Google Earth Activity	
Lesson Title:	Oliver's Journey
Time Allotment:	One classroom period
Subject:	English/Writing, Social Studies
Grade Level(s)	K-2
Alignment: SOLs	**E/W.K.1** The student will demonstrate growth in the use of oral language. **E/W.1.1** The student will continue to demonstrate growth in the use of oral language. **E/W.2.8** The student will demonstrate comprehension of fiction and nonfiction selections. **HSS.K.3** The student will use simple maps, globes, and other three-dimensional models to become aware of the physical shape of our state and nation **HSS.1.8** The student will use maps, pictures, and stories to compare the geography of the local community with that of other communities in Virginia, the United States, and the world. **HSS.2.2** The student will compare rural, urban, and suburban communities and describe how the local community has changed physically and demographically over time. **C/T K-2.2.b** Use multimedia resources such as interactive books and software with graphical interfaces. **C/T K-2.6.a** Recognize that technology can be used to solve problems and make informed decisions.
NETS*S Alignment	Use a variety of media and technology resources for directed and independent learning activities. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.

How can this resource be used? (Include all that apply)	☑ Central focus of lesson ☑ Enrichment Activity
Equipment Considerations	☑ Internet Access ☑ Single computer and projector ☑ Other (describe): Google Earth. Download software from http://www.earthgoogle.com
Objective:	Students will follow Oliver K. Woodman on his travels across the United States.
Description	Introduce The Journey of Oliver K. Woodman By Darcy Pattison. Open Google Earth and tell the students that you will be using Google Earth to follow Oliver on his Journey. Read the story aloud to the students, pausing to visit the locations mentioned in the story. 1. Redcrest, CA -Where a little girl named Tameka writes to her Uncle asking him to visit. Type Redcrest, CA into the search box. As Google Earth zooms in, you will only see trees since Tameka lives in a rural community. 2. Rock Hill, SC- This is where Uncle Ray lives. Type Rock Hill,SC into the search box. As Google Earth zooms in, students can clearly see buildings and roads. Explain to the students that densely populated areas are easy to see and that sparsely populated areas are blurry. Question students about the population of Rock Hill. 3. Oliver's next location is Memphis, TN. Type Memphis,TN into the search box. Question students about this location: rural, urban, or suburban? Densely or sparsely populated? 4. Oliver visits the Pyramid Arena while in Memphis. Type Pyramid Arena,Memphis, TN into the search box and visit the arena. 5. Oliver is taken west to Oklahoma City, OK, south to Dallas,TX, East to Panhandle, TX, and west to Albuquerque. NM. Visit each of these locations, questioning students about relative population (based on resolution of Google Earth) and directionality. 6. After getting lost in the desert, Oliver ends up in Salt Lake City, UT. Enter Salt Lake City, UT into the

	search box. 7. He joins several elderly ladies and heads off to Eureka, NV, Reno, NV, and Finally San Francisco, CA. Visit each of these locations. 8. Oliver meets some bears in a Redwood forest. Enter "Redwood National State Park, CA" into the search box to get to the Redwood forest. 9. Oliver makes it to Redcrest, CA and finds Tameka. Using Google Earth, return to Redcrest. 10. Tameka and Oliver fly from Redcrest, Ca, to Rockhill, SC. Ask students which direction they must go in to get from Redcrest to Rockhill. Return to Rockhill via Google Earth.
Alignment with Technology Continuum	☑ **Infusion -** *teacher centered/ directed; technology use is adapted to fit with traditional goals and tasks.* o Productivity tools are used to augment the lesson. ☑ Productivity tools, software, and Internet are used to modify traditional assignments given in the past. o Technology skills are learned within the content (primary emphasis is on learning content.) o Technology is an alternative means not essential to lesson goal. o Technology provides a means for displaying student work tied to specific content goals. o Technology provides adaptations in activities or assessments for special populations. ☑ **Integration -** *student centered/ constructivist instruction; technologies are used for collaborative project based instruction.* ☑ Technology engages students in high level cognitive tasks o Students use complex thinking tools, such as simulations, modeling, mapping, or video production. o Learning activity would not be possible without technology. ☑ Technology use maximizes student involvement. o Technology use promotes collaboration. ☑ Technology optimizes opportunities to demonstrate mastery of learning outcomes. ☑ **Expansion and refinement** - *constructivist instruction in which students and teachers are facilitators, learners, and researchers; technologies support self-directed, collaborative learning.* ☑ Technology extends the classroom beyond the school. o Students select appropriate technology and initiate use.

	☑ Technology is a tool for authentic problem solving. o Technology seamlessly used by students for their own inquiries, problem solving, and product development. o Students seek ways to incorporate new uses of the technology into learning and acquire new skills as needed.
Cross Curricular Connections	**MAT.1.15 The student will describe the proximity of objects in space (near, far, close by, below, up, down, beside, and next to).**
Assessment Strategies	Students should be able to answer questions about directionality and types of communities by the end of the story.
Submitted By:	Meg Swecker, ITRT, Roanoke County Public Schools