

LESSON PLAN

Teacher Candidate: Dana Alsafi, Amanda Boyd, Stephen Tolmie, Lauren Bradley

Subject: Geography/English

Grade/Class: Grade 7

Date: November 5, 2015

Time: 1:00 pm

Duration: 60 minutes

Lesson Topic: Clue Mapping Coordinates based on Canadian Geographical Regions

CURRICULUM EXPECTATIONS:

English:

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
3. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
4. Generate, gather, and organize ideas and information to write for an intended purpose and audience.

Geography:

1. Demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features.
2. Use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective

SPECIFIC EXPECTATIONS:

English:

- 1.2: Active Listening Strategies: Demonstrate an understanding of appropriate listening behavior by adapting active listening strategies to suit a wide variety of situations, including working in groups.
- 1.3: Research: Gather information to support ideas from writing, using a variety of strategies and a wide range of print and electronic resources.
- 2.2: Interactive Strategies: Demonstrate an understanding of appropriate speaking behavior in most situations, adapting contributions and responses to suit the purpose and audience.
- 4.2: Interconnected Skills: Explain, in conversation with the teacher and/or peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them

make sense of what they read.

Geography:

A3.1: Identify the location and describe the physical characteristics of various landforms.

A2.4: Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies.

A3.6: Describe patterns and characteristics of major climate regions within Canada.

LEARNING/TEACHING RESOURCES:

Classroom ipads: for navigating coordinates, researching clues and recording vocal notes for modified learners

Canadian geographical clues, enclosed in envelopes

Clue landmarks provided in plastic baskets (example: red soil for Prince Edward Island)

Geography textbook

Atlas

Spiral notebooks and pencils

Bottled water and healthy snacks

Whistle

Prize for winning team

Park or schoolyard to facilitate navigating coordinates

LESSON SEQUENCE

Introductory Activity:

Students are gathered at the starting line where the teacher debriefs the students on the purpose and details of the activity.

- Using an example set of coordinates and clue, the teacher models how to enter the coordinates into the ipad and how to follow the ipad to the location of the clue. An example clue is read aloud to the students and students provide answers as to which Canadian geographical location the clues are identifying.
- Students are paired off or put into groups of four and handed their first coordinates, which will lead them to their first clue.
- At the starting line, the teacher blows the whistle to indicate the activity has begun.

Important Note: Each pair/group of students is given a different set of coordinates for a clue location to prevent students going to the same clue first.

DEVELOPMENTAL ACTIVITIES

Pairs or groups of students enter GPS coordinates (provided with each clue) into their ipad in order to find the location of the next clue. Each clue contains a series of questions related to a Canadian geographical region. The students use their textbook, atlas, ipad and prior knowledge of Canadian geography to identify each Canadian geographical region. Once the students have identified the region, they record their findings and reasoning for their conclusion in their notebooks.

The students explore various regions of the park/school yard to find the next clue based on the GPS coordinates. Each area of the park/school yard where a clue is contained is associated with a Canadian geographical region. The purpose of the activity is for the students to track and visit each clue, identifying the geographical region and to do so in a quick and efficient manner. The first team to cross the finish line wins the activity and prize.

DIFFERENTIATED INSTRUCTIONAL STRATEGIES

Modified learners will be paired/grouped off with a student who is strong in reading/writing skills.

Modified learners will also be encouraged to use the ipad to read clues to them and to record voice recorded notes in place of handwriting into a notebook.

The ipads provide visual and auditory aids for clues to modified students.

Modified students will be given additional time to complete the culminating activity.

CULMINATING ACTIVITY

Students will later use their recorded findings from each clue (recorded in their notebook) to write about the geographical regions they visited during the activity. Using the inquiry process students will explore how they came to the conclusions they did based on the clues provided to them and what makes each region different from the other.

FOLLOW-UP ACTIVITIES/IDEAS OR NEXT STEPS

Transition to introductory lesson on how human activities affect natural processes and natural resources.