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Mild Interventions: Strategies for Instruction
Professor Gust
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Oral Language Lesson Plan

Standards:

English/Language Arts

4.7.4 Give precise directions and instructions.

Social Studies

4.3.2 Estimate distances between two places on a map, using a scale of miles, and use cardinal* and intermediate* directions when referring to relative location.

Objectives:

1. When given a destination on a map, students will be able to draw a route from South Whitley Elementary to a given destination with 100% accuracy.
2. While working in pairs, students will be able to give appropriate directions to their partner to a destination on the map, 3 out of 4 times.
3. While working in pairs, students will be able to follow oral directions given to them by their partner to arrive at a specific destination 3 out of 4 times.
4. When given the materials needed (a map, ruler, and map scale), students will be able to give directions using distances from a map scale 2 out of 3 times attempted.

Advanced Preparation by Teachers:

Materials: Maps, Cards with Destinations written on them, highlighters, rulers

Things Prepared: Label maps with names and scales for distances, make destination cards, split class into pairs

Procedures:

Introduction: Today we are going to take a vacation somewhere in Indiana. However, we don't know where we are going, and we don't know how to get there. Instead we have a travel agent on the phone who is going to give us directions while we are driving in the car and lead us to our vacationing spot.

Step by Step Plan:

Step 1: Divide the class into pairs.

Step 2: Give each pair two identical maps of Indiana.

Step 3: Set up a book or a chair between the students so they can not see each others maps.

Step 4: Have the first child who will be the travel agent first, draw a destination out of the card stack.

Step 5: Have the "travel agent" locate the destination on his/her map and highlight it.

Step 6: Have the "travel agent" choose the most efficient route to get from South Whitley Elementary to the destination they chose.

Step 7: Have the "travel agent" give directions to their partner, "the vacationer," using directions (north, south, east, and west), and distances using a ruler and scales.

Step 8: Have the "vacationer" highlight on their map where they believe the "travel

agent” is directing them.

Step 9: Have the “vacationer” reveal where they have arrived and see if the map matches to the “travel agent’s”.

Step 10: Give the students two new maps.

Step 11: Have them switch roles and repeat the exercise.

Closure: You all have done a great job! Now that we have made it to our destinations lets see how well we can return back here to our classroom and return to our seats. Pass in your maps so I can see all the fun places we visited today.

Adaptations/Enrichment: Make the maps larger and with bold print. Make the maps less complicated and with less possible roads to take. If the students are having extreme difficulties have a premapped route given to them instead of having them find their own route.

Assessment: Walk around the classroom while the students are doing the activities and listen to them give directions to each other to make sure they are doing it right. Have the students turn in the maps and check their accuracy with their partners.