

# Manchester College

## Education Department

Lesson Plan: by Stephanie Alva

Lesson: Geography: Summertime Traveling

Length: 15 minutes

Age or Grade Intended: 3<sup>rd</sup> grade

### **Academic Standard(s):**

**3.3.1** Distinguish between physical and political features on maps and globes and label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges. Locate the United States, Indiana, and the local community.

**3.6.7** Capitalize correctly geographical names, holidays, historical periods, and special events (*We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.*)

### **Performance Objectives:**

\*Each student will write at least four sentences describing one event from their summer on the lined paper provided 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.
- The paper that the students are going to write on will be ready to pass out. Each student will get two sheets of paper.

### **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 showing my route to Maine on the United States map. By pointing to the different places I went through I can mention how I drove along Lake Erie for awhile and also how I traveled to the beach on the Atlantic Ocean while in Maine.

4. After I have told my students a little bit about my travel I will share with them what I wrote on my paper about my trip.

5. The students then will each write a four or five sentence explanation of one thing they did this summer, whether it be traveling or going somewhere fun in Indiana. Either experience does not matter, but the students need to describe one thing they did this summer.

6. Next, I want to have a short sharing time of where four or five of the students that I choose tell the class about what they wrote. 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.

**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 third grade students and they are just learning to write in cursive they will be able to refer to their sticker on each of their desks that has all the letters in the alphabet written in cursive. All of the students can see the letters and how they are written up closely while they write their sentences for me, which will help them see how to write the letters easier than if they had to look up at the wall every time. If they are still forgetting how to write some of the letters it helps the students right away, while some of the students may not need to use the sticker on their desk. The assignment does not have to be wrote in cursive, but if some students would like to write in cursive they may.

**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?*

I knew I did well on the lesson when the students' hands were popping up to ask questions about my trip to Maine. The display of hands in the air let me know that the students were paying attention and wanted to know more about my trip. Also I think that the students were able to picture in their heads how I traveled to Maine and what states I went through to get there because I used the United States map to show my route. Also I know I did a good job because of the response I got on their papers telling me about their summer activities and travels. It was really awesome to read those and respond back to their papers.

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

I knew I met my criteria when I started reading their responses they wrote on their papers. As I read their papers it made me feel warm inside because they were sharing with me a part of their summer adventures and letting me get to know a little bit more about them. It was neat being able to read their papers compared to the Kindergarten classes where I had to just listen and take in all they were telling me, but having the third graders responses on paper made me understand them on a more personal level. I am currently writing back on their papers and doing a response to their papers to create a little discussion between the students and me.