

## Social Studies Lesson

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<b>Grade: First</b>		<b>Subject: Social Studies</b>	
<b>Materials: Pencils, Paper, Markers, Crayons, Maps</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b>  1.1.1 Identify basic components of maps and globes		<b>Differentiation</b> <b>Below Proficiency:</b> Have students work with a partner who can help scaffold the activity. Students artist can help the student draw the outline of their map.  <b>Above Proficiency:</b> Students can plan out a road trip and write out the directions for it.  <b>Approaching/Emerging Proficiency:</b> No change  <b>Modalities/Learning Preferences:</b> No change	
<b>Objective(s)</b>  By the end of the lesson students will be able to compose a map that includes a map legend, as well as be able to provide directions to a destination using this map.			
<b>Bloom's Taxonomy Cognitive Level:</b> synthesis			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  When students are together, they need to sit quietly and listen. When answering a question, students should raise their hand. Students will be dismissed one at a time. Students will keep a voice level of 1 while creating their maps.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students should share their materials Students should use a voice level of 1 Students should be helpful	
<b>Minutes</b>	<b>Procedures</b>		
<b>30</b>	<b>Set-up/Prep:</b> Create lesson plan Get materials Get Maps		
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>  Have students get together. Ask students to think about times in their lives when they used a map. (Turn and talk) Explain to students that maps are used to help people figure out where things are and how to get to places. Ask students if they have drawn a map before. What symbols did they include?		
<b>15</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>  Tell students that they will be making a map today of a location they know well. It could be their home, their neighborhood, or even the school! Then, they will be giving directions from one part of their map to another location on the map. Students will need to include a map legend and a compass rose to help other people understand their maps. Explain to students that the map legend is where all the map symbols and their meanings can be found. A compass rose points out East, South, West, and North.  Students should point out on the maps the different legends.		
<b>20</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>  Students should work independently on their maps. Students should add color to their maps.		

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	<p>Students should also add detail to their maps While students are working, teacher should circulate answering questions, pointing out necessary changes or additions to the maps, and helping students with directions.</p> <p>If students finish early, they need to find a partner and explain to their partner where they are going on their map.</p>
<p style="text-align: center;"><b>5</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>Have students come back together. Have each student share their map pointing out different symbols they chose to use and explain why they represent landmarks. Ask students to describe a route between two locations on their map. Remind students that all maps can look different by using clear symbols on a map legend and a compass rose, people should be able to locate where things are.</p> <p>Dismiss students and have them start cleaning up.</p>
<p><b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <p>Students will be assessed based on the quality of detail their map has. Students can also be assessed on their ability to provide directions to different locations on their map.</p> <p><b>Consideration for Back-up Plan:</b> Students will create a map from out classroom to the lunchroom. Students will explain and give directions.</p>	<p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b></p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Today's lesson went very well! It was the last lesson the students had about maps and the students were engaged the whole time. The students all remembered to put their compass rose on their map and they all labeled the map correctly. The students had fun creating all their own maps and sharing with their partners about the map they had drawn. I think if I were to do this lesson again, I would maybe only allow the students to use crayons and colored pencils. The markers seemed to make a mess and a lot of the students decided to color with them making the paper leak onto the desk. Some of the maps even ripped because the kids colored so much marker on them. Another thing that I did not consider was that some of the kiddos just scribbled through their map, while others took their time and were very detailed about what they added to their map. This was a wrap up fun lesson for the students so there was not a lot of teaching that I needed to do besides explain what I was expecting from the students and remind them what they needed to add to their maps. Like I said before this was a great review wrap up activity for all of the students. It was especially wonderful having this wrap up lesson as today was a late start day and all of the kids were a little off and they were having a hard time focusing.</p>	