

**LESSON PLAN** by \_\_Jenny Stiffler and Kelly Harp\_\_\_\_\_

**Lesson:** \_\_\_\_\_Hide-and-Seek (Cardinal Directions)\_\_\_\_\_ **Length** \_About 15 min\_

**Age or Grade Intended** \_\_\_2<sup>nd</sup>\_\_\_\_\_

**Academic Standard(s):** 2.3.1 Use a compass rose to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school, and community.

**Performance Objectives:** Given verbal/written directions, the students will follow them to find a location on the grid.

**Assessment:** Students will turn in their grid for teacher to assess by checking ending locations.

**Advanced Preparation by Teacher:** Teacher will need to make copies for all the students of the grid. The students will also need a copy of the directions with previously placed pigs.

**Procedure:**

**Introduction/Motivation:** The teacher will start by asking children how they are able to tell directions? What kind of instrument can you use to find your way? The teacher will then tell the students that there is an easy way to find your way around your community, world, and even on a map.

**Step-by-Step Plan:**

1. The teacher will begin by introducing a compass and a compass rose on a map. The teacher will identify what the symbols stand for. (Gardener's Visual)
2. Once the student show an understanding of the directions, the teacher will have the students point in a certain directions that he or she states, for example northeast.(Bloom's Knowledge)
3. The teacher will then pass out the worksheet and allow students five minutes to color their page. The students will also need to cut out their pigs.
4. The teacher will pass out the directions to each student. The teacher will begin by telling each child that the little pigs are lost and the students have to help them find their way. The teacher will read the directions to the students as the students move their pigs accordingly around the chart.(Gardener's Bodily-Kinesthetic; Gardener's Visual-Spatial: Gardener's Logical-Mathematical) Once the students have found location one, they should glue down their pig. Continue for the next two pigs.

**Closure:** Have the students share which direction was the hardest to remember and why. (Gardener's Interpersonal: Bloom's Analysis) Also have the students explain to their classroom partner/elbow buddy why it is important to be able to follow directions on a map(Bloom's Evaluation). Have the students write one sentence about how they could use directions in their life on the back of the grid and turn it in to be assessed.(Bloom's Application)

**Adaptations/Enrichment:** For the advanced students, the teacher may provide a more specific direction in which students will need to take with a smaller squared grid. The students who struggle may be given a smaller grid with less objects to maneuver around.

**Self-Reflection:** After the lesson has been taught, evaluate the effectiveness of your teaching and planning. Was it successful? What would you do differently next time to improve the lesson? Include any comments that you received by an observing adult or the students you taught. Did the students struggle with my written directions?

# Little Pig Hiding Sheet


