

Social Studies Landforms Lesson Plan

Date: Thursday, March 25, 2021

Time: 1:45 pm - 2:15 pm

Grade: First		Subject: Social Studies	
Materials: Earth's Landforms book to start with Matching game of landforms – the pictures to the words Admission tickets for formative assessment Draw a line from the word landform to the picture of the landform for the summative assessment.		Technology Needed: Not needed for this lesson.	
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)		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) SST 1.5.1 Identify Earth's geographical landforms (e.g., islands, mountains, 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: <ul style="list-style-type: none"> • 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. 	
Objective(s) By the end of the lesson, students will be able identify and remember Earth's geographical landforms including islands, mountains, plains, hills, rivers, lakes, and deserts by looking at different ones and identifying that they are different. Bloom's Taxonomy Cognitive Level: Remember and Analyze			
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	Procedures		
20 Day before getting stuff ready	Set-up/Prep: <ul style="list-style-type: none"> • "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 the 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.		

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3	<p>Explain: (concepts, procedures, vocabulary, etc.) Students will play a matching game about landforms. The game includes pictures of different landforms and their names on the other cards. Students will match the picture to the word name the landform is. (The picture of the hills will go with the word hills.) Students will be playing with a partner. Teacher will choose sticks from the cup for partners.</p>	
15	<p>Explore: (independent, concrete 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.</p>	
10	<p>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.</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>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.</p>		<p>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.</p> <p>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</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I think this lesson went really well. I feel like I knew the students and the content pretty good so it was easier to teach them. I can definitely tell that the most important thing that I took away from this experience and my other experiences within the school setting is that you need that positive rapport with students otherwise it is hard for them to learn and hard for you to teach. But knowing that you need that positive relationship has helped because it makes it more comfortable to teach in front of the students then as well. The students liked this activity but I should have explained it more in detail as to what to look at for the different landforms because some were having some trouble matching them up. But when I went around to each group, I assisted there when necessary. I had also made accommodations for one student, who usually has an aide, so I could tell that this student needs that extra help, which is totally okay; at the beginning when I told everyone to write at least 3 landforms on the ticket this student said they couldn't write; well I am not sure if that is true but I helped anyways. I had this student tell me 3 landforms that he/she could think of and then I wrote them down for him/her. That went good, I thought. I enjoyed it and the students did as well. Mrs. Steiner even commented that she would use a similar activity to this in next year's lesson for Social Studies.</p>		

Amy Steiner

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<p>List at least 3 landforms</p>	
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Matching Game:



hills



lake



ocean



rivers

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mountains



desert



islands



plains

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Date: _____

Name: _____

Draw a Line to the correct landform.

hill



mountain



ocean



island



desert



river



plain



lake



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