

Date of Lesson:**Time frame of Lesson:** 12 minutes**# of students:** 5-6**Grade level:** 7**Statement of how lesson corresponds to Ontario syllabus:**

The Ontario Course Syllabus requires students to identify and explain patterns in physical geography. This assignment helps students, through cooperative and creative learning methods, to learn, utilize, and apply new geographic terms that will be used during the course of the year.

Pre-Assessment:

Students understand what a dictionary is.

Students have read Unit 3 (Weather and Climate) in their textbook.

Objective:

As a result of this activity, students will be able to identify all of the geographic terms from Chapter 3 (on handout) to describe climate and weather.

Materials**Supplied by Teacher:**

Lesson Hand-out detailing assignment with terms and definitions

Sample Picture Dictionary for students to look at

Index Cards – 10 cards per group

Colored Pencils – supplied for microteaching only – students in classroom would be asked to provide these.

Supplied by Students: Textbooks, Writing Paper, Pens and Pencils

Procedures

Activity #1 - (2 minutes) – Introduction to the activity and grouping of students;

Activity #2 - (6 minutes) - Groups will be asked to create their dictionaries, making sure to use each term in a sentence and allowing each student time to duplicate pages designed by other students;

Activity #3 - (2 minutes) - Group Discussion – Students will share their dictionaries with the class, including reasons for their choices;

Activity #4 - (1 minute) - Conclusion – Explain that students will update and use this dictionary throughout the school year and are expected to bring them to each class. Explain that students will find these dictionaries useful when studying for quizzes and tests. Dictionaries will be included in the student's portfolio for end of year assessment.

Homework Assignment – Students will be asked to read Chapter 4 (Landforms), and make a list of 10 terms to be added to their dictionary in the next class.

Limits:

- 1) 2 ESL students in the class.
- 2) TIME!
- 3) Students have not read Chapter 3.

Interventions

- 1) Insure that ESL students are put into groups that will nurture their participation and understanding and help them participate. This exercise will help ESL students with their geographic vocabulary by giving them visual aids to the terms.
- 2) I must keep students on track and within the time limits set out in my lesson plan.
- 3) Handout contains required terms and definitions for those students who have not finished their readings.

Alternatives:

Activity #1 - Should activities run more quickly than anticipated, students will be asked to add additional terms they consider to be important. Groups will be asked to brainstorm for these additional terms.

Activity #2 - Should activities run more slowly than anticipated, I will photocopy the dictionaries to allow for each student to have their own copy. Students will be asked to complete only the written part of the activity and finish the illustrations at home to be handed in the following day.

Formative Evaluation:

Checklist of student participation in groups.

Dictionaries will be marked for inclusion of the 10 terms with correct definitions.

Creativity will also enhance a students mark.

Summative Evaluation:

The final mark for the dictionaries will be given to the students when they are completed (all units) and included in their portfolio for evaluation at the end of the semester.

Enrichment:

Students may design a poster showing how the terms from each unit are interrelated.

Remediation:

Activity #1 - Should students have difficulty with this project, we will define the terms in class together and decide on several examples that the students may choose from.

Activity #2 - The list of 10 terms from the following chapter, assigned for homework, may also be completed as a class.

Follow-up:

Next Lesson: Introduction to Chapter 4 – Climate

Handout Assignment for Dictionary Work with spaces for terms and definitions. (To be handed in at the beginning of class for participation marks)