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## Lesson Plan Template

Lesson Segment Focus: Padlet-Maps Lesson 1 of 5

Course & topic addressed: Social Studies/Maps Date 11/24/18 Grade 5

### Student Outcomes

Specific learning objectives for this lesson.	For this specific lesson, students will get a quick “lecture” over maps: how to make them, the purpose of them, etc.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should have gone over maps briefly and how to make one in the previous school year.
Knowledge of students background (personal, cultural, or community assets)	Students may have had some experiences with maps, such as going on trip.

### 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.	<b>“G.8.4.3: Construct maps and other graphic representations of Arkansas and the United States, including physical and human characteristics, title, legend, compass rose.” –Arkansas State Standards</b>
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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?	This particular lesson I’ll be doing a more direct teaching style, so it can either be a review for some students or new knowledge. I’ll be using Padlet and have activities/websites on it for them to review with.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Maps, title, legend, compass, key.</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Padlet, smartboard,
Materials needed by students for <b>this lesson.</b>	IPad/Computer, Padlet (same board as the teacher).

## 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.
3 minutes	<b><u>Introduction:</u></b>	I'll have a picture of the US map on the smartboard and have the kids look at it and examine it while the students get their IPad or computer.
40 minutes	<b><u>Instruction:</u></b>	When all the students have their ipad or computer, I will pull up the Padlet board that I will be using. I will also send the students to that same board if they want to view it closer and look more into some of the pages on the board. There will be websites, interactive maps, games, etc, on the board for them to view. I will lecture over the websites and then after, give them a few minutes to play with the interactive maps and games.
5 minutes	<b><u>Closure:</u></b>	When I have given the students enough time to overlook everything, the students will post on the same padlet board a question that they have about maps. It's kind of like an 'exit pass' of the lesson.

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.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	If students aren't able to get access to their or just any iPad/computer, I would go get it for them.  -This lesson is pretty simple and easy to comprehend for most students. The ipads or computers that students have would give students the ability to read what I'm reading more easier if they struggle with sight.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>This lesson is more just a lecture of what we will be discussing the next few days. The assessments later on throughout the week is what ensure the students' needs. However, the students will be posting a question to the board that they have, that way we could possibly go over it later on.</b>
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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>;  
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