

LESSON PLAN TEMPLATE

Name: Gina Gerard
Subject/Topic: Social Studies

Lesson Date: N/A
Grade: 3rd

Central Focus of Lesson/Learning Segment: Location of Countries around the World

Standards: (NYSS Framework) 3.2a World communities can be located on globes and maps.

Academic & Content Language:

Not all lessons include syntax and discourse

Vocabulary:	Language Function(s):	Syntax (rules):	Discourse Demands (how are students <i>WRITING</i> or <i>SPEAKING</i> about the content of the lesson):
-Individual names of countries -Continent	Locate Name		Students will state the names of the countries they learn about.

Objectives (list and number):

1. Students will locate different countries throughout the world.
2. Students will be able to name different countries.

Assessments (match to objectives; attach any assessment activity/sheets):

1. Students will fill in the blank map of the ten countries that we have been working on (Egypt, Saudi Arabia, Great Britain, Canada, the United States, Mexico, Brazil, Russia, China, and India) (9/10 correct).

Materials (Attach copies of ALL worksheets or other print materials; include PPT or SMARTBoard app, etc): Blank map, pencils, beach ball

Technology (list the tech you are using): Computer, projector, SMARTBoard

I tested the technology with the equipment being used: _____ (date)

Internet Sources (if any):

<https://howitallstarteden.wordpress.com/2013/09/04/12-year-olds-world/> -Blank map

<https://geology.com/world/world-map.shtml> - Map of the world

Teaching Models (check one or more):

☒ Direct Instruction ☐ Cooperative Learning
☐ Discussion ☐ Inquiry

Teaching Strategies (What approaches will you take? What are **YOU** doing?): Activating Prior Knowledge

Learning Tasks (How will students be actively involved? What will **THEY** be doing?): The students will be reviewing the different countries throughout the world, as well as playing the beach ball game, and filling in a blank map of ten specific countries (the countries are listed in the procedure).

Grouping (check one or more):

- | | |
|---|--|
| ☒ whole group | ☐ small group homogeneous |
| ☐ flexible | ☐ small group heterogeneous |
| ☐ pairs | ☐ Other (describe): |

Explain how you will organize groups and why: Students will be reviewing the location of different countries throughout the world as a class, and will be playing the beach ball game as a class. I want everyone to hear the review and participate, which is why we are doing this as a whole class. Students will then individually fill in a blank map with the ten specified countries.

Getting Started (Where will the children be? How will you get them there? Where are the materials?): The students will be in the area of the room where whole group instruction can be delivered, (on a rug in front of the SMARTBoard for example).

Procedures (list every step and include the questions you will ask):

1. **Anticipatory Set:** Review the prominent countries that many of the students missed when they filled in the map the day before. [Put a map up on the SMARTBoard]. Have students who know the countries help other students by suggesting ways as to how they remember where the countries are located.
2. Explain that today, we are not going to play the game again; that we will be playing it some time again in the future as we focus on more countries in Social Studies. [Transition] Play the beach ball game that was played on Day 3, in order to review the major countries one more time before students take the final assessment of the mini unit. Make sure that you play in an area of the room where all students are able to catch the ball.
3. **Closure:** [Transition] Once the beach ball game is over, have students move back to their desks and give them the blank map quiz one final time. Countries- Egypt, Saudi Arabia, Great Britain, Canada, the United States, Mexico, Brazil, Russia, China, and India. (If you use the map at the end of this lesson, the numbers that students should focus on are 2,3, 12, 16,17,18, 19, 20, 21, 22). Explain that this is the last time they will take this for this mini unit, but that we will continue to learn about more countries and their locations in the future. Hand out the quiz, and when the students are finished, move onto the next lesson.

Transitions (Place in procedures where appropriate. How will you transition to *next* lesson/activity?):

Have all of the students move into a portion of the room where they can all throw/catch the beach ball. Have the students move back to their seats from wherever the class was throwing the ball, in order to take the final blank map quiz.

Addressing diversity (How are you addressing the diverse learning needs of students in this class? *You MUST answer at least one of the following questions, but may answer more.* The specific learning needs of your students will determine how you differentiate your lesson):

1. What student, community or cultural assets will you draw upon during this lesson?

2. What UDL principles will you incorporate? Specify what you have done within your lesson to meet **one or more** of these principles.

- Multiple means of representation:
- Multiple means of action and expression:
- Multiple means of engagement: (8.3) Foster collaboration and community- Students are reviewing together, and are helping one another by stating how they remember the locations of the different countries.

3. If you have a student with an IEP, provide the following:

- What **accommodations** will you make (**not changing level** of difficulty- only how student will access and demonstrate knowledge)?
- What **modifications** will you make (**changed level** of difficulty; using IEP requirements and embedding them into classroom instruction)?

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