

Name_____Kaylee Nelson_____

‘Kids Planet Discovery’ Project

Lesson Segment Focus_____Geographic Representations_____ Lesson _____of_____

Course & topic addressed ____Social Studies: Maps and Human Characteristics____ Date__10/16/19__ Grade__3__

Student Outcomes

Specific learning objectives for this lesson.	Be able to understand the basics of reading a map. Be able to understand the different physical and human characteristics that are found all around the world.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Recently learned about individualism and culture in our town, state, and country.
Knowledge of students background (personal, cultural, or community assets)	

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.8.3.3 Construct maps and other geographic representations of the local community, including physical and human characteristics, title, legend, compass rose.
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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?	Do a vocabulary worksheet and discuss the terms before the lesson begins.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Map, Title, Compass Rose, Legend, Cardinal Directions, Culture, Geography
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Materials

Materials needed by teacher for this lesson.	Class iPads and the App, “Kids Planet Discovery”
Materials needed by students for this lesson.	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.
	<u>Introduction:</u>	Review culture and why people live the way they do around the world.
	<u>Instruction:</u>	Everyone gets their iPad and logs into “Kids Planet Discovery”. They can continue to play all of the activities in the app for a specific amount of time. Then, have a writing prompt that states, “If I could live anywhere else in the world, I would live in _____, Because _____. “ The app will give them plenty of information to make a great guess as to where they would want to live.
	<u>Closure:</u>	The students will finish their writing prompt and then share what they wrote with the class. Perhaps take a poll and see who all said which country.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I might modify by letting the student play at their own speed for a specific time. Also, change the writing prompt to draw a picture of what they would look like in their new country.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I would tell them where I would live and what I love about that country.
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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 steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>; <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>