

Lesson Plan Template

Lesson Segment Focus QR Code Reader/Creator

Lesson 1 of 1

Course & topic addressed **Geography**

Date 11/10/18 Grade **Kindergarten**

Student Outcomes

Specific learning objectives for this lesson.	Learn the 50 states and their geographic region
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	No prior knowledge
Knowledge of students background (personal, cultural, or community assets)	Know which students have traveled and which have an understanding of direction.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	8. Geographic Representations - Students will use geographic representations and skills to become geographically-informed citizens.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Students will watch videos over the states and the students will do an activity as a group that deals with states and where they go.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	State Region North East West South
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Materials

Materials needed by teacher for this lesson.	Smartboard, Computer, YouTube Video, QR Code
Materials needed by students for this lesson.	Paper, Pencil iPad

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5	<u>Introduction:</u>	Students will check in using a QR Code and then sit on the carpet quietly.
30	<u>Instruction:</u>	Students will watch a video over the states and what regions they are in. If needed, they will watch it again. Students will then break up into groups and rotate activity stations. One station will include a big empty map that has each state outlined. The students will then stick cut out states in the appropriate spots. Another station will include students looking at a map and listing the proper states under the proper regions (Northeast, Northwest, Southeast, Southwest, central)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5	Closure:	I will bring the students back to the carpet and ask them what their favorite activity was and why. I will have them tell me what they learned and what their favorite state is.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For students that need help I will group them with students that are excelling or I will group them with myself and work with them. If they are not working with me, I will check on them every 3 minutes.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Different activity stations, Q&A, Whole group instruction
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next	<i>TO BE FILLED IN AFTER TEACHING</i>
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steps?	
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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