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| **Integrated PE/ Social Studies Lesson Plan - “Mapping”** | | |
| **SCHOOL:** Cougar Canyon | |  |
| **INSTRUCTOR:** Nicole Pierce and Kelli Brisbourne | |  |
| **SUBJECT:** Social Studies/ PE | **GRADE:** 4/5 |  |
| **THEME:** Mapping/ | |  |
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| **Objectives**:  The students will be able to use cardinal directions in order to accomplish a “mission” and find the prize. Students will do this through working together in small groups **(A1)** to interpret cardinal direction clues that will lead them to subsequent clues until they reach their prize **(A1/B2)**. Students will be required to complete a variety of moderate to vigorous physical activities while completing their “mission” **(A5)**.  **A1 (SS).** Apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing  to selected problems and issues  **B2.** Read fluently and demonstrate comprehension of grade-appropriate information texts, such as:   * Instructions and procedures * Texts   **A1 (OL).** Use speaking and listening to interact with others for the purposes of:   * Sharing ideas and opinions * Improving and deepening comprehension * Completing tasks   **A5.** Participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility | |  |
| **Materials and Resources:**  -Worksheet; 30 copies (Paragraph + fill in the blanks compass rose)  -Pencil  -Filled in worksheet.  -Clues for the “mission”  -Prizes | |  |
| **Lesson Hook:**  -Assessment of background knowledge and retention from last lesson about Cardinal directions   * Think Pair Share- What do you remember about cardinal directions?   -When someone brings up N,E,S,W get them in their table groups to try and make up their own mnemonic device for it. | |  |
| **Lesson Intro:**  -When someone brings up N,E,S,W get them in their table groups to try and make up their own mnemonic device for it. | |  |
| **Activity:**  -Have the students complete a worksheet on cardinal directions (fill in the blanks of the “Compass Rose” and short assessment activity).   * Instruct the students to complete the fill in the blanks compass rose diagram and 2 short assessment questions. * The kids will use this compass for their activity.   -Explain to the students that they will be working in groups to “complete a cardinal directions mission”   * Write instructions up on the whiteboard   + Students in groups   + Each group gets a worksheet with the clues on it.   + At each station they will search for a hidden code word clue that they will use to complete the “mission”.   + Explain that each clue will provide them with letters. If they successfully complete their mission they will find all of the letters to the code word and their mission will be complete.   + Groups will be predetermined (to try and minimize hallway silliness).   + They will not be going all together- I will send out groups every 3 minutes.     - The remaining students will color their compass rose and complete their worksheets. Then they can silent read.   -Handout clue sheet to all students.   * Ask if anyone has any questions about the task if “yes”, answer them, if “no” start to put them into their groups.   + Note: Call out groups right before they are to go out.   \*MAKE SURE THEY KNOW THE SEVERITY OF BEING NOISEY IN THE HALLWAY. THEY WILL BE SENT BACK AND RECEIVE NO PRIZE!  *-* Once they find the final clue they will receive a “prize” for completing their mission. \*\*AFTER DEBRIEFING\*\* | |  |
| **Lesson Closure:**  *-*Once they find the final clue they will receive a “prize” for completing their mission. \*\*AFTER DEBRIEFING\*\*  -Have them silent reading or working on missing work quietly at their desks until the rest of the groups finish.  -Once all groups are done ask them what they learned about cardinal directions and what the importance of directions such as these in real life.   * Can give out prizes following this debriefing.   *Note: Might be a good time for a brain break before moving on to next activity. Assess if needed.* | |  |
| **Adaptations or Modifications:**  -If they finish early have them sit quietly at their desks and read or work on missing work.   * Option: Can color compass rose. | |  |
| **Assessment:**  **A1 (SS).** Apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing  to selected problems and issues  *Assessment:*  *-*Use problem solving, and inferring to find clues  -Successfully completes “mission”  **B2.** Read fluently and demonstrate comprehension of grade-appropriate information texts, such as:   * Instructions and procedures * Texts   *Assessment:*  *-*Reads paragraph and is able to successfully label all directions (cardinal/intermediate) of the compass rose  **A1 (OL).** Use speaking and listening to interact with others for the purposes of:   * Sharing ideas and opinions * Improving and deepening comprehension * Completing tasks   *Assessment:*  -Works well with group members during activity   * This will be measured through teacher observation   **A5.** Participate daily (e.g., five times a week) in a variety of moderate to vigorous physical activities that develop muscular strength and endurance, cardiovascular endurance, and/or flexibility.  *Assessment:*  ***-***Completes all “mission” requirements (Running, skipping, pushups, crab walks, bunny hops etc.)   * This will be measured through teacher observation | |  |
| **Transition:**  -Have the students put everything on their desks away at beginning of lesson.  -Explain expectations for working in a group and for noise level during the activity.   * Failure to comply may result in not being rewarded the prize upon completion.   -If ever need to get the attention of the class do a clapping exercise (works very well with this class) | |  |
| **Reflections:** | |  |