Lesson Plan Template

Grade: 3rd	Subject: Social Studies	
Materials: Pencil, Computer	Technology Needed: Computers	
Instructional Strategies:Direct instructionPeer teaching/collaboration/Guided practicecooperative learningSocratic SeminarVisuals/Graphic organizersLearning CentersPBLLectureDiscussion/DebateTechnologyModelingintegrationOther (list)	Guided Practices and Concrete Application:Large group activityHands-onIndependent activityTechnology integrationPairing/collaborationImitation/Repeat/MimicSimulations/ScenariosOther (list)Explain:Explain:	
Standard(s) G.3_5.1 Construct maps, graphs, and other representations of both familiar and unfamiliar places.	Differentiation Below Proficiency: Students who are below proficiency will have the opportunity to look up the map on a computer in order to draw it or reference a map.	
Objective(s) By the end of the lesson students will display an accurate sketch of a map to their house or any destination they choose.	 Above Proficiency: Students who are above proficiency will receive no additional assistance but also are expected to create a more detailed map. Approaching/Emerging Proficiency: Students who are emerging proficiency will only be able to reference a map. 	
Bloom's Taxonomy Cognitive Level: Applying	 Modalities/Learning Preferences: Visual: Students who learn visually will learn through the sketches of the maps as well as the maps on the computers. Auditory: Students who learn audibly will get the chance to hear the directions of another map and tell the directions to their own map. Kinesthetic: Kinesthetic learners can mentally go through the motions in their head in order to create their maps. Tactile: Tactile learners will learn through drawing the maps. 	
Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
For the beginning of the lesson the students will go off on their own and create a sketch of a map to a certain destination to the best of their ability. Upon finishing this we will return to a whole group setting, and I will demonstrate a more in-depth map for them. We will go over the basics of map skills, and they will return back to their own work and improve their map. Once they are done with their maps, they will tell a friend how to get there.	The students are to remain aware of their environments, respect them and respect others. The students are to participate in only safe activities and safe movements. The students are to be responsible in and outside of the classroom. The students are to listen to the teacher and the directions given. The students are expected to participate in class and in their homework. The students are expected to give all their effort in classwork. The students are expected to listen while someone else is talking without interrupting. The students are expected to ask questions when they arise. The students are expected to raise their hand when they want give input such as a question, comment, or concern.	

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	Set-up/Prep:		
30	 Prepare a map that I can follow for myself. Have an example map they can look at. 		
	Engage: (opening activity/ anticipatory Set – access	prior learning / stimulate interest /generate questions, etc.)	
	"Students I want you to think of a destination, place, building, or your home. Something that you know how to get to		
	pretty well."		
7	"Once you have your place picked, I want you to sketch a map of how to get there to the best of your ability." "Once you have it completed, I want you to show it to a peer sitting around you. Give some feedback for your peers ma what they can improve on."		
	"Are there any questions?"		
	"Do I have to include any extra buildings?" "That is completely up to you."		
	"Once you're done with feedback sit quietly until even	ryone is done."	
	Explain: (concepts, procedures, vocabulary, etc.)		
	"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." *Demonstrate the creation of a map*		
	"What do you think I should add?"		
7	"Maybe a compass should be on there."		
	"What about a key for the symbols you used?" "Very good, any other ideas?" "Certain buildings or landmarks you may pass will help." "Awesome you guys let's add those in."		
	Add all the elements to the map		
	"Any more things we could add?" "I don't think so"		
	Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life		
6	experiences, reflective questions- probing or clarifying questions)		
	"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."		
	"Do you want us to include everything you add?" "Yes, add as much as possible."		
	Give them time to edit their map		
	"Now do another turn and talk and tell your peer if they missed anything or if you have any questions."		
	Review (wrap up and transition to next activity):		
1	"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."		
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-		Summative Assessment (linked back to objectives) End of lesson:	
in strategies, etc.		Students are able to follow their map easily.	
Feedback from peers at the beginning and turn and talk at the		If applicable- overall unit, chapter, concept, etc.:	
end.		Students are able to create eacther ments a different deather the	
Consideration for Back-up Plan:		Students are able to create another map to a different destination.	
Feedback fr	rom the peer and any questions they may have.		

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. Stafslien 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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