Lesson Plan by Ashley Vice

Lesson: Find the Way  
Length: 90 minutes

Grade: Fourth

Academic Standards:

Social Studies
4.3.4 Locate Indiana on a map of the United States; indicate the state capital, major cities, and rivers in Indiana; and be able to place these on a blank map of the state.

Reading
4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
4.7.4 Give precise directions and instructions.

Performance Objectives:
- When given a map of Indiana, the student will draw the route to his/her destination with 100% accuracy.
- During the question period, the students will ask two pertinent questions 2 out of 2 times.
- When given a route to a destination in Indiana, the students will list directions to his destination with 75% accuracy.
- When given a route to a destination in Indiana, the students will tell the directions to his/her destination with 100% accuracy.

Advanced Preparation:
- Maps of Indiana
- Cards with destinations
- Highlighters
- Black outline worksheet

Procedure:

Introduction/Motivation:

After talking about different places to visit, including cities and landmarks, students will be asked questions about places they’ve visited. What cities have you visited in Indiana? (Knowledge) What kinds of transportation did you use to get there? (Knowledge) Tell the students that they are going on a trip today, but they don’t get to choose where they are going. The teacher is going to
draw out of a cup where they get to go. Ask the students how they feel about not being able to choose their destination (Application). After these questions, the teacher should be giving directions for the next activity.

**Step-by-Step Plan:**

The teacher should remind the students that they have been talking about Indiana and the different places that they can go to visit in Indiana. The teacher needs to also remind the students that they have been talking about transportation and how to give directions to different places.

The teacher then will explain that each student will get a map of Indiana and a card with a destination on it. The student then needs to map out a way to get to their destination using main highways and/or rivers. *(Visual/Spatial)* Then the students will draw the ways they will get there. After they have done this, the students will write down on their outline how they will explain to the class the roads and rivers they took to get there. *(Visual/Spatial)* Ask students how they are going to write their outline so the other students will be able to guess their destination *(Analysis)*. Each student will have a chance to get up in front of the class and read their outline to the class. *(Verbal and Kinesthetic)* The goal is for the students to guess what destination the student has traveled to on their trip. Each student will get a chance to ask questions. Each student must ask two questions during the whole activity, but each reader can only answer three questions after they have read their outline *(Interpersonal)*.
Closure:

After the students have had a chance to read their outline and ask question to guess destinations, the teacher will begin to ask students questions. The following question should be asked:

- How could you change your outline to make it easier for the other students to guess your destination? *(Synthesis)*
- Is there another way to get to your destination or a better way? *(Evaluation)*
- How did you come up with the questions to ask? *(Application)*

Adaptations/Enrichment:

For an MiMh student, the student will trace the already drawn route to his destination. The student will also verbally tell another student how to get there and the other student will write it down for him. The student will then tell the class how to get there by being prompted because he is in front of the class. The student will then have to ask one pertinent question.

Self-Reflection:

After the lesson, one question I will ask is, “Did I have the time to make sure each student asked two questions while making sure three questions were asked to the student reading?” Another question is, “Did the students learn how giving directions needs to be explained clearly?” Another question is “Did the students understand directions and did the lesson flow?”