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| **Academic Primary Learning Target:** The focus learner will increase their understanding of map skills.   |  |  | | --- | --- | | Academic Standard | Common Core Standards: [CCSS.ELA-LITERACY.RI.3.4](http://www.corestandards.org/ELA-Literacy/RI/3/4/)- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. | | IEP Goal/Context for learning | The struggling readers will be read the instructions if needed. They will work through the song individually once and complete the definitions that they can. If assistance is necessary struggling readers will then be able to listen to the song while following along and then write the key definitions they missed. | | Lesson Objectives | Given a written prompt, the focus learner will be able to define 4 key definitions from a song with 100% accuracy and draw an accurate picture of each. | | Assessment | Students will be assessed with a ticket out the door. The ticket will have definitions for the words: mountain, plain, valley, and desert. The students will have to write the correct word that goes with each definition. | | **Academic Supporting Learning Target:** The focus learner will minimize the amount that they speak out of turn. | | | Academic Standard | N/A | | IEP Goal/ Context for Learning | N/A | | Lesson Objectives | The focus learners will be able to make it from the beginning to the end of class receiving only zero to one tally’s on the speaking out of turn chart. | | Assessment | The teacher will have a tally chart with every students name on it (new for each day.) When students speak out of turn they will receive a tally on the chart. As a class the goal for each day will be to receive fewer tallies then they did the day before. For example: If they receive 7 tallies on Monday then they should aim for no more than 6 tallies on Tuesday and so forth. | |

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| **Instructional Strategies/ Learning Tasks** | **Accommodations** |
| 1. When students are settled we will begin an icebreaker activity. The icebreaker activity will be based on what we will be learning in class. Each student will be given cards with one word that you would find on a map key; these words will be review (ex. river, lake, roads, ocean, city, state.) They can’t show anyone their card. On the rug area students will play a “buzzing bee” charades game. They will have to buzz and move around when they are told to “go.” When the teacher says stop, they have to find the closest students and each use descriptive words, but not the actual word, to help the other student guess what they have, the teacher will wait for at least 45 seconds (unless students seem done before). Then they will be told to “go” again and have to buzz around. This activity will continue for 6-8 minutes.  2. Once time is up students will be directed to sit down on the rug quietly. They will be introduced to four new map features that they may find on a map key. These features will be displayed on the Smart Board in picture form (no words). Students will be asked to raise their hand and wait to be called on. When called on they will go up to the Smart Board and write their answer under the picture. After writing their answer they will tell the class what features they see that led them to that conclusion. The class will discuss whether or not this is correct and then move on to the next picture. When this activity is completed, in order to make a personal connection between the students and the topic, they will be asked if they have ever seen any of these features and where. Students will raise their hands to whether they have seen them on vacations, or if they live near any of them. Once 5 or 6 students tell the class about when they have seen these, the discussion will come to an end. This should take about 6 to 8 minutes.  3) When this discussion is complete students will be directed to go back to their assigned seats quietly. As they are transitioning to their seats a song will be played aloud. They will be given a worksheet, which will be completed individually. The directions will be read aloud after the song has completed. Each student will have to read the eleven-line song on the worksheet in his or her head. They will be directed to define the 4 key terms (deserts, mountains, valleys, plains) on the lines provided under the song. After each student has finished or come close to finishing (10 minutes) we will listen to the song again as a class. Students who need to go through and tweak their definitions will have 3 minutes to do so.  4) A class discussion will take place for about 3 minutes before continuing to the second part of the worksheet. Students will raise their hands and share what they put for one of the definitions; we will do this for all four.  5) After the formative assessment to make sure everyone’s on the right page, students will receive 30 seconds to look at the 4 pictures on the Smart Board. While the students are looking at the pictures the teacher will pass out a brown, yellow, and green colored pencil to each desk. Once the 30 seconds are up they will be directed back to their seats. On the back of their worksheet they have 4 boxes. Using the colored pencils provided they will have 8 minutes to draw each of the 4 features in the appropriate box. This is an individual assignment. Students will raise their hands when finished and be directed to the carpet. While they are waiting for their peers they will be aloud to read their library books silently, they will be reminded that if they talk they will receive tallies which may push them away from reaching their daily goal.  6) Once everyone is finished and at the carpet, the teacher will ask four questions to conclude the lesson that the students will raise their hands and answer. Questions will include:   * List the four map features that we learned today? (Knowledge) * Explain what a desert is. (Comprehension) * Compare and contrast a mountain and a valley. (Analysis) * Describe the functions of a plain. (Comprehension)   7) Before moving onto their next class students will have to complete a ticket out the door. The ticket will be completed at their desks individually. It is a small sheet with two definitions. The definitions are not identical to but based off of the definitions given in the song. The students will have to write whether the answers are a mountain, valley, plain, or desert. They will flip the sheet over when they are done. As students finish they will be called on to line up. As students quietly line up they will give their ticket out the door to the teacher. | 1. All students will have a picture as well as the word on their card this will help the struggling readers.  2) There will be pictures displayed on the Smart Board, rather than words, to help visual learners and struggling readers.  3) Students will listen to the song one while walking to their seats. Students will then be read the directions aloud. The song will be played aloud again for the students to listen to and follow along. This will accommodate struggling readers as well as musical learners (multiple intelligences.)  5) Students can move closer to the Smart Board if they cannot see from their seats.  7) The definitions on the ticket out the door will be read to struggling readers, while they follow along, if they need assistance. |

**Resources and Materials**

* Term cards for the icebreaker activity
* Smart Board
* Premade worksheets
* Premade ticket out the doors
* Enough yellow, green, and brown colored pencils for the class