

- **Slides one through three: Introduction.** Continue reading each slide, stopping to allow the students to discuss Katie's trip, the background settings, vocabulary, and tasks.
- **Slide four: What is logistics?** After reading and discussing this definition, have the students move something in or at their desk. Let them take a minute to rearrange/move some of the items to demonstrate logistics.
- **Slide five: Can you think of a way something is moved?** What is used to move things? Task one begins with this slide by having the students work with a partner adjacent to them. Have the student pairs to make a list of all the ways packages, supplies, and products are moved around the city, state, United States, and world. Give the pairs several minutes to discuss these questions and compose their list. The list can be made on plain paper or the task handout.
- **Slide six: How are things moved?** Ask the pairs of students to share their list. Create a class list of items on chart paper by allowing students to write the list of items.
- **Slide seven: Let's Get Moving** and **slides eight through twelve: Long haul trucks.** During this segment of the slideshow, take time to discuss with students what they know about trucks and allow moments for discussion. Suggested questions:
 - Where have you seen trucks like this?
 - Do you wonder what these trucks are hauling?
 - Where do the trucks go?
 - Do you know anybody that is a truck driver?
 - Have you ever heard the horn of one of these trucks?
 - What do you think it is like to drive a truck?
 - Why do we need trucks?
 - What is the purpose of trucks?
- **Slide thirteen: Arriving at the Port** through **Slide sixteen: Birds eye view from a crane.** Read this slide and begin a discussion about how the truck's container is now going to be taken off and placed on a ship. Suggested questions:
 - What is a port?
 - Where is the Port of Wilmington?
 - Why do you think the items are not just going to be moved by truck?
 - Why do you think the ship is needed?
 - Why is a crane needed?
 - How does the crane work?
 - Why are the items now being transported by ship?
 - Are there other ways to transport these items?

- **Slides seventeen and eighteen: What are imports and exports?** Task two begins with these slides. During task two, have students explore the meanings of the words *imports* and *exports* with their partners. Give the students time to discuss both words and write their answers on their paper or task card handout. Allow time for students to share their definitions. Continue with the port tour and learning more about ships (**slides nineteen through twenty-one**).
- **Slides twenty-one through twenty-six: One the train.** Ask students if they know where Katie may be traveling on the train. During this segment of the slideshow, take time to discuss with students what they know about trains. Suggested questions:
 - Where have you seen trains?
 - Do you wonder what trains are carrying?
 - Where do the trains start and stop?
 - What do you know about the people that work on a train?
 - Have you ever heard a train before?
 - What do you think it is like to ride on a train?
 - Why do we need trains?
 - What is the purpose of trains?
- **Slides twenty-seven and twenty-eight: What are manufacturers and distributors?** Task three begins on these slides. During this task, have your students work with their partners to draw a picture to illustrate what manufacturers and distributors are on their paper or task handout. Students may choose to write this on their paper or task handout or simply just discuss the two words. Allow time for the partners to share with others their illustrations or written definitions. Make sure students understand each of the meanings. Take a few minutes for students to work with their partners to change, add to, or alter their definitions/illustrations.
- **Slide twenty-nine: Types of trains.** Ask students if they have ever ridden on a passenger train. If any child has, let them tell you about their experience.
- **Slides thirty and thirty-one: The airport.** Allow time for students to answer the questions Katie asks:
 - Can you figure out where we are?
 - Did you know that, not only do we use airplanes for transporting people, but we use airplanes to transport items all over the world?
- Ask students what other types of transportation moves people and items. Students should make connections with trucks, trains, and ships.

- **Slide thirty-two: Katie boards the plane.** During this segment of the slideshow, take time to discuss what students know about plans and allow time for discussion. Suggested questions:
 - Where have you seen aircraft?
 - Do you wonder what planes are carrying?
 - Where do planes land?
 - What do you know about the people that work on airplanes?
 - What do you think it is like to ride on an airplane?
 - Why do we need airplanes?
 - What is the purpose of airplanes?
- **Slide thirty-three: Supply and Demand.** Review the terms *supply* and *demand* with the students. Allow them to share what these words mean.
- Continue with **slides thirty-four through thirty-seven: Air transport.**
- **Slides thirty-eight and thirty-nine: How do customers get a product?** These slides begin task four. During this task, allow students time to make connections to the supply chain of products. Have the partners use the supply chain words and images handout to create a diagram of how a product gets to a consumer/customer. Students may decide not to use all their pieces. After the students have created their own supply chain, have the students move around to the room to view other supply chains. Encourage students to compare and contrast each supply chain while evaluating their effectiveness. After returning to their supply chain, have the students reflect with their partner about other supply chain possibilities they could have created. Allow the students to alter their chains and make final placements. When the students finalize their location, have them attach their diagram to construction paper. AT this time, let students know that, depending on the product, the supply chains will vary. There are hundreds of different supply chains, depending on manufacturers and distributors. Collect the supply chains.
- **Slide forty: Katie returns home.** This slide completes the slideshow.