

# Lesson Plan Template

Marisa Mund


Date: 9-25-19

<b>Grade:</b> 4 <sup>th</sup>	<b>Subject:</b> Social Studies
<b>Materials:</b> White paper, pencils, colored pencils, blank map of US regions	<b>Technology Needed:</b> Computer, projector, and timer
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <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)	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input 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:
<b>Standard(s):</b>  4.1.03 Create a mental map that demonstrates understanding of the relative location, direction, size, and shape of the United States.  4.5.02 Identify the political regions of the United States.	<b>Differentiation</b> <b>Below Proficiency:</b> Since students are creating a mental map, they can create a basic outline of the United States map.  <b>Above Proficiency:</b> These students will be able to draw borders of the states and can draw as many as possible in five minutes.  <b>Approaching/Emerging Proficiency:</b> The students will complete an outline of the United States and color and label the 5 regions of the US.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> The students will be exposed to a US map with the 5 regions represented and a compass rose.</li> <li>• <b>Auditory:</b> The students will hear the directions of what a mental map is and how to create one.</li> <li>• <b>Kinesthetic:</b> Some students will come up to the board to fill in parts of the US map.</li> <li>• <b>Tactile:</b> The students will be able to draw out their maps of the United States and color them with colored pencils.</li> </ul>
<b>Objective(s)</b> By the end of the lesson, students will create their own mental map and a compass rose of the United States with pencil and paper, and they will identify the 5 regions of the United States with coloring and labeling the regions on their map.  <b>Bloom's Taxonomy Cognitive Level:</b> Remembering and Creating	<b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
<b>Classroom Management-</b> (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> <li>• Students will turn and talk to the neighbor sitting next to them.</li> <li>• A classroom chime will be utilized to refocus the students' attention.</li> <li>• A timer will help students finish their drawings and help them transition.</li> <li>• Name sticks will be utilized to call students up to the board.</li> <li>• Students will hand in their maps to the teacher's desk when finished.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be reminded to have a voice level 0 when working on their maps and during instruction. They can have a voice level 2 when instructed to talk to their neighbor.</li> <li>• Remind students to walk quietly and quickly when grabbing materials.</li> </ul>
<b>Minutes</b>	<b>Procedures</b>
2 min.	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Have a paper passer hand out blank white sheets of paper.</li> <li>• Have a map of the United States and its 5 regions pulled up on a computer.</li> </ul>
1 min.	<b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> <li>• “Raise your hand if you feel like you have a good understanding of how the United States map looks.”</li> <li>• Have students draw the US border in the air with a finger.</li> <li>• “Do you think you think you could also draw the borders for some of the states accurately? Today we are going to find out.”</li> </ul>
7 min.	<b>Explain:</b> (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> <li>• Explain to students that that they are going to be creating a “<u>mental map</u>” of the United States.</li> </ul>

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	<ul style="list-style-type: none"><li>○ Have students raise their hands and call on a student to see if they have an understanding of what a mental map is.</li><li>○ Expand upon the definition of a mental map by stating that is a personal visualization of how we remember seeing something.</li><li>● The teacher will then have the students turn and talk about certain features that they can find on a map.<ul style="list-style-type: none"><li>○ Have them focus on figuring out the term for a feature that helps with identifying directions.</li><li>○ Play classroom chime to gain class attention back.</li><li>○ Call on a student with a raised hand to explain what the feature that determines direction is called.</li></ul></li><li>● Mention to the students that every <u>compass rose</u> has four main directions or <u>cardinal directions</u>, which include North, South, East, and West.<ul style="list-style-type: none"><li>○ Explain the acronym to the class “Never Eat Soggy Waffles” to help them remember the order of the compass rose directions.</li></ul></li></ul>
20 min.	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"><li>● Have students begin drawing a compass rose on the right-hand corner of their blank piece of paper.</li><li>● Have students hold up their paper when they are done to check for their understanding.</li><li>● Then, have the students begin drawing their own mental maps of the overall shape or outline of the United States.<ul style="list-style-type: none"><li>○ Mention that they will have 5 minutes to complete the activity and encourage the students to start drawing borders of the states if they have time.</li><li>○ Set a timer for 5 minutes.</li></ul></li><li>● Show the students a map of the US with blank region lines on the board when the timer is up.</li><li>● Then, have the students self-assess how similar their image is to the US map by holding up 1-4 fingers<ul style="list-style-type: none"><li>○ (1 being not very accurate to actual image and 4 being very accurate to actual image)</li></ul></li><li>● After this, mention that there are 5 regions in the US that are based off of the names of the directions.</li><li>● Draw a compass rose on the map shown on the board and call on students to come up to the board to help fill out the <u>intercardinal directions</u> otherwise known as the directions in-between the main directions.</li><li>● Give the students “wait time” to decide what they think each region might be called.</li><li>● Call on students using name sticks to guess what each region is called when the teacher points to it.<ul style="list-style-type: none"><li>○ Have the student who is correct about each region’s name come up to the board and write the name in the appropriate region.</li></ul></li></ul> <div style="text-align: center;"><p>Blank US Regions Map.pdf</p></div>
7 min.	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"><li>● Have the students color and label the regions of the US to the best of their abilities on the backside of their mental map drawings.<ul style="list-style-type: none"><li>○ Have the students correct their outlines of the US while free-hand drawing the regions.</li></ul></li><li>● Then, have the students turn in their maps to the teacher’s desk, and have them complete some silent reading until everyone is finished.</li></ul>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"><li>● Progress monitoring throughout lesson (how can you document your student’s learning?)<ul style="list-style-type: none"><li>● The teacher will complete some informal assessments throughout the lesson, such as having the students assess their mental maps by holding up a rating and by calling on students to answer questions.</li><li>● The teacher will also be observing the students while they talk to their neighbors about map features, while they create their compass rose, and while they create their mental maps.</li><li>● The teacher will also have some students come up to the board to display their knowledge of the directions and regions.</li></ul></li></ul>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"><li>● The students will be assessed on their completion of their mental drawing of the US, their inclusion of a compass rose on their map, and their labeling and coloring of the 5 regions of the United States.</li></ul>

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

Overall, the lesson went well. The students seemed to be excited and curious about creating a mental map. After I told them to visualize in their heads the outline of the United States map, they appeared to understand the concept of a mental map. They also had a great understanding of a compass rose and how it's always included on a map. I introduced new terms for the directions on a compass rose such as "cardinal" and "intercardinal" directions. The students all completed their mental map drawings, and it was a good idea to encourage the students who finished their drawings quickly to include the state borders and other details. Then, I revealed a United States map for the students to view and to compare their mental map drawing to the US map. I had some of the students come to the board to help me draw the intercardinal directions on the compass rose. After that, I referenced the regions outlined on the map, and I gave the students some think time to figure out what each region might be called based on the compass rose directions. I incorporated more movement and student involvement by having the students come up to the board to label the regions based on their knowledge about the compass rose directions. There was some confusion about the Midwest region, but once I told the students that a good way to figure out the name for this region was to realize that it is in the middle of the map, the students had some good brainstorming about the region's name. Finally, I had the students create a new US map on the back of their mental maps to correct their shape and size of the United States, and I had them add in outlines for the 5 regions and label them. The students handled this task fairly well, but as time went on, they became a little off task. So, I had to remind them to use lower voice levels. Also, for the review at the end of the lesson, I asked the students to give the term for the main directions and the other directions, and the students did not seem to remember the terms, "cardinal" and "intercardinal." Therefore, I realize I should have spent more time throughout the lesson mentioning these words and maybe even writing them on the board, so students could have a visual. I also realize that I should have had a visual aid for the directions on their final map drawings since some students forgot the what to include on their maps. For the next time I teach, I will have a visual of the criteria for the maps.

