Teacher(s) Name: Ashley Rogers

Thematic Unit Theme/Title/Grade Level: Geography/Where in the World/Grade 2

Wiki space address: <http://ucf2geographysp11t.wikispaces.com/>

# Daily Lesson Plan Day/Title: Day 4/ North America

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| Learning Objectives What will students accomplish / be able to do at the end of this lesson? Be sure to set significant (related to SSS), challenging and appropriate learning goals! | * The students will use a variety of maps to identify map elements. * The students will locate their hometown, Florida, and North America on a map. * The students will be able to label the continents, oceans, Equator, Prime Meridian, North and South Pole. * The Student will be able to locate the countries within North America. * The students will show legible printing skills when labeling the North America map. |
| **NCSS Theme/**  **NGSSS- Next Generation**  **Sunshine State Standards** List each standard. Cutting and pasting from the website is allowed. *These can be downloaded from the Florida Dept of Education* [*http://flstandards.org*](http://flstandards.org)*.* | * SS.2.G.1.1: Use different types of maps (political, physical, and thematic) to identify map elements; * SS.2.G.1.2: Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital; * SS.2.G.1.3: Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole; * SS.2.G.1.4: Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands) * [LA.2.5.1.1: The student will demonstrate legible printing skills.](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$StandUc1$BenchmarkGrid$ctl00$ctl12$HyperLink2','')) |
| **Assessment**   * How will student learning be assessed? Authentic/Alternative assessments? * Does your assessment align with your objectives, standards and procedures? * Informal assessment (multiple modes): participation rubrics, journal entries, collaborative planning/presentation notes | Unit Pre-Assessment: Students will be asked a variety of questions regarding maps, using the ActivBoard in order to figure out what they know.  Unit Post-Assessment: The students will participate in a Map Scavenger Hunt in order to show understanding of the material.  *On-going* Assessment: Throughout my lesson, I will be evaluating my students through discussion and interaction. I will also be evaluating their understanding of North America though the Making a Map Activity. |
| *Design for Instruction*  Student Activities & Procedures   * What best practice strategies will be implemented? * How will you communicate student expectations? * What products will be developed and created by students? * Consider *Contextual Factors* (learning differences/learning environment/learning styles) that may be in place in your future classroom.  Exceptionalities What accommodations or modifications do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities (SLD), etc. | 1. Show the map of the world to your students using the IWB. 2. Review previous knowledge using labeled post-it arrows. Ask the following questions and have students come up and put a post-it arrow on the map:   a. What city, state, and country do you live in? Can you show me where it is located on the map?  b. How do you know what the symbols on the map mean? Can you show me some?  c. Which way is North, South, East, and West?   1. Point to the North American continent on the map and ask your students if they know what it is. Explain to your students that they live on this continent. Show them that the United States is located in North America. Also show them the other countries located in North America are Mexico, Canada, and the Caribbean. 2. Teach your students about the countries in North America on the IWB using this website: <http://sf.factmonster.com/atlas/northamerica.html> 3. Explain to your students that they will be given a blank map of North America. They are to fill in all of the missing components, using the rubric as a guide. Make sure to model legible printing skills that they must have on their activity. ESOL students will work with a partner to complete the activity. 4. Pass out the blank North America Map and explain that they need to label and color the following: 5. Title (ESOL) 6. Compass 7. Legend 8. Key 9. Country Labeled (ESOL) 10. Ocean Labeled (Gifted) 11. Go over all the information on the map when students complete their activity.   Accommodations:   1. ESOL students will get to work in pairs to complete the map activity, get more time to complete their map, and have fewer labels to put on the map. They will also learn the information using visuals. 2. Gifted students will have more to label on the map activity. |
| Resources/Materials | * Map of the world * Interactive Map of North America   <http://sf.factmonster.com/atlas/northamerica.html>   * Post-it arrows * Blank North America Map * Making A Map Rubric * Pencils * Crayons |
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Discussion Notes: In order to assess my students on the understanding of the countries within North America, they will correctly label a blank map of North America. Correctly labeling a blank map of North America will show their understanding of the North America continent and map skills. In order for your child to retain this information, they must continually see it. Please go over their maps with them, to ensure retention of the information.

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| CATEGORY | 4 | 3 | 2 | 1 |
| Title | Title tells the purpose/content of the map, is clearly distinguishable as the title (e.g. larger letters, underlined, etc), and is printed at the top of the map. | Title tells the purpose/content of the map and is printed at the top of the map. | Title tells the purpose/content of the map, but is not located at the top of the map. | Purpose/content of the map is not clear from the title. |
| Map Legend/Key | Legend is easy-to-find and contains a complete set of symbols, including a compass rose. | Legend contains a complete set of symbols, including a compass rose. | Legend contains an almost complete set of symbols, including a compass rose. | Legend is absent or lacks several symbols. |
| Labels & Features - Neatness | 90-100% of the labels/features can be read easily. | 89-80% of the labels/features can be read easily. | 79-70% of the labels/features can be read easily. | Less than 70% of the labels/features can be read easily. |
| Color Choices | Student always uses color appropriate for features (e.g. blue for water; black for labels, etc.) on map. | Student usually uses color appropriate for features (e.g. blue for water; black for labels, etc.). | Student sometimes uses color appropriate for features (e.g. blue for water; black for labels, etc.). | Student does not use color appropriately. |
| Spelling/Capitalization | 95-100% of words on the map are spelled and capitalized correctly. | 94-85% of the words on the map are spelled and capitalized correctly. | 84-75% of the words on the map are spelled and capitalized correctly. | Less than 75% of the words on the map are spelled and/or capitalized correctly. |