

Grade: First		Subject: Social Studies	
Materials: My Compass Rose page, Map Reading Page, Anchor chart paper with compass rose, scissors, glue, pencil		Technology Needed:	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> 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) 1 SST 01.1.01 Identify basic components of maps and globes.		Differentiation Below Proficiency: Students who are below proficiency will be grouped with the above proficiency students to help assist them with the lesson. I will also give guidance when needed. Above Proficiency: Students who are above proficiency will be assisting the below proficiency students. Approaching/Emerging Proficiency: Students who understand lesson, can help others to understand it. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Students will look at a Compass Rose for help with the directions. • Auditory: Listening to me give directions. • Kinesthetic: Students will be active by getting out of their desks to write answers on the board. • Tactile: Students will use glue and scissors on the My Compass page. 	
Objective(s) By the end of the lesson, students will be able to identify a map that contains a legend by demonstrating knowledge of concept by looking at different maps and placing the cardinal directions in the correct places. Bloom's Taxonomy Cognitive Level: Remembering			
Classroom Management- (grouping(s), movement/transitions, etc.) Large Group Instruction <ul style="list-style-type: none"> • When others are talking, voice off and listening to the speaker. Group Work <ul style="list-style-type: none"> • Students are to have voice level of 1 or 2, should share work equally. Students should be focused on the assignment. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • When others are talking, students are expected to NOT be talking. • When others are talking, students are expected to give full attention and listen. • 	
Minutes	Procedures		
10	Set-up/Prep: *Print out My Compass Rose page – stack in front. (This is the cutting and gluing page.) *Print out Map Reading – stack in front. (Students fill in directions from looking at a map.) *Anchor chart paper. Trace the compass rose to start. Draw with the class and label the compass rose.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) *Use anchor chart to draw a compass rose and meaning with the cardinal directions. *Handout page of My Compass Rose – it is a cut and glue page of just the compass on it. *Give a few minutes for this activity. *The engaging activity is the My Compass Rose cutting and gluing paper and the anchor chart compass rose review.		
5	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • We are learning/recalling about the Compass Rose and how to read and identify directions a map using the Compass Rose. • We are using the board and projector to be interactive in this activity. • Handout the Map Reading Page; state that this page is done together, and I will project it on the board and the students will take turns and write the answers on the board. 		

20	<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>* The students will have their own paper, but it will be projected on the board and we will do it together. The students can work on their own, but their name may be called they would come up to the board and write the answer.</p>	
5	<p>Review (wrap up and transition to next activity):</p> <p>Ask what did they learn?</p> <p>Transition to next activity.</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>During activity, I will take mental notes of students who are paying attention and who are answering the questions correctly.</p>		<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>This lesson is brand new to them; I will check for understanding. They will continue with this standard for a couple of weeks.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I feel like it went well, the students enjoyed these activities I had for them. My Compass Rose did take longer than it should have, I should have set a timer, and had the students get their materials in a timely matter – like I should have told them you have 60 seconds to get your glue stick, scissors, and pencil –go; but the students enjoyed this activity. One student said, he like this, it was fun. I could have drawn on the anchor chart before but the teacher had told me to do it with the class because that was how she did it and thought it was beneficial. I could have the students just write the directions on my compass rose but I was differentiating what they were doing – so they would not always have to write their answer. They also like the Map Reading page. I forgot to point out the compass rose at the bottom right corner and explained to them that we would be using that to find the direction. I could have drawn a line between the two objects to find the direction. I should have used – okay talk to your thinking partner and say what you think the direction is, or think to yourself and put in it your hand strategy. I could have them raise their hand too. I just was having them blurt it out but that did not go so well. I needed to use more attention getters too because sometimes they were not paying attention and I did not engage them.</p> <p>I hold myself to a very high standard and looking back I did not do what I am capable of and need to work on things.</p> <p>Did I do everything right? No</p> <p>Can I change it for next time? Yes</p> <p>Did I make mistakes? Yes</p> <p>Do I know I missed things or did thing wrong? Yes</p>		

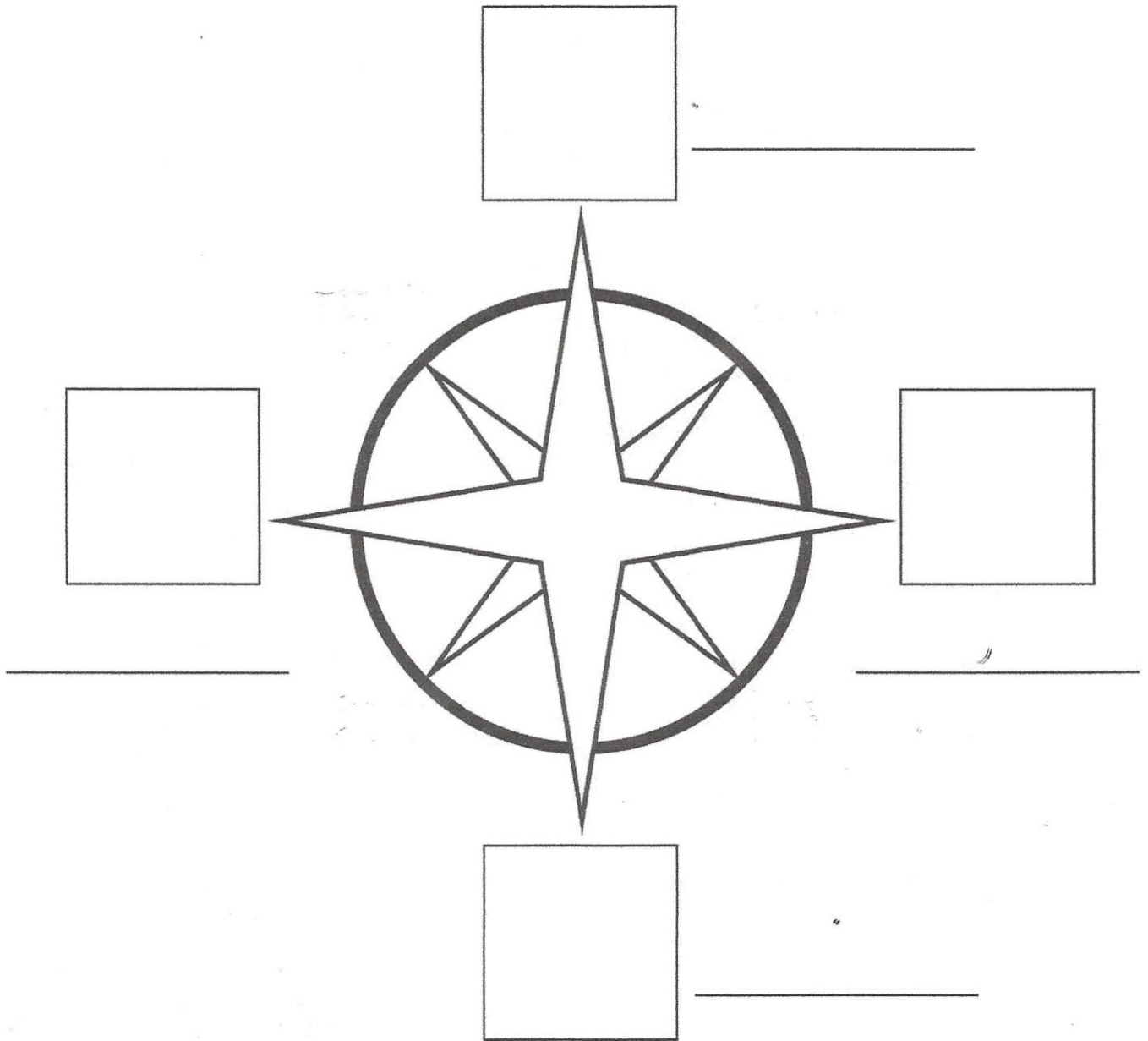
Amy Steiner

Name _____

Date _____

My Compass Rose

Color the Compass Rose. Cut the labels and paste them on the Compass Rose.



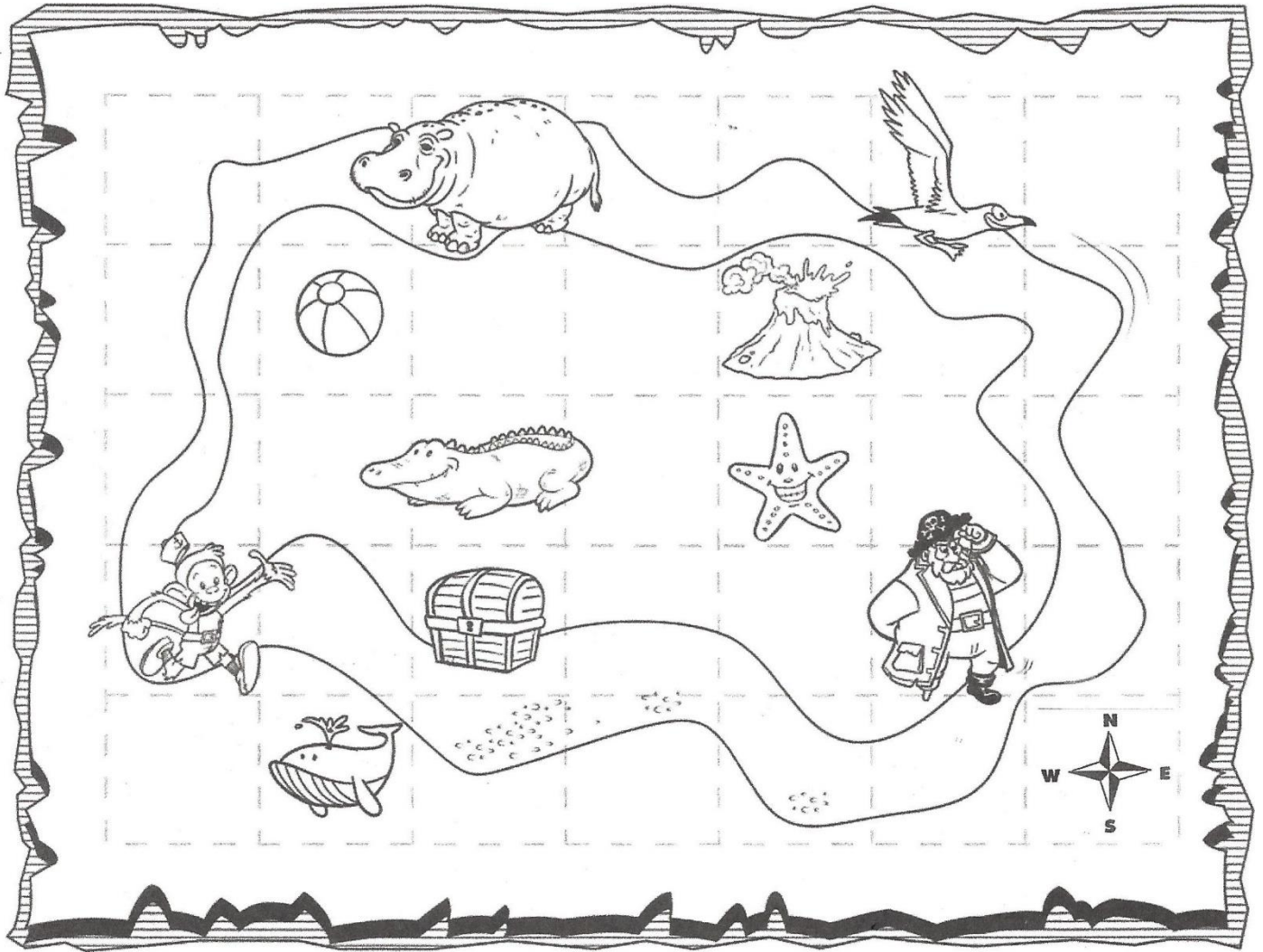
East North West South N S W E

Name _____

Date _____

Map Reading

The Cardinal Directions – North, South, East West



1. The whale is _____ of the beach ball.
2. The volcano is _____ of the beach ball.
3. The pirate is _____ of the treasure chest.
4. The alligator is _____ of the treasure chest.
5. The volcano is _____ of the starfish.
6. The seagull is _____ of the pirate.
7. The alligator is _____ of the starfish.
8. The starfish is _____ of the volcano.
9. The monkey is _____ of the treasure chest.
10. The pirate is _____ of the seagull.
11. The hippo is _____ of the alligator.
12. The seagull is _____ of the hippo.

Social Studies Lesson Plan
Date: Wednesday, January 27, 2021