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| **Grade: 3** | | | **Subject: Social Studies-Mapping** | |
| **Materials: computer, projector, white board, paper and pencil** | | | **Technology Needed: projector and computer** | |
| **Instructional Strategies:**   * Direct instruction * Guided practice * Socratic Seminar * Learning Centers * Lecture * Technology integration * Other (list) | | * Peer teaching/collaboration/   cooperative learning   * Visuals/Graphic organizers * PBL * Discussion/Debate * Modeling | **Guided Practices and Concrete Application:** | |
| * Large group activity * Independent activity * Pairing/collaboration * Simulations/Scenarios * Other (list)  |  | | --- | | Explain: | | * Hands-on * Technology integration * Imitation/Repeat/Mimic |
| **Standard(s)**  3.1.1 Use labels, symbols, compass rose (i.e., intermediate directions), and legends to locate physical features on a map | | | **Differentiation**  **Below Proficiency: Students will be required to implement 2 or 3 of the 5 key parts to a map when drawing.**  **Above Proficiency: Students will add additional features to the map they are drawing, such as mountains, valleys, water, and other finer details.**  **Approaching/Emerging Proficiency: Students will have all 5 key parts to a map as well as 1-2 additional details or drawings on the map.**  **Modalities/Learning Preferences: Students with visual impairments will use darker writing utensils and will only be required to draw a portion of the map (within abilities). Students with kinesthetic needs can go up to the white board and draw a key detail as an example to the class of what is needed.** | |
| **Objective(s)**  **By the end of the unit, students will demonstrate their knowledge of map labels and symbols when drawing a map.**  **Bloom’s Taxonomy Cognitive Level: demonstrate, knowledge** | | |
| **Classroom Management- (grouping(s), movement/transitions, etc.)**  **Select students will assist in labeling the map on the white board as an example for the class to follow when drawing their own. Students will start out in a group on the floor at the beginning of the lesson and transition by learning club to their desks in order to create their own map.** | | | **Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**  **Students will quietly use turn and talk, as well as orderly collaboration to create a model map on the board to be used as an example later during independent work.** | |
| **Minutes** | **Procedures** | | | |
|  | **Set-up/Prep:**  **Hook computer and projector up.** | | | |
|  | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**  **“What did you think of the fire fighters this morning?”**  **“Turn and talk to your neighbor about 3 things you remember from their presentation.” Give the students 30 seconds to speak.**  **“Alright, eyes on me in 5, 4, 3, 2, 1, 0.” Ask for 3-4 students to share.**  **“Do you remember when they talked about an escape route or map for if there were to ever be a fire in your home?”**  **“Well today we are going to create our own escape map! But instead of making one of our home, we’re going to make one for our school. And our starting place will be in the classroom.”**  **“But before we do that, lets refresh our brains on what maps all need before we create one together.”**  **Show video:** <https://www.youtube.com/watch?v=V0Uqf_r49S0>  **“Okay, so what were the main things we need on our map? There are 5 of them.” Have students list them off. (compass rose, map key, title, scale, boarder)**  **Draw the wing of the school you are currently in with an outline of where the classrooms and exits are at.**  **Have the students work together to create an escape route out of the building from their classroom. Then have them collaboratively place the 5 main key items on the map. Have the students write those on the board.**  **Once completed, send students back to their desk to create their own map of the school, but let them draw their map from anywhere in the school. Leave the model map up on the board.** | | | |
|  | **Explain: (concepts, procedures, vocabulary, etc.)**  **Compass rose, cardinal directions, title, map key, scale, north, south, east, west, boarder** | | | |
|  | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences,** **reflective questions- probing or clarifying questions)**  **Students will assist in creating an exemplary map to be used as a reference while they create their own map. Students will independently create an escape route with a map of their school.** | | | |
|  | **Review (wrap up and transition to next activity):**  **When students are finished, they will place their drawing on the corner of their desk for the teacher to pick up and proceed to read to self until it is time to transition to the next activity.** | | | |
| **Formative Assessment: (linked to objectives)**  **Progress monitoring throughout lesson- clarifying questions, check-**  **in strategies, etc.**  **Silent thumbs up, turn and talks and input as to what the model map still needs will serve as formative assessments. As students are doing these things, the teacher will take note of which students are struggling and which students are not.**    **Consideration for Back-up Plan:**  **A possible back up plan could be an exit slip where each student writes down at least 3 of the 5 main key items necessary on a map.** | | | **Summative Assessment (linked back to objectives)**  **End of lesson:**  **The summative assessment at the end of the lesson will be the completed map that the teacher picked up from their desks.**  **If applicable- overall unit, chapter, concept, etc.:**  **The summative assessment at the end of the unit will be given by the classroom teacher.** | |
| **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**  **If I could have taught this lesson over again, I would have in a heartbeat. This lesson felt like it was one of my worst lessons I have ever taught. I think the idea that I was going for was good, but I definitely started out way too far ahead with the kids. I thought they had more experience with maps than they really did. The lesson itself went okay, and the kids were following along and answering questions well, but the activity that went along with it went awful. They had no idea what they were doing and it didn’t help that I erased most of the example without thinking that they would need it. There are so many changes I would make to this lesson, it is almost enough for me to go back and scrap it and make a new lesson all together.**  **Matters didn’t help that the teacher was busy trying to deal with a situation that happened at recess that needed to get taken care of as soon as possible, so the lesson didn’t start on time. It was just a mess. I felt that each child was in a different place with the lesson as others. Some got it pretty well for having nearly no background knowledge in mapping, whereas others were completely lost and had no idea what they were doing.**  **I took the maps they drew at the end of the day and I was initially going to use those for an assessment, but I ended up not using them at all. I knew pretty well that the students had no idea what was going on during that lesson. It was one of those lessons where I was so glad only the classroom teacher was there to observe because of how poorly it went.**  **As I said, I liked the main idea behind the lesson. I liked having the kids draw a map and label the 5 main key items as an accompanying activity. I think if I would have gone at a slower pace and only had the students work on the same map and essentially copy the map I drew. In other words, done the map together in class and left it at that. The lesson would have gone so much better had I not given the students such a large task. The saying “to make an assumption makes for a mess” rang ever so true. As teachers we can never assume what our kids know and don’t know. We need to start out slowly, even if they have gone over it 100 times, the teacher still needs to make sure her students have the material down before moving on to a more challenging topic with more details. Before giving the kids such an independent assignment, the teacher needs to *ensure* that her students are comfortable with the material *before* the gives the assignment.**  **I have learned so much from this lesson and if given the chance, I will modify this lesson and teach it again.** | | | | |