

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

Teacher Candidate: Michelle Dalton  
 Grade Level: 1<sup>st</sup>  
 Title: Locate Physical Features on a Map Lesson 5

<p><b>CONTEXTUAL FACTORS</b> (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>
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<p><b>WALK-AWAY</b> (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: <b>Standard 3</b>                  (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.  <b>Objective 2</b>                  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. <b>SIOP 3 Content appropriate</b></p> <p>Content Walk-Away: I will be able to locate physical features on a map.</p> <p>Language Walk-Away: I will be able to talk about physical features on a map.</p> <p>Vocabulary: Continents, Oceans, physical features</p>
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<p><b>ASSESSMENT EVIDENCE</b> (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, Answering questions, complete mini book</p> <p>Content Walk-Away Evidence (Summative): Complete mini book correctly</p> <p>Language Walk-Away Evidence (Summative): talk about the location of continents and oceans</p>	<p><b>Modifications/Accommodations</b> (ELL, IEP, GATE, etc.)</p> <p>Give low level students extra time to write.</p> <p>Allow Student 20 to use his IPAD, as needed</p>
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<p>Approx. Time</p>	<p><b>ACTIVE LEARNING PLAN</b></p> <p><u>Activate/Building Background Knowledge</u>                  Boys and girls in our last lesson on maps we located Utah and the United States on different maps. I need you to turn to a partner and tell them your favorite part about that lesson. Back with me in 3, 2, 1. Now that we have reviewed everything, I have a video for you to watch that is about continents and oceans.</p> <p><b>(SIOP 8 link to past learning, SIOP 9 key vocabulary, 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</b></p>
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and content)

*Formative assessment: SLOP 30 Assessment*

Learning Goal	Success Criteria	Assessment Strategy
I will gain knowledge of continents and oceans	Gain knowledge of continents and oceans	Provide video Ask questions Probe for deeper understanding

*Modification/accommodations: (ELL, IEP, GATE, etc.) Give low level student extra time to think*

Focus Lesson (“I do it”)

Boys and girls I have a map up on the SMART board we are going to locate the continents and oceans, and make a mini book about what each continent looks like. I will first point out where all the continents are for you. I know it is a review from the video, and it will be good for us to see where they are located on the map. (Show where every continent is located)

(SLOP 2 Content objective, SLOP 3 Language objective, SLOP 9 emphasize key vocabulary, SLOP 11 clear explanation, SLOP 12 variety of techniques, SLOP 14 scaffolding, SLOP 15 variety of question types, SLOP 16 opportunities for interaction, SLOP 17 student grouping, SLOP 18 wait time, SLOP 20 hands on materials, SLOP 21 apply language and content, SLOP 22 all language skills, SLOP 23 support content objective, SLOP 24 support language objective, SLOP 29 feedback on output)

*Formative Assessment: SLOP 30 Assessment*

Learning Goal	Success Criteria	Assessment Strategy
I will be able to recall the location of the continents.	Recall the location of the continents.	Provide maps Ask questions Probe for deeper thinking

*Modification/accommodations: Go slow for the lower level students and allow multiple questions along the way.*

Guided Instruction (“We do it”)

Now boys and girls we are going to turn to the first page in your book and see if we can locate this continent and name it. Ask students to locate it using sticks. Have students write the name of the continent on the line, using their word banks.

Continue with the other 6 continents)

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

*Formative Assessment: SLOP 30 Assessment*

Learning Goal	Success Criteria	Assessment Strategy
I will be able to locate the 7 continents on a world map.	Locate the 7 continents on a world map.	Ask questions Model Provide maps Probe for deeper thinking

*Modification/accommodations:*

Collaborative/Cooperative (“You do it together”)

Boys and girls I now want you to get with a buddy and you are going to tell your partner about the location of the continents and oceans from the video. You all not what the continents look like and you will be able to locate all the oceans. You don’t need to know the names of them; you just need to know where the oceans are located.

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

*Formative Assessment: SLOP 30 Assessment*

Learning Goal	Success Criteria	Assessment Strategy
I will be able to talk about the location of the continents and oceans.	Talk about the location of the continents and oceans.	Provide maps Ask questions Probe for deeper understanding
<p><i>Modification/accommodations: Pair low lever students with high level students.</i></p> <p><u>Independent (“You do it alone”)</u> Boys and girls you are now going to write the names of the oceans on the lined on the back page of your mini book. You will do this on you own. (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)</p> <p><i>Summative Assessment: Complete the mini book (SIOP 30 Assessment)</i></p> <p><i>Modification/accommodations: give low level students more time to finish if they need it.</i></p> <p><u>Closure/Review of walk-aways, vocabulary, and essential questions</u> (Note: Closure includes student interactions, reflection, and/or demonstrations.)</p> <p>Great job today everyone! Now that we have finished our mini books, it is time to see if we meet our goal for today. Read the goal with me. (read objective) Give me a thumbs up if you think we meet our goal today and a thumbs down if you think we didn’t. (Ask those that say no why?) How do you know we meet the goal? (Ask a few students) Who remembers our vocabulary words for today? I want you all to think of a sentence you can use our vocabulary words in. Get your ideas I will pull your name out of the basket. Ask 2 students. I appreciate all the hard work you did today. Great job everyone.</p> <p>(SIOP 18 wait time, SIOP22 all languages, SIOP 27 comprehensive review-vocab, SIOP 28 comprehensive review-content, SIOP 29 feedback on output)</p>		

<p><b>SIOP Indicators</b> <i>(Add SIOP number and description within the lesson plan)</i></p> <p><b>Preparation:</b> 1-Content objectives, 2-Language objectives, 3-Content appropriate, 4-Supplementary materials, 5-Adaptation of content, 6-Meaningful activities</p> <p><b>Building Background:</b> 7-Linked to background, 8-Linked to past learning, 9-Key vocabulary</p> <p><b>Comprehensive Input:</b> 10-Appropriate speech, 11-Clear explanation, 12-Variety of techniques</p> <p><b>Interaction:</b> 16-Opportunity for interaction, 17-Grouping supports objectives, 18-Wait time, 19-Opportunity for L1 students</p> <p><b>Practice/Application:</b> 20-Hands-on materials, 21-Activities to apply content/language knowledge, 22-Language skills: reading, writing, listening, speaking</p> <p><b>Lesson Delivery:</b> 23-Content objective supported, 24-Language objective supported, 25-Students engaged, 26-Pacing</p> <p><b>Review/Assessment:</b> 27-Review vocabulary, 28-Review concepts, 29-Feedback, 30-Assessment</p>
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<p><b>TEACHING NOTES</b></p> <p><i>What do I need to remember to do? Keep the pace steady to keep student focused.</i></p> <p><i>What materials do I need to have ready? Video, mini books</i></p> <p><i>What is the approximate time needed for this lesson? 30-40 minutes</i></p>
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<p><b>REFLECTION AFTER LESSON</b></p> <p><i>How can I use the assessment data to reflect on &amp; 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></p> <p>Using a mini book was not very effective for the first graders other than it had a word back to help the spell the words. The students were engaged and focused, but became restless as the lesson went on. I can set a goal to shorten the time the students are focusing on me taking and increase the time they talk to each other. The video did help them focus better and they were able to understand the content of the lesson.</p>
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