

Name _____

Lesson Plan Template

Lesson Segment Focus: Understanding maps

Lesson: 1 of 5

Course & topic addressed: Geography /Social Studies

Date: October 5, 2019

Grade: 4

Student Outcomes: Be able to compare and contrast different land masses.
Students will be able to recognize states and countries from a picture on a map.
Students will talk about different cultures of different places.

Specific learning objectives for this lesson.	Introductory lesson. Students will use app on iPad to explore, and learn about different places in the world
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We will talk about the similarities and difference of other places in the world compared to the state we live in.
Knowledge of students background (personal, cultural, or community assets)	They will be able to make connections or pick out differences based on their prior knowledge of the state of AR.

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.	G.8.4.2 Use thematic maps (e.g., climate, political, topographical) and other geographic representations to compare physical and human characteristics of a region to those of another region in the United States and the interactions that shape them D2.Geo.2.3-5
--------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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?	We will use iPads and the app "Geography of the World"
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ol style="list-style-type: none">1.) Geography2.) State3.) Region4.) Country
---------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------

	5.) Similarities 6.) Differences 7.) Culture 8.) Climate 9.) Population
--	------------------------------------------------------------------------------------------------------------------------

Materials

Materials needed by teacher for this lesson.	iPad Geography of the World Smartboard
Materials needed by students for this lesson.	iPad Geography of the World Listening ears

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.
5-10 min	<u>Introduction:</u> Introduce lesson	Teacher will tell students to open app and look it over, it an get an idea of how the app works. We will be looking at specific places and comparing and contrasting how they relate to or are different from AR.

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.
20 min	<p><u>Instruction:</u></p> <p>Students and teacher will spend time in open discussion about places of the world using the app.</p>	<p>Teacher will let students talk amongst themselves and formulate an idea of the given regions of the world. Once students have had time to look at the places, the teacher will go one by one asking students opinion about if they think this particular place is similar of different from AR.</p>
5 min	<p><u>Closure:</u></p> <p>Tell students we will continue lesson tomorrow. Assign homework</p>	<p>Students will go over the specified placed for homework and identify population, climate, culture of each region.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>.(try)</p>
---------------------------------------------------------------------------------------------------------------------	---------------

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
------------------------------------------------------------------------------------------------------------------------------	-------

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.	
--------------------------------------------------------------------	--

Lesson Reflection/Evaluation

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

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>