

# Learning Experience

LE Title: Library Treasure Hunt

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Grade Level: Grade 2

School : E.R. Andrews Elementary School

Topic/Subject Area(s): Social Studies

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## LEARNING CONTEXT

### **Purpose or Focus of Experience**

Students will follow directions to specific areas in the Library and their community. They will identify the various places by name and use.

## CONNECTION TO STANDARDS

### New York State Learning Standards addressed in assessment:

**ELA Standard 1** Students will read, write, listen and speak for information and understanding.

**ELA1.E.LR1A:** Students gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps and diagrams.

**ELA Standard 4** Students will read, write, listen and speak for social interaction.

**ELA4.E.LS1A:** Students listen attentively and recognize when it's appropriate for them to speak.

**SS Standard 3** Students will: use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface

**SS3.E.LS1C:** • locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians

### AASL Learning Standards/Library & Information Skills

**AASL 1:** The student who is information literate accesses information efficiently and effectively.

**AASL 5:** The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

### **Learner Outcomes addressed in assessment:**

1. Exhibit Proper library media center behavior.
3. Be familiar with the layout and organization of the library.
5. Display effective listening and viewing skills
13. Differentiate between fiction and nonfiction books

### **ESSENTIAL QUESTION(S)**

Why are maps and reading directions important?

What is in the Elementary Library and where is it in the Library?

### **CONTENT KNOWLEDGE: DECLARATIVE, PROCEDURAL**

#### **Declarative**

1. Students will know the layout and organization of the library
2. Students will know the four directions
3. Students will know the difference between Fiction and Non-fiction
4. Students will know how to locate landmarks in the community

#### **Procedural**

1. Students will identify and/or read signage
2. Students will follow directions to specific locations
3. Students will differentiate between fact and fantasy
4. Students will use a map to locate a specific place in the community

### **PROCEDURE**

The library walls need to be labeled North, South, East and West

#### **Lesson 1**

The students will sit at the story steps in alphabetical order by the first letter of their first name. The LMS will read the story *Squirrel's Treasure Hunt* and lead a discussion about the book. This will focus on following directions, fact vs. fiction. The class will be divided in half, one going with the classroom teacher and one with the LMS. Each student will have his or her own paper. With adult help, they will follow the directions and identify the various areas of the library. At the last destination, students will find a bookmark treasure treat. They will take their paper home and fill in their address and directions from their house to the school.

#### **Lesson 2**

The students will sit at the story steps in alphabetical order by the first letter of their first name. The LMS will read the story, *Mouse's Birthday Party*. Students will discuss the story and why maps are important. Students will be given a map of Morrisville. (If the classroom teacher would like, she could take the students on a walk around town to label the map.) Use the overhead to project the map and have students label the various buildings by going on a "walk" up the street to the various buildings. Do one scavenger hunt with the whole class to model the exercise. Students will then go on their own scavenger hunt. When finished they will hand it in for the treasure treat. They can then

take their map home and do a second hunt if they would like. They can hand in their completed paper for a treasure.

### **Lesson 3**

Students, who bring back their worksheet with their address or the directions from their house to school, will come in small groups to use Map Quest on the Internet. They will work in pairs at the computer taking turns using the keyboard and mouse. The person at the keyboard will type in their address first and print out their map.

**Standard taught but not assessed:**

### **INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS**

Students will be given extra help or time to do the Scavenger hunt.

Students will work in pairs, but each must do their own work. Teacher will assign the pairs. IEP students will be paired with a helper or an aide.

Groups can be rescheduled for Internet use if there are technical or server problems.

If the student's house can not be located, the map is found for the closet area.

### **TIME REQUIRED**

1 session to meet with classroom teacher to determine skills to teach, resources to use and worksheets developed.

Several sessions to develop or modify the worksheets.

2 - 30 minutes periods for story and activity.

15 minute periods for small group Internet use

### **RESOURCES**

*Mouse's Birthday Party* by Annie Cobb, illus. By Kathy Wilburn. Silver Press. 1991

*Squirrel's Treasure Hunt* by Annie Cobb, illus. By Kathy Wilburn. Silver Press. 1991

*Neighborhood Map Machine* CD ROM, Tom Snyder Productions, 1991. Madison Oneida BOCES CIS #037131

[www.Mapquest.com](http://www.Mapquest.com)

Worksheets

### **ASSESSMENT PLAN**

Librarian and teacher observation/ informal

- Students will behave cooperatively and quietly arrange themselves in order
- Students will interact within the group and respond appropriately to the material that has been presented and/or the questions that have been asked
- Students will identify the difference between fiction (easy) and nonfiction

Successful completion of worksheets

## **STUDENT WORK**

### **REFLECTION**

This lesson is fun to do. The two books come from a series called, Going Places, which introduces students to map skills. This is a great collaborative lesson with second grade to introduce or reinforce map skills. It is a great scaffolding experience (community helpers) as we label the places of business and interest in Morrisville. The worksheets can be adapted for any library or village. We had tried using Neighborhood Map Machine to plot the route from school to the student's house, but equipment problems made this difficult. We switched to MapQuest to give the students a map showing where they live. The use of the Internet is by small groups, so if there are technical problems, it is easier to troubleshoot or reschedule.