

Lesson Plan: What is This Place?

Lesson Segment Focus: Geography

Lesson: 1 of 1

Course & topic addressed: Social Studies (States, Continents, etc.)

Date: 2/4/19

Grade: First Grade

Student Outcomes

Specific learning objectives for this lesson.	Students should identify which places are states, continents, oceans, countries, and cities.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Most students know where they are from. They can connect this small amount of information to a bigger picture.
Knowledge of student's background (personal, cultural, or community assets)	Students should know what town, city, and country they are from.

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.8.1.3 Construct and label maps of familiar places
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	
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Key Vocabulary

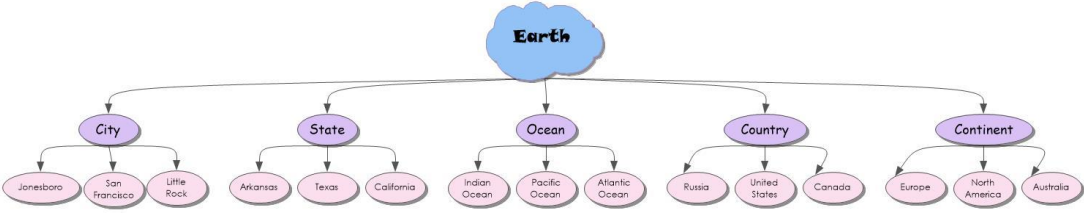
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p>State: a nation or territory considered as an organized political community under one government.</p> <p>Country: a nation with its own government, occupying a particular territory.</p> <p>Continent: any of the world's main continuous expanses of land (Africa, Antarctica, Asia, Australia, Europe, North America, South America).</p> <p>City: A large town</p> <p>Ocean: a very large expanse of sea, in particular each of the main areas into which the sea is divided geographically.</p>
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Materials

Materials needed by teacher for this lesson.	Inspiration, map(s) containing all seven continents, oceans, countries, states, and cities, magnets with terms and places to match up (i.e. Arkansas would be placed under state), magnetic whiteboard
Materials needed by students for this lesson.	None

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 mins	<p><u>Introduction:</u></p> <p>Question warm up. Ask students to name any states, cities, countries, continents or oceans they know.</p>	
15 mins	<p><u>Instruction:</u></p> <p>Placing places under the correct category (city, state, country, continent, or ocean)</p>	<p>The purpose of this lesson is to introduce basic geography terms relating to places on Earth. The students will be distinguishing between cities, states, countries, continents, and oceans. They should know the seven continents and most states, but we are also going to learn about different countries other than our own. First, I will ask the students if they know what town and state we live in, what continent we live on, and other basic questions such as “Is China a state, country or continent?”. These questions can be used with any state, country, continent, town inside and outside of America. On the board the class and I will be making a connection web. The top of the web will say “Earth”. Stemming from Earth will be city, state, country, continent and ocean. To the side I will have different names that go under all of these categories such as Jonesboro, San Francisco, Little Rock for cities; Arkansas, Texas, California for state; United States, Canada, and Russia for countries; North America, Europe, and Australia for continents; and Indian Ocean, Pacific Ocean, and Atlantic Ocean under oceans. I will call on students to come to the front, pick out a magnet with one of these places, and place it under one of the five categories. They will try again if</p>

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.
		<p>they get it wrong the first time until they get it right. This will continue until all magnets have been placed correctly.</p> 
	Closure:	End with more questions similar to the ones asked during the lesson.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>Each student learns in a different way. This lesson includes varieties of learning such as, hands on, audible, and visual tactics.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<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>