

Lesson Plan Template

Date:

Autumn Alt

<p>Grade: 1st</p> <p>Materials: visual representations of geographical landforms, paper squares, pencils, colored pencils, scissors</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> € Direct instruction € Guided practice € Socratic Seminar € Learning Centers € Lecture € Technology integration € Other (list) 	<p>Subject: Social Studies</p> <p>Technology Needed: Active board</p> <p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> € Large group activity € Independent activity € Pairing/collaboration € Simulations/Scenarios € Other (list) <p>Explain:</p>
<p>Standard(s) SST 1.5.1 Identify Earth’s geographical landforms (e.g., islands, mountains, plains, hills, and bodies of water.</p>	<p>Differentiation</p> <p>Below Proficiency: These students can reference the pictures used in class if needed in order to make their own creation. Students that have a hard time transferring information from the board to their paper will be given a sticky note to use as their reference.</p> <p>Above Proficiency: These students will be encouraged to think of facts about these landforms before we write on our dioramas a brief explanation of each.</p> <p>Approaching/Emerging Proficiency: Visuals will be used to help make connections. Hands on and audio learning opportunities will be provided.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> - Visual - Musical/Auditory - Verbal - Social
<p>Objective(s) By the end of the lesson, students will understand characteristics of three different landforms. This lesson will focus on mountains, plains, and islands. Students will distinguish the difference by creating a pictorial representations of these three landforms.</p> <p>Bloom’s Taxonomy Cognitive Level: -Knowledge - Comprehension</p>	<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> - Students will not start a task without me showing them what I would like them to do first. - When we meet at the rug, students are to go to their carpet spots and follow their carpet procedures. Their hands should be in their lap with their eyes on me. - If students are talking I will say “ready to listen” and they will reply with “ready to learn.” - Students will have a level 0 voice when I am explaining the concept to them. - When students are moving around the classroom, they are expected to walk. - I will call students’ names to grab their pieces of paper when doing the independent practice.
<p>Minutes</p> <p style="text-align: center;">Procedures</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> - Students are expected to raise their hand when they have a question or after I have asked a question and am looking for an answer - Students are expected to follow their carpet procedures. - Students are expected to have their voice at a level 0 when I am talking - Students are expected to listen when I am talking. They should be listening for any directions or for me to say one of the practiced saying (ready to listen, ready to learn or eyes on me, 1, 2, 3). - When working independently, students are expected to work with a level 1 voice. IF they choose to talk to a neighbor, it should be on what we are learning about. If noise level gets out of hand, I will use positive reinforcement to get the students’ attention back on track. - I will use love and logic when behavior issues occur.
1	<p>Set-up/Prep:</p> <ol style="list-style-type: none"> 1. I will have paper squares cut out and prepared for the students to use. Students will each use 3 paper squares for the activity. 2. Have visual representations of landforms ready to show the students. This way they can have a visual of the landform to look at as we discuss each landform.

Lesson Plan Template

Date:

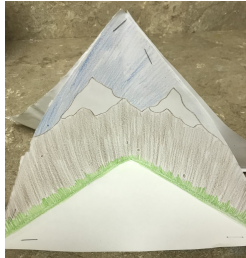
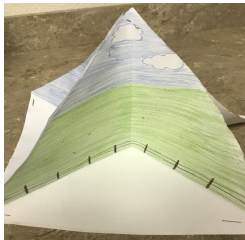
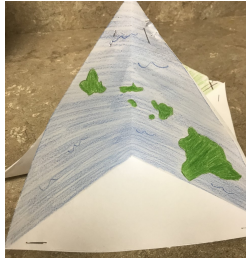
Autumn Alt

<p style="text-align: center;">5-10</p>	<p style="text-align: center;">3. I will have a sample diorama for students to look at as an example.</p> <p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> 1. As an opening activity, we will be starting our lesson by reading a book called <i>If you're not from the prairie...</i> to introduce the students to the primary landform in this book. This read aloud will be a way for the students to come into the classroom to bring their energy level down a bit after being at lunch and recess. <ol style="list-style-type: none"> a. Throughout the book, I will be asking a few comprehension questions to make sure that the students are paying attention b. Once we have finished the book, we will talk about the setting. Where is this book taking place? Possible answers could be a flat area, a place with little hills, a place that looks like someone's farm, etc. 2. This is where I will introduce the students to landforms - have the students repeat this word after me. Landforms are features on Earth's surface. They are natural, which means that humans did not create them. <ol style="list-style-type: none"> a. I will ask the students if they can think of any features on Earth's surface 3. After discussing ideas that the students have, I will inform them that today we are going to be learning about three different landforms; plains, mountains, and islands.
<p style="text-align: center;">20</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> 1. So far we have discussed that landforms are features on Earth's surface. There are many different types of landforms on Earth, but today we will only be focusing on three. The first being a landform that is called a plain - have the students repeat after I say the word. <ol style="list-style-type: none"> a. A plain is a large area of flat or rolling land. Can you think of an example of a plain? (some answers could include farmland of someone they know, an area where they live). To relate this to aspects of students' lives, I will ask if students have ever went to Fargo and looked out the window. If they have, I will ask them what they noticed about the land. They will see flat land that seems to go on forever. These are called plains. b. As we are discussing plains, I will show the students an example so they have a visual representation to look at as we go over the information. Students will notice and we will discuss how plains have little to no hills. 2. Now that we have discussed one of our three landforms, students will bring their attention to the active board so we can watch a video on islands and mountains on PebbleGo. This will give them a brief introduction to what we will be talking about. 3. When both videos have finished, we will talk about mountains - have the students repeat this after I say it. As we discuss the mountain landform, I will have a picture of a mountain for the students to look at as we discuss the different characteristics of this landform. <ol style="list-style-type: none"> a. After doing their research, I will ask the students what a mountain is - possible answers could be that they have points and they are bigger than hills. These answers are exactly right. b. Mountains are landforms that are much higher than the land that surrounds it. They are steep and pointy at the top, and often have a cooler temperature because of the snow on them since they are so tall. c. I will ask the students if they have ever seen a mountain. If they have, I will ask them to describe the mountain to the class. 4. Our last landform is called an island - have the students repeat the word to me after I say it. Since we also did some research on what an island is, I will ask the students to inform me on what they learned about an island from the video. (Some possible answers are islands are surrounded by water and they are areas of land). I will also have a picture of an island for the students to look at as we are talking about its characteristics. <ol style="list-style-type: none"> a. Islands are areas of land that are completely surrounded by water. This means that on all sides of the land there is water. b. I will ask the students where they would find an island. It is important that I inform the students that an island is not only found in the ocean, but it can be found on rivers and lakes as well. I will relate this to the Missouri River here in the Bismarck/Mandan area. I will also relate this idea to our country. I will ask the students if they know of a state in the United States that is an island. c. I will ask the students if any of them have ever been on an island. If someone has, I will ask them to describe how they got there since there are no roads to get to an island. 5. With this brief introduction to landforms, I have a song that I want to teach the students to help them remember the differences between these landforms. The song goes to the music of BINGO. We will go through each of the slides one at a time before singing the whole thing. <ol style="list-style-type: none"> a. Plains - There is a landform on our globe and plain is its name-o. <ol style="list-style-type: none"> i. Flat land, all around, ii. Flat land, all around, iii. Flat land, all around iv. And plain is its name-o b. Mountains - There is a landform on our globe and mountain is its name-o <ol style="list-style-type: none"> i. Up high, and come down, ii. Up high, and come down, iii. Up high, and come down iv. And mountain is its name-o c. Island - There is a landform on our globe and island is its name-o <ol style="list-style-type: none"> i. Land, water all around ii. Land, water all around iii. Land, water all around

Lesson Plan Template

Date:

Autumn Alt

	<p style="text-align: center;">iv. And island is its name-o</p> <p>6. With each of these landforms, during the song we will come up with actions to help us remember what each landform is. For plains, we will move our arm from left to right and then right to left in a straight line to show that it is flat land all around. For mountains we will take both arms and make a point when it says up high, then we will bring them back down at a slant when it says and come down. For island, we will put our hand to our forehead as if we are searching for land and turn in a circle since there is water all around. We will then put it all together and sing our song!</p>
<p style="text-align: center;">20</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. For students to practice knowing the characteristics of each of these landforms, they will be making a visual representation. For this representation, I will already have the paper cut into squares for the students to use. We will be working on one at a time to keep the students focused on one at a time. 2. With our first cut out square, I show the students how we are going to fold the paper two different ways. First we are going to fold it diagonally, so we have to take the bottom right corner and line it up with the top left corner. Unfold the paper and then take the bottom left corner and line it up with the top right corner. Unfold. <ol style="list-style-type: none"> a. We will then take our scissors and cut along ONLY ONE of the lines we created. Whichever line they cut along should be facing towards them. b. I will point out the line that runs along the middle of the paper. Students will be drawing each of the landforms that we discussed today ABOVE that line. They cannot draw or color below that line because we will need it for later. At this point I will ask the students where they are supposed to draw and color as well as what line they are to stay above. c. The first landform we will be drawing is a plain. We will need to recall what a plain is. A plain is a large area of flat, rolling land. I will bring out the visual again for the students to reference. Above the line we talked about, students will begin drawing a plain landform. They will have approximately five minutes. d. We will follow this same process for the mountain and island. We will grab a new piece of paper, cut along one line, and draw/color above the middle line. 3. I will guide the students with the first picture, but I will slowly release them as we make the other two for the mountain and island. 4. After the students have finished drawing and coloring these three landforms, we will begin to put our creation together. This can get tricky for students, so they will need to have their materials down with their eyes on me. Taking the line that we cut, we will be placing one half over the other so I can come around and staple the ends together (I will demonstrate this process). We will do this for all three pictures the students have created. Students should have a triangle-like shape when completed. <ol style="list-style-type: none"> a. These three triangles will fit together and will be either glued or stapled together. 5. I will inform the students that we left the bottom part white for a reason. Just to help us remember what these landforms are, we are going to write three things about them. <ol style="list-style-type: none"> a. First we will look at plain. At the very top, write the word plain - I will be demonstrating this for the students as we go through this process. I will then ask the students what they can tell me about the plain landform. b. This same process will be followed for mountain and island. 6. Throughout this independent practice, I will not be telling the students how they should draw a plain, mountain, or island. From what we discussed and what visuals they have seen, they will be creating their own picture of each. Below is the example that I made. <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
<p style="text-align: center;">5</p>	<p>Review (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. To wrap up the lesson, we will meet back at the rug. 2. I will ask the students what they learned about landforms. <ol style="list-style-type: none"> a. Possible answers are that they are natural, they have different features, some are flat, some are tall, and some are surrounded by water. 3. I will show a picture of each landform to the students to have them tell me what each landform is. This way I can assess to see if students are able to recognize each landform by looking at it. 4. If the students wish, we can end by singing our song again before we move on with our day. <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div data-bbox="89 1902 699 1934" data-label="Text"> <p>Formative Assessment: (linked to objectives, during learning)</p> </div> <div data-bbox="799 1902 1515 1990" data-label="Text"> <p>Summative Assessment (linked back to objectives, END of learning) - My summative assessment will be the final product that the students hand in to with their writing on it. I can then</p> </div> </div>

Lesson Plan Template

Date:

Autumn Alt

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

- I will be formally assessing the students using the picture representations that the students have created. This is a way for me to assess if they are following directions as well as if they understand what each landform looks like.

assess the pictures they created to make sure they understand the differences between each landform. I am also able to assess the facts they came up with for each one.

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

This lesson went very well. The students were excited to do a read aloud because it had been a couple of days since they have done one. When reading this prairie/plains book, I asked them to really listen to the words and pay attention to the pictures and think about if they have ever seen a prairie before. A few pages in the students began to realize that they live on a prairie/plains landform. It was really cool to see the students make that connection on their own.

After we went through all three landforms, I asked how the students felt about learning a song to help us remember the differences between the different landforms we have discussed. At first, their reactions were not very enthused. It was not something that they wanted to do. BUT I promised them it was going to be super fun, so they gave it a try. For each verse of the song, we first read the words. After reading the words we came up with actions as a class to help us remember what that landform looks like. They came up with some ideas that I would have never thought of. Once we got started singing the song with the actions, the students were so excited. They even wanted to perform the song to the whole school! This part of the lesson did take longer than I had originally planned, which in turn made the lesson itself longer, but the students loved getting to practice this song. They were so enthused and engaged, and I was okay with the fact that it took longer than planned because it was learning that they were enjoying.

To assess what we talked about with the landforms, we made a type of visual representation. We made a separate one for each landform, and then connected them together at the end. We started with plain. I did not tell the students what to color or draw for the plain. They referenced the song we sang and the pictures from the book we read to come up with their interpretation of what a plain looks like. After they colored that landform, we moved to mountains. Again, I did not tell them what to draw. They referenced the song we sang, and the information we discussed throughout the lesson. This same process went for our last landform, islands. This way I was able to see what they recall from our lesson. Plains are flat areas of land, mountains are higher than hills and often have snow on them, and islands are surrounded by water. I was able to tell what they learned from this lesson not just from the pictures they drew, but from the bit of information that they included at the bottom of their pictures. They wrote the main concept that we discussed that was going to help them remember what a plain, mountain, and island are. I was very proud of how well they did during this lesson.

If I were to do anything different, I would probably split this into two lessons. Learning a song as well as creating the images we did was a lot to do in one lesson. The students really enjoyed it and were very pleased with the whole project, but it did take longer than expected. I think it might be best next time to learn about the landforms and learn our song to help us remember it, then the next day review what we learned about landforms and then create the images that we did. Although this lesson went very well, it was time consuming. This is something that I will be taking into consideration for the future.