Lesson	Plan	Template
Date: _		

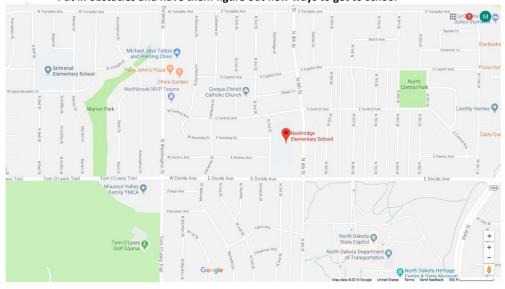
Grade: 3rd		Subjects Social Studies		
Materials: Sets of directions, "Gold" pieces, smartboard with map,		Subject: Social Studies Technology Needed: Smartboard		
		reciniology Needed. Smartboard		
-	tebook paper	Cuitled Burnting and Community April 12		
□ Direct□ Guideo	al Strategies: instruction	Guided Practices and Concrete Application: X Hands-on X Large group activity		
□ Learni□ Lectur	ng Centers	X Pairing/collaboration X Simulations/Scenarios		
□ Techn	ology integration X Modeling	Other (list)		
Other		Explain:		
	(-7	Explain.		
Ch 1/- 1	1	Differentiation		
Standard(s)			
3.1.1		Below Proficiency:		
	symbols, compass rose (i.e., intermediate directions), s to locate physical features on a map	Students use labels, symbols, compass rose, and legends to locate physical features on a map with many significant errors.		
and legend	s to locate physical reatures on a map	locate physical leatures on a map with many significant errors.		
		Above Proficiency:		
Ohiostivolo	.1	Students use labels, symbols, compass rose, and legends to		
Objective(s		locate physical features on a map with few, if any, errors.		
	esson, students will be able to find places on a map using	locate physical leatures on a map with few, if any, errors.		
a stationar	y compass.	Approaching/Emerging Proficiency:		
Du and of l	assau students will be able to find places on a man when	Students use labels, symbols, compass rose, and legends to		
	esson, students will be able to find places on a map when of directions utilizing the four cardinal directions.	locate physical features on a map with no significant errors.		
given a set	of directions utilizing the four cardinal directions.	locate physical leatures on a map with no significant errors.		
Bloom's Ta	xonomy Cognitive Level:	Modalities/Learning Preferences:		
Diooni s ra	Adminity Cognitive Level.	Visual: Seeing maps		
Compreher	nd	Auditory: hearing directions and explanations		
Comprehe	iu	Kinesthetic: Scavenger hunt		
		<u> </u>		
		Tactile:		
Classus aus	Name and the second of the second sec	Debasion Funcatations (austoma atratagica muscaduma anasificta		
	Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to		
Partner work-scavenger hunt		the lesson, rules and expectations, etc.) Voice level 4-5		
Individual work at desks (may ask for help from a peer)		Hands to self		
		nanus to seii		
Minutes	Procedures			
williates	Set-up/Prep:			
	Set-up/Fiep.			
5min	Engage: (opening activity/ anticipatory Set – access prior I	earning / stimulate interest /generate questions etc.)		
3111111	Teacher: Today I'm going to see how well you guys can fol	The state of the s		
	 What's going to happen is I have lost my key somewhere in this room and I need you guys to help me find it. You're going to be partnered up and you and your partner are going to follow a set of directions I give you that you must 			
	follow to try and find this key. You guys need to be working as a team. • When I call your group, I want you to come up and stand in the starting spot I give you. When everyone's ready I will			
	give you the directions and when everyone has their directions you can all go.			
	Notice that around the room are the four main directions: North, south, east, and west. Those will help you as you are following the directions:			
	following the directions. • Voice levels need to be at 3 or 4 since you do not want the other groups to find my key before you do.			
	Does anyone have any questions?			
	bocs anyone have any questions:			
15-	Explore: (independent, concreate practice/application wit	h relevant learning task -connections from content to real-life		
20min				
_3	Teacher separates the students into groups by their countries and puts them at their starting spot			
	 Students go about the room following their directions 			
	 When they are done the group that found the key returns it to the teacher and everyone returns to their seats Discuss: What was difficult? What could have made it easier? Any other observations? 			
	Cleacher brings up different types of steps, hops, etc., my legs are longer than yours so could that have made a			
	difference)	, etc., my legs are longer than yours so could that have made a		
	unierencej			

Lesson Plan Template Date:

15min

Explain: (concepts, procedures, vocabulary, etc.)

- Teacher: So what were the main directions we were using during our hunt? (North, south, east, and west) These are called the four Cardinal directions. Does anyone know why they are called this? (students guess) Cardinal is an adjective that means of great importance, so these are the four main or most important directions. What are some other words we can use to give directions? (Left, right, up, down, etc.)
- Teacher: Using our knowledge of these directions and using our compass on the board (draw compass on poster paper along with definitions) you guys are going to help me with directions again
- Bring up map of Northridge on smartboard
- Ask students to give you directions, using the four cardinal directions, on ways to get to school
 -Put in obstacles and have them figure out new ways to get to school



3-5min

Review (wrap up and transition to next activity):

- Exit slip-Teacher gives students a set of directions and students must follow these directions and find the right location. Write answer down on piece of notebook paper. (If time permits the teacher may do multiple directions)
- Turn in to teacher when finished

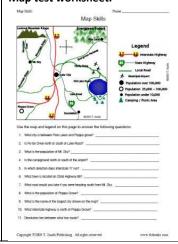
Formative Assessment: (linked to objectives, during learning)

 Progress monitoring throughout lesson (how can you document your student's learning?)

Questioning strategies, exit slip

Summative Assessment (linked back to objectives, END of learning) http://bonlacfoods.com/worksheets/3rd-grade-map-skills-worksheets.html.

Map test worksheet.



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

This lesson was one of my favorites. There were a lot of things that went wrong with this lesson, but the students were engaged and seemed to get the concept from an analyzation of their exit slips. I liked this lesson so much because it was all my own. There were no textbooks the teacher wanted me to cover. She left everything up to me and let me run with it. It was a very hands-on experience for me and I took the opportunity to explore.

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Some of the things that went well were student engagement as the main part. The students were engaged the whole time. They really seemed to enjoy getting up and moving around to find the car keys. They also had a lot of fun trying to find out places on the map. There were many things I would change to improve this lesson. The students did not understand that they were supposed to start at the spot I put them in so some groups went and started where they wanted. Another thing would be to give them all their own picture of the map because on the board it was hard to read street signs. I would give them all their own and instead write the directions on the board.