**Landscapes 2 - Lesson Plan Structure**

|  |  |
| --- | --- |
| Date: Dec 3 | Teacher: DS |
| Subject: Social Studies | Unit: India/landscapes |
| Outcome(s): 3.1.3 **examine the geographic characteristics that shape communities** | Grade: 3 |
| Materials: Text book: 101-103, and 188-189 | |
| Objective: Re-read and understand the landscape and questions. | |
| Background Information: Students have already read the text and filled in most of the map. | |
| *Modifications –* Work with strong partners (sitting next to them) to help fill out the maps. | |

Introduction/Lesson

message board – Social Studies. If time, and if they are good, show Google Earth again.

Purpose: To review the landscape features of India, and to be able to label the maps properly.

*Read* pages 101-103, then 188-189 pointing out the key features. Explain that India is near the imaginary line of the equator, and receives more sunlight all year long than us. Show the map on the projector, and walk through labeling all of the features. (Mountains, desert, coastal plains, plains).

*Probe*: why do you think Ravi’s family lives in Milak?

Answer any questions regarding the landscape/terrain.

If time, open Google Earth again and tour around like last time.

Closure: Probe more about understanding the different regions of India. “Why is India warmer than Canada?”, “Why is Milak a good region for farming?”

Thumbs up/down – was this an interesting thing to learn about our trip to India?

|  |
| --- |
| *Evaluation* – probing a few times throughout. |
| *Follow Up* – Working on passports |
| *Art of Teaching* – Management with projector on, probing, Reading with class. |