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Tracking Flat Stanley

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Tracking Flat Stanley

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Essex Elementary, Essex CSD

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|---|---|-------------------------|
| Grade Level (Req.): 3rd grade | Content Area (Req.): Social Studies | Unit (Opt.): Map Skills |
| <p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> • Reading • Writing • Technology | | |
| <p>Time Frame (Req.): One week of 30 minute class sessions, with additional class time as Flat Stanley visits are mailed back during the year</p> | <p>Goal (Req.): Students will be able to locate the places on a map and Google Earth that Flat Stanley travels in the class.</p> | |
| | <p>Objective (Req.): Students will use Google Earth to locate the places Flat Stanley visits and record the absolute location of each place.</p> | |
| <p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> • <u>Flat Stanley</u> book • Template of Flat Stanley • Letter explaining who Flat Stanley is • Computer with Google Earth and Microsoft Word • U.S. map • World map • | <p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> • Relative location • Absolute location • • • | |
| <p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How do we find where something is? Why is it important to know the location of something? What can we learn from knowing different locations?</p> | | |
| <p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. Read a chapter daily in the book <u>Flat Stanley</u>. 2. Discuss the characters, setting, problem/solution, and plot. 3. Discuss the difference between relative and absolute location. Find examples from the book for each. Have students do the Formative Assessment. 4. Send home explanatory letter to parents about Flat Stanley and have students find an address for someone they know and write a letter to them. 5. Write friendly letter rough draft talking about the Flat Stanley project and what the student is currently learning in school and any other activities currently involved with. 6. Edit, revise, and write final copy of letter to selected person. Type final copy. 7. Practice finding the location of the address on Google Earth. Look at the aerial photograph of the address. 8. Have students decorate their Flat Stanley template, (ex. Color clothes on him) and mail their letters and Flat Stanleys. 9. When Flat Stanley returns to school, use Google Earth to locate places visited. | | |

12. Wrap up unit having students practice entering coordinate into Google Earth and writing the locations and typing locations into Google Earth and writing the coordinates.
13. Student assessment.
- 14.
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- 19.
- 20.

Formative Evaluation (Req.): Provide students with a list of coordinates. Have them enter the coordinates into Google Earth and write what the location is.

Provide the absolute locations to students, and have them enter them into Google Earth and record the coordinates.

Assessment (Req.): Multiple choice test over the novel.

Written short answer on why location is important.

- Iowa Core Curriculum Standards Used (Req.):
- Geography, Grades 3-5: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
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- Common Core Curriculum Standards Used (Opt.):
- Language Arts- Writing- Production and Distribution of Writing (W.3.6): With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others
 - Language Arts- Literature (RL.3.3): Describe characters in a story and explain how their actions contribute to the sequence of events.
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- NGS Standards Used (Req.):
- 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.
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| <ul style="list-style-type: none">•••• | |
| Five Themes of Geography Used (Req.): <ul style="list-style-type: none">• Location• Place••• | School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none">••• |
| 21 st Century Universal Constructs (Opt.): | |
| Other Disciplinary Standards (Opt.): <ul style="list-style-type: none">••••• | |
| Other Essential Information (Opt.): | |
| Other Resources (Opt.): <ul style="list-style-type: none">•••• | |