

## What To Take up Maxwell's Mountain?

**Grade Level:** Kindergarten

**Topic:** Language Arts

**Resources Needed:**

- CDI Image: <http://cdi.uvm.edu/collections/item/deanb03077>
- Copy of *Maxwell's Mountain* by Shari Becker
- Worksheet (attached at end)

**Student Learning Objectives:**

Students will be able to use a combination of drawing and writing to name what they are writing about and give more information about that topic by responding to the question "What would you bring hiking on the Long Trail?"

**Standards:**

**USA – Common Core State Standards**

**Subject:** English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

**Grade:** Kindergarten

**Strand:** Writing

**Domain:** Text Types and Purposes

**Standard:** 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

## **USA – Common Core State Standards**

**Subject:** English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

**Grade:** Kindergarten

**Strand:** Writing

**Domain:** Production and Distribution of Writing

**Standard:** 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

### **Procedures:**

Introduction: Read aloud *Maxwell's Mountain* to introduce the context. Explain to students that the story is about a boy who goes hiking. During the story, point out all the things he needs to prepare for his trip.

### Body:

- a. After reading the story, ask students if they have ever been hiking. Let several share stories about their personal experiences. Based on their own experience or the experience from the book they just read, ask what types of things they think they would need to bring hiking (e.g. water, map, snacks)? If students say backpacks, have them brainstorm what would be carried in those backpacks.
- b. Extend the questions by asking why they would need those things. After finishing this short discussion, ask if any students have heard of the Long Trail, or have hiked part of it before. Explain it is a long hiking trail in Vermont that goes the entire length of the state.
- c. Show students historic images from the Long Trail Collection (suggested image in Materials section). During this activity, point

out what hikers are wearing, what type of equipment they have, etc., and connect it to what the students said they would need to go hiking. Ask students if they see any similarities in the pictures to what they previously listed.

- d. Explain to students that they will answer the questions "What would you bring hiking on the Long Trail?" and "Why?"  
Distribute the attached worksheet which reads "If I were going to hike the Long Trail, I would bring \_\_\_\_\_, because \_\_\_\_\_."  
Provide students with an example.
- e. Finally, students draw a picture of what they wrote about in their sentence. Leave Long Trail pictures on display for students to access if they need help thinking of something to write about.

Closure: Once students have finished, allow several students to share their sentences and pictures with the class. Students end by discussing the benefits of hiking and the importance of bringing along the right equipment.

**Time Allotment:** 1 class period of 40 minutes per class

Lesson plan created by Jacquelyn Arndt 5/5/2014 as part of the University of Vermont Education Class: EDEL 157 – Social Education and Social Studies