

DIXIE STATE UNIVERSITY – DEPARTMENT OF EDUCATION
ELEMENTARY 3rd SEMESTER LESSON PLAN TEMPLATE
(1/25/13)

Teacher Candidate: Michelle Dalton
 Grade Level: 1st
 Title: Geography- Follow Map Directions Lesson 1

<p>CONTEXTUAL FACTORS (classroom factors)</p> <p>Contextual Factors: 20 students 9 boys 11 girls 3 low level readers (Student 5, Student 19, Student 20) 1 IEP (communication difficulties) (Student 20) 1 Speech (Student 4) 8 high level readers 4 ELL (Student 15, Student 5, Student 8, Student 9)</p> <p>Classroom environment: Desk arranged in a U shape facing the smart board 6 desks in one row and 7 in the other 2 rows Technology available: Smart board, Elmo, and computer</p>

<p>WALK-AWAY (As a result of this lesson, what do I want the students to know, understand, and be able to do?)</p> <p>State Standard/Objective: Standard 3: (Geography): Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world. SIOP 3 Age appropriate</p> <p>Content Walk-Away: I will be able to follow map directions.</p> <p>Language Walk-Away: I will be able to talk about map directions.</p> <p>Vocabulary: North, South, East, West, Globe, Map</p>

<p>ASSESSMENT EVIDENCE (What evidence do I need to show the students have learned the Walk-Away?)</p> <p>Formative Evidence (checking for understanding throughout the lesson): Observation, participation in discussion and activity</p> <p>Content Walk-Away Evidence (Summative): Complete worksheet correctly</p> <p>Language Walk-Away Evidence (Summative): Discussion with a buddy about following map directions.</p>	<p>Modifications/Accommodations (ELL, IEP, GATE, etc.)</p> <p>Give lower level students extra time on activity.</p> <p>Pair Student 20 with a high ability student, and allow him to use the IPAD.</p>
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Approx. Time	ACTIVE LEARNING PLAN		
	<p><u>Activate/Building Background Knowledge</u> Boys and girls I want you to think about what you now about maps. Now I want you to turn to a partner and share what you know. I can see that some of you know a little about maps. When we are done with this unit you will know a lot more about maps. First, I want to read you a book. (Me on the Map) (Read the book)</p> <p>(SIOP 8 link to past learning, SIOP 12 variety of techniques, SIOP 16 Opportunities for interaction, SIOP 17 Student grouping, SIOP 18 wait time, SIOP 22 all language skills, SIOP 21 apply language and content)</p> <p><i>Formative assessment: SIOP 30 Assessment</i></p>		
	Learning Goal	Success Criteria	Assessment Strategy
	I will be able to identify self-	Identify self-knowledge of maps	Ask questions

knowledge of maps		Model Probe for deeper understanding
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Modification/accommodations: (ELL, IEP, GATE, etc.) Have a mini lesson during morning centers to the ELL students, so they have some background knowledge for the lesson.

Focus Lesson (“I do it”)

I am going to show you how to follow map directions and we are going to complete our pre-test while doing so. First, we need to read our objective or goal for this lesson. (read the objective together) Now that we have read the objective we have some vocabulary words to learn. (Introduce the vocabulary words by listening, reading, speaking and writing them)

Boys and girls I want you to look at the page that is up on the smart board. This is like the Cougar Club board. It has a lot of squares on it. I want you to look at the house in the middle of the page. Now that we know North, South, East and West, I am going to show you how to place animals. I am going to take this dog, and place him 2 spaces North of the house. (I place the dog)

Now boys and girls I want you to turn to the first page of this packet and follow my directions. There will be no talking. (read directions to post the 5 animals)

(SIOP 1 Content objective, SIOP 2 Language objective, SIOP 4 Supplementary materials, SIOP 6 Meaningful activities, SIOP 9 Key vocabulary, SIOP 11 clear explanation, SIOP 12 variety of techniques, SIOP 14 Scaffolding, SIOP 15 variety of question type, SIOP 16 opportunities for interaction, SIOP 17 grouping configurations, SIOP 18 wait time, SIOP 22 language skills, SIOP 23 content objective supported, SIOP 24 language objective supported)

Formative Assessment: SIOP 30 Assessment

Learning Goal	Success Criteria	Assessment Strategy
I will be able to follow map directions	Follow map directions	Provide map directions Ask question

Modification/accommodations: give extra time for lower level students. High ability student will have books on their desks to read while they wait.

Guided Instruction (“We do it”)

Next we need to look at the map of the united states. I can’t tell you where anything in right now, but I want you to look carefully at the map and think of one thing you notice about it. Before we share I need you to do 2 things for me. 1. Color the Great Salt Lake blue and 2 outline the state of Utah in red. (outline means to trace around the shape of it). I will give you 3 minutes to do this. Now that we have done that. Turn to the world map on the last page and wait. Now remember what you noticed about the map on the other page and tell it to your partner now. Back with me in 3, 2, 1. I heard some nice things. We will have a chance to share them with the class a little later.

(SIOP 4 Supplementary materials, SIOP 5 adapt content, SIOP 6 meaningful activities, SIOP 12 variety of techniques, SIOP 15 variety of question types, SIOP 16 opportunities for interaction, SIOP 17 student grouping, SIOP 18 wait time, SIOP 20 hands-on materials, SIOP 21 Apply language and content, SIOP 22 all language skills, SIOP 23 support content objective, SIOP 24 support language objective, SIOP 29 feedback on output)

Formative Assessment: SIOP30 Assessment

Learning Goal	Success Criteria	Assessment Strategy
I will be able to Locate places on a map.	Locate places on a map	Provide a map Ask questions

Modification/accommodations: Allow low students more time to complete.

Collaborative/Cooperative (“You do it together”)

Now that we are on the last page, I want you to notice that this is a world map. I want you to follow my directions. First, I need you to put an N where you think the North Pole is. Then I need you to put an S where you think the South Pole is. Now here is a tricky one, Draw the Equator line on your map. Just do your best. Boys and girls I now want you to think back to what you noticed about the map of the United States. Now, I need you to color the United States red on the world map. There is one other thing I need you to do with this map, but first I need you to put everything but you map page, and a blue crayon away. When you are ready put your hands on your head.

(SIOP 4 supplementary materials, SIOP 6 meaningful activities, SIOP 14 scaffolding, SIOP 16 opportunities for interaction, SIOP 18 wait time, SIOP 20 hands-on materials, SIOP 21 apply language and content, SIOP 22 all language skills, SIOP 29 feedback on output)

Formative Assessment: SIOP 30 Assessment

Learning Goal	Success Criteria	Assessment Strategy
I will be able to follow map directions.	Follow map directions	Provide maps Ask questions

Modification/accommodations: Allow extra time to those who need it.

Independent (“You do it alone”)

Now that everyone is ready, boys and girls, I now need you to color the oceans on the worlds map blue. When you are finished I need you make sure your name is on the front page and I want you to raise your hand and I will collect your packet. If you are finished please read silently at your desk while others are finishing up.

(SIOP 4 Supplementary Materials, SIOP 5 Adapt content, SIOP 6 Meaningful activities, SIOP 12 variety of techniques, SIOP 13 Opportunities to USE, SIOP 14 Scaffolding, SIOP 15 Variety of question types, SIOP 18 Wait time, SIOP 21 Apply language and content, SIOP 23 Support content objective, SIOP 24 Support language objective)

Summative Assessment: Activity packet what makes up the unit pre-test. SIOP 30 Assessment

Modification/accommodations: Give extra time to those who need it.

Closure/Review of walk-aways, vocabulary, and essential questions

(Note: Closure includes student interactions, reflection, and/or demonstrations.)

Boys and girls, we had a goal to reach during this lesson. Let’s read it together. (read objective) If you think we reached this goal give me a thumbs up. If you think we did not reach this goal give me a thumbs down. (ask those that have a thumbs down why they think they did not reach the goal) Ask a student or 2 how they know we reached the goal. What activities did we do to help them reach the goal. Boys and girls we had some vocabulary words also. First, we need to review them. (review by asking the definitions of each) Now I want you all to get a sentence in your head for one of the vocabulary words, or all of them. When you have the sentence touch your nose. Now that everyone has a sentence turn to your buddy and share your sentence. Make sure you both get to share. Ready go. Back with me in 3,2,1. “I heard some great sentences.” I will pull some sticks and have you share your sentences with the class. Boys and girls I am so proud of you for working hard today. Thank you for your hard work.

(SIOP 18 wait time, SIOP22 all languages, SIOP 27 comprehensive review-vocab, SIOP 28 comprehensive review-content, SIOP 29 feedback on output)

SIOP Indicators *(Add SIOP number and description within the lesson plan)*

Preparation: 1-Content objectives, 2-Language objectives, 3-Content appropriate, 4-Supplementary materials, 5-Adaptation of content, 6-Meaningful activities

Building Background: 7-Linked to background, 8-Linked to past learning, 9-Key vocabulary

Comprehensive Input: 10-Appropriate speech, 11-Clear explanation, 12-Variety of techniques

Interaction: 16-Opportunity for interaction, 17-Grouping supports objectives, 18-Wait time, 19-Opportunity for L1 students

Practice/Application: 20-Hands-on materials, 21-Activities to apply content/language knowledge, 22-Language skills: reading, writing, listening, speaking

Lesson Delivery: 23-Content objective supported, 24-Language objective supported, 25-Students engaged, 26-Pacing

Review/Assessment: 27-Review vocabulary, 28-Review concepts, 29-Feedback, 30-Assessment

TEACHING NOTES

What do I need to remember to do? Have students get a book to have at their desk, before the lesson begins. Sharpen students pencils first. Have students get glue, scissors, and crayons out at the beginning of the lesson.

What materials do I need to have ready? Copies of maps, Elmo, objectives written on the board

What is the approximate time needed for this lesson? 30-45 minutes (depending on time to color)

REFLECTION AFTER LESSON

How can I use the assessment data to reflect on & evaluate the outcomes of teaching and learning? How can I transfer what I learned from teaching this lesson to future teaching? What was effective and not effective? What goals can I set to improve my practice and student learning?

I will be able to use the assessment data from this lesson as a pre-test for my unit. I will be able to see how my teaching for the entire unit builds the students learning. I can transfer what I learned here to future lessons, because there are things that worked and things that did not during this lesson. I think that part that was effective, was having them share in between pages of the assessment, because it helped them get out what they needed to say and then they could all focus throughout the rest of the lesson. Something that was not effective was having the students go to their special spots before they were able to share because they had to move around the room a lot to share with a buddy. I can work on my explicit directions. I can also set the goal of pacing my lesson when it involves coloring.