

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade:</b> 2nd		<b>Subject:</b> Social Studies	
<b>Materials:</b>		<b>Technology Needed:</b>	
<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencil</li> <li>• Colored pencils</li> </ul>			
<b>Instructional Strategies:</b>		<b>Guided Practices and Concrete Application:</b>	
<input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		<input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> <b>Pairing</b> /collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b>		<b>Differentiation</b>	
<b>G.K_2.1</b> Construct maps, graphs, and other representations that contain symbols, labels, and legends.		<b>Below Proficiency:</b> Students will work groups	
<b>Objective(s)</b>		<b>Above Proficiency:</b> Students will work in groups	
Students by the end of the lesson construct a map of their classroom with correct labels.		<b>Approaching/Emerging Proficiency:</b> Students will work in groups	
<b>Bloom's Taxonomy Cognitive Level:</b>		<b>Modalities/Learning Preferences:</b>	
Apply		Visual- examples of maps and legends Hands-on – creating the map	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>	
<ul style="list-style-type: none"> <li>• Students will be in pairs, based sticks getting pulled</li> <li>• Students will work in the classroom</li> </ul>		<ul style="list-style-type: none"> <li>• Students will respect each other's work</li> <li>• Students will work respectfully with others</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
<b>3</b>	<b>Set-up/Prep:</b>		
	<ul style="list-style-type: none"> <li>• Gather pencils, paper, and any colored pencils they want to use</li> <li>• Other permanent markers for out lining the building</li> </ul>		
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>		
	<ul style="list-style-type: none"> <li>• “We are going to make our very own maps of the classroom! You and a partner are going to create a map of our classroom, you are going to use pencils to draw it and colored pencils to label all the areas of the classroom”</li> </ul>		
<b>8</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>		
	<ul style="list-style-type: none"> <li>• I will bring up examples of maps and legends so that they know how to set up their legends on their own map</li> <li>• They can decide what symbols their legend will have and how they are going to label their map</li> <li>• But they have to have these labeled               <ul style="list-style-type: none"> <li>○ Directions</li> <li>○ Compass</li> <li>○ Exits</li> <li>○ Tables</li> <li>○ Library</li> <li>○ Teachers desk/zone</li> <li>○ Carpet area</li> <li>○ Front board</li> <li>○ Counters/sink</li> <li>○ cabinets</li> </ul> </li> <li>• Working in partners on a large sheet of paper to create their maps</li> </ul>		
<b>15</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>		
	<ul style="list-style-type: none"> <li>• “After I pick your partners for making your maps, you can find a spot on the floor or tables to create your map. Does anyone have questions before we start?”</li> <li>• “Remember each you can create your own symbols for your legend and each things you have to label but you have to create your legend so that other people know what it all means.”</li> <li>• “You have to label:               <ul style="list-style-type: none"> <li>○ Directions</li> <li>○ Compass</li> <li>○ Exits</li> </ul> </li> </ul>		

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	<ul style="list-style-type: none"> <li>○ Tables</li> <li>○ Library</li> <li>○ Teachers desk/zone</li> <li>○ Carpet area</li> <li>○ Front board</li> <li>○ Counters/sink</li> <li>○ Cabinets               <ul style="list-style-type: none"> <li>▪ You can label them how you like but we have to be able to understand what each are</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● I will go around to groups asking how they are creating their maps and legends</li> <li>● After everyone is finished they will get to showcase their finished map of the classroom off to the rest of the class</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>● “What did we learn about?”</li> <li>● “How can we use this knowledge?”</li> <li>● “Thank you guys for working hard, we are going to get ready for our next activity!”</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>● <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b> <ul style="list-style-type: none"> <li>● I will monitor student learning by observing how they create their map</li> </ul> </li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>● Students will showcase their finished projects, they will get graded on if their map is understandable and the legend and symbols make sense to the classroom.</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>The map lesson went well, the students created their maps and had so much fun doing it. The morning of the lesson Mrs. Mock and I were looking over my lesson plan and getting the materials ready to go, we decided to scrap half of it. We were talking about how we could make it more engaging for the students to bring their creativity in. Mrs. Mock brought out a book called, “<i>I Wanna New Room</i>” by Karen Kaufman Orloff, I read the book and thought that it would be a lot of fun to read to the students then talk about how the kid in the book designed himself a new room. So instead of the students creating a map of the actual classroom, they would draw their dream classroom, it still had to have certain aspects in their map; map key, compass rose, labels, exits, and windows. So instead of recreating their own classroom, I told them they can completely create their dream classroom, either with a partner or on their own.</p> <p>The students were so excited to create their dream classroom, I said their classroom could have anything they wanted but everything had to be labeled either with symbols or regular labels. I don’t think I’ve ever seen students move so fast to start a project; they were already coming up with ideas as they were walking to get their materials. They could either use, a regular sized piece of paper or had a couple taped together.</p> <p>We ended working on it for 30 minutes, even Mrs. Mock made her own, I walked around the room helping students create their map key or compass rose, also helping students come up with any ideas, not that many needed help in that area. Watching them create their classrooms, was magical, they were all so different and so fun to listen to them explain what is included in their dream classroom. They all worked so hard and worked really well together for those who were in partners. Some of them didn’t get to finish in the time allotted but they wanted to keep going on all. When I was walking around I had them explain their map and their map key, to see how they made sense, they had to have items that matched and I had to be able to tell what was on their map, also where their exits are.</p> <p>After I finished the lesson, I was happy that we completely changed it up, seeing how happy the students were creating their map of their classroom, they wanted to show them off to everyone.</p>	