

LESSON PLAN TEMPLATE

Name: Gina Gerard
Subject/Topic: Social Studies

Lesson Date: N/A
Grade: 1st

Central Focus of Lesson/Learning Segment: Location of U.S. States

Standards: (NYSS Framework) 1.5b: Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.

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 U.S. States -Country -State -North, south, east, and west	Name		Students will say the names of the individual states out loud to the teacher/class. Students will write down the names of the states.

Objectives (list and number):

- Students will be able to name individual states on a map (Maine, New Hampshire, Vermont, New York, Massachusetts, Rhode Island, California, Nevada, Texas, Idaho, and Montana).

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

- Students will correctly label 5/10 of the new states they learned today on a blank map.

Materials (Attach copies of ALL worksheets or other print materials; include PPT or SMARTBoard app, etc): Map of the U.S., blank map of the U.S.

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

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

Internet Sources (if any): <https://www.youtube.com/watch?v=Gt2mYPwXyAc> - States song
https://www.youtube.com/watch?v=jxl9V_LODRM&t=231s - *The Scrambled States of America*
<http://ontheworldmap.com/usa/usa-states-map.html> - Map of the U.S.
<http://studentweb.cortland.edu/rebecca.winterson/miniproj2/directions.html> - Map of the U.S. with compass

Teaching Models (check one or more):

☒ Direct Instruction ☐ Cooperative Learning
☐ Discussion ☐ Inquiry

Teaching Strategies (What approaches will you take? What are **YOU** doing?): Question and Answer, Modeling, Activating Prior Knowledge

Learning Tasks (How will students be actively involved? What will **THEY** be doing?): The students will be listening to a book and song, and will be filling in a blank map.

Grouping (check one or more):

☒ whole group

☐ flexible

☐ pairs

☐ small group homogeneous

☐ small group heterogeneous

☐ Other (describe):

Explain how you will organize groups and why: This lesson will be taught as the whole group, so that all of the students can receive the instruction on the first day. They will then individually fill in a map.

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-** [Place SMARTBoard app on the SMARTBoard, which is a blank map with the names of the states on the side]. "Does anyone know what state we live in? Yes, New York State! Can anyone show me on the map where New York is? Perfect! We live in a small town outside of Buffalo, and so we are right here in the state. Who can tell me what country we live in? The United States, you're right!"
2. "Now New York State is just one state in the whole country of the United States. Altogether, there are 50 states in the entire country. How many states are there? 50, great! Can anyone name any other states in the country? [Let the students come up to the board and point to the ones that they know; drag in the names of the states that they point too, so that other students can begin learning them as well].
3. Discuss how we are going to learn the states over the next few days, and that we are going to go section by section in the country. Talk about how we are first going to watch a video that gives us all of the states and the state capitals. (<https://www.youtube.com/watch?v=Gt2mYPwXyAc>)
4. After watching the video, read the students a book called *The Scrambled States of America* (or watch the video link of it) (https://www.youtube.com/watch?v=jxl9V_LODRM), and once that is finished, ask the students if they recognized any of the states from the video or the book.
5. Once the students have finished, discuss how the first section of states that we are focusing on will be the states located in the Northeast part of U.S. Pull up a filled in map on the SMARTBoard, as well as one that has a compass on it. Show them the different directions of the compass, and have them repeat the directions back to you. (You can give them the saying 'Never Eat Sour Wheat').
6. Once you have gone over the compass, explain to the students that we are first going to go over the Northeast section of the country. Ask students where they think the northeast section of the country is, and have one student come up to the board and point to it. (If none of the students are able to do that, show them the compass and ask them, "which direction is north? Right! The arrow that has an 'N' next to it. So, that arrow is showing us that we should go up on a map, so we want to go to the top part of the country.")
7. Now, you will go over states in the Northeast part of the country. (Maine, New Hampshire, Vermont, New York, Massachusetts, and Rhode Island). Explain how Maine is at the very top of the country, Vermont the state is shaped like the letter 'V', New York is the state we live in, Rhode Island is the smallest of all the states, and is at the end of Massachusetts. Use the

SMARTBoard app attached to this lesson plan and have the students drag the names of these five states over to the state on the map. Next, have the students go back to their seats and fill out a blank map that you have given them. Have them fill in these five states, and then regroup to repeat them one more time. Move onto the next few states when you think that they have a firm grasp on the names of these first few states.

8. Go to the Western part of the country with the next set of states you teach (California, Nevada, Texas, Idaho, Montana). Utilize the same steps as above in Step 6.
9. **Closure:** Go over all ten states again in order to review them. [Transition] Have students go back to their seats, and give students a blank map where they have to fill in five of the new states that they learned today. Explain that the students write the name of the state on lines at the bottom. If the state of Washington has a '1' on it, I would go to the bottom, find the number 1, and write down 'Washington'. Once the students have finished, explain that tomorrow, we are going to look at these states again, and learn some new ones as well.

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

Have students move from the rug to their seats at the end of the lesson, so that they can fill in the blank map; this will also close your lesson.

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?
 - If you have a student in your classroom who is from a different state, you can include him/her in the lesson by having the child point out the state that he/she is from.
 - If students have gone on vacation to other states, you can have them talk about the state that they visited.
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: (1.2) Offer alternatives for auditory information- The video has the names of the states on the screen, and so if the student is unable to hear the video, they will still be able to receive the information.
 - Multiple means of action and expression:
 - Multiple means of engagement:
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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Name \_\_\_\_\_ Date \_\_\_\_\_

## The United States of America

|             |          |           |               |               |                |                |               |
|-------------|----------|-----------|---------------|---------------|----------------|----------------|---------------|
| Alabama     | Delaware | Indiana   | Maryland      | Nebraska      | North Carolina | Rhode Island   | Vermont       |
| Alaska      | Florida  | Iowa      | Massachusetts | Nevada        | North Dakota   | South Carolina | Virginia      |
| Arizona     | Georgia  | Kansas    | Michigan      | New Hampshire | Ohio           | South Dakota   | Washington    |
| Arkansas    | Hawaii   | Kentucky  | Minnesota     | New Jersey    | Oklahoma       | Tennessee      | West Virginia |
| California  | Idaho    | Louisiana | Mississippi   | New Mexico    | Oregon         | Texas          | Wisconsin     |
| Colorado    | Illinois | Maine     | Missouri      | New York      | Pennsylvania   | Utah           | Wyoming       |
| Connecticut |          |           | Montana       |               |                |                |               |

Name \_\_\_\_\_ Date \_\_\_\_\_

## The United States of America

|             |          |           |               |               |                |                |               |
|-------------|----------|-----------|---------------|---------------|----------------|----------------|---------------|
| Alabama     | Delaware | Indiana   | Maryland      | Nebraska      | North Carolina | Rhode Island   | Vermont       |
| Alaska      | Florida  | Iowa      | Massachusetts | Nevada        | North Dakota   | South Carolina | Virginia      |
| Arizona     | Georgia  | Kansas    | Michigan      | New Hampshire | Ohio           | South Dakota   | Washington    |
| Arkansas    | Hawaii   | Kentucky  | Minnesota     | New Jersey    | Oklahoma       | Tennessee      | West Virginia |
| California  | Idaho    | Louisiana | Mississippi   | New Mexico    | Oregon         | Texas          | Wisconsin     |
| Colorado    | Illinois | Maine     | Missouri      | New York      | Pennsylvania   | Utah           | Wyoming       |
| Connecticut |          |           | Montana       |               |                |                |               |

# United States of America

Name the State!



www.graphicmaps.com

|          |          |          |          |
|----------|----------|----------|----------|
| 1 _____  | 13 _____ | 25 _____ | 37 _____ |
| 2 _____  | 14 _____ | 26 _____ | 38 _____ |
| 3 _____  | 15 _____ | 27 _____ | 39 _____ |
| 4 _____  | 16 _____ | 28 _____ | 40 _____ |
| 5 _____  | 17 _____ | 29 _____ | 41 _____ |
| 6 _____  | 18 _____ | 30 _____ | 42 _____ |
| 7 _____  | 19 _____ | 31 _____ | 43 _____ |
| 8 _____  | 20 _____ | 32 _____ | 44 _____ |
| 9 _____  | 21 _____ | 33 _____ | 45 _____ |
| 10 _____ | 22 _____ | 34 _____ | 46 _____ |
| 11 _____ | 23 _____ | 35 _____ | 47 _____ |
| 12 _____ | 24 _____ | 36 _____ | 48 _____ |
| 49 _____ |          | 50 _____ |          |