

# Lesson Plan

Grade/Subject: 3/4 Social Studies

Lesson Duration: 50min

<b>OUTCOMES FROM BC CURRICULUM</b>	
<p><b>Grade 3 Curricular Competencies:</b> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>	<p><b>Grade 4 Curricular Competencies:</b> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>
<b>LEARNING OBJECTIVES</b>	
<p><i>Students will:</i> Interpret directions given to find clues on scavenger hunt Illustrate locations of clues on map of the school Describe locations using two cardinal directions</p>	
<b>ASSESSMENTS</b>	
<p><b>Observations:</b> Moving around for directions game Whiteboards</p>	<p><b>Key Questions:</b></p>
<p><b>Written:</b> Maps and scavenger hunt item list</p>	
<b>MATERIALS AND EQUIPMENT</b>	
<ul style="list-style-type: none"> <li>- North, south, east, west signs</li> <li>- Whiteboards for students + markers</li> <li>- Maps of school</li> <li>- Scavenger hunt item sheets</li> <li>- clipboards</li> </ul>	
<b>PROCEDURE</b>	
<p><b>Introduction (7 min.):</b> So, you remember last week how we learned about the north, south, east, and west directions. Then when we went through the trails yesterday, we were sure to get our bearings. Directions are important for making maps because they make sure everything is facing the right way.</p> <p>We're going to start by doing an activity I know you all know well. I've put up directional signs around the room. So, can you move to a place that is south of me but east of this table?</p> <p>--move to other side of classroom-- North of me and west of this table?</p> <p>--move-- East of me and south of this table?</p> <p>Return to desks</p>	
<p><b>Body (38 min.):</b> Okay, you seem to get it. So, let's try this. When I say go the hander-out-ers will give you a mini whiteboard and a marker. I will then give you a location and you have to describe it using an east or west direction and a north/south direction.</p> <p>So if I were to say describe this table you could write its south of the board and east of the projector. Remember where the directions are do not change.</p> <p>--do a few examples, watch for those noted in notebook--</p> <p>Collect whiteboards.</p> <p>--questions about directions--</p>	
<p><b>Instructions for Scavenger Hunt:</b></p>	

We're going to go on another scavenger hunt outside. You're going to get a sheet like this and you need to find as many of the things on the list as you can and draw a picture of it. But the items are things like "something west of the school and south of the intermediate play area. Do you think you can do that?"

You're also going to mark on the map where you saw it. Can someone remind me how we do that?

Answer: Put the number of the item where it is on the map. So, if I saw a tree, which is number 4 here (point to spot on map), what am I going to do?

---put a number 4 there.

You're going to be working in pairs that I choose, so one of you is in charge of the item sheet and the other the map.

Can someone tell me what you do with the item sheet?

Can someone tell me what you do with the map?

I'm going to be picking your partners for this scavenger hunt. Some of you are might be partnered with someone you're no super close with, but that's okay. Are we going to whine and be upset if that happens and refuse to work with them? (no) We can all work together, right?

---Pull partners from the popsicle sticks---

When I say "Go" you're going to get on your jackets, and change into your outside shoes, find a pencil and eraser, then line up with your partner at the door. I'll know you're ready to get your item sheet and map when you're all quiet.

What are you going to do when I say "Go?"

How will I know you're ready to get your sheets?

**Students in line:**

Do you all have a pencil? Hold them up

You're going to be able to explore on your own WITH YOUR PARTNER on the intermediate play area and the back hill behind the school, not the big field. When I blow my whistle please come back to the classroom door.

With your partner decide who's going to be in charge of the item list and who is going to be in charge of the map.

Make sure you put both your name and your partner's on your sheet.

Who's in charge of the item list, hands up?

--hand out list---

Who's in charge of the map?

---hand out maps---

Remind me, what do you mark the maps with?

Where are you allowed to go?

What do you do when I blow my whistle?

Your ticket to go outside is that I have to see that your name and your partner's name are on the item list and the map.

--check maps and item lists as they exit---

Circulate around and help as needed

**Closure (5 min.):**

Blow whistle students return.

What was something you found for [choose item from list]

What was the hardest thing to find?

Your ticket to go inside is your paper on your clipboard.

When you go inside put your clipboard in the box by the door, put your pencil away, hang up your jacket, and wash your hands for snack, okay?

What are you going to do when you go inside? (4 things)