**Name: Emily Hirons**

**Lesson Plan Template**

**Learning Segment Focus – Social Studies**

**Lesson 1 of 1 Topic - Geography Date – 412//21 Grade - First Grade**

**Student Outcomes**

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| Specific learning **objectives** for this lesson. | Students will learn the key terms: Geography, Map, Key, Legend, Symbol, Compass, North, South, East & West  Students will be able to identify the terms above  Students will be able to label a simple map  Students will be able to differentiate between State, Country & Continent  Students will use Padlet to be creative while learning. |
| Justify how learning tasks are appropriate using examples of **students’ prior academic learning**. | Other than prior knowledge from their individual lives, this lesson will be an introduction. |
| Justify how learning tasks are appropriate using examples of **students’ personal, cultural, linguistic, or community assets**. | This is a great lesson to show the students where they live and where they came from, and to even talk about different cultures all around the world |

**State Academic Content Standards**

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| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | Grade 1 |
|  | G.8.1.1  Use map keys, legends, symbols, compass rose, and directional words to show a relationship between places  D2. Geo.2.K-2 |

**Key Vocabulary**

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| What **vocabulary terms/content specific terminology** must be addressed for students to master the content? | **Geography**  **Map**  **Key**  **Legend**  **Symbol**  **Compass Rose**  **State**  **Country**  **Continent** |

**Academic Language Support**

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| What is the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?  What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?** | We will be learning a lot of new vocabulary as a class. This will be something that every student will use for the rest of their lives. These vocabulary terms are vital to know and vital for this lesson to fully be productive. I will use Padlet as an assessment to see how well they are learning what they understand, and what they might need a little bit more work on. They will also be able to comprehend and learn these terms well because visuals, songs, videos, and activities will be incorporated for support. |

**Materials**

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| Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | [What are Maps Video](https://youtu.be/Czk4p5QmLSA)  Blank Map  Marker  Eraser  Projector  Padlet |
| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | Internet Connection  Padlet |

**Lesson Timeline with Instructional Strategies & Learning Tasks**

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| **Amount of Time** | **Teaching & Learning Activities (This should be a BULLETED LIST)** | **Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)** |
| 15 minutes | **Introduction**:   * Introduce maps with a picture on the board * Ask Questions * Give an overview of the lesson * [Show video](https://youtu.be/Czk4p5QmLSA) | I will begin this lesson by introducing in my own words what a map is. I will talk about how important they are and why we use them. Then, I will ask a few questions and have 1 person answer each one. For example, I might ask “Who has ever seen a map?” or “Why do we have maps?” or “Does anyone know of something that a map has on it?”. After the students answer those questions, I will tell them what we are doing so that they can be looking forward to the lesson, I will show a 1-minute video that is a really good introduction of this lesson.  [What are Maps Video](https://youtu.be/Czk4p5QmLSA) |
| 45 minutes | **Instruction:**   * Talk through example map on board * Introduce key vocabulary words * Erase and have students tell me what each object is * Show Padlet dashboard to students * Allow them to create one as a class on their own laptop | For the main part of the lesson, I will begin by having the students at the carpet. I will have a [blank map](file:///Users/emilymariehirons/Desktop/school/Continents-and-Oceans-of-the-World-Blank-Map) on the projector, and I will begin to tell them what each part is, while I draw it on. (legend, state compass rose) Then, I will erase it, and have the children tell me what each object is as I simply draw/point and let them do the talking.  After I feel like they are grasping the new vocabulary well, I will pull up Padlet on my projector. I will introduce the kids to [Padlet](https://padlet.com/emilyhirons1/5mk8rffeztg418b6) and tell them what it is and how we are going to get to look at some cool things about maps and geography. As a class we will look at pictures, websites, a video, activities, Google maps, a review of definitions and different things to allows them to fully grasp this introduction lesson. Then, I will allow them to go to their table and get out their laptop. I will direct them in pulling up Padlet themselves and then creating a class dashboard of things that they learned today! I will have it pulled up on the projector so that they can see it come to life. They can search websites and pin them, pictures, phrases, vocabulary terms, and whatever they can come up with! |
| 5 minutes | **Closure:**     * Padlet Exit Slip Questions | From the class Padlet dashboard I will be able to tell how well the students grasped the lesson. But I also want to ask them a couple of questions at the end of the lesson. I will type 2 questions on the classroom Padlet dashboard and allow them to answer.  The 2 questions will be:   1. What is one thing you learned today in our geography lesson that you did not know before today? 2. What is one thing about geography that you want to learn? |

**Technology Integration**

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| Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the “fit”** of chosen technologies, showing how the content, instructional strategies, and technology “fit” together. | I will be using Padlet for this lesson plan. Padlet is a fun and effective way to allow students to be creative while learning. Not only will I be able to have a dashboard that neatly shows all the info I am teaching, but my students can all come together and create one as well. Padlet allows you to be creative and as broad as you want. Every Padlet is unique and there is not two that are alike. Padlet will encourage my students to be creative and to enjoy learning! I feel like teaching a geography lesson with Padlet is a good choice because it allows for visuals and a variety of ways to represent information to be shown. Technology enhances this lesson in so many ways. This will meet the needs of all students because of its simplicity, class involvement, and unique ways to creatively be yourself. |

**Accommodations/Modifications**

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| How might I **modify** instruction for:  *Remediation?*  *Intervention?*  *IEP/504?*  *LEP/ESL?*  (All students who have plans mandated by federal and state law.) | I will modify this lesson according to the different IEP/504’s that I might have. |

**Differentiation**

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| How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?**  (All students who are not on specific plans mandated by federal and state law.) | * Sit students with visual impairments close to the front * Very intentional, informative instructions * Walk around the classroom and make sure that everyone is on track and understands the task * Colorful visuals, websites, and simple, yet effective activities |

**Assessments: Formative and/or Summative**

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| 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). | Summative | I will be able to monitor every child’s learning and understanding of this lesson by seeing the classroom Padlet and how every student interacted. |
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**Research/Theory**

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| Explain **connections to theories and/or researc**h (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.** | This lesson fits perfectly into the First-Grade standards. This is a lesson that meets all child’s needs with visuals, pictures, interactive activities, and hands on incorporation at the end. |

**Lesson Reflection/Evaluation**

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