

Kayla Lindquist
Lesson Plan 9/24/2019

Grade: 5th		Subject: Social Studies	
Materials: map, globe, map worksheet, map direction activity papers		Technology Needed: computer, projector	
Instructional Strategies: <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"/> Technology integration <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		Guided Practices and Concrete Application: <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:	
Standard(s) 5.G.3 Use maps to explain relationships between the locations of places, regions, and their environmental characteristics. (I can read and interpret a map.)		Differentiation Below Proficiency: Hand out resource for students to refer to (a labeled compass rose) – example of map left on the board – more guidance during activity (give them a starting point and ideas)-consistently check in with these students. Above Proficiency: These students will be challenged to think of directions on their own and make the directions more detailed and advanced. Approaching/Emerging Proficiency: Get these students started on the activity and then challenge them to brainstorm ideas on their own Modalities/Learning Preferences: Visual: looking at maps, image of compass rose and map key Auditory: talking through the process Read/Write: writing out the directions for the map Tactile: Pass around the globe and the map	
Objective(s) By the end of the lesson, the students will demonstrate their understanding of maps by creating their own directions to get to a specific location. Bloom's Taxonomy Cognitive Level: Remember, Understand, Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> Attention getters: flat tire, 5th grade class class 5th grade yes yes, hocus pocus everybody focus Students will quietly come sit around the front board After whole class instruction, students will quickly and quietly return to their seats Draw sticks for calling on students to answer questions 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> Students are expected to do their job and participate in the activities Use attention getting strategies if students get off task Every student must complete the assessment and share their map directions with at least two classmates While sitting up front by the board, students should have hands to themselves and a voice level of zero 	
Minutes	Procedures		
2 minutes	Set-up/Prep: <ul style="list-style-type: none"> Have internet tabs open and ready Have an image of a compass rose on the board, along with a map key/legend Pull up map of the United States on the computer/projector Print worksheet copies for every student 		
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Today for social studies we are going to be talking about maps and how to use directions and map keys to locate specific areas on a map Raise your hand if you have ever used a map before-why did you need to use the map? Show students the map of North Dakota Show the globe to the students – Pass around the globe-let students feel it and find locations on it Review the compass rose, cardinal and intermediate directions – draw on the board – never eat shredded wheat – have students share how they remember the directions (phrases, sayings) Get ND map out and show where I am from (Hazen, ND) and where Bismarck is and have them tell me which direction I live from Bismarck Review what a map key/legend is and how to read it – show example 		
15 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Maps help us to find locations, determine distances from one place to another, and see things in relationship to other things Is there only one kind of map? No, there are many different kinds of maps such as world maps, US maps, community 		

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	<p>maps, etc.</p> <ul style="list-style-type: none"> • If we didn't have the compass rose/directions we would always be lost and never know where to go or how to find anything • Practice directions as a whole class with a map image of the United States – what ocean is located on the East Coast? What state is south of South Dakota? • Explain to students that the past couple days they have been looking at maps with the bigger picture but now we are going to zoom in and focus on a specific area • Do an independent practice worksheet to be sure students understand how to use a compass rose and map key/legend (do the first one together as an example) (project worksheet on the board) • We will then check the worksheet together as a whole class
<p>10 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Students will each get a piece of paper with an image of two different maps on it • Students will pick a location on the map, and write at least three different directions to get to that location (write their location answer on the back of the paper) • Students will then share their directions with at least two classmates and challenge their classmates to find the location that the directions lead them to
<p>2 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Two main things to know while looking at a map, the compass rose/cardinal directions, and understanding the map key/legend • Was it easier to find the location that your classmates had if they had more details? • How do maps help us? What is the purpose of maps?
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • Map directions worksheet • Thumbs up/thumbs down 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> • Creating directions for finding a location on their map and also following directions to find the location on other's maps <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson was a great experience and opportunity for me because I had areas where I felt I did great but I also had areas where I know I need improvement. To start out, I felt like I had a good engagement part of the lesson because it got students thinking about maps and how they have used maps in their own lives. After starting this way, I felt like the lesson flowed smoothly, because each topic lead into my next topic and then it all related to the end assessment as one piece. It was helpful that I had everything planned out and prepared in advance so I could just focus on the students and their learning during the lesson rather than worrying about other things. One thing that I forgot to do during this lesson was pull out the map of North Dakota. I think this would have been a great contribution to my lesson so students could practice directions and relate it to their lives by finding where they live on the map or where family members live. A tip that I received so I do not forget to address important parts of my lesson is to write the key points or topics on sticky notes and place them on the white board so I can refer back to them to be sure that I don't miss anything. A high point in my lesson was the visuals of maps and map keys that I had pulled up on the projector. Although, I should have also projected the worksheet and the end activity so students would have that visual to refer to as well to help them better understand the assignment. With the practice worksheet, I should have first talked about what the map was about and what was on the map, along with doing the first question together. Some students showed confusion in completing this worksheet, so doing those couple extra steps to help them understand it would have been helpful. Another change that I would make is to make my examples correlate more to what the students would be working on. For example, when I was practicing directions with the students on the United States map, I was using only the cardinal directions, but I should have incorporated the intermediate directions because that is what the worksheet focused on. When thinking about the differentiation of this lesson, I think I did a fairly good job hitting the auditory and visual learning styles but could have done more for the tactile learners. Next time, I will let students touch and feel the globe and use the map for hands-on learning. Differentiation and learning styles is something that I want to focus on more for my future lessons, because I want every student to have that opportunity to learn according to their preference. Along with differentiation, next time I would give the high rollers more of a challenge (ex: ask them to use 5 different directions rather than 3) and maybe decrease frustration of the low rollers by only having them create two or three directions. One thing that I am proud of myself for doing during this lesson was realizing that some students were struggling with the activity, so I told the students to just start with one and see where that takes them. Another option for those who were struggling would be to partner or pair students up to work together. Looking at the results of the worksheet and the map activity, I feel that the majority of the students understood the lesson and had a pretty good understand of how to use maps and how to direct people to a specific location. Looking at the students' work, I can definitely tell who clearly understood the concept and who struggled with knowledge of using maps. Lastly, I want to reflect on my classroom management. I think it was helpful to have students sit at the front during the first part of the lesson because it keeps them away from distractions at their desk and then they are closer to the action. I think I did a good job using attention getters throughout the lesson and pausing to get the students back on track and focusing. One thing that I would do differently with this is make sure that every student is silent before I continue rather than continuing while few students are still</p>	

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distracted. Also, next time I will not threaten to take a letter away, rather I will just take it away. Overall, I think this lesson was successful and well structured and organized, although, there are always things to reflect on and improve for next time. I now know what works best with these students and what I need to change to create a better outcome.