

Where Oh Where on the Playground, Do I Love to Be?

by: Jean Shuman, 11-15-99

Bibliography: NA, used literature piece created by myself

Connection with the Curriculum: Geography, Language, Math, and Art

Brief Overview: Students survey fellow students to find out their favorite area of the playground.

National Geography Standards & Skills Addressed:

Places & Region, Standard 4: The physical and human characteristics of places

The World in Spatial Terms, Standard 3: How to analyze the spatial organization of people, places, and environment on Earth's surface.

Oregon Geography Content Standard (3rd Grade Benchmark)

Read, interpret, and make maps, charts, and graphs to explain spatial relationships.

Geographic Questions:

1. Where is your favorite place to play in the school playground?

Grade Level: K-2

Objective:

- The learner will be able to:
1. Read and interpret a map
 2. Ask consistent interview questions for a survey
 3. Analyze and graph the results of the survey

Materials:

Photographs of the school playground
Overhead: Map of the playground with rebus cues
Worksheet “ “ “ “
Chart paper and felt pens for the facilitator
Pens/crayons

Procedures of the lesson

1. Begin with a poem to create interest

Where Oh Where On the Playground, Do I Love to Be?

By Jean Shuman

Where oh where on the playground do I love to be?

Oh at school, recess is fun.

There's a place to go and play.

We leave our classroom and go to the playground.

Where oh where on the playground do I love to be?

There are choices of where do I want to play?

On the slide?

Under the trees, where it's shady and I can rest?

On the swings, where I can go up into the air?

How about where I can climb?

Or should I go out to the field, where I can run and run?

Where oh where on the playground do I love to be?

2. Teacher continues to create interest for the students, as the lesson unfolds.

Instructor asks the students to think of where they like to be at recess time.

3. Geography questions are posed:

- Where do you prefer to play at recess?
- Where does your class prefer to play at recess?
- Where do the children who are out at recess when you are, prefer to play on the playground?

4. Teacher poses question:

“How can we find out where students prefer to play?”

Teacher leads students to look at asking others consistent questions.

Teacher asks: “How can we decide what to ask other students?”

5. Teacher conducts field study to the playground.
 - A large outline sketch of the playground is taken, with one item, (i.e. swing) on the map.
 - The students are asked what else should be put on the map and where they should be located on the map.
6. Students give the teacher ideas for rebus cue pictures for the overhead of the playground and matching worksheet. Teacher makes overhead and matching worksheet.
7. Student writes his/her name on their paper and records their preferred place to play by circling rebus picture above the map.
8. Results are tabulated from each class member. A class graph is made and posted in the classroom.
9. Each student asks seven different students from other classes, their preferred place to play. Results are recorded and reported. The preferred place to play for recess students is made into a graph.
10. Comparisons are made between the class graph and the grade level graph. Both graphs are posted in the hallway.

Assessment

The teacher will observe the following:

1. Students participating with activities.
2. Students having a personal preferred response.
3. Students receiving responses from other students outside the classroom roster, whom they see at recess time.

Lesson Extensions

1. Students individually make a map of his/her playground.
2. Students draw a picture of the student's favorite place to play on the playground.
3. Students write a fictional story about the playground.
4. Students write a non-fictional story about the playground.
5. Other student literature is read regarding playgrounds, parks, and sports.
6. A mural is created with the above pieces for school display, on the topic of geography.
7. Students create a three-dimensional replica of a piece of playground equipment from various art media.
8. Students create their own ideal playground using art media.

Student Name

Date