

Lesson Plan Template

Date: _____

Grade: 4th		Subject: Social Studies	
Materials: Construction paper, art supplies (for coloring)		Technology Needed: Smart Board, Chromebooks	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 4.1.1 Interpret and compare maps (e.g., political, physical, thematic) of North Dakota		Differentiation Below Proficiency: Websites provide words to copy or be read aloud Have assistance typing Above Proficiency: Have them find extra elements for their city such as origin of name, interesting fact, population, historical event Approaching/Emerging Proficiency: Activity as is, Modalities/Learning Preferences: Tactile, visual, creative,	
Objective(s) By the end of the lesson, students will be more familiar with designated cities and areas of North Dakota by exploring their aspects via Google Earth, online maps, and databases and presenting their findings by making a brochure for their city. Bloom's Taxonomy Cognitive Level: Create, analyze, apply, understand		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) 1. Stay on task 2. Be on appropriate, useful sites on computer 3. Talking at a low-level voice	
Classroom Management- (grouping(s), movement/transitions, etc.) 1. Mention it will be partner work after description 2. Have them have laptops out but closed before starting lesson		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) 1. Stay on task 2. Be on appropriate, useful sites on computer 3. Talking at a low-level voice	
Minutes	Procedures		
2	Set-up/Prep: MAP OF ND CITIES https://www.google.com/search?q=map+of+major+cities+in+nd&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjHw6Gbl-7dAhVJhq0KHREYCOQQ_AUIDygC&biw=1200&bih=758#imgrc=IGHIAywNQycGQM: INFO https://www.ndtourism.com/ GOOGLE MAPS GOOGLE EARTH		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) 1. Show/pass around pamphlet of Ft. Lincoln 2. St Mary's on google earth 3. Who recognizes this place?? a. Show street view of Medora 4. Show my yard on google earth		
5	Explain: (concepts, procedures, vocabulary, etc.) 1. When we travel, it is important to be able to effectively use maps and to explore aspects of possible vacation spots. 2. Today, you all are going to get a chance to make a brochure for a city in North Dakota 3. Show areas in google maps of "nearby" button (for restaurants...)		

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	<ol style="list-style-type: none"> 4. Show city info on ND Tourism site 5. Keep short so they have time to work
<p>40-60 (with/without presentations)</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> <ol style="list-style-type: none"> 1. We are going to use a couple different sites to find info for our brochures 2. Google maps 3. Google Earth 4. ND Tourism https://www.ndtourism.com/ 5. Draw popsicle sticks for partners 6. Partners have about 30 seconds to pick city on from map 7. Each group needs one piece of white construction paper and their own chromebook 8. Each group will need to find and show the following in their brochure-HAND OUT SAMPLE ORANGE TEMPLATE <ol style="list-style-type: none"> a. City Name/ Title with picture b. 1 Landmark <ol style="list-style-type: none"> i. Park ii. Museum iii. Lake or river iv. Other significant landmark c. Town Attractions <ol style="list-style-type: none"> i. 1 restaurant ii. Hotel/Place to Stay d. Event to attend there <ol style="list-style-type: none"> i. Name and date of it e. Location of city <ol style="list-style-type: none"> i. Which main roadway (highway, interstate, exit...) ii. How far it is from Bismarck (GOOGLE MAPS or GOOGLE EARTH) 9. If we have time, we will present them to the class when we're done
	<p>Review (wrap up and transition to next activity): North Dakota is a cool place, and we can use maps and informational sites to find out more about them! Some cities are not well known, but have a lot to offer! Maybe now you want to visit a city that your classmates shared some interesting facts about!</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>Check "Distance from Bismarck" section of pamphlet to assess how well they interpreted google maps</p> <p>Walk around while they gather data to see how well they can navigate these maps and sites</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Have them turn in/present brochures and findings</p> <p>Score based on presentation, required data fulfillments, partner participation, and level of respect while being audience member during others' presentation</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>While preparing and planning this lesson, I did not know what to expect. I was unsure how the lesson and execution of the activity would play out. As a preservice teacher, I am very apprehensive to see how well my lesson reflects the plan I initially hoped for and visualized. Any time there is independent or group work, I become nervous that the students may become off task, take more time than anticipated, or be too confused by my instruction and directions that they will have to ask me endless questions and become frustrated. However, this particular lesson proved to go better than my anxieties would suggest.</p> <p>I spent a lot of time prior to the lesson making a visual template of how I wanted their pamphlets to be outlined. I also wanted to organize links and resources from which students could find the required information, so I made a document to share in their google classroom accounts. This way they could click on the links directly on their own. However, I often struggle to have links, websites, and other computer resources pulled up, uploaded, and opened properly to where I would like to be. With this particular lesson, I did try to get all links and supplementary websites in tabs ahead of time. Unfortunately, google Earth's site was blinking and strobing on the computer monitor for some reason, so that sight and resource was unusable. For that reason, the students ended up having to explore this site on their own chromebooks, which, in a few cases, lead to them</p>	

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being off task.

I also think I could have been stronger and more explicit in my introduction/explanation of the project. Some of them did not utilize the google classroom document, and after I ended up having to readdress the resource to some groups, they found it very helpful. I do think my classroom management attempts were successful during this exercise. Students stayed on task, curious, and for the most part, worked well with the assigned partners I drew for them. The students were also very excited to present, and took pride in their work. Overall, I learned that I enjoy this style of instruction more in comparison to "front of the room, lecture and teacher-based" instruction. It took a lot of the pressure off of me to speak in a perfectly engaging and effective type of way and allowed their own curiosity and creativity to guide their work and progress. They all did very well on their pamphlets.

I do think it would have been effective to give brief expectations to what I would be grading them on during their work, collaboration, and presentations. I think that would have given them more guidance as to what kind of partner and group member to be, what kind of information about their city would be best to find and present, and how one presents and acts during presentations.

For the most part, the students enjoyed working with a partner, and did a good job of delegating responsibilities. I think from here on out, I will try to have less teacher-based lectures if at all possible.

Pamphlet Checklist

- [City Name]
 - Draw picture that is related to your city!
[Explore for images or symbols specific to your city](#)
- 1 Landmark
 - State Park, Lake or River, Monument, Museum...
[ND Tourism](#)
[Google Earth](#)
- Town Attractions
 - 1 Restaurant
 - Name
 - Address
 - 1 Place to Stay
 - Name
 - Address
[Google Maps](#)
[Google Earth](#)
- 1 Event
 - Title
 - Date
[ND Tourism](#)
[Google Search](#)
- Location
 - Major roadway that leads to, or close to, it (highway, interstate, exit)
 - Miles from Bismarck ([Google Maps](#) or [Google Earth](#))