

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: 5</b>		<b>Subject: Social Studies</b>	
<b>Materials: blank maps, pencils, whiteboard markers</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard</b> G.3_5.1 Construct maps, graphs, and other representations of both familiar and unfamiliar places.		<b>Universal Design for Learning</b>  <b>Below Proficiency:</b> If a student was below proficiency, I would have blanks for them on the map with spaces to fill in each of the components. <b>Above Proficiency:</b> If a student was above proficiency, I would ask them to help other students who are struggling and give them a task of naming and placing more major cities and capitals. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: They will each have a map at their desk and one on the board to view</li> <li>• Auditory: I will be verbally explaining the components of the map</li> <li>• Kinesthetic:</li> <li>• Tactile:</li> </ul>	
<b>Objective</b> The student will be able to construct maps of both familiar and unfamiliar places by the end of the lesson.  <b>Bloom's Taxonomy Cognitive Level: Creating</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students will be able to get into groups smoothly and remember that their partners are to help them learn. They will use their manipulatives for learning.		<b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• The students' voices will be turned off until it is share out time.</li> <li>• They will be respectful of who is talking and raise their hands if they have a question</li> <li>• The students may work with partners if it is used respectfully</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep before lesson:</b> I will print out maps and pass them out once there is explanation. I will also bring up a map on the board for the students to use as a guide when making their map. I will bring up a blank one identical to the students' after for them to fill it in.		
<b>1-2 minutes; no more than 5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Ask students what type of maps they have used before, in class or at home</li> <li>• Ask if they have ever used Apple maps or Google maps and talk about how maps help us to know where we're going and can be produced at global scales.</li> <li>• Ask them to take a look at the map on the board</li> </ul>		
<b>5-10 minutes</b>	<b>Explain: (teacher-led)</b> <ul style="list-style-type: none"> <li>• Explain that this is a map of the United States</li> <li>• Ask for share outs about parts of the map that students notice.</li> <li>• This map includes a key, a compass rose, a scale, latitude and longitude lines, and state and national capitals marked, as well as marks for large cities.</li> <li>• Write each part of this map on the board</li> <li>• Tell students that they now have the chance to make their own maps.</li> <li>• Explain that you will give them blank maps to fill in with all of the components we list on the board.</li> <li>• Explain that they may work in groups, and that once they have finished their maps, each group will be coming up to put a part of their map on the class map.</li> <li>• Group one will make the key, group two will draw latitude lines, group three will draw longitude lines, group four will make the compass rose, group five will mark our state capital (using the key), group six will mark our national capital, and group seven will mark a major city in our state that isn't the capital.</li> </ul>		

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	<ul style="list-style-type: none"><li>The students will then be able to get started after getting into their groups. If the groups aren't working for that day, the students could either do shoulder partners or work independently and come together with volunteers to add to parts of the class map.</li></ul>
<b>Age-level appropriate</b>	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none"><li>Students will have around 10 minutes to complete their maps, give or take some time depending on their speed.</li><li>Walk around and monitor the students, as well as talking with them and asking any probing questions necessary.</li><li>Bring the students back together, giving them a few minutes notice before and have groups/volunteers come up and add their components to the map.</li><li>Go through each piece and ask the students why that part of the map makes it easier for us to read it and helps us as people who will travel and need to understand sense of direction.</li></ul>
<b>1-2 minutes</b>	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none"><li>Explain that a map needs these components in order to be useful for us to read</li><li>Understanding maps can help us to move around better and to help us to understand our place in the world</li><li>Students will have time to put materials away and get to their seats.</li></ul>
<p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"><li>Progress monitoring throughout lesson (document of student learning, data collection)</li></ul> <p>I will collect students' maps and walk around while they are working, asking probing questions and seeing what they are able to complete on their own.</p>	<p><b>Summative Assessment (linked back to standard, END of learning)</b></p> <p>The students will take a test on this material after this review and be quizzed on what they know about parts of a map.</p>
<p><b>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	