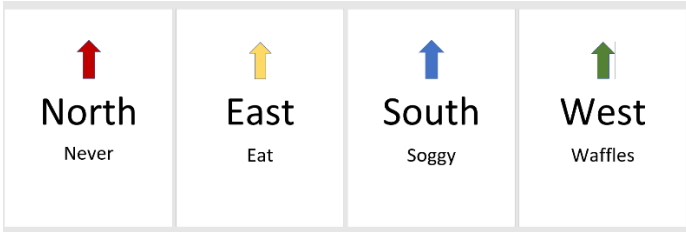


Lesson Plan Template

Grade: 1 st Grade	Subject: Social Studies
Materials: Printed maps of the school (One per student) Colored Pencils Large Cardinal Direction Cards/Posters Different hard copy examples of maps Read aloud on maps	Technology Needed: Smart Board.
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <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:
Standard(s) G.K_2.1 Construct maps, graphs, and other representations that contain symbols, labels, and legends.	Differentiation: <p>Below Proficiency: Students who are below proficiency will be aided by their peer by observing them during the Simon Says game. If they are unsure of the four cardinal directions, they will be aided by the choral answers and the group game. These students will be able to ask their table partners for help when they are not sure about directions on their map.</p> <p>Above Proficiency: Students who are above proficiency will be challenged to answer the questions about maps and cardinal directions first. These students will also be able to work to make their own map as accurate as possible.</p> <p>Approaching/Emerging Proficiency: Students who are approaching proficiency will be supported by working independently or with their peers during map-making. All students will be supported by my progress monitoring.</p> <p>Modalities/Learning Preferences: Kinesthetic/Tactile—Students will construct their map using fine motor skills to draw and label the map. Students will use their full bodies to practice finding the four cardinal directions during the game. Visual—Students will have the color-coded cardinal directions posted on each wall in the classroom. I will draw examples on the board to support these learners. Students will be given a hard copy of the map to color and will also have a visual of a compass on the White Board. Auditory—I will give directions orally. Students will need to practice listening to the directions called out during the game. Students must practice saying the four cardinal directions orally throughout the lesson.</p>
Objective(s) By the end of the lesson, students will be able to be able to complete a map of a route from their classroom to the playground by using the four cardinal directions and illustrating the route on their map. Bloom’s Taxonomy Cognitive Level: Knowledge and Application	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will be grouped according to their assigned seating • Students will stay seated at their desks during small group work and during whole group instruction. • Students will sit with a voice level 0 with their hands on their heads when they are ready to move on • Students will stand up and participate in the game. • Students will find their seats when the game is over 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will use to the art supplies appropriately and only when making their maps. • Students will remain at a voice level 0 for direct instruction, or during any time when the teacher(s) is/are talking. • Students will be respectful of their neighbor and will keep all arms and legs to themselves during the entire lesson. • Students will walk quietly and respectfully down the hallways when mapping out the school (If we take a tour of the school) • Students will only use the supplies necessary to complete the

Lesson Plan Template

	<p>project and will not take from their neighbor</p> <ul style="list-style-type: none"> • Students will participate in discussions with their table partners using a voice level 2 • Students will raise their hand when they have a questions/answer. • Students will put their hands on their heads when they are ready to move on. • Students will keep a voice level 0 when 'Simon' is speaking.
Minutes	Procedures
5	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> • Display a picture of a compass on the Smart Board. Give each table a box of colored pencil/markers/crayons • Have a stack of the maps on hand to distribute to students • Display the cardinal direction posters on each side of the classroom walls <div style="text-align: center; border: 1px solid gray; padding: 10px; margin: 10px auto; width: fit-content;">  </div>
7-8	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • “First graders, today we get to learn about maps! Now, do you notice anything different in the classroom today, friends? • Can anyone tell me what these posters mean? • These are called the CARDINAL DIRECTIONS. Cardinal directions help you to know how to go from one place to another. There are four cardinal directions: North, South, East, and West. (I will stand facing each direction as I say them). • Now, what you see on the board is a compass. A compass is a device that tell us which direction we are facing; North, South, East, and West. • Can you get up, friends, and say this with me, just like I am doing? North, South, East, and West. • I think I need some practice using my cardinal directions, so we are going to play a game of Simon Says. Now, I will be Simon for the first round. Stand up, first graders, and when Simon gives you a direction, turn to face the fight poster.” We will play this until students feel comfortable using their cardinal directions. (I may ask students to come up to the front and practice being Simon.
3	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “All right, you can all find your table spot. • We are going to use our knowledge of the four Cardinal Directions....Can you help me say them...North South, East West...We are going to use these directions to help us make a map. • What is a map, first graders? Can you turn to your table partner and tell them what kinds of maps you can think of, and what they could be used for? I will know you are done talking with you table partner when you give me a thumbs up. • A map is a drawing of an area with important markings. Here is one example of a map.” I will display the map of the school. • “Can anyone tell me what kind of map they think this is? This is a map of Red Trail!” • “Remember, 1st graders, that maps are drawings of an area with important signs or markings. Can we pick out some important things in this map? • “How else can we read this map, 1st graders? What might help us to follow the directions on the map. How about our cardinal directions? Can you tell me what those are?” (Say them chorally). Remember, directions help us to get from one place to another. Turn to your table partner and tell them how directions help us.
7-8	<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"> • “Now, friends, we are going to color a map of Red Trail and use our knowledge of the four cardinal directions to make a route, like a road, to show how we would go from the classroom to the playground.” I will hand out maps. • “First, write your name on the top left corner of your map. • Next, draw a compass with the four cardinal directions on the top of your page.” I will draw a square on the white board representing their map and draw a simple compass on the top right corner. “First graders, this is what your paper should look like. • Now, working with your table partners, draw a line from our classroom to the playground to show your route/path. Use

Lesson Plan Template

	<p>your compass on the top of your page to determine which direction you are going. Every time you change directions, remember to mark the new direction.”</p>	
<p>2-3</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • “First graders we are finishing up our maps in 2 minutes. • First graders we are finished with our maps and are putting all our maps in the middle of the table in 10 seconds. • I will know you have finished your map and have placed it in a pile in the middle of the table when you are sitting with your hands on your head with a voice level 0. • We are cleaning up our table areas.” 	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>I will know if students are meeting their learning objective if they are turning in the right direction for Simon Says. I will know if students are meeting their learning objective if they able to list the four cardinal directions in unison when we review them together throughout the lesson.</p> <p>Consideration for Back-up Plan:</p> <p>If I am running out of time, I will end the lesson and omit the map-making activity.</p> <p>If I have time, I will have students google different kinds of maps and compare the map they found to the one their table partner found. This would be a great way to add technology into the lesson in a meaningful way.</p> <p>If there is more time to work on this lesson, I will have students walk the school hallways as they mark their map.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>I will know that students understood maps and the four cardinal directions if they drew an accurate route from the classroom to the playground and have the appropriate directions (North, South, East, and West) marking each turn.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson went better than I had expected. First, I think it was helpful that my students were able to get up at the beginning of the lesson and practice naming the four cardinal directions using their whole bodies. This was a great kinesthetic element that helped them to focus more on rest of the lesson. I also think that posting the cardinal directions on the walls and color-coding them was a great way to support my students. I also liked that I was able to use multiple kinds of maps to introduce them to the concept. I was able to show them a map of a make-believe town, a zoo, and their school. I think this was a good variety to help them start thinking about what kinds of maps there are. I think that incorporating a read aloud about maps was a great way to tie in a little bit of reading. The story was about a little girl who drew a map of her room, her house, her street, city, state, country, and finally her world. Then the story reversed as she drew a map from the world, all the way back down to her room. This was a great way for students to see maps in relation to one another. Finally, I loved how engaged my students were in the last section of my lesson when they were able to search anywhere, they wanted to go on Maps. I think they were very excited to be able to explore the world virtually. I think this was a successful way to integrate technology because it stimulated students’ curiosity and gave them a hands-on way to explore maps. I know that this lesson was engaging for my students because they sat very quietly for the read aloud, and raised their hands often to ask a question, or make a comment or connection with the book.</p> <p>On thing that did not go well in this lesson was the “you-do” section. My students did not understand what they were supposed to do with their fire-safety maps and I had to explain it multiple times. I think that this was another instance that showed me how important it is that I remember to give me students only one or two <i>very clear</i> directions at a time. It is very easy to overwhelm and confuse a first grader with information. Next time, I would have taken my students on a tour as if they were following their map’s direction for a fire-safety route. I think that many of the students who were confused by the assignment would have made a connection with the information and understood the objective if they were able to physically walk the route. Rather than giving only verbal directions, students who are more kinesthetic or visual learners would have been supported more in this lesson. Lastly, I would make sure that my students are writing their names on their maps and turning them in at the end of the lesson. I think that the weakest point of this lesson was that I did not have a clear way of assessing my students’ learning.</p>		