

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

Teacher Candidate: Michelle Dalton
 Grade Level: 1st
 Title: Cardinal Directions Lesson 2

<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.</p> <p>Objective 1 Identify and use geographic terms and tools.</p> <p style="padding-left: 20px;">a. Use a compass to locate cardinal directions.</p> <p>Objective 2 Recognize and use a map or a globe.</p> <p style="padding-left: 20px;">a. Identify the compass rose and cardinal directions on a map and on a globe. SIOP 3 age appropriate</p> <p>Content Walk-Away: I will be able to use the cardinal directions and a compass rose.</p> <p>Language Walk-Away: I will be able to talk about cardinal directions and a compass rose.</p> <p>Vocabulary: cardinal directions, compass rose</p>

ASSESSMENT EVIDENCE (What evidence do I need to show the students have learned the Walk-Away?)	Modifications/Accommodations (ELL, IEP, GATE, etc.)
Formative Evidence (checking for understanding throughout the lesson): Observations, answering questions, Complete Joe and Sally worksheet Content Walk-Away Evidence (Summative): Compete Joe and Sally worksheet Language Walk-Away Evidence (Summative): Talk about Cardinal directions and the compass rose	Allow Student 20 to use his IPAD to share his thoughts. Have an extension activity for fast finishers. Give extra wait time for ELL students

Approx. Time	<p>ACTIVE LEARNING PLAN</p> <p><u>Activate/Building Background Knowledge</u> Boys and girls, yesterday we learned the vocabulary words, North, South, West and East. Today I we are</p>
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going to practice using these. But first I want you to think about everything you know about these four words. Turn to a partner and share what you know. Ready go. Now back with me in 3,2,1.

(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)

Formative assessment: SIOP 30 assessment

Learning Goal	Success Criteria	Assessment Strategy
I will be able to identify self-knowledge about the vocabulary words.	Identify self-knowledge about the vocabulary.	Ask questions Probe for deeper thinking

Modification/accommodations: (ELL, IEP, GATE, etc.) be sure everyone has something to share, if they don't have anything make sure they get something to share.

Focus Lesson ("I do it")

Boys and girls before we begin we need to read our goal for the day. (read objective all together). I have a few new words I want you to learn for this lesson. (Introduce cardinal directions as North, South, East and West, then show them a compass rose and what it looks like.) Students I want you to write these words on the paper I have given you. Now we will say the together, and I have a few different maps here for us to find the compass rose on. Nice job.

(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 identify the compass rose on different maps.	Identify compass rose on different maps.	Ask questions Provide maps Probe for deeper understanding

Modification/accommodations: Allow extra wait time for students when locating compass roses.

Guided Instruction ("We do it")

Now we are going to learn what direction North, South, East and West are. Everyone point up. What direction is this? Now point down, what direction is this? Now point to the right, what direction is this? So that leaves the left and what direction is this? I think you have a good understanding of this. Let's practice a little on the smart board. I will read the directions and model this one for you. (model and think aloud while doing so) Now that I have shown you how this works I am going to go to the next problem and read the directions. I want you all to think of the answer and will use the name randomizer to see who will put the object in the correct direction. (go through 2 examples with the class, using the randomizer).

(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: SIOP 30 Assessment

Learning Goal	Success Criteria	Assessment Strategy
I will be able to use cardinal directions.	Use cardinal directions	Ask questions Provide problems Model Probe for deeper thinking

Modification/accommodations: Provide enough opportunities for low level students to have a chance to practice

Collaborative/Cooperative ("You do it together")

Now I want you to get into partners and practice by doing the first 4 questions on the page together. Be sure

to locate the compass rose on the worksheet first. I will be walking around to help as you need it. If you need help before I get to you please raise your hand.

(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 identify the compass rose and use cardinal directions.	Identify the compass rose. Use cardinal directions.	Ask questions Provide questions Probe for deeper thinking

Modification/accommodations: Pair Student 20 with a higher level student, Pair ELL students with English speakers.

Independent (“You do it alone”)

Now I want you to go to your special spot and you will finish the worksheet on your own. I am going to read you the question and you will need to write the answer on the line. Some of the directions will tell you to draw a picture, make sure you are following along.

(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: finish Joe and Sally worksheet. SIOP 30 assessment

Modification/accommodations: Let Student 20 type on his IPAD. Give extra time for low level students.

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

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

Boys and girls you all worked very hard today. We need to check to see if we met our goal today. (Read the goal together) touch your nose if you think we met our goal today. (Ask students who say no, why they think we did not reach the goal). Ask students who have their hands on their heads how they know we met the goal. What activities did we do? Boys and girls we also learned two new vocabulary words today. What were they? I want you to turn to a partner and use the two words in a sentence. You can use them in one sentence or 2 sentences. Share in 3, 2, 1. Back with me in 3,2,1. I heard some good sentences, I will use the randomizer to have 2 students share. Thank you all for working so hard today.

(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 model the cardinal directions with their bodies

What materials do I need to have ready? Smart board activity open, worksheets ran off

What is the approximate time needed for this lesson? 30-35 minutes

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?

From this lesson I can use the assessment data for my formative assessment on the cardinal directions. I now know how to help the students stay on task, because they were able to get up a move it was easier to keep them focused. It was not effective to have the students move the pieces on the smart board because it is too tall for them. I will have to do it, but have the students tell me where to put the. I can set a goal of having the students do something physical to get them focused better.