

Supporting Gifted and Talented Students in your Classroom

Lesson Plan Template

1 SUMMARY INFORMATION

YOUR NAME & SURNAME: ROCÍO GONZÁLEZ FERNÁNDEZ

TITLE OF YOUR LESSON: "WATER NEAR OUR SCHOOL"

TIME FRAME: 3 LESSONS

SIZE OF CLASS: 20 STUDENTS

OTHER RELEVANT REMARKS:

SHORT DESCRIPTION OF THE LESSON AND HOW IT FITS INTO YOUR ONGOING CURRICULUM:

The students should investigate sources of water in their region, rivers, lakes, waterfalls ... in a collaborative map they are going to pin the place, add a photo and write some information with interesting facts about the place.

Students work in groups of four students, they work on a collaborative map using a padlet map.

LEARNING OBJECTIVES:

Geographic Knowledge: Develop a basic understanding of key geographic concepts, such as rivers, lakes, waterfalls, oceans...

Map Reading and Interpretation: Learn to read and interpret maps.

Research Skills: Develop research skills to gather information about a specific location.

Collaboration and Communication: Enhance teamwork and communication skills by working with peers on the project, sharing ideas, and presenting findings.

Critical Thinking: Encourage critical thinking by analyzing data and drawing conclusions about the geographic features of a region.

Problem Solving: Practice problem-solving skills by addressing questions and challenges related to the project.

Presentation Skills: Improve oral and visual communication skills by presenting findings in a clear and engaging manner to peers and teachers.

Technology Skills: Introduce basic technology skills, such as using computers or tablets to access online resources and create digital presentations.



Global Perspective: Develop an awareness of the interconnectedness of the world, recognizing that geography is not isolated but plays a role in global issues and events.

Environmental Awareness: Instill an understanding of the impact of human activities on the environment and the importance of responsible stewardship.

Community Engagement: Encourage students to connect their geography project to their local community, highlighting local geographic features and issues.

Reflective Learning: Encourage students to reflect on their learning experiences, identifying what they have learned, what they found challenging, and how they can improve in the future.

EXPLANATION OF WHY THIS LESSON PLAN IS INCLUSIVE, WITH SPECIFIC FOCUS ON MEETING THE NEEDS OF ACADEMICALLY GIFTED STUDENTS:

The lesson plan includes open-ended investigations and tools that are appropriate for the gifted students, they can investigate any source of water in their region and they can add the information in the map as deep as they want.

Use of technology, they use their computer or tablets to search information, and to make the final product, the collaborative map. Using ICT tools is more interesting for these students.

Activities

In the following section you are asked to describe the different activities which make up your lesson plan. You can add more activities by simply copy-pasting the above activity box for as many times as you require for your lesson plan.

ACTIVITY 1 SEARCH INFORMATION AND CHOOSE SOME SOURCES OF WATER IN OUR REGION

<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom's Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc.).</p>	<p>Research Skills: The activity of searching for information about a source of water requires effective research skills. Learners will develop the ability to locate and access various sources of information, including books, articles, websites, and maps.</p> <p>Information Literacy: Learners will learn how to critically evaluate the information they find.</p> <p>Data Collection: learners need to collect and record data about the source of water, such as its location, flow rate, water quality, and historical data. This can enhance data collection and recording skills.</p>
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	<p>Geographic Skills: Understanding the location of the water source may involve map reading and geography skills.</p> <p>Analytical Thinking: Learners will need to analyse the data and information they collect to draw meaningful conclusions about the source of water. This encourages critical thinking and problem-solving.</p>
<p>Time</p> <p>What's the estimated duration of this activity?</p>	<p>1 lesson to search information</p>
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>Students search for information about a water source near their schools/ region. They can use books; atlas, encyclopaedias or they can search online. They agree on the group which source of water is going to investigate each member of the group. The data will be collected in a word document. They are also going to collect photos.</p>
<p>Role of the teacher</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>The teacher is going to supervise and help students during the activity</p>
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required? Choose the tool(s) and explain how you will use it.</p>	<p>They need a tablet or computer to search information and collect the data in a word document.</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>Each member of the group is going to search for information about a source of water near their schools/region. They are going to collect data about location and characteristics of the river, lake...</p>
<p>ACTIVITY 2</p> <p>Pin in a collaborative map the source of water and description.</p>	
<p>Learning Outcomes, Skills, and</p>	<p>Geographic Skills: Understanding the location of the water</p>

<p>Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom’s Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc.).</p>	<p>source may involve map reading, navigation, and geography skills. This can help learners develop a better understanding of topography, physical geography, and geographic coordinates.</p> <p>Analytical Thinking: Learners will need to analyse the data and information they collect to draw meaningful conclusions about the source of water. This encourages critical thinking and problem-solving</p> <p>Technical Skills: Learners need to use various technical tools and software for data analysis, mapping, digital presentation, which can enhance their technical proficiency.</p>
<p>Time</p> <p>What’s the estimated duration of this activity?</p>	<p>1 lesson to pin the source of water and add information on a collaborative map</p>
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>Each group is going to work on a collaborative map in Padlet. Each student is going to pin in the map the source of water, upload a photo and write a short description of the source of water, ex. river, lake, waterfall...</p>
<p>Role of the teacher</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>The teacher is going to help and supervise the work of the students</p>
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required? Choose the tool(s) and explain how you will use it.</p>	<p>Students need a computer or tablet; they are going to use Padlet to work on a collaborative map.</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>Each student in the group is going to pin in the padlet collaborative map a source of water, upload a photo and write a short description.</p>

ACTIVITY 3 PRESENTING THE MAP TO THE CLASS

<p>Learning Outcomes, Skills, and Competencies</p> <p>What are the main objectives of this activity? Consider the Bloom's Taxonomy and write here the skills the learner will develop and demonstrate during this activity (e.g., communicative skills, computational thinking, problem solving, etc.).</p>	<p>Communication Skills: Sharing the information they find with others, through a presentation can improve communication skills. Articulating findings clearly and concisely is an important aspect of this process.</p>
<p>Time</p> <p>What's the estimated duration of this activity?</p>	<p>1 lesson. the group presents their map to the rest of students</p>
<p>Role of students</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>Students present their peers the collaborative map and present the different sources of water they have investigated.</p>
<p>Role of the teacher</p> <p>What is the role of the students in this activity? Write here what the students will be doing during this activity and what is their specific role for it.</p>	<p>Teacher will help students with presentations</p>
<p>ICT Tools and Resources required</p> <p>What ICT tools, resources or other technologies will be required? Choose the tool(s) and explain how you will use it.</p>	<p>A computer or tablet and a projector</p>
<p>Description of the activity</p> <p>Share here the description of the activity.</p>	<p>Students will present to their classmates their collaborative map and will present the different sources of water pinned in the map</p>

2 ASSESSMENT

How will students be assessed on their learning?



A rubric with the assessment criteria:

Accuracy in identifying sources of water and their characteristics.

Accuracy in labelling the map and drawing lines.

Quality of research and presentation of the sources of water.

Correct explanations for geographical data.

The presentation is well-structured and organized

Visual aids, maps, charts, and multimedia elements enhance the presentation and are effectively integrated.

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