**Name: Evyn Graham & Heather Smith**

**Country Scavenger Hunt Lesson Plan**

**Lesson Segment Focus: Countries Around the World\_\_\_ Lesson \_\_\_\_\_\_\_\_\_\_\_\_of\_\_\_\_\_\_\_\_\_\_\_\_**

**Course & topic addressed: Geography: Countries \_\_\_\_\_\_\_ Date\_\_10/2/19\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_2nd\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students would further their knowledge of countries around the world. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Connect this lesson to social studies or geography lesson on a specific country or continent. |
| Knowledge of students background (personal, cultural, or community assets) | Be sure to know if a student’s background is related to a country being studied. |

**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. | **E.7.2.1 Describe why people in one country trade goods and services with people in other countries** |

**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? |  |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | QR Code  World  Countries  Continent |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Generated QR codes for certain countries, list of countries and continents studied |
| Materials needed by students for **this lesson**. | iPads, Notebook, pencil, map |

**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 | **Introduction**: | Start off by explaining how the day is going to go:   * Separate into groups * Teams discuss the list of countries and continents studied (5 min) * Review QR Code info * Explain Scavenger hunt |
| 30 | Instruction: | First explain what a QR code is and how it works. Have an example ready for places around the United States. Students will then practice themselves.  Provide the students with a map where they can plot their trip around the world as they work through each of the clues presented. They will then find the next location based on the clues given. Throughout the scavenger hunt the iPads will be used in order to access the QR app. This is how the students will be able to gain their clues for the scavenger hunt.  Once they have gone through all the clues, the teams can present each of their locations to the class. |
| 2 | **Closure:** | Go over every country or continent that was described. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | Smaller or larger groups could be created in order to help certain students. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | Make sure the teams are even between the academic levels of the students. |

**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). | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

|  |  |
| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

|  |  |
| --- | --- |
| What went well?  What changes should be made?  How will I use assessment data for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>