

**MANCHESTER COLLEGE**  
**Education Department**

**LESSON PLAN** by Candice Preston  
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<http://www.pecentral.org/lessonideas/PrintLesson.asp?ID=5692>

**Lesson:** Marvin K. Mooney Scooter Activity

**Length:** 20 – 30 Minutes

**Age or Grade Intended:** Second Grade

**Academic Standard(s):**

2.2.5 Restate facts and details in the text to clarify and organize ideas.

2.3.2 Create different endings to stories and identify the reason and the impact of the different ending.

**Performance Objectives:**

After listening to the story Marvin K Mooney Will You Please Go Now by Dr. Seuss the students will make a list with at least three of the ways Marvin traveled with 100% accuracy.

Given scooters the students will demonstrate a different way Marvin K. Mooney can travel with 100% accuracy.

**Advanced Preparation by Teacher:**

Pre-read the book Marvin K. Mooney Will You Please Go Now by Dr. Seuss.

Procure enough scooters (skateboards) so that each student has one.

Procure the gym during this class time.

**Procedure:**

**Introduction/Motivation:** Show the students the cover of the book. Talk about the illustration and discuss what we think the book may be about. We can also talk about Dr. Seuss and the other books he has written.

**Step-by-Step Plan:** Read the book Marvin K. Mooney Will You Please Go Now to the class. Tell them to pay special attention to the different ways that Marvin travels. After reading the book have students make a list of at least three ways Marvin traveled. After the students have made their lists, go over the different ways Marvin traveled again to emphasize those ways. Explain to the class that we are going to the gymnasium and using scooters to travel the ways Marvin did. \*Emphasize safety when using the scooters. No one should ever stand on a scooter and everyone should travel safely. In the gym: Each child should have their own scooter and spread out around the gym. Ask for an example of how Marvin traveled. Demonstrate the techniques for travel and allow the students to try the activity.

Skis: Lay flat on the stomach and use arms as ski poles to move the board around.

Zike Bike: Sit on the board and move the feet like one is pedaling a bike. The student can go forward or backward.

Skates: Put one knee on the board and use the opposite foot to push. Emphasis is to keep control of the board, not to go too fast.

**Jet:** The students will push the board around the gym. Emphasis is to keep control of the board while speeding like a jet.

**Lion's tale:** The students will work in pairs with one person sitting on the board and the other person pulling their partner by the hand (the lion's tale).

Each child should come up with a different way Marvin can travel. Time will be given to them to practice and demonstrate their idea. \*Safety should be emphasized again.

**Closure:** Each student should put their scooter away and line up to go back to the classroom. In the classroom the following questions for discussion should be asked: Bloom's

- Can you recall the different ways Marvin traveled? (Knowledge)
- How did you come up with a different way for Marvin to travel? (Application)
- Which way did you like the best? Why? (Evaluation)

Howard Gardner's Multiple Intelligences

- Bodily/Kinesthetic
- Intrapersonal
- Spatial

### **Adaptations/Enrichment:**

**Adaptation:** Students who do not want to use the scooters or for some reason can't use the scooters could imitate the movements using their arms and/or legs. Students may also use paper and crayons to draw their way for Marvin to travel.

**Enrichment:** After the activities students could write and illustrate their way for Marvin to travel and add it to the book.

**Assessment:** Observe the students to make sure they are demonstrating the different ways that Marvin moved. Also, make a list of the different ways they had him travel for discussion in the classroom. Check the beginning activity to make sure students each listed at least three ways Marvin moved. To ensure the students can restate the ways Marvin moved in the story the students can each make another list.

### **Self-Reflection:**

Once the gym activity was finished were the students able to restate the different ways Marvin traveled in the story?

Was creating a different way for Marvin to travel too difficult for this grade level?

Were the students engaged during the gym activity?

Did the gym activity increase the students' ability to restate the different ways Marvin traveled in the story?

Was I over my head when I took the students to the gym?

Did the students and I enjoy this activity?