

Kristie Ennis

Time for a Virtual Vacation: Wonder Bundle #1

 50 min

Objective:

In anticipation of spring and summer vacation season, students will explore modes of travel and create a plan for a virtual vacation.

Big Idea:

Many students dream of going on vacation, looking forward to spring and summer break each year; however, not all students have the ability to travel. This lesson will take students through an exploration of several wonders that focus on travel and each student will choose one to create a virtual vacation for those who are unable to travel in reality.

1. Warm Up / Anticipatory

 10 min

To begin, ask students to respond individually in their writing notebooks to the following questions:

- If you could travel anywhere in the world, where would you go and why?
- Where have you traveled? Of the places you've been, which was your favorite and why?
- Do you think it is important to visit places other than your hometown or the place you currently live? Why or why not?

Then, once they have had uninterrupted time to write responses, use the [Turn and Talk strategy](#) to have them share with a peer close by to them. If time allows, ask students to share aloud with the whole group the most interesting thing each of them heard. This can be recorded on chart paper or on the board as well. The teacher can share [Wonder #10](#) at this point to the whole class, including the short video included. This will get the students thinking about taking a "Virtual Vacation". Introduce the problem/essential question: If you are unable to travel, how can you travel virtually and where would you go first?

Resources

- http://wg.wonderopolis.org/uploads/users/63/310/sumptuous-staycations_1.png
- Travel the World without Leaving Home <https://www.youtube.com/watch?v=dQXBC8Kg-LU>

2. Investigation and New Learning 25 min

For the new learning, students in small groups of 3 or four students will choose one of the following wonders to explore based on its relevance to their interests:

[#10](#): Can You Travel the World without Leaving Home?

[#268](#): How Will Future Astronauts Travel to Outer Space?

[#27](#): What Would You Do on a Staycation?

[#1026](#): Have You Ever Stayed in a Hotel?

[#1717](#): Where is the Great White North?

In their groups, students will choose one of these wonders to explore. With the chosen wonder, they will record newly learned information and decide how a person might use this to take a virtual vacation. Then, they will create a plan for advertising this wonder and its most important parts to other students who might want to embark on this trip. In the plan, students should have:

- The most important information about the wonder that they discovered that would interest others in exploring it (self-determined).
- Relevant images and/or videos that would entice "vacationers" to explore the wonder.
- At least one additional resource that would help students extend their virtual experience (i.e. a website, article, book).
- A format for presentation (PowerPoint, Google Slides, Prezi, eMaze, YouTube, poster, brochure, skit, etc.).

3. Review & Check for Understanding 30 min

Students will present their plan to the teacher for feedback to be sure all parts of the assignment are completed. Then, students will begin to create their virtual vacation advertisements. The project should be completed as homework or in subsequent classes and presented.

Note: Presentations of advertisements can be rated by students and the teacher so that each group receives various types of feedback. Then, students can be assessed on speaking/listening standards as well.