

Grade Level: 6th

Time: Two 70 minute classes

Materials Needed:

- Maps
- Large construction paper
- Bus Map worksheets
- Markers
- Chairs
- Yarn & tape

Standards: 1,3,9

Standards – Arts: 1,2,3,4,7

Learning Objectives: The Students will:

Cognitive:	Affective:	Artistic:
Learn how to read a map	Work well in groups Follow directions	Create a movement map that utilizes locomotive, non-locomotive movements, and pathways

Assessment Criteria:

Review questions during the second lesson, asking students to name each part of the map	Have each group explain their map, requiring each student to talk	Create a checklist with requirements for the movement map.
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Target Learning:

How will you introduce your lesson's concept?

- Ask:
 - How many students have utilized public transportation?
 - How many students have been confused by a bus map?

Why are we studying this?

- These are bus routes that these students may need to utilize in their lifetimes. Also, once the students understand how to read these bus maps, they should have no problem understanding any bus map.

Integrated Activities:

Exploration Activities:

- Begin class two with a review of locomotive, non-locomotive, and pathways.

Have the students name what these movements are and demonstrate examples.

Culminating Activities:

- The students will receive a bus map worksheet (easy route) working in groups of 3-4. They will have to match the bus route with its position on the map.
- They will have to answer the following on a separate piece of paper:
 - "What are the first and last stops on your route and their times?"
 - "Does this route run on Saturdays?"
 - "How much does it cost to ride the bus one way?"
 - "Can you find this bus route on the internet?"

Target Activities:

- The students will have to find their way through a simple bus route that the teachers set up on the floor using different movements. We will also take into account construction, extreme weather, traffic as obstacles. A small group of students will go at a time while the others watch. One student from the group will start the route and each will go once the one before gets to a "stop" point.
- Every time they hit a stop, they must do a non-locomotor movement and a shape, and while moving from stop to stop, they must use locomotor movements.
- Then the students will have to create their own movement bus map. They will be given a map of Wilmington, along with certain stops they have to include on their movement map
- The students then will trade maps with other groups and follow the map using the movements that it requires.

