

Manchester College

Education Department

Lesson Plan: by Stephanie Alva

Lesson: Geography: Summertime Traveling

Length: 10 minutes

Age or Grade Intended: Kindergarten

Academic Standard(s):

K.3.1 Use words related to location, direction, and distance, including *here/there, over/under, left/right, and up/down*.

Performance Objectives:

*Students will respond to my questions by raising their hands and telling the class one event they did over the summer with 100% accuracy.

Advanced Preparation by Teacher:

- ❖ I will write a few bullets on the blackboard describing what I am going to talk about.
- ❖ I will have the map of the United States ready to show the state of Maine and how I traveled through other states to get there.
- ❖ I will already know what I am going to talk about to my students. I want the students to start thinking about their summer travels or activities that they did.

Procedure:

Introduction/Motivation

I will introduce the lesson by saying, “Where is the state of Maine?” (**Bloom’s Taxonomy: Knowledge**) If a student knows then they can come up and point to the state on the map. Then I will ask, “Did anyone take a trip somewhere or travel somewhere out of Indiana?” Some of the students will raise their hands or shake their heads yes in response to the question and some will not. I will then start out by saying, “Well I asked the previous question because I just got back from spending the last two months in the state of Maine.” I will then show them the bullets I wrote on the board that I would like to briefly talk about. Then I will start my brief explanation of my trip to Maine and some places I went to.

Step-by-Step Plan:

1. To begin the lesson I will ask the students about their summer and get them thinking about their summer and some of their summer activities that they did. I want the students to see that I did some traveling just like they may have done this past summer too.
2. After showing them the bullet points that I will discuss I will go into my brief explanation of my trip to Maine. Bullet points: trip out to Maine, places in Maine, and working in Maine. I will explain and describe each one of these bullet points by using the map of the United States to help the student visualize my trip and

where I was located all summer. (**Gardner's: Visual-Spatial- reading the map helps the students see an image and process where it is I am talking about**)

3. I want to make sure when I am using the map of the United States to use words like *here, there, up, and down*. I need to use these words to help describe my trip and to meet one of the standards for Kindergarten.

4. Next, I want to have a short sharing time of where the students may have traveled on vacation to. I will also make sure that the students who may not have traveled can answer with something they had fun doing and have some great memories about that event. I will leave this time open for the students to either share or not share because they are in Kindergarten and it is their first day of school. So it will be up to the students whether or not they would like to share where they traveled or what one event was they did over the summer.

Closure:

I will close the lesson by asking my students a few questions about my trip to Maine. I

will ask, "Where did I travel to this summer?" (**Bloom's Taxonomy: Knowledge**)

"What was one of the places I traveled to in Maine?" (**Bloom's Taxonomy: Knowledge**)

"What were some of the states that I traveled through to get to Maine?" (**Bloom's**

Taxonomy: Knowledge)

Adaptation:

Since this lesson is for Kindergarten students, and I am doing the lesson on the first day of school I want the students to feel comfortable with sharing their thoughts and feelings only if they feel like sharing. I know that some of the students may not have attended a pre-school and going to school for the first time can be very overwhelming. So I am not making it required to have each student mention something they did over the summer, whether they traveled somewhere or did something fun.

Enrichment:

While some students in my class may know about the fifty states the rest of the students may not know as much information about all the states. To help those students visualize what I am talking about I want to make sure to use the map of the United States. I know seeing things while learning helps reinforce what is being described to them instead of the students trying to visualize it in their own minds.

Self-Reflection:

How do you know you've done a good job?

After I had taught both the morning and the afternoon Kindergarten classes I felt good about the lesson. The students were definitely different in the afternoon class than the morning class because they all wanted to share something and we did not have enough time. I was surprised at the response that I got when I asked them to share what they did or where they went over the summer. I was not expecting them to share so much because I thought they would be nervous since it was the first day of school. I knew I did a good job because of the response I got out of the majority of students. To have the response I had really showed me how much they were paying attention and wanted to be a part of the sharing and telling. It was an awesome first day

How do you know if you've met your criteria?

I knew I had met the criteria because I had asked the students if they knew where the state of Indiana was, but nobody did. I was able then to show them on the map of the United States where our state of Indiana is located. Then I showed them where the state of Maine is located. The look on each of the students' faces was priceless because they were amazed at how far away from home I had been all summer. After I got done with the lesson we closed with a few questions to see how much they were listening and how much they remembered from my talk about my trip. When I asked those questions the students all responded with the correct answer and they learned some new information about their location in the United States.