

<b>Name of Teacher Candidate:</b> Ashley Hampton	<b>Date:</b> 10/27/25
<b>Central Focus:</b> Exploration	<b>Grade Level:</b> 1st
<b>Lesson Title:</b> Intro to Unit - Lewis and Clark Read Aloud	
<b>Curriculum Areas Addressed:</b> -ELA -Social Studies	
<b>Time Required:</b> 30 min	<b>Instructional Groupings:</b> Whole group (book reading), independent (retelling activity worksheet), and pairs (retelling the story)
<p><b>Standards:</b> <i>List the GSE that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i></p> <p>1.P.EICC.1: Reader &amp; Writer Identity: Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.</p> <p>1.P.EICC.3: Comprehension Strategies: Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.</p> <p>SS1H1: Read about and describe the life of historical figures in American history. SS1H1.a: Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), <u>Meriwether Lewis and William Clark with Sacagawea (exploration)</u>, Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).</p>	
<b>As a result of this lesson/unit students will...</b>	
<p><b>Be:</b> <i>(State the BE Bridge for the unit.)</i></p> <p>-Students will be curious about the world around them -Students will be respectful of different people/cultures/environments</p>	
<p><b>Relevant Goal(s):</b> <i>(The relevant goal states the overall purpose of the lesson. The purpose of the lesson is to ....)</i> The purpose of the lesson is to build student's recognition of the historical significance of Lewis, Clark, and Sacagawea and their contributions to American history.</p>	
<p><b>Essential Question(s):</b> <i>(Essential questions should be used to guide instruction.)</i> Who were Lewis, Clark, and Sacagawea, and what did they do?</p>	
<p><b>Learning Objectives:</b> <i>(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)</i></p> <p>-The students can explain who Lewis, Clark, and Sacagawea were and their contributions to American History. -The students can retell the story of Lewis and Clark.</p>	
<b>Support for Academic Language</b>	
<p><b>Vocabulary:</b> <i>(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)</i></p> <p>-Exploration: Travelling to places where no one has ever been to learn about them.</p>	

- President Thomas Jefferson: The president of the United States who sent Lewis and Clark on their expedition to explore the West.
- Merriweather Lewis: an American explorer and soldier, most famous for co-leading the Lewis and Clark Expedition to explore the western United States with William Clark.
- William Clark: an American explorer and soldier, who, along with Meriwether Lewis, co-led the famous Lewis and Clark Expedition to explore the western United States.
- Sacagawea: a Native American who helped Lewis and Clark explore.

**Language Demands:**

Writing: Some students (the ones differentiated to a higher level) will write the academic language when completing the retelling activity.

Listening: Students will listen to the academic language read aloud by the teacher and spoken by peers during the comprehension checks. They will also listen to the academic language when their partners retell the story to them.

Oral language: The students will speak the academic language when answering comprehension questions and when retelling the story.

**Syntax:** (*Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.*)

Retelling Worksheet (graphic organizer): Students will put in order picture cards of the story from the book.

**Assessment** (*Each learning objective must be assessed. Questions to consider: How will the KNOW, DO, and BE be evaluated? How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? Is the assessment formal or informal? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?*)

**Assessment Strategy:** (*Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.*)

- Students will complete the retelling activity worksheet. They will cut out the pictures of the events of the story, then glue them on the retelling page in the order of what happened.

**Evaluation Criteria:** (*Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.*)

Does the student know what happened in the story?

- ✓+ The student is able to put the pictures in order of what happened in the story without prompting or support.
- ✓ The student is able to put the pictures in order of what happened in the story with prompting and/or minimal support.
- ✗- The student is not able to put the pictures in order of what happened in the story even with prompting and/or support.

**Differentiation for IEP and Focus Students:**

IEP: Some of these students will put the picture cards in order and then put the matching explanations of what is happening with each picture. The majority of these students will just have to put the picture cards in order. The teacher will be monitoring to determine the level of what these students can do.

Focus Student 1 (advanced): This student will put the pictures in order of what happened, and also write what is happening in each picture.

- Focus Student 2 (average w/autism): This student will just put the picture cards in order and then put the matching explanations of what is happening with each picture.
- Focus Student 3 (severe behavior issues and ADHD): Depends how the student is doing on this day. If the student is able to work independently, then the teacher will just make extra checks to make sure he understands and is doing the assessment. If the student is struggling to work independently, one of the teachers will sit next to him and assist him in completing the activity. The students will just put the picture cards in order.

**Steps in the Lesson** (*Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.*)

**Attention Getter or Hook:** (*State how the attention of the students will be piqued at the start of the lesson.*)

Students will be called to sit on their spots on the carpet. The teacher will hold up the book. The teacher will read the title: "Lewis and Clark: A Prairie Dog for the President". The teacher will ask the students, "What do you think this book is going to be about based on the cover?"

**Introduction:** (*State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.*)

After the students answer, the teacher will say, "This book is about Lewis Clark, and Sacagawea. We are going to learn about who they are and what their expedition was, along with one of the creatures they discovered."

**Instructional Strategies and Planned Supports:** (*Use a bulleted or numbered format to communicate the procedures for the lesson. Each learning experience/planned support should include multiple ways to represent the concepts that are the focus of the lesson and explicit links to students' prior knowledge/experiences and interests. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.*)

- As I read the book, I will ask comprehension questions, and ask students to summarize parts.
- After reading pg. 6: "We just heard two very important names, can anyone tell me what those are?". The book says they want to be explorers, what do you think this will mean?
- After reading pgs. 8-10, the teacher will model summarizing, and say, "So those pages just told us that the president sent Lewis and Clark to explore the West, and now they are packing up to go."
- After reading pgs.12-13: "We just read about another important person, who was that? What did she do for Lewis and Clark?"
- After reading pg.14-17: "So what did the book just tell us were some of the things Lewis and Clark were doing out West?"
- After reading pg. 22: "Why are they trying to catch this animal?"
- After pg.27: "Can anyone explain how they caught the animal?"
- After pg. 31: "Who is all that stuff for?"
- After pg.37: "What did Lewis' and Clark's letter say?"
- After pg 42: "Can anyone summarize what just happened within the last few pages?"
- After finishing the book, the teacher will ask these questions:
  - "After reading the book, can anyone tell me what they think it means to explore/what exploration is?"
  - "Who were Lewis and Clark"
  - "Who was Sacagawea"
  - "Why were they exploring the West?"
- After the lesson, the teacher will model how to retell the events of the book. The teacher will say:
  - "President Jefferson told Lewis and Clark to go explore out West"
  - "When they went on their exploration, they were helped by Sacagawea"
  - "The explored the land, making maps and recording what they saw"
  - "They looked for something to send the President"
  - "They caught a prairie dog, and sent him to the President"
  - "The President sent the prairie dog to the museum where people could see what they found out West"
- Teacher will tell the students to return to their seats.

- The teacher will give directions for completing the retelling activity worksheet: Students are to cut out the pictures, then glue them onto the sheet in order of what happened.
- Once the students complete the retelling activity worksheet, the teacher will pair up the students. The students will then pair up and retell the story to each other. They may do this at their desks or around the room.
- Once the students finish this, the teacher will call them to return to their seats.

**Closure/Wrap up:** *(Describe how the content of the lesson will be summarized. There may be a review of the core concepts, relevant goals, or essential questions.)*

The teacher will call one student (who did a good job retelling the story) up to the front of the room to retell the story once in to all the other students. After this, the teacher will say, "Today we learned a little bit about how Lewis, Clark, and Sacagawea explored the western part of America. Tomorrow we will learn more about who explorers are and what they do!"

#### **Modifications/Differentiation to Support Student Learning**

**What strategies will be used to differentiate for focus student 1?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

- During the book reading, this student will be asked some of the harder, more open-ended comprehension questions.

**What strategies will be used to differentiate for focus student 2?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

- There is no additional differentiation other than for the assessment part which is stated in the assessment section.

**What strategies will be used to differentiate for focus student 3?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

- Student will be allowed to listen to the read-aloud either on the carpet or in his seat.
- During the book reading, this student will be asked questions about the reading that are straightforward but that track whether he is following the reading. This will also allow him to experience success in the lesson.
- Teacher will frequently check in with the student to make sure he understands the instructions and is completing the retelling activity. The teacher will provide additional help as needed.

#### **Instructional Supports**

**Resources and Materials Used to Engage Students in Learning** *(Using APA format, provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)*

Book: Redmond, S.R. (2003). *Lewis and Clark: A Prairie Dog for the President*. Random House Children's Books.

Retelling activity worksheet (created by me):

[https://www.canva.com/design/DAG1uSypQrs/1Opq4DegXXTrNCJnm4bOg/edit?utm\\_content=DAG1uSypQrs&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAG1uSypQrs/1Opq4DegXXTrNCJnm4bOg/edit?utm_content=DAG1uSypQrs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

**Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content:** *(Using APA format list any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)*

Background for vocabulary:

Merriam-Webster Dictionary. Merriam-Webster. (n.d.). <https://www.merriam-webster.com/>

Background information on the Lewis and Clark Expedition:

Department of the Interior, Office of the Secretary. (n.d.). *Lewis and Clark Expedition*. U.S.

Department of the Interior. Retrieved September 9, 2025, from  
<https://www.doi.gov/ocl/lewis-and-clark-expedition>

Lewis & Clark Trail Heritage Foundation. (n.d.). *Discover Lewis & Clark*. Retrieved September

8, 2025, from <https://lewis-clark.org/>

**Background information on engaging comprehension:**

T. E. A. (n.d.). *Strategies that Promote Comprehension*. Reading Rockets.

<https://www.readingrockets.org/topics/background-knowledge/articles/strategies-promote-comprehension>

**Other Relevant Information**

**Clear Links to Learning Theories, Educational Research, and Principles of Development:**

**Learning Theory:**

-Constructivism (Piaget): Students construct their own understanding of the material through active engagement in summarizing, questioning, and retelling events. Having the students take turns summarizing pages and answer comprehension questions encourages them to construct meaning from the text rather than passively receive information. The retelling activity helps students organize their thoughts and make sense of the story in a hands-on way.

-Information Processing Theory (George Miller): The repeated summarizing and questioning throughout the read-aloud helps students encode and store information in memory. The retelling activity serves as a form of retrieval practice, reinforcing comprehension and recall of story events.

**Educational Research:**

-Research shows that strategies such as questioning, summarizing, and retelling directly support comprehension development.

T. E. A. (n.d.). *Strategies that Promote Comprehension*. Reading Rockets.

<https://www.readingrockets.org/topics/background-knowledge/articles/strategies-promote-comprehension>

**Principles of Development:**

First graders learn best through active, hands-on, and socially engaging experiences that build on what they already know. In this lesson, there is modeling and guided practice, which provide support before independent work. There is also movement and fine motor activities (cutting and gluing) that fit young children's need for hands-on learning. Social interaction through the partner retelling of the book supports emotional and social development.

National Association for the Education of Young Children. (2020). *Developmentally Appropriate Practice (DAP) Position Statement*. The National Association for the Education of Young Children.

<https://www.naeyc.org/resources/position-statements/dap>

**Connections to Technology and/or the Arts:**

N/A

**Description of Collaboration with Others:** (*These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.*)

Media Center Specialist: In planning this lesson, I met with the media center specialist and asked for her help in choosing a book for this lesson. I explained to her I wanted a book that was about Lewis and Clark and their expedition that would be age appropriate to read to first graders. She helped me choose the book *Lewis and Clark: A Prairie Dog for the President*.

<b>Name of Teacher Candidate:</b> Ashley Hampton	<b>Date:</b> 10/28/25
<b>Central Focus:</b> Exploration	<b>Grade Level:</b> 1st
<b>Lesson Title:</b> All about Exploration!	
<b>Curriculum Areas Addressed:</b>	
<ul style="list-style-type: none"> <li>-ELA</li> <li>-Social Studies</li> <li>-Art</li> </ul>	
<b>Time Required:</b> 30 min	<b>Instructional Groupings:</b> Whole group (during slideshow and post slideshow discussion), Independent (during exploration worksheet) but small group of students who need extra help will be pulled during this time.
<p><b>Standards:</b> <i>List the GSE that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i></p> <p>1.P.EICC.1: Reader &amp; Writer Identity: Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.</p> <p>SS1H1: Read about and <u>describe the life of historical figures in American history</u>.  SS1H1.a: Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), <u>Meriwether Lewis and William Clark with Sacagawea (exploration)</u>, Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).</p> <p>VA1.CR.1.b: Generate visual images in response to open ended prompts, themes, and narratives.</p>	
<p><b>As a result of this lesson/unit students will...</b></p> <p><b>Be:</b> <i>(State the BE Bridge for the unit.)</i></p> <ul style="list-style-type: none"> <li>-Students will be confident in exploring and observing new things</li> <li>-Students will build an understanding that everyone can contribute ideas and discoveries,</li> </ul>	
<p><b>Relevant Goal(s):</b> <i>(The relevant goal states the overall purpose of the lesson. The purpose of the lesson is to ....)</i>  The purpose of the lesson is to build student's recognition of the historical significance of Lewis, Clark, and Sacagawea and their contributions to American history.</p>	
<p><b>Essential Question(s):</b> <i>(Essential questions should be used to guide instruction.)</i>  What is exploration and what are explorers?</p>	
<p><b>Learning Objectives:</b> <i>(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)</i></p> <ul style="list-style-type: none"> <li>-The students can explain what exploration is.</li> <li>-The students can identify Lewis and Clark as explorers.</li> </ul>	
<p><b>Support for Academic Language</b></p> <p><b>Vocabulary:</b> <i>(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)</i></p> <ul style="list-style-type: none"> <li>-Exploration: Travelling to places where no one has ever been to learn about them.</li> </ul>	

- Explorers: People who travel to places where no one has ever been to learn about them.
- Discover: to find something new or unknown.
- Merriweather Lewis: an American explorer and soldier, most famous for co-leading the Lewis and Clark Expedition to explore the western United States with William Clark.
- William Clark: an American explorer and soldier, who, along with Meriwether Lewis, co-led the famous Lewis and Clark Expedition to explore the western United States.

**Language Demands:**

Reading: The students can read the academic language on the slideshow and on the whiteboard during the post slideshow discussion. They can also read the academic language on the vocab wordwall.

Writing: The students will write the academic language on their exploration worksheet.

Listening: The students will hear the teacher say the academic language during the slideshow lesson and will hear it from the teacher and other students during the post slideshow discussion.

Oral language: The students will use the academic language during the post slideshow discussion.

**Syntax:** (*Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.*)

-Chart of places that students can explore: A chart will be made on the whiteboard displaying the places the students come up with that they could explore.

-Vocab word wall (Chart): Vocab words and definitions will be displayed on a chart on the wall

**Assessment** (*Each learning objective must be assessed. Questions to consider: How will the KNOW, DO, and BE be evaluated? How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? Is the assessment formal or informal? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?*)

**Assessment Strategy:** (*Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.*)

- Students will complete the exploration worksheet.

**Evaluation Criteria:** (*Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.*)

Does the student know what exploration is?

- ✓+ The student is able to write what exploration is without prompting or support.
- ✓ The student is able to write what exploration with prompting and/or minimal support.
- ✗- The student is not able to write what exploration even with prompting and/or support.

Does the student know Lewis and Clark were explorers?

- ✓+ The student is able to write that Lewis and Clark were explorers without prompting or support.
- ✓ The student is able to write that Lewis and Clark were explorers with prompting and/or minimal support.
- ✗- The student is not able to write that Lewis and Clark were explorers even with prompting and/or support.

Can the student identify something they could explore?

- ✓+ The student is able to draw something they could explore without prompting or support.
- ✓ The student is able to draw something they could explore with prompting and/or minimal support.
- ✗- The student is not able to draw something they could explore even with prompting and/or support.

**Differentiation for IEP and Focus Students:**

IEP: These students will complete the assessment in a teacher facilitated small group. Their worksheets will also not be fill in the blank, but rather they will need to circle the correct answer. The teacher will explain/rephrase the instructions as needed.

Focus Student 1 (advanced): N/A

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Focus Student 2 (average w/autism): N/A

Focus Student 3 (severe behavior issues and ADHD): This student is one of the IEP students, so he will complete the assessment in a teacher facilitated small group. His worksheet will also not be fill in the blank, but rather he will need to circle the correct answer. The teacher will explain/rephrase the instructions as needed.

**Steps in the Lesson** (*Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.*)

**Attention Getter or Hook:** (*State how the attention of the students will be piqued at the start of the lesson.*)

Students will be on the carpet. The teacher will ask, "What would it take to explore something? What things would you need? What would you explore?"

**Introduction:** (*State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.*)

The teacher will say, "Yesterday we were introduced to Lewis, Clark and Sacagawea. They explored the Western part of America. Today we will learn what exploration is, who explorers are, and relate that to Lewis and Clark."

**Instructional Strategies and Planned Supports:** (*Use a bulleted or numbered format to communicate the procedures for the lesson. Each learning experience/planned support should include multiple ways to represent the concepts that are the focus of the lesson and explicit links to students' prior knowledge/experiences and interests. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.*)

-The teacher will show the students the slideshow about exploration.

- Read the slides
- On slide 4, after reading the slide, point to the picture of Lewis and Clark and say, "Remember, yesterday we learned that Lewis and Clark were explorers. They explored the Western part of America."
- On slide 5, after reading the slide, point to the picture and say, "Remember in the book, Lewis and Clark discovered a Prairie Dog that they gave to the President."
- On slide 6, as you read the slide, point to the picture of Lewis and Clark looking over the river and relate it to discovering new places. Point to the picture of plants that Lewis and Clark discovered and relate it to discovering new plants. Make sure to emphasize those are the actual plants Lewis and Clark discovered. Point to the picture of Lewis and Clark talking to the Native Americans and relate it to discovering new peoples.
- On slide 7, point to the picture of Lewis and Clark and remind the students that in the book Lewis and Clark had to pack things for their exploration. As you read the slide, point to the picture of the map when you read about packing maps. Emphasize that this is a picture of a map Lewis and Clark made. Point to the picture of the journal when you read about packing journals. Emphasize that this is a picture of one of Lewis and Clark's actual journals. Point to the picture of the compass when you read about packing compasses.
- Wait to show slide 9 until you ask the question, "What are some things YOU could explore?" which is down below.
- After the slideshow, the teacher will ask the students, "What did we learn about what exploration is?"

- The teacher will say "Exploration is the first vocabulary term for this unit. We are going to add it to our word wall!"
- The teacher will add the first vocabulary term to the word wall - exploration
  - The teacher will show the vocab word card for exploration.
  - The teacher will give the definition.
  - The teacher will give an example of the vocabulary word in a sentence: "Lewis and Clark were sent on an exploration to explore the American West."
  - The teacher will show the related picture card for it.
  - The teacher will then put the cards onto the vocab word wall chart that will be hanging on the whiteboard.
- The teacher will add the second vocabulary term to the word wall - discover
  - The teacher will show the vocab word card for discover
  - The teacher will give the definition: to find something new or unknown.
  - The teacher will give an example of the vocabulary word in a sentence: "Lewis and Clark discovered the prairie dog on their exploration."
  - The teacher will show the related picture card for it.
  - The teacher will then put the cards onto the vocab word wall chart that will be hanging on the whiteboard.
- The teacher will then ask, "Were Lewis and Clark explorers?"
- The teacher will then ask "What were some of the things needed for Lewis and Clark to explore?"
- The teacher will then ask "What are some things YOU could explore?"
  - The teacher will record these answers on the board.
- The teacher will send the students back to their seats and give them the exploration worksheet. The teacher will give them the instructions and they will complete the worksheet independently. A small group of students who need extra help will be pulled to complete the worksheet with a teacher.
  - Students will fill in the blanks on the worksheet about exploration and Lewis and Clark.
  - The students will write what they could explore, and draw a picture of it.

**Closure/Wrap up:** *(Describe how the content of the lesson will be summarized. There may be a review of the core concepts, relevant goals, or essential questions.)*

"Today we talked about what exploration is and that Lewis and Clark were explorers. You also can be an explorer! As we leave, think about ways you could explore just like Lewis and Clark did."

#### **Modifications/Differentiation to Support Student Learning**

**What strategies will be used to differentiate for focus student 1?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

- During the lesson, when adding the vocabulary to the word wall, the teacher will ask this student to use one of the vocab words in a sentence.
- This student will most likely finish with the worksheet before the others. If this happens, the student will be told to turn the paper over and write sentences about what she would explore if she could. The student will be told to be descriptive.

**What strategies will be used to differentiate for focus student 2?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

- This student will most likely not need differentiation for this activity. If the student happens to finish before others, the student will be instructed to turn the paper over and write sentences about what he would explore if he could.

**What strategies will be used to differentiate for focus student 3?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

- Student will be allowed to listen to the whole group lesson either on the carpet or in his seat.
- During the whole group lesson, when adding the vocab words to the word wall, this student will "assist me" in putting them on the chart. This will keep him engaged and give him some movement during the lesson.
- During the worksheet time, this student will be pulled to complete it in a teacher facilitated small group.

<b>Instructional Supports</b>
<p><b>Resources and Materials Used to Engage Students in Learning</b> (Using APA format, provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)</p>
<p>Exploration slideshow (created by me):  <a href="https://www.canva.com/design/DAG1uvuVzdU/ZxXGzhpnCU12i97WDKgcaA/edit?utm_content=DAG1uvuVzdU&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAG1uvuVzdU/ZxXGzhpnCU12i97WDKgcaA/edit?utm_content=DAG1uvuVzdU&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p>
<p>Vocab Word Wall cards (created by me):  <a href="https://docs.google.com/document/d/1VHfU5SIPV0sTnQVihkVa4dBdc_iRlqvCUO0PROMnewg/edit?usp=sharing">https://docs.google.com/document/d/1VHfU5SIPV0sTnQVihkVa4dBdc_iRlqvCUO0PROMnewg/edit?usp=sharing</a></p>
<p>Exploration worksheet (created by me):  <a href="https://www.canva.com/design/DAG1xmPXExA/sBDhZX1Zsc0QL1gV8mRuSg/edit?utm_content=DAG1xmPXExA&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAG1xmPXExA/sBDhZX1Zsc0QL1gV8mRuSg/edit?utm_content=DAG1xmPXExA&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p>
<p><b>Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content:</b> (Using APA format list any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)</p> <p><u>Background for vocabulary:</u>  <i>Merriam-Webster Dictionary.</i> Merriam-Webster. (n.d.). <a href="https://www.merriam-webster.com/">https://www.merriam-webster.com/</a></p>
<p><u>Background information on the Lewis and Clark Exploration:</u>  <i>Department of the Interior, Office of the Secretary.</i> (n.d.). <i>Lewis and Clark Expedition.</i> U.S. Department of the Interior. Retrieved September 9, 2025, from <a href="https://www.doi.gov/ocl/lewis-and-clark-expedition">https://www.doi.gov/ocl/lewis-and-clark-expedition</a></p> <p><i>Lewis &amp; Clark Trail Heritage Foundation.</i> (n.d.). <i>Discover Lewis &amp; Clark.</i> Retrieved September 8, 2025, from <a href="https://lewis-clark.org/">https://lewis-clark.org/</a></p>
<p><u>Engaging the students through art:</u>  <i>Long, C. (n.d.). Express yourself! Arts Integration in the Classroom.</i> NEA. <a href="https://www.nea.org/nea-today/all-news-articles/express-yourself-arts-integration-classroom">https://www.nea.org/nea-today/all-news-articles/express-yourself-arts-integration-classroom</a></p>
<b>Other Relevant Information</b>
<p><b>Clear Links to Learning Theories, Educational Research, and Principles of Development:</b></p> <p><u>Learning Theories:</u></p> <ul style="list-style-type: none"> <li>-Multiple Intelligences Theory (Howard Gardner): The lesson includes multiple learning styles: visual (slideshow, picture cards, word wall), linguistic (vocabulary, discussion, writing), and spatial (drawing). This variety allows students with different strengths to access the content in ways that match their preferred learning style.</li> <li>-Experiential Learning (David Kolb): This learning theory states that learning occurs through experience, reflection, and applying new knowledge. In this lesson, they engage with the topic through discussions, the slideshow, and the vocabulary word activity. Students reflect on their learning by answering questions about Lewis and Clark and recording their responses on the board. They then apply their new knowledge by completing the worksheet, writing about what they could explore, and drawing a picture.</li> </ul> <p><u>Educational Research:</u></p> <ul style="list-style-type: none"> <li>-Displaying the vocabulary word “exploration” on a word wall, defining it, using it in a sentence, and showing a picture supports explicit and systematic vocabulary instruction. This approach helps students make multiple connections to the word’s meaning, which is supported by research on language acquisition and literacy development.</li> </ul>
<p>McKeown M. G. (2019). Effective Vocabulary Instruction Fosters Knowing Words, Using Words, and Understanding</p>

How Words Work. *Language, speech, and hearing services in schools*, 50(4), 466–476.  
[https://doi.org/10.1044/2019\\_LSHSS-VOIA-18-0126](https://doi.org/10.1044/2019_LSHSS-VOIA-18-0126)

**Principles of Development:**

This lesson draws upon the principle that children develop and learn in a variety of ways and at varying rates. By including visual supports such as the slideshow and picture cards, hands-on activities like drawing and filling in the worksheet, and social interactions through discussion and small-group support, the lesson addresses multiple learning styles and ensures that all students can engage meaningfully at their stage of development.

NAEYC. (n.d.). *Principles of Child Development and Learning and Implications That Inform Practice*. National Association for the Education of Young Children.

<https://www.naeyc.org/resources/position-statements/dap/principles>

Sousa, D. A., & Tomlinson, C. A. (2018). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom* (Second). Solution Tree.

**Connections to Technology and/or the Arts:**

-Arts: students will create an image of what they can explore. This is letting them practice artistic expression.

**Description of Collaboration with Others:** (*These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.*)

Inclusion teacher: I collaborated with the inclusion teacher by consulting her on how to properly differentiate with the worksheet for the students with IEPs. I told her I wanted those students to be able to demonstrate they understood the concepts, but have the support they need. She suggested letting them circle their answers instead of writing them, and to have them complete the worksheet in a teacher facilitated small group where they could get immediate guidance and help in completing it. I decided to implement this into my lesson.

<b>Name of Teacher Candidate:</b> Ashley Hampton	<b>Date:</b> 10/29/25
<b>Central Focus:</b> Exploration	<b>Grade Level:</b> 1st
<b>Lesson Title:</b> Who were Lewis/Clark/Sacagawea?	
<b>Curriculum Areas Addressed:</b> -Social Studies -Art	
<b>Time Required:</b> 30 min	<b>Instructional Groupings:</b> Whole Group (for slideshow), Individual (for worksheet)
<p><b>Standards:</b> <i>List the GSE that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i></p> <p>SS1H1: Describe the life of historical figures in American history SS1H1.a: Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), <u>Meriwether Lewis and William Clark with Sacagawea (exploration)</u>, Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).</p> <p>VA1.CR.1.b: Generate visual images in response to open ended prompts, themes, and narratives.</p>	
<p><b>As a result of this lesson/unit students will...</b></p> <p><b>Be:</b> <i>(State the BE Bridge for the unit.)</i></p> <ul style="list-style-type: none"> <li>-Students will be respectful of different people/cultures/environments</li> <li>-Students will understand that everyone can contribute ideas and discoveries</li> </ul>	
<p><b>Relevant Goal(s):</b> <i>(The relevant goal states the overall purpose of the lesson. The purpose of the lesson is to ....)</i> The purpose of the lesson is to build student's recognition of the historical significance of Lewis, Clark, and Sacagawea and their contributions to American history.</p>	
<p><b>Essential Question(s):</b> <i>(Essential questions should be used to guide instruction.)</i> Who were Lewis, Clark, and Sacagawea, and what did they do?</p>	
<p><b>Learning Objectives:</b> <i>(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)</i></p> <ul style="list-style-type: none"> <li>-Students can explain who Lewis, Clark, and Sacagawea were.</li> <li>-Students can explain key contributions of Lewis, Clark, and Sacagawea.</li> </ul>	
<p><b>Support for Academic Language</b></p> <p><b>Vocabulary:</b> <i>(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)</i></p> <ul style="list-style-type: none"> <li>-Exploration: Travelling to places where no one has ever been to learn about them.</li> <li>-Explorers: People who travel to places where no one has ever been to learn about them.</li> <li>-Merriweather Lewis: an American explorer and soldier, most famous for co-leading the Lewis and Clark Expedition to explore the western United States with William Clark.</li> </ul>	

-William Clark: an American explorer and soldier, who, along with Meriwether Lewis, co-led the famous Lewis and Clark Expedition to explore the western United States.

-Sacagawea: a Native American who helped Lewis and Clark explore.

**Language Demands:**

Reading: Students will read the academic language on the slideshow and on their worksheets.

Writing: Students will write the academic language on their worksheets.

Listening: Students will hear the academic language during the whole group lesson, and when talking to their partner about Lewis/Clark/Sacagawea.

Oral language: The students will use the academic language when talking with their partner about Lewis/Clark/Sacagawea.

**Syntax:** (*Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.*)

-Vocab Word Wall: Vocab words and definitions will be displayed on a chart on the wall

-Lewis/Clark/Sacagawea worksheet (Graphic Organizer): Students will draw Lewis, Clark and Sacagawea along with a contribution they made. They will label what they drew. This organizes the information they gained from the lesson.

**Assessment** (*Each learning objective must be assessed. Questions to consider: How will the KNOW, DO, and BE be evaluated? How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? Is the assessment formal or informal? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?*)

**Assessment Strategy:** (*Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.*)

-Completion of the Lewis/Clark/Sacagawea worksheet

**Evaluation Criteria:** (*Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.*)

Does the student know who Lewis/Clark/Sacagawea are?

✓+ The student is able to draw and label Lewis/Clark/Sacagawea without prompting or support.

✓ The student is able to draw and label Lewis/Clark/Sacagawea with prompting and/or minimal support.

✓- The student is not able to draw and label Lewis/Clark/Sacagawea even with prompting and/or support.

Does the student know that Lewis/Clark/Sacagawea explored the American West?

✓+ The student draws Lewis/Clark/Sacagawea exploring without prompting or support.

✓ The student draws Lewis/Clark/Sacagawea exploring with prompting and/or minimal support.

✓- The student does not draw Lewis/Clark/Sacagawea exploring even with prompting and/or support.

**Differentiation for IEP and Focus Students:**

IEP: These students should be able to complete the assessment without extra help. The teachers will monitor these students and provide additional instruction/help if needed.

Focus Student 1 (advanced): N/A

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Focus Student 2 (average w/autism): N/A

Focus Student 3 (severe behavior issues and ADHD): Depends how the student is doing on this day. If the student is able to work independently, then the teacher will just make extra checks to make sure he understands and is doing the assessment. If the student is struggling to work independently, one of the teachers will sit next to him and assist him in completing the activity.

**Steps in the Lesson** (*Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.*)

**Attention Getter or Hook:** (*State how the attention of the students will be piqued at the start of the lesson.*)

Students will be whole group on the carpet. The teacher will say "So far we have been introduced to explorers Lewis and Clark, along with Sacagawea. But what specifically did they do on the trip? What key things did they discover? How does that affect us today?"

**Introduction:** (*State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.*)

The teacher will say, "In this lesson, we are going to find the answer to those questions. Remember we read the book *Lewis and Clark: A Prairie Dog for the President* on Monday. This gave us a quick look into what Lewis and Clark did. Today, we will learn in more detail about Lewis, Clark and Sacagawea."

**Instructional Strategies and Planned Supports:** (*Use a bulleted or numbered format to communicate the procedures for the lesson. Each learning experience/planned support should include multiple ways to represent the concepts that are the focus of the lesson and explicit links to students' prior knowledge/experiences and interests. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.*)

-The teacher will say, "To start, we are going to watch a quick video about Lewis, Clark, and Sacagawea". The teacher will show the students the video (linked in the first slide of the slideshow).

-The teacher will then teach the slideshow - read the slides, and emphasize underlined parts.

-After reading slide 7, stop and add the vocab term Lewis and Clark to the word wall

-The teacher will show the vocab word card for Lewis and Clark.

-The teacher will give the definition: "Lewis and Clark were explorers who explored the American West."

-The teacher will give an example of the vocabulary word in a sentence: "Lewis and Clark made maps and journals during their exploration"

-The teacher will show the related picture card for it.

-The teacher will then put the cards onto the vocab word wall chart that will be hanging on the whiteboard.

-After reading slide 12, stop and add the vocab term for Sacagawea to the word wall

-The teacher will show the vocab word card for Sacagawea

-The teacher will give the definition: "Sacagawea was a Native American who helped Lewis and Clark explore."

-The teacher will give an example of the vocabulary word in a sentence: "Sacagawea helped Lewis and Clark on their journey."

-The teacher will show the related picture card for it.

-The teacher will then put the cards onto the vocab word wall chart that will be hanging on the whiteboard.

- After the slideshow, the teacher will say to the class, "Now using the things we have learned today, who were Lewis, Clark, and Sacagawea? What did they do? Think to yourself for a minute"

-The teacher will then say, "Turn to someone sitting next to you on the carpet and tell them what you came up with."

-After the students talk to their partners for 2 minutes, tell the students to get quiet on their spot on the carpet. Then say, "Can anyone raise their hand and tell me what their partner said about who Lewis and Clark were and what they did?"

-Give correct answer if students do not: American soldiers who explored the Western part of the United States

-Then ask, "Can anyone raise their hand and tell me what their partner said about who Sacagawea was and what she did?"

-Give correct answer if students do not: a Native American who helped Lewis and Clark explore.

-Tell students to return to their seats.

-Hand out worksheets and give instructions.

-Students will draw a picture of Lewis, Clark, and Sacagawea.

-They need to draw them doing what we learned about (exploring). Make sure to point out that their names are on the top of the worksheet, so they can use that to know how to spell their names.

-They need to label Lewis, Clark, Sacagawea

**Closure/Wrap up:** *(Describe how the content of the lesson will be summarized. There may be a review of the core concepts, relevant goals, or essential questions.)*

"Today we talked more about who Lewis, Clark, and Sacagawea were and how they explored the Western part of the United States. Think about ways you can explore in your own life, and tomorrow we will begin talking about how we can use maps to do so!"

#### Modifications/Differentiation to Support Student Learning

**What strategies will be used to differentiate for focus student 1?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

-This student will most likely finish with the worksheet before the others. If this happens, the student will be told to turn the paper over and write sentences about who Lewis, Clark, and Sacagawea are and what they explored. This student will be told to be detailed in her explanation.

**What strategies will be used to differentiate for focus student 2?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

-This student will most likely not need differentiation for this activity. If the student happens to finish before others, the student will be told to turn the paper over and write sentences about who Lewis, Clark, and Sacagawea are and what they explored.

**What strategies will be used to differentiate for focus student 3?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

-Student will be allowed to listen to the whole group lesson either on the carpet or in his seat.

-Teacher will frequently check in with the student to make sure he understands the instructions and is completing the assessment. The teacher will provide additional help as needed.

#### Instructional Supports

**Resources and Materials Used to Engage Students in Learning** *(Using APA format, provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)*

Video:

History in a Nutshell. (2022, August 8). *The Lewis and Clark expedition for kids* [Video]. PBS.

<https://www.youtube.com/watch?v=0vtX0zGANGo>

Slideshow (created by me):

[https://www.canva.com/design/DAGyalinfa0/9b3\\_gqwUShgMQ95gFHJiEg/edit?utm\\_content=DAGyalinfa0&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGyalinfa0/9b3_gqwUShgMQ95gFHJiEg/edit?utm_content=DAGyalinfa0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Vocab Word Wall cards (created by me):

[https://docs.google.com/document/d/1VHfU5SIPv0sTnQVihkVa4dBdc\\_iRlqvCUO0PROMnewg/edit?usp=sharing](https://docs.google.com/document/d/1VHfU5SIPv0sTnQVihkVa4dBdc_iRlqvCUO0PROMnewg/edit?usp=sharing)

Worksheet (created by me):

[https://www.canva.com/design/DAG1y49-Ksg/ud0UtuKJO3fOJ6zH9cXH6A/edit?utm\\_content=DAG1y49-Ksg&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAG1y49-Ksg/ud0UtuKJO3fOJ6zH9cXH6A/edit?utm_content=DAG1y49-Ksg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Family game (Sent home in students folder that day) (created by me):

[https://www.canva.com/design/DAG1576Nm90/Z\\_8RACYVbVpVpYLaFC2XPO/edit?utm\\_content=DAG1576Nm90&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAG1576Nm90/Z_8RACYVbVpVpYLaFC2XPO/edit?utm_content=DAG1576Nm90&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

#### **Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content: (Using APA format list any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)**

##### Background for vocabulary:

Merriam-Webster Dictionary. Merriam-Webster. (n.d.). <https://www.merriam-webster.com/>

##### Background information on Lewis and Clark and their exploration:

Lewis & Clark Trail Heritage Foundation. (n.d.). *Discover Lewis & Clark*. Retrieved September 8, 2025, from <https://lewis-clark.org/>

Center for Digital Research in the Humanities. (n.d.). Journals of the Lewis and Clark Expedition. <https://lewisandclarkjournals.unl.edu/>

Department of the Interior, Office of the Secretary. (n.d.). *Lewis and Clark Expedition*. U.S. Department of the Interior. Retrieved September 9, 2025, from <https://www.doi.gov/ocl/lewis-and-clark-expedition>

##### Background Information on Sacagawea:

HISTORY.com Editors. (2010, April 5). *Sacagawea*. History. Retrieved September 10, 2025, from <https://www.history.com/articles/sacagawea>

Potter, T., & Brandman, M. (2021). *Sacagawea*. National Women's History Museum. <https://www.womenshistory.org/education-resources/biographies/sacagawea>

##### Engaging the students through art:

Long, C. (n.d.). *Express yourself! Arts Integration in the Classroom*. NEA.

<https://www.nea.org/nea-today/all-news-articles/express-yourself-arts-integration-classroom>

#### **Other Relevant Information**

##### **Clear Links to Learning Theories, Educational Research, and Principles of Development:**

###### Learning Theories:

-Experiential Learning (Dewey/Kolb):

John Dewey believed students learn most effectively through hands-on experience, reflection, and application. In this lesson, watching the video and the lesson, discussing with partners, and drawing explorers allows students to actively engage with content, reflect on what they've learned, and express their understanding creatively.

David Kolb expands on this theory with his learning cycle Experiential Learning Cycle, which teaches that learning is a continuous process of experience, reflection, conceptualization, and experimentation. Students first watch the video and lesson to gain a concrete experience, then discuss with partners to reflect, make sense of the explorers' roles to conceptualize, and finally draw and label their illustrations to actively experiment with and apply their understanding.

###### Educational Research:

-Displaying the vocabulary words Lewis, Clark, and Sacagawea on a word wall, defining them, using the words in a sentence, and showing pictures for the words supports explicit and systematic vocabulary instruction. This

approach helps students make multiple connections to the word's meaning, which is supported by research on language acquisition and literacy development.

McKeown M. G. (2019). Effective Vocabulary Instruction Fosters Knowing Words, Using Words, and Understanding How Words Work. *Language, speech, and hearing services in schools*, 50(4), 466–476. [https://doi.org/10.1044/2019\\_LSHSS-VOIA-18-0126](https://doi.org/10.1044/2019_LSHSS-VOIA-18-0126)

-Studies show that showing educational videos during a lesson increases both students emotional and cognitive engagement, increasing student performance.

Lackmann, S., Léger, P. M., Charland, P., Aubé, C., & Talbot, J. (2021). The Influence of Video Format on Engagement and Performance in Online Learning. *Brain sciences*, 11(2), 128. <https://doi.org/10.3390/brainsci11020128>

**Principles of Development:**

-Social and emotional development are integrally connected to learning. Partner discussions foster this development through collaboration, building confidence, and language growth in a supportive environment.

NAEYC. (n.d.). *Principles of Child Development and Learning and Implications That Inform Practice*. National Association for the Education of Young Children.

<https://www.naeyc.org/resources/position-statements/dap/principles>

**Connections to Technology and/or the Arts:**

-Arts: students will create an image of Lewis, Clark, and Sacagawea. This is letting them practice artistic expression.

**Description of Collaboration with Others:** (*These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.*)

Families: A family literacy project is being sent home this day with the students. It will include a board game with key terms learned so far in the unit and some phonics skills. Families can play the game with their child to reinforce the terms learned thus far and provide a family connection to the lesson. Parents will sign off saying they played the game to track participation, and they can give feedback on the game which I will review.

<b>Name of Teacher Candidate:</b> Ashley Hampton	<b>Date:</b> 10/30/25
<b>Central Focus:</b> Exploration	<b>Grade Level:</b> 1st
<b>Lesson Title:</b> What are maps, and how are they used?	
<b>Curriculum Areas Addressed:</b> -ELA -Social Studies	
<b>Time Required:</b> 30 min	<b>Instructional Groupings:</b> Whole group (for slideshow lesson), Rotating teacher-led small groups (for activity)
<p><b>Standards:</b> <i>List the GSE that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i></p> <ul style="list-style-type: none"> <li>- SSMGS7: Use a map to explain the impact of geography on historical and <u>current events</u>.</li> <li>- SSMGS1: Use a compass rose to identify cardinal directions.</li> <li>- 1.L.V.1: General, Academic, &amp; Specialized Vocabulary: Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.</li> </ul>	
<b>As a result of this lesson/unit students will...</b>	
<p><b>Be:</b> <i>(State the BE Bridge for the unit.)</i></p> <ul style="list-style-type: none"> <li>-Students will understand that everyone can contribute ideas and discoveries.</li> <li>-Students will be confident in writing or drawing things they experience.</li> </ul>	
<p><b>Relevant Goal(s):</b> <i>(The relevant goal states the overall purpose of the lesson. The purpose of the lesson is to ....)</i> The purpose of the lesson is to build understanding on how maps are used in a present context.</p>	
<p><b>Essential Question(s):</b> <i>(Essential questions should be used to guide instruction.)</i> What are maps, and how are they used?</p>	
<p><b>Learning Objectives:</b> <i>(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)</i></p> <ul style="list-style-type: none"> <li>-Students can explain what maps are used for.</li> <li>-Students can identify the parts of a map.</li> <li>-Students can identify the cardinal directions on a compass.</li> </ul>	
<b>Support for Academic Language</b>	
<p><b>Vocabulary:</b> <i>(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)</i></p> <ul style="list-style-type: none"> <li>-Maps: Maps are used to show where places are and to help people find their way.</li> <li>-Map Title: The name of the map. It tells you what the map is showing.</li> <li>-Compass Rose: A symbol on a map that shows the cardinal directions, so you can tell which way to go.</li> <li>-Cardinal Directions: North, South, East, West. They are the main points on a compass used for navigation and to describe location.</li> </ul>	

-Map Symbols: Pictures or shapes on a map that stand for real things. They help you understand what is on the map without using lots of words.

-Map Labels: Words on a map that tell you the names of places or things on the map.

**Language Demands:**

Reading: Students will read the academic language on the slideshow, on the vocab word wall, and on the map packet.

Writing: Students will write the academic language on the map packet.

Listening: Students will hear the academic language during the whole group lesson, and during the small group time.

Oral language: Students will use the academic language during the whole group lesson when answering comprehension questions and during the small group activities.

**Syntax:** (*Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.*)

-Vocab Word Wall (chart): Vocab words and definitions will be displayed on a chart on the wall

-Map (Diagram): The map in the map packet organizes the information for the parts of the map

-Compass (Diagram): The compass in the map packet organizes the information for the cardinal directions

**Assessment** (*Each learning objective must be assessed. Questions to consider: How will the KNOW, DO, and BE be evaluated? How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? Is the assessment formal or informal? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?*)

**Assessment Strategy:** (*Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.*)

Completion of the math packet.

**Evaluation Criteria:** (*Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.*)

Does the student know what maps are used for?

✓+ The student is able to write what maps are used for without prompting or support.

✓ The student is able to write what maps are used for with prompting and/or minimal support.

✓- The student is not able to draw and label Lewis/Clark/Sacagawea even with prompting and/or support.

Can the student identify the parts of a map?

✓+ The student can identify the parts of the map without prompting or support.

✓ The student can identify the parts of the map prompting and/or minimal support.

✓- The student can not identify the parts of the map even with prompting and/or support.

Can the student identify the cardinal directions on a compass?

✓+ The student can identify the cardinal directions without prompting or support.

✓ The student can identify the cardinal directions with prompting and/or minimal support.

✓- The student can not identify the cardinal directions even with prompting and/or support.

**Differentiation for IEP and Focus Students:**

IEP: The map packet is being completed in teacher facilitated small groups. The teacher will explain/rephrase the instructions as needed. The teacher will give additional help as needed.

Focus Student 1 (advanced): N/A

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Focus Student 2 (average w/autism): N/A

Focus Student 3 (severe behavior issues and ADHD): The map packet is being completed in teacher facilitated small groups. The teacher will explain/rephrase the instructions as needed. The teacher will give additional help as needed.

**Steps in the Lesson** (*Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.*)**Attention Getter or Hook:** (*State how the attention of the students will be piqued at the start of the lesson.*)

The students will be in a whole group sitting on the rug. The teacher will show the students a picture of a map. The teacher will say "What do you think this is? There are a lot of things on this that may look confusing. What do you notice about this?"

**Introduction:** (*State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.*)

"This is a picture of a map. Maps are very important for showing us how to get to places. Lewis and Clark made and used maps when they went on their exploration. Today we are going to learn about what maps are, the parts of a map, and how maps can be used."

**Instructional Strategies and Planned Supports:** (*Use a bulleted or numbered format to communicate the procedures for the lesson. Each learning experience/planned support should include multiple ways to represent the concepts that are the focus of the lesson and explicit links to students' prior knowledge/experiences and interests. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.*)

-The teacher will teach the students the slideshow about maps

- On slide 5, use the electronic board pen to draw lines from the term to where it is on the map
- On slide 6, point out how all the maps are of Gray, Georgia. Bring attention to the old map compared to the new map. Point to the map that has Gray Elementary school and tell the students that is where the school is in relation to the rest of the town.
- On slide 7, point out the parts of the map on the maps pictured. Show students where Georgia is on the maps and tell them that is where we live.
- On slide 8, tell the students, "The main way we use maps in our day to day lives now is to find out how to get from one place or the other. Have you ever seen your parents use the maps apps on their phones?".
- Also on slide 8, click on the link to google maps and show them around the map.

-After teaching the slideshow, the teacher will add the vocab word "map" to the word wall

- The teacher will show the vocab word card for map
- The teacher will give the definition: "Maps are used to show where places are and to help people find their way."
- The teacher will give an example of the vocabulary word in a sentence: "Lewis and Clark used and made maps during their exploration:
- The teacher will show the related picture card for it.
- The teacher will then put the cards onto the vocab word wall chart that will be hanging on the whiteboard.

-The teacher will say, "We are now going to transition into our small group activity where we will record the things we just learned."

- Small group station rotation activity - Map packet

- The teacher will be split the students into three (premade) groups (these groups will be displayed on the last slide)
  - Groups are mixed level so the higher students can help the lower students
- The students will spend 5 minutes at each teacher-led station with their group, then their group will rotate to the next.
- Station 1: What are maps used for?
  - The teacher will start by asking the students, "Can anyone tell me what a map is from what we learned today?"
  - The teacher will then ask, "What are some ways you can use maps in your life?"
  - The teacher will then prompt the students to fill in the first page of the map packet:
    - This page has a picture of a map. One line says: Maps are used to \_\_\_\_\_. Students will fill in that blank. The next line says: I can use maps to \_\_\_\_\_. Students will fill in that blank
  - The teacher will ask these extension questions for the students who need to be challenged:
    - How do maps help people every day?
    - When might you need to use a map?
    - What kinds of things can you find on a map?
    - Who do you think uses maps for their jobs?
- Station 2: Labelling parts of a map
  - The teacher will start by showing the students an actual map.
  - The teacher will ask the students to point out the parts of the map that were taught in the lesson on the actual map the teacher has.
  - The teacher will then prompt the students to fill out the second page of the map packet
    - This will have a picture of a map and a word bank of the different parts of the map. The students will draw lines showing where the parts of the map are on the map
  - The teacher will have the students who need to be further challenged to write a sentence about what each part is on the back of this sheet.
- Station 3: Labelling parts of a compass
  - The teacher will start by showing the students an actual compass. The teacher will show them how it works when you move the compass in different directions, and how the directions are labelled on the compass.
  - The students will pass around the compass, and the teacher will ask them to say something they notice about it.
  - The teacher will then prompt the students to fill out the third page of the map packet
    - This will have a picture of a compass rose. The students will label the cardinal directions on it.
  - For the students who need a further challenge, the teacher will teach the directions in between each cardinal direction.

**Closure/Wrap up:** *(Describe how the content of the lesson will be summarized. There may be a review of the core concepts, relevant goals, or essential questions.)*

"Today we learned about maps, how we use them, the parts of them, and the parts of a compass rose. Tomorrow we will learn how Lewis and Clark used and made maps. Until then, think about ways you could use or use maps in your life!"

#### **Modifications/Differentiation to Support Student Learning**

**What strategies will be used to differentiate for focus student 1?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

For each small group rotation, this student will be challenged in these ways for each part of the map packet (also included above in the instructional strategies):

- For the first station, the teacher will ask this student these extension questions: How do maps help people every day? When might you need to use a map? What kinds of things can you find on a map? Who do you think uses maps for their jobs?

- For the second station, this student will write a sentence about what each part is on the back of this sheet.

-For the third station, the teacher will teach this student the directions in between each cardinal direction.

**What strategies will be used to differentiate for focus student 2?** (Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)

The teacher will gauge whether this student will need the added challenge in the small groups. If so, this student will be challenged in these ways for each part of the map packet (also included above in the instructional strategies):

-For the first station, the teacher will ask this student these extension questions: How do maps help people every day? When might you need to use a map? What kinds of things can you find on a map? Who do you think uses maps for their jobs?

-For the second station, this student will write a sentence about what each part is on the back of this sheet.

-For the third station, the teacher will teach this student the directions in between each cardinal direction.

**What strategies will be used to differentiate for focus student 3?** (Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)

-Student will be allowed to listen to the whole group lesson either on the carpet or in his seat.

-During the whole group lesson, when adding the vocab words to the word wall, this student will “assist me” in putting them on the chart. This will keep him engaged and give him some movement during the lesson.

-For the small groups, the teacher will make frequent checks that this student is understanding the instructions and is following along with the work. This student may take breaks as needed.

### Instructional Supports

**Resources and Materials Used to Engage Students in Learning** (Using APA format, provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)

Vocab Word Wall cards (created by me):

[https://docs.google.com/document/d/1VHfU5SIPv0sTnQVihkVa4dBdc\\_iRlqvCUO0PROMnewg/edit?usp=sharing](https://docs.google.com/document/d/1VHfU5SIPv0sTnQVihkVa4dBdc_iRlqvCUO0PROMnewg/edit?usp=sharing)

Sideshow on maps:

[https://www.canva.com/design/DAG17B5MSxg/JyjZzktMjQ0mCX45iAxLuQ/view?utm\\_content=DAG17B5MSxg&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utlld=h2010ad8a90](https://www.canva.com/design/DAG17B5MSxg/JyjZzktMjQ0mCX45iAxLuQ/view?utm_content=DAG17B5MSxg&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlld=h2010ad8a90)

Map worksheet packet (for small groups):

[https://www.canva.com/design/DAG1\\_9BYwRM/aAyg-moXV-cfRXDrQ-zo4Q/view?utm\\_content=DAG1\\_9BYwRM&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utlld=heec962cd1b](https://www.canva.com/design/DAG1_9BYwRM/aAyg-moXV-cfRXDrQ-zo4Q/view?utm_content=DAG1_9BYwRM&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlld=heec962cd1b)

**Additional Resources and Materials Used to Increase Teacher’s Background Knowledge of the Content:** (Using APA format list any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)

Background for vocabulary:

*Merriam-Webster Dictionary.* Merriam-Webster. (n.d.). <https://www.merriam-webster.com/>

Background on maps:

Hunt, J., Hall , H., Costa, H., Sprout, E., Teng, S., McDaniel, M., Boudreau, D., Ramroop, T., & Rutledge, K. (n.d.).

*Map.* National Geographic. <https://education.nationalgeographic.org/resource/map/>

*Basic Map Skills for Children.* Learning withOutdoors. (2021, February 24).

<https://learningwithoutdoors.com/learningactivities/map-skills>

### Other Relevant Information

**Clear Links to Learning Theories, Educational Research, and Principles of Development:**

Learning Theories:

Sociocultural Theory (Lev Vygotsky)

Vygotsky emphasized that learning occurs through social interaction and scaffolding within the Zone of Proximal Development (ZPD). The small group format provides a supportive setting where the teacher can individualize

support and model skills at each station. Peers can also scaffold one another's learning by sharing ideas and explanations. This structure fosters collaborative meaning-making and allows every child to receive the help they need to move to the next level of understanding.

**Direction Instruction Theory (Siegfried Engelmann):**

Engelmann's theory is built on the belief that all students can learn when instruction is carefully sequenced and teacher-led, providing structure, immediate feedback, and active engagement. The slideshow presentation follows the DI model by using explicit teaching and modeling. The teacher introduces the concept of maps step-by-step, clearly explains vocabulary, and demonstrates how to identify features such as the compass rose, symbols, and labels. The small-group rotations also reflect DI principles, as they include strong teacher guidance and structured practice opportunities. Each station has a focused objective, clear directions, and scaffolded tasks that build on prior instruction. The teacher checks for understanding, gives immediate feedback, and corrects misconceptions, which are key components of Direct Instruction.

**Educational Research:**

Research shows that small group settings increase student participation and engagement. Small groups also support social, emotional, and language growth through encouraging children to listen to peers, take turns, and practice problem-solving.

Gillies, R. M. (2016). Cooperative Learning: Review of Research and Practice. *Australian Journal of Teacher Education*, 41(3). <https://doi.org/10.14221/ajte.2016v41n3.3>

**Principles of Development:**

The small group format is developmentally appropriate for young learners because it supports attention, engagement, and differentiated instruction. Short 5-minute rotations match children's limited attention spans and provide varied, active learning experiences. The teacher can tailor questioning and support to each group's developmental level, ensuring that every child is challenged appropriately within their capabilities.

NAEYC. (n.d.). *Principles of Child Development and Learning and Implications That Inform Practice*. National Association for the Education of Young Children.  
<https://www.naeyc.org/resources/position-statements/dap/principles>

**Connections to Technology and/or the Arts:**

N/A

**Description of Collaboration with Others:** (*These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.*)

Community: In the slideshow, there are multiple maps of Gray, Ga, which is where the school is located. This gives a connection for the students to their community.

<b>Name of Teacher Candidate:</b> Ashley Hampton	<b>Date:</b> 10/31/25
<b>Central Focus:</b> Exploration	<b>Grade Level:</b> 1st
<b>Lesson Title:</b> Maps - Lewis and Clark	
<b>Curriculum Areas Addressed:</b> -Social Studies -ELA	
<b>Time Required:</b> 30 min	<b>Instructional Groupings:</b> Whole group
<b>Standards:</b> List the GSE that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.	
<ul style="list-style-type: none"> <li>- SSMGS7: Use a map to explain the impact of geography on <u>historical</u> and current events.</li> <li>- SS1H1: Describe the life of historical figures in American history</li> <li>- SS1H1.a: Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), <u>Meriwether Lewis and William Clark with Sacagawea (exploration)</u>, Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).</li> <li>- 1.L.V.1: General, Academic, &amp; Specialized Vocabulary: Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.</li> </ul>	
<b>As a result of this lesson/unit students will...</b>	
<b>Be:</b> (State the BE Bridge for the unit.) <ul style="list-style-type: none"> <li>-Students will be confident in exploring and observing new things.</li> <li>-Students will understand that everyone can contribute ideas and discoveries.</li> </ul>	
<b>Relevant Goal(s):</b> (The relevant goal states the overall purpose of the lesson. The purpose of the lesson is to ....) The purpose of the lesson is to build understanding on how maps are used in a historical context.	
<b>Essential Question(s):</b> (Essential questions should be used to guide instruction.) How were maps used and made by Lewis and Clark?	
<b>Learning Objectives:</b> (Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.) <ul style="list-style-type: none"> <li>-Students can explain how Lewis and Clark used maps.</li> <li>-Students can explain how and why Lewis and Clark made maps.</li> </ul>	
<b>Support for Academic Language</b>	
<b>Vocabulary:</b> (What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.) <ul style="list-style-type: none"> <li>-Maps: Maps are used to show where places are and to help people find their way.</li> <li>-Exploration: Travelling to places where no one has ever been to learn about them.</li> <li>-Discover: to find something new or unknown.</li> </ul>	

-Merriweather Lewis: an American explorer and soldier, most famous for co-leading the Lewis and Clark Expedition to explore the western United States with William Clark.

-William Clark: an American explorer and soldier, who, along with Meriwether Lewis, co-led the famous Lewis and Clark Expedition to explore the western United States.

**Language Demands:**

Reading: The students will read the academic language on the slideshow.

Listening: The students will hear the academic language during the slideshow and during the post lesson discussion.

Oral language: The students will use the academic language during the post lesson discussion.

**Syntax:** (*Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.*)

-Map (Diagram): The map we make together as a class organizes the information for the parts of the map and what they observe in the classroom.

**Assessment** (*Each learning objective must be assessed. Questions to consider: How will the KNOW, DO, and BE be evaluated? How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? Is the assessment formal or informal? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?*)

**Assessment Strategy:** (*Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.*)

During the post lesson discussion the teacher will take notes on whether the students understand the objectives.

**Evaluation Criteria:** (*Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.*)

Does the student know how Lewis and Clark used maps?

✓: The student is able to explain how Lewis and Clark used maps.

- : The student is not able to explain how Lewis and Clark used maps.

Does the student know why Lewis and Clark made maps?

✓: The student is able to explain why Lewis and Clark made maps.

- : The student is not able to explain why Lewis and Clark made maps.

Does the student know how Lewis and Clark made maps?

✓: The student is able to explain how Lewis and Clark made maps.

- : The student is not able to explain how Lewis and Clark made maps.

**Differentiation for IEP and Focus Students:**

IEP: Teacher will observe these students' conversations and provide additional guidance as needed.

Focus Student 1 (advanced): Teacher will pair this student during the partner discussions with a lower level student so that this student will be challenged in the discussion.

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Focus Student 2 (average w/autism): N/A

Focus Student 3 (severe behavior issues and ADHD): Teacher will provide additional guidance and redirection during the discussion as needed.

**Steps in the Lesson** (*Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.*)

**Attention Getter or Hook:** (*State how the attention of the students will be piqued at the start of the lesson.*)

Students will be in a whole group on the carpet. The teacher will say, "Imagine you're an explorer, and you've just discovered a brand-new land that no one has ever seen before! You want to show others where mountains, rivers, and animals are. How could you show them where everything is?"

**Introduction:** (*State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.*)

"Today we will learn how Lewis and Clark used maps before their expedition, how they made them during the expedition, and how they did so. We will also make a classroom map all together at the end!"

**Instructional Strategies and Planned Supports:** (*Use a bulleted or numbered format to communicate the procedures for the lesson. Each learning experience/planned support should include multiple ways to represent the concepts that are the focus of the lesson and explicit links to students' prior knowledge/experiences and interests. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.*)

-Teacher will teach the slideshow on mapping with Lewis and Clark

- On slide 4, the teacher will say before teaching the slide, "Can anyone make a guess at how Lewis and Clark used maps?
- On slide 5, the teacher will say before teaching the slide, "Can anyone make a guess at why Lewis and Clark made maps during their exploration?"
- On slide 6, the teacher will say before teaching the slide, "Can anyone make a guess at how Lewis and Clark made the maps, as in their steps in creating them"

-After teaching the slide show, on slide 8 there is a link to the interactive digital map making activity. Go to the website.

Map making activity:

-The teacher will say, "We are going to make a map together as a class. It will be of our classroom. Tomorrow you will each make your own map, so pay attention to how we do this activity. On our map, we will include the parts of the map we learned about yesterday."

- Review the parts of a map that need to be included:

- Map Title: The name of the map. It tells you what the map is showing.
- Compass Rose: A symbol on a map that shows the cardinal directions, so you can tell which way to go.
- Map Symbols: Pictures or shapes on a map that stand for real things. They help you understand what is on the map without using lots of words.
- Map Labels: Words on a map that tell you the names of places or things on the map.

-Start with titling the map. Say to the students, "We need to have a title for our map, what would be a good title for our map if we are making it of our classroom?"

-Next, the teacher will say, "Now we are going to add symbols of what we see on the classroom, for example, I will add a square for where the teacher's desk is"

    - Have student take turns coming up to the board and drawing symbols of things they see in the class"

-Next, the teacher will say, "Now we are going to add labels so people can understand what we drew. I will add a label on the teacher's desk above the teacher's desk. What else should we label?"

    - Have students take turns coming up to the board and adding labels to the map.

-Next, the teacher will say, "Finally, we need to add a compass rose to our map so we know the orientation of the classroom. I will add a picture of a compass here. Can you all tell me the directions to add to the compass?"

-Have students tell you the directions to add to the compass. Let students come up and add the directions to the compass.”

Post activity discussion:

-After the activity, the teacher will say, “Now we are going to do partner discussions about what we learned today.”

-The teacher will partner up students on the carpet.

-The teacher will say, “Take turns sharing with your partner about what you learned today about how Lewis and Clark used maps for their exploration.”

-Give the students 2 minutes to talk to each other

-After two minutes, pick a couple people to share out to the class what their partner said.

-The teacher will then say, “Take turns sharing with your partner about what you learned today about why Lewis and Clark made maps during their exploration”

-Give the students 2 minutes to talk to each other

-After two minutes, pick a couple people to share out to the class what their partner said.

-The teacher will then say, “Take turns sharing with your partner about what you learned today about how Lewis and Clark made maps during their exploration”

-Give the students 2 minutes to talk to each other

-After two minutes, pick a couple people to share out to the class what their partner said.

**Closure/Wrap up:** (Describe how the content of the lesson will be summarized. There may be a review of the core concepts, relevant goals, or essential questions.)

“Today we learned about how Lewis and Clark used maps on their exploration, why they did, and how they made them. I want you to continue to think about how maps are used in your own lives outside of school. Tomorrow, we will get to make our own maps of the playground!”

#### Modifications/Differentiation to Support Student Learning

**What strategies will be used to differentiate for focus student 1?** (Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)

-The teacher will call on this student to answer the harder prompts during the slideshow.

-The teacher will choose this student as one of the first to share out during the discussion.

**What strategies will be used to differentiate for focus student 2?** (Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)

-The teacher will call on this student to answer prompts during the slideshow that have a clear answer to boost this student's confidence.

-The teacher will choose this student to share out during the discussion to ensure the student is engaged.

**What strategies will be used to differentiate for focus student 3?** (Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)

-Student will be allowed to listen to the whole group lesson either on the carpet or in his seat.

-The teacher will call on this student to answer prompts during the slideshow that have a clear answer to boost this student's confidence.

-The teacher will make sure to have this student to add a part of the map on the digital map to ensure engagement, and provide additional help as needed.

#### Instructional Supports

**Resources and Materials Used to Engage Students in Learning** (Using APA format, provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)

Slideshow (made by me):

[https://www.canva.com/design/DAG2F69JiMo/2X35HnfC-UVQMGGLqn4\\_w2g/view?utm\\_content=DAG2F69JiMo&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utllid=h0b947d9edc](https://www.canva.com/design/DAG2F69JiMo/2X35HnfC-UVQMGGLqn4_w2g/view?utm_content=DAG2F69JiMo&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utllid=h0b947d9edc)

Digital map making activity (made by me): <https://lum.io/share/49c3da93-5dcf-468b-9c19-218b2fcefb3>

**Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content:** (Using APA format list any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)

Background for vocabulary:

Merriam-Webster Dictionary. Merriam-Webster. (n.d.). <https://www.merriam-webster.com/>

Background for Lewis and Clark map making:

- U.S. Department of the Interior. (n.d.). *Soulard map: a pre-expeditionary planning tool for Lewis and Clark.* National Parks Service.  
<https://www.nps.gov/articles/soulard-map-a-pre-expeditionary-planning-tool-for-lewis-and-clark.htm>
- Ehrenberg, R. (n.d.). *Route Mapping on the Lewis and Clark Expedition.* Mapping on the Trail.  
[https://www.edgate.com/lewisandclark/mapping\\_on\\_trail.html](https://www.edgate.com/lewisandclark/mapping_on_trail.html)
- *Images & Maps.* Journals of the Lewis and Clark Expedition. (n.d.). <https://lewisandclarkjournals.unl.edu/>

Engaging the students through art:

Long, C. (n.d.). *Express yourself! Arts Integration in the Classroom.* NEA.  
<https://www.nea.org/nea-today/all-news-articles/express-yourself-arts-integration-classroom>

#### **Other Relevant Information**

**Clear Links to Learning Theories, Educational Research, and Principles of Development:**

Learning Theories:

Experiential Learning (John Dewey)

Dewey believed that students learn most effectively through active exploration, hands-on experiences, and thoughtful questioning, rather than simply memorizing information. He argued that education should begin with the natural curiosity and experiences of each student, allowing them to construct understanding through interaction with the world around them. In this lesson, Dewey's principles are reflected through activities that encourage students to ask questions, make predictions, and investigate concepts on their own. By prompting students to guess how, why, and in what ways maps were created, the lesson engages their curiosity and fosters critical thinking. Through the map making activity, students actively apply their observations and ideas, experimenting with how to represent information visually. This hands-on approach not only reinforces their understanding of maps but also helps them see the practical purpose of mapping in real-world contexts.

Educational Research:

The post-activity partner discussions provide opportunities for students to articulate and refine their understanding. Research shows that social interaction and peer discussion enhance cognitive development and retention of content, as students negotiate meaning and clarify misconceptions through dialogue.

Vygotsky, L. S. (1978). *Mind in Society: Development of Higher Psychological Processes* (M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>

Principles of Development:

This lesson aligns with the development principle that development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already acquired. By building on knowledge of the map components from the previous lesson before having students create a map as a class, it allows students to build on prior knowledge and experiences. This lesson also builds on knowledge taught in a previous lesson on Lewis and Clark, again presenting concepts in a logical sequence to facilitate children's learning and development.

National Association for the Education of Young Children. (n.d.). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8.  
<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSDAP.pdf>

**Connections to Technology and/or the Arts:**

Arts: This lesson integrates art in the map making activity as the students make an artistic representation of the classroom.

Technology: This lesson is integrated with technology as the students will participate in a digital interactive map making activity.

**Description of Collaboration with Others:** *(These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.)*

Collaboration with computer/technology specials teacher: In making this lesson, I knew I wanted to do an interactive map making activity. I asked the computer specials teacher for suggestions on websites that we could do this on and for advice on the best ways to engage students on this. The teacher suggested using the website Lumio, and having the students add to the map on the smartboard. I implemented the teacher's suggestions.

<b>Name of Teacher Candidate:</b> Ashley Hampton	<b>Date:</b> 11/3/25
<b>Central Focus:</b> Exploration	<b>Grade Level:</b> 1st
<b>Lesson Title:</b> Making a Map!	
<b>Curriculum Areas Addressed:</b> -Social Studies -Art	
<b>Time Required:</b> 30 min	<b>Instructional Groupings:</b> Whole group
<b>Standards:</b> <i>List the GSE that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i> <ul style="list-style-type: none"> <li>- SSMGS7: Use a map to explain the impact of geography on historical and current events.</li> <li>- SSMGS1: Use a compass rose to identify cardinal directions.</li> <li>-VA1.CR.1.b: Generate visual images in response to open ended prompts, themes, and narratives.</li> </ul>	
<b>As a result of this lesson/unit students will...</b> <p><b>Be:</b> <i>(State the BE Bridge for the unit.)</i></p> <ul style="list-style-type: none"> <li>-Students will be confident in exploring and observing new things.</li> <li>-Students will understand that everyone can contribute ideas and discoveries</li> <li>-Students will be confident in writing or drawing things they experience.</li> </ul>	
<b>Relevant Goal(s):</b> <i>(The relevant goal states the overall purpose of the lesson. The purpose of the lesson is to ....)</i> The purpose of the lesson is to build understanding on how maps are used in both a historical and present context.	
<b>Essential Question(s):</b> <i>(Essential questions should be used to guide instruction.)</i> How can we make maps like Lewis and Clark?	
<b>Learning Objectives:</b> <i>(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)</i> <ul style="list-style-type: none"> <li>-Students can apply knowledge of what a map looks like to create a map.</li> <li>-Students can apply knowledge of the parts of a map to their map.</li> </ul>	
<b>Support for Academic Language</b> <p><b>Vocabulary:</b> <i>(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)</i></p> <ul style="list-style-type: none"> <li>-Maps: Maps are used to show where places are and to help people find their way.</li> <li>-Map Title: The name of the map. It tells you what the map is showing.</li> <li>-Compass Rose: A symbol on a map that shows the cardinal directions, so you can tell which way to go.</li> <li>-Cardinal Directions: North, South, East, West. They are the main points on a compass used for navigation and to describe location.</li> <li>-Map Symbols: Pictures or shapes on a map that stand for real things. They help you understand what is on the map without using lots of words.</li> </ul>	

- Map Labels: Words on a map that tell you the names of places or things on the map.
- Merriweather Lewis: an American explorer and soldier, most famous for co-leading the Lewis and Clark Expedition to explore the western United States with William Clark.
- William Clark: an American explorer and soldier, who, along with Meriwether Lewis, co-led the famous Lewis and Clark Expedition to explore the western United States.

**Language Demands:**

Reading: Students will see the academic language during the discussion before the map making.

Listening: Students will hear the academic language during the discussion before the map making.

Writing: Students will write the academic language on the map they make.

Oral language: Students will use the academic language in the discussion before the map making.

**Syntax:** *(Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.)*

- List of student answers: The teacher will record student answers in a list on the board during the discussion.
- Map (Diagram): The map the students make organizes the information for the parts of the map and what they observe on the playground.

**Assessment** *(Each learning objective must be assessed. Questions to consider: How will the KNOW, DO, and BE be evaluated? How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? Is the assessment formal or informal? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?)*

**Assessment Strategy:** *(Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.)*

The map the students make will serve as the assessment.

**Evaluation Criteria:** *(Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.)*

Students can apply knowledge of what a map looks like to create a map.

✓: The student's map is a drawing of what they see on the playground.

- : The student's map is not a drawing of what they see on the playground.

Students can apply knowledge of what a map looks like to create a map.

✓: The student's map includes a map title, compass rose, map symbols, and map labels

- : The student's map does not include a map title, compass rose, map symbols, and map labels

**Differentiation for IEP and Focus Students:**

IEP: These student's maps will already include the slide and basketball goal as reference points, so they will just have to add additional details. These student's maps will also have a word bank. These students will be carefully monitored during the map making and the teacher will provide additional guidance and help as needed.

Focus Student 1 (advanced): This student will be given a blank map, and will have to add all the details independently.

Focus Student 2 (average w/autism): This student will be given a blank map and will have to include all the details independently. This student's map will have a word bank.

Focus Student 3 (severe behavior issues and ADHD): This student's map will already include the slide and basketball goal as reference points, so he will just have to add additional details. This student's map will have a word bank. This student will be carefully monitored during the map making and the teacher will provide additional guidance and help as needed.

**Steps in the Lesson** *(Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.)*

**Attention Getter or Hook:** *(State how the attention of the students will be piqued at the start of the lesson.)*

The students will be at their desks for a whole group discussion. The teacher will ask, "Have any of you ever drawn something you have seen before... or created any sort of map? Have you ever seen this done by someone you know or on tv/movies?"

**Introduction:** *(State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.)*

"Today we are going to make a map of the playground just like Lewis and Clark did on their exploration! You will label the map with the parts of the map we have been talking about and also draw the things you see on the map from the playground."

**Instructional Strategies and Planned Supports:** *(Use a bulleted or numbered format to communicate the procedures for the lesson. Each learning experience/planned support should include multiple ways to represent the concepts that are the focus of the lesson and explicit links to students' prior knowledge/experiences and interests. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.)*

-The teacher will ask the students, "Can anyone tell me what are some of the parts of the map you should put on your map?"

    -The teacher will record students answers on the whiteboard

-The teacher will ask, "Can anyone tell me some things that are on the playground that we might add on the map?"

    -The teacher will record student answers on the whiteboard

-The teacher will give instructions for the map:

    -The students will take their map making sheet, clipboard, and pencil on the playground.

    -The students can walk around and add things to the map.

    -The students will then label their map.

-The teacher will take the students outside for this activity and the students will make their maps.

**Closure/Wrap up:** *(Describe how the content of the lesson will be summarized. There may be a review of the core concepts, relevant goals, or essential questions.)*

"Today we made maps just like Lewis and Clark did on their exploration. Now you have the skills to make maps of other places you see outside of school!"

**Modifications/Differentiation to Support Student Learning**

**What strategies will be used to differentiate for focus student 1?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

-This student will be called on first answer questions during the group discussion, as she will be confident in answering.

-This student will be told to add as much detail as she can to her map.

**What strategies will be used to differentiate for focus student 2?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

-This student will be told to add as much detail as he can to his map.

**What strategies will be used to differentiate for focus student 3?** (Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)

-This student will be pulled by the teacher when the class first gets outside and asked to retell to the teacher what he will need to add on his map.

-This student will be monitored carefully during the map making activity. The teacher will provide additional help as needed.

### Instructional Supports

**Resources and Materials Used to Engage Students in Learning** (Using APA format, provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)

Map making template (created by me):

[https://www.canva.com/design/DAG2PylOoA8/0sN2AH3\\_iCDgMlA9IY2Nw/view?utm\\_content=DAG2PylOoA8&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utmId=h8eb9ea1d04](https://www.canva.com/design/DAG2PylOoA8/0sN2AH3_iCDgMlA9IY2Nw/view?utm_content=DAG2PylOoA8&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utmId=h8eb9ea1d04)

**Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content:** (Using APA format list any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)

Background for vocabulary:

Merriam-Webster Dictionary. Merriam-Webster. (n.d.). <https://www.merriam-webster.com/>

Background for Lewis and Clark map making:

- U.S. Department of the Interior. (n.d.). *Soulard map: a pre-expeditionary planning tool for Lewis and Clark.* National Parks Service.

<https://www.nps.gov/articles/soulard-map-a-pre-expeditionary-planning-tool-for-lewis-and-clark.htm>

- Ehrenberg, R. (n.d.). *Route Mapping on the Lewis and Clark Expedition.* Mapping on the Trail.

[https://www.edgate.com/lewisandclark/mapping\\_on\\_trail.html](https://www.edgate.com/lewisandclark/mapping_on_trail.html)

- *Images & Maps.* Journals of the Lewis and Clark Expedition. (n.d.). <https://lewisandclarkjournals.unl.edu/>

Engaging the students through art:

Long, C. (n.d.). *Express yourself! Arts Integration in the Classroom.* NEA.

<https://www.nea.org/nea-today/all-news-articles/express-yourself-arts-integration-classroom>

### Other Relevant Information

**Clear Links to Learning Theories, Educational Research, and Principles of Development:**

Learning Theories:

Montessori Method (Maria Montessori)

This lesson aligns with Maria Montessori's philosophy of hands-on, child-centered learning. Montessori believed that children learn best through active exploration of their environment and by engaging in real-world, meaningful experiences. In this lesson, students construct their own understanding of maps by creating and labeling maps of the playground. This activity allows them to use concrete materials, observe their surroundings, and apply what they have learned in a tangible way. The teacher acts as a guide, asking open-ended questions and supporting student discovery rather than directly giving answers.

Constructivism (Piaget)

Piaget believed that meaningful learning happens when children actively construct knowledge rather than passively receive it. In this lesson, students are not simply told what a map is, they construct their understanding by making their own maps of the playground. As they identify and label features, they apply prior knowledge about map parts and integrate new ideas through real-world practice. The teacher supports this process by asking guiding questions and encouraging students to think critically about what belongs on their maps.

**Educational Research:**

Research shows that children's ability to read, interpret, and make maps emerges in early childhood, and that building spatial skills (orientation, navigation, visualizing space) is linked to later success in mathematics, science and technology.

Giancola, M., Pino, M. C., Riccio, V., Piccardi, L., & D'Amico, S. (2023). Preschoolers' Perceptual Analogical Reasoning and Map Reading: A Preliminary Study on the Mediating Effect of Spatial Language. *Children*, 10(4), 630. <https://doi.org/10.3390/children10040630>

**Principles of Development:**

Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence. The hands-on, exploratory nature of making maps outdoors provides a playful experience that strengthens spatial reasoning and communication as children describe what they see and represent it symbolically.

NAEYC. (n.d.). *Principles of Child Development and Learning and Implications That Inform Practice*. National Association for the Education of Young Children.

<https://www.naeyc.org/resources/position-statements/dap/principles>

**Connections to Technology and/or the Arts:**

Arts: Students will create their own map of the playground. This is letting them practice artistic expression.

**Description of Collaboration with Others:** (These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.)

N/A

<b>Name of Teacher Candidate:</b> Ashley Hampton	<b>Date:</b> 11/4/25
<b>Central Focus:</b> Exploration	<b>Grade Level:</b> 1st
<b>Lesson Title:</b> Journals with Lewis and Clark	
<b>Curriculum Areas Addressed:</b> -Social Studies -ELA	
<b>Time Required:</b> 30 min	<b>Instructional Groupings:</b> Whole group
<b>Standards:</b> List the GSE that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.	
SS1H1: Read about and describe the life of historical figures in American history. SS1H1.a: Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), <u>Meriwether Lewis and William Clark with Sacagawea (exploration)</u> , Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).	
-1.T.C.1: Purpose & Audience Explain how authors of texts use language for a specific purpose and a target audience. 1.T.C.1.a: Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts. (I)	
<b>As a result of this lesson/unit students will...</b>	
<b>Be:</b> (State the BE Bridge for the unit.) -Students will be confident in exploring and observing new things. -Students will understand that everyone can contribute ideas and discoveries. -Students will be confident in writing or drawing things they experience.	
<b>Relevant Goal(s):</b> (The relevant goal states the overall purpose of the lesson. The purpose of the lesson is to ....) The purpose of this lesson is to build student's understanding of how journals are used in both a historical and present context.	
<b>Essential Question(s):</b> (Essential questions should be used to guide instruction.) What is a journal, and how did Lewis and Clark use journals on their exploration?	
<b>Learning Objectives:</b> (Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.) -Students can explain what a journal is. -Students can explain how Lewis and Clark used journals. -Students can explain how they can use journals.	
<b>Support for Academic Language</b>	
<b>Vocabulary:</b> (What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.) -Journal: Journals are used to write or draw about what happens so we can remember and share it.  -Merriweather Lewis: an American explorer and soldier, most famous for co-leading the Lewis and Clark Expedition to explore the western United States with William Clark.	

-William Clark: an American explorer and soldier, who, along with Meriwether Lewis, co-led the famous Lewis and Clark Expedition to explore the western United States.

**Language Demands:**

Reading: Students will read the academic language on the slide show and on the vocab word wall.

Listening: Students will hear the academic language during the lesson and the anchor chart activity.

Oral Language: Students will use academic language during the lesson and the anchor chart activity.

**Syntax:** (*Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.*)

-Vocab Word Wall: Vocab words and definitions will be displayed on a chart on the wall.

-Anchor Chart: What students learned from the lesson will be recorded on an anchor chart.

**Assessment** (*Each learning objective must be assessed. Questions to consider: How will the KNOW, DO, and BE be evaluated? How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? Is the assessment formal or informal? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?*)

**Assessment Strategy:** (*Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.*)

The teacher will assess which students can contribute to the completion of the class anchor chart.

**Evaluation Criteria:** (*Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.*)

Does the student know what a journal is?

✓: The student is able to explain what a journal is.

- : The student is not able to explain what a journal is.

Does the student know how Lewis and Clark used journals?

✓: The student is able to explain how Lewis and Clark used journals.

- : The student is not able to explain how Lewis and Clark used journals.

Does the student know how they can use journals?

✓: The student is able to explain how they can use journals.

- : The student is not able to explain how they can use journals.

**Differentiation for IEP and Focus Students:**

IEP: The teacher will provide these students with additional prompting and guidance during the discussion as needed.

Focus Student 1 (advanced): N/A

Focus Student 2 (average w/autism): N/A

Focus Student 3 (severe behavior issues and ADHD): The teacher will provide this student with additional prompting and guidance during the discussion as needed.

**Steps in the Lesson** (*Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.*)

**Attention Getter or Hook:** (*State how the attention of the students will be piqued at the start of the lesson.*)

Students will be in a whole group at the carpet. The teacher will say, "Have you ever experienced something really cool and wanted a way to remember it? Maybe you made a good grade on an assignment, or made a touchdown in a football game. How could you record these events so you could look back and remember them?"

**Introduction:** (*State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.*)

"Today we will be learning about a way to record what has happened or what we observe. We will be learning about journals, how Lewis and Clark used them, and how we could use them."

**Instructional Strategies and Planned Supports:** (*Use a bulleted or numbered format to communicate the procedures for the lesson.*)

*Each learning experience/planned support should include multiple ways to represent the concepts that are the focus of the lesson and explicit links to students' prior knowledge/experiences and interests. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.)*

-The teacher will teach the slideshow on journals

-After reading slide 4, stop and add the vocab term journal to the word wall

-The teacher will show the vocab word card for journal.

-The teacher will give the definition: "Journals are used to write or draw about what happens so we can remember and share it."

-The teacher will give an example of the vocabulary word in a sentence: "Lewis and Clark made journals to record what they saw on their exploration."

-The teacher will show the related picture card for it.

-The teacher will then put the cards onto the vocab word wall chart that will be hanging on the whiteboard.

-On slide 5, point out the different pictures and explain how they relate to how Lewis and Clark used journals.

-For the picture of the journal, say "Here is a picture of what one of those journals looked like."

-For the picture of a leaf, say "Here is a picture of a leaf that Lewis and Clark made to show what this new type of leaf looked like. They had never seen a leaf like that before so they included it in their journal."

-For the picture of the bird and fish, say "These are both pictures of new types of animals they found. They had never seen this type of bird or fish before, so they included it in their journal."

-For the picture of the journal entry, say "Here is a picture of what a journal entry looked like. You can see they included the date, then wrote what happened that day."

-On slide 6, before reading it say, "Here is an example of a journal entry Lewis wrote."

-Read the entry.

-Ask the students, "Why do you think he wrote this down in his journal?"

-After the students share their answers, say "He wrote this down to record the type of fish they were catching, one of which they had never seen before. He wrote this down so he could share what type of fish was in that area with others."

-On slide 7, before reading it say, "Here is an example of a journal entry Clark wrote."

-Read the entry

-Ask the students, "Why do you think he wrote this down in his journal?"

-After the students share their answers, say "He wrote this down to record the land and rivers they were travelling on, along with the Native Americans they met. He wrote this down to share this information with others."

-On slide 8, after reading the slide, say "What type of things might you write down in a journal?"

- Give an example. Say, "I might write, today I went to school. It was sunny outside. I got to see my favorite students all day."
- Let students share their answers.

Anchor chart activity:

- After the lesson, the class will make an anchor chart on anchor chart paper about what they learned
- On the top, write a journal. Ask the class, "What is a journal from what we learned today?". Collect student answers then write the definition on the top.
- Split the anchor chart into two parts down the middle. On one side, at the top write "Lewis and Clark", on the other side write "Our journals"
- Say, "First we are going to write how Lewis and Clark used their journal. What were some of the things they recorded?"  
-Write down student answers
- Then say, "Now we are going to write down how you all can use a journal. What are some of the things you could write?"  
-Write down student answers

**Closure/Wrap up:** *(Describe how the content of the lesson will be summarized. There may be a review of the core concepts, relevant goals, or essential questions.)*

"Today we talked about what journals are, how Lewis and Clark used them, and how we could use them. Tomorrow we will be diving deeper into how to write a journal entry so that we can make our own journals!"

#### Modifications/Differentiation to Support Student Learning

**What strategies will be used to differentiate for focus student 1?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

- This student will be asked to answer questions during the slideshow that are more difficult to challenge the student.

**What strategies will be used to differentiate for focus student 2?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

N/A

**What strategies will be used to differentiate for focus student 3?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

- Student will be allowed to listen to the whole group lesson either on the carpet or in his seat.
- During the whole group lesson, when adding the vocab word to the word wall, this student will "assist me" in putting them on the chart. This will keep him engaged and give him some movement during the lesson.

#### Instructional Supports

**Resources and Materials Used to Engage Students in Learning** *(Using APA format, provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)*

Slide show on journals (made by me):

[https://www.canva.com/design/DAG2QbbzTHc/e1vgPlbUPbyDBdc4b4Wkmg/view?utm\\_content=DAG2QbbzTHc&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utm\\_id=h1359fe6731](https://www.canva.com/design/DAG2QbbzTHc/e1vgPlbUPbyDBdc4b4Wkmg/view?utm_content=DAG2QbbzTHc&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h1359fe6731)

**Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content:** *(Using APA format list any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)*  
Background for vocabulary:

Merriam-Webster Dictionary. Merriam-Webster. (n.d.). <https://www.merriam-webster.com/>

**Background for Lewis and Clark's Journals:**

*Journals.* Journals of the Lewis and Clark Expedition. (n.d.-b).  
<https://lewisandclarkjournals.unl.edu/journals/contents>

Lewis, M., & Clark, W. (2018). *Journals of Lewis and Clark*. Seltzer Books.

**Background for student journaling:**

Gantos, J. (n.d.). *The writer's journal, a place for all your ideas*. Reading Rockets.  
<https://www.readingrockets.org/videos/meet-authors/writers-journal-place-all-your-ideas>

Cox, C. (n.d.). *Journal Writing*. Reading Rockets.  
<https://www.readingrockets.org/topics/writing/articles/journal-writing>

**Other Relevant Information**

**Clear Links to Learning Theories, Educational Research, and Principles of Development:**

**Learning Theories:**

**Inquiry-Based Learning (Dewey)**

This lesson reflects John Dewey's ideas about experiential and inquiry-based learning, which emphasize that children learn best through real experiences and reflection. By exploring examples of journals from Lewis and Clark, students see how they recorded what they observed on their journeys. Students then discuss why Lewis and Clark wrote certain things down and reflect on how they could use journals in their own lives. This approach makes learning active and meaningful, allowing students to connect classroom concepts to real-world experiences while practicing observation, thinking, and communication skills.

**Educational Research:**

Anchor charts provide a visual outline of the writing process, breaking it into clear, manageable steps that guide students through each stage. This visual aid helps students better understand how writing develops, allowing them to approach their tasks in a more structured and confident way. Additionally, anchor charts act as scaffolds, offering ongoing support and reminders of important writing elements such as organization, paragraph structure, and grammar rules. By referring to these charts, students can reinforce their understanding of these key components and apply them more effectively in their own writing.

Bacchioni, S., & Kurstedt, R. (2018). Personalized anchor charts: Bridging small-group work to independence. *The Reading Teacher*, 72(3), 317–326. <https://doi.org/10.1002/trtr.1772>

**Principles of Development:**

One principle of development is that students' motivation to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency. This lesson connects their experiences with learning about journals in school to what they can journal at home. This increases student interest and engagement.

NAEYC. (n.d.). *Principles of Child Development and Learning and Implications That Inform Practice*. National Association for the Education of Young Children.  
<https://www.naeyc.org/resources/position-statements/dap/principles>

**Connections to Technology and/or the Arts:**

N/A

**Description of Collaboration with Others:** (These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.)

N/A

<b>Name of Teacher Candidate:</b> Ashley Hampton	<b>Date:</b> 11/5/25
<b>Central Focus:</b> Exploration	<b>Grade Level:</b> 1st
<b>Lesson Title:</b> How to write a Journal Entry	
<b>Curriculum Areas Addressed:</b> -Social Studies -ELA	
<b>Time Required:</b> 30 min	<b>Instructional Groupings:</b> Whole group (for lesson), small groups (for activity)
<p><b>Standards:</b> <i>List the GSE that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</i></p> <p>SS1H1: Read about and describe the life of historical figures in American history.      SS1H1.a: Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), <u>Meriwether Lewis and William Clark with Sacagawea (exploration)</u>, Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).</p> <p>-1.L.GC.1: Grammar, Usage, &amp; Mechanics: Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.</p> <p>1.L.GC.1.12 Mechanics: Capitalize proper nouns      1.L.GC.1.13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences</p> <p>-1.L.GC.2: Syntax: Recognize and compose coherent sentences that express complete thoughts.</p>	
<b>As a result of this lesson/unit students will...</b>	
<p><b>Be:</b> <i>(State the BE Bridge for the unit.)</i></p> <p>-Students will be confident in exploring and observing new things.      -Students will understand that everyone can contribute ideas and discoveries.      -Students will be confident in writing or drawing things they experience.</p>	
<p><b>Relevant Goal(s):</b> <i>(The relevant goal states the overall purpose of the lesson. The purpose of the lesson is to ....)</i>      The purpose of this lesson is to help students understand the structure of journal writing through the example of Lewis and Clark, while strengthening their own writing mechanics and sentence formation.</p>	
<p><b>Essential Question(s):</b> <i>(Essential questions should be used to guide instruction.)</i>      How did Lewis and Clark format a journal entry, and how do we format our own?</p>	
<p><b>Learning Objectives:</b> <i>(Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)</i></p> <p>-Students can explain the parts of a journal entry.      -Students can write a journal entry with proper mechanics and syntax.</p>	
<b>Support for Academic Language</b>	
<p><b>Vocabulary:</b> <i>(What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)</i></p> <p>-Journal: Journals are used to write or draw about what happens so we can remember and share it.</p>	

-Journal entry: A short piece of writing where you write down your thoughts, experiences, or what happened each day. You write them in journals

-Merriweather Lewis: an American explorer and soldier, most famous for co-leading the Lewis and Clark Expedition to explore the western United States with William Clark.

-William Clark: an American explorer and soldier, who, along with Meriwether Lewis, co-led the famous Lewis and Clark Expedition to explore the western United States.

**Language Demands:**

Reading: Students will read the academic language on the slideshow and the worksheet.

Listening: Students will hear the academic language during the lesson and small groups.

Oral Language: Students will use the academic language during the small groups.

**Syntax:** (*Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.*)

-Journalling worksheet: Students will organize the information they learn from the lesson on a worksheet. They will identify the parts of a journal entry and fix the sentence example.

**Assessment** (*Each learning objective must be assessed. Questions to consider: How will the KNOW, DO, and BE be evaluated? How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? Is the assessment formal or informal? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?*)

**Assessment Strategy:** (*Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.*)

Completion of the journal worksheet in the small groups will serve as the assessment.

**Evaluation Criteria:** (*Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.*)

Can the student identify the parts of a journal entry?

✓: The student is able to identify the parts of a journal entry

- : The student is not able to identify the parts of a journal entry.

Can the student write a journal entry with proper mechanics and syntax?

✓: The student is able to write the journal entry with proper mechanics and syntax.

- : The student is not able to write the journal entry with proper mechanics and syntax.

**Differentiation for IEP and Focus Students:**

IEP: These students will be placed in the lower level small group. The teacher will re-read/re-explain directions as needed. The teacher will provide extra guidance and support in the small group.

Focus Student 1 (advanced): This student will be placed in the high level small group.

Focus Student 2 (average w/autism): This student will be placed in the middle level small group.

Focus Student 3 (severe behavior issues and ADHD): This student will be placed in the lower level small group. The teacher will re-read/re-explain directions as needed. The teacher will provide extra guidance and support in the small group. This student will be allowed to take a break during the small group as needed.

<p><b>Steps in the Lesson</b> <i>(Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.)</i></p> <p><b>Attention Getter or Hook:</b> <i>(State how the attention of the students will be piqued at the start of the lesson.)</i></p> <p>Students will be a whole group on the carpet. The first slide of the slideshow will be on the board. The teacher will say, "What do you notice about this picture? This is a real page from Clark's journal during his journey with Lewis. We are about to learn how he wrote his entries!"</p> <p><b>Introduction:</b> <i>(State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.)</i></p> <p>"Today we will be talking about how Lewis and Clark created a journal entry, and how we can create our own. After this lesson you will be able to write your own journal entries!"</p> <p><b>Instructional Strategies and Planned Supports:</b> <i>(Use a bulleted or numbered format to communicate the procedures for the lesson. Each learning experience/planned support should include multiple ways to represent the concepts that are the focus of the lesson and explicit links to students' prior knowledge/experiences and interests. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.)</i></p> <p>-The teacher will teach the journal writing slideshow</p> <p>-On slide 4, the teacher will point out the parts of Clark's journal entry, then read the journal entry. The teacher will ask, "What do you think this journal entry was about?"</p> <p>Journal worksheet small groups</p> <p>-After teaching the slide show, the teacher will split the class into 3 small groups by level (groups are on the last slide)</p> <p>-Each group will complete the same worksheet, but differentiated.</p> <p>-Group 1 (High level students):</p> <ul style="list-style-type: none"> <li>-The teacher will ask the students, "What were some things we learned we need to include for a journal entry?"</li> <li>-The students will then point to the different parts, and explain what they are.</li> <li>-The students will fill out the title, name, and date.</li> <li>-The teacher will then say, "Here we have a journal entry, can I have someone read what it says?"</li> <li>-The teacher will call on a student to read the sentence</li> <li>-The teacher will then say, "Can anyone tell me something they see that is wrong with this sentence?"</li> <li>-As students point out issues, have the students circle the problems (No capitalization, no punctuation, incomplete sentence)</li> <li>-The teacher will then say, "Write on the line below how the sentence should be written."</li> <li>-After the students fix the sentence, review how the students fixed their sentence.</li> <li>-The students can then draw the observation (Clark seeing a big bird).</li> <li>-If there is time, students can flip the page over and record their own journal entry.</li> </ul> <p>-Group 2 (Middle level of students):</p> <ul style="list-style-type: none"> <li>-The teacher will ask the students, "What were some things we learned we need to include for a journal entry?"</li> <li>-The students will then point to the different parts, and explain what they are.</li> <li>-The students will fill out the title, name, and date.</li> <li>-The teacher will read the journal entry to the students.</li> <li>-The teacher will then say, "Can anyone tell me something they see that is wrong with this sentence?"</li> <li>-As students point out issues, have the students circle the problems (No capitalization, no punctuation, incomplete sentence). Extra guidance from the teacher may be needed.</li> <li>-The teacher will then say, "Write on the line below how the sentence should be written." Extra guidance may be needed.</li> <li>-After the students fix the sentence, review how the students fixed their sentence.</li> <li>-The students can then draw the observation (Clark seeing a big bird).</li> </ul>
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-Group 3 (Lower level of students):

- The teacher will ask the students, "What were some things we learned we need to include for a journal entry?" The teacher will provide guidance with the answers as needed.
- The teacher will then point to the different parts, and explain what they are.
- The students will then fill out the title, name, and date.
- The teacher will read the journal entry to the students.
- The teacher will then say, "Can anyone tell me something they see that is wrong with this sentence?"
- As students point out issues, have the students circle the problems (No capitalization, no punctuation, incomplete sentence). Extra guidance from the teacher may be needed.
- The teacher will then say, "Write on the line below how the sentence should be written." Extra guidance may be needed.
- After the students fix the sentence, review how the students fixed their sentence.
- The students can then draw the observation (Clark seeing a big bird).

**Closure/Wrap up:** *(Describe how the content of the lesson will be summarized. There may be a review of the core concepts, relevant goals, or essential questions.)*

"Today we learned about the parts of a journal entry. Tomorrow we will be going outside and recording our own!"

#### **Modifications/Differentiation to Support Student Learning**

**What strategies will be used to differentiate for focus student 1?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

- This focus student will be placed in the highest small group.
- She will be one of the first to finish the activity so she will be challenged in recording her own journal entry.

**What strategies will be used to differentiate for focus student 2?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

- This focus student will be placed in the middle small group.
- He will be prompted to be detailed in his drawing of the observation as he loves art.

**What strategies will be used to differentiate for focus student 3?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

- Student will be allowed to listen to the whole group lesson either on the carpet or in his seat.
- This focus student will be placed in the lower level small group.
- The teacher will monitor this student's progress and comprehension and provide additional guidance as needed.

#### **Instructional Supports**

**Resources and Materials Used to Engage Students in Learning** *(Using APA format, provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)*

Journal writing slideshow (created by me):

[https://www.canva.com/design/DAG2SNRJcY0/Z\\_U422hjqlgleSWB3TN8lw/view?utm\\_content=DAG2SNRJcY0&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utm\\_id=h8e1b9289e0](https://www.canva.com/design/DAG2SNRJcY0/Z_U422hjqlgleSWB3TN8lw/view?utm_content=DAG2SNRJcY0&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h8e1b9289e0)

Journaling worksheet (created by me):

[https://www.canva.com/design/DAG2SGEEyNY/YJy8xPdScwaFdCNmzzNjIA/view?utm\\_content=DAG2SGEEyNY&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utm\\_id=ha3468965e5](https://www.canva.com/design/DAG2SGEEyNY/YJy8xPdScwaFdCNmzzNjIA/view?utm_content=DAG2SGEEyNY&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=ha3468965e5)

**Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content:** *(Using APA format list any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)*

Background for vocabulary:

Merriam-Webster Dictionary. Merriam-Webster. (n.d.). <https://www.merriam-webster.com/>

**Background for Lewis and Clark's Journals:**

*Journals.* Journals of the Lewis and Clark Expedition. (n.d.).

<https://lewisandclarkjournals.unl.edu/journals/contents>

*Journals.* Lewis & Clark Historic Trail. (n.d.). <https://lewisclark.net/journals>

**Background for student journaling:**

Gantos, J. (n.d.). *The writer's journal, a place for all your ideas.* Reading Rockets.

<https://www.readingrockets.org/videos/meet-authors/writers-journal-place-all-your-ideas>

Cox, C. (n.d.). *Journal Writing.* Reading Rockets.

<https://www.readingrockets.org/topics/writing/articles/journal-writing>

**Other Relevant Information**

**Clear Links to Learning Theories, Educational Research, and Principles of Development:**

**Learning Theories:**

Social Learning Theory (Albert Bandura)

This lesson connects to Bandura's Social Learning Theory, which emphasizes that students learn best through modeling, observation, and collaboration. During the lesson, the teacher models how to identify the key features of a journal entry and demonstrates how to correct errors in capitalization, punctuation, and sentence completeness. Students observe this process and then practice the same skills with teacher support, engaging in guided imitation. By working in differentiated small groups, students also learn from one another through discussion and shared problem-solving, reinforcing their understanding through social interaction. This collaborative structure allows students to reflect on their learning, observe effective writing strategies, and apply them within a supportive group setting.

**Educational Research:**

Research shows that explicit modeling, guided practice, and the gradual release of responsibility are key strategies that support students in mastering complex skills such as writing and editing. In this lesson, these principles are applied by first modeling how to identify and correct sentence errors, providing students with clear examples of what strong writing looks like. Through guided practice, the teacher then scaffolds student learning by offering support and feedback as students work through sentence corrections together. This approach allows students to build confidence and understanding before transitioning to independent practice.

Rosenshine, B. (2012). *Principles of instruction: Research-based strategies that all teachers should know.* *American Educator*, 36(1), 12–19.

**Principles of Development:**

The small group format is developmentally appropriate for young learners because it supports attention, engagement, and differentiated instruction. The teacher can tailor questioning and support to each group's developmental level, ensuring that every child is challenged appropriately within their capabilities.

NAEYC. (n.d.). *Principles of Child Development and Learning and Implications That Inform Practice.* National Association for the Education of Young Children.

<https://www.naeyc.org/resources/position-statements/dap/principles>

**Connections to Technology and/or the Arts:**

N/A

**Description of Collaboration with Others:** (*These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.*)

N/A

<b>Name of Teacher Candidate:</b> Ashley Hampton	<b>Date:</b> 11/6/25
<b>Central Focus:</b> Exploration	<b>Grade Level:</b> 1st
<b>Lesson Title:</b> Making journals!	
<b>Curriculum Areas Addressed:</b> -Social Studies -ELA	
<b>Time Required:</b> 30 min	<b>Instructional Groupings:</b> Whole group (discussion before activity), Individual (during journal creation activity)
<p><b>Standards:</b> List the GSE that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.</p> <p>SS1H1: Read about and describe the life of historical figures in American history.  SS1H1.a: Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), <u>Meriwether Lewis and William Clark with Sacagawea (exploration)</u>, Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).</p> <p>-1.L.GC.1: Grammar, Usage, &amp; Mechanics: Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.</p> <p>1.L.GC.1.12 Mechanics: Capitalize proper nouns  1.L.GC.1.13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences</p> <p>-1.L.GC.2: Syntax: Recognize and compose coherent sentences that express complete thoughts.</p>	
<b>As a result of this lesson/unit students will...</b>	
<p><b>Be:</b> (State the BE Bridge for the unit.)</p> <p>-Students will be confident in exploring and observing new things.  -Students will understand that everyone can contribute ideas and discoveries.  -Students will be confident in writing or drawing things they experience.</p>	
<p><b>Relevant Goal(s):</b> (The relevant goal states the overall purpose of the lesson. The purpose of the lesson is to ....)</p> <p>The purpose of this lesson is to help students understand the structure of journal writing through the example of Lewis and Clark, while strengthening their own writing mechanics and sentence formation.</p>	
<p><b>Essential Question(s):</b> (Essential questions should be used to guide instruction.)</p> <p>How can we use journals to record and share our experiences, just like Lewis and Clark did?</p>	
<p><b>Learning Objectives:</b> (Objectives are stated in measurable/observable terms. These should reflect the thinking skills, skills of the discipline. These represent the skills that will be assessed.)</p> <p>-Students can write a journal entry about what they experience.  -Students can record a journal entry with proper mechanics and syntax such as capitalization, punctuation, and a complete sentence.  -Students can include the parts of a journal entry such as title, name, and date.</p>	
<b>Support for Academic Language</b>	

**Vocabulary:** (What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area. These may be derived from the standards.)

-Journal: Journals are used to write or draw about what happens so we can remember and share it.

-Journal entry: A short piece of writing where you write down your thoughts, experiences, or what happened each day. You write them in journals

-Merriweather Lewis: an American explorer and soldier, most famous for co-leading the Lewis and Clark Expedition to explore the western United States with William Clark.

-William Clark: an American explorer and soldier, who, along with Meriwether Lewis, co-led the famous Lewis and Clark Expedition to explore the western United States.

**Language Demands:**

Listening: The students will use the academic language in the discussion before the activity.

Oral language: The students will use the academic language in the discussion before the activity.

Writing: The students will write the academic language in their journal entry.

Visual: The students will see the academic language in their journal entry.

**Syntax:** (Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.)

-Journal entry: Students will organize the information from what they observe on the playground in a journal entry.

**Assessment** (Each learning objective must be assessed. Questions to consider: How will the KNOW, DO, and BE be evaluated? How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? Is the assessment formal or informal? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?)

**Assessment Strategy:** (Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.)

Completion of the journal entry will serve as the assessment.

**Evaluation Criteria:** (Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.)

Did the student write down what they experienced on the playground?

✓: The student included what they experienced on the playground in their journal entry.

- : The student did not include what they experienced on the playground in their journal entry.

Did the student include capitalization, punctuation, and a complete sentence?

✓: The student included capitalization, punctuation, and a complete sentence in their journal entry.

- : The student did not include capitalization, punctuation, and a complete sentence in their journal entry.

Did the student include their name, date, and title of their journal entry?

✓: The student included their name, date and title of their journal entry.

- : The student did not include their name, date, and title of their journal entry.

**Differentiation for IEP and Focus Students:**

IEP: These student's journal templates will have space for two sentences and labels for where to put name, date, and title for the journal entry. The IEP teachers will be there with me and we will carefully monitor these students and provide 1 on 1 assistance as needed.

Focus Student 1 (advanced): This student's journal template will have space for multiple sentences and no labels for where to put name, date, and title for the journal entry.

Focus Student 2 (average w/autism): This student's journal template will have space for multiple sentences and labels for where to put name, date, and title for the journal entry.

Focus Student 3 (severe behavior issues and ADHD): This student's journal template will have space for two sentences and labels for where to put name, date, and title for the journal entry. The IEP teachers will be there with me and we will carefully monitor this student and provide 1 on 1 assistance as needed.

**Steps in the Lesson** (*Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.*)

**Attention Getter or Hook:** (*State how the attention of the students will be piqued at the start of the lesson.*)

The students will be in a whole group at their desks. The teacher will say, "Imagine you're an explorer like Lewis and Clark, heading out to discover something new! What if the playground was your new land to explore, what might you notice or write about?" Students will share their ideas.

**Introduction:** (*State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.*)

"Today we are going to put all the things we learned about journals together and make our own journal entry just like Lewis and Clark! We will make our journal entry about what we experience on the playground."

**Instructional Strategies and Planned Supports:** (*Use a bulleted or numbered format to communicate the procedures for the lesson. Each learning experience/planned support should include multiple ways to represent the concepts that are the focus of the lesson and explicit links to students' prior knowledge/experiences and interests. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.*)

- The teacher will review the parts of a journal entry that students need to include in their journal.
  - Title, name, date
- The teacher will review the parts of their observation they need to include.
  - Capitalization, punctuation, complete sentence
- The teacher will then explain the activity.
  - "We are going to observe the playground. While out there, think about what you see, what you feel, what you hear. You will record your observations in your journal entry. You will also draw a picture of what you record. You will only need a pencil, a clipboard and the journal entry template which I will give you."
- The class will go out to the playground to record their journal entries.
  - While outside, the teacher will go around to the students to make sure the students understand and to give additional help as needed.

**Closure/Wrap up:** (*Describe how the content of the lesson will be summarized. There may be a review of the core concepts, relevant goals, or essential questions.*)

"Today we made journal entries just like Lewis and Clark did. I hope you continue to use journals in your life to write down your experiences!"

#### **Modifications/Differentiation to Support Student Learning**

**What strategies will be used to differentiate for focus student 1?** (*Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.*)

-This student will be told to be detailed and write more than one sentence for her journal entry.

**What strategies will be used to differentiate for focus student 2?** (Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)

- This student will be prompted to write more than one sentence for his journal entry.
- This student will be prompted to be detailed in his drawing of his journal entry, as he loves art.

**What strategies will be used to differentiate for focus student 3?** (Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)

- When the class first goes outside, the teacher will ask the student to say what he needs to include in his journal entry. The teacher will provide additional guidance with this as needed.
- The teacher will carefully monitor this student during the journal making time and provide additional assistance as needed.

### Instructional Supports

**Resources and Materials Used to Engage Students in Learning** (Using APA format, provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)

Journal entry template (made by me):

[https://www.canva.com/design/DAG2Xylbw0w/AhGQ9tTSU71rFKZHUWLZA/view?utm\\_content=DAG2Xylbw0w&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utmId=hbb97582029](https://www.canva.com/design/DAG2Xylbw0w/AhGQ9tTSU71rFKZHUWLZA/view?utm_content=DAG2Xylbw0w&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utmId=hbb97582029)

**Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content:** (Using APA format list any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)

Background for vocabulary:

*Merriam-Webster Dictionary*. Merriam-Webster. (n.d.). <https://www.merriam-webster.com/>

Background for Lewis and Clark's Journals:

*Journals*. Journals of the Lewis and Clark Expedition. (n.d.).

<https://lewisandclarkjournals.unl.edu/journals/contents>

*Journals*. Lewis & Clark Historic Trail. (n.d.). <https://lewisclark.net/journals>

Background for student journaling:

Gantos, J. (n.d.). *The writer's journal, a place for all your ideas*. Reading Rockets.

<https://www.readingrockets.org/videos/meet-authors/writers-journal-place-all-your-ideas>

Cox, C. (n.d.). *Journal Writing*. Reading Rockets.

<https://www.readingrockets.org/topics/writing/articles/journal-writing>

### Other Relevant Information

**Clear Links to Learning Theories, Educational Research, and Principles of Development:**

Learning Theories:

Montessori Method (Maria Montessori)

This lesson aligns with Maria Montessori's philosophy of hands-on, child-centered learning. Montessori believed that children learn best through active exploration of their environment and by engaging in real-world, meaningful experiences. In this lesson, students construct their own understanding of journals by creating their own journal entry of what they experience on the playground. This activity allows them to use concrete materials, observe their surroundings, and apply what they have learned in a tangible way. The teacher acts as a guide, supporting student discovery rather than directly giving answers.

Constructivist Theory (Piaget):

According to Piaget, children learn by actively constructing knowledge through direct experiences with their environment rather than by passively receiving information. In this lesson, students engage in concrete experiences by exploring the playground and using their senses to observe what is happening around them. They then move to a more abstract level of thinking by translating those real-life observations into words and drawings in their

journals. This shift, from hands-on exploration to symbolic representation, reflects Piaget's idea of cognitive development, particularly the transition between the preoperational and concrete operational stages. By organizing their thoughts and experiences through writing, students are not only practicing literacy skills but also developing higher-level thinking and understanding how to represent the world through language and symbols.

**Educational Research:**

Writing in journals is a powerful way for students to build writing fluency, reflect on reading, and communicate their thoughts with peers or the teacher. Journaling not only stands as its own form of writing but also helps students freely explore and develop ideas for future writing tasks across different subjects.

**Principles of Development:**

Children construct knowledge through active exploration and interactions with the world around them. By exploring the playground and recording what they see, hear, and feel, students actively construct understanding rather than passively receiving information. The journaling activity turns their real-world experiences into a meaningful lesson.

**Connections to Technology and/or the Arts:**

Arts: Part of the journal entry is a drawing of what they write about. This allows the students to express themselves artistically.

**Description of Collaboration with Others:** *(These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.)*

Inclusion teacher: For this lesson, I talked to the inclusion teacher to figure out what would be the best way for the inclusion students to be able to complete their journal entry. She told me to give them a journal entry with clear labels, and that she can join us for the activity outside to assist with the inclusion students. This teacher also has a student teacher who will join us for the activity as well. These teachers and I will give 1 on 1 assistance to the IEP students.

<b>Name of Teacher Candidate:</b> Ashley Hampton	<b>Date:</b> 11/7/25
<b>Central Focus:</b> Exploration	<b>Grade Level:</b> 1st
<b>Lesson Title:</b> Summative Project and Post-Assessment	
<b>Curriculum Areas Addressed:</b> -Social Studies -ELA	
<b>Time Required:</b> 30 min	<b>Instructional Groupings:</b> Whole group (for gallery walk), Individual (for post assessment)

**Standards:** List the GSE that are the target of student learning and are key to this lesson. Include the number and the text of each of the GSE that is being addressed. If only a portion of a standard is addressed, include only the part or parts that are relevant.

From this unit:

- SS1H1: Read about and describe the life of historical figures in American history.
  - SS1H1.a: Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).
- SSMGS7: Use a map to explain the impact of geography on historical and current events.
- SSMGS1: Use a compass rose to identify cardinal directions.
- 1.L.V.1: General, Academic, & Specialized Vocabulary: Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.
- 1.L.GC.1: Grammar, Usage, & Mechanics: Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language.
  - 1.L.GC.1.12Mechanics: Capitalize proper nouns
  - 1.L.GC.1.13Mechanics: Use periods, exclamation marks, and question marks at the end of sentences
- 1.L.GC.2: Syntax: Recognize and compose coherent sentences that express complete thoughts.

#### As a result of this lesson/unit students will...

**Be:** (State the BE Bridge for the unit.)

Students will be curious about the world around them, respectful of different people/cultures/environments, confident in exploring and observing new things, understand that everyone can contribute ideas and discoveries, and confident in writing or drawing things they experience.

**Relevant Goal(s):** (The relevant goal states the overall purpose of the lesson. The purpose of the lesson is to ....)

The purpose of this lesson is to assess student achievement from the unit.

**Essential Question(s):** (Essential questions should be used to guide instruction.)

Assessment Essential Questions:

- Who were Lewis, Clark, and Sacagawea, and what did they do?
- What is exploration and what are explorers?
- What are maps, and how are they used?
- How were maps used and made by Lewis and Clark?

- How can we make maps like Lewis and Clark?
- What is a journal, and how did Lewis and Clark use journals on their exploration?
- How did Lewis and Clark format a journal entry, and how do we format our own?

**Learning Objectives:** (Objectives are stated in measurable/observable terms. These should reflect the *thinking skills, skills of the discipline*.  
*These represent the skills that will be assessed.*)

Assessment objectives:

- The students identify who Lewis, Clark, and Sacagawea were and their contributions to American History.
- The students can identify what exploration is.
- Students can identify what maps are used for.
- Students can identify the parts of a map.
- Students can identify the cardinal directions on a compass.
- Students can identify what a journal is.
- Students can write a journal entry with proper mechanics and syntax.

### Support for Academic Language

**Vocabulary:** (What Academic Language will be taught or developed? Identify the key vocabulary and/or symbols specific to the content area.  
*These may be derived from the standards.*)

Key unit vocabulary for assessment:

- Exploration: Travelling to places where no one has ever been to learn about them.
- Discovery: To find something new or unknown
- Lewis and Clark: Americans who explored the western part of the United states
- Sacagawea: An Native American who helped Lewis and Clark explore.
- Maps: Maps are used to show where places are and to help people find their way.
- Journals: Journals are used to write or draw about what happens so we can remember and share it.

### Language Demands:

Listening: Students will hear the academic language during the gallery walk/review

Oral language: Students will use the academic language during the gallery walk/review

Writing: Students will write the academic language during the post-assessment

Visual: Students will see the academic language during the gallery walk/review and the post-assessment

**Syntax:** (Syntax is defined as the set of conventions for organizing symbols, words, and phrases together into structures, such as sentences, tables, or graphs. Identify the supports that will be provided for students to organize the information – charts, graphs, diagrams. These must relate to the Language Function.)

Gallery walk displays: The maps, journals, and drawings will be organized into displays

**Assessment** (Each learning objective must be assessed. Questions to consider: How will the KNOW, DO, and BE be evaluated? How will students demonstrate their understanding or the lesson's objectives? How will you provide feedback for the students? What type of assessment will be used? Is the assessment formal or informal? What evidence will be collected to demonstrate students' understanding/mastery of the lesson's objective? What constitutes success for the students?)

**Assessment Strategy:** (Identify the assessment strategy/strategies to be used for assessment of the learning objectives listed above. Each learning objective should be assessed. DO NOT restate the learning objective.)

Post-assessment: the post-assessment will serve as the summative assessment for the unit

**Evaluation Criteria:** (Indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment.)

For post assessment (students will be graded out of 18 points)\*:

Exceeds: 15-18 points

Meets: 11-14 points

Does not meet: 10 or less points

\*Correct answers are on the post assessment link

**Differentiation for IEP and Focus Students:**

IEP: These students will take the assessment in a teacher-facilitated small group of 3 people instead of independently. The teacher will explain/paraphrase directions as needed. These students will be given extra time to complete assessment.

Focus Student 1 (advanced): N/A

Focus Student 2 (average w/autism): N/A

Focus Student 3 (severe behavior issues and ADHD): This student will take the assessment in a teacher-facilitated small group instead of independently. The teacher will explain/paraphrase directions as needed. This student will be given extra time to complete assessment.

**Steps in the Lesson** (*Include the attention getter or the hook for the lesson; the introduction; the lesson procedures including strategies/planned supports for whole-class, small group, and individual instructions; and differentiated activities.*)

**Attention Getter or Hook:** (*State how the attention of the students will be piqued at the start of the lesson.*)

The students will be a whole group on the carpet. The teacher will say, "Welcome to the Museum of Exploration! Each part of our unit, your maps, journals, and drawings are on display for everyone to see."

**Introduction:** (*State how the lesson will be introduced. This should communicate the purpose of the lesson, be directly related to the goals and objectives of the lesson, tap into prior knowledge/experiences, and develop student interest.*)

"This unit was all about exploration, as seen through Lewis, Clark, and Sacagawea. We made drawings of Lewis, Clark, and Sacagawea, along with maps and journals. We are now going to look at the creations you all make throughout the unit."

**Instructional Strategies and Planned Supports:** (*Use a bulleted or numbered format to communicate the procedures for the lesson. Each learning experience/planned support should include multiple ways to represent the concepts that are the focus of the lesson and explicit links to students' prior knowledge/experiences and interests. Describe the strategies which will be used to support students' learning. Knowledge of students' cognitive, social, emotional, and physical development along with their cultural backgrounds should be evident.*)

Summative project: Cumulation of the maps, journals, and drawings of Lewis/Clark/Sacagawea. They will be on display for a gallery walk/review

-The drawings of Lewis/Clark/Sacagawea, maps, and journals the students made will be displayed on 3 different parts of the front wall.

Lewis/Clark/Sacagawea Display:

-The teacher will say, "Here are the drawings of Lewis, Clark, and Sacagawea you all made. Turn to a partner and tell them what you drew. Show them the different people, and explain what you drew them doing."

-The teacher will let students share with each other for 2 minutes.

-The teacher will then let 3 students showcase what they drew.

-The teacher will review with the whole class, "Lewis and Clark were explorers who explored the American west. They explored with Sacagawea, a Native American, who helped them on their journey. Lewis and Clark discovered many things, and made maps and journals recording their discoveries on their exploration."

**Map Display:**

- The teacher will then say, "Here are the drawings of the maps you all made. Turn to a partner and tell them what you drew on your map, and how you labelled it."
- The teachers will let the students share with each other for 2 minutes.
- The teacher will then let 3 students showcase the maps they made.
- The teacher will review with the whole class, "Maps are used to show where places are and to help people find their way. You put on your map of the playground a map title, labels, symbols, and a compass, which we learned were the parts of a map."

**Journal Display:**

The teacher will then say, "Here are the journal entries you all made. Turn to a partner and tell them what you wrote in your journal entry, and the parts of the journal entry you included."

- The teachers will let the students share with each other for 2 minutes.
- The teacher will then let 3 students showcase the journal entries they made.
- The teacher will review with the whole class, "Journals are used to write or draw about what happens so we can remember and share it. You made a journal entry of what you experienced on the playground, including your name, date, journal title, and a drawing. You made sure to use capitalization, punctuation, and write in complete sentences."

-The teacher will then say, "Take 3 minutes to walk up and observe the different parts you completed over the unit, then you will take the post-assessment."

-After the activity, the post-assessment will be administered.

**Closure/Wrap up:** *(Describe how the content of the lesson will be summarized. There may be a review of the core concepts, relevant goals, or essential questions.)*

"I hope you have now learned that each and every one of you are explorers, and that you all are capable of exploring the world, and recording what you see in maps and journals. Go forth and conquer!"

**Modifications/Differentiation to Support Student Learning****What strategies will be used to differentiate for focus student 1?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

-This student will be chosen to share her work during the journal display as she will give a good explanation and explain the parts to the class.

**What strategies will be used to differentiate for focus student 2?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

-This student will be chosen to share his map with the class during the map display as he loves art and will be excited to share his drawing.

**What strategies will be used to differentiate for focus student 3?** *(Consider how the type of differentiation that will be used to support the focus student – content/process/product. Describe what will be differentiated and how.)*

-The teacher will allow this student to participate during the summative display on the carpet or at his desk.  
-The teacher will monitor his partner's talks during the partner discussion to make sure he is participating. The teacher will be his partner if needed.  
-The teacher will provide this student with additional guidance and assistance as needed.

**Instructional Supports****Resources and Materials Used to Engage Students in Learning** *(Using APA format, provide citations for all resources that you did not create. Attach key instructional material needed to understand what you and the students will be doing. Examples: class handouts, assignments, slides, and interactive white board images.)*

<p>Post-Assessment:</p> <p><a href="https://www.canva.com/design/DAG2YrPnEt8/hnnZZYORPQThrsuJslslyRfw/view?utm_content=DAG2YrPnEt8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=uniquelinks&amp;utm_id=haf992bbc94">https://www.canva.com/design/DAG2YrPnEt8/hnnZZYORPQThrsuJslslyRfw/view?utm_content=DAG2YrPnEt8&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=uniquelinks&amp;utm_id=haf992bbc94</a></p>
<p><b>Additional Resources and Materials Used to Increase Teacher's Background Knowledge of the Content:</b> <i>(Using APA format list any websites and sources of materials and background information that you will need or use as the teacher to engage the students.)</i></p> <p>N/A</p>
<p><b>Other Relevant Information</b></p> <p><b>Clear Links to Learning Theories, Educational Research, and Principles of Development:</b></p> <p><u>Learning Theories:</u></p> <p>Bloom's Taxonomy: (Benjamin Bloom)</p> <p>This lesson connects to Bloom's Taxonomy by engaging students in the higher levels of thinking of analyzing and evaluating. During the gallery walk, students analyze their own and their peers' work by identifying similarities and differences between their maps, journals, and drawings. They evaluate the accuracy and completeness of their projects by reflecting on whether they included all key parts, such as labels on maps or proper formatting in journals. This process moves students beyond recall and comprehension to deeper, more reflective levels of learning.</p> <p><u>Educational Research:</u></p> <p>Gallery walks provide opportunities for students to engage in higher-order thinking activities such as analysis, evaluation, and synthesis. Gallery walks also foster communication between peers and encourage students to practice critical evaluation of information. Such interactions promote collaborative learning and help build a supportive learning community.</p> <p><u>Principles of Development:</u></p> <p>This gallery walk lesson supports students' social and emotional development by fostering confidence, communication, and a sense of belonging within the classroom community. As students share their maps, journals, and drawings with peers, they learn to express their ideas, listen respectfully to others, and celebrate one another's efforts.</p>
<p><b>Connections to Technology and/or the Arts:</b></p> <p>N/A</p> <p><b>Description of Collaboration with Others:</b> <i>(These might include the inclusion teacher, media specialist, counselor, guest speaker, grade level coordinator, community experts, families, etc.)</i></p> <p>N/A</p>

# Exploration

Travelling to places where no one has ever been to learn about them.



# Discover

To find something new or unknown.



# Lewis and Clark

Americans who explored the Western part of the United States



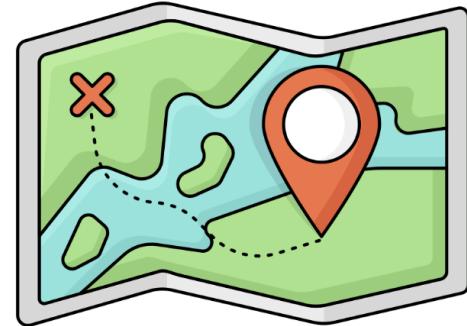
# Sacagawea

Native American woman who helped Lewis and Clark explore.



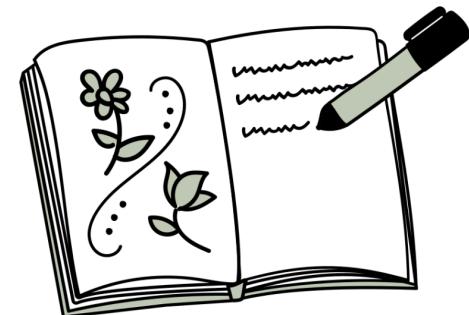
# Map

Maps are used to show where places are and to help people find their way.



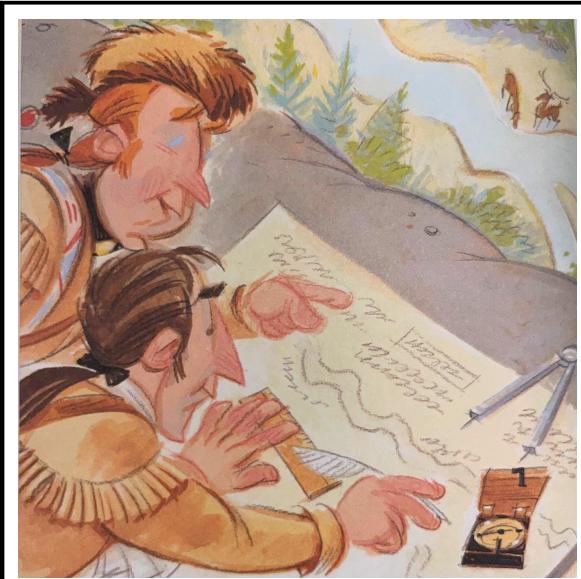
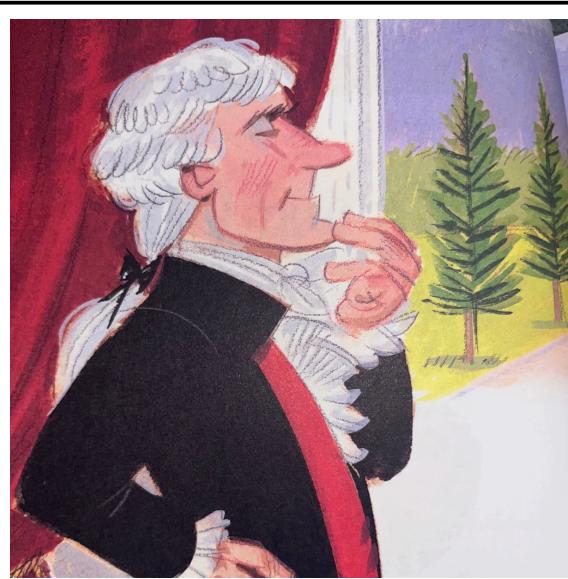
# Journal

Journals are what we write or draw in to remember what happens so we can remember and share it.



Name: \_\_\_\_\_

# Retelling: Lewis and Clark: A Prairie Dog for the President

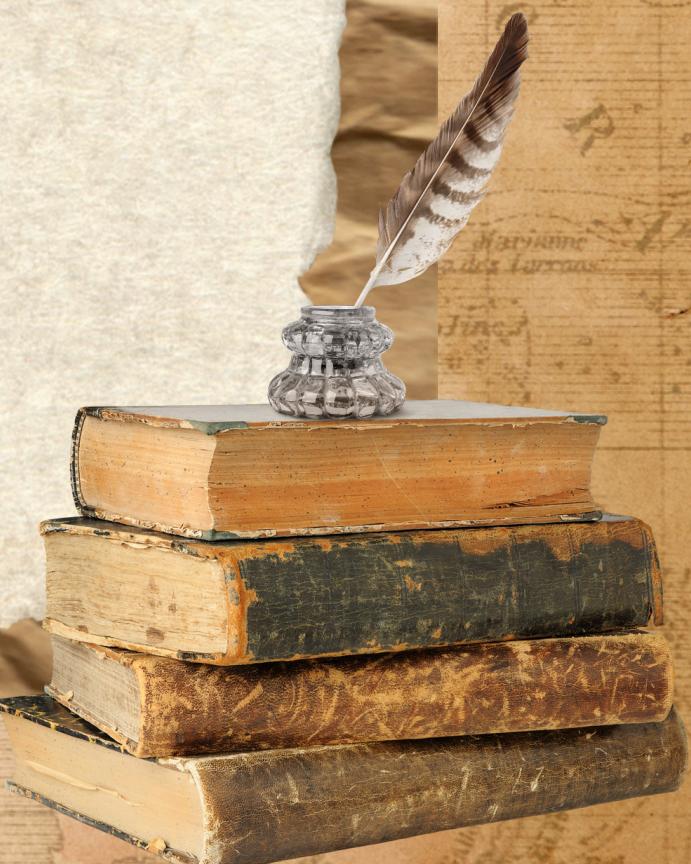
President Jefferson told Lewis and Clark to go explore out West.	They looked for something to send the President.	The explored the land, making maps and recording what they saw.
They caught a prairie dog, and sent him to the President.	When they went on their exploration, they were helped by Sacagawea.	The President sent the prairie dog to the museum where people could see what they found out West.

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# EXPLORATION

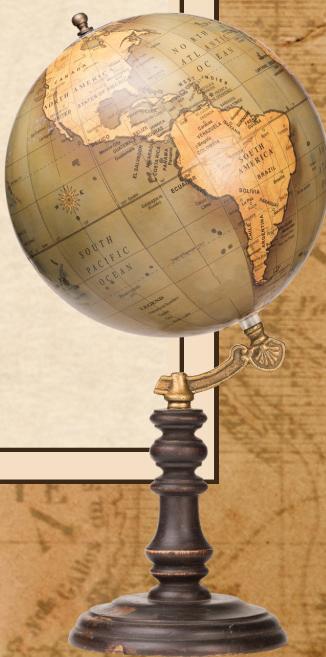




# I CAN

**Explain what  
exploration is.**

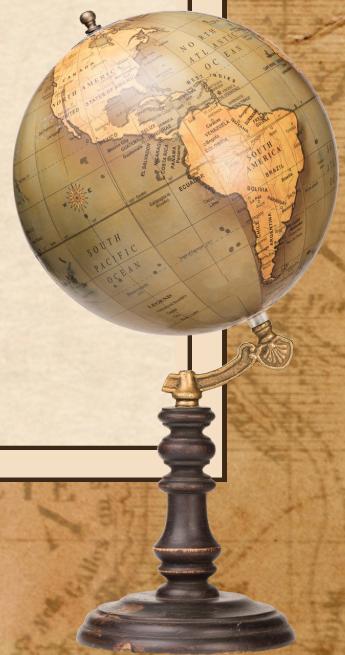
**Identify Lewis and  
Clark as explorers.**



# WHAT IS EXPLORATION?



**When you travel to places where no one has ever  
been to learn about them.**



# WHAT IS EXPLORATION?

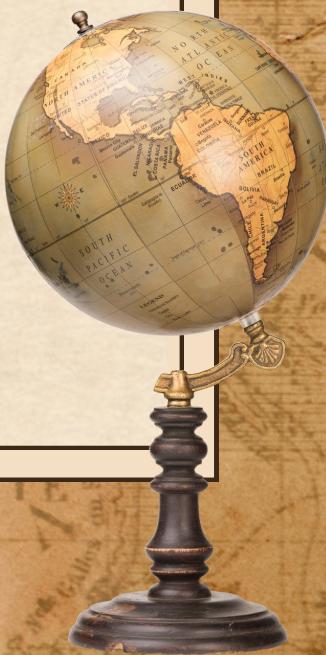
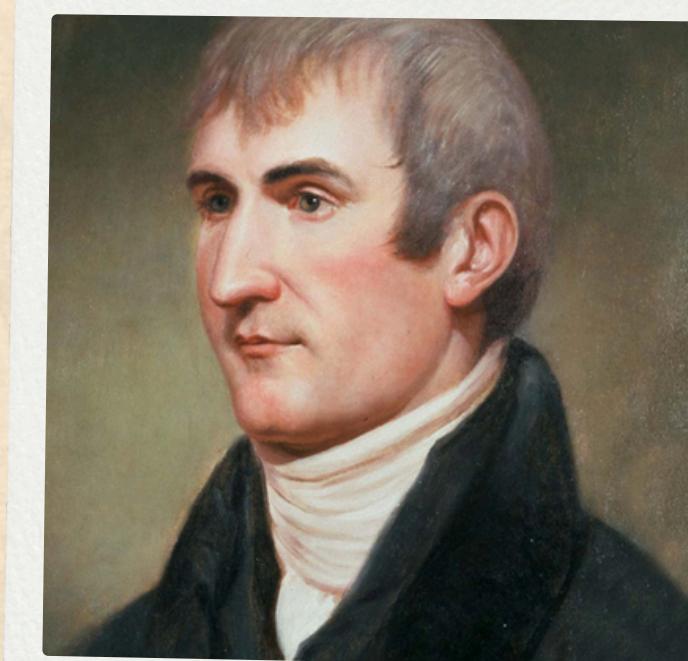


People who do this are called explorers.

*William Clark*



*Meriwether Lewis*



# WHAT IS EXPLORATION?



When explorers are exploring new places,  
they discover things.

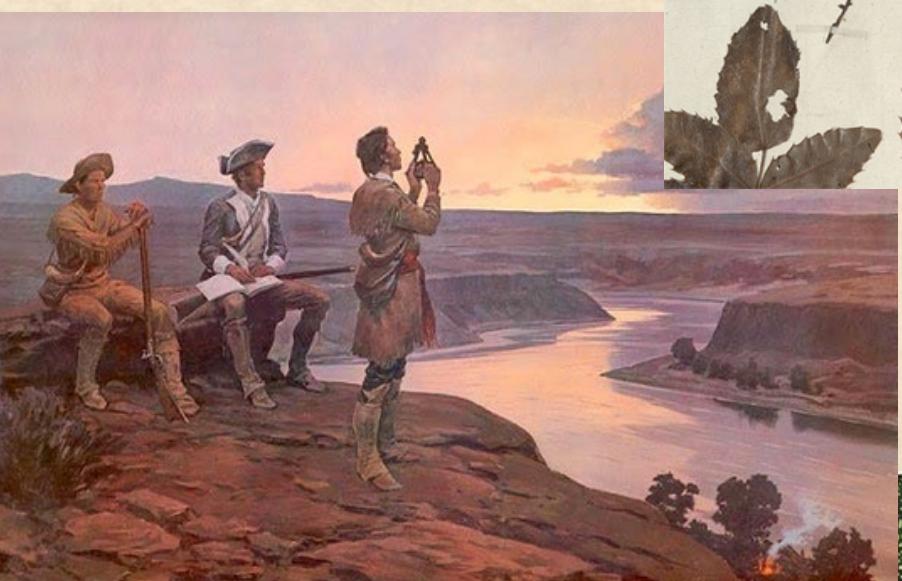
To discover something means to find  
something new or unknown



# WHAT ARE SOME THINGS EXPLORERS DISCOVER?



- New places – land or islands they haven't seen before**
- Animals – different kinds of animals**
- Plants – new flowers, trees, or fruits**
- People – meeting new groups of people**
- Water – rivers, lakes, or oceans**
- Mountains – big hills or new land shapes**
- Resources – things like gold, food, or special items**
- New paths/Routes – ways to travel or places to visit again**



# WHAT DO EXPLORERS NEED TO EXPLORE?

**Maps – to help them know where to go**

**Compass – to find directions like North, South, East, and West**

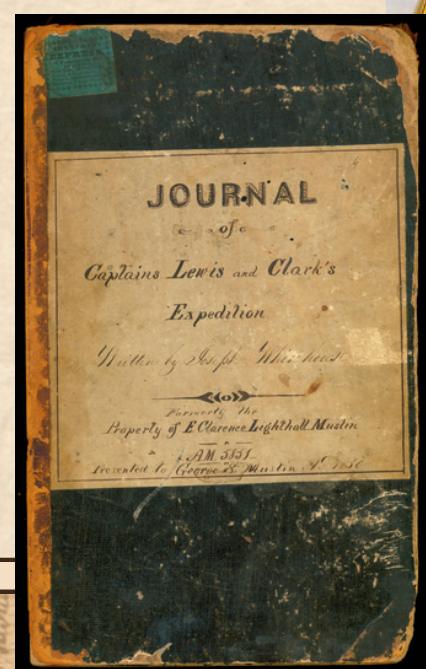
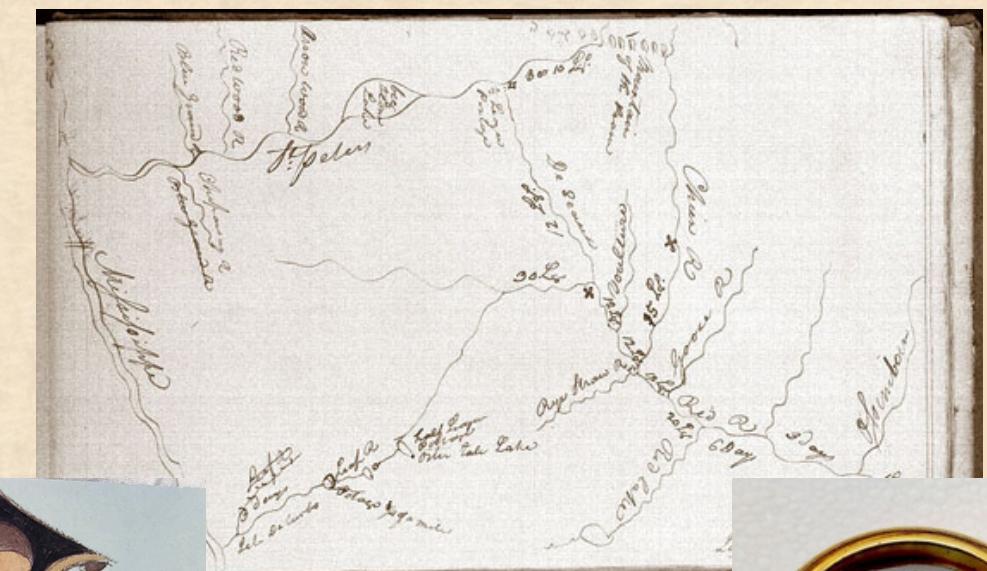
**Journals – to write or draw what they see**

**Food and water – to stay strong and healthy**

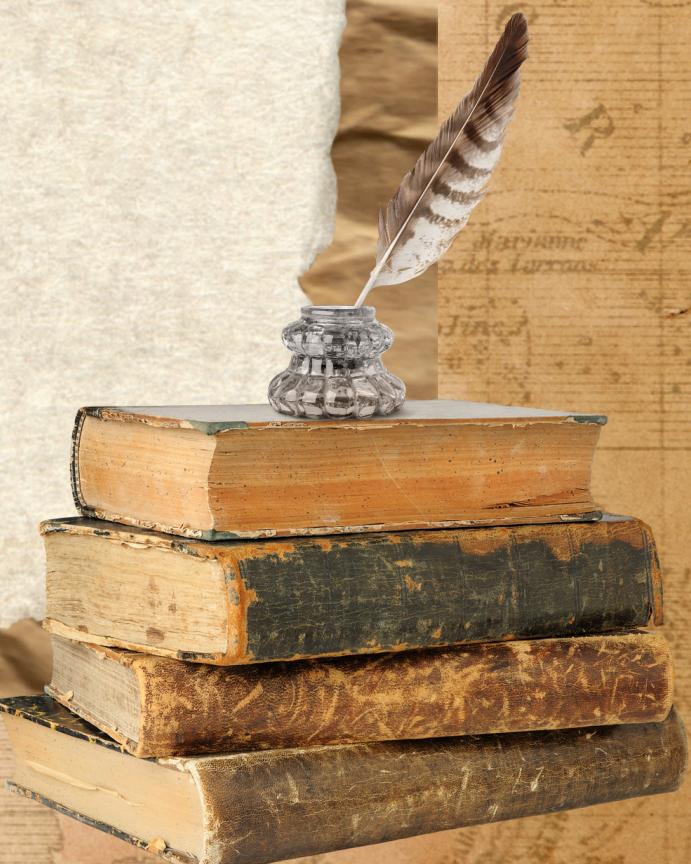
**Clothes – for different kinds of weather**

**Tools – like ropes, shovels, or axes**

**Tents or blankets – for sleeping and staying warm**



WHAT ARE  
SOME  
THINGS YOU  
COULD  
EXPLORE?



# Exploration

Name: \_\_\_\_\_

Exploration is

---

---

Lewis and Clark were \_\_\_\_\_

I could explore \_\_\_\_\_



# Exploration

Name: \_\_\_\_\_

## Exploration is (circle one)

Travelling to places where no one has ever been to learn about them

To ask questions in class about reading

To share your supplies with others

## Lewis and Clark were (circle one)

Two scientists who researched chemicals

Farmers who raised cattle together

Americans who explored the western part of the United states

I could explore \_\_\_\_\_



# *Who were Lewis, Clark, and Sacagawea*



# Video



watch 1.33-3.53

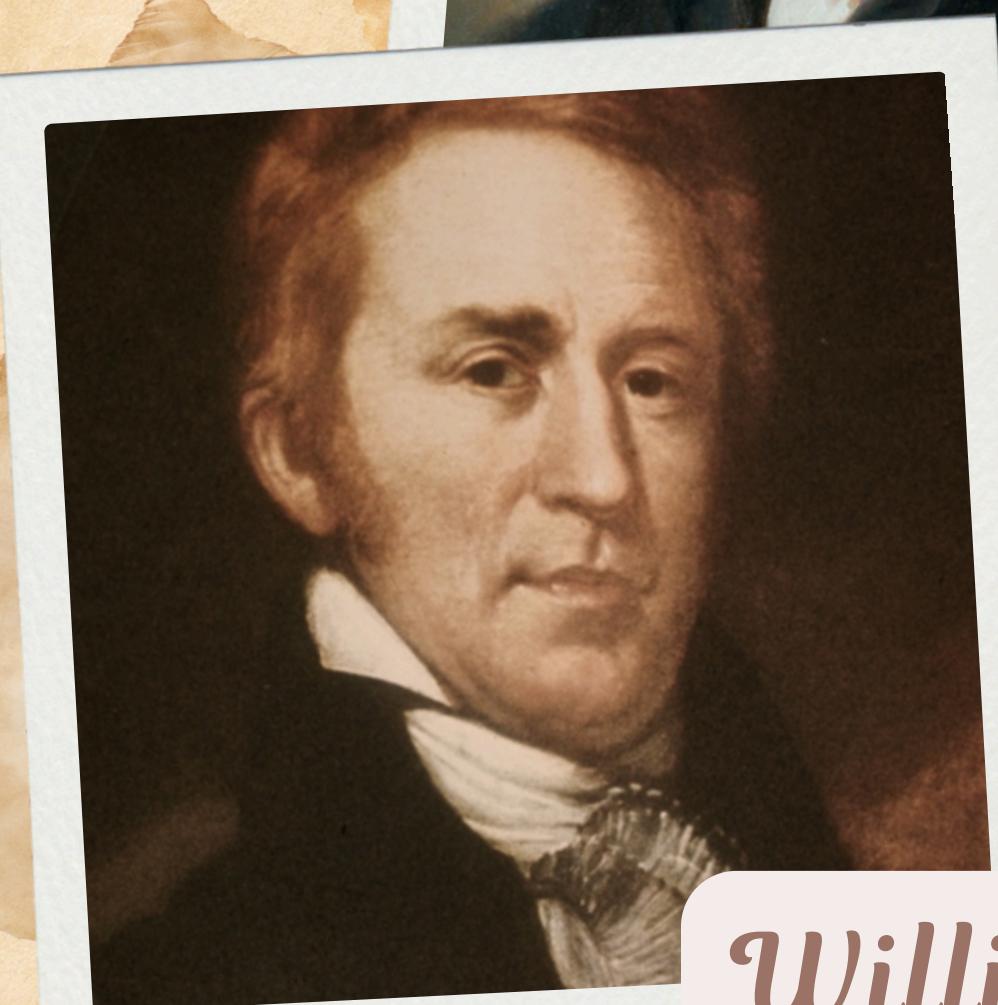
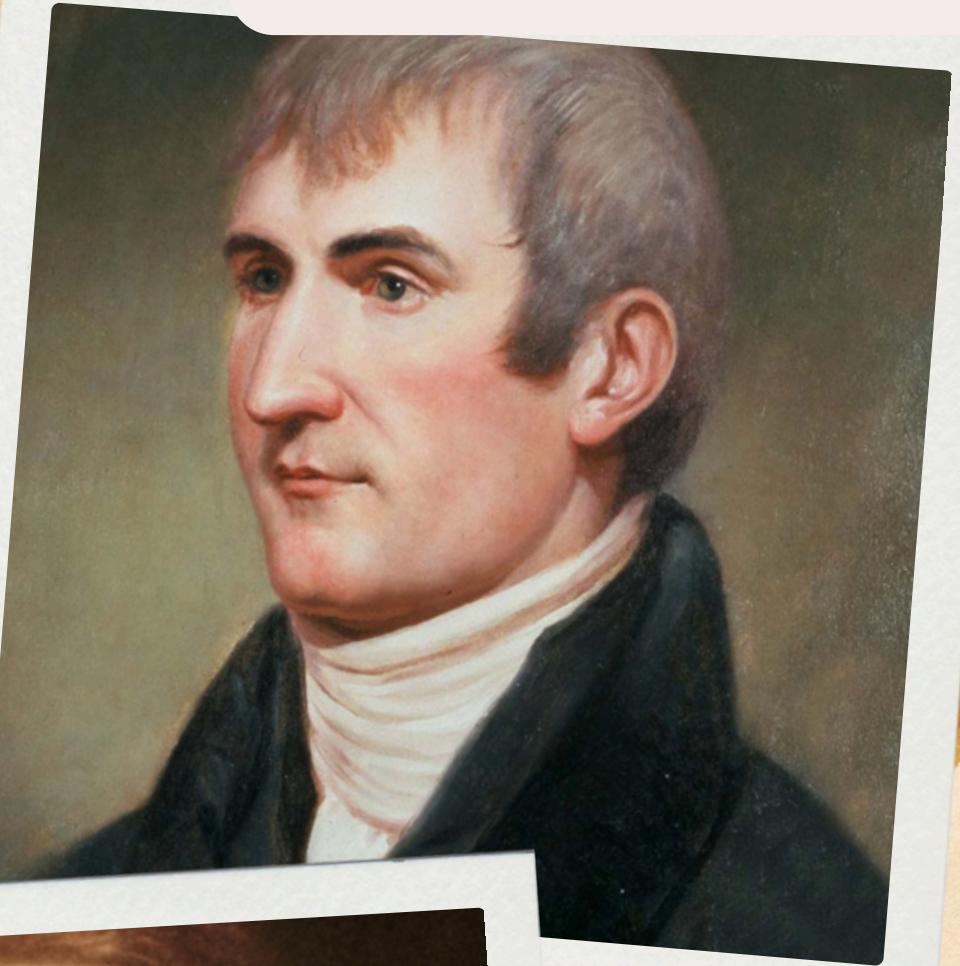
# *I can*

- Explain who Lewis, Clark, and Sacagawea were.
- Identify their key contributions.

# Lewis and Clark

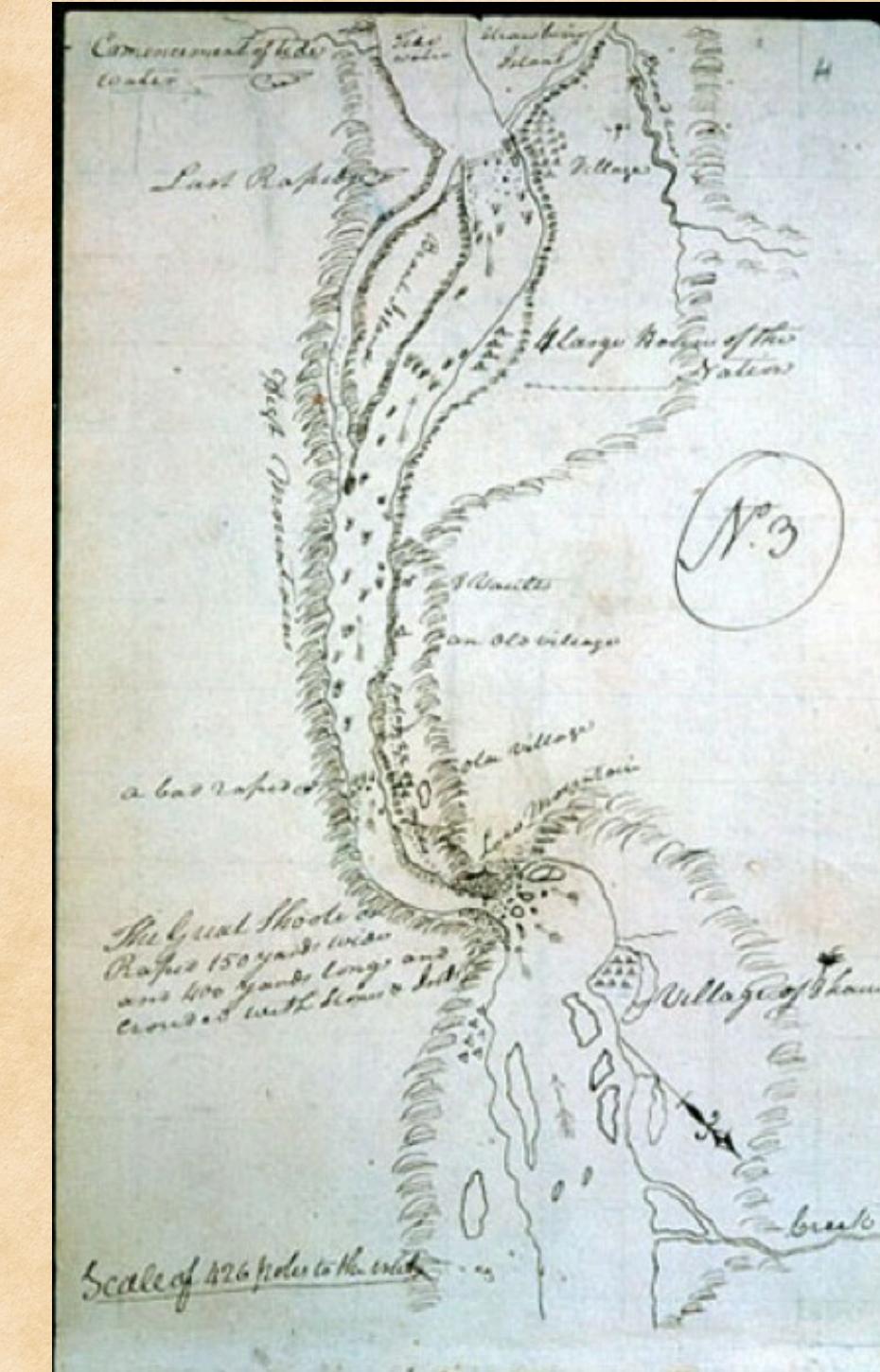
- Lewis and Clark were soldiers before they were explorers.
- When the United States purchased the land out West, the president decided that someone needed to explore it.
- President Thomas Jefferson picked Meriwether Lewis and William Clark to do so.
  - Lewis worked for Thomas Jefferson and was very interested in nature
  - Clark was Lewis's friend and good map maker
- The name of the group that went on this exploration was the Corps of Discovery.

Meriwether Lewis



William Clark

# Contributions

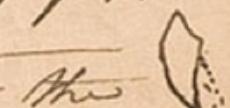


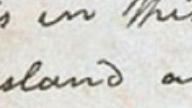
They traveled from St. Louis to the Pacific Ocean.

They made maps of their journey.

# Contributions

## Remarks - Nov. 20.

① There is a sand bar that extends about  $\frac{3}{4}$  of a mile from the lower extremity of this Island, and reaches below the junction of the Ohio & Mississippi. The Island lies in this form  with its greater diameter with the course of the stream; and from the present appearance of the land on the starboard will soon form a part of the main land of that shore tho' at this moment it is deviated from it more than a quarter of a mile by a sand bar ~~is a~~ a small channel

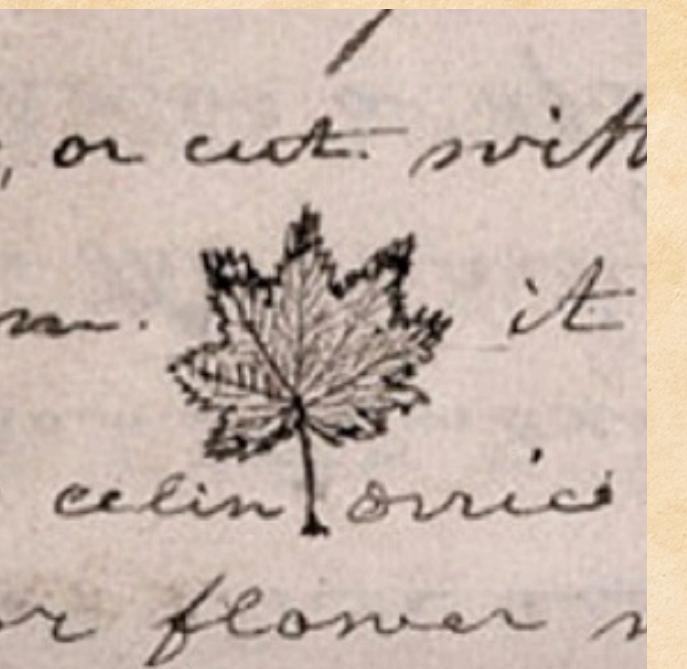
be 8:45". - Lat. 36° 50' 14" -  
② This Island <sup>lies</sup> close to the main land, and <sup>is</sup> deviated from it by a small channel, the lower point distant  $1\frac{1}{2}$  miles ~~the last~~ ~~Calassette~~ miles from the upper point of the last Island; it is in this form  with a small island as laid down above it the whole extending 3 - miles - a small distance above the second Island there is another lying as above laid down; above which a small distance and two hundred yards from the <sup>③</sup> point which formed the termination of the last course we came too on the Starb

scampment of the 19 of Oct little Indian boy caught ~~se~~ this form  which the ear ish were of about 9 inches long, small where the tail j

They used journals to record what they observed.

# Contributions

- Their journey helped people learn more about
  - rivers
  - mountains
  - animals
  - plants
  - the Native Americans

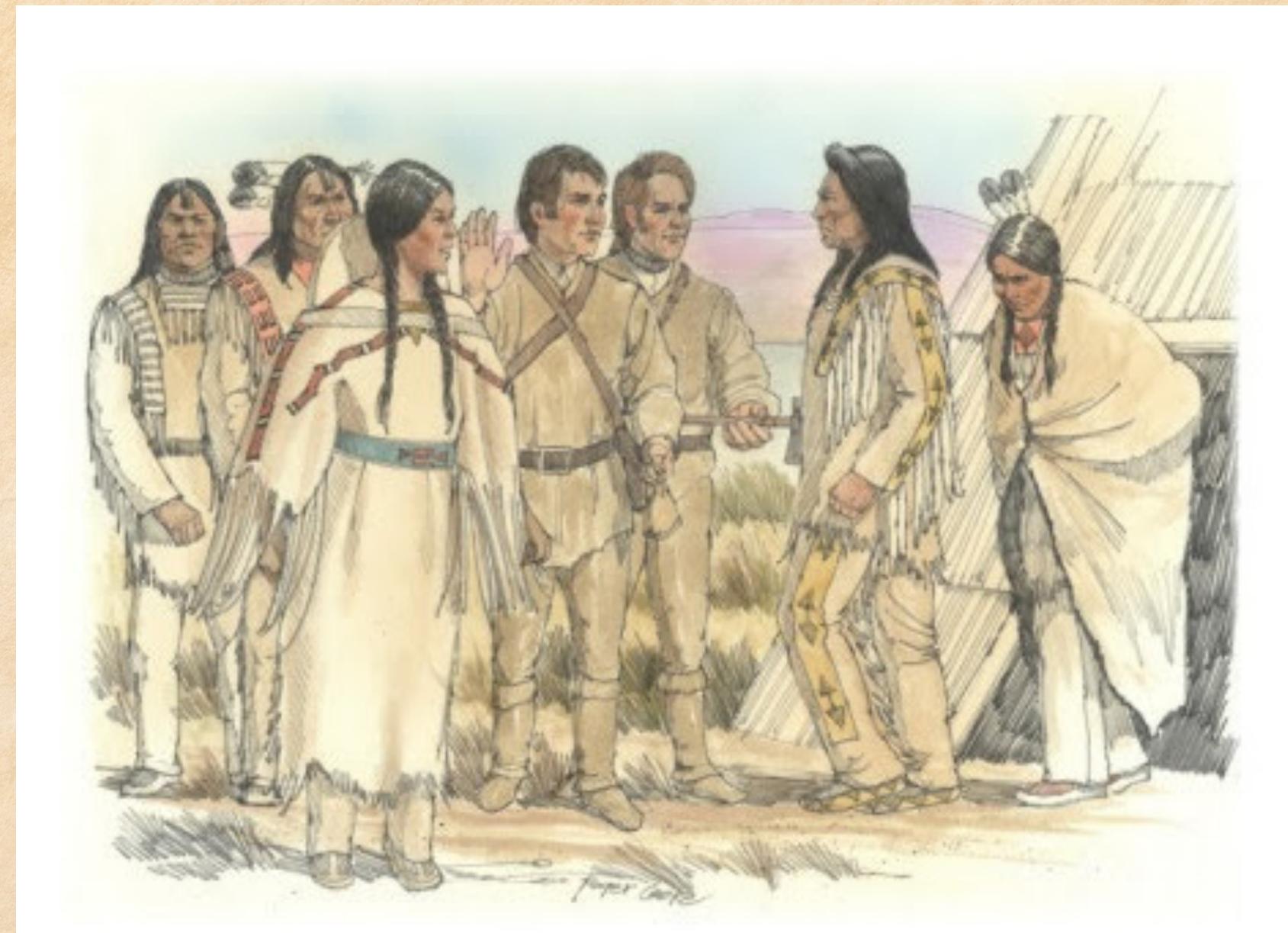


# Sacagawea

- Sacagawea was a Native American from the Shoshone Tribe.
- She helped Lewis and Clark on their journey by helping as an interpreter and guide.
- She gave birth early on the journey so she travelled with her baby.



# Contributions



**She communicated with other tribes and interpreted for Lewis and Clark.**

**Sacagawea and her baby helped those they encountered feel it was safe to be friends with the explorers.**

# Contributions



She guided them through the lands.

# Contributions



**She identified roots, plants and berries that were either edible or medicinal.**

# Contributions



Once, when the boat tipped over, Sacagawea rescued their supplies from the water.

Name: \_\_\_\_\_

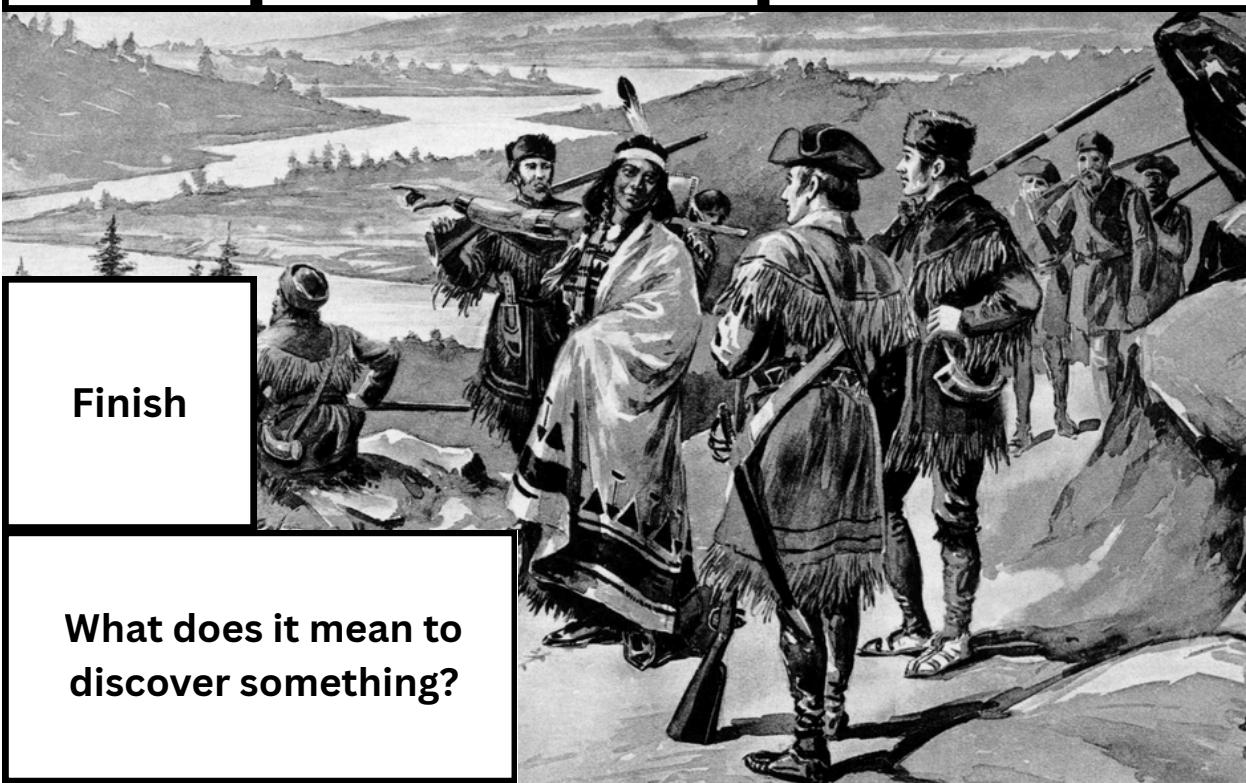
# I can tell you about....

## Lewis, Clark, and Sacagawea!

Draw Lewis, Clark, Sacagawea, and label your drawing.

# Exploration Board Game

~Rules and Key on the Back~

Start	Who were Lewis and Clark?	Tap out the sounds in map	Do 10 jumping jacks
Finish		What word do these sounds make? <i>/p/ /a/ /ck/</i>	What is exploration?
What does it mean to discover something?			Who was Sacagawea?
What did Lewis and Clark explore?	What word do these sounds make? <i>/h/ /e/ /l/ /p/</i>	Do 5 toe touches	Tap out the sounds in land

**Game rules:**

**Move forward one space.**

**Do the task/answer the question**

**If you cannot complete the task move back to where you were before  
First to reach the finish box wins!**

**Game Key:**

**Who were Lewis and Clark?**

- Americans who explored the western part of the United States.

**Tap out the sounds in map**

- make the /m/ sound and tap your finger, make the /a/ sound and tap your finger, make the /p/ sound and tap your finger.

**What word do these sounds make? /p/ /a/ /ck/ - Sound out the letters to your student**

- Pack

**What is exploration?**

- Traveling to places where no one has ever been to learn about them. What does it mean to discover something?

**Who was Sacagawea?**

- A Native American who helped Lewis and Clark explore.

**Tap out the sounds in land**

- Make the /l/ sound and tap your finger, make the /a/ sound and tap your finger, make the /n/ sound and tap your finger, make the /d/ sound and tap your finger

**What word do these sounds make? /h/ /e/ /l/ /p/- Sound out the letters to your student**

- Help

**What did Lewis and Clark explore?**

- The American West.

**What does it mean to discover something?**

- To find something new or unknown

**Thank you for taking the time to play this game with your student. These are concepts we are learning this week and next week in our unit on exploration. Your participation re-enforces these concepts and also gives a fun way to connect with the material your student is learning!**

**Please sign here below if you played this game with your student:**

**x** \_\_\_\_\_

**What did you learn about your student through this game?**

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**What questions (if any) did your students struggle with?**

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# Maps



# I can

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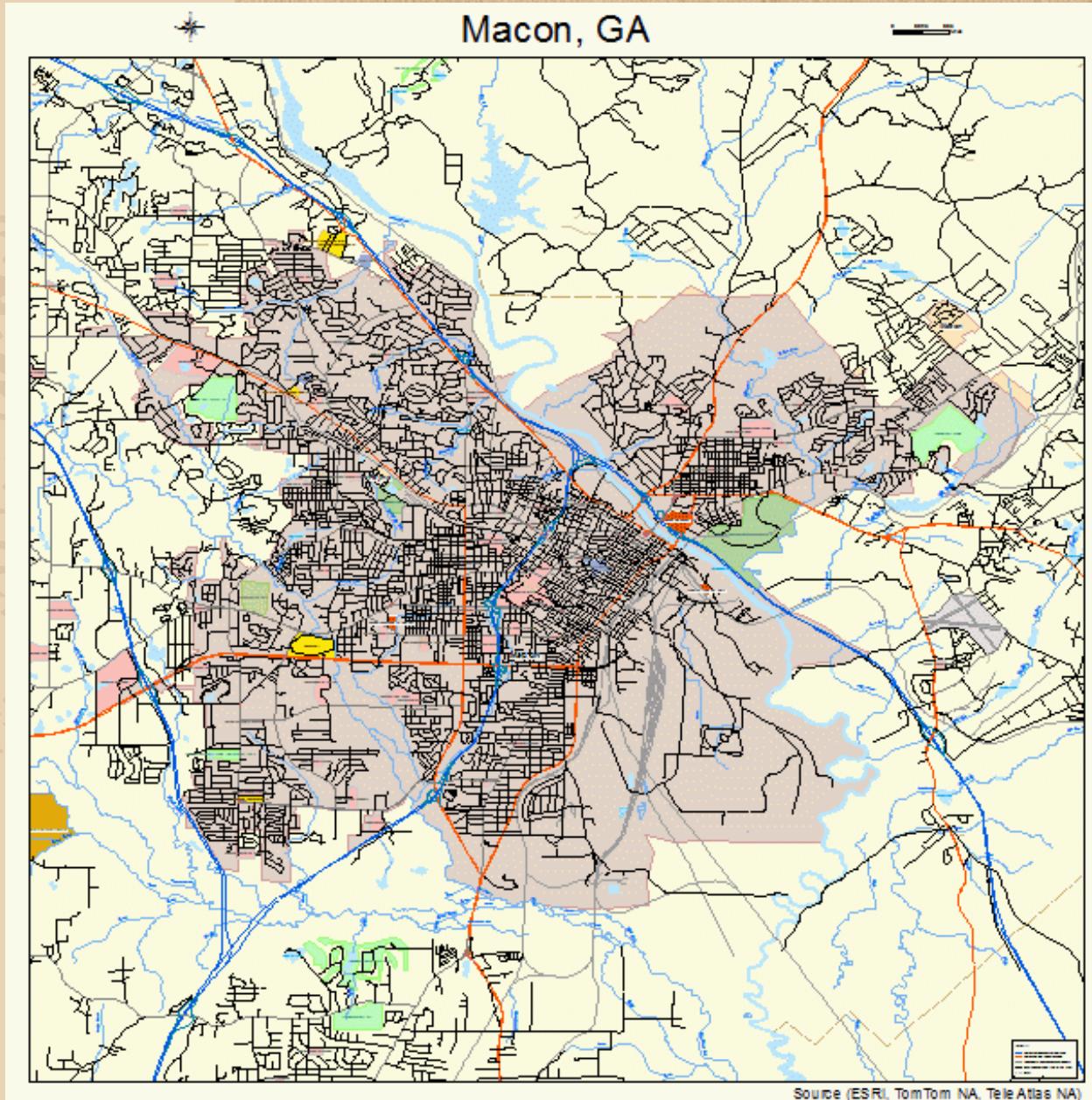
Explain  
what maps  
are used for.

Identify the  
parts of a  
map.

Identify the  
cardinal  
directions on  
a compass.

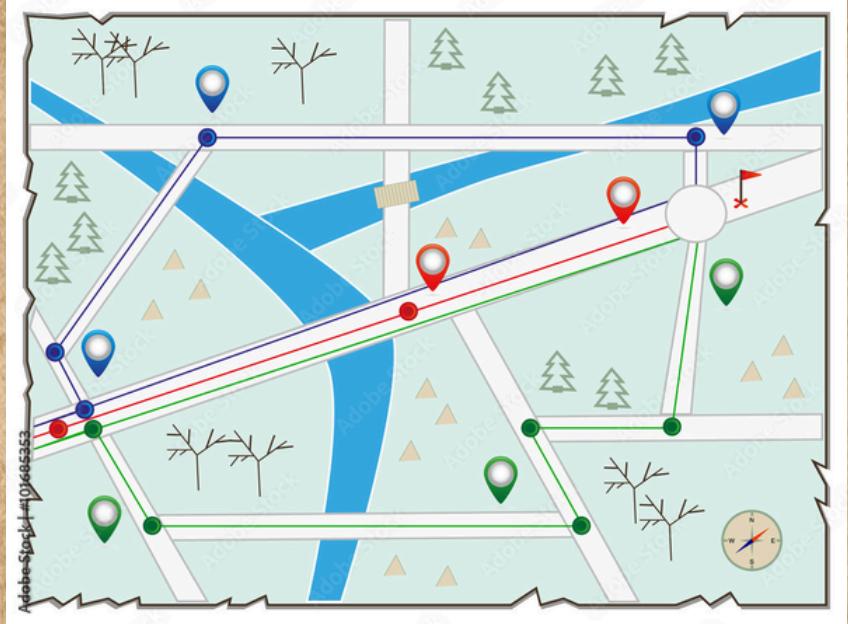
# What are maps?

Maps are used to show where places are and to help people find their way.



# People use them to...

- To find where places are (like states, cities, or countries).
- To see where landmarks are in the world (like mountains, rivers, and oceans)
- To get from one place to another (like going from home to school)
- To see how far places are from each other.



# Parts of a map

## Map Title

The name of the map. It tells you what the map is showing.

## Map Labels

The words on a map that tell you the names of places or things on the map.

## Symbols

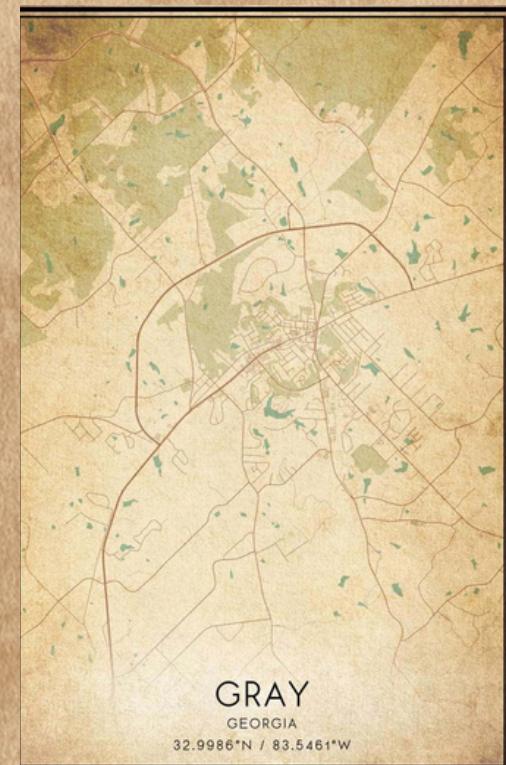
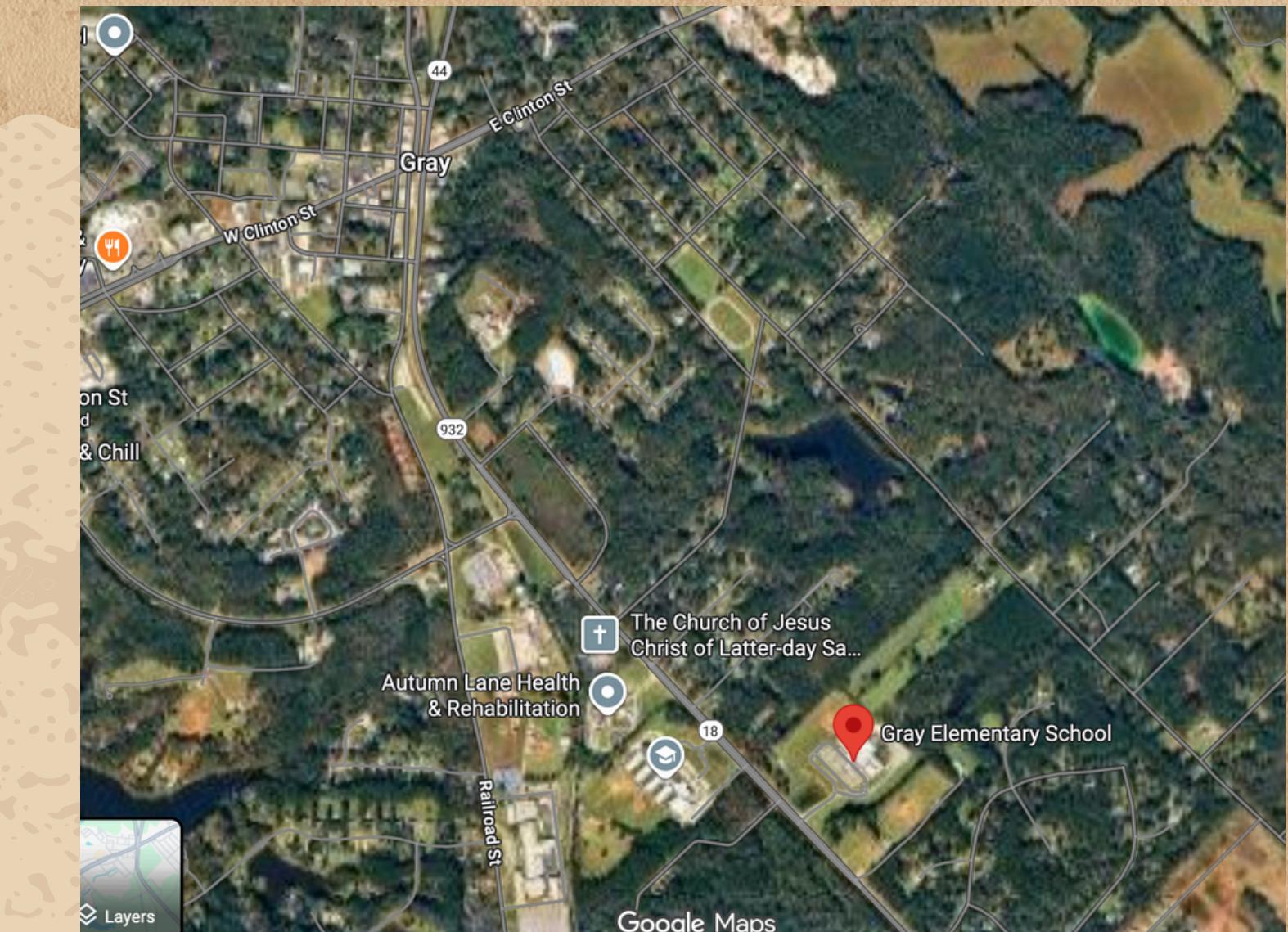
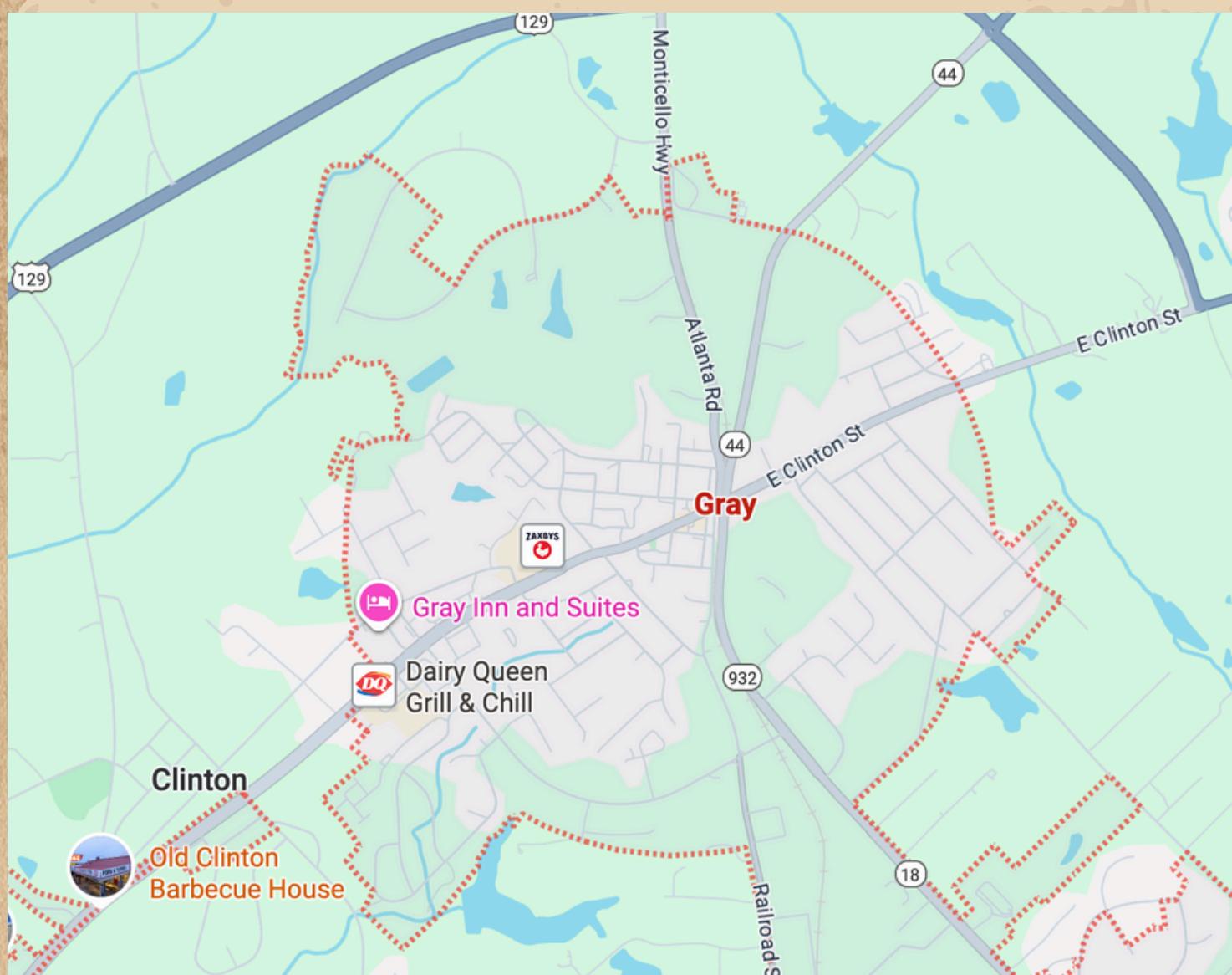
The pictures or shapes on a map that stand for real things. They help you understand what is on the map without using lots of words.

## Compass Rose

A symbol on a map that shows the cardinal directions, so you can tell which way to go.

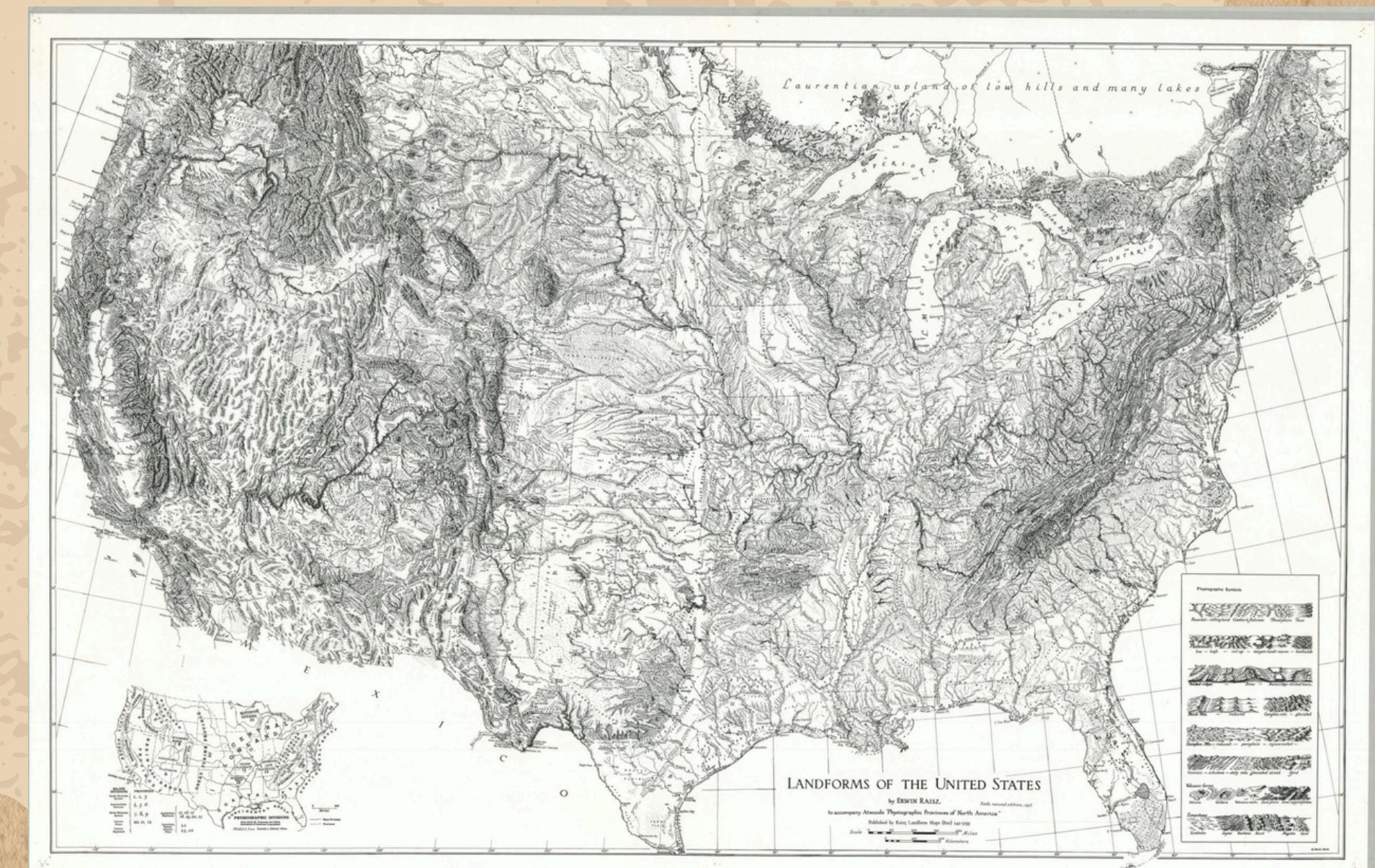


# Examples of maps: Gray, Georgia



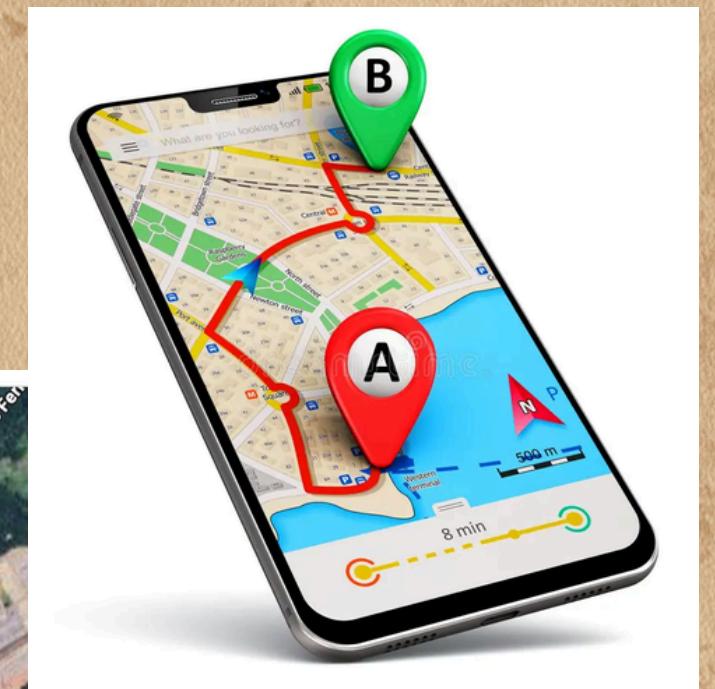
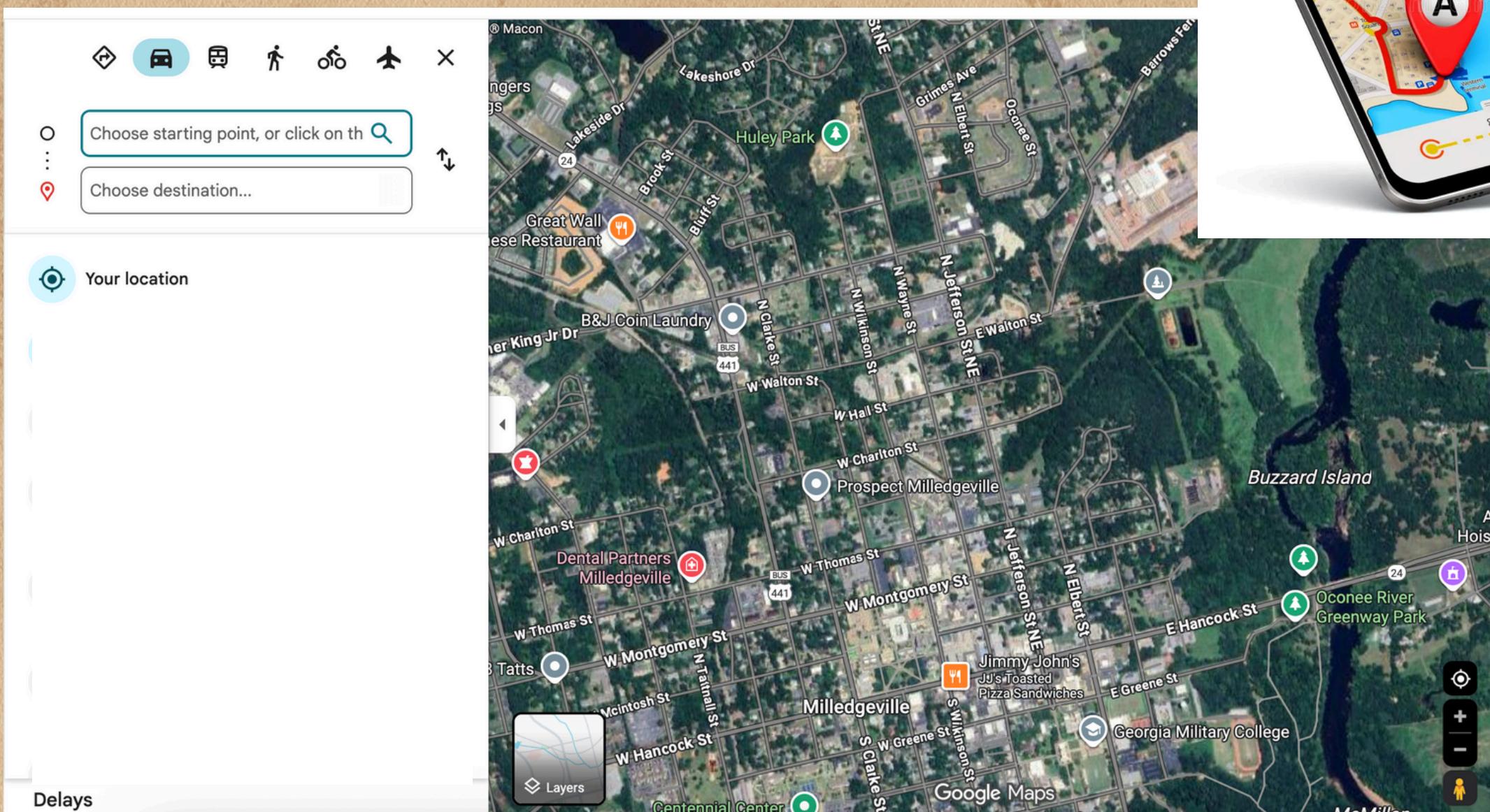


# Examples of maps: United States

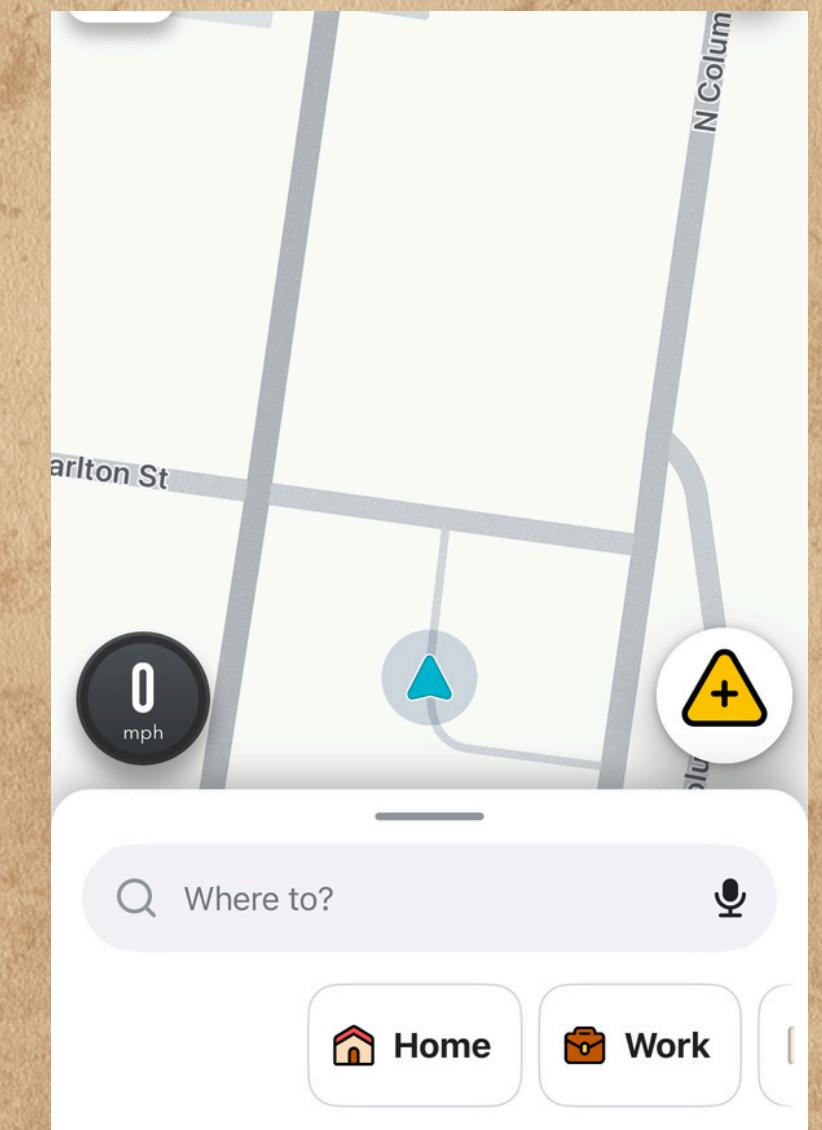


# Maps in our current context:

**Google Maps:**  
<https://www.google.com/maps>



**Waze:**



## Group 1:

Oklen  
Izzy  
Anna  
Brooks  
Branson

## Group 2:

Joshua  
Joseph  
Markus  
Aubrey  
Tatum  
Violet

## Group 3:

Jax  
Braylon  
Reyens  
Kinsley  
Kyleigh  
Kayla

# All About MAPS

## Georgia



Name: \_\_\_\_\_

# How are maps are used?

Maps are used to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can use maps to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Parts of a Map:

Draw a line showing where the parts of the map are  
on the Map of Georgia



Symbols

Compass Rose

Labels

Map Title

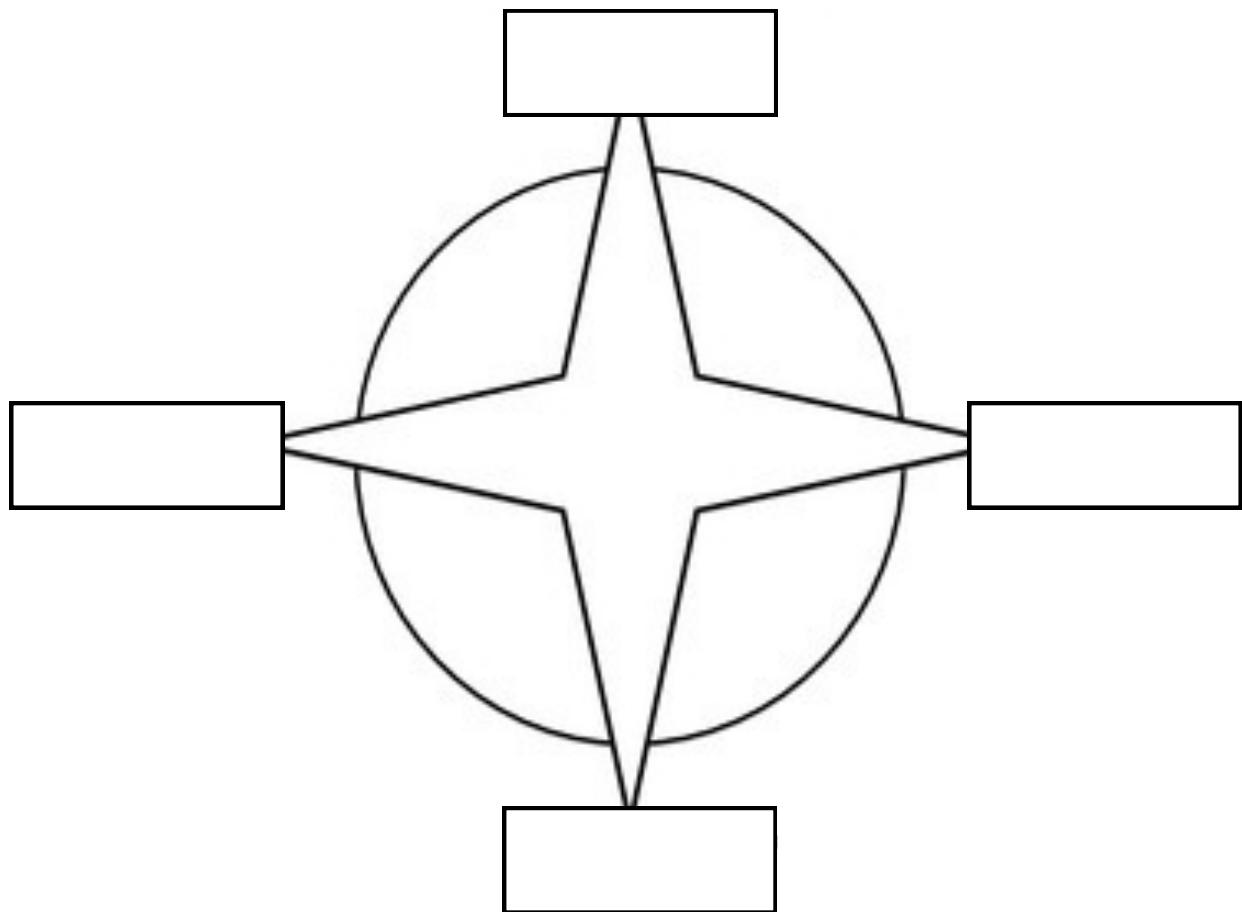
# Compass Cardinal Directions

North

South

East

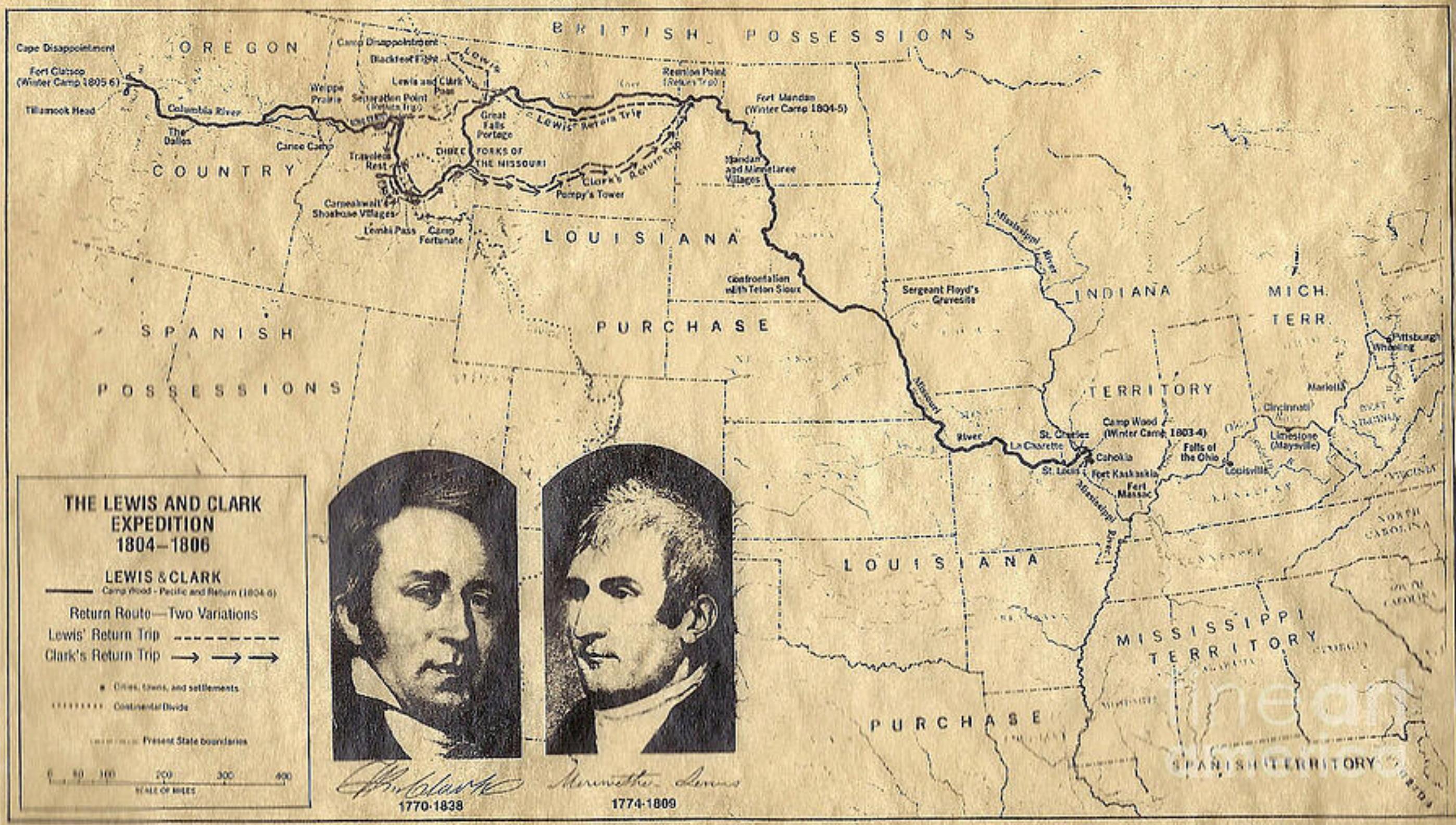
West



# Mapping with Lewis and Clark



# LEWIS AND CLARK EXPEDITION 1804 -1806



I can

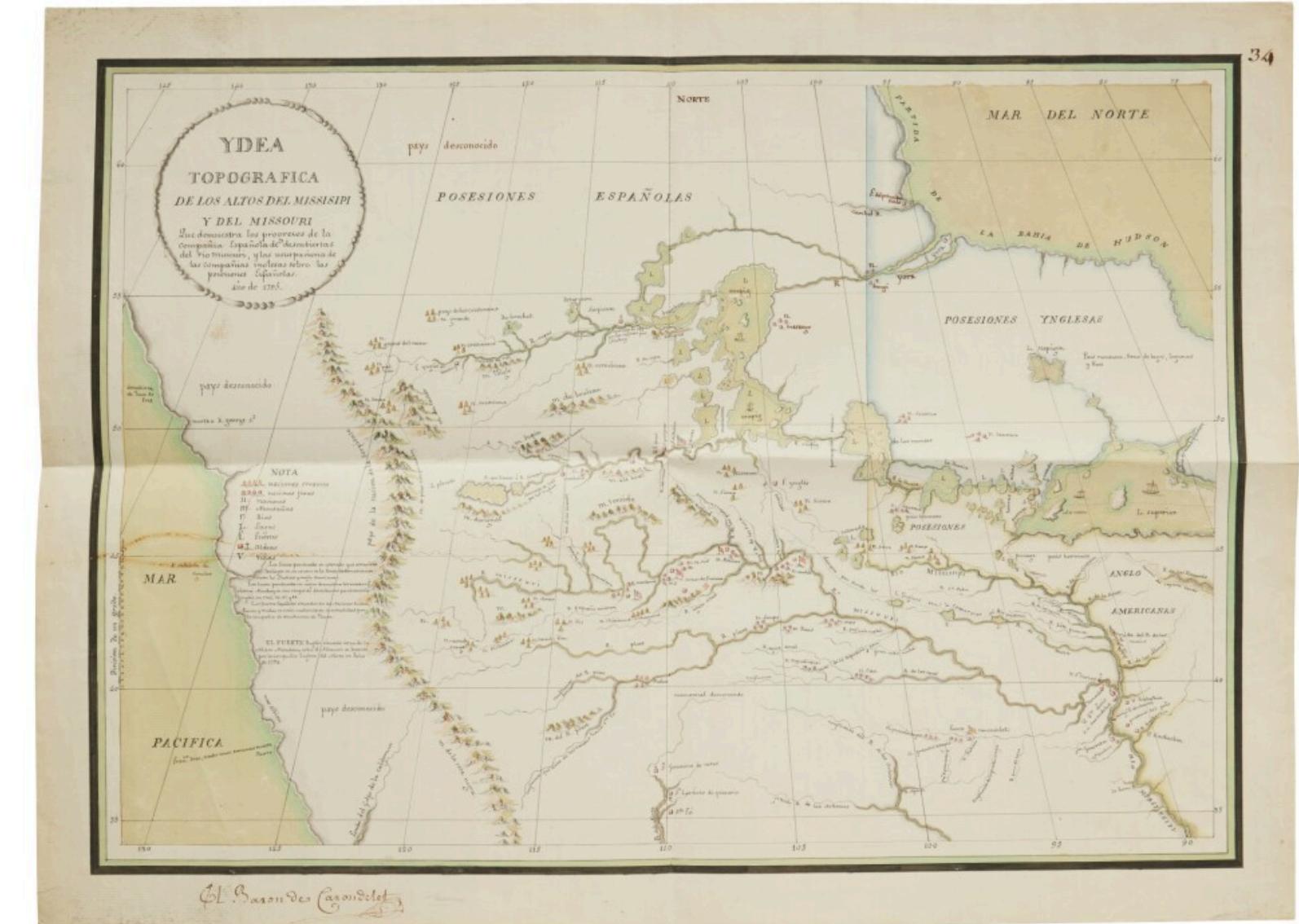
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Explain how  
Lewis and Clark  
used maps.

Explain how and  
why Lewis and  
Clark made maps

# How did Lewis and Clark use maps?

- Before the expedition even began, Lewis carried with him several older maps made by explorers, traders, surveyors, and locals.
- These maps gave him a rough idea of what was already known about the Missouri River and lands beyond.
- One such map was the Soulard map, created in 1795. It was used by Lewis as a planning tool to understand what was known about the lands, especially along the Missouri River.
- Lewis also worked with people who surveyed the land in St. Louis, learned from French and Spanish maps, and collected geographic information from traders and local people.



# Why did Lewis and Clark make maps?

- **To show what the land looked like**

At the time, much of the western United States was unknown to Americans. Lewis and Clark made maps to show rivers, mountains, and landforms they discovered so others could understand what the land looked like.

- **To record their route**

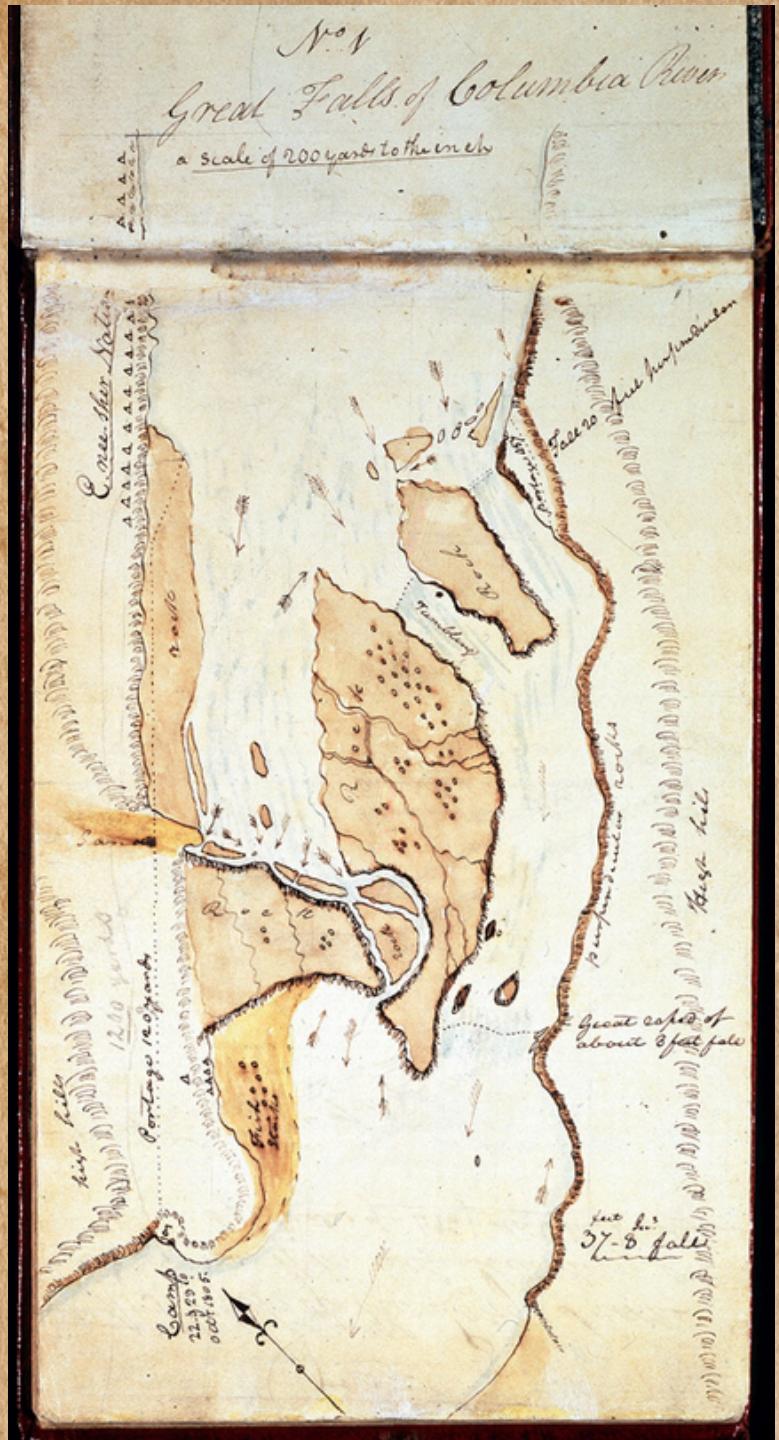
They drew maps to keep track of where they traveled, marking rivers, campsites, and important landmarks each day. Clark, who was trained in mapmaking, carefully measured direction and distance to help them remember their exact path.

- **To help future travelers and settlers**

Their maps helped future explorers, traders, and settlers find safe routes across the new lands.

- **To share new discoveries**

They mapped where they found new plants, animals, and Native American tribes. This helped scientists and government leaders learn more about what was in the new western lands.



# How did they make the maps?

- **They used tools to find direction.**

They used a compass to know which way they were going (north, south, east, or west).

- **They measured how far they traveled.**

They guessed distances by how long it took to travel or how fast their boats moved in the rivers.

- **They drew quick sketches.**

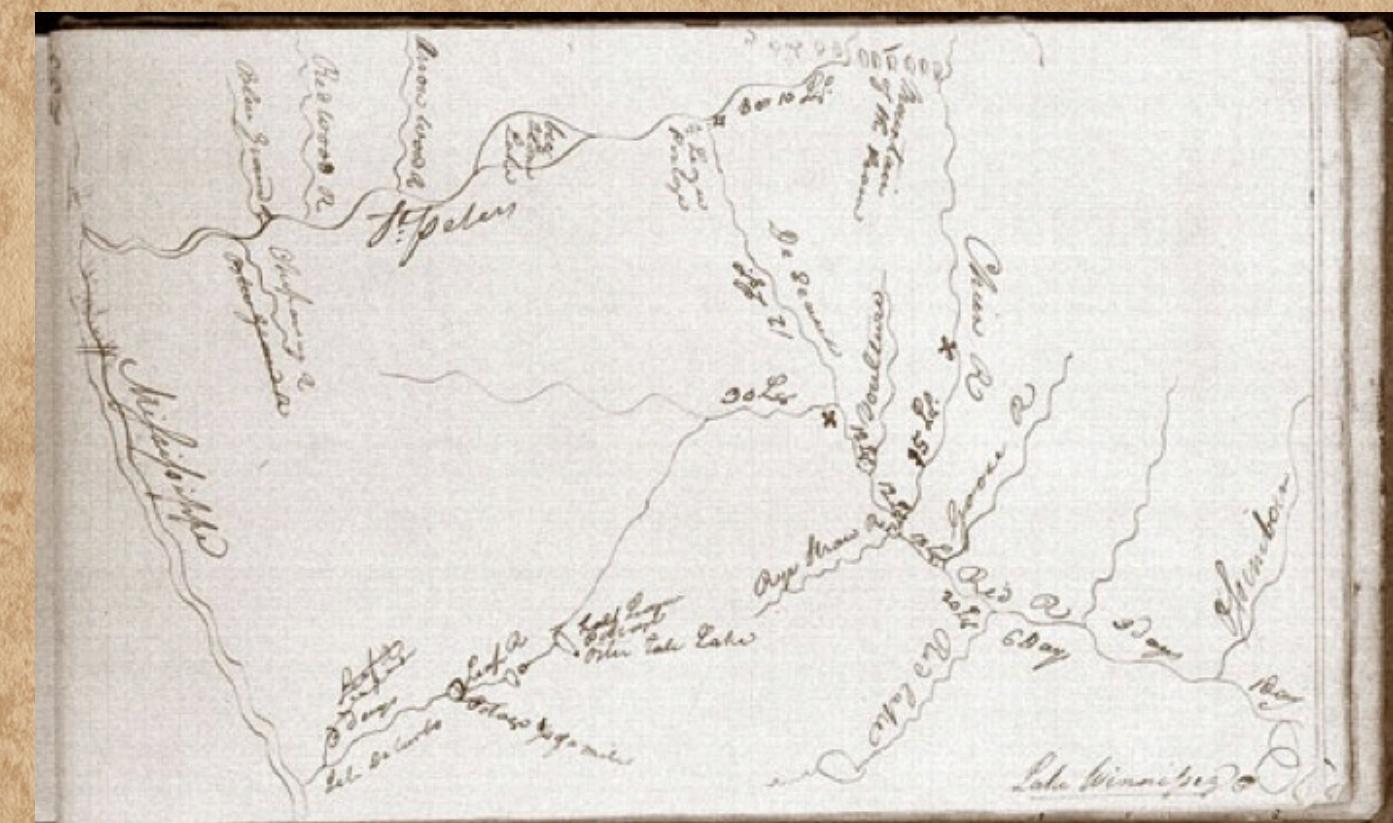
Each day, Clark made small map drawings in his journal to show rivers, campsites, and landmarks.

- **They added land and river shapes.**

They drew where the rivers turned, where mountains were, and where they saw Native American villages or animals.



# Examples of the maps Lewis and Clark made:

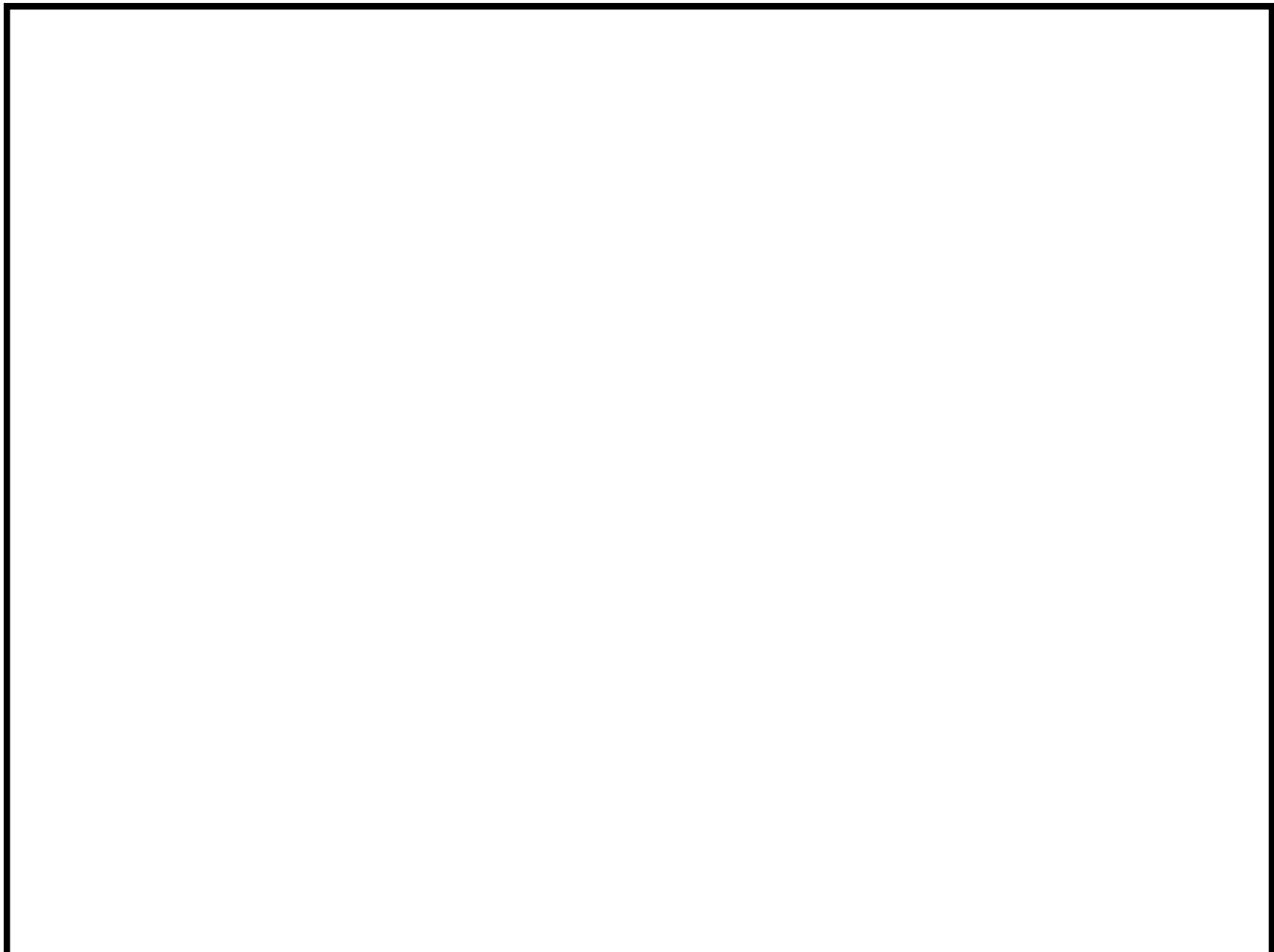


# Group Map Making:

**<https://lum.io/share/49c3da93-5dcf-468b-9c19-218b2fcebfb3>**

# Discussion

Name: \_\_\_\_\_



A large, empty rectangular box with a black border, occupying most of the page below the name line. It is intended for a child to draw a picture.

Name: \_\_\_\_\_



**Map Title  
Map Labels  
Symbols  
Compass**

Name: \_\_\_\_\_



**Map Title**  
**Map Labels**  
**Symbols**  
**Compass**

# Journalling with Lewis and Clark





# I can

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Explain what a journal is

Explain how Lewis and Clark used journals

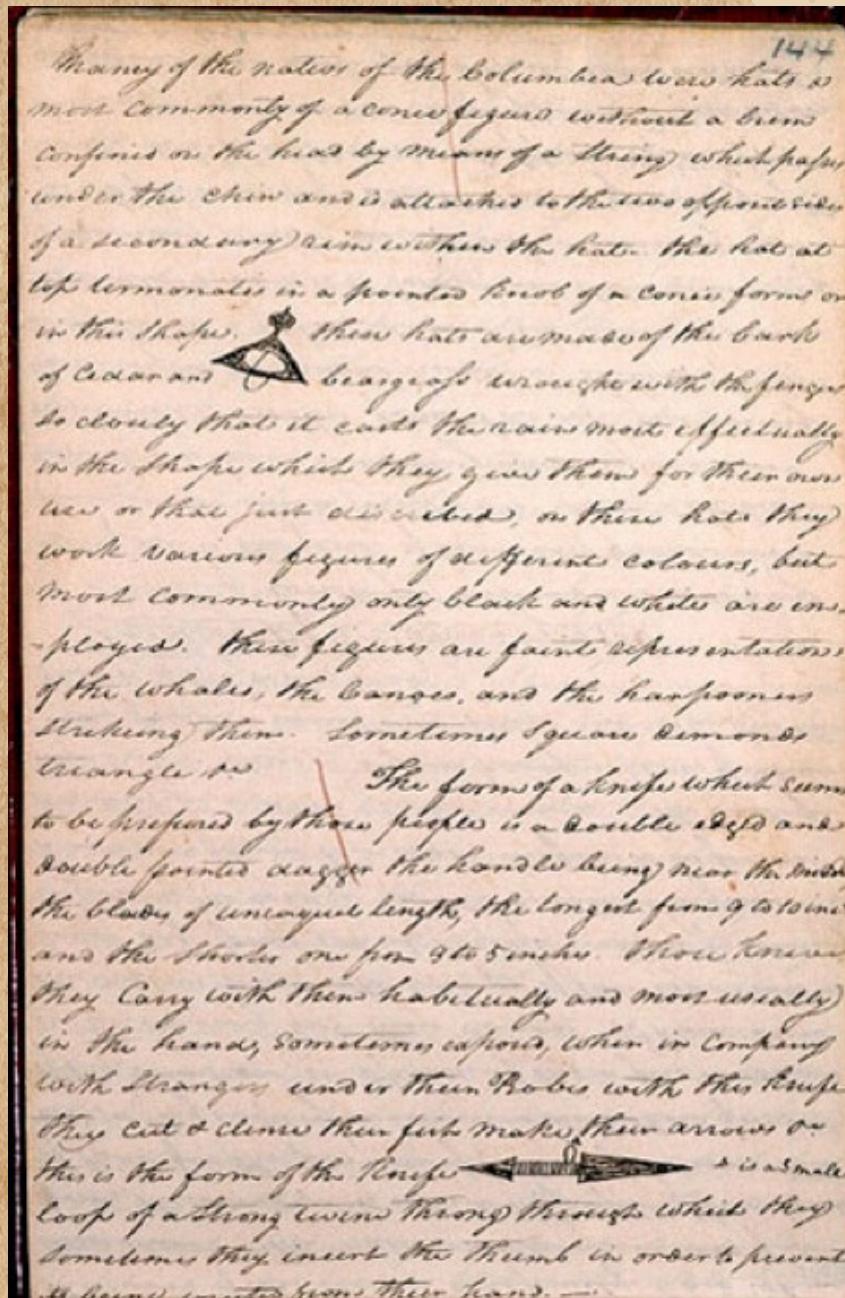
Explain how we can use journals

# What are journals?

Journals are used to write or draw about what happens so we can remember and share it.

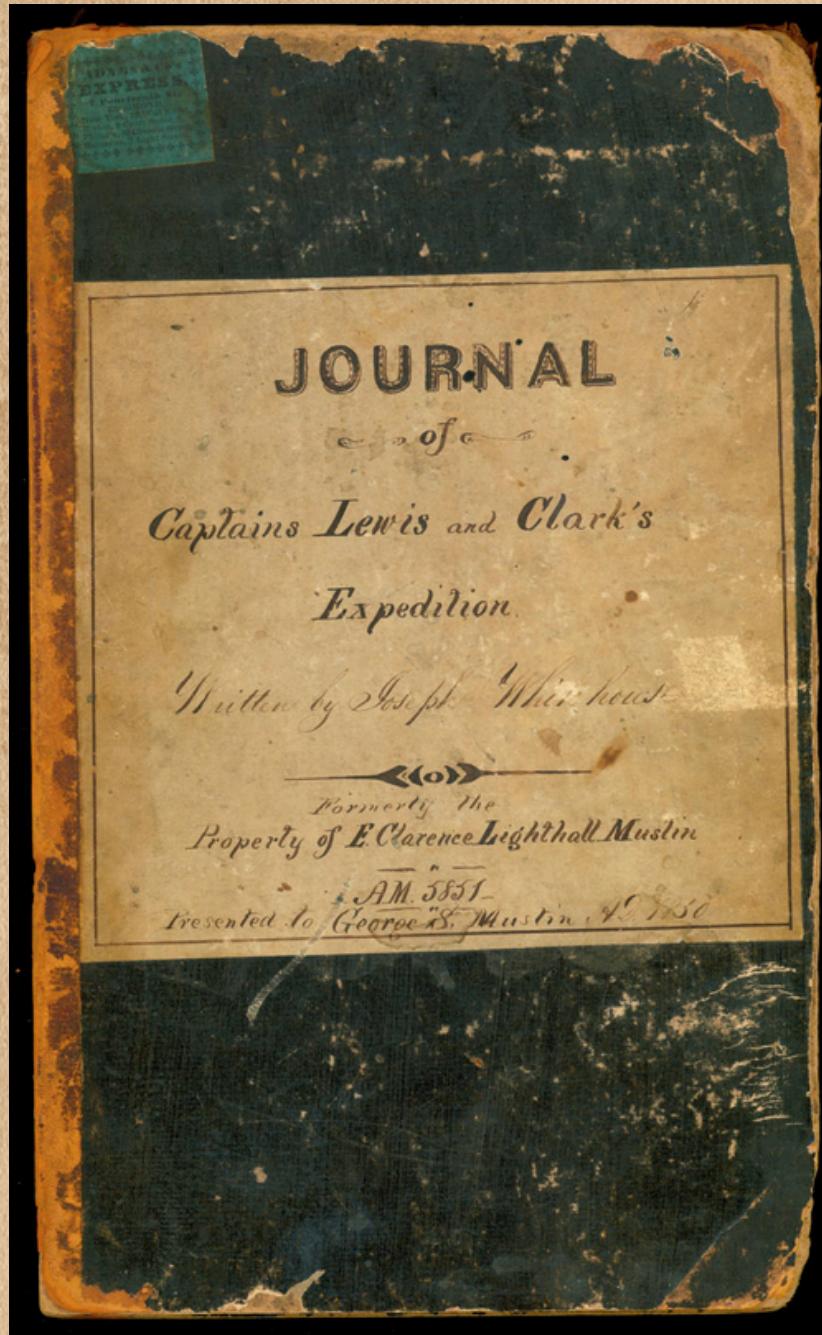


# How did Lewis and Clark use journals?



- Lewis and Clark wrote down what they saw on their journey.
- They drew pictures of animals, plants, and people they met.
- They kept track of the land, rivers, and mountains so they wouldn't get lost.
- Their journals helped them remember important things and share what they learned with others.

# Examples of the journals Lewis and Clark made:



170° W 5 miles to a point on the Star River, past under a high mountainous country and encamped on the water Star River opposite a rock situated 7/8 a mile in the river 50 feet high & 20 diameter. Some high mountains to the west on the top of one is snow. Ollan in view! O' the joy.

8th November 1805

569° W 2 miles to a point on the Star River a high mountainous country to the east low elevation the River a deep basin opposite low under the mountain.

the acute angular points crenate, or cut with small This form.  it is 3 inc. petioles celin or incip of the head and beak. the flesh and only flavor either the feathers brained about the beak short fine

ar is dark, t of a good as use. — invariably found the polaris. —

nday March 5<sup>th</sup> 1806

the rocks, the shell is thin and consists of one valve. a small circular aperture is formed in the center of the under shell. the animal is soft body. — The white salmon trout which we had previously seen only at the great falls of the Columbia, has now made its appearance in the creeks near this place. one of them was brought into day by an Indian who had just taken it with his gog. this is a sketch of it; it was 3 feet 8 inches long and weighed 10 lbs. the eye is much larger than the people with small mouth of yellow and iris of a silvery white, orbis near its border with brown. the portion may be seen from they are small to the fish. the fins pointed except the which are in back fin and tail each gills twelve, near the rays, but covered with scales above; those of the tail, and the small fin placed tail above has no bone is a tough flexible substance smooth skin it is thicker in width than the salmon. around border in a single series, are as before size on the salmon etc, nor do I know

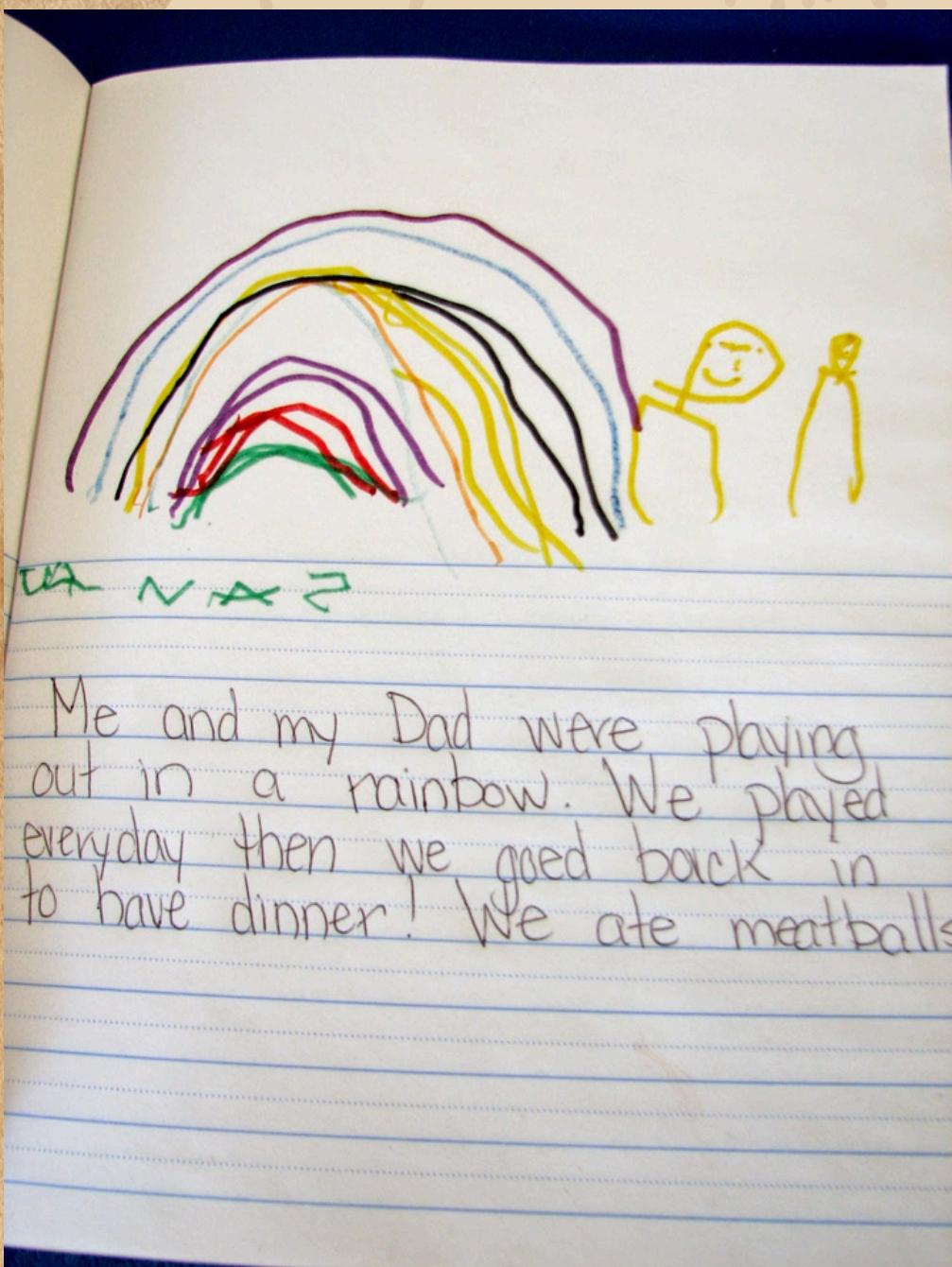
## Merriweather Lewis: Excerpt from Monday August 19th 1805.

This evening I made a few of the men construct a sein of willow brush which we hawled and caught a large number of fine trout and a kind of mullet [1] about 16 Inhes long which I had not seen before. the scales are small, the nose is long and obtusely pointed and exceeds the under jaw. the mouth is not large but opens with foalds at the sides, the colour of it's back and sides is of a bluish brown and belley white; it has the bones, from which I have supposed it to be of the mullet kind. the tongue and pallate are smooth and it has no teeth. it is by no means as good as the trout. the trout [2] are the same which I first met with at the falls of the Missouri, they are larger than the speckled trout of our mountains and equally as well flavored.

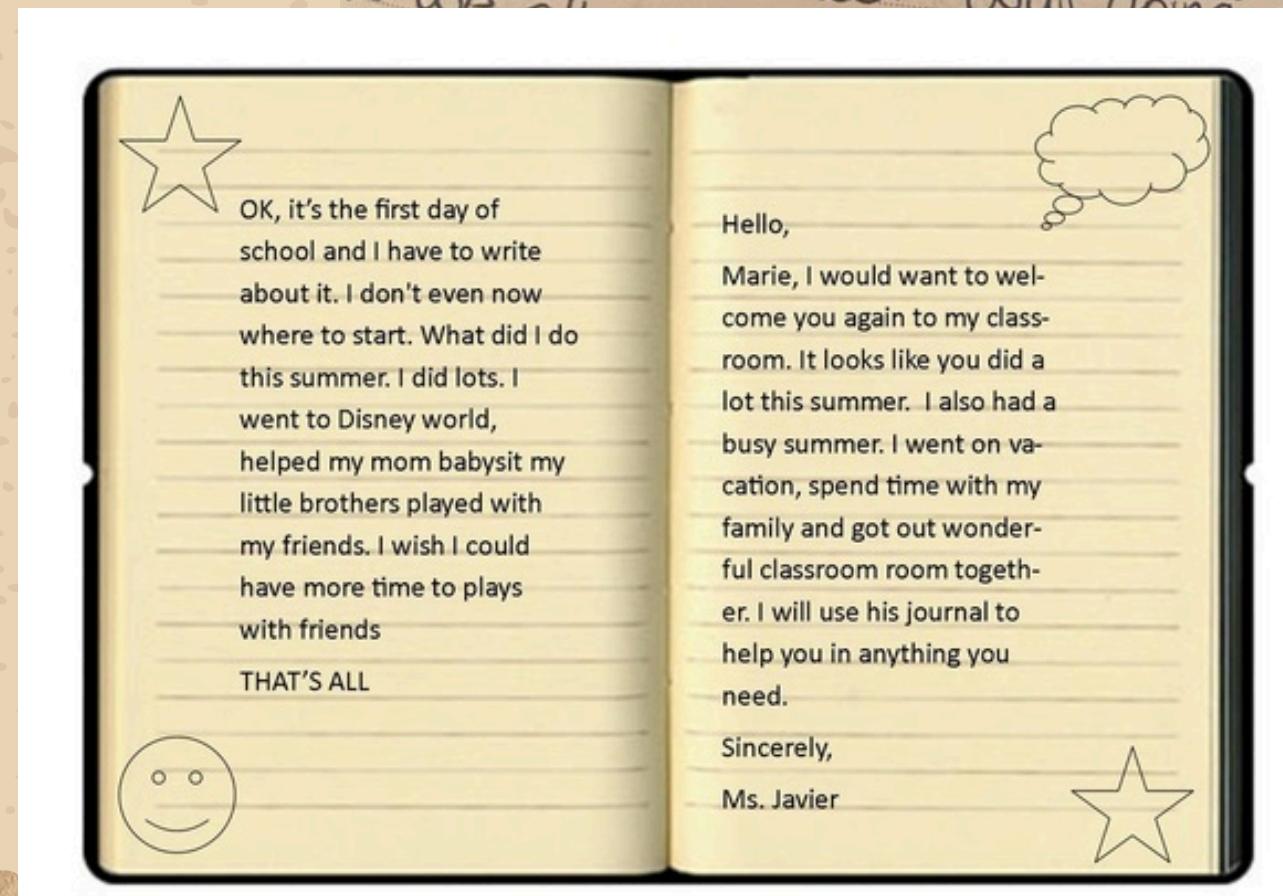
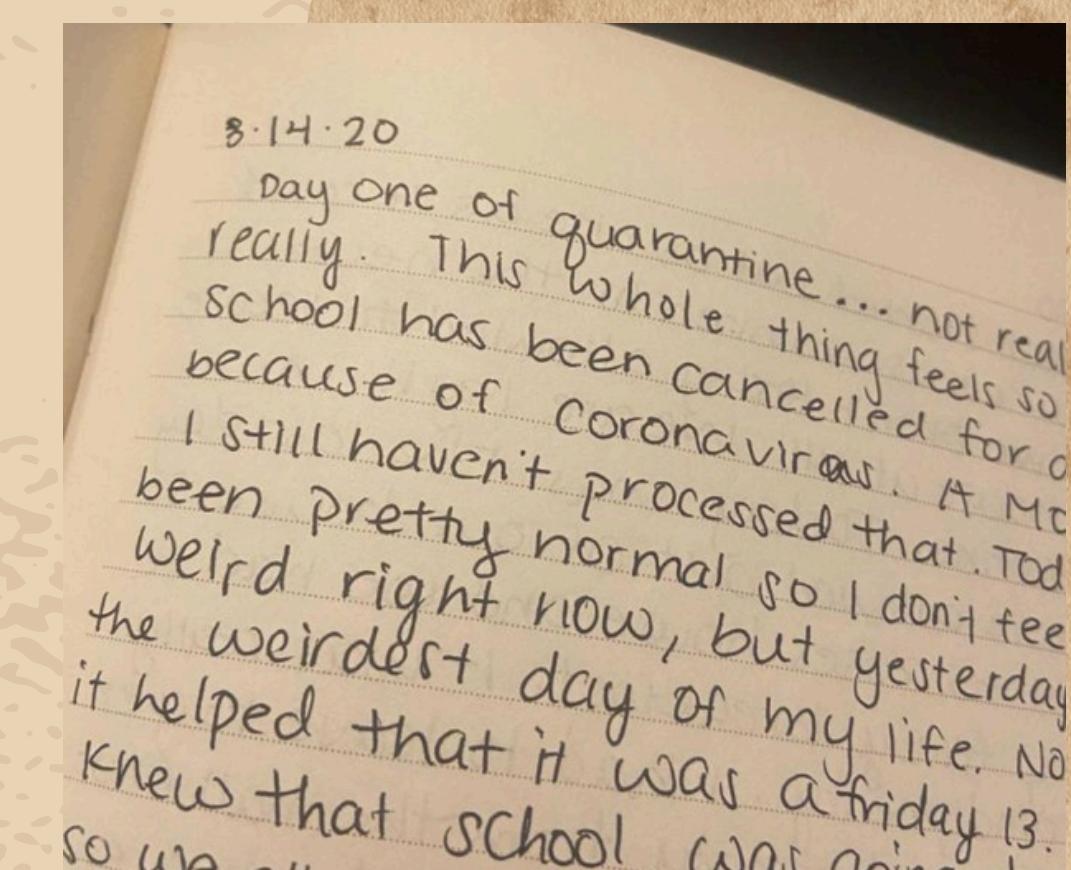
## William Clark: Excerpt from August 19th Monday 1805

Continues 5 miles & then becoms narrow, the beaver has Damed up the River in maney places we proceeded on up the main branch with a gradial assent to the head and passed over a low mountain and Decended a Steep Decent to a butifull Stream, passed over a Second hill of a verry Steep assent & thro' a hilly Countrey for 8 miles an Encamped on a Small Stream the Indians with us we wer oblige to feed— one man met me with a mule & Spanish Saddle to ride, I gave him a wistoat [waistcoat] a mule is considered a of great value among those people

# How can we use journals?



- Write down how we feel.
- Write down what we experience.
- Draw what we experience.
- Share what we journal with others or keep what we write down to remember for ourselves.



# Making a journal entry

5° 70' W 3 miles to a point on the Shoshone side  
under a high mountainous country and  
Encamped on the water side. Opposite  
a rock situated 7/8 a mile in the lower 50  
feet high to 20 decimetre. Some high  
mountains to the SW on the top of one in  
snow. Ocean in view! O' the joy.

8th November 1805

5.69° W 2 miles to a point on the Shoshone a high  
mountainous Country 2000 feet above  
the Rio - and but opposite  
to the side of the mountain.

I can

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Explain the parts  
of a journal  
entry

Write a  
journal entry  
with proper  
mechanics and  
syntax.

# What do we need for a journal entry?

- **Title:** Tells what the entry is about.
- **Date:** Shows when the entry was written.
- **Name:** Shows who wrote the entry.
- **Event/Observation:** Tells what happened, what you observed.
- **Drawing:** Shows what happened, what you observed.

**Title** Prairie Dog Discovery

**Date** September 7, 1804

William Clark **Name**

As we descended from this dome, we arrived at a spot, on the gradual descent of the hill, nearly four acres in extent, and covered with small holes: these are the residence of a little animal [prairie dog], called by the French petit chien (little dog), who sit erect near the mouth, and make a whistling noise, but when alarmed take refuge in their holes.

**Event/Observation**

**Drawing**



# What about the event/observation?

- Capitalization
- Punctuation
- Complete sentence

i see students classroom



I see students in the classroom.

# Small Groups

## Group 1

- Braylon
- Aubrey
- Brooks
- Kinsley
- Branson

## Group 2

- Kayla
- Reyens
- Izzy
- Anna
- Markus
- Oklen

## Group 3

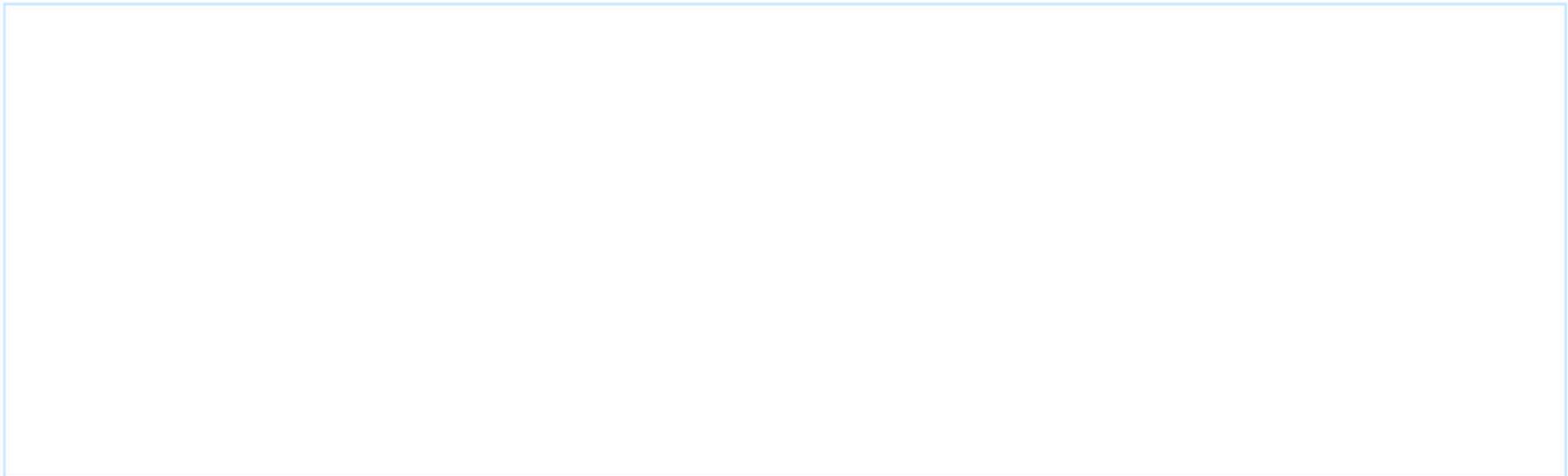
- Tatum
- Jax
- Violet
- Joshua
- Kyliegh

# Lewis and Clark Journal Entry Practice

Name:

Title:

Date:



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today Clark big bird



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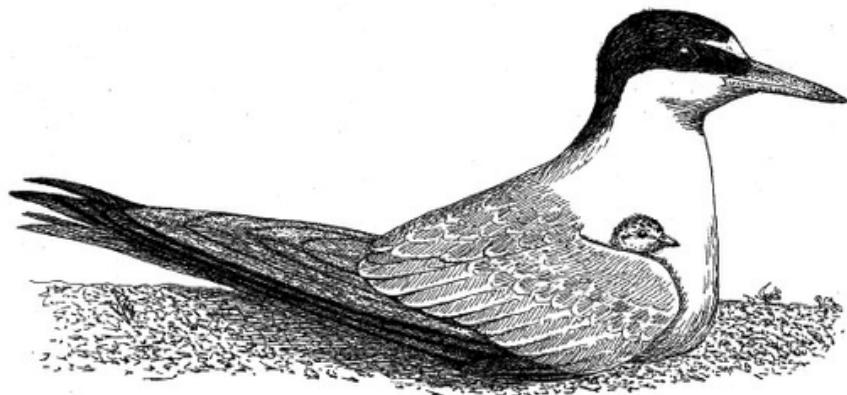
# Lewis and Clark Journal Entry Practice

## Teacher Sheet

Title: Observation of a Bird

Name: John

Date: 10/19/25



today Clark big bird

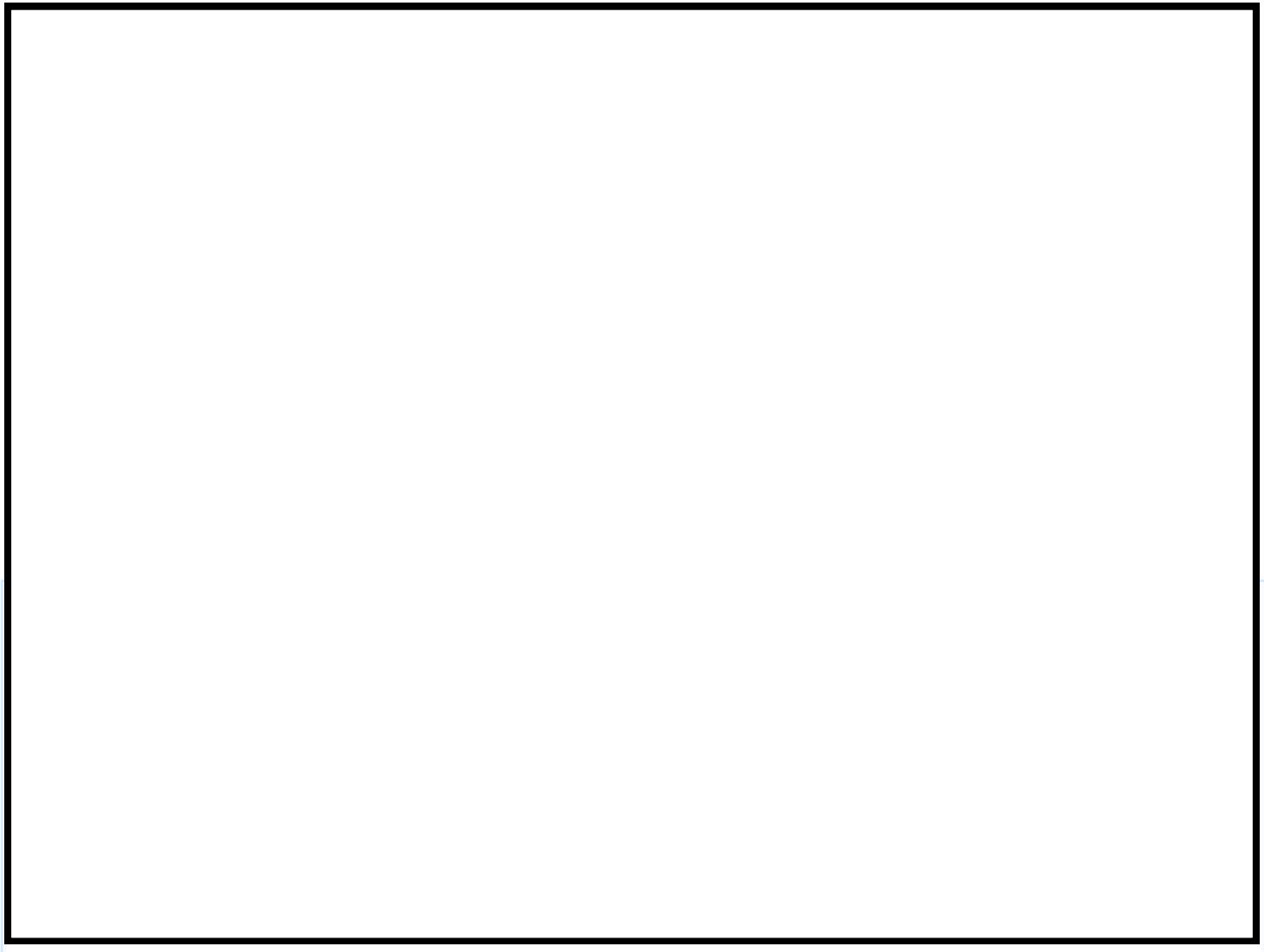


Today Clark saw a big bird.

Name:

Date:

Title:

A large, empty rectangular box with a thick black border, occupying most of the page below the title. It is intended for a child to draw or write their answer to the title question.

Red handwriting line.



Yellow handwriting line.



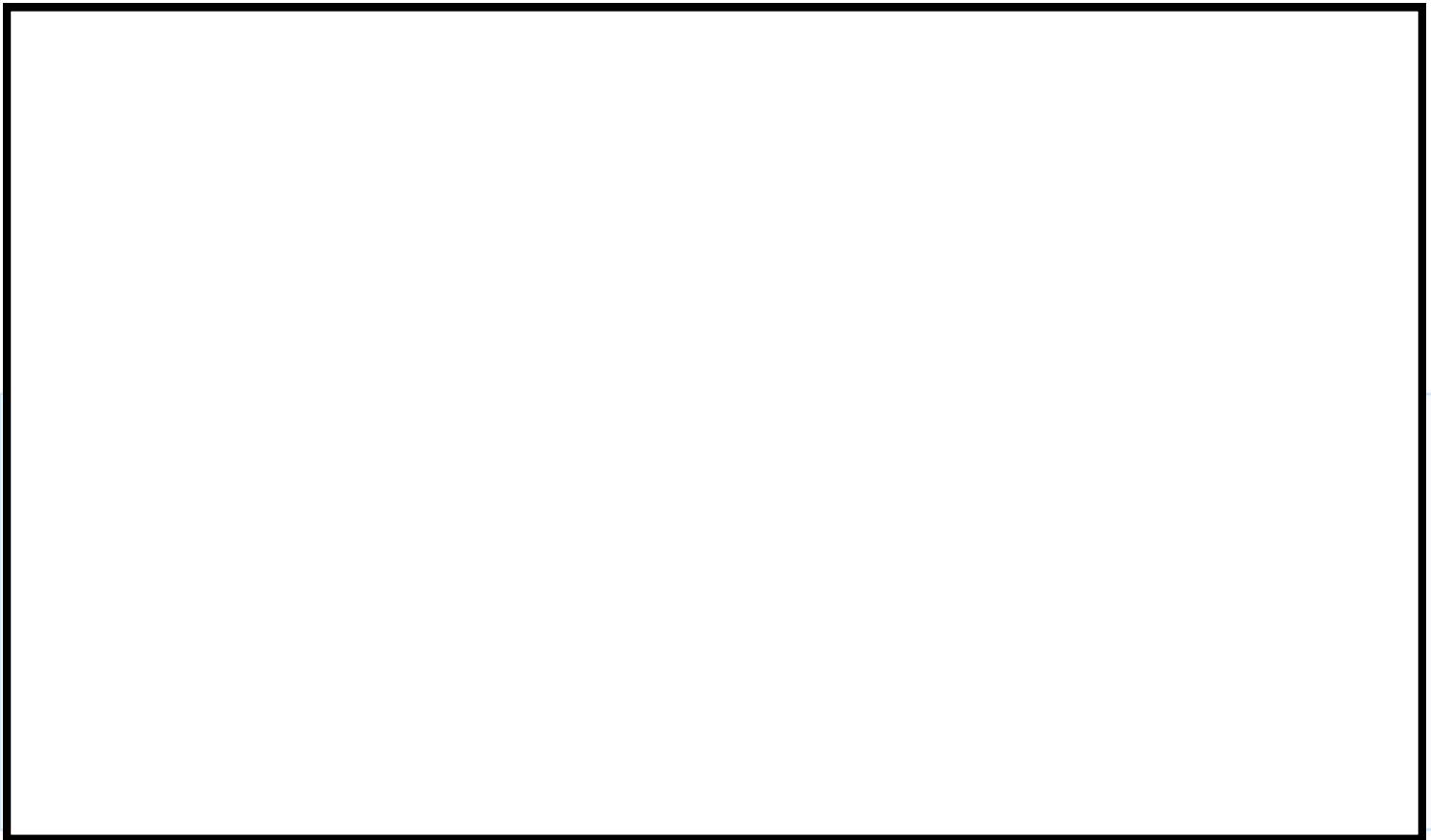
Green handwriting line.

Orange handwriting line.

Light blue handwriting line.

Name:  
Date:

Title:



Red line



Dashed yellow line



Green line



Red line

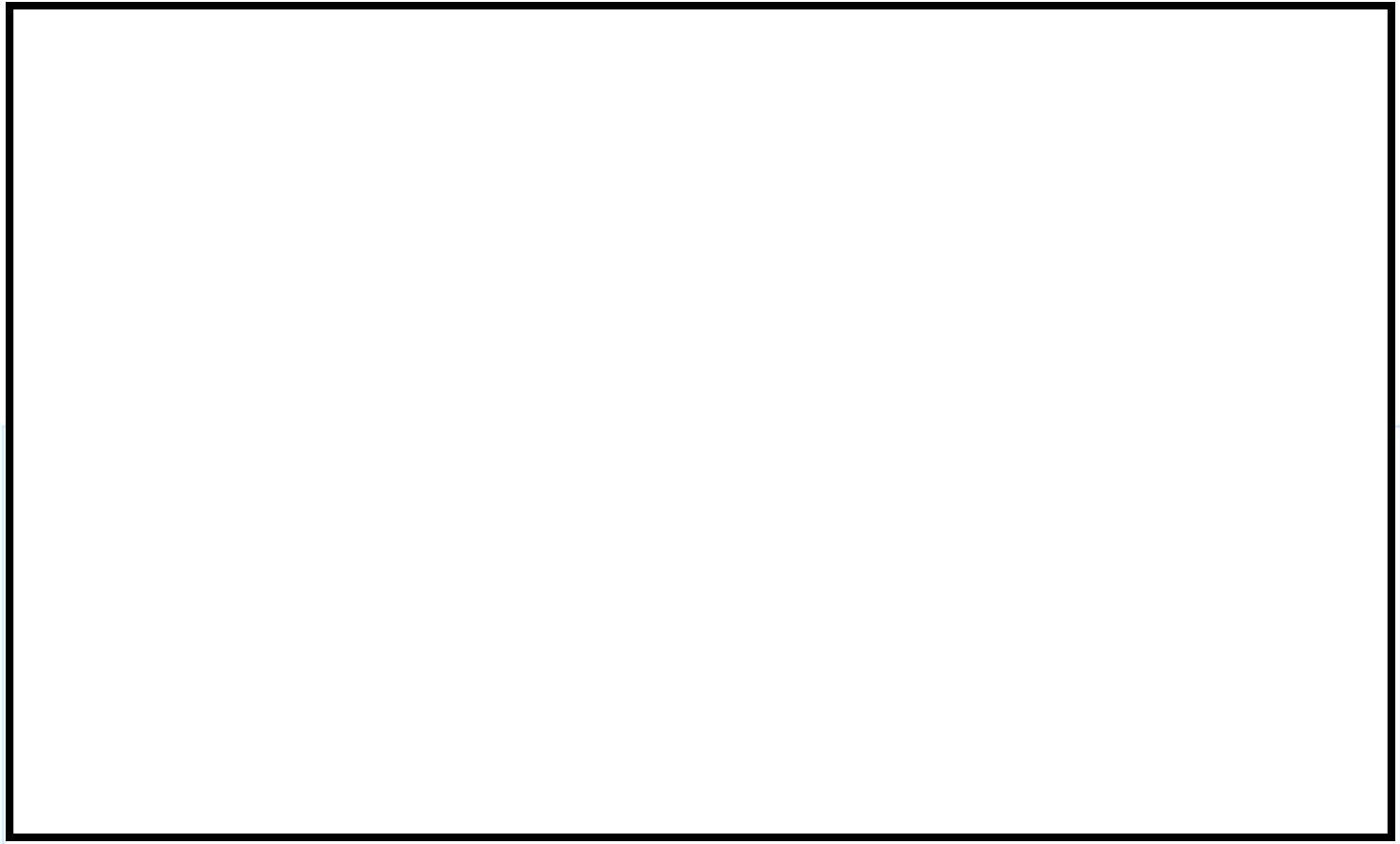


Dashed yellow line



Green line





# Exploration Unit Post-Assessment

Name: \_\_\_\_\_

Circle the answer to the multiple choice question:

1.



a.



b.



c.

2.



a.



b.

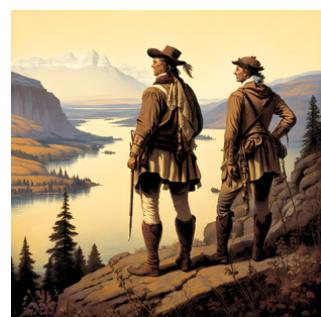


c.

3



a.



b.



c.

4.



a.

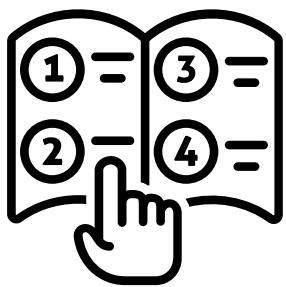


b.



c.

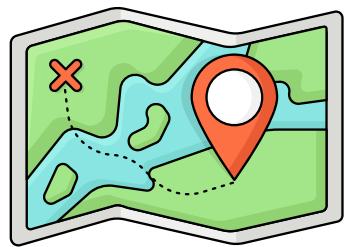
5.



a.



b.

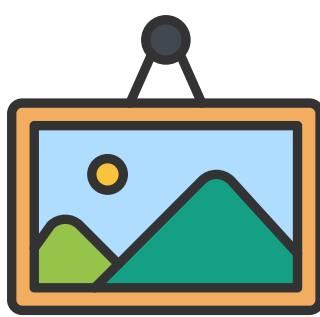


c.

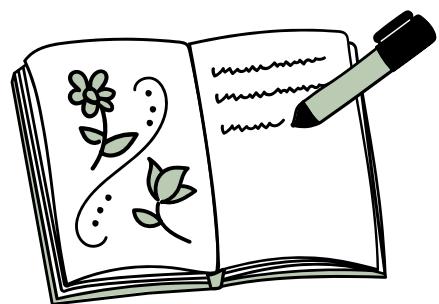
6.



a.



b.



c.

Draw an arrow from the vocab word to the part on the map:

Symbols

Compass Rose

Map Title

Labels



Label the directions on the compass rose using the word bank

Compass Rose

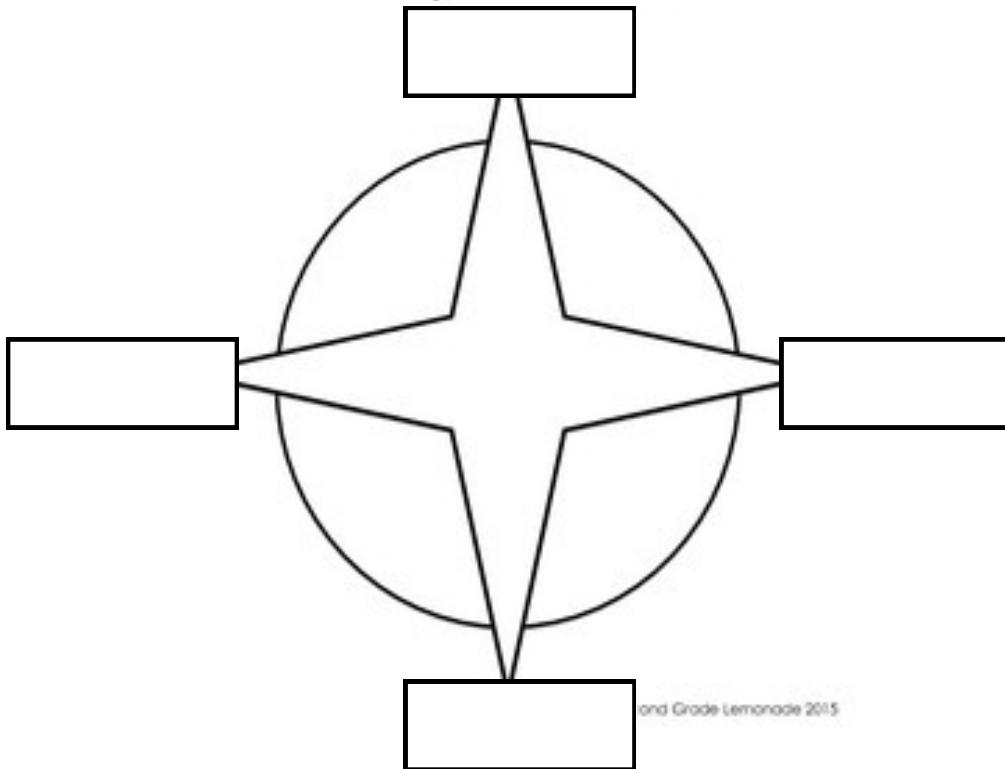
Word Bank:

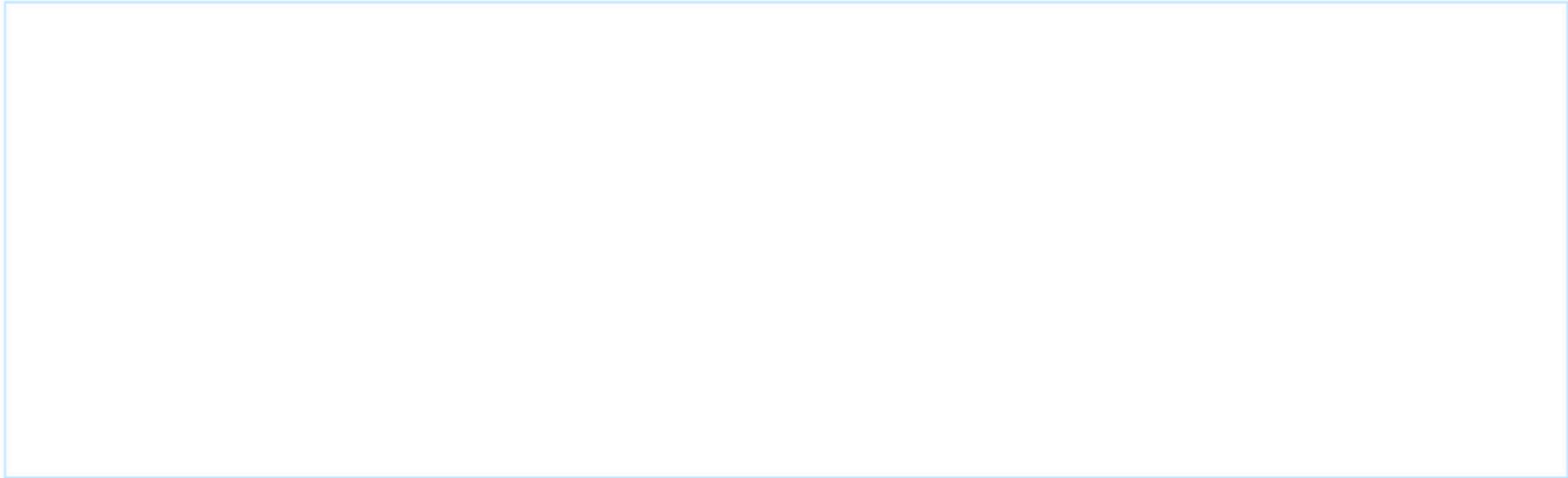
North

South

East

West





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- - -



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- - -

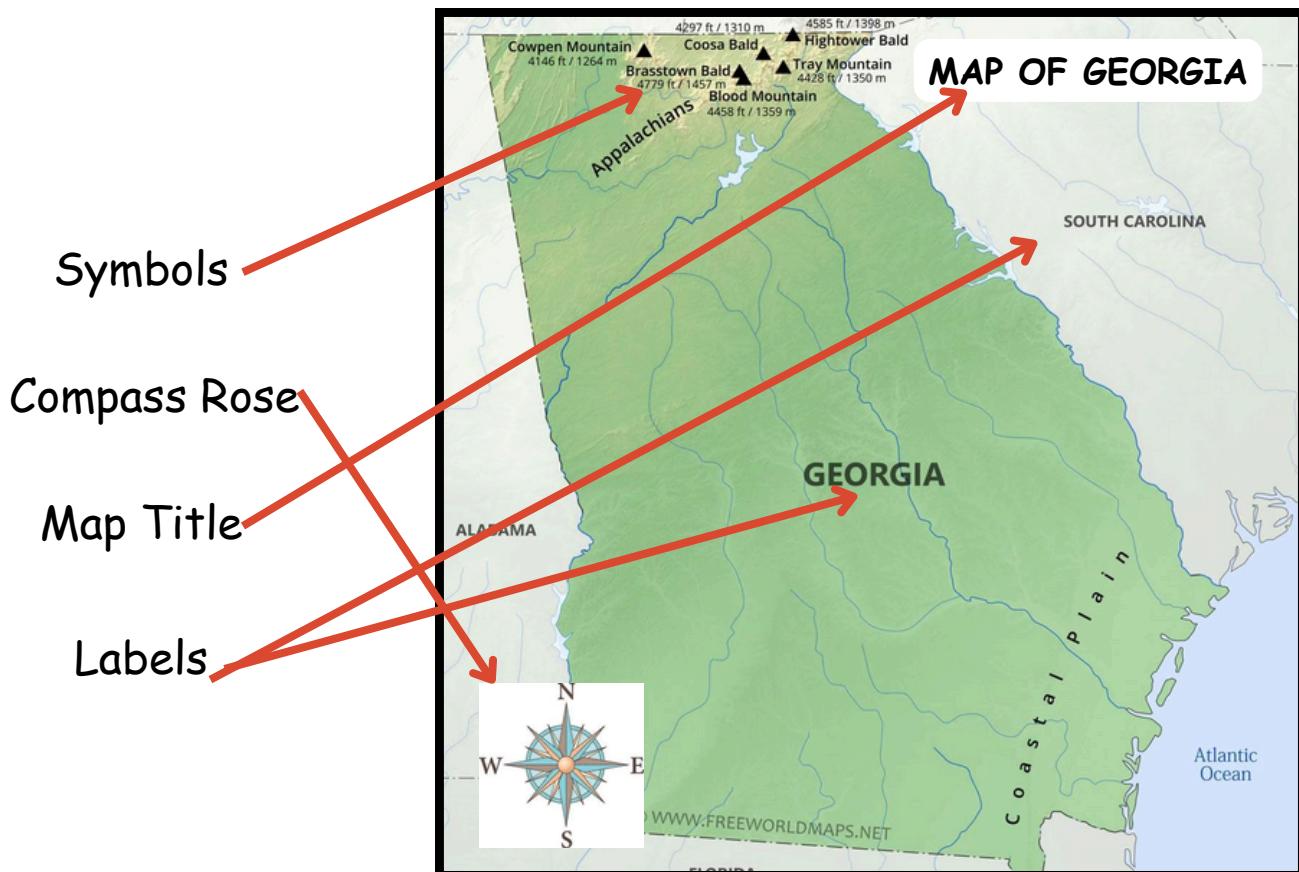
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# Teacher Copy

Read the below mulitple choice questions and answer choices:

1. What is exploration?
  - a. **Travelling to places where no one has ever been to learn about them.**
  - b. To ask questions in class about reading
  - c. To share your supplies with others
2. What is discovery
  - a. To gather materials
  - b. **To find something new or unknown**
  - c. To exercise outside
3. Who were Lewis and Clark?
  - a. Two scientists who researched chemicals
  - b. **Americans who explored the western part of the United states**
  - c. Farmers who raised cattle together
4. Who was Sacagawea?
  - a. **An Native American who helped Lewis and Clark explore.**
  - b. A teacher who taught Lewis school.
  - c. A nurse who helped Clark when he was sick.
5. What are maps used for?
  - a. Maps are used to explain how things are made.
  - b. Maps are children's books about travel.
  - c. **Maps are used to show where places are and to help people find their way.**
6. What are journals used for?
  - a. Journals are pictures of important people.
  - b. Journals are used for art decoration on the walls.
  - c. **Journals are used to write or draw about what happens so we can remember and share it.**

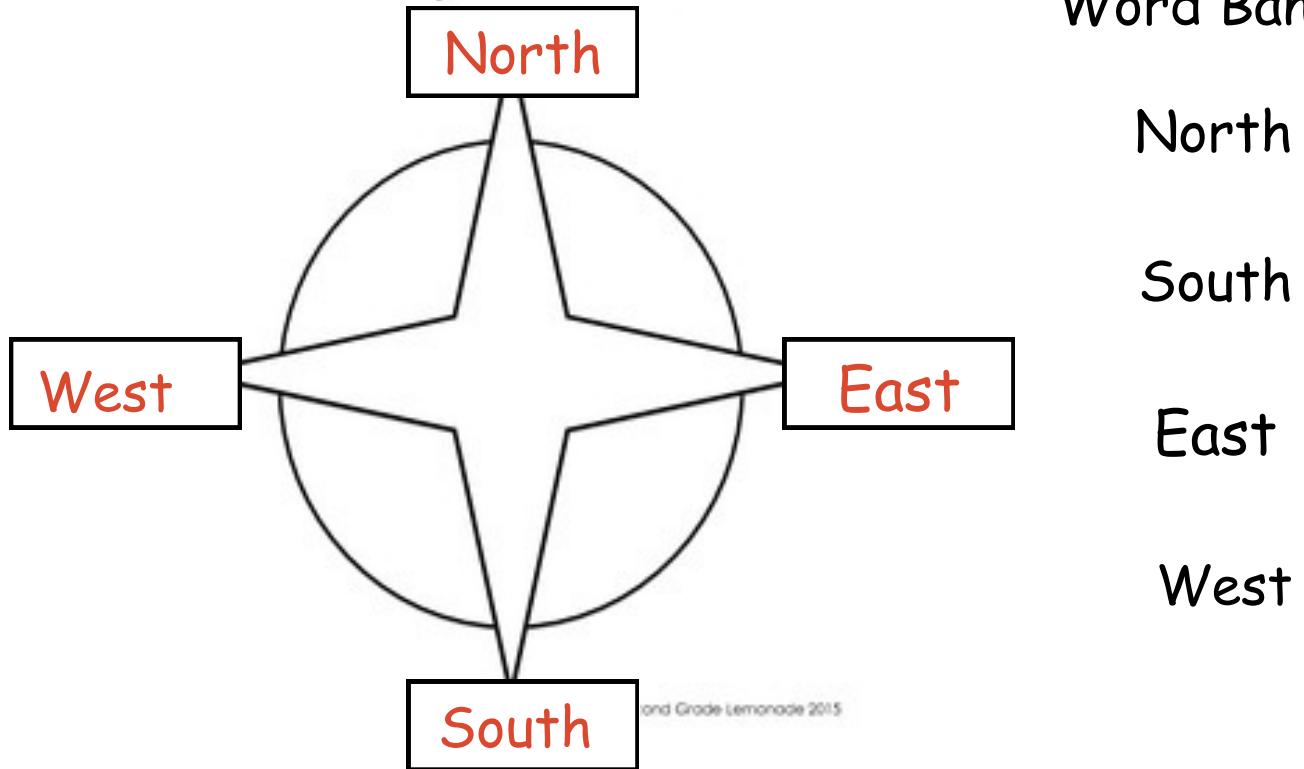
Draw an arrow from the vocab word to the part on the map:



Label the directions on the compass rose using the word bank

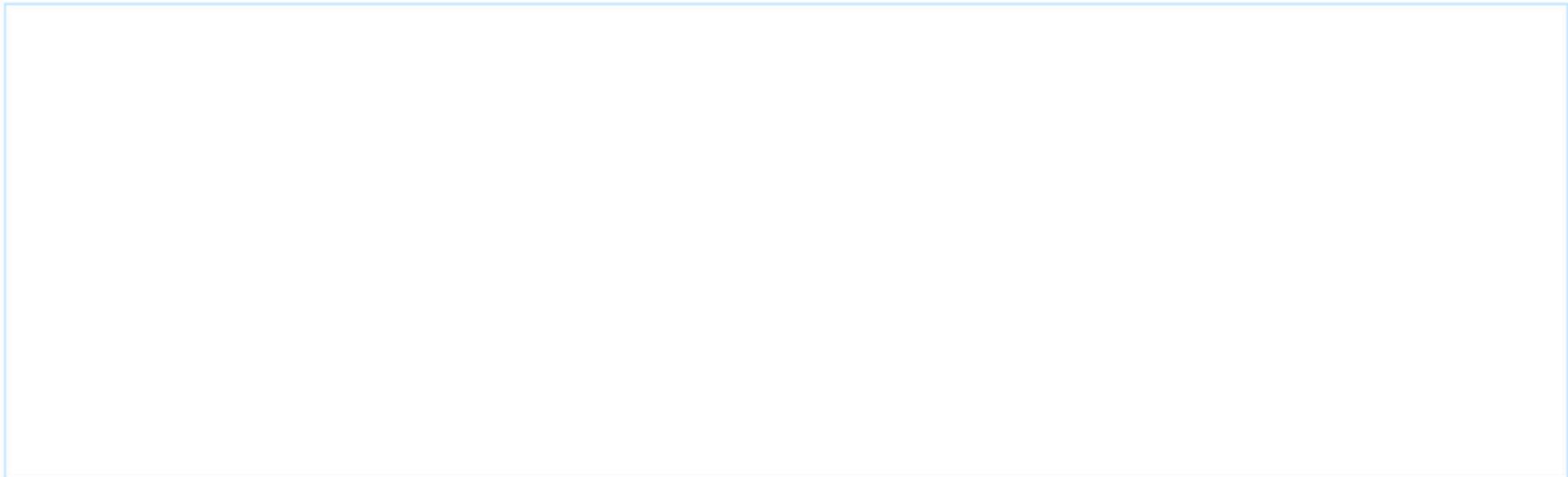
### Compass Rose

### Word Bank:



Students must include:

- Capitalization
- Punctuation
- An observation of something they actually see
- Complete sentence.



I see students.