

GRADE 3 LEARNING PACK

The Map with Two Dates

Use evidence from two versions of a text/map to infer change over time.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Use evidence from two versions of a text/map to infer change over time.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Read the story

PART 1

Niamh borrowed two maps of the same riverside park from the school project box. One was dated 2018 and the other 2026.

PART 2

The older map showed a narrow footpath beside the river. The newer map showed a wider path, a new footbridge and a small wetland area marked for protection.

PART 3

At first Niamh said the old map was wrong. Her partner pointed to the date and said it might have been accurate when it was made.

PART 4

They compared the maps feature by feature and made a table: unchanged, added, removed or moved.

PART 5

Their project conclusion was not “new maps are always better”. It was “maps are evidence from a time, so dates and purpose matter when we use them.”

Read story section 1: Niamh borrowed two maps of the same riverside park from the school project box. One was dated 2018 and the other 2026.

Read story section 2: The older map showed a narrow footpath beside the river. The newer map showed a wider path, a new footbridge and a small wetland area marked for protection.

Read story section 3: At first Niamh said the old map was wrong. Her partner pointed to the date and said it might have been accurate when it was made.

Read story section 4: They compared the maps feature by feature and made a table: unchanged, added, removed or moved.

Try it beyond the page

Real-world / hands-on connection

Retell the text in five key events, then identify one sentence that carries the central idea.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a six-frame storyboard or evidence map that shows the turning point and the final learning idea.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. Why did the two maps differ?

2. What did the dates help Niamh understand?

3. What is the main idea of the story?

Quick review

1. In one sentence, explain the big idea of “The Map with Two Dates”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Use details directly stated or strongly supported by the story.

2. Suggested response

Equivalent evidence-based wording is acceptable.

3. Suggested response

Open responses should distinguish evidence from unsupported guess.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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