# 🔢 Lesson 2: Math Mapping with Stones or Sticks

Subject: Mathematics (Number Sense & Spatial Thinking)

Grade Level: K–2 (easily adjustable)

Lesson Time: 45 minutes

Materials Needed:

* - Small stones, sticks, or leaves (at least 20 per group)
* - Outdoor or open space (optional)
* - Drawing surface (dirt, chalk area, or paper if available)

## 1. Learning Objectives

* Students will practice counting, grouping, and comparing numbers using physical objects.
* Students will develop early spatial awareness through mapping and arranging found items.

## 2. Group Activity / Warm-Up

Activity: “Find and Count”

Each student or pair collects 10–20 small objects (stones, sticks, leaves). Count out loud together as they gather. Group the items in different ways: by size, shape, or type. Ask: “How many groups did you make? Which has more?”

## 3. Circle Time Discussion: Tapping Into Prior Knowledge

Ask: “Where have you seen people organize or sort things?” (e.g., shops, homes, gardens) “How do we use counting in real life?” Introduce the idea that math helps us understand what we have, where it is, and how it’s organized.

## 4. Main Activity: Create a Math Map

Instructions:

In small groups, students use their objects to build a “map”: It could be a pretend village, a farm, a park, or a made-up town. Each part of the map should include a group of counted items.

Ask:

* Can you group 5 stones here and 10 there?
* How many groups do you have altogether?

Optional: Sketch the map afterward with drawings or labels.

## 5. Self-Assessment / Practice Through Stations

* 🔢 Counting Station: Group items into sets of 2, 5, or 10
* 📏 Measuring Station: Line up sticks by length or create a simple number line
* 🗺️ Mapping Station: Create a new layout with a story (e.g., a path to school, a farmyard)

Reflection prompt: “How did your group decide how to organize things?” “What was hardest to count?”

## 6. Peer Engagement & Reflection

Groups present their math maps to another group. Each group explains: What they built and how they used math. Peers ask one question or give a “math compliment.”

## 7. Action Break: “Math Patterns in Motion”

Create a movement pattern: “Clap, stomp, jump” (repeat) or “Jump twice, spin once.” Have students create their own movement patterns for the class to guess.

## 🧠 What Makes This Finnish-Inspired

* Encourages active, outdoor learning.
* Focuses on exploration and group problem-solving.
* Builds mathematical thinking through hands-on play.
* Promotes student-led decision making and collaboration.

## 📘 Connected CBC Competencies

* Numeracy and Spatial Reasoning
* Collaboration and Teamwork
* Critical Thinking
* Creativity and Innovation

## 💡 Real-Life Skills Developed

* Problem-solving through organizing and categorizing
* Team communication while planning and building together

## 💬 SEL Connection

* Builds patience and cooperation
* Supports shared decision-making and flexible thinking