<table>
<tr><td colspan="2">Grade: 5</td><td colspan="2">Subject: Social Studies</td></tr>
<tr><td colspan="2">Materials: Ipads, worksheet</td><td colspan="2">Technology Needed: Ipads- to use padlet</td></tr>
<tr><td>Instructional Strategies:
ð Direct instruction
ð Guided practice
ð Socratic Seminar
ð Learning Centers
ð Lecture
ð Other (list)</td><td>ð Peer teaching/collaboration/ cooperative learning
ð Visuals/Graphic organizers
ð PBL
ð Discussion/Debate
ð Modeling</td><td colspan="2">Guided Practices and Concrete Application:
ð Large group activity
ð Independent activity
ð Pairing/collaboration
ð Simulations/Scenarios
ð Other (list)
Explain:
ð Hands-on
ð Technology integration
ð Imitation/Repeat/Mimic</td></tr>
<tr><td colspan="2">Standard

G.3_5.3 Use maps, satellite images, photographs, and other representations to explain relationships between locations of places, regions, and their environmental characteristics.</td><td colspan="2" rowspan="2">Universal Design for Learning
Below Proficiency: The student will participate by writing answers on their iPad using padlet. The student may look at their peer's whiteboard to confirm what they are writing on their whiteboard is correct. The student will almost complete all of the five questions.

Above Proficiency: The student will participate by writing answers on their whiteboards. The student will correct their peer's whiteboards if they are incorrect. The student will complete all of the five questions. The student will answer questions at the end of the lesson and explain their understanding.

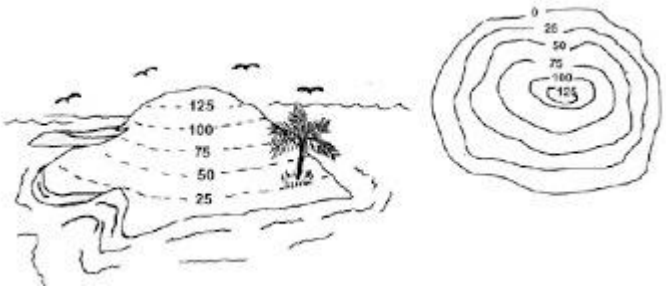
Approaching/Emerging Proficiency: The student will participate by writing their answers on their iPad using padlet. The student will answer questions at the end of the lesson.

Modalities/Learning Preferences:
· Visual: Using and looking at maps</td></tr>
<tr><td colspan="2">Objective

By the end of the lesson, students will interpret and use the information given on an elevation map by practicing and explaining their understanding of how to use elevation maps.

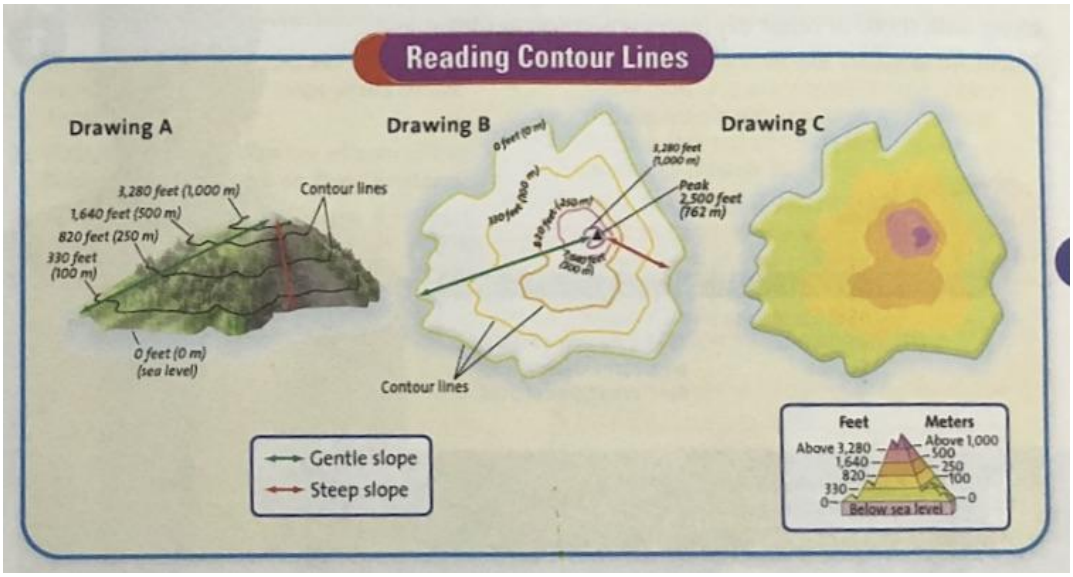
Bloom's Taxonomy Cognitive Level: Applying, Evaluate</td></tr>
</table>

	· **Auditory: Listening to the questions I am presenting** · **Kinesthetic: NA** · **Tactile: NA**
Classroom Management- (grouping(s), movement/transitions, etc.) **-Students will show me their answers by answering each question on padlet** **-Students will hold onto their worksheet when they have completed it choice time** **-If a student's iPad is not charged, they will sit next to a peer and look on with them**	**Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)** **-Students will be expected to participate in writing their answers on padlet using their iPad; if students do not, they will be given a choice; you can do this now or during recess on paper** **-Students will work at a voice level 0 during their worksheet**

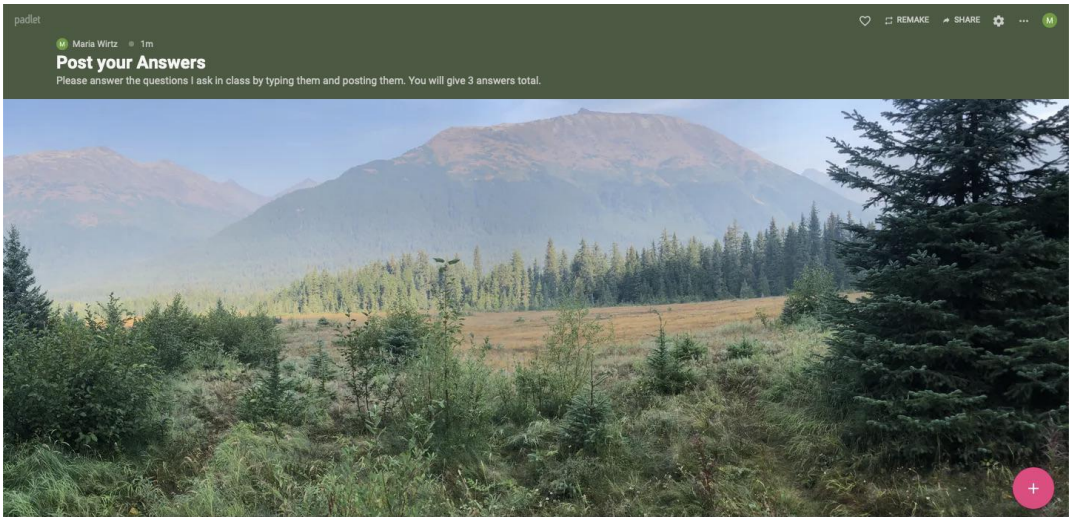
Minutes	Procedures
	Set-up/Prep before lesson: **-Have elevation map ready to be presented on the board** **-Make padlet** **-Send student padlet link through canvas**
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) **-I will show a picture of an elevation map**  **-"Can anyone tell me what this is?"** **-"This is an elevation map; they give us information about how low or how high land is. Knowing how to read an elevation map will help you to determine what the terrain looks like."**

Explain: (teacher-led)

-"So a great way to think about an elevation map is to think about an elevator."
-I will use the picture from my engage section to show an elevation map
-"Elevation is measured in feet above or below sea level."
-"For example, if a mountain has an elevation of 6,000 feet, that means the top of the mountain is 6,000 feet above sea level."
-I will go through 3 different drawings to show the variations of elevation maps
-The students will use padlet to answer the three questions I have



-"Looking at Drawing A, and typing your answer on padlet, what are the lines on this mountain called?" -Answer: contour lines "What did you look at to get your answer?"
-"Looking at Drawing B, and typing your answer on padlet, what is the elevation of the peak?" -Answer- 2,500 feet (Reminder, do not forget your label)
-Looking at Drawing C, and typing your answer on padlet, what is the elevation is feet of the orange section?" Answer- 1,640 feet (Reminder, do not forget your label)



-Students will put their Ipads away

	Elaborate: (concreate practice/application with relevant learning task -connections from content to real-life experiences) **-Students will be assigned a worksheet: Skills: Use an Elevation Map** **-I will briefly explain to them their assignment and review how to read the map on the worksheet** **-They will complete questions 1-5** **-"You will do this worksheet pg. 26 & 27, using the map to help you answer questions 1-5."** **-"After you have completed 1-5 questions, please do choice time silently at your desk until most everyone has completed**
	Closure (wrap up and transition to next activity): **-"Did almost everyone finish questions 1-5?"** **-"We are going to review our answers."** **-I will ask the answers for questions 1,2, and 4 and the students will raise their hands to answer** **-I will be sure to ask students, did you put a label when needed** **-"What are the contour lines on the map of our worksheet?" Answer-There are no specific lines but different shades or markings to indicate where elevation changes** **-"That is all for social studies; next we will be moving onto reading."**

Formative Assessment: (linked to objective, during learning) · **Progress monitoring throughout lesson (document of student learning, data collection)** **-During the explain students will be asked to answer the following questions by posting them on padlet:** **-"Looking at Drawing A, writing on your whiteboard and showing me when you are finished, what are the lines on this mountain called?" -Answer: contour lines** **-"Looking at Drawing B, writing on your whiteboard and show me when you are finished, what is the elevation of the peak?" -Answer- 2,500 feet (Reminder, do not forget your label)** **-Looking at Drawing C, writing on your whiteboard, and show me when you are finished, what is the elevation is feet of the orange section?" Answer- 1,640 feet (Reminder, do not forget your label)**	**Summative Assessment (linked back to standard, END of learning)** **Students will finish the worksheet: Skills: Use an Elevation Map- They will complete questions 1-5; we will review their answers once most everyone has completed.**

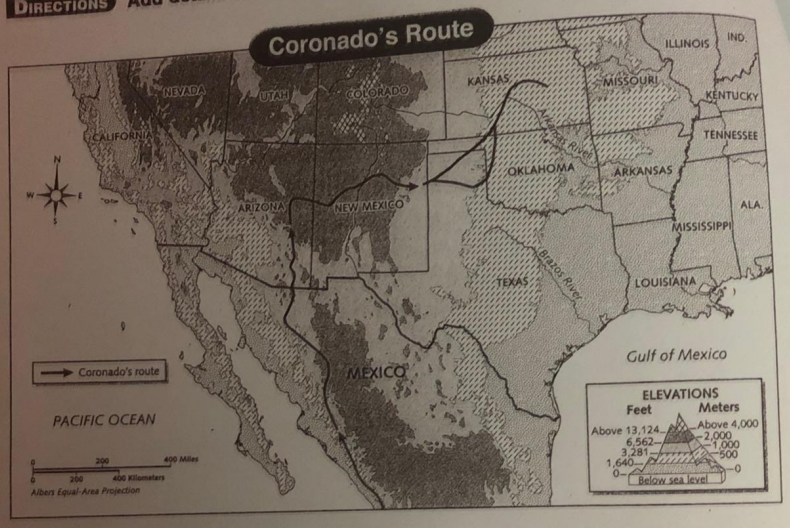
Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?): **Not to brag, but I think I did a great job explaining how to read an elevation map. In my connection between elevator and elevation, my students understood how to read and elevation maps after I explained this. Using my technology of padlet, went beyond better than I thought. My students were highly engaged during this section. Even my teacher had never seen padlet and liked it. She mentioned she would like to use it in the future and had me show her how to use it. The students made comments that "This is fun." This was my favorite part of the lesson. I felt so confident and excited to show the students how to use padlet. In future lessons, because these students responded and worked well with using padlet, I think incorporating this into future lessons will be a key engagement piece. The students used their choice time well after the final assessment. I felt the students were learning based on my formative assessment; they were getting or correcting their answers. The students were happy that they did not have to do the entire worksheet at the end. During my explain section, some students had to come up to the board to see, and because my lesson went a little long, if I had given my students a paper copy, they could've interacted with or referred to during the lesson. That would have been helpful. In my padlet page, I made, I could have made a real-life connection in elevation for the students. The background picture I used for padlet was a picture I took in Alaska. My summative assessment was also off because it is supposed to cover the entire standard, and I only covered part of my standard. I realize I have been doing this summative assessment piece wrong in a lot of lessons. My summative assessment was also hard for some of the students. This was so hard because the questions did not relate well to what I had just taught. This is slightly confusing because I was using resources from the book, and I do not understand why they were so different. During my explain section, the maps I went over were entirely different from the map that was on the worksheet. Another thing I would change is the answers on padlet. After students posted their responses on padlet, I would have liked for them to disappear in order to keep things organized. I also could have used different formats of padlet, which would have made the student's first use of padelt more fun. Next time, I will look into more setups that padlet as has to offer. My answers to the worksheet were also confusing. I had different answers initially than the answer key, and I did not agree with the book's answers. Next time, if I am questioning the answer key, I will have my practicum teacher look over the answer to see if she would also agree. Overall, this felt like it was one of the best lessons I have ever taught.**

Here is the worksheet we will be doing

Name _____ Date _____

Skills: Use an Elevation Map

DIRECTIONS **Add details to the map as described in each item below.**



1. Write an *H* on any part of the map that shows the highest elevation in the region.

_____

_____

2. Write an *L* on any part of the map that shows the lowest elevation in the region.

_____

_____

(continued)

 Use after reading Chapter 3, Skill Lesson, pages 134–135.

Name _____ Date _____

DIRECTIONS **Use the map on page 26 to answer these questions.**

3. What is the range of elevation in feet along the Brazos River?

_____

4. What is the highest range of elevation in feet along Coronado's route?

_____

5. What was the range of elevation in feet on the route through Mexico?

_____

6. How would land elevation have changed if Coronado had traveled 150 miles due west from what is today Arizona instead of west toward New Mexico?

_____

7. How would you describe the land elevation at the start of his journey in North America?

_____

8. How would you describe the land elevation toward the end of his journey?

_____

9. What kind of landform would you expect to find at the highest elevations to the north of Coronado's route?

_____

10. Write a sentence describing the land that the Arkansas River flows through.

_____

_____