



## Lesson Plan Template

Minutes	Procedures		
30	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>• Prepare a map that I can follow for myself.</li> <li>• Have an example map they can look at.</li> </ul>		
7	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>“Students I want you to think of a destination, place, building, or your home. Something that you know how to get to pretty well.”</p> <p>“Once you have your place picked, I want you to sketch a map of how to get there to the best of your ability.”</p> <p>“Once you have it completed, I want you to show it to a peer sitting around you. Give some feedback for your peers map what they can improve on.”</p> <p>“Are there any questions?”</p> <p>“Do I have to include any extra buildings?”</p> <p>“That is completely up to you.”</p> <p>“Once you’re done with feedback sit quietly until everyone is done.”</p>		
7	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>“Now that you have completed your maps to the best of your ability, I am going to demonstrate for you what a map may look like including extra aspects or things considered required for a map.”</p> <p>*Demonstrate the creation of a map*</p> <p>“What do you think I should add?”</p> <p>“Maybe a compass should be on there.”</p> <p>“What about a key for the symbols you used?”</p> <p>“Very good, any other ideas?”</p> <p>“Certain buildings or landmarks you may pass will help.”</p> <p>“Awesome you guys let’s add those in.”</p> <p>*Add all the elements to the map*</p> <p>“Any more things we could add?”</p> <p>“I don’t think so”</p>		
6	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>“Now that you can see a full map and all of its elements, I want you guys to go back and add these to your maps to make it more detailed.”</p> <p>“Do you want us to include everything you add?”</p> <p>“Yes, add as much as possible.”</p> <p>*Give them time to edit their map*</p> <p>“Now do another turn and talk and tell your peer if they missed anything or if you have any questions.”</p>		
1	<p><b>Review (wrap up and transition to next activity):</b></p> <p>“Now you guys can show this to your parents and also get to this destination with ease using your maps. I want you to think about these map skills as you are going from place to place outside of school or even in school.”</p>		
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### Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

For my social studies lesson I focused on map skills for my standard; in focusing on this skill I wanted students to create their own map to any destination they wanted. The few things each and every student had to have was a title to their map, a compass, and a key. The first thing I did was demonstrated a map on the board for them to see, this also helped with their thought process of thinking of ideas of what they wanted their map to be and how to go about it.

After this I let the students go free and begin creating their map, as I walked around the room, I helped students who needed it. Mrs. Stafslieen suggested that I did a quick walk through first and then take note of who needed help and then work my way back towards them. The students really enjoyed this lesson and ran with the idea; some students got stuck on the idea of the streets being the exact names in real life, others created their own. I wanted the students to get creative with their map and if they finished, they had time to color it as well; they all turned out so great.

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