

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

Teacher Candidate Michelle Dalton
 Grade Level 1st
 Title Creating a map and Columbus's Voyage Lesson 6

<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. Objective 2: Recognize and use a map or a globe. a. Create a map showing important sites or landmarks on a school or community (i.e., firehouse, city hall, churches). b. 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. (SIOP 3 Age Appropriate)</p> <p>Content Walk-Away: I will be able to create a map of Christopher Columbus's Voyage.</p> <p>Language Walk-Away: I will be able to talk about Christopher Columbus's Voyage.</p> <p>Vocabulary: Christopher Columbus, Voyage</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): Answer questions Group participation Complete activity page during discussion</p> <p>Content Walk-Away Evidence (Summative): Completing activity page correctly.</p> <p>Language Walk-Away Evidence (Summative): Share about Christopher Columbus's voyage with a buddy.</p>	<p>Modifications/Accommodations (ELL, IEP, GATE, etc.)</p> <p>Give Student 20 extra wait time to write.</p> <p>Watch Student 19 and Student 11 for behavior.</p> <p>Watch Student 4 for anxieties</p> <p>Keep Student 10 and Student 5 on task</p>
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Approx. Time	ACTIVE LEARNING PLAN
	<u>Activate/Building Background Knowledge</u> Boys and girls, raise your hand if you remember what I have been teaching you. Also, who did we learn a little

about yesterday before lunch? Great job! I have been teaching you about maps and yesterday we learned about Christopher Columbus. Well today we are going to put the two together. But first I want you to think about something you remember about Columbus and maps, and share with your buddy. Ready go. (wait time) Ok back with me in 3, 2, 1. I heard some great comments.

(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 of learning/comp.)

Learning Goal	Success Criteria	Assessment Strategy
I will be able to recall self-knowledge of Christopher Columbus and maps.	Recall self-knowledge of Christopher Columbus and maps.	Model Ask questions Probe for deeper understanding

Modification/accommodations: (ELL, IEP, GATE, etc.) Make sure everyone has something to recall.

Focus Lesson (“I do it”)

Introduce objective and vocabulary. (SIOP 1, 2, and 9) Have students read the objective with me. Show the students what we are going to be working on today. Show the students a video about Columbus day. (SIOP 4 and 6)

Students I want you to think about one thing you remember from the video and tell your partner, then I will call on a few people to share their thoughts. Ready go. (wait time) Alright back with me in 3, 2, 1. I heard some nice comments. Now let’s her from _____ and _____ about their thoughts (pull names from sticks).

(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 of learning/comp.)

Learning Goal	Success Criteria	Assessment Strategy
I will be able to talk about Christopher Columbus	Talk about Christopher Columbus.	Provide video Model Probe for deeper thinking

Modification/accommodations: Make sure everyone has a comment and help those that don’t have one.

Guided Instruction (“We do it”)

Now it is time to review what we have learned so far about maps. Review North, South pole and equator. Review cardinal directions. Review continents and oceans. Now that we have reviewed we are going to start creating our map. The continents have been placed on our map for us, but we need to color the oceans blue and the land green. We also need to glue on the labels of the continents that are on there. How many continents are on the map page? (4) How many oceans are on there? (2) What do you think the other spots are for? Columbus’s ships! I think you’re right. Now while you are coloring your maps I am going to read a poem. You will have to be pretty quick with coloring. Now do we need to color inside the dotted lines on the map? No, because we will glue or labels on as a group.

(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 of learning/comp.)

Learning Goal	Success Criteria	Assessment Strategy
I will be able to create a map of Columbus’s voyage.	Create map of Columbus’s voyage	Provide activity page Provide poem Model Probe for deeper thinking

Modification/accommodations: Give slower people time to finish if they need it.

Collaborative/Cooperative (“You do it together”)

Now that we have colored our maps let’s put the labels on the right place, and glue our map on the inside of our blue packets. Do this as a class one at a time. Boys and girls I also want you to make a red line that shows us the route Christopher Columbus took from Spain. Notice I made mine right along where the ships are sailing. Then students glue the map in the center. If they finish the map then I will give them the ship and waves to color.

(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 of learning/comp.)

Learning Goal	Success Criteria	Assessment Strategy
I will be able to label the map of Christopher Columbus’s voyage	Label the map	Provide map Provide example Model Provide time to discuss

Modification/accommodations: Give everyone time they need, and help Student 20 place the labels if needed.

Independent (“You do it alone”)

Boys and girls now we are going to finish up our packets. You will have about 5 minutes to color the ship and glue it on the front cover. I will have my example on the board so you can look at it. But remember we need to work quickly so we do not have time to talk. You will glue the ship to the stick and later today I will cut a hole in your page so you can make the ship sail on the waves. Ready get going. When you are done I will have you write everything you know about Columbus.

(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: Completed packet and page on everything they know about Columbus. (SIOP 30 Assessment of learning/comp.)

Modification/accommodations: Give them extra time after the post-test to finish the writing.

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

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

Alright boys and girls, we had a goal today. Raise your hand if you think we reached our goal today. How do you know we reached our goal? How did we reach it, meaning what activities did we do to reach our goal? Now I want you to turn to a partner and tell them one thing you learned about Columbus and maps. I also want you to use our vocabulary words in a sentence. I am going to call on someone out of the sticks so everyone needs an idea. Thank you all for working so hard. I will collect your packets but I will get them back to you tomorrow. I appreciate how hard you all worked today. Thank you.

(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? Keep eye contact

What materials do I need to have ready? All pages printed, blue pages folded, and video loaded up.

What is the approximate time needed for this lesson? 30-45 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?

This lesson went well, the students were engaged and focused most of the lesson. They liked the video and were able to recall information from it. I didn't plan enough time for the students to complete the coloring a gluing but more tie was given the next day. I set some goals of better pacing and breaking up the bulk of the activity.