



Children's  
Discovery  
Museum  
of San Jose

# Visit Guide: First Grade



## California Content Standards

### History-Social Science:

1.2.2, 1.2.3, 1.1.1

### English-language Arts:

Writing 1.3, 2.2;

Written and Oral Language Conventions 1.1;

Listening and Speaking 1.1, 1.3, 1.4

### Mathematics:

Statistics, Data Analysis and Probability 1.2





# Before You Visit



## What you'll need:

- ❑ Transparency of Student Sheet 1 – outside shot of Children's Discovery Museum Transparency of Student Sheet 2 – floor layout of Children's Discovery Museum
- ❑ Copies of Student Sheet 2 – 1 for each pair of students
- ❑ Overhead projector

## Reading a Map

### Objective:

Children will use a map of the Museum to plan their ideal visit.

### What to Do:

1. Show children the outside shot of the Children's Discovery Museum (Student Sheet 1). Ask children if they have been to the Museum.
2. Show children the floor layout of the Museum (Student Sheet 2) and lead children in a discussion about the various exhibits they have visited.
3. Explain that: "The Museum is large and has a number of exhibits. Since we only have two hours to explore, we want to make the most of our visit. I am going to put you in pairs and give each pair a map and some pictures of the exhibits in the Museum. Each pair of students should create a plan for our visit to the Museum. Before starting, you and your partner should discuss the map of the Museum to find out which exhibits are next to each other. You should also discuss which exhibits match things we are studying in class and which exhibits sound the most interesting. Keep in mind that the *Wonder Cabinet* is only for little children, and we won't be going there. You may want to draw a line on the map tracing our path through the museum. Then, draw pictures of the Museum exhibits in the order you think we should visit them. Remember to number your pictures so that we know which to visit first, second, third, etc."
4. When children have finished their plans, gather them back together to present their plans to the class.

### Assessment:

Staple each pair's plan to a copy of the floor map to document how well they were able to use the map in creating their plans.

### Extensions:

- Have the pairs write narratives of their plans for visiting the Museum.
- Create a graph or chart showing which exhibits students want to visit first.
- Have the children vote on 2 -4 plans that they actually want to use and divide your groups (and assign chaperones) accordingly for the actual visit.





# During Your Visit



## Recording Observations

### What to Do:

While children are touring the Museum have them “collect” souvenirs from their visit by drawing pictures, writing descriptions, or taking pictures of some of the most memorable exhibits. If you are planning to do the post-visit activity, you may want to require that each child “collect” a specified number of pictures (3 -5) before the field trip is over.

### What you'll need:

- ☐ Necklace journals – one per student (See Necklace Journal Instructions.)
- ☐ Pencil and/or crayons – at least one per student
- ☐ (optional) Camera(s)



# After Your Visit



## What you'll need:

- ☐ 4-6 large sheets of poster board
- ☐ Pictures children collected at the Museum
- ☐ Glue
- ☐ Crayons, markers, or pencils
- ☐ Transparency of Student Sheet 2 – floor layout of Children's Discovery Museum

## Making a Map

### Objective:

Children will create a map of their visit using the pictures they collected from the field trip.

### What to Do:

1. Tell the children that they will be creating maps of the Museum so that parents and other classroom visitors can see what they experienced. Divide the children into small groups. 4 children per group is usually a good number, but use your own judgment. Have each group choose to detail either the upper or the lower floor of the Museum (not both).
2. Before they start, each group should be sure to draw a legend on the map.
3. Using the floor layout as a guide, each group glues their photos (all or some – the group can choose) onto the poster board and draws in the missing details.

### Assessment:

Staple a floor map of the Museum to each group's map to determine how well they were able to draw objects to approximate their actual placement.

### Extensions:

- Have each child direct another child to move a small doll or playing piece around a museum map using cardinal directions. For example, "Move one step east, then two steps north to get from *Waterways* to *Bubbalogna*."
- Have children write directions telling someone how to get from one area of the Museum to another.
- Have children add written descriptions of the exhibits next to their pictures on the map.

