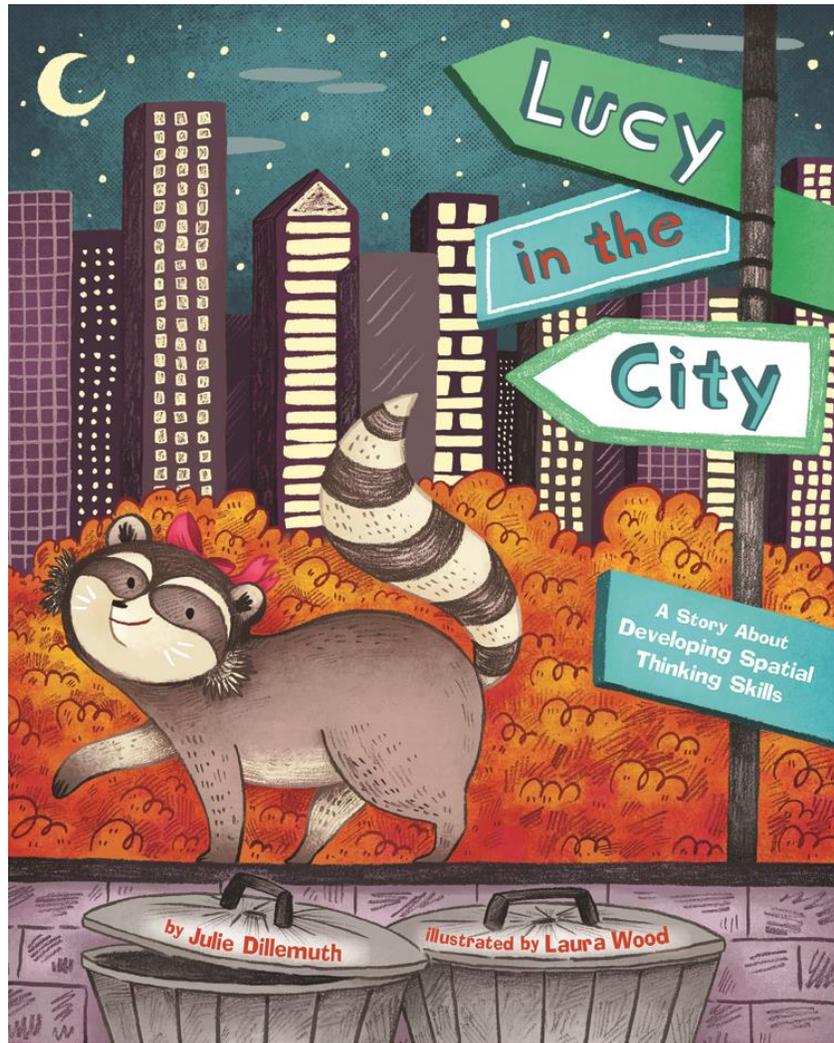


# Lucy in the City

A teacher's guide created by Marcie Colleen  
based on the picture book  
written by Julie Dillemath, PhD and illustrated by Laura Wood



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## **Meet the Author – Julie Dillemath, PhD**

Julie Dillemath, PhD, is a spatial cognition geographer and children's writer. She is passionate about writing picture books for children that help develop spatial thinking skills. Her stories have appeared in *Highlights for Children* and *Odyssey* magazines. For more information, visit [www.juliedillemath.com](http://www.juliedillemath.com).

## **Meet the Illustrator – Laura Wood**

Laura Wood's work can be found in picture books and magazines. By day, she likes to go in her studio to draw animals and little people. By night, she likes to put her dancing shoes on and lindy hop under the stars. There are three different places on this planet she calls home: Bristol, UK; Melbourne, Australia; and Treviglio, Italy.

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This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing picture books of her own at home in Brooklyn, NYC. Visit Marcie at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

## How to Use This Guide

This classroom guide for *Lucy in the City* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Lucy in the City* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide. Some activities are based on ones that appear in the Note to Parents, Caregivers, and Professionals at the back of the *Lucy in the City* book.

Note that the five activity sheets at the end of *Lucy in the City* are also available as pdfs for free download at [www.apa.org/pubs/magination/441B170.aspx](http://www.apa.org/pubs/magination/441B170.aspx).

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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# English Language Arts

## **Reading Comprehension**

Before reading *Lucy in the City*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

### The Front Cover ~

- Describe what you see.
- Who do you think the main character is? What makes you think he or she is the main character?
- What do you think the main character is doing? Why might he or she be doing this?
- Stand up and pretend to be the main character in the illustration. Pay close attention to the facial expression and body shape of the character. How do you think this character feels? How does this pose make you feel?
- What else do you see on the front cover?
- Can you predict what the story might be about based on the title and the cover illustration?

### The Back Cover ~

- Describe what you see.
- How is this illustration different from the front cover?
- How is this illustration similar to the front cover?
- Do you think the main character feels the same way on the back cover as she/he does on the front?
- Stand up and pretend to be the main character in the illustration. Pay close attention to the facial expression and body shape of the character. How do you think this character feels? How does this pose make you feel?
- What do you think happened between the front cover illustration and the back cover illustration?
- What else do you see on the back cover?
- Can you predict what the story might be about based on the title and the back cover illustrations?

### The Title Page ~

- Describe what you see.
- How do you think she or he feels? What about his or her body language clues you in to how she or he might be feeling?

Now read or listen to the book. Help students summarize in their own words what the book was about.

- Lucy is not really paying attention when she goes out with her family. Why do you think that is? Where is she located within the line of family members? How does this cause her to not pay attention? What is distracting her?
- Where does Lucy's family live, and where do they go for food?
- What distracted Lucy when it was time to go? When did she realize that she was alone?
- What were the three places Lucy remembered that helped her retrace her steps and get home?
- How does the owl help Lucy find her way home?
- Why can the owl see places that Lucy can't?
- What does the owl say to Lucy to tell her where to go?

Let's talk about the people who made *Lucy in the City*:

- Who is the author? Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Check out some of the following details that Laura Wood includes. Can you find:
  - An apple core
  - A building shaped like a triangle
  - Three red lollipops
  - Two city parks
  - Two bags of popcorn
  - A pond
  - Two swans
  - A park bench
  - Five loaves of bread
  - A fire hydrant
  - A wooden fence
  - A river
  - A water fountain

*Additional Challenge:* Instead of pointing to the item when you find it, use your words to spatially describe where the item is located within the illustration.

## **Writing Activities**

### **How to Write Technical Directions and Instructions**

#### Treasure Hunt

Finding a hidden object can be fun and can help build spatial communication skills when using verbal or written instructions beyond the simple “hot or cold.”

These activities lend themselves nicely to a conversation about being accurate and detailed in explanations, particularly in writing.

Hide an object in the room, then give a student written (or verbal, depending on class reading level) step-by-step directions that will lead them to it. For example, “Walk forward. Stop. Now turn to your right, towards the bookcase. Reach down. Open the cabinet door.”

Once the object has been found, students may pair up and take turns hiding an object and giving the instructions to their partner to find it.

#### Making a Sandwich

As a class, create a list of instructions on how to make a peanut butter and jelly sandwich. Be careful to not miss a step.

- 1) Gather the ingredients: a jar of peanut butter, a jar of jelly, and two slices of bread.
- 2) Get your tools: spoon, knife, plate, etc.
- 3) Lay the pieces of bread side by side on the table.
- 4) Open the jar of peanut butter.
- 5) Place the knife in the jar and scoop out some peanut butter.
- 6) Spread the peanut butter on one of the slices of bread.
- 7) Open the jar of jelly.
- 8) Using the spoon, scoop out some jelly and spread the jelly on the other piece of bread.
- 9) Place the pieces of bread together, joining the jelly and the peanut butter sides.
- 10) Using the knife, cut the bread in half.
- 11) Place on plate.
- 12) Eat.
- 13) Clean up and put the jars of peanut butter and jelly away.

*For some extra fun*, bring in all of the tools necessary to complete a recipe and have the students walk you through step by step. If they miss a step, hilarity might ensue!

## **Pay Attention ~ Be Aware of Your Surroundings**

Lucy learns to be aware of her surroundings and to pay attention using her five senses.

What are some of the details Lucy observes when she really pays attention? What does she smell? What does she see? What does she hear?

Create an Awareness Journal:

- Gather together 6-8 pieces of paper (some can be lined for writing, others blank for drawing).
- Add on top a piece of blank paper for the cover.
- Punch three holes through the pieces of paper and the cover sheet.
- Cut a piece of cardboard just a bit larger than your paper.
- Punch three corresponding holes in the cardboard.
- Place the papers on top of the cardboard and top everything with the cover sheet.
- Line up the paper and cardboard holes. Then tie together with yarn or string.
- Write "Awareness Journal" on the cover and decorate.
- You are now ready to head outside and observe your surroundings.

Be Aware.

- Find a "sit spot" where you can sit quietly and observe. It can be anywhere inside or outside. Be sure to have your Awareness Journal and something to write with. You may use colored pencils, crayons or markers if you prefer.
- Sit for at least 10-15 minutes. You may set an alarm.
- Look all around you. What do you see? What do you hear? What do you smell? What do you feel?" Try to use your five senses like Lucy.
- Find something you want to write about or draw and record it in your Awareness Observation notebook.
- Continue to observe in the same spot, 10-15 minutes at a time, for a whole week. Every day, take care to notice something different to write about or draw.

Share your Aware.

- Share your notebook with the class.
- What did you find when you paid attention?
- What did you feel? What did you smell? What did you hear? What do you see?
- Did anything ever change? How?
- What did you observe that surprised you?
- If you were to continue observing, what spot would you choose? Why?

## **Wish You Were Here ~ Postcards from the City**

Lucy lives in the city.

If you were to travel there:

- How would you get there?
- What would you see?
- What would you hear?
- What would you do?

Create a large postcard of your trip to the city. Illustrate one side and include a note to a best friend or family member on the other side. Be sure to be descriptive, so that the person who gets the postcard can best imagine your trip.

Display the postcards on a bulletin board, along with a map indicating where big cities like Lucy's are found near you.

## **Dear Owl, Thank You**

It is always nice to formally thank those who help you by writing a thank you note.

Have students pretend to be Lucy and write a thank you letter to Owl. The letter should include

- a brief re-cap of how Owl helped
- a thank you and appreciation
- a closing

Discuss with the class the people in their life that they want to thank and create thank you letters to show their appreciation. Either hand deliver or mail the thank you letters or host a Thank You Tea in which those who help are celebrated.

## **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some other ways to bring *Lucy in the City* to life in your classroom and also have fun with speaking and listening skills!

### **Choral Reading**

- Using the text of *Lucy in the City* read the book aloud together.

- Turn *Lucy in the City* into a Reader's Theater script by dividing the text into spoken lines for the characters and a narrator. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

### **Mime**

- While the teacher reads the book aloud, students can act out the events in the book. Some of the students can be Lucy and some the students can be Lucy's family and Owl. Emphasize body motion and facial expressions, as well as listening skills. Switch roles and read the book again.

### **Drama**

- Brainstorm a list of things associated with Lucy's adventure. Without making noise, students act out something from the list in front of the class. Ask the rest of the class to guess what they are acting out.
- Create a TV commercial to encourage people to read *Lucy in the City*.

### **Language Activities**

#### **Under Where? Spatial Language**

As a class, create a list of spatial language such as *on, above, below, near, next to, and between*. Do an Internet search for "spatial language" to include in your class list.

- Why are these words important?
- What is the purpose of spatial language?
- Try describing where something is in the classroom WITHOUT the use of these words. Can it be done?

Look at the "park" spread in *Lucy in the City*. ("Lucy ran two blocks east and two blocks south, to the park.")

Describe where Lucy is sitting.

[examples: on a hill, in the park, next to the pond]

Describe where the swans are swimming.

[example: in the pond, next to each other, below the owl]

Describe where owl is flying.

[examples: above the pond, in the sky, toward the moon]

Describe where the buildings are.

[examples: behind the pond, under the sky, in front of Lucy.]

Describe where the moon is.

[examples: in the sky, next to the stars, above the city.]

Have students pick another spread in *Lucy in the City* and discuss where things are spatially within that illustration, using the class list of spatial language for help.

Now look around the classroom. Have each student answer the following:

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

Notice how things relate to one another in space.

- Who sits next to whom in the classroom?

Switch seats and see what's different about sitting somewhere else.

- Do you have a different view in a different seat? Describe how the view changes.
- Do you have a different neighbor?

*Additional Spatial Language Challenges:*

- Make "Mad Libs" style directions. (Use existing directions in *Lucy in the City*, however eliminate all cardinal directions.) Students will then supply the key words (north, south, east, or west) to the basic instructions to provide the correct directions. For example, "*Movie theater up ahead!*" *the owl said. "It's one block \_\_\_\_\_ and three blocks \_\_\_\_\_."* Students can also draw a map based on the result.
- Learning the correct sequence of cardinal directions—North, South, East, and West—can be difficult. Have the class make up a silly sentence to keep it straight. (i.e. Never Eat Soggy Worms). For a little extra fun, create a song or short poem using the silly phrase.

### **New Vocabulary: Landmarks**

Lucy and Owl rely on *landmarks* to help Lucy find her way home.

1. What is a *landmark*?

- Model looking up the definition in the dictionary.
- Read the definition.
- Help students create a definition in their own words for better understanding.
- Landmarks stand out; they are things you would use if you were giving someone directions—a unique building, a notable sign, a church on a corner, a park, or a school, for example.
- What are some of the landmarks that Lucy and Owl use to find Lucy's home?

2. Discover *landmarks*.

- As a class, travel a route within the school that you take frequently, such as to the library, the gym, the playground, etc.
- Be observant and notice any landmarks along the way.
- Write down directions on how to get where you are going, using the landmarks, too.

3. What are some *landmarks* each student sees on the way to and from school?

- Have students create a map to their house from school using several landmarks.

## Math

**Word Problems** *For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on Lucy in the City or any other book of study.*

- 1) A family of 5 raccoons leave their cozy den to find food in the garbage bins. 1 raccoon does not return with the others. How many raccoons return to the cozy den?  
( $5 - 1 = ?$ )
- 2) At the movie theater, Lucy gets 4 pieces of candy stuck to her tail and 3 pieces of candy stuck to her paws. How many pieces of candy are stuck to Lucy?  
( $4 + 3 = ?$ )
- 3) If your school is 6 blocks to the east and you travel 5 blocks east, how many more blocks do you need to travel to get to the school? ( $6 - 5 = ?$ )

- 4) Lucy travels 2 blocks south and 1 block west. How many blocks does Lucy travel?  
( $2 + 1 = ?$ )
- 5) There are 9 garbage cans. Lucy searches 7 garbage cans. How many garbage cans are left? ( $9 - 7 = ?$ )

### **Will it Fit?: Spatial Relationships**

*Thinking analytically about spatial relationships is something we do every day—by navigating somewhere, putting dishes away in a kitchen cabinet, or playing sports, for example. We often take these skills for granted because we use them automatically.*

—Julie Dillemath from *Note to Parents, Caregivers, and Professionals in Lucy in the City*

This activity helps students develop their spatial thinking while also teaching volume and capacity.

You will need:

- Several different sized and shaped containers
- Dried beans

Students are to guess which containers will hold the most beans and which containers will hold the least beans.

Have students put the containers in order according to their predicted capacity.

Once the class has agreed on the order, fill each container with beans, one at a time.

Count how many beans are in each container. Were they right about the order?

*Additional Challenge:* Turn a backpack, lunch box, cardboard box, or suitcase into a puzzle when you provide students with a variety of sized and shaped items to place inside. Will it all fit? Challenge students to find a way to arrange all of the items so it all fits.

### **Reading Maps: Quadrants**

Bring in several maps to share with the class. Show how some maps are created on a grid.

The “y” axis, or up and down is divided by numbers.

The “x” axis, or across, is divided by letters.

How is the map in *Lucy in the City* divided?

- Divide the map at the back of *Lucy in the City* into quadrants using the city blocks as a guide.
  - What is located at D3?
  - Locate a quadrant containing water.
  - Locate a quadrant with a tree.
  - What is located at G6?
  - In which quadrant is the movie theater?
  - In which quadrant is the pond?
  - In which quadrant is the bakery?
  - In which quadrant does Lucy live?

Create a classroom map:

- Draw a grid or cut square pieces of different colored paper.
- Give each student their own piece of the grid. Allow them to decorate their quadrant any way they would like. They can add roads, rivers, mountains, etc.
- When students have completed their quadrant, piece them all together to form a giant map.
- Add the x and y axis coordinates.
- Add a Compass Rose.
- You can even add a legend.

### **Reading Maps: Scale**

Map Scale is the relationship between distances on a map and the corresponding distances on the earth's surface expressed as a fraction or a ratio.

Throughout *Lucy in the City*, distances are measured in city blocks.

Look at a variety of other maps.

- Locate the map's key to find out the distance equivalent of 1 inch.
- Determine the length of the map from North to South and East to West.
- Pick two points on the map and determine their distance, using scale.

Find a map of your city, town, or neighborhood.

- Create a floor-sized version of the same map. Convert 1 inch to 6 inches or 1 foot.

### *Further Application:*

- As a class, create a map of the classroom.
- Determine the scale: Allow students to discover their own method of measuring the classroom. (ie. How many hops/skips/big steps does it take to get from one wall to another?) Measure the distance between items in the classroom in this manner.
- Measure the actual size of the entire classroom, using a tape measure. Then, create a 1 foot = 1 inch scaled map complete with key of classroom furniture, etc.
- Have students construct maps of environments they are familiar with such as their home, bedroom, playground etc. Each student should determine the 1 inch scale.

## Science

### **Raccoons Research Project**

Lucy in *Lucy in the City* is a Raccoon.

Take a trip to the school library. With the help of the librarian, students will research information about raccoons.

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Students should be required to take notes on what they find. Information to be gathered must include:

- Color of raccoons
- Size of raccoons
- What raccoons eat
- Where raccoons live
- Draw a picture of a raccoon
- Write 3 words that describe a raccoon
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

OR

Make a book. Students will cut and paste or draw a raccoon, and include the facts they have researched.

### **Raccoons: Fiction vs. Non-fiction**

Compare the facts researched about raccoons above (non-fiction) to Lucy in *Lucy in the City* (fiction).

As a class, create a T-chart of comparisons.

Non-fiction	Fiction
Nocturnal	Lucy is out in the city at night
Forages	Lucy searches for food in garbage bins
Cannot talk	Asks Owl for help in getting home

### **Diurnal or Nocturnal?**

Some animals are diurnal. They love the sun.

Other animals, like Lucy and Owl, are nocturnal. They love the moon.

Lead your students through a discussion of which animals stay up all night while they sleep.

### **Sense and the City**

- Review the five senses.
- Read *Lucy in the City* and encourage students to be sensory detectives, uncovering which senses Lucy uses on each page.
- Embark on a class field trip to the playground, library, art room, etc. Have students look for ways to use all five senses and record their findings.
- As an independent activity, students record how they've used their senses in another place like a home, zoo, or doctor's office.

- Additional activity: Students write a story or poem about the above place incorporating the five senses, so readers can experience the environment.

### **Cardinal Direction and Compass Use**

Demonstrate the use of a compass.

- Explain that the needle always points north, due to the magnetic nature of the North Pole.
- Help students locate north.

Label the classroom with the cardinal directions (north, south, east, and west).

- Play Simon Says using the cardinal directions. (ie. "Simon Says take one step south." "Simon Says turn and face west.")
- Using the map in *Lucy in the City*, demonstrate how to use the compass rose and the cardinal directions of the classroom to orient and hold a map properly.
- Practice orienting and holding various maps from the classroom collection.

Have a scavenger hunt.

- Hide an object in the classroom or out on the playground. Give directions to finding the object using a real compass. Students can take turns hiding the object and giving the cardinal directions.

Head out to the playground.

- On a sunny day, students can become "human compasses" and use their bodies to find the cardinal directions.
- One at a time, students should stand with their back to the sun, so that they can see their shadow. The shadow will point north (as long as you are in the northern hemisphere).
- Have the student extend his or her arms to each side, and hold out three fingers on each hand. Look for the shadow that makes an "E". That arm points east!
- The other arm points west and south is behind the student.
- Depending on the time of day, the shadow may point some degree northeast or northwest. Check these cardinal directions against a real compass and adjust, if need be. Although this activity is not as exact as a compass, it is an easy way to quickly get your bearings on a sunny day!

### **Topography**

*Topography*, a geography term, refers to the "lay of the land", or the characteristics of land in terms of elevation, slope, and orientation. In a broader sense it means the

arrangement of the natural and artificial physical features of an area, including the location of towns, villages, roads, etc.

The understanding of topography, and the use of topographical maps, is critical for a number of reasons.

- In terms of agriculture, understanding the topography of an area enables us to locate the best areas for farming.
- Topography is important in determining weather patterns and climate.
- Topography helps us determine how to travel from one point to another in the easiest way possible.

Using the map in *Lucy in the City*:

- Make a list of all geographical features/topographical elements on the map: including bodies of water, buildings, bridges, and vegetation.
- Could Lucy have gotten to the same destinations by taking other streets?
  - See how many different routes you can find for Lucy.
  - How is each route different—for example, some would take longer, some would have more turns, or some have rivers blocking the way.

Now look at another example, this time of a map that includes more topographical features.

- The National Map is available at <http://nationalmap.gov/ustopo/>.
- Or download a map of your own area.
  - Google maps is good at showing a lot of features like parks, lakes, etc., but with text labels more than symbols and may be a good intermediate step between the map in *Lucy in the City* and other topographical maps, which are more abstract and difficult to read.
- Make a list of all geographical features/topographical elements on the map: including bodies of water, vegetation, and animals.
- Where would be a good location to start a farm? Why?
- Choose a spot on the map. What do you think the climate is like there? How would you dress? Is there another spot where you think the climate might be different?
- Pick two random locations on the map. What is the best way to travel from one point to another?

## Topographical and Feature Symbols

### Key

Hill or Mountain	
Road	
Railroad	
Bridge	
Building	
Vegetation and Trees	
River	

This is a very basic key/legend of topographical map symbols. More detailed keys can be found online.

\*A note about contour/elevation lines and scale. The closer they are to each other the steeper the slope. And the more they are the taller the mountain or hill. Although this is very technical, it is good to point out for an introduction.

Study real topographical maps. (Many examples can be found online or in the library). How many elements can you name? What other elements are in the map's key?

Create a topographical map of the school's yard or your own backyard.

As a class, design a park and create a map of that park using topographical symbols.

For an added challenge, using paper, scissors and glue to create a 3-dimensional map. Make up your own map or use one of those found in the book for a springboard. Begin with a flat map and add rivers and fields, then add 3-dimensional elements like mountains and buildings. Cut, fold, crunch and glue paper in unique ways—a simple cone shape can become mountains or trees.

## Social Studies

### **I'm Lost**

Conduct a class discussion about being lost.

- Have you ever been lost?
- If so what did you do?

Brainstorm a list of actions to take if students should ever become lost. Keep in mind that different strategies might work better in certain situations than others.

For example:

1. Stop! Stay Put! As soon as you realize you are lost, stay where you are so that whoever is looking for you might be able to find you. Did Lucy follow this tip? What do you think Lucy did? What could she have done differently?
2. Ask someone for help. Find an adult, with children if you can find one, and ask them for help. Did Lucy follow this tip? What could Lucy have done differently?
3. Retrace-Your-Steps. Like Lucy, it might be safe to retrace your steps. What would you look for if you retraced your steps? When would it be safe to try this method? When would it be best to “stay put?”
4. Make a safety plan with your family in case you ever get lost. What can Lucy and her family do to make sure she doesn’t get lost again?

Students can then create a PSA-type video to share with other classes about what to do if they ever become lost. They can use Lucy’s story as inspiration.

## **Reading Our World Through Maps**

### Reading Treasure Maps

After a lesson on maps, legends, and landmarks, have students draw a map of the playground or another part of the school with landmarks like the slide, the water fountain, etc.

Then, students can take turns hiding “treasure”, marking it with an X on the map and having their fellow students find it. This is great way to build map reading skills.

### Real Pictures vs. Maps

- Show students picture of different places. Great examples would be bridges, buildings, rivers, or other prominent places the students might recognize from their own neighborhoods.
- Then show the students a map of the place seen in the picture.
- What differences do they see between the picture and the map?

### Bird’s (or Owl’s) Eye Views

- Explain that maps are usually drawn from a “bird’s eye view”.
- Place some simple objects on each child’s desk.

- Pretending they are birds, students should draw what those items look like when viewed from above, like on a map.

### **The World Globe vs. Map**

Show students a world globe and a world map.

- What are the similarities?
- What are the differences?

Explain that the map and the globe are drawn from a "spaceman's view".

- Show a picture of the Earth from Space.
- Which do they think is more accurate, the map or the globe?
- Can they find where they are located on the globe? The map?

### **My World**

Show the class a map of their town and have them locate their house and the school.

- Each student should create a map of their path from home to school.
- Decorate it with what they see along the way.

Locate where each member of a student's extended family lives on a map or globe.

Have each student bring a toy for Show n' Tell.

- Help students find out where the toy was made.
- Locate the origin of the toy on the world map or globe. Indicate with a dot sticker.
- Discuss how the toy may have traveled to their house from its origin.
- This activity can also be done with clothing. Have each student check the label on their shirt and locate where it was made on the globe or world map.

Find a school in a distant city to be pen pals with.

- Help students locate where the other class is using a map or globe.
- Either write a letter as a whole class, or allow students to write individual letters to individual students.
- Have a Skype conversation with the pen pal class.
- See what life is like where they live.
- Show what life is like in your area.