

Lesson Plan Template

Grade: 4 th		Subject: Geography, Social Studies, History
Materials: Computer		Technology Needed: National Geographic MapMaker
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 X Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> X Technology <input type="checkbox"/> Modeling integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity X Hands-on <input checked="" type="checkbox"/> X Independent activity X 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) 4.1.2 Use map scales to locate physical features and estimate distance on a map 4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		Differentiation Below Proficiency: Have all components of rubric but with extra help from the teacher Above Proficiency: Include extra facts about region Approaching/Emerging Proficiency: Have all components of rubric Modalities/Learning Preferences: N/A
Objective(s) By the end of the lesson students will be able to analyze a map and present information to the class on a geographic region. Bloom's Taxonomy Cognitive Level: Analysis		
Classroom Management- (grouping(s), movement/transitions, etc.) Instruction in large group, move to individual work		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Voice level 1 (if students need they can talk to other students and collaborate)
Minutes	Procedures	
15min	Set-up/Prep: Students must have prior knowledge of maps, including latitude and longitude, basic knowledge of geographic regions, and climate. Have the website directions already written on the board. Have rubric already written up. Print off names of different countries and fold them separately and put them in a container.	
10min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Gather students in large group. Ask: "Who has ever traveled to another country?"(Interest/attention) Listen to a couple answers. Ask: "What are some things you would want to know about a different country before you travel to it?"(Diagnosing/checking)(Application) Have students pass around the container and take one slip of paper. Explain that today they are going to start working on their country presentations. "Today you guys are going to be becoming the experts on the country you have on your slip of paper."	
15min	Explain: (concepts, procedures, vocabulary, etc.) Explain to the students that for two days (today and the next day) for social studies they will be using National Geographic to research their country. Ask: "Can someone explain to me what latitude and longitude are?" (Recalling specific facts/information)(Knowledge) Listen to a definition from one student. Ask: "Does everyone agree with that answer?" (Managing) "Can I hear some more definitions in your own words?"(Comprehension) - "We are going to be using our laptops to research our country using National Geographic MapMaker and presenting them to the class. Are you guys able to produce a map with the relevant information by using this tool?"(Synthesis) Bring it up on your computer so the students will have an idea of what they are looking for. Pick the US (since that will not be one the students are researching) and go through some of the criteria on the rubric. For students who are above proficiency if they finish all the required components they can add more information without directions provided on the rubric.	

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	<p>“When I say go I want you guys to grab a laptop and bring it to your desk with a voice level 0. At that time I will be handing out the rubric and giving you the rest of the directions. The rubric is what I will be using to make sure you followed directions and have all the necessary components in your presentation. As you put more stuff on your map use the rubric to check off what you have so you can keep track. As you are doing this assignment be thinking: What are some other things not on this rubric/map that people should know before they travel?” (Higher level thinking)(Analysis)</p> <p>Have students get laptops and return to their seats. Point out the website title already written on the board and have students go to the site. https://mapmaker.nationalgeographic.org/#/. Walk around the room to make sure everyone has gotten there. Tell students not to do anything until they have the rubric.</p> <p>Hand out rubric and tell students they should have their voice level at 1. This means if they want to quietly ask another student a question they can.</p>
<p>Day 1- 10min Day 2- 30min</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Remind students the first thing they should be doing is finding the country they have and go to that area. Walk around the classroom and make sure students are on track and answer questions. If they are struggling or not paying attention ask them questions to get them thinking such as: “What is the next step? What is the next thing you need to find? Does what you have follow the directions?” (Structuring/ redirecting learning)</p> <p>Rubric</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">RUBRIC</p> <p>Name:</p> <p>Country:</p> <p><input type="checkbox"/> Go to top right corner and type your country into the search bar._____</p> <p><input type="checkbox"/> Go to left side of map. Find the flag symbol and click on it. This will separate the countries._____</p> <p><input type="checkbox"/> Drop a marker point on the capital._____</p> <p><input type="checkbox"/> Go to the right side and find “Layers”. Add a layer for each section. You may need to work with the Transparency so they all show up. (12 layers in total)._____</p> <p><input type="checkbox"/> Go to left side and click “Draw a polyline”. Start at the capital and have the line go to a different city of your choice._____</p> <p><input type="checkbox"/> If you are finished try out the other buttons and see what else you can put on your map!</p> </div> <p>Students will get as much done as they can in the first day. The second day they will continue researching. If they do not finish in class the rest will be homework. The third day they will present to the class and the teacher will take their rubric and grade it during the presentation. After each presentation ask the students: “Do you have any questions for the presenter or did they cover everything on our rubrics?” (Expression of affect)(Evaluation)</p>
<p>30- 45min</p>	<p>Review (wrap up and transition to next activity): Present on the third day.</p>

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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Walk around room and check in with students. Answer any questions they have.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>See if student presentation includes all components of the rubric when they present on the third day.</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>	