

## Lesson Plan Template

<b>Grade:</b> First Grade		<b>Subject:</b> Social Studies	
<b>Materials:</b> PowerPoint of different kinds of maps. Directions to objects in the classroom. Signs of north, south, west, and east.		<b>Technology Needed:</b> Slideshow	
<b>Instructional Strategies:</b> <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> Large group activity <input checked="" type="checkbox"/> Hands-on         Independent activity         Technology integration <input checked="" type="checkbox"/> Pairing/collaboration         Imitation/Repeat/Mimic         Simulations/Scenarios         Other (list)         Explain:	
<b>Standard(s)</b> 1.1.1 Identify basic components of maps and globes (i.e., cardinal directions, map key, symbols).		<b>Differentiation</b> <b>Below Proficiency:</b> Students will work with a partner to figure out clues of the classroom directions <b>Above Proficiency:</b> Students will help their partner to follow the directions to find their objects. <b>Approaching/Emerging Proficiency:</b> Students will apply their knowledge of maps and cardinal directions by following clues to find an object in the room. <b>Modalities/Learning Preferences:</b> <b>Tactile:</b> Students write down a cardinal direction in their journals. <b>Kinesthetic:</b> Students walk in each area of north, south, east, and west. <b>Visual:</b> Students look at the PowerPoint of different cities. <b>Auditory:</b> Students listen to the teacher explain a map and cardinal directions.	
<b>Objective(s)</b> By the end of the lesson, students will apply their knowledge of maps and cardinal directions by following clues to find an object in the room.  <b>Bloom's Taxonomy Cognitive Level</b> apply		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will raise their hand to talk. Students will listen attentively when the teacher is talking.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will work with their partner they are given. Students will start to move around after the teacher says, 1, 2, 3 begin.			
<b>Minutes</b>	<b>Procedures</b>		
<b>2</b>	<b>Set-up/Prep:</b> Have PowerPoint ready to show before class begins. Put up signs of north, south, east, and west around the room. Make cardinal directions for each student and their partner to find the different objects in the room.		
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Students will be shown different kinds of maps (neighborhood maps, world map, city map, etc...). Ask students what each kind of map is, and what they represent. How do we know when we look at this map that this map is a neighborhood? City? <a href="#">Maps powerpoint.pptx</a>		
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Make an anchor chart for the week of map words that will be used. The first words will be map and cardinal directions. Map: A drawing that shows what places look like from above. Cardinal directions: North, south, west, and east. (Draw a visual on the board so they can all be seen at once). Write these words and what they mean on the anchor chart. Students will then stand up in their place, and when north, south, east, or west are called, they will turn to that direction in the room.		
<b>10</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> Students will know be given a set of clues with cardinal directions to find an object in the room. Students will be assigned a partner based on sticks pulled randomly. After students have their partner, they will each be given directions to find the object. Each partner has a different kind of object to find in the classroom. Example: Take four steps north, two steps east, and one step south. If students follow the directions correctly they should be able to find their object.		
<b>5</b>	<b>Review (wrap up and transition to next activity):</b> A few students will show the class what they found and how they used their directions to find the object. One a few students have shared, the class will move on to the next activity.		
<b>Formative Assessment: (linked to objectives)</b>		<b>Summative Assessment (linked back to objectives)</b>	

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**Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.**

On a piece of notebook paper, students will draw where north, south, west, and east are. Students will keep this piece of paper in a binder or notebook to refer back to at the end of the unit.

### End of lesson

At the end of the week students will make a map flip book that demonstrates their knowledge and skills learned about maps.



### Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson started off well as students were told the rules, and if they did not finish the lesson on time, or it took too long they would have to do the lesson during free time. The students were shown different maps and explained to them why each map was different from the other, and the features that make each map special. We then proceeded on to talk about maps and what they tell us. After, we talked about cardinal directions and I had them stand up for a mini movement game. I had the students face their bodies towards each direction when I called it. The students understood right away, and I quickly moved to having them move fast and focusing on turning their whole bodies towards each direction. Students also quickly got bored as if it was too easy for them.

I then proceed to explain the directions for the in class activity. Students were to work with their safety buddy and follow the directions given to them on each sheet of paper. Each group had different directions to follow and different locations they were going to end up at. As the students got to a certain location they would take the animal and not put it back. I then brought the students back to their star spots because I thought maybe I did not explain the rules well enough. I explained again how students need to start at the location written under their names. Students then proceed to take big steps from their start location to end as they follow the directions. As students got up, I was getting frustrated and wondering why students could not figure out how to get to one location from the other as they just showed me during the mini game that they knew where each cardinal direction was located.

During the activity, the students were not ending up in the right places, or they would take the animal that was at a location, and put it in a different location. I was wondering why the students could not figure out the simple directions, and then I realized right before the end of the lesson that I had mixed up the west and the east and put them on opposite sides. After I switched them, I apologized to the students as you could tell they were getting frustrated and angry at themselves. Students then proceed to go the right location after I switched the directions. I told them the directions should spell "we" so next time the students can identify between east and west. Afterwards, we had a turn and talk discussion about how their attitudes changed once they could not find their location. I had my facts right when I wrote the directions on the board for them, so I was not really sure what I was thinking when I mixed up the west and east.