

1. Lesson Plan Information	
Subject/Course: Social Studies	Name: Ms. Shannon McLeod
Grade Level: SK/1	Date: February 16, 2011 Time: -10:30
Topic: Maps—specifically legends	Length of Period: 50 minutes

2. Expectation(s)
<p>Expectation(s) (<i>Directly from The Ontario Curriculum</i>):</p> <p>Grade 1 Social Studies:</p> <ul style="list-style-type: none"> ○ Construct and read concrete, pictorial, and simple maps, graphs, charts, diagrams, and timelines to clarify and present information about relationships, rules, and responsibilities in their daily lives (e.g., timeline of a school day, class graph of students’ responsibilities at home) <p>Learning Skills (<i>Where applicable</i>):</p> <p>Collaboration: accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.</p> <p>Initiative: demonstrates the capacity for innovation and a willingness to take risks, demonstrates curiosity and interest in learning, approaches new tasks with a positive attitude, recognizes and advocates appropriately for the rights of self and others.</p> <p>Self regulation: set own individual goals and monitor progress towards achieving them, seeks clarification or assistance when needed, assesses and reflects critically on own strengths, needs, and interests, identifies learning opportunities, choices and strategies to meet personal needs and achieve goals.</p>

3. Content
<p><i>What do I want the learners to know and/or be able to do?</i></p> <p>Ability to demonstrate an understanding of legends</p> <p>Today learners will:</p> <ul style="list-style-type: none"> • Demonstrate the understanding of legends through the creation of their very own

4. Assessment (collect data) / Evaluation (interpret data)
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(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)

Based on the application, how will I know students have learned what I intended?

Formative

-Informal observation

5. Learning Context

A. The Learners

(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?*

Learners have the ability to demonstrate an understanding of basic spatial relationships and movements (e.g., use above/below, near/far, in/out; use these words while retelling a story.

There are a total of 18 students.

(ii) *How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)*

Learning disability-- will require auditory reminders of etiquette throughout the activity.

- Will require praise for good effort.
- Visual prompts for direction, used through body language.
- Help with self-confidence throughout the activity.

Behaviour disability requires prompts to get attention on task. An effective strategy used is the proximity from the instructor to the student.

- Requires alerts before expressing key points
- Important to check for understanding of instructions
- Simplifying the language of instruction and providing immediate reinforcement is necessary

B. Learning Environment

In the classroom

-Sitting in front of the classroom on the floor

-Sitting at their desks actively engaging in the activity

C. Resources/Materials

- Smart board
- Pencil crayons and/or crayons
- Big map
- Paper

6. Teaching/Learning Strategies

INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Read: Mapping Penny's World by Loreen Leedy

MIDDLE:

Teaching: *How does the lesson develop?*

How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).

Main focus is on legend as a part of mapping. Practicing the skill of creating a legend is important to critically understand the importance of legends.

Show the students the big children's map and ask them what it is missing. If needed providing probing questions to lead them in the right directions and have them think critically. Once the students recognize that this map is missing a legend, have them complete the following task.

Task:

This task requires each student to create a legend to identify all the symbols on the map. Encourage them to organize their information neatly in a chart alike the following.

Legend

Symbol	What does the symbol stand for?

Prior to allowing the children to complete the task, create one symbol together as a class to check for understanding recognizing if they need further knowledge to go on with this activity. After completing one symbol on the chart paper decide if the children can or cannot go begin this activity on their own. If there are not at the level it is important to teach them more about legends using this map as an example.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

Compare the individual's legend with the map.

Application: *What will learners do to demonstrate their learning? (Moving from guided, scaffolded practice, and gradual release of responsibility.)*

Gradual release of responsibility

CONCLUSION: *How will I conclude the lesson?*

Have a student collect handouts to be marked and stand for prayer.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

Children were extremely engaged in this activity as they enjoyed listening and analyzing the book “Mapping Penny’s World” by Leoreen Leedy. I need to continue to use this touchtone text further in this unit as the students could relate to the book, and were grasping knowledge from it. The students were excited to create a legend for this big colourful children’s map. I believe that if I continue to support student learning by providing maps as they relate to them such as symbols that they are interested in.