

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

Teacher Candidate: Michelle Dalton
 Grade Level: 1st
 Title: Equator, North and South Pole ~ Lesson 3

<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. a. Identify the equator and north and south poles.</p> <p>Objective 2 Recognize and use a map or a globe. a. Locate physical features (i.e. continents, oceans, rivers, lakes), and man-made features (equator, North and South poles, countries) on a map and on a globe. SIO P 3 age appropriate</p> <p>Content Walk-Away: I will be able to locate the equator, north and south poles.</p> <p>Language Walk-Away: I will be able to talk about the location of the equator, north and south pole.</p> <p>Vocabulary: Equator, North Pole, South Pole</p>
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<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): Observations, answer questions, participate in class activities</p> <p>Content Walk-Away Evidence (Summative): properly place the equator, north and south pole on the world map</p> <p>Language Walk-Away Evidence (Summative): talk about the equator, north and south pole.</p>	<p>Modifications/Accommodations (ELL, IEP, GATE, etc.)</p> <p>Include leveled books about the equator, north and south poles for each leveled group.</p> <p>Allow Student 20 to use his IPAD to help him share his thoughts.</p>
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Approx. Time	ACTIVE LEARNING PLAN
	<u>Activate/Building Background Knowledge</u> Boys and girls I am going to read a few parts of 3 books for you. Then we are going to talk about the 3 things

in the books. But first I want you to think about what you know about the equator. Now share with a buddy what you know. Now think about what you know about the North and South pole. Now I want you to share with a buddy what you know.

(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 of the equator, north and south poles.	Identify self-knowledge of the equator, north and south poles	Ask questions Probe for deeper thinking

Modification/accommodations: (ELL, IEP, GATE, etc.) have a mini lesson with ELL students to be sure they have knowledge.

Focus Lesson (“I do it”)

First we need to look at our goal for this lesson. Read it with me (read objective) Now we need to look at our vocabulary words. I will say them and then I want you to say them. Then I want you to write them on your white boards. (give definitions and have students say them)

Now that we know some about the equator, north and south pole. I want us to spend some time talking about where these things are located and what it the weather and land is like in those places on the Earth.

First, we are going to learn about the equator. (read the section of the book) We need to look at the map and find the equator. Who can tell me where it is? (Call on students) point out the equator and what continents it goes through. Be sure to ask multiple students. What kind of animals do you think live around the equator? Get a thought in your mind and when I count to 3 share with your buddy. 1,2,3. Now back with me in 3,2,1. I heard some great ideas. Let’s use the sticks to see who will share. (call on 3 students)

(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 locate the equator.	Locate the equator.	Model Provide maps Ask questions

Modification/accommodations: Give lower level students more time and have leveled books for higher level students

Guided Instruction (“We do it”)

I have a book here about the polar regions. Where do you think those are? I am going to read this book for you. First, it talks about the North Pole and then the South Pole. Let’s look at the North Pole. (Read the book). Identify it on the map. Now that we have looked at the North Pole I want you to think about the weather at the North Pole and animals you will find there. Now share with a buddy. Back with me in 3, 2, 1. I heard some great things.

(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 identify information about the North Pole.	Identify information about the North Pole.	Provide maps Ask questions Probe for deeper thinking

Modification/accommodations: Make sure everyone has an idea of animals, location and weather.

Collaborative/Cooperative (“You do it together”)

I will read about the South Pole to you and then you will talk with a buddy about the area and we will have each group share. (Read the book) I will give you 5 minutes to talk about the area come up with ideas to share with the class.

Every group will present and include where the South Pole is located.

(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 information about the South Pole	Identify information about the South Pole	Provide maps Ask questions Probe for deeper thinking

Modification/accommodations: group students to put to use their best ability.

Independent (“You do it alone”)

Now that we have talked about the location of the equator, north and south pole, I need you all to go to your special spots and wait for my instructions. First put an N where the North pole is. Next, put an S where the South Pole is. Now draw the equator line. Once you are finished raise your hand. I will collect your page and then sit on your spot at the rug.

(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: completion of labeling page. SIOP 30 assessment

Modification/accommodations: give Student 20 extra wait time.

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

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

Boys and girls you all did an amazing job today. We need to review our goal and see if we met it, read it with me. (read the objective) give a thumbs up if you think we met our goal and a thumbs down if you think we did not meet our goal. (ask those that say no, why they think that) Ask 2 students how they know we met the goal and how we did so. Now we need to look at our vocabulary words. (read the words and have the students read the words) Students will turn to a partner and use the words in a sentence. 2 students will share their sentences with the class.

Boys and girls thank you for working so hard today, you all did amazing 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? Show students what I expect as far as labels

What materials do I need to have ready? Map down, globe ready, worksheets copied

What is the approximate time needed for this lesson? 25-30 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?

Overall this lesson end well, the students were engaged and talking about the topic. All students were engaged when discussing the polar regions but were not as engaged when talking about the equator. I was able to keep them focused with pictures in the books. I would set a goal of finding a video or other technology activity to better the lesson.