

<p>Grade: 1</p> <p>Materials: printed out map outline, projector, whiteboard</p> <p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Subject: Social Studies</p> <p>Technology Needed: Projector</p> <p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: Structure and detail </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: Structure and detail	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
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<p>Standard(s) SST-01.G.01 - Construct maps, graphs, and other representations that contain symbols, labels, and legends.)</p> <p>Objective(s)</p> <ul style="list-style-type: none"> • By the end of the lesson students will use their understanding of maps and legends to design their own town or place. <p>Bloom's Taxonomy Cognitive Level: Create</p>	<p>Differentiation</p> <p>Below Proficiency: Students who are below proficiency will be guided to include 2 details with corresponding symbols in their maps and legends.</p> <p>Above Proficiency: The students who are above proficiency will be able to add more than 5 details to their maps with corresponding symbols on legend. They will also be given basic concepts of direction (north, south, east, west).</p> <p>Approaching/Emerging Proficiency: Students who are approaching proficiency will have 3-4 items in their maps with corresponding legend symbols.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: Students will be able to create visuals and see the examples in the process of completion. • Auditory: Students will get the verbal instructions, verbally interact with the teacher and with peers, and will be asked to verbally explain their own thinking. • Kinesthetic: Students will be given the chance to do a gallery walk and move around to see their peers' work at the end of the activity. • Tactile: Students will be able to work to construct and design their town or map on paper, using markers or crayons or other appropriate drawing utensils. 				
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Attention getters: clap a rhythm and wait for students to repeat the rhythm. Repeat as needed. Begin talking when students have voices off and eyes on me. Use this for transitions and instructions. • Dismissal: after instructions are given the teacher signs G-O in ASL than points towards the area the students are moving to next. • Give students time warnings as they work to keep them on task and give them a heads up before a transition happens. • Students will only be called on if they raise their hand in advance. • When students need reminders, it will be done gently and consistently and any ongoing distractions will be 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students will be expected to follow the rules and procedures of the classroom.</p> <ul style="list-style-type: none"> • At desks: students will sit at their desks, using their seating properly, following given instructions, and staying on task. • On rug: students will sit in their circle spot, crisscross, on their pockets. Their eyes will be on the speaker, and their voices will be off. Students will only be called on when their hand is raised. • While listening: students will be sitting up, on their pockets. Legs crisscrossed, and their arms in their own space. Students should have their eyes and bodies turned towards the speaker. 				

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	minimized.	<ul style="list-style-type: none"> • Questions: students will raise their hand and wait for the teacher to call on them when asking or answering a question.
Minutes	Procedures	
	Set-up/Prep: Have projector working, have map outline printed (see appendix A). Students will be at their table spots so they can easily view the projector.	
2	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Project blank map onto the board, • “We will be creating our own maps to show the different places in a town that we create.” • “You will need a pencil and a clear desk. Later you will need markers or crayons if you would like to color the map in. give me a thumbs up when you are ready for the next step.” 	
5	Explain: (concepts, procedures, vocabulary, etc.) Project the map outline onto the white board, give students the first steps and model the procedure. <ul style="list-style-type: none"> • The first thing we need to do is decide which way the map will face. We can have it going either long ways or either short ways. I think that for my map I want it to be this long way. (Wait for students to give the ready signal) • Our next step is to mark off a box for the legend. Does anyone know what a legend is? A legend or the key is how we can tell people what they symbols on the map mean. I am going to put mine here. (mark off and wait for students to give ready signal) • I do: Add a symbol for trees into the legend and mark some on the map. Add symbol for house into the legend and mark on the map. • We do: Ask students what we should add to our map, create corresponding symbols for the legend and then add the locations onto the map. • If time: ask students where things are or what this symbol means to go over content in a different way. 	
15	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Ask classroom helper to help hand out blank maps <ul style="list-style-type: none"> • Allow students to create their own towns with features and a legend. • Walk around during this time checking in on students. Looking for progress, ability, pace, and level of proficiency. • Talk with students about their maps. Ask WH questions and for the location of things on their maps to check for understanding. 	
3	Review (wrap up and transition to next activity): Have students lay their maps on their cleared desk and walk around to complete a gallery walk to view their peers’ work. Collect the maps and transition to the next activity.	
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>Progress will be monitored throughout the lesson using verbal and visual methods.</p> <ul style="list-style-type: none"> • Throughout Engage and Explain portions of the lesson, there will be verbal checks as the teacher asks WH questions (who, what, when, where, why, and how) to check for student understanding. Questions include • Throughout the entire lesson, turn and talks will be used to allow students to put learning into their own words. • Throughout the lesson, thumbs up to show how much the student is confident they understand the material will be utilized. 		Summative Assessment (linked back to objectives, END of learning) At the end of the lesson, students will do a gallery walk and turn in their completed maps. There should be a clear connection between the symbols in the legends and the symbols on the map. End formal assessment At the end of the lesson students will write instructions about how to make a map. They must include the definition of a legend and at least three steps.

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- During the Explore part of the lesson, the teacher will be walking around to visually monitor student progress, their level of on-taskness, and to ask WH questions.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Post the observation interview I see that there are a lot of things that I need to work on in terms of the behind the scenes aspect of the teaching. I am comfortable and happy guiding learning in a classroom but the data collection and formative assessment components are difficult for me to work with as I have not felt like I have been able to put these concepts into practice in a real life simulation until now. Thinking back to my last practicum, all of the lessons that I completed were part of a larger curriculum because that is what I was assigned. All of the lessons were assessed in reading groups directly after being taught. It is good that I am able to get this feedback now as I am still being taught formally so that I can critically and constructively use that feedback to improve and direct my professional development.

While I am happy with the actual lesson content that I came up with, there are some things that after my observation I have been shown I am lacking in. Going back through my lesson plans again and thinking a lot more critically about how I would collect data and how I would use the data I collected has made all of the weak points of my planning a lot more visible to me. When I had originally thought up this lesson plan I had thought that simply collecting the maps would have been sufficient for assessing student learning but now looking back I see that it was in the right direction but not enough.

Particularly after going through the assessment refresher in science methods, I was reminded about all the different ways students can be assessed. I still think that I was on the right track with the map outlines and having them handed back in but I did not decide on my grading criteria beforehand which made the data I would have collected too subjective to use. After looking back and reflecting on the type of lesson I taught, I should have done a student checklist to have the students check off the things and then have the teacher check it over. There would have been some basic criteria such as a clear legend space, each symbol has one meaning, at least three different items in the legend. These would have been printed in checklist format and handed to the students for them to assess their maps and reflect on them. Students would have handed their map and their checklist in to the teacher who would spend a few minutes checking the maps against the student check list. This would allow data about understanding of the lesson to be collected as well as allow the teacher to get an idea of how well each student believes they have done on the assignment.

With all that said, as mentioned before, I really enjoyed the lesson itself. It was fun to teach, very engaging for the students, allowed for creativity and choice. I will want to try something similar with the older grades that I want to teach.

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Appendix A



Map Template .docx