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| **Name: Molly Rice**  **Lesson Title: Where in the World Are We?**  **Grade level(s)/Course: 4th Grade**  **Date taught: Monday September 9th** |

**GENERAL CONTEXT**

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| **Textbook or Instructional Program referenced to guide your instruction (if any)**  **Title:** The Wisconsin Journey  **Publisher:** Gibbs Smith  **Date of Publication:** 2004 |
| **District, school or cooperating teacher requirement or expectations that might influence your planning or delivery of instruction.**  N/A |
| **Amount of time devoted each day or week in your classroom to the content or topic of your instruction.**  Four Days/Week 30-45 minutes depending on the day |
| **Describe how ability grouping or tracking (if any) affects your planning and teaching of this content.**  There are different reading levels, which could affect reading the textbook. |
| **List any other special features of your school or classroom that will affect the teaching of this lesson.**  SmartBoard is available. |

**INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS**

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| **Total students\_\_\_\_19\_\_\_\_\_ Males\_\_\_7\_\_\_\_\_\_\_ Females\_\_\_\_12\_\_\_\_\_\_** | | |
| **Students with Special Needs: Category** | **Number of Students** | **Accommodations and/or pertinent IEP Objectives** |
| **Students with IEPs** |  | **NOTE: N/A yet waiting for final IEPs.** |
| **English Language Learners** | **1** | **Read aloud to them and/or assist them with spelling.** |
| **Gifted** |  |  |
| **504** |  |  |
| **Students with autism or other special needs** |  |  |
| **Students with Behavioral Disorders** |  |  |

**INFORMATION ABOUT THE LESSON**

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| **Content Strand**  [CCSS.ELA-Literacy.RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.  [CCSS.ELA-Literacy.RI.4.5](http://www.corestandards.org/ELA-Literacy/RI/4/5/) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text | |
| **Enduring Understanding and/or Essential Question**  Where are we located in Darlington, WI in this world? | |
| **GLE(s) or EOC and Symbolic Notation**  [CCSS.ELA-Literacy.RI.4.5](http://www.corestandards.org/ELA-Literacy/RI/4/5/)  [CCSS.ELA-Literacy.RI.4.4](http://www.corestandards.org/ELA-Literacy/RI/4/4/) | **DOK**  Level 1, because they are recognizing where they are located in the world |
| **Outcome(s)**  Students will be able to:  1) Identify what planet, continent, country, state, county, and town they live in.  2) Understand the difference between planet, continent, country, state, county, and town. | |
| **Academic Language related to the lesson**   * Continent * Country * State * County * Town * Symbol * Geography | |
| **Prior Learning/Prior Thinking**  The students have very little prior learning. The majority of the social studies these students have had is at the local level (police department, fire department, local post office, etc.). This will be the formal Social Studies lesson of the school year. | |

**LESSON IMPLEMENTATION**

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| **Anticipatory Set/Elicit Prior Knowledge**  Ask the students to come up to the SmartBoard and draw a small dot where they think Darlington, WI is on a world map. Explain that Darlington, WI is just a small town compared to this large world. |
| **Focus/Purpose Statement**  The purpose of this lesson is for the students to understand where exactly Darlington, WI is and the difference between planet, continent, country, state, county, and town. |
| **Procedures**  1. Have powerpoint up and ready when students come into the room.  2. Have each table come up one by one and put a dot on the SmartBoard where they think Darlington, WI is on the board.  3. Explain that Darlington, is very small compared to the world, it’s like a small little dot and we will find out if they are right at the end of the lesson.  4. Go through the powerpoint presentation that identifies where exactly we live.   * On each slide ask the class to answer the question on the board. * The last couple of slides (what state we live in, what town we live in) have them answer as a whole class.   5. Hand out the Global Address worksheet. Tell them they are to read the top part independently and then move on to the bottom part and fill in the blanks.  6. When they finish the worksheet have them turn it in the basket then either a) work on their social studies scavenger hunt from last week or b) read their book.  7. When everyone is finished bring up the review slide on the smartboard. Explain this is a review of what we have learned today.  8. The slide goes through the terms planet, continent, country, state, county, and town.  9. For each word have them state what our (planet, continent, etc.) is, then define what each is from the reading on the worksheet.  10. Wrap up the lesson by showing the class where Darlington is on the world map. |
| **Differentiation**  For my ELL learner be available to read the worksheet to the child if they would like you to or if they look like they are not understanding. |
| **Closure**  Remind the class Darlington is a wonderful place to live, but the world is huge and Darlington is just a small dot on the world. |
| **Materials and Resources**   * SmartBoard * Your Global Address worksheet |
| **Classroom Management/Democratic Practices**   * When the students go up to the smartboard in the beginning of class have only one group go at a time. * Make sure the students are raising their hands and not just shouting out answers. * When its independent work time it needs to be quiet until everybody is done (use NOISE on the board). |

**ASSESSMENT**

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| **Before the lesson**  Observe where the students think Darlington, WI is on a world map. |
| **During the lesson**  The worksheet will be a formal assessment of if they understand the concept. Collect and grade these worksheets. |
| **At the end of the lesson**  During the review slide, observe the students participation and if they are giving the correct answers. |