

Lee Urban
Grade 1-2, Hall Elementary School
Lesson Plan #3 – Hide a Penny

As the writer of this lesson plan, I am indebted to David Sobel, who has kindly given permission to its posting on the Osher Map Library website. Mr. Sobel is Senior Faculty in the Education Department at Antioch University New England in Keene, New Hampshire and the author of *Mapmaking with Children: Sense of Place Education for the Elementary Years*. Many of the original ideas for this lesson were drawn from Chapter 3 of *Mapmaking with Children*.

1. Learning Objective and Target

In the study of maps, students will analyze and compare in discussions with classmates what makes a useful map and will demonstrate their learning by creating a map that will lead a student along a route to a hidden penny.

Target: I can make a map that will provide a route for a classmate to find a penny I hid.

2. Curriculum Connections

This lesson is the third of five lessons about map skills. Students have time each day after lunch and recess to draw anything that interests them. This map skills unit of five lessons will draw on students' experience and interest in drawing, and in this unit they will be drawing maps. As part of the first lesson, students learned about representations of the physical world; and in the second lesson they drew a map of their classroom. This lesson will extend those learnings as students develop a sense of distance and sequences in maps.

The Maine Learning Results standard relevant to this lesson is:

Social Studies: D1 - Geographic Knowledge, Concepts, Themes, and Patterns:

Students understand the nature and basic ideas of geography. b. Create visual representations of the immediate neighborhood and community. c. Use basic maps and globes to identify local places and locations, and basic physical features.

The Common Core Standards relevant to this lesson are:

Mathematical Practices, Grades 1 and 2

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. [Model with mathematics.]
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning.

3. Assessment

Pre-assessment: During the prior lesson, students completed a Worksheet regarding “Mr. Brown’s Classroom”. By reviewing that worksheet, I will be able to determine who have skills to represent a route on a map they draw.

Performance: Each student will complete a map of the route to a penny they have hidden

Personal communication: I will observe how challenging it may be for each student to complete the map with a route as clearly as necessary and also to find the route using another map to another hidden penny. I will ask each to “think aloud” how the student discovered the hidden penny and what challenges they experienced when doing so. I will observe whether:

- Students were able to find the pennies
- Students drew maps that allowed classmates to find the pennies

4. Modifications Based on Student Profiles & Plans

5. Materials, Equipment

- *My Father’s Dragon* by Ruth Stiles Gannett
- enlarged map of Wild Island
- *Pirates of the Caribbean* tee shirt (to be worn by teacher)
- *Treasure Map* by Stuart J. Murphy
- copy of treasure map from *Treasure Map* (at least 20)
- enlarged treasure map from *Treasure Map*
- pennies (at least 20)
- plain sheets of legal-sized paper (20)
- pencils (at least 20)
- “Pete’s Treasure Map” and Worksheet (at least 20 of each)
- description of how Pete found the treasure (1)
- Document camera
- Projector

6. Instructional Strategies

Read-aloud, whole group discussion, working in small groups, self-evaluation, use of document camera to engage visual learners, questioning.

7. Lesson Procedure

NOTE: Continue reading aloud during reading periods each day *My Father's Dragon* and refer to the map of Wild Island at appropriate times for students to identify sites.

10 minutes:

Activator: Donning a *Pirates of the Caribbean* tee shirt, setting up a poster of the “treasure map” on the wall, and using a document camera, read aloud *Treasure Map* by Stuart J. Murphy. Distribute copies of the treasure map and ask students to follow the path as the story is read aloud

Questions before starting to read aloud:

- What is a “treasure map”?
- Can you find the river, the oak tree, and the other objects represented by the symbols?
- By looking at the cover of this book, what do you think is going to happen?

40 minutes:

Distribute one penny to each student.

Hide your penny anywhere in the classroom or in the hallway between the aquarium and the teachers' lunchroom. You have two minutes to hide your penny and then ten minutes to draw a map to show the hiding place of that penny. Your map can include any kind of information you want - pictures, words, arrows, number of steps. Be sure to draw a circle with the date of the penny at the hiding spot on your map. That way the finders will know if they've found the right penny.

Collect all the maps and then randomly distribute them to all students, making sure you don't hand a map back to the student who drew it.

When all the pennies have been found, gather students in a circle.

Questions:

- What helped?
- What made it hard?

Ask students to help you create some guidelines for how to draw helpful maps. List them on a sheet of paper using the document camera. Those might include:

- labels help
- showing a picture is good
- big things on the map should be big and little things should be little

Do a “thumbs-up/thumbs-to-the-side” self-assessment with the students.

- Did you draw a helpful map?
- Did you find a penny?
- Do you understand the guidelines?

At the conclusion of the discussion, make copies of the guidelines students created.

5 minutes:

Distribute “Pete’s Treasure Map”. Ask students to mark the route Pete travels as the story about how Pete finds the treasure is read aloud. Then distribute the Treasure Map Worksheet and ask students to complete it.

Do a “thumbs-up/thumbs-to-the-side” self-assessment with the students.

- Were you able to follow along with the story and create a path to the treasure?
- Were you able to complete the Worksheet?

8. Instructions for Ed Techs, Aides, parents, other adults