

Essential Data for Plan TASK 1 TASK 3	Name	Emmie Smallwood	Date	7/10/2024	Grade Level & Content Area	1st grade social studies	Estimated Instruction Time	45 min
Utah Core Standard(s): <i>* Standards indicate what students should know or be able to do by the end of term/year.</i> <i>* Standards are copied here verbatim from the Utah Education Network website.</i>	1st Grade Social Studies Standard 3 Obj 2 b. Locate physical features (i.e. continents, oceans, rivers, lakes), and man-made features (equator, North and South poles, countries) on a map and on a globe. Standard 1.D.CO.2: Describe and demonstrate movements organized around a specific topic.							
Learning Objective(s): <i>* Objectives are single sentence statements of intended learning. Objectives break standards/learning into smaller steps.</i> <i>* Objectives begin with Students will be able to...</i>	1st Grade Social Studies Standard 3 Obj 2 b: When participating in a creative dance activity, first grade students will accurately locate and identify physical features and man-made features on a map/globe with 100% participation. Dance Standard 1.D.CO.2: After participating in a creative dance activity, first grade students will use their unique movement to analyze a professional dance performance and relate the movement to features found on a map with a clear description of at least three different features seen.							
Materials & Technology: <i>* List what is needed to teach this lesson.</i>	Large world map Globe Professional dance video (Alvin Ailey's "Revelations") https://www.youtube.com/watch?v=kDXerubF4I4 Projector Music for dance activity Audio player or speakers Pencils Paper Open space for movement							

LESSON COMPONENTS

Planning Elements	<p style="text-align: center;">Action Steps TASK 3</p> <p><i>* What will students and teachers do together in this lesson?</i></p> <ul style="list-style-type: none"> Describe instructional strategies and learning activities—listening is not sufficient. <p><i>* Outline each component’s steps and how long they will take.</i></p>	<p style="text-align: center;">Evidence of Learning TASK 2 TASK 3</p> <p><i>* Describe activities students complete that provide evidence of learning.</i></p> <p><i>* How will you know all students have learned?</i></p> <ul style="list-style-type: none"> Identify criteria that connect to learning objectives and standard(s). 	<p style="text-align: center;">Meet Learner Differences TASK 2 TASK 3</p> <p><i>* Identify evidence-based practices to meet specific individual/group learner needs.</i></p> <p><i>* Consider content, process, product, and/or environment.</i></p>
BEGINNING	<p>Hook: Interactive Recall</p> <ul style="list-style-type: none"> Show a large world map and a globe to the class. Ask students if they can name any continents, oceans, or countries. Point to them on the map and globe as they name them. (Modeling) Give students stickers to place on the map where they identify continents, oceans, and countries. (Tangible) Encourage them to name each feature as they place their sticker. 	<p>Watch for correct representation of physical features through movement, ensuring students understand the basic characteristics of each feature.</p> <p>Students actively participate in identifying and naming continents, oceans, and countries.</p> <p>Correctly placing stickers on the map where they identify the geographical features.</p>	<p>Kinesthetic Learners: Incorporate more movement-based activities. If some students need more physical engagement, extend the warm-up with additional movements or use props (like scarves for waves) to enhance their understanding of physical features.</p> <p>Visual Learners: Provide visual aids such as pictures or videos of geographical features to supplement the map and globe. Use colorful, large-print maps for better visibility.</p> <p>Auditory Learners: Use descriptive language and storytelling when introducing physical features. Pair the introduction with sounds (like water flowing for rivers) to make it more engaging.</p>
MIDDLE	<p>Intro to Activity: Introduce types of movement and ask students what they hypothesize it to represent.</p> <ul style="list-style-type: none"> Split students into groups of 3-5 Give each group an assigned feature. Here are the options: <ul style="list-style-type: none"> Rivers Lakes Equator Continents Oceans Mountains North/South poles <p>1. Students Create Movement: In their groups, the students will collaborate on a</p>	<p>Students should correctly identify and locate physical features (continents, oceans, rivers, lakes) and man-made features (equator, North and South poles, countries) on a map and globe (Social Studies Standard 3 Obj 2 b).</p> <p>During the creation of the movement in the assigned groups, collaboration and discussion are crucial as they create a movement to represent their feature.</p> <p>The accuracy of the group's performance, explanation of their thought process, and the class's ability to mimic the movement.</p> <p>Students' ability to transfer their knowledge from the map to the globe.</p> <p>Quick and accurate recall of movements corresponding to the geographical features, demonstrating retention and understanding.</p>	<p>Visual Learners: Use visual cues and prompts during group work. Provide a chart or poster with examples of movements for different geographical features.</p> <p>Auditory Learners: Discuss the characteristics of each geographical feature in detail. Use rhythmic patterns or chants to help them remember the features and movements.</p> <p>Students with ASD: Provide clear, step-by-step instructions and visual schedules. Allow them to choose a role within the group that aligns with their strengths and preferences.</p> <p>English Language Learners : Use bilingual labels on maps and provide instructions in both English and their native language if possible. Pair them with a buddy or an aid who can speak their language.</p>

	<p>movement to represent their assigned feature. (Kinesthetic Teaching)</p> <ul style="list-style-type: none"> Once students are wrapping up, ask them to form a large circle around the classroom. <p>Map Interaction: Spread out the large map on the floor in the middle of the circle. Call out a feature and have the students in the assigned group perform the corresponding dance movement while pointing to the location on the map. (Visual Aids)</p> <ul style="list-style-type: none"> For example, say "river" and have the students flow their arms and point to a river on the map. Once the group models their created movement, have them explain their thought process. Have every student in the circle repeat the movement with their own bodies. Do this several times if needed. Continue with all the other features, reinforcing the connection between the movement and the map location. 	<p>Formative Assessment: RUBRIC (For Map Interaction)</p> <ul style="list-style-type: none"> Rubric for Formative Assessment 	<p>Students with Physical Disabilities: Adapt movements to be more inclusive. For instance, use arm movements for students in wheelchairs or modify dances to be performed while seated</p>
<p>END</p>	<p>Ending Summative Assessment: Assess students on their understanding of identification of features on a map and their participation during the activity.</p> <p>Provide each student with a blank world map. Ask students to label ONE of each of the following features on the map:</p> <p>Continent, Ocean, River, Lake, Equator, North and South Pole</p> <p>As they label each of these features, require them to also write down the corresponding movement to that feature.</p>	<p>Teacher will look for this during the assessment for evidence of learning:</p> <ul style="list-style-type: none"> Note-taking and observation skills. Ability to connect dance movements to geographical features. Participation in class discussion and critical thinking. <p>Students will complete a blank world map by labeling one continent, one ocean, one river, one lake, the equator, the North Pole, and the South Pole. They will also write down the corresponding movement for each feature.</p> <ul style="list-style-type: none"> Accurate labeling of geographical features. Association of movements with features, showing understanding and recall. 	<p>Visual Learners: Use visual aids such as diagrams or drawings to help them label the map. Provide a completed example for reference if needed.</p> <p>Auditory Learners: Incorporate a discussion or verbal reflection component where they can share their thoughts and understanding with the class or in small groups or the teacher.</p> <p>Students with Learning Disabilities: Break down the assessment into smaller, manageable tasks. Provide additional time and one-on-one support if needed. Use graphic organizers to help them structure their reflections.</p>

(Reflective Activity)

- On the back of the blank map, ask for short answers to reflect on this lesson to receive student's feedback.

Ask these questions to conclude the lesson:

- Did connecting movement to the features help you remember it better?
- What was your favorite part of this lesson?
- Which movement was your favorite and why?

- Reflective responses indicating engagement and comprehension of the lesson.

Rubric for Reflection Assessment:

[Summative Assessment \(Day 4\) RUBRIC](#)

Students with Anxiety: Create a supportive environment by allowing them to share their reflections in a format they are comfortable with, whether written, spoken, or through a drawing. Make sure they know there is no single "right" way to complete the task.