

# Lesson Plan Template

Date: October 2, 2018

<b>Grade: 2</b>	<b>Subject: Social Studies</b>
<b>Materials:</b> copies of the classroom layout, markers or colored pencils	<b>Technology Needed:</b> desk camera, smart board
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Other (list)	<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
<b>Standard(s)</b> 2.1.2 Apply map skills (i.e., cardinal directions, map key, symbols) to read a simple map	<b>Differentiation</b> <b>Below Proficiency:</b>  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b> <u>Visual:</u> These students will benefit most from the symbols and their various colors to represent different elements on the map. <u>Auditory:</u> These students will benefit most by completing this activity as a class, with me or other students narrating each step one at a time. <u>Tactile:</u> These students will benefit most by using their markers or colored pencils to sketch the symbols on the map.
<b>Objective(s)</b> By the end of the lesson, students will be able to apply map skills by creating a fire escape route from their classroom.	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will have their voices turned off, unless called on to answer a question.
<b>Bloom's Taxonomy Cognitive Level:</b> Create	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will remain in their desks, unless called on to point out something on the smart board.	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will have their voices turned off, unless called on to answer a question.
<b>Minutes</b>	<b>Procedures</b>
	<b>Set-up/Prep:</b> Each student will get out markers or colored pencils and will be given a copy of the layout of the school.
1	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> We will briefly talk about fire drills they have done in the past. I will ask “Why do you think the school has all of you practice fire drills?”
3	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• <u>Compass rose</u>-the piece on a map that shows the directions (N, E, W, S)             <ul style="list-style-type: none"> <li>○ <span style="color: red;">Since this was a new concept, I now realize I should have spent more time explaining the compass rose. I would take the time to remind them of the mnemonic device (Never, Eat, Sour, Worms) they have worked on in the past. Furthermore, I would explain that these are the way the directions point and help guide us the right way when looking at a map.</span></li> </ul> </li> <li>• <u>Map key</u>-place to check all of the map's symbols</li> <li>• <u>Symbols</u>-pictures that represent different things on a map</li> <li>• I will project a big example map on the board (<a href="https://anotherview.info/40-maps-for-first-grade-sm5i/maps-for-first-grade-second-grade-tech-lesson-plans/">https://anotherview.info/40-maps-for-first-grade-sm5i/maps-for-first-grade-second-grade-tech-lesson-plans/</a>). As we go over each vocabulary word, students will help me point it out on the map and I will circle it.</li> </ul>
	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>• Students will then take out the classroom layout I gave them and three markers or colored pencils.</li> <li>• I will display my copy under the desk camera so we can complete this activity as a class.             <ul style="list-style-type: none"> <li>○ First, we will finish labeling the compass rose. (N will be there, but the other three directions must be labelled appropriately→ reminder: Never, Eat, Sour, Worms)</li> <li>○ Next, we will label all the doors with a solid blue line and record the symbol in the map key.</li> <li>○ Then, we will mark the windows with a dotted red line and record the symbol in the map key.</li> <li>○ Finally, each student will mark their location on the map with a yellow star and record the symbol in the map key.</li> </ul> </li> <li>• Students will write their names on the top of their paper and put it in the turn-in tray.</li> </ul>

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<b>Review (wrap up and transition to next activity):</b> Who can tell me what a compass rose is? A map key? Why do we use symbols on a map? Why do you think we use maps like this? Could it be helpful in an emergency, like a fire?	
<b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"><li><b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li></ul> I will collect the students' classroom maps to check if they included all the correct labels and symbols.	<b>Summative Assessment (linked back to objectives, END of learning)</b> Students will create their own map of a room of their choice (e.g. their classroom last year, their bedroom). They must include a compass rose with the directions in the appropriate order, have a minimum of three symbols, and all symbols must be recorded in the map key.
<b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> <p>This was one of my favorite lessons I taught this week. It was the third lesson I taught, so I had gained more confidence teaching this group of students, which makes a huge difference. It also helped that the students were more comfortable with me at this point and had a better understanding of my expectations. They are a very talkative group, but we completed this activity as a group and they followed along and were quiet most of the time. This told me they were engaged and learning the key elements I had intended. The other aspect of this lesson that went well and I really liked was the use of the desk camera. Although it essentially keeps me tied to the corner of the room it is in, it shows a big projected image on the smart board, so all the students are able to see a clear picture and follow along as I walk them through the activity one step at a time. At this level, demonstrating and modeling is very important and using the desk camera to project a larger, stationary view of the lesson works out much better than holding up an example in front of the room.</p> <p>As I mentioned above, the students were highly engaged and followed along the whole time. They caught on right away, which I know because a student actually corrected one of my mistakes. Early in the lesson, we had created a symbol to represent the doors in the classroom, and I only labeled two doors, forgetting there was a door behind me that connects to another second-grade room. One of the boys was quick to raise his hand and point out my error. Since I am still an inexperienced teacher, making mistakes in my lessons normally triggers a wave of nerves, but I was actually kind of happy this happened. It showed me they really were following along and even caught something I had missed. At the end of the lesson, the students all turned in their maps, so I was able to check all their work to make sure they all included all the elements we covered. I was pleased to see every single student met the expectations and really seemed to understand the concept. It should not be that big of a surprise since we completed the activity together, but it was amazing because this was a brand new concept and there are several behavioral/focusing issues in this class. In addition, the last step made me a little nervous because they had to mark their own location on the map. Up to this point, all of our maps looked exactly the same (with the exception of color choice), but the last step required everyone to mark a different place on their map. I was afraid some students would copy off a neighbor's or just mark the same place I did on the example. Fortunately, every student had marked their correct location.</p> <p>If I were to change anything, I would spend more time on the compass rose. At the beginning, students had a tough time recalling the order of the directions. After some prompting and several reminders of the mnemonic they use in their classroom (Never Eat Sour Worms), they remembered and labeled their compass rose correctly.</p> <p><b>**Careful reflection is important after any lesson to ensure successes and weaknesses are identified to improve and make the next lesson more successful than the last. Red text indicates modifications I would make if I were to teach this lesson again.</b></p>	