



Children's
Discovery
Museum
of San Jose

Visit Guide: Second Grade



California Content Standards

History-Social Science:
2.2.1

English-language Arts:
Reading 2.7, 2.8; Writing 1.2, 1.3, 2.1; Listening and Speaking
1.4, 1.7

Mathematics:
Statistics, Data Analysis, and Probability 1.1, 1.2, 1.3, 1.4



Reading Map Coordinates

Objective:

Children will use a map of the Museum and letter-number coordinates to plan a mystery visit.

What to Do:

Show children the outside shot of the Children's Discovery Museum (Student Sheet 1). Ask children if they have been to the Museum.

Show children the floor layout of the Museum (Student Sheet 5) and lead children in a discussion about the various exhibits they have visited.

Write the following "Mystery Visit" sample coordinates on the board:

G,7.

(first floor) B,2

(second floor) D,3

Tell the children "These are the places I want to visit in the Museum. I have written the coordinates. Let's discover where I want to go." Lead the children to read the coordinates and name the matching exhibits.

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 of 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 a path through the museum. Then, write your own mystery visit guide by listing the coordinates matching the exhibits you want to visit. Don't forget to label them in sequence so that we know what to visit first, second, third, etc." Pair the children, give each some paper and pencils, and allow plenty of time for them to work.

When children have finished their plans, gather them back together to read and decipher the coordinates as a class. Alternatively, you could have each group trade coordinates with another group to discover each others' "mysteries."

What you'll need:

- Transparency of Student Sheet 1 – outside shot of Children's Discovery Museum
- Transparency of Student Sheet 5 – letter number grid overlay of floor layout
- Copies of Student Sheet 5 – 1 for each pair of students
- Overhead Projector



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Before You Visit

Assessment:

Save the coordinates that the children wrote. Record whether or not they match actual locations on the map. As children are working, record whether or not they are able to determine exhibit names when given the coordinates.

Extensions:

- Have the pairs write a narrative 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 two to four plans that they actually want to use and divide your groups (and assign chaperones) accordingly for the actual visit.





Gathering 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)



Creating a Map of the Museum

Objective:

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

What to Do:

Tell the children that they will be gluing the pictures they collected onto a large representation of the Museum. Divide the children into small groups.

What you'll need:

- 4-6 large sheets of poster board, pre-scored with a letter-number grid
- Pictures children collected at the Museum
- Glue
- Crayons, markers, or pencils
- Copies of Student Sheet 5 – letter-number grid of CDM floor layout – one for each group of students

Give each group a poster board grid, glue, and writing implements. Tell the children to use the map of the Museum and the letter-number coordinates to glue their pictures onto the appropriate part of the poster board.

If groups have extra time, they can draw any missing pictures into the correct squares on the grid.

Assessment:

As the children are working, observe carefully and record whether or not each child able to figure out where to put his or her pictures.

Extensions:

- Have children add written descriptions of the exhibits next to their pictures on the grid.
- Have children write a narrative account describing (in sequence) their visit to the Museum.