

## Lesson Plan Template

<b>Grade: 1st</b>		<b>Subject: Social Studies/ Map Skills</b>	
<b>Materials: poster, paper, markers, laptop w/ access to google drive</b>		<b>Technology Needed: Laptop and projector</b>	
<b>Instructional Strategies:</b> € Direct instruction                      € Peer teaching/collaboration/ € Guided practice                      cooperative learning € Socratic Seminar                      € Visuals/Graphic organizers € Learning Centers                      € PBL € Lecture                                      € Discussion/Debate € Technology integration              € Modeling € Other (list)		<b>Guided Practices and Concrete Application:</b> € Large group activity                      € Hands-on € Independent activity                      € Technology integration € Pairing/collaboration                      € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list)  Explain:	
<b>Standard(s)</b> <b>G.K_2.1</b> Construct maps, graphs, and other representations that contain symbols, labels, and legends.		<b>Differentiation</b> <b>Below Proficiency:</b> Many examples will be presented in order for these students to become more familiar with the topic, and will get to work things out with a partner when it comes to the creation of the map, and will receive help from me  <b>Above Proficiency:</b> Given the creative nature involved in the explore section, these students will be able to show their knowledge and understanding through extra detail  <b>Approaching/Emerging Proficiency:</b> Since these learners will have the chance to work with another student to create their map, they will have to communicate with each other, explaining their processes and further solidifying the content  <b>Modalities/Learning Preferences:</b>	
<b>Objective(s)</b>  By the end of the lesson, students will show a basic understanding of map structure and their labels by working on their own maps depicting the classroom  <b>Bloom's Taxonomy Cognitive Level:</b> Knowledge, Application, Comprehension			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will remain at their desks for the lesson, with the ability to move for the explore section if it is appropriate to the task		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students will be expected to listen and participate in discussion and pair up with the student I choose. If there are any issues with pairing, students may need to be split up to finish the work on their own.	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b> Have poster for map up at the front of the room and get google docs set up (get Mrs. Johnson's assistance with the projector)		
<b>2 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>  <ul style="list-style-type: none"> <li>● “Today we are going to talk about maps! Before we get started, I want you to turn and talk with your neighbor about what you already know about maps. whats on them? Who uses them? What kind of maps have you seen?”             <ul style="list-style-type: none"> <li>○ Give time to discuss, start pulling up google docs maps</li> </ul> </li> </ul>		
<b>10-15 min</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>  <ul style="list-style-type: none"> <li>● “Well, I have a few good examples to show you if i can pull up google.             <ul style="list-style-type: none"> <li>○ explain the purpose of maps, do so while pulling up google drive if necessary</li> </ul> </li> <li>● “So what is the purpose of maps? Well, they basically show us where things are, and help us figure out what is in an area. Most of the maps we see show the place from above, like if you were a bird flying in the sky and looked down, that is what you would see.</li> <li>● “Say you were looking at our classroom from above. Think about what you would see from</li> </ul>		

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	<p>this point of view. Think about the shapes, they look different from above than they do on the ground.”</p> <ul style="list-style-type: none"> <li>○ if more time is needed, have the students discuss this idea at their tables.</li> <li>● “Let's look up at the board now. I want to check out a map of Alaska first, since that’s my home! Can anyone point out something they see for me?”             <ul style="list-style-type: none"> <li>○ Make sure we touch on:                 <ul style="list-style-type: none"> <li>■ Compass rose</li> <li>■ rivers</li> <li>■ cities</li> <li>■ mountains</li> <li>■ distance - if you take a ruler and line it up with the distance scale here, you can tell how many miles apart two locations are</li> </ul> </li> </ul> </li> <li>● “Let’s focus in on that compass rose. What do the ‘N’, ‘E’, ‘S’, and ‘W’ stand for?”             <ul style="list-style-type: none"> <li>○ North South East West</li> </ul> </li> <li>● “Not every map is going to to have a compass rose, most of the time you see it on maps of bigger areas, not on ones that show smaller locations like a building. But I will show you some more examples of both types.”</li> <li>● “Now let’s look at the next map, does anyone here like pokemon? Well this is a map of where the main character in the show has travelled. What's different about this map than the last one? What do we see here that wasn't on the last one?”             <ul style="list-style-type: none"> <li>○ This one has a key, or legend</li> </ul> </li> <li>● “A Key gives us additional information about locations on a map. Sometimes you will see it called a key, legend, or even just symbols. Think of a key as a way to “unlock” new information on a map.”</li> <li>● “Looking at our next map we can see all the things we have talked about today. what i really want you to focus on are the compass rose and the labels. if we have labels and a compass we can navigate pretty well.”</li> </ul>
<p>7-10 min</p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>● “Now we are going to make our own maps! I want us to make a map of the classroom in groups of 2. Remember, when we draw this map, it is going to show an image of the room from above, so keep that in mind. I'll put a picture up on the board of a map someone did of their own classroom so you can get some ideas on what to do. When making this map, I want you to label each item you put in, and add a compass rose. Does anyone have any questions?”             <ul style="list-style-type: none"> <li>○ Tell the students which direction is north</li> </ul> </li> <li>● “I am going to come around and pass out a sheet of paper and pair you up with someone to work with at your table. Feel free to use pencils, crayons, markers, or whatever you feel like to create this map. You can start as soon as you get the paper! Let me know if you need any help, I will be walking around the room. ”</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>● “I’m going to come around now and collect your maps so i can see what a good job you did. While I am doing that lets start getting ready for the next part of our day!”</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>● I will be able to gauge understanding through participation and engagement, asking for thumbs up/down when necessary</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>● I will look at the student’s maps they have created to see if the have all the components I asked for, and further checking the details and items put in the maps</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>

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Consideration for Back-up Plan:

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

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