

UCLA Center X Teacher Education Program - Elementary Lesson Plan Template

| | | |
|---|---|---|
| TPE 3: Understanding and Organizing Subject Matter for Student Learning | Key Content Standards: List the complete text of only the relevant parts of each standard. 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. 2. Distinguish between the North and South Poles; the equator and the prime meridian | |
| | Cross-Disciplinary Connections (TPE 4): This Geography learning segment will have cross-disciplinary connections with literacy and writing. | Incorporating Visual and Performing Arts (TPE 1): A world map will be provided to students, and there will be a song associated to differentiating and identifying North and South Pole features. |
| | Lesson Objective: What do you want students to know and be able to do? <ul style="list-style-type: none"> Students will be able to identify North and South Poles on a world map Students will be able to distinguish how North and South Poles, either attract or repel each other Students will be able to identify where the equator and prime meridian is on the world map | |
| | Learning Goals (TPE 4): What have you learned about students' abilities that has informed the direction of your lesson (based on assessments, learning experiences, IEPs)? Students in this class need a lot of support, scaffolding, and step-by-step instruction. Based on previous lessons and literacy assessments, students need vocabulary words unpacked so they are able to understand concepts better. Students also perform better after a (I do, we do, you do) model, where scaffolding takes place first, then we do an example together, and then students are able to work by themselves. Based on this knowledge and student needs, I will be unpacking vocabulary terms with the students, sharing a North and South Pole song to make the lesson more interactive, and giving them a world map that we will be labeling together. | |
| | Prerequisite Skills: What do students need to know and be able to do in order to engage in the lesson? <ul style="list-style-type: none"> Students need to know what longitude and latitude lines are on a map; we will be unpacking this again during this lesson. Students should know what North and South mean. Students should also be able to label specific terms on their maps using the word bank provided. | |

Name:

Date of implementation:

TPE 5: Assessing Student Learning

Pre-Assessment Strategies: How might you gain insight into students' readiness for the lesson?

I will gain insight into students' readiness by making sure they understand the vocabulary that we are unpacking together. We will be modeling with magnets, and once students realize how the poles repel and/or attract each other, we will be ready to move on.

Backward Planning: What evidence will the students produce to show they have met the learning objective?

Students will be able to explain which poles attract and repel each other. They will understand this by using two magnets that will be given to them and they will explore how the poles interact with each other. The song about the North and South Poles will help them understand this concept as well; a copy of the lyrics will be handed out to the students so they will be able to follow along. The students will also be able to identify where the North Pole, South Pole, equator, and prime meridian is on the world map that will be provided.

Checking for Understanding: How will you monitor student learning to make modifications during the lesson?

I will monitor student learning by giving formal and informal check-ins. I will provide informal check-ins by asking students to show me a thumbs up or down to check for understanding. I will stop and ask if anyone has questions about what we are doing.

For a formal check-in, I will be monitoring how students interact with their magnets and if they understand how the poles either attract or repel each other. If students are having difficulties we will stop and discuss how the North and South Poles interact with each other.

Self-Assessment & Reflection: How will you involve students in assessing their own learning?

Students will assess their own learning by showing me their informal check-ins (showing me their thumbs). They will also be given handouts on the North and South Poles attracting or repelling one another. Students will also have to identify where the North Pole, South Pole, equator and prime meridian is on the world map provided to them.

Name:

Date of implementation:

| | | |
|--|---|--|
| <p>TPE 1: Engaging and Supporting All Ss in Learning TPE 2: Creating and Maintaining Effective Environments for Student Learning</p> | <p>Connections</p> <ul style="list-style-type: none">▪ Connections to Students' Lives (TPE 1) & Culturally Responsive Practices (TPE 4): When students are playing with their magnets to see which poles attract and repel each other they will realize that poles are present in not only magnets but also the world. Where like poles repel and opposite poles attract. After exploring the magnets, the students will be able to identify where the North and South Poles are, where the equator and prime meridian is on the map; this is relevant because these take place in the world that they live in.▪ Connections to Real Life Contexts (TPE 1): As mentioned above, identifying and knowing where both poles, equator, and prime meridian is located is relevant to students and reflects real life contexts because it is present in the world that they live in.▪ Promoting Multiple Perspectives (TPE 2): Multiple perspectives will be promoted as the students revoice one another and build off on each other's ideas as we discuss the attraction and repulsion of poles. They will be able to gain various perspectives by relating geography to real magnets. | <p>Engaging All Learners</p> <ul style="list-style-type: none">▪ Strategies to Support Wide Range of Learners (UDL, MTSS, etc. – TPE 1): I am using various strategies to support my students in this lesson. Students will experience an artistic and auditory experience with the “North and South Pole” song and will be able to follow along with the lyrics. Students will also be able to have a hands-on or tactile experience as they touch and play with magnets to see which poles repel and attract each other. Visual learners will be able to see the vocabulary words unpacked and they will also be able to identify where the poles, equator, and prime meridian is on the map that will be provided to them.▪ Approaches to Support English Language Learners & Standard English Learners (TPE 1): There are no English Language Learners in the class, they were classified as proficient at the beginning of the academic year; Students Redesignated Fluent English Proficient (RFEP) at various times before this school year, others began school as English Only (EO). In order to support Standard English Learners, I will have vocabulary terms on chart paper, I will be asking for informal and formal check-ins, and students will be able to revoice and build off on each other's ideas.▪ Range of Communication Strategies & Activity Modes (TPE 4): I will be using strategies such as calling on individual students, turn and talks, and groups' shares within this lesson to promote a more wholesome learning experience. Students will also be able to revoice each other and build off on one another's thoughts and ideas. |
|--|---|--|

Name:

Date of implementation:

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Accommodations and Modifications: How will you differentiate content, process, and/or product?
We will first begin with unpacking vocabulary; informal check-ins will be used here. If students are unclear on specific words we will discuss them together. Next we will sing along to the “North and South Pole” song twice. They will be able to turn and talk to their partners about what they learned thorough the song. The students will then be given magnets to explore how poles interact with one another; this will follow a worksheet that they will have to complete. Lastly, they students will help me identify where both poles, the equator, and prime meridian are on the world map; this will provide be modeled on the document camera. I will constantly check-in for student understanding and gage their discussions by going around to group tables; I will help facilitate discussions if necessary.

Technology: How will technology be used to facilitate students' equitable access to content?
I will be using a document camera to show a map at the last part of the lesson; students will be able to clearly see and label their maps as we go over the vocabulary words previously discussed.

Academic Language: What content-specific vocabulary, skill-specific vocabulary, text structures, and stylistic or grammatical features will be explicitly taught?
Content-specific vocabulary words that will be taught are: North Pole, South Pole, equator, and prime meridian.
The stylistic feature of how to label the above vocabulary terms on a world map will be modeled to them.

Instructional Learning Strategies to Support Student Learning:

What will the teacher do to 1) engage/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, and 5) build metacognitive understanding?

List what the teacher will be doing and what the students will be doing.

| Time | Teacher | Student | Resources/Materials |
|--------|---|---|---------------------|
| 10 min | <p>Opening: “Class, Class” “We will be working on geography vocabulary today, we will also be singing a song, playing with magnets, and labeling a map within the next hour and a half. It’s going to be a busy day, so let’s get started” “Clap your hands 3 times” “Before we begin, I want you to think about what comes to your mind when you think of North or South Poles. Once you have your thoughts show me a thumbs up by your chest” “Share with your partners what you think North and South Poles are.” “Alright let’s come back, and share our thoughts. Share out what your partner said. Let’s raise our hands.”</p> | <p>“Yes, yes” Students clap Students show thumbs Students share Students share out what their partners said.</p> | |

Name:

Date of implementation:

| | | | |
|--------|---|--|--|
| 10 min | <p>Vocabulary: Great share-outs everyone! We will be going over the vocabulary next. (I will have students read over the vocabulary terms)</p> <p>Are there any questions?</p> | <p>Students read vocabulary terms</p> <p>Students answer</p> | <p>Vocabulary Words on Chart Paper</p> |
| 10 min | <p>Singing along with "North and South" (Magnetic Pole Song)- The Bonus Point Band: "Alright, now we'll be singing along with a song. I'm passing out lyrics so you can follow along"</p> <p>"Ready? I'm going to the play the sing, go ahead and follow along. Let's read together"</p> <p>"North and south, every magnet has two poles. North and south, you'll never find them in solo. You will find the poles of the magnet on each end. They are north and south and they're labeled S and N. They're the strongest parts and attract the opposite. It's a wonder of nature, and we call it a magnet. North and south, a compass needle points due north. North and south, there are other ways to use this force. You will find the poles of the magnet on each end. They are north and south and they're labeled S and N. They're the strongest parts and attract the opposite. It's a wonder of nature, and we call it a magnet."</p> <p>(I'll play the song 2 times)</p> <p>Turn and talk to your group mates about one thing that you learned from the song and the lyrics about North and South Poles."</p> <p>"Keep these ideas in mind, let's discuss how the North and South Poles attract and repel each other."</p> | <p>Students follow along</p> <p>Students share with each other</p> | <p>Lyrics for "North and South" Magnetic Pole Song</p> |

Date of implementation:

| | | | |
|--------|---|---|---|
| 12 min | <p>Magnets:</p> <p>“Do you think poles would attract with like (the same) poles or opposite poles?</p> <p>“Great ideas! Like Poles, South and South or North and North would repel each other, and opposite poles North and South would attract each other.”</p> <p>“I’m handing out magnets and a Magnetic Material worksheet to each partner. Work with your partners on determining which poles attract and repel each other.”</p> <p>“Let’s come back together in 5...4...3...2...1.”</p> <p>“Can someone tell me anything new that they noticed about the poles, magnets, or anything else that caught your attention?”</p> <p>“Is there anything new that we learned?”</p> <p>“Great noticings’ everyone!”</p> | <p>Students answer</p> <p>Students play with magnets and work on individual worksheets</p> <p>Students share</p> <p>Students share or revoice</p> | Magnets with North and South Poles, and Magnetic Material worksheet |
| 2 min | <p>Stretch Break</p> <p>“I know we’ve been working for a pretty long time, let’s stand up and stretch for a couple of minutes”</p> <p>“Alright, let’s take a seat and work on the next part of this lesson”</p> <p>(I hand out the World Map worksheets)</p> | | |
| 7 min | <p>Labeling World Map</p> <p>“Let’s take a look at this world map, remember the vocabulary words we went over earlier, we will be labeling those on here.”</p> <p>“Where do you think the North and South Poles are located?”</p> <p>“Where would the equator be labeled?”</p> <p>“Where would the prime meridian be labeled?</p> <p>“Does anyone have any questions, or is anyone confused?”</p> <p>“Okay class, go ahead and label these on</p> | <p>Students answer</p> <p>Students answer</p> <p>Students answer</p> <p>Students answer</p> | |

Name:

Date of implementation:

| | | | |
|-------|---|--|------------------------------|
| 3 min | <p>your worksheets as well. Once your done tell your partner about something new you learned today.”</p> <p>Closing: “Pom pada pom pom”</p> <p>“We’ll continue working on these tomorrow. Table leaders collect the magnets and everyone should put their worksheets and song lyrics in their Social Studies folders.”</p> | <p>Students share</p> <p>“Pom pom”</p> <p>Students put work away and collect magnets</p> | <p>Social Studies folder</p> |
|-------|---|--|------------------------------|