

By Land, Air, & Sea

Kindergarten: Social Studies

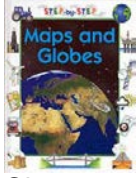
FLUENCY,
ORIGINALITY,
FLEXIBILITY &
ELABORATION



Gifted Behaviors to look for:

- Perceptive –*
- Strategic –*
- Communicative -*
- Creative*



Materials	 Classroom Maps; Globe
ESOL Accommodations	Connections can be made to ESOL asking not only “What country do we live in?” but also “What other countries have you lived in?” and “How did you travel to this country?”. Visual aids provided after this lesson page.
Marzano Strategy	Generating and Testing Hypotheses
Patterns of Thinking	DISTINCTIONS

Link	We have been learning about maps and what they can tell us about a place. Today we will be looking at various ways we can travel to different locations on the map.
	Assessment: Listen for students who have prior knowledge about maps and globes. Also, take note of students who have an interest in modes of transportation.
Engage and Educate	Read or show excerpts from <i>Maps and Globes</i> by Sabrina Crewe. You will also need access to your classroom maps of the world and country, as well as a globe. Ask: <ul style="list-style-type: none"> • “What country do we live in?” • “Who can try to find our country on a globe? Map?” • “What state do we live in?” • “Where is Florida on this map? Are we north or south of Florida? What would be the fastest way to travel there?” • “Who can locate the land areas on a map or globe?” • “How do we travel on land? How could we travel in the air? What do we use to travel in or across water? What else could you use to move in water?” • “How could you use a bicycle underwater? What could pull you or push you?” • “What ideas for traveling can you combine to make a new way to travel?”
	Assessment: “Perceptive” students will share knowledge of geography and how it relates to the best modes of transportation for that location. EX. a boat will be useful to someone traveling to Hawaii.
Active Learning	Say, “Use your imagination to think of a new way to travel from one place to another. Try to think of a way to travel that no one knows about yet. Draw your invention.” Say, “Write a sentence about your invention.” (<i>Optional</i>)
	Extension(s): (1) Students can find similarities and differences between different modes of transportation. (2) Use Think Blocks to find distinctions between types of transportation. Example, Label one block “train” and the other “plane” and allow students time to find distinctions between the two.
	Assessment: A “Strategic” response will analyze efficient modes of transportation and will include these parts in the new invention. A “Creative” drawing might include fluency and flexibility in thinking. EX. Using an existing everyday object as a mode of transportation.
Reflect	Ask students to share their illustrations and sentences with a partner or the class. Encourage classmates to ask the child sharing how and why questions about the new mode of transportation. Pass out how and why cards to all students. Model for students.
Now and Then	We have learned that maps are drawings to show us where things are located. We created an original vehicle to take us to a place located on a map. Next, we will learn more about globes and how we can use them to locate places.

WHY

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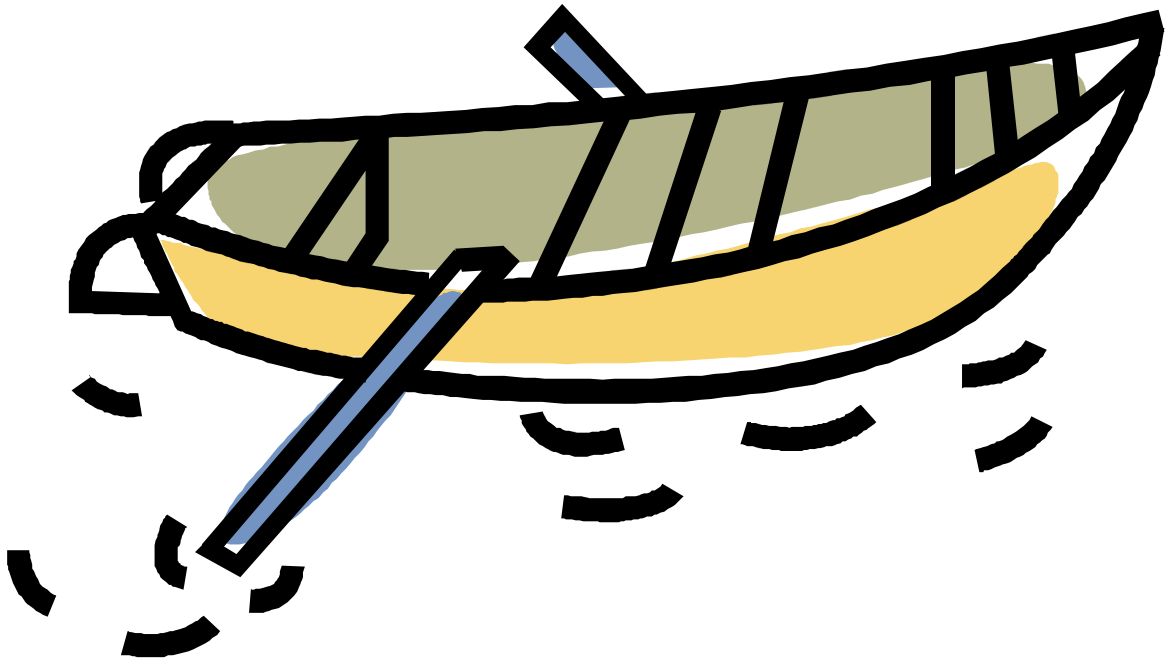
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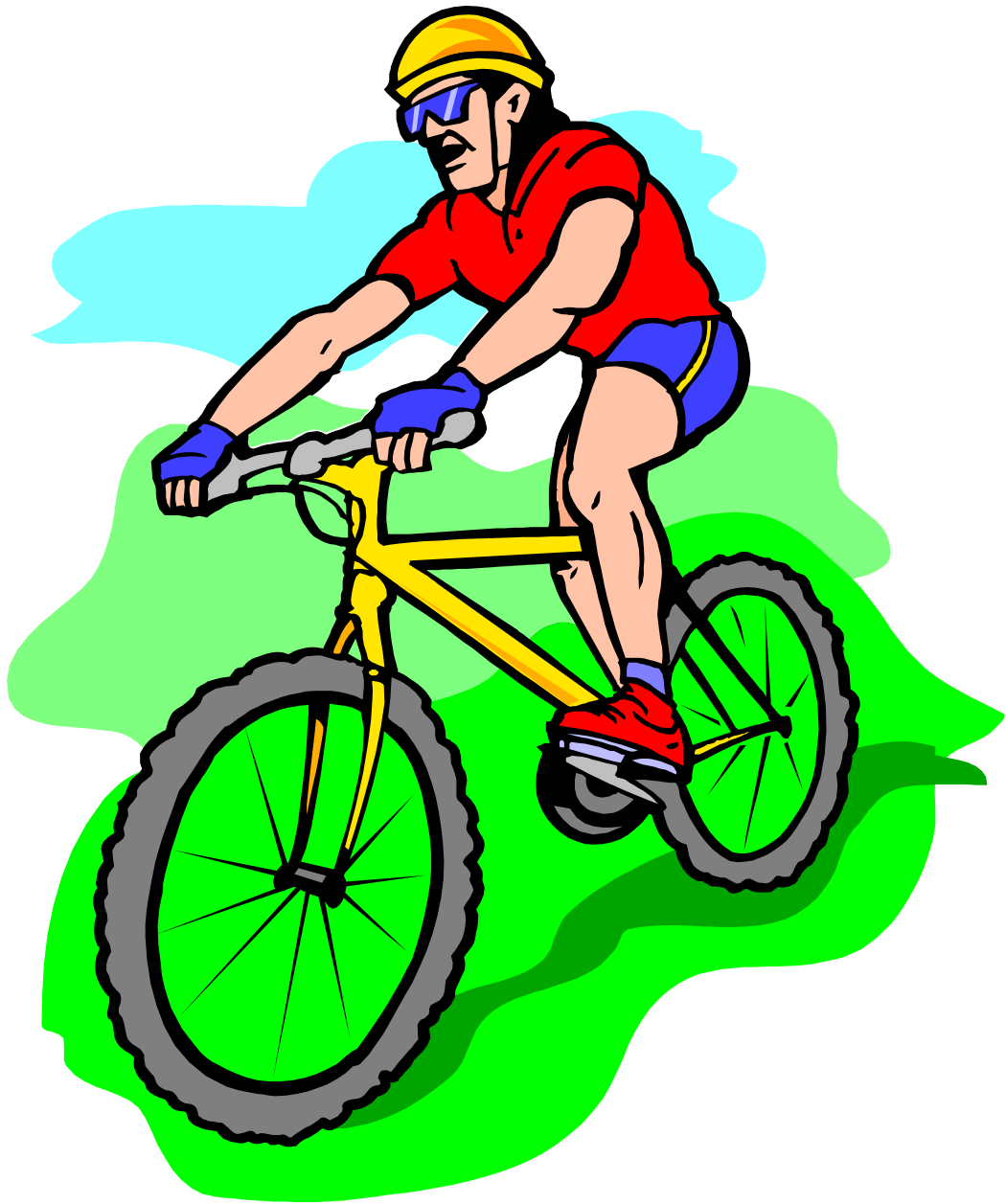
By Land, Air, and Sea



airplane



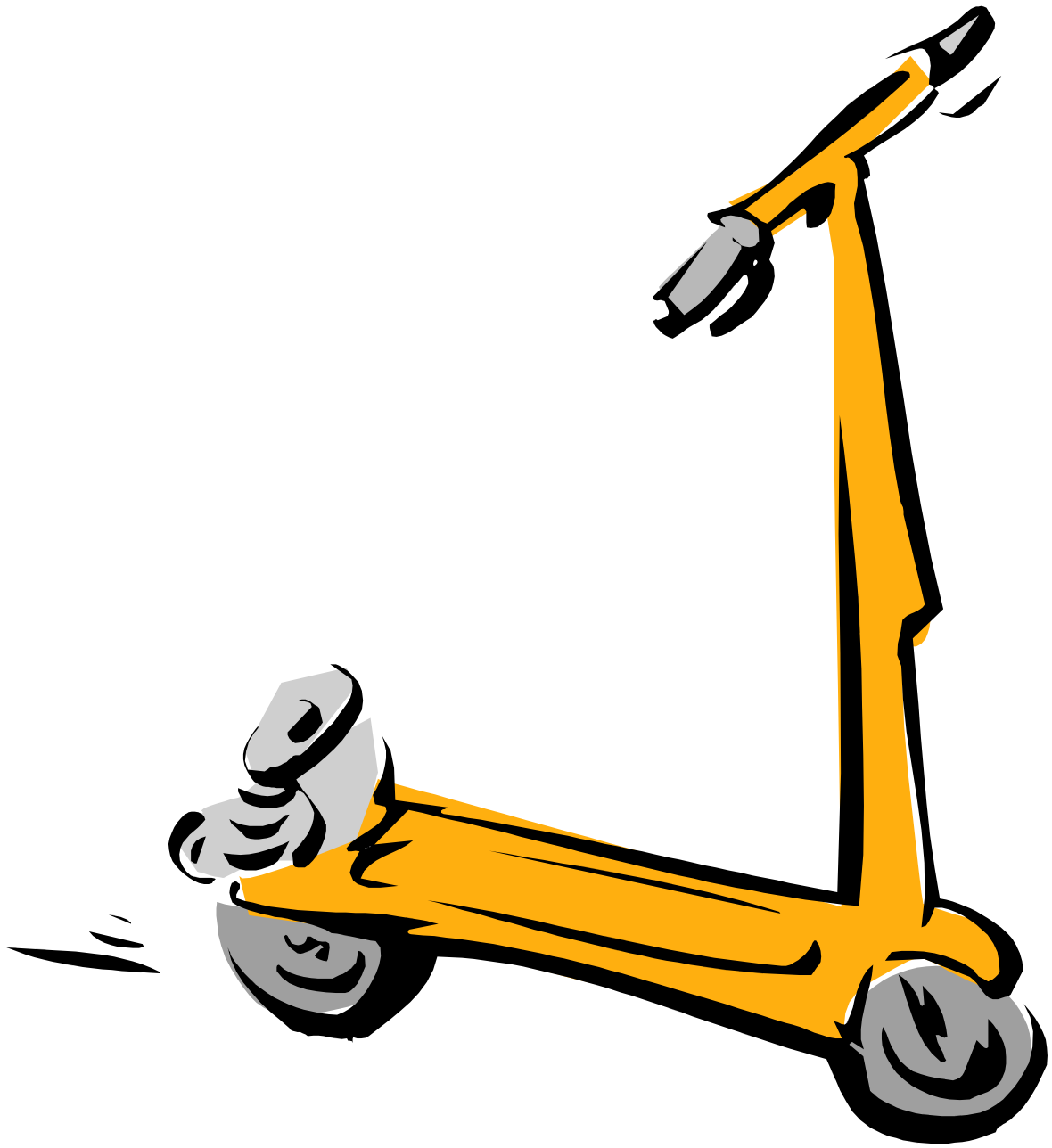
boat



bicycle



train



scooter