

Lesson Plan Template

Date: _____

Grade: 4th	Subject: Social Studies
Materials: Matching activity, list of landforms, poster paper, color pencils, crayons, and markers.	Technology Needed: Smartboard
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) G.3_5.1 Construct maps, graphs, and other representations of both familiar and unfamiliar places.	Differentiation Below Proficiency: Students will have less than 10 landforms/bodies of water on their map. Above Proficiency: Students will have 10 or more landforms/bodies of water on their maps. Maps will show neatness and detail. Approaching/Emerging Proficiency: Students will have the required 10 landforms/bodies of water on their maps. Modalities/Learning Preferences: Creative, Hands on
Objective(s) By the end of the lesson, students will be able to identify different landforms and bodies of water by creating their own landform map. Bloom's Taxonomy Cognitive Level: Apply, Create	
Classroom Management- (grouping(s), movement/transitions, etc.) I will create a positive environment by engaging the students in a review activity on the Smartboard. The students will be responsible for participating in group and independent activities. I will provide instruction for moving around the room during transition times.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected to participate in group activities. For their independent activity, students are expected to remain quiet.
Minutes	Procedures
	Set-up/Prep: <ul style="list-style-type: none"> I will have the paper and coloring utensils set to the side ready before the lesson begins. I will also have my matching activity up on the computer before I start the lesson plan. Then when I am ready to use it, I will pull it up onto the Smartboard.
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> I will begin the lesson by asking the students if they can list any of the landforms or bodies of water that we read about the prior day. We will then do a review activity on the smartboard. The activity involves two categories, landforms and bodies of water. I will have different types of landforms and bodies of water scattered together on the side. I will call one student up at a time for them to select one to drag under the correct category.
2	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> I will then explain to the class that they are going to build their own map of landforms. I will pull up a list of landforms/bodies of water they can choose from. Students will be required to choose at least 10 from the list. They can place/draw their landforms/bodies of water anywhere on the sheet of paper I will provide for them. They will be required to color their maps.
20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> Students will be given time to create and color their landform maps.
3	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> If time allows, students will be able to walk around the room and look at everyone's maps. Students will then clean up their projects and turn their maps in to me.

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	<p>Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student's learning?)</p> <p>I will be able to assess students understanding of what landforms look like by looking at their maps.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I think this social studies lesson went well for most part. I did a good job improvising when technology was not cooperating as in the students weren't able to drag the matching review game on their own on the smartboard. Instead, I had them tell me which one they chose, and I had to drag it over myself on the computer. The class started getting a little restless because the technology was not working as planned, so next time if that ever happened, I probably wouldn't run through the whole matching review game. When the class gets off task, I need to remind them of the expectations. I was able to handle negative behavior well. A student was trying to stack his markers during the lesson, and I approached him quietly and asked him to put his markers away and pay attention to the review game. What I would do different is next time I would make sure the students are facing the audience when they are sharing their landform or lake. I would also ask more questions for the whole class to be involved so they don't get off task waiting for their turn to go up to the board. I would also make sure I review over what a map key is because the students seemed to be confused on that at first. I would possibly teach and have them add on a compass to their landform map if time allows.</p>		