

**ED 101 Educational Technology Lab – Fall 2013
Boston University – School of Education**

LESSON PLAN

You can use this template as a place to store your answers to the Lesson Plan assignment. Once you have completed each box just delete the instructions. When you are ready, copy and paste your answers into the Blackboard assignment area. Before you submit the assignment on Blackboard, check your answers with the rubrics to make sure you have covered all the required elements.

Save this file to use as your final lesson plan for your About Page once you have made any revisions required.

Requirement	<i>Explanation/Example</i>	<i>Points</i>
Grade(s) Content Area(s) Topic of Lesson	<i>2nd Grade Social Studies: India</i>	<i>1</i>
Objective	<i>Students will be able to correctly locate India on a map and identify at least 3 major geographic features.</i>	<i>2</i>
Technology standard	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>Exploratory Skills and Expectations: Basic Operations <i>K-2: 1.2 Explain that icons (e.g., recycle bin/trash, folder) are symbols used to signify a command, file, or application.</i></p>	<i>1</i>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts History and Social Science Standards ➤ Grade 2 Learning Standards <p><i>2.7 On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)</i></p>	<i>1</i>
Materials, Resources, Technology,	<p><i>Handouts</i></p> <p><i>Copies of rupees</i></p> <p><i>United States money</i></p>	<i>1</i>

Personnel	<i>Magnifying glasses Computer LCD projector</i>	
	<i>Imagine that a teacher was observing your class. What would the teacher see happening? In the remaining boxes, narrate the lesson procedure. Describe it in enough detail that a teacher who finds your web site would be able to follow this procedure and teach the lesson to a class. Don't forget to explain how students are grouped.</i>	
Lesson Introduction (5 minutes)	<i>The class introduction should begin with a discussion about diversity. The prompt should be asking students if they have friends or family that live or lived in a different country. I will then ask the students to tell me what they know about those countries. (During this section, students may turn and discuss with each other). On the whiteboard, I will list all the features of foreign countries brought up by the students. Then I will ask the students to look at the board and see if they can find anything about these other countries that is also true about the United States, and if not, to think of something that they both have. Emphasize with students that all countries have similarities and differences and, similarly, in India some things are very different.</i>	<i>1</i>
Guided Activity (10 – 15 minutes)	<i>In this section, I will display the website on a projector in front of the class. After I open the site, and read the Home page, I will teach the students how to use the picture navigation and arrow buttons on the bottom of the page to get around the site. I will occasionally ask students if they want to read aloud certain sections and then repeat the information out loud to the class. Students will learn all about Indian culture, such as language, religion, schooling, and agriculture. I will pause after main topics and ask students to 'make connections' to their own lives or something they're familiar with.</i>	<i>1</i>
Independent Student Activity (10-15 minutes)	<i>The class will be split up in two and the groups will rotate between two stations. One station will have handouts for each student. The first page of the handout will have a blank world map and the students will be asked to locate India. On the other side of the handout will be a picture of India and students will be asked to identify as many geographic features as they can (word bank will be given). Students may use the map in the classroom for additional help. Another station will have copies of Indian rupees, United States dollars, and magnifying glasses. Students will be asked to notice and write about similarities and differences between the two currencies and their importance.</i>	<i>2 ind. 1 tech. 1 web</i>
Wrap-Up of Lesson (Closure) (5 minutes)	<i>At the end of the lesson, the class will gather on the carpet for another discussion. First, students may share one-on-one with each other and then the discussion will be opened up to the entire class. Students should be prompted to discuss what they liked or found interesting about India.</i>	<i>1</i>

<p>How will students be assessed to make sure they are able to perform the objective?</p>	<p><i><u>Objective</u> Students will be able to correctly locate India on a map and identify at least 3 major geographic features.</i></p> <p><i><u>Assessment</u> Students will be provided with a blank map of the world and be expected to locate India. Students will also be expected to identify major geographic features around India when looking at a picture of India. With the help of the map in the classroom, and a word bank given for geographic features, students should be able to correctly locate India and identify at least three geographic features.</i></p>	<p><i>1</i> <i>assess</i></p> <p><i>1</i> <i>writing</i></p>
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