

Lesson Plan Components - Grades 1-12

Subject/Course: Geography	Name: Adapted from EDUC 4736 teacher candidates' plans
Grade Level: Grade 7	Date(s) & Time(s): October 6, 2019, 9:00 a.m.
Topic: Landforms of Canada	Length of Lesson: 60 minutes

EXPECTATION(S)

Specific Expectation(s):

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

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

Learning Goal(s)/Refined Expectations(s):

Learners will use a map of Canada's physical regions to determine where the landform picture fits best on the map according to its physical region.

Success Criteria (if appropriate):

- Label the landforms;
- Match the 8 landforms with the specific regions on the Canadian map;
- Label how landforms are similar and different.

ASSESSMENT/EVALUATION

Curriculum

Strategy: Exit Ticket: 3 things I learned today; 2 things I want to know more about; 1 question about today's lesson on land forms. *Recording Device:* Rating Scale

Learning Skills

Skill(s): Collaboration *Recording Device:* Rating Scale & Anecdotal Notes

DIVERSITY AND INCLUSIVITY

The learners have previous knowledge of Canadian provinces and where they are located.

Physical: Learner BF has a dislocated right shoulder. We will make sure that he is able to sit with someone that can take notes for him and make sure that he doesn't fall behind.

Behavioural: Learners KB and SO do not work well together and often times their feuds end with a fight. We have separated them and placed them on opposite sides of the room.

Classroom Management: We have already organized everyone into specific groups. We did this as we already know which learners work well together and will be the most effective with their group. We created the groups prior to the activity specifically having the stronger learners with some of the weaker learners in the hopes that the stronger learners will lead the group.

Learning Disability: Our learner TS is trying to overcome her anxiety of presenting in front of the class. To ensure that this learner is able to take part in class, she will present with a group, rather than independently.

LEARNING ENVIRONMENT (Physical Space)

- Home room has specific groups of desks that were pre-organized before the school year started
- The learners will be in groups of 3-3 learners
- If we see that a certain group isn't working well together, we will move them as needed

RESOURCES AND MATERIALS

- Map of Canada handouts
- Pictures of the landforms
- Exit ticket with questions and space for response
- No supplementary material, as we want the learners to use their critical thinking

TEACHING/LEARNING SEQUENCE

Beginning/Activation: (5 minutes)

- A short 4-minute video showing the beauty that our country has to offer to get the learners interested.
<https://www.youtube.com/watch?v=aE43SG5Q7DA>
- Give 1 minute extra just in case something goes wrong with the clip (i.e. the WIFI cuts out or video stops loading).
- Possible Questions:
 - *How many landforms can you see?*
 - *Name the different landforms?*
 - *Locate the eight landforms in Canada?*

Middle/Action/Application/Exploration: (45 minutes)

- Once the video concludes, we will have a 10-minute whole group discussion that will summarize the 8 different landforms of Canada. (See attached)

Small Group

- Learners will split up into their assigned groups (3-4 learners per group) and they will have to identify which picture correlates with each landform to the best of their ability. Each group will be given 1 map, 16 pictures (2 from each landform), and their notebooks. Once they are finished, we will take up the work as a class.
- Possible Questions:
 - *What differences exist between the landforms?*
 - *Discuss the similarities among the landforms?*
 - *Outline the features of each particular landform region.*

All learners, while in their groups will write in their geography duos or notebooks, the landforms of Canada and some descriptive features about the land.

Whole Group

- Learners will demonstrate their understanding - one representative from each group will come to the board and place a picture of a landform on the map of Canada.
- Learners must take what they have learned from the 10-minute lesson and the 4-minute video clip and use critical thinking to develop reasoning as to why those images go with the landform.
- To develop further understanding of the learners' knowledge of the Canadian landforms, I will ask the group representative to give the reasoning as to why the group has chosen the image of the landform to be placed where they placed it.

Note: The information taught during this lesson will be used at the end of the unit for the unit test.

Contingency Plan: Add a step to have learners work on smart board and table to consolidate landform identification.

End/Consolidation/Communication: (10 minutes)

- To consolidate learning, ask the following questions:
 - *Can you identify where the Canadian Shield region is on a map of Canada?*
 - *How is the Innuitian Mountain region similar or different from the Arctic Lowlands region?*

Individual (10 minutes)

- Learners will complete an exit ticket: 3 things I learned today; 2 things I want to know more about; 1 question about today's lesson on land forms.

In the next lesson, we will continue to build on the specific landforms. Their properties, qualities, and landscape.

REFLECTION

Instruction:

- Scoring the exit tickets indicates some learners are struggling with some concepts of land forms. I will conference with the learners who got level 1 and level 2 on the exit ticket.
- Adapt the lesson in accordance to the difficulty level the learners are having. To make it easier, the learners may only have to identify three landforms on their map. This activity can be made more difficult by adding some picture of landforms or places that are not in Canada (e.g., the desert or the plains of Africa)

Classroom Management:

- Some children displayed very strong leadership traits and took over the situation. It is important that the teacher "sharks the room" to promote participation with all people so that all learners are contributing to the group.
- It is important that learners feel comfortable stepping up and placing their piece on the board.
- For this activity, an alternative for this activity might be to have the whole group go up and place the pictures on the map to insure everyone feels included.
- The learner who struggles with anxiety appeared to be a lot less anxious when she presented with a group rather than by herself.