



SOCIAL STUDIES LESSON PLANNER

Title: Treasure Hunt

Grade: K

Created By:

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BACKGROUND:

Does this lesson fit into an ongoing focus (if so, describe) or does it stand alone?

This lesson fits into a unit on "my community" in which students investigate and explore their school community, neighborhood community and possibly their town community. Prior to completing this lesson students will have had prior experience with picture maps of the classroom and school. Students will have had opportunity to learn necessary vocabulary and practice using vocabulary in the context of giving directions using a picture map.

STEP 1: What essential questions do we want to answer?

In the end what do we want our kids to know and be able to do?

- Identify significant places in their community
- Give directions from one place in our community to another

Where are we in our school/community and how do we get from one location to another location?

STEP 2: What outcomes are we addressing in this lesson?

This lesson addresses the following general and specific outcomes.

General Outcome (s)

I Belong: demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

Specific Outcomes

Skills/Processes

K.S.3 Geographic Thinking

- Recognize familiar places or points of reference
- Ask geographic questions, such as asking for directions

Knowledge/Understanding

Values/Attitudes

STEP 3: How will we answer the questions?

What will the learning activities be?

- Reading a picture map
- Giving oral directions
- Recognizing places in our school/community based on clues that tell that places function

Lesson Plan:

- Let the class know that today they are going on a treasure hunt. They are going to have to follow clues to find the treasure. Go over behavior and safety expectations.
- Group your class into partners. Explain that each partner group will get a chance to find a clue and lead the class to the next location.
- Show first partners the first clue. The clue will be a picture of a place in the community.
 - Ask these children to give the class a clue about where they are going. Have them start their clue with the phrase: This place is where we.... The rest of the class can guess.
 - Next, they will show on the map how they are going to lead the class to the location.
 - They will lead the class to that location and pick up the next clue.
- Continue giving each partner group a chance to give the clue and lead the class.
- When all sites have been visited return to the classroom. Distribute a puzzle piece from each envelope to each group and have them work together to put their puzzle together.
- The puzzle picture will reveal the location of the treasure.

* Make arrangements with school/community places you visit ahead of time so that they know to expect you.

** Each clue will be an envelope. The outside of the envelope will have a picture clue for the location. The inside of the envelope will contain puzzles pieces that are collected at each site then put together at the end of the hunt.

*** Blackline masters for this lesson include sample unit plans that incorporate this lesson, sample maps used and sample clues.

Treasure Hunt Ideas:

- This lesson can be used for a treasure hunt through the school or neighborhood/community.
- Use a large map of the school/community to help students give and show directions. The map should be colorful, kid friendly picture map.
- When all clues have been collected; the puzzle pieces are put together (like a puzzle; using number sequence; alphabetical order; spell a word...) and the final location of the treasure

STEP 4: How will we know we have learned?

Assessment strategies?

Observation: Select and observe specific children.

Use a checklist to keep track:

- Can they give directions that are clear?
- Can they show on a picture map how to move from one location to another?
- Can they identify significant community locations and what we do there?
- Can they put together a puzzle?

Portfolio Item:

A copy of the map that says: Today we went on a treasure hunt. Your child was able to give directions to...

STEP 5: What modifications might we need to make to this lesson to meet the needs of all learners?

- You may need to vary the number of clues based on abilities of your students
- If you have a large class, divide your class into smaller groups and do it separately with each or use parent volunteers to lead groups around in a staggered start.
- Vary the type of clue that you use with your students: picture clue; what is it clue (ie. this is where we can sign out a book); two sentence rhyming clue (eg. Try not to fall as you catch your ball); picture and word clue.
- Vary the complexity or simplicity of the map for certain students
- Vary whether the teacher or the student gives the clues about where they are going.
- Assistance with vocabulary for those students who are having difficulty
- Observe which children have difficulty with puzzles and modify as necessary – perhaps work with those students one on one to put it together.

STEP 6: What resources will we use?

Colleagues, reference books, audio-visual materials, related literature, music, art, internet, and guest speakers.

For this specific lesson you will need:

- treasure hunt clues – photos of community buildings; puzzle pieces
- large map to take on treasure hunt
- checklist to use when observing children reading map and giving directions.
- parent volunteers (if putting your large class into smaller groups)
- your treasure!

STEP 7: Reflection:

- What worked well?*

- What will I do next time?*

- What do I need to keep working on with the students?*