**Name\_\_Sarah Palmer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Lesson Segment Focus\_\_\_\_\_\_Geography\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson \_\_\_\_1\_\_\_\_\_\_\_\_of\_\_\_\_\_4\_\_\_\_\_\_\_**

**Course & topic addressed \_\_Geography of the World\_\_\_\_\_\_\_\_ Date\_\_10/15/19\_\_\_\_\_\_\_ Grade\_\_3\_\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will learn the countries in Europe |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students have previously learned the countries in the Americas. |
| Knowledge of students background (personal, cultural, or community assets) | Students are mostly from the Americas. |

**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.8.3.3Construct maps and other *geographic representations* of the local community, including *physical* and human *characteristics,* title, legend, compass rose |

**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? | I will be using the app Geography of the World to aide in this lesson. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Geography, Europe, country |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Tablets, Geography of the World app |
| Materials needed by students for **this lesson**. | World map, Europe map, pencil |

**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 minutes | **Introduction**:  | I will review our geography of the Americas with the class. I will then show them a larger map of Europe and its different countries. I would ask the class what all we know about countries and continents.  |
| 20 minutes | Instruction: | I would then instruct my students to get their tablets out and open up Geography of the World. I will then tell them to click on the folder titled Europe and to read through all of the countries and look at their flags. I would also tell them to try to sound out the countries in their heads. I would then start by asking them to name a country in Europe and then we would fill it in on the map and continue with the rest of the countries until our map was filled out. |
| 5 minutes | **Closure:**  | I would then ask them on an exit slip to name three new countries they learned that are in Europe. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:Remediation?Intervention?IEP/504?LEP/ESL? | For remediation, I would start by asking the student what they remember from our previous geography lesson. I would then ask the student if they could point to where Europe was. Next, I will begin by asking them about countries. I will then ask if they know of any countries in Europe. If they do, I will ask them to help me fill in the map. We will do this for every country they know. If they do not know any, I will give them a randomized list of European countries and ask them to read the countries names and we will fill it in on the map together. At the end, I will ask them to name three new countries they learned. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I could come up with a music video for my students to watch and dance to. Students could learn the song and dance movements which would help auditory, visual, and kinesthetic learners. |

**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).  | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ 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? | *TO BE FILLED IN AFTER TEACHING* |

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>