

Connecticut

Alliance Created State Giant Traveling Map Lesson

Title: *Simon Says... Explore Connecticut!*

Recommended Grades: 2-5

Time Needed: flexible

Objectives: Students will:

- Explore the political and physical features on the map of Connecticut (can be tailored to the review of any concept)

Materials:

- Giant CT Map

Preparation:

- Prepare a collection of 'Simon Says' Statements that reflect your targeted skills (see suggested statements below)

Rules:

- Shoes are not allowed on the map. Please have students remove shoes before walking on the map.
- No writing utensils on the map.
- No running on the map

Directions:

1. Depending on prior experience with the map, review past learning & behavior expectations.
2. Review Simon Says rules (only obey statement if speaker says "Simon Says..." first!) (When you are calling these directions, make sure to toss in a few without 'Simon'!)
3. Have students choose a location on the map on which to begin (ensuring that students are well spread out)

Activity:

Simon says...

- Walk/hop/tiptoe to a spot on the *Massachusetts border*
- Walk/hop/tiptoe to a spot on the *Rhode Island border*
- Walk/hop/tiptoe to a spot on the *New York border*
- Walk/hop/tiptoe to a state that *borders Connecticut*
- Walk/hop/tiptoe to the *Long Island Sound*

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- Walk/hop/tiptoe to *a town*
- Walk/hop/tiptoe to *a river*
- Follow a river to *Long Island Sound*
- Say/sing/whisper the *Capitol of Connecticut*
- Walk/hop/tiptoe to *mountains*
- Point to *a lake*
- Point to *Mashantucket Pequot Indian Reservation*
- Point to *the Capitol*

Tips:

- Very natural follow up to 'What? Why? Wonder!'
- Works well with cardinal directions practice
 - Start students in lines all facing north & orient everyone by practicing moving north, one step east, etc. Later, for extension, start with students not all facing north
- Very flexible/fun reinforcer for many different lessons (grid, watershed, etc.)
- It works best to avoid having students all move to the same location (for example, crowding may happen if you say, 'Stand on Hartford')
- For younger learners, you may want to incorporate directions that are less geographic, (stand on a city and pat your head, hop in place, move to a town that has the letter 'a', etc.)

Vocabulary:

- Town
- City
- Capitol
- River
- Boundary
- Mountain
- State

Modifications:

- Partner strugglers with more capable students
- For ELL, print visuals of vocabulary terms
- Before beginning, be sure to consider probable misconceptions and take a moment to clarify (for example, town/city vs. state)