

LESSON PLAN NUMBER _____

Teacher Education Candidate

Supervising Teacher

UWG Supervisor

Shannon Crawford & Sara Manning

School _____

Date of Implemented Lesson Plan February 22, 2011

Block No. 2 Subject: _____

Grade Level: **2nd grade**

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| Teaching Skills Focus for This Lesson: |
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| Stage 1 The Desired Results | |
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| Standards | <p>SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia’s surface.</p> <p>a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.</p> |
| Specific Learning Objective(s) | The student will be able to locate major topographical features in Georgia by labeling them on a map. |
| Stage 2 Assessment Evidence | |
| Assessment Instrument (Ex. Test, Poster, Presentation, Picture, etc.) | Students will complete and draw in Blue Ridge Mountains, Coastal Plain, the Piedmont, the Valley and Ridge, the Appalachian Plateau, Atlanta, and Savannah on an individual blank map of Georgia. |
| Evaluation (Grading) Instrument (Ex. Point System, Rubric, Checklist, etc.) | The teacher will have an enlarged map of Georgia on chart paper and the students will label it as a whole group. The teacher will determine whether or not the students understood the assignment. |
| Stage 3 Learning Plans | |
| Materials | Markers, paper of blank map of Georgia, chart paper (with outline of Georgia), index cards with Blue Ridge Mountains, Coastal Plain, the Piedmont, the Valley and Ridge, the Appalachian Plateau, Atlanta, and Savannah on them, tape, artifact, and glogster. |
| <p><u>Sequence of Teacher Actions</u></p> <p>*<u>Attention-Getter/Motivator</u></p> <p>*<u>Tie to Previous Learning</u></p> <p>*<u>Significant Actions to Introduce and Guide Lesson</u></p> | <p>The teacher will pull items from the artifact bad and tape them to the board. The teacher will ask the students how each item relates to the others.</p> <p>The teacher will introduce material by presenting the glogster. http://sara312.edu.glogster.com/georgiaglog/</p> <p>The teacher will present the Blue Ridge Mountains, Coastal Plain, the Piedmont, the Valley and Ridge, the Appalachian Plateau, Atlanta, and Savannah by having the students go through a book walk of a book on each topic.</p> <p>The teacher will provide chart paper for each book and break the students into groups. The teacher will allow the students to write facts on the chart paper and have them present to the class.</p> <p>The teacher will hand out a work sheet of a blank map of Georgia and instruct the students to label the map in the correct places individually. The teacher will have the students draw and color what each feature looks like after it is labeled.</p> <p>The teacher will bring the students back to whole group and go over the worksheet as a class by having an enlarged map of Georgia on chart paper. The teacher will have index cards of the features and let the students come to the chart paper to let them place the index cards in the correct spots.</p> |

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| <p><u>Sequence of Student Actions</u></p> <p>*Explain How Students Are Engaged During Lesson</p> <p>* Explain How Students Discuss or Present Results of What They Did During the Lesson</p> | <p>The students will observe the artifact bag and try to guess the topic of discussion.</p> <p>The students will look at a glog about Georgia. http://sara312.edu.glogster.com/georgiaglog/</p> <p>The students will split into groups and go through a book walk on a book about one of the geographical features and write facts about their topic on chart paper.</p> <p>The students will present their book to the class by reading their facts from their chart paper.</p> <p>The students will get a blank map of Georgia and label the Ridge Mountains, Coastal Plain, the Piedmont, the Valley and Ridge, the Appalachian Plateau, Atlanta, and Savannah followed by drawing and coloring it.</p> <p>The students will go over their individual work by labeling an enlarged map of Georgia on chart paper with index cards of the terms with the teacher.</p> |
| <p><u>Teacher's Lesson Closure/Wrap-Up/Transition</u></p> | <p>The teacher will bring the class back together and go over the key features of Georgia as class making sure the students understand.</p> |
| <p><u>Adaptations for Exceptional Students</u> (Anyone who requires modifications for their needs)</p> | <p>Allow students to work in partners.</p> <p>Allow students with physical disabilities to get help with putting index cards on the chart paper.</p> <p>Divide the groups up evenly with higher achieving students and lower achieving students.</p> |
| <p><u>Related Activities/Extensions</u> (What can students do who need more than is in the lesson? Should be related to lesson.)</p> | <p>Allow students come up with ideas to create their own glogster related to this topic.</p> |
| <p><u>Connections to Other Disciplines</u></p> | <p>Literature, writing, map skills</p> |

Lesson Agenda

Geography of Georgia

E.Q. (Essential Question): *How do the major topographical features of Georgia affect where we live?*

1. Artifact bag/glogster activities
2. Georgia book walk
3. Individual map of Georgia
4. Group map of Georgia