



## Westside High School Lesson Plan Template

<b>Teacher Name</b>	K. Decker	<b>Unit Name</b>	Unit 1
<b>Course</b>	World Geo	<b>Dates</b>	8/22-8/26

<b>Monday</b>	<p><b>Daily Objective:</b> By the end of class, we will use effective communication, problem-solving, and decision making by predicting what different numbers represent and giving directions to complete a drawing.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Guess the Numbers (5-10 minutes)</li><li>2. Dice Group Activity (10-15 minutes)</li><li>3. Draw the Image (up to 30 minutes)</li><li>4. Application Door Slap (up to 5-10 minutes)</li></ol> <p><b>Formative Assessment:</b> Dice randomizers</p> <p><b>Modifications:</b> Sentence Stems, Speaking Stems</p> <p><b>Intervention:</b> One on one instruction</p> <p><b>Extension:</b> Complete another dice roll</p> <p><b>Follow-Up/Homework:</b> Think about what they would like me to know about them.</p>
<b>Tuesday</b>	<p><b>Daily Objective:</b> By the end of class, we will use effective listening, reading, and writing by getting to know about my teacher and writing about ourselves.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Bingo (5-10 minutes)</li><li>2. Who is Mr. Decker? (up to 30 minutes)</li><li>3. Who am I? (up to 20 minutes)</li></ol> <p><b>Formative Assessment:</b> Questions in Peardeck</p> <p><b>Modifications:</b> Printouts</p> <p><b>Intervention:</b> Posted Online</p> <p><b>Extension:</b> Further questions?</p> <p><b>Follow-Up/Homework:</b> Be awesome!</p>



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<b>Wednesday/Thursday</b>	<p><b>Daily Objective:</b> I can generate summaries and support my statements with evidence to answer the questions: What is Geography? What are ESPN factors?</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Why Geography (5-10 minutes)</li><li>2. Card Meet and Greet (10-15 minutes)</li><li>3. ESPN Notes (up to 30 minutes)</li><li>4. Houston City Matching (up to 5-10 minutes)</li></ol> <p><b>Formative Assessment:</b> ESPN Card Sort, Meet and Greet</p> <p><b>Modifications:</b> Work with a partner</p> <p><b>Intervention:</b> Active Classroom</p> <p><b>Extension:</b> Active Classroom Mapping Activity</p> <p><b>Follow-Up/Homework:</b> I knew, I know</p>
<b>Friday</b>	<p><b>Daily Objective:</b> By the end of class, we will be able to identify types of maps, analyze aerial photos and maps using geographic terminology correctly, and describe geographic relationships,</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Map Discussion (5-10 minutes)</li><li>2. Video on Maps/ Quick write (10-15 minutes)</li><li>3. Annotate Reading (up to 30 minutes)</li><li>4. DOGSTAILS Analysis (up to 5-10 minutes)</li></ol> <p><b>Formative Assessment:</b> Quick write, CFUs</p> <p><b>Modifications:</b> Sentence Stems, Printouts</p> <p><b>Intervention:</b> Small Groups</p> <p><b>Extension:</b> Compare different maps</p> <p><b>Follow-Up/Homework:</b> Enjoy the weekend</p>