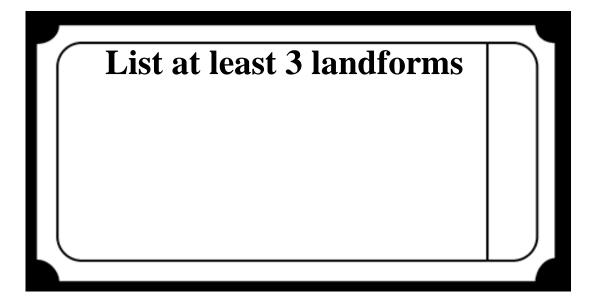
	Time: 1:45 J	pm - 2:15 pm
Grade: Firs		Subject: Social Studies
Matching a Admission Draw a line	ndforms book to start with game of landforms – the pictures to the words tickets for formative assessment e from the word landform to the picture of the landform nmative assessment.	Technology Needed: Not needed for this lesson.
 Direct Guide Socration Learn Lecture 	ology integration 🗌 Modeling	Guided Practices and Concrete Application: Large group activity Hands-on Independent activity Technology integration Pairing/collaboration Imitation/Repeat/Mimic Simulations/Scenarios Other (list) Explain: Explain:
Objective(By the end remember mountains different o	1.5.1 Identify Earth's geographical landforms (e.g., islands, nuntains, plains, hills, deserts, and bodies of water).	Differentiation Below Proficiency: Students who are below proficiency will have the same activity, but assistance will be provided. Above Proficiency: Students who are above proficiency will have the same activity but will be assisting with the below proficiency students. Approaching/Emerging Proficiency: Students who are approaching/emerging proficiency will be assisting students below proficiency. Modalities/Learning Preferences: Visual: The book and the pictures. The matching game, the students should pay attention. Auditory: Listening to the book being read by the teacher. Kinesthetic: Playing the matching game. Tactile : Playing the matching game and getting up and moving to play the game and then going back to their desks when game is finished.
Classroom Management- (grouping(s), movement/transitions, etc.) Large group – when other are talking, voice off and listening to the speaker. Group work – Students are to have voice level of 1 or 2, and should take turns respectively. Students should be focused on the game and not be talking about other things. Transitions – I will use an attention getter to get their attention to move on to the next activity.		 Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) When other are talking. Students are expected not to be talking. Students are expected to raise their hand if they have a comment or a question. Students are expected to give full attention and listening earing to whoever is speaking. Students will be working in groups and should be respectful of everyone and when speaking in groups they should only hear their group members and no other group.
Minutes 20 Day before getting stuff ready	Procedures Set-up/Prep: • "Earth's Landforms" book • Print out matching games and cut out. • Print out admission tickets and cut out. • Print out Landforms mini-test of Draw a line to t	he matching picture to the word
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Read book about landforms, "Earth's Landforms" by Lisa K. Schnell Have students fill out the admission ticket – they are listing at least 3 landforms that they know.	

Social Studies Landforms Lesson Plan Date: Thursday, March 25, 2021

Time: 1:45 pm - 2:15 pm

	Time: 1:45 p	om - 2:15 pm	
3		game includes pictures of different landforms and their names on the ame the landform is. (The picture of the hills will go with the word choose sticks from the cup for partners.	
15	Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will have time to do the activity with a partner. Students can find a spot around the room to play.		
10	Review (wrap up and transition to next activity): At the end of the activity, I will have the students clean up their supplies and bring them back to the front. I will then handout the paper of the mini-test for them to do independently. We will transition to next activity when students are finished and handed in the mini-test.		
 Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student's learning?) To begin, I have students write down at least 3 landforms they know of on an admission ticket; we have been learning about landforms since Monday, they should think of a few. 		Summative Assessment (linked back to objectives, END of learning) For the summative assessment, after the activity, I would hand out the mini-test of landforms; draw a line to the correct landform. Grading Criteria: Proficient: Student can identify at least 7 of the 8 landforms. 8 points Emerging: Student can identify at least 5 of the 8 landforms. 5 points Novice: Student can identify at least 3 of the 8 landforms. 3 points Total points: 16	
I think this tell that the that positi relationsh The studer were havin accommod beginning true but I went good I enjoyed i	ne most important thing that I took away from this experience ive rapport with students otherwise it is hard for them to lead ip has helped because it makes it more comfortable to teach nts liked this activity but I should have explained it more in d ng some trouble matching them up. But when I went around dations for one student, who usually has an aide, so I could t when I told everyone to write at least 3 landforms on the tic	he content pretty good so it was easier to teach them. I can definitely be and my other experiences within the school setting is that you need rn and hard for you to teach. But knowing that you need that positive in front of the students then as well. letail as to what to look at for the different landforms because some to each group, I assisted there when necessary. I had also made ell that this student needs that extra help, which is totally okay; at the ket this student said they couldn't write; well I am not sure if that is he/she could think of and then I wrote them down for him/her. That	

amy Steiner



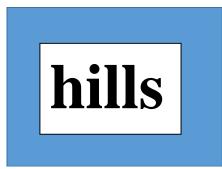
Matching Game:













ocean















islands

plains

Date: _____

Name: _____

Draw a Line to the correct landform.

hill

mountain

ocean

island

desert

river

plain

lake





