Lesson Plan 1

Instructor: William Golden

Date: Monday, September 22nd, 2014

Subject: Social Studies

Ohio Academic Content Standards (Common Core):

- Content Statement – 5. *Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).*

Source for Lesson:

- TCI: http://blog.teachtci.com/how-to-conduct-a-mapping-lab/, Mrs. Holley, myself.

Expectations/Learning Objectives:

- At the end of this lesson students will be able to locate, label, identify and distinguish physical features unique to a certain region from each other on a physical map. (landforms, climate).

Focus of Lesson:

- "*Regions can be determined, classified and compared using various criteria (e.g., **landform, climate,** population, cultural, or economic).*" For Challenge 1: Learning About the Physical Geography of Monsoon Asia.

Materials/Technology:

- Pen/pencil and marker,
- Student Handout Packet, (Challenge 1 "Learning about the Physical Geography of Monsoon Asia."
- Map Placards
- Copies of Student Directions Handout for Challenge 1 (contains list of physical features 1-15)
- Elmo (Document Camera)
- SMARTBoard
- iPads
- TCI Chapter 29 (on student iPads and in physical Text book, page 428).

Key Academic Language:

- Select, Find, Locate, Label, write, repeat, physical features, geography

Key Vocabulary:

- Monsoon Asia, Regions, Physical features, Physical geography, Peninsula, Mountains, Sea, Plateau, Gulf, River

Procedures:

- **Opening**:
    - Place students with partners of two or three. These groups are the ones students will be working for the duration of the mapping lab.
- **Explicit Instruction:**
    - TCI Mapping Lab. Explanation of instructions to Challenge 1. Teacher will provide purpose to students for completing the challenge. The teacher will explain that last week the students received a lot of information about human and physical geography. This week, they will be using what they learned in order to read and analyze different types of maps. They will begin with the physical geography of Monsoon Asia.
    - The teacher will instruct will label a physical map of the region and will read and identify key characteristics of the region's physical geography. (Independent/Shared Practice.)
    - Teacher will project the physical map of Monsoon Asia (Placard 1) that the students labeled on the SMARTBoard. Each group will then be assigned different physical features, to start with from the list on the Student Directions handout. Students will locate label, shade/color in, identify and distinguish the different physical features in their map handout packet. Teacher will circulate room to spot check student work, provide feedback, and guide students in the right direction, if needed.
- **Guided/Shared Practice**:
    - For Challenge 1, students will review the physical geography of Monsoon Asia by reading through a subsection of Geography Alive! Regions and People Chapter 29 "Monsoon Asia Mapping Lab" together. The first section, "Introducing the Region" will be read aloud to students. Teacher will model how students are to pull two sentences from the reading and point to where those sentences are describing on the map, by giving them three steps to follow: "First read. Then pull your two sentences. Then point to it on the map." He will demonstrate these steps

using sentences from the introduction. “Physical Features” This shared practice will allow students to help each other understand what they are reading.

- **Independent Practice**:
    - Students will work together in two activities for Challenge 1; the first partner activity will be when the students are locating, labeling, and shading/coloring in, identifying and distinguishing on the physical features map in their mapping packet.
    - *After* the teacher explains and demonstrates the three steps students will take as they read, the second partner activity will be the students reading through their assigned section of Chapter 29, and working together to pull two sentences from the text that describe a certain point on the map.
    - When the class comes back together to share answers, of the group selected one partner will read their selected sentences, while the other partner goes up to the SMARTBoard to point it out on the physical map.
- **Application**:
    - Labeling, locating, shading/coloring in, identifying and distinguishing the different physical features on the Physical Features Map of Monsoon Asia.
    - Reading through TCI Chapter 29 and identifying key characteristics of the region’s physical geography by pulling out two sentences from the text.

Accommodations for special learners:

- Small group setting accommodates special learners of all sorts.
- Students will have the option of reading the text together or have it read to them through the TCI interactive read aloud program.
- Depending on the class period (ie 5th period) Students will be paired with partners with whom they have worked with before or a student with whom they work well together with, behaviorally and academically.
- For IEP students:
    - Re-teaching in small groups if necessary.
    - Checking for understanding of directions.
    - Tasks broken into chunks.
- For 504 students:

    - Re-teaching in small groups if necessary.
- For Gifted students:
    - Additional reinforcing activities will be offered to take their thinking a step further later in the week. This activity has extra extensive practice built into its structure, and teacher can pose questions to individual students to further expand their thinking as well. These students will respond to this through a short writing prompt, completed on the back of their student handout packet.

Assessment (formal or informal:

- Informal:
    - Observation: Teacher will circulate room to spot check student work, provide feedback, and guide students in the right direction, if needed.
    - Observation: Teacher will call volunteers to the board to point out what parts of the map correspond with the reading.

Lesson Plan 2

Instructor: William Golden

Date: Tuesday, September 23rd, 2014

Subject: Social Studies

Ohio Academic Content Standards (Common Core):

- Content Statement – 5. *Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).*

Source for lesson:

- TCI: http://blog.teachtci.com/how-to-conduct-a-mapping-lab/, Mrs. Holley, myself.

Expectations/Learning Objectives:

- At the end of this lesson students will be able to locate, label, identify and distinguish features of human geography unique to a certain people or area of the world from each other on a political map. (Population, cultural, economic).
- Students will build on skills they learned in Challenge 1 having to do with their ability to locate, label, identify and distinguish physical geographic features on a map. They will then use those same skills with a political map to locate, label, identify and distinguish human geographic features on a map.

Focus of Lesson:

- "*Regions can be determined, classified and compared using various criteria (e.g., landform, climate**, population, cultural, or economic**).*" For Challenge 2: Learning About the Human Geography of Monsoon Asia. (Population, cultural, economic.)

Materials/Technology:

- Pen/pencil and marker,
- Student Handout Packet, (Challenge 2 "Learning about the Human Geography of Monsoon Asia."
- Map Placards
- Copies of Student Directions Handout for Challenge 2 (contains list of cities with latitude and longitude numbered 1-15)
- Elmo (Document Camera)
- SMARTBoard
- iPads

- TCI Chapter 29 (on student iPads and in physical Text book, page 429).

Key Academic Language:

- Select, Find, Locate, Label, write, repeat, human geography, human geographic features, geography

Key Vocabulary:

- Monsoon Asia, Regions, Human features, Human geography, Peninsula, Mountains, Sea, Plateau, Gulf, River, cities, countries, islands, China, India, Indonesia

Procedures:

- **Opening/Explicit Instruction** –
    - TCI Mapping Lab. Explanation of instructions to Challenge 2. Teacher will provide purpose to students for completing the challenge. The teacher will explain that last week the students received a lot of information about human and physical geography. This week, they will be using what they learned in order to read and analyze different types of maps. Just as Challenge 1 had students investigate with the physical geography of Monsoon Asia, Challenge 2 will have students investigate the *human* geography of Monsoon Asia.
    - The teacher will instruct students to label a political map of the region and then to read and identify key characteristics of the region's human geography. (Independent/Shared Practice.)
    - Teacher will project the map of Monsoon Asia (Placard 1) that the students labeled on the SMARTBoard. Each group will then be assigned a different city to locate and label to start with from the list on the Student Directions handout. Students will locate label, shade/color in, identify and distinguish the different human geographic features in their map handout packet.
    - Teacher will circulate room to spot check student work, provide feedback, and guide students in the right direction, if needed.
- **Guided/Shared Practice** –
    - For Challenge 2, students will review the human geography of Monsoon Asia by reading through a subsection of Geography Alive! Regions and People Chapter 29 "Monsoon Asia Mapping Lab" together. Just as the day before, the teacher will read Section 5 "Human Geography," to the students. Teacher will model how

students are to pull two sentences from the reading and point to where those sentences are describing on the map, by giving them three steps to follow: "First read. Then pull your two sentences. Then point to it on the map." He will demonstrate these steps using sentences from Section 5 "Human Geography." This shared practice will allow students to help each other understand what they are reading.

- **Independent Practice** –
    - Students will work together in two activities for Challenge 2, just as the day before; the first partner activity will be when the students are locating, labeling, and shading/coloring in, identifying and distinguishing on the political map in their mapping packet.
    - *After* the teacher explains and demonstrates the three steps students will take as they read, the second partner activity will be when the students are reading through their assigned section of Chapter 29, and working together to pull two sentences from the text that describe a certain point on the map. For this particular section, because passages are so long, will split reading of sections in half between students. For instance, with the "History" section, teacher will assign certain groups to read the subtitle "Early Times" and different groups to read from the subtitle "Conquests and Colonies," down.
    - When the class comes back together to share answers, of the groups chosen one partner will read their selected sentences, while the other partner goes up to the SMARTBoard to point it out on the political map.
- **Application**:
    - Labeling, locating, shading/coloring in, identifying and distinguishing the different cities and countries on the Political Map of Monsoon Asia.
    - Reading through TCI Chapter 29 and identifying key characteristics of the region's human geography by pulling out two sentences from the text.

Accommodations for special learners:

- Small group setting accommodates special learners of all sorts.
- Students will have the option of reading the text together or have it read to them through the TCI interactive read aloud program.

- Depending on the class period (ie 5th period) Students will be paired with partners with whom they have worked with before or a student with whom they work well together with, behaviorally and academically.
- For IEP students:
    - Re-teaching in small groups if necessary.
    - Checking for understanding of directions.
    - Tasks broken into chunks.
    - Extra time given to complete assignment if needed.
- For 504 students:
    - Re-teaching in small groups if necessary.
    - Extra time given to complete assignment if needed.
- For Gifted students:
    - Additional reinforcing activities will be offered to take their thinking a step further later in the week. This activity has extra extensive practice built into its structure, and teacher can pose questions to individual students to further expand their thinking as well. These students will respond to this through a short writing prompt, completed on the back of their student handout packet.

Assessment (formal or informal:

- Informal:
    - Observation: Teacher will circulate room to spot check student work, provide feedback, and guide students in the right direction, if needed.
    - Observation: Teacher will call volunteers to the board to point out what parts of the map correspond with the reading.

Lesson Plan 3

Instructor: William Golden

Date: Tuesday, September 24th, 2014

Subject: Social Studies

Ohio Academic Content Standards (Common Core):

- Content Statement – 5. *Regions can be determined, classified and* ***compared using various criteria*** *(e.g.,* ***landform, climate, population, cultural, or economic****).*

Source for lesson:

- TCI: http://blog.teachtci.com/how-to-conduct-a-mapping-lab/, Mrs. Holley, myself.

Expectations/Learning Objectives:

- By the end of this challenge, students will be able to analyze thematic maps and display basic GIS map-reading skills.
- This activity will build on what the students already know about the human and physical geography of Monsoon Asia, acquired in the past two challenges, by prompting them with a series of questions using maps displaying both types of geography. They will then record the answers in their Mapping Packet.

Focus of Lesson:

- "*Regions can be determined, classified and compared* ***using various criteria (e.g., landform, climate, population, cultural, or economic)***." For Challenge 3: Using Geography Skills to Answer "Where?" (landforms, climate, population, cultural, economic.)

Materials/Technology:

- Pen/pencil, Dry erase marker at each Research Station, Student Handout for Challenge 3 "Using Geography Skills to Answer "Where?", Challenge 3 Card Cut-outs, Map Placards Copies of Student Directions Handout for Challenge 3, Transparencies, Stations 1, 2, and 3 set up at three walls of the room, Elmo (Document Camera), SMARTBoard

Key Academic Language:

- circle, complete sentences, restate, look, discuss, share, prepared, key, symbol, physical geography, human geography, scan, determine, note, write.

Key Vocabulary:

- Monsoon Asia, Human geography, physical geography, thematic map, transparency, physical features, climate zones, vegetation zones, population density, economic activity, sea, gulf, peninsula, country/countries.

Procedures:

Before class begins:

- Teacher must prepare materials and mapping lab research stations for Challenge 3. Teacher must cut apart three copies of the Challenge 3 cards and three copies of the Challenge 3 station labels. At three spots around the room, place a laminated placard of each map. Label them "Station 1," "Station 2," and "Station 3" Place a dry erase marker next to each placard, using a different color pen for each map. Spread maps out at least a foot and a half apart to give students enough room to work at each station.

Opening/Explicit Instruction:

- Have students get out Mapping Packets.
- Teacher will explicitly explain the purpose of Challenge 3. Begin with, "The last two days, we've looked at both the physical and human physical geography of Monsoon Asia. Today, you're going to use both types of maps to answer ten questions in your Mapping Packets. But first, we're going to review the directions for Challenge 3 together."

Guided/Shared Practice

- Review the Directions for Challenge 3 with students. For each step, have a student read each direction out loud:
- *Look carefully at each map your teacher projects.* – Project each of the 5 maps on the SMARTBoard. For each map, randomly select students to answer the following questions:
- *What type of information does this map show?*
- *What do the colors mean? Look at the legend.*
- *Does this show physical geography or human geography?*
- *Get a transparency of Monsoon Asia Visual 6 and a Challenge 3 card from your teacher.* – Explain that students should already have a transparency of a political map of Monsoon Asia.

- Say: “I will give you the question you are going to start with. But first, we’re going to go through Question 1 together.”
- *Read the question on your card. Scan the labels of the maps at your assigned research station to determine which map you need in order to answer the question.* –
- Place card for Question Card 1 under document camera. Have student read question out loud. Emphasize before they get out of their seat, they are to determine which map they are going to go to and circle it on their answer sheets for Challenge 3. Do this on your copy for the students under the document camera. Ask random student for which map to use. Circle “Vegetation Zones” map and lay a copy of that map underneath document camera for students. Remind them that they should be copying this down in their Question 1 space.
- *Go to that map. Lay your transparency on top of the map. Use a transparency pen to note any information or locations on your transparency that will help answer the question.* –
- Explain that at each research station around the room, there is a copy of each of the five maps that we just went over. Lay teacher copy of transparency over Vegetation Zones map under the document camera. Prompt students to identify the color they see the most in southern Monsoon Asia. Once someone replies, “Red,” have students look to the legend to see what that color represents. Write down “Broadleaf Evergreen Forest” on the side of the transparency, answering part one of the question. For part two of the question, make a circular motion around the northern part of Monsoon Asia, and say, “Which countries in this area do not have Broadleaf Evergreen Forrest?” Ask random students to come up to the board and point out those four countries. The four correct countries are: Mongolia, Japan, North Korea, and South Korea. Once these four countries have been pointed out, put a check mark by each name.
- *Once you have all the information you need to answer the question, return to your desk. Get your matrix for Monsoon Asia Mapping Lab, Challenge 3. Find the row with the number that matches your question. Circle the name of the map you used to find your answer. Write the answer in a complete sentence.* – Emphasize that the

maps and the markers STAY at the research stations. Also remind students to restate the question and use a complete sentence.

- *Once you've finished your answer, raise your hand and wait for your teacher to come to you and initial it if it is correct.* – Emphasize that students are not to come up to the teacher because it can get crowded really quickly. Distribute question cards to students in an order that will have only one partnership at one map at a time. Explain that after they are finished with that card, they are to return it to the correct envelope, and pick another question to work on until they have answered all ten questions in Challenge 3. Make sure that they know not to go on to Challenge 4 until they have talked to the teacher.

Independent Practice:

- Students will work through each question together and record their responses in their mapping packets, and then repeat the steps as the teacher modeled for them for the next question. Completing this challenge might carry over into the next day's work, but make sure students know that it is alright if they don't get finished with all the questions in one day.

Application:

- Analyzing and reading the map they have determined and responding to a series of questions in their Challenge 3 response section.

Accommodations for special learners:

- For all students:
    - Students who finish Challenge 3 early will be permitted to start Challenge 4. Teacher will explain the instructions to those students individually.

Assessment (formal or informal):

- Informal:
    - Spot checking student work to ensure all students are on the right track.
    - Teacher will provide feedback to guide students toward the correct response, if it isn't quite right initially.
- Formal:
    - If the answer is correct, the teacher will initial each question and instruct students to go on to the next one.

Lesson Plan 4

Instructor: William Golden

Date: Thursday, September 25th,2014

Subject: Social Studies

Ohio Academic Content Standards (Common Core):

- Content Statement – 5. *Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).*

Source for Lesson:

- TCI: http://blog.teachtci.com/how-to-conduct-a-mapping-lab/, Mrs. Holley, myself.

Expectations/Learning Objectives:

- By the end of this challenge, students will have learned more about the interplay of physical and human geography in Monsoon Asia by analyzing thematic maps and displaying use of more advanced map-reading skills, and use those skills to answer a series of questions. The level of questioning is a level higher than in challenge 3, because students will now be answering the question "why" as opposed to "where."
- This activity will build on what the students already know about the human and physical geography of Monsoon Asia acquired in the first two challenges, build upon their basic level GIS map-reading skills they acquired in Challenge 3, and increase thinking capacity a step further by using a higher level, more difficult questions.

Focus of Lesson:

- "*Regions can be **determined, classified and compared using various criteria** (e.g., landform, climate, population, cultural, or economic).*" For Challenge 4: Using Geography Skills to Answer "Why There?" (*determined, classified and compared using various criteria*).

Materials/Technology:

- Pen/pencil and marker
- Student Handout Packet
- In packet: Challenge 4 "Using Geography Skills to Answer "Why There?"
- Challenge 4 Question Cards Cut-outs
- Map Placards
- Copies of Student Directions

- Transparencies
- Stations 1, 2 and 3 set up on different sides of the room.
- Elmo (Document Camera)
- SMARTBoard

Key Academic Language:

- circle, complete sentences, restate, look, discuss, share, prepared, key, symbol, physical geography, human geography, scan, determine, note, write.

Key Vocabulary:

- Monsoon Asia, Human geography, physical geography, thematic map, transparency, physical features, climate zones, vegetation zones, population density, economic activity, sea, gulf, peninsula, country/countries.

Procedures:

Opening/Explicit Instruction:

- Explain that the rules and procedures are the same as yesterday. Prompt students to tell you the steps to answering a question.

  As you do so explain the following as you hear each answer:

  1. Get Question card.
  2. Read question card.
  3. Find what map you need to use.
  4. Take your question card and your transparency up to the map you're using. DON'T take your packet.
  5. Take notes of the info you need on the transparency.
  6. Once you have all the information, go back to your seat and write it down in the right question box.
  7. Raise your hand and wait patiently for me to come around and initial your answer to make sure it is correct.
  8. Return the question card to the appropriate envelope and grab another question.

- Allow students time to begin by finishing up Challenge 3 questions. Instruct them to begin with the question they left off on the day before.

- Teacher will circulate room with an answer key to initial correct answers and guide students in the right direction, if needed.

Guided/Shared Practice:

- As students complete the rest of Challenge 3, the teacher will explain the directions to Challenge 4 to each individual partnership. Teacher will emphasize that the rules and procedures are the same as Challenge 3, with the only difference being that the questions are a little bit harder. This is because each question now requires students to look at two or more maps to determine the answer, instead of just one. Also emphasize that with this challenge, they must go in order.

Independent Practice:

- Students will work through each question together and record their responses in their mapping packets, and then repeat the steps as the teacher modeled for them for the next question. This practice will reinforce student map-reading skills through collaborative analysis of each map and students can help each other think each question through. Completing this challenge might carry over into the next day's work, but make sure students know that it is alright if they don't get finished with all the questions in one day.

Application:

  - Analyzing and reading the two or more maps they have determined and responding to a new series of more challenging questions in their Challenge 4 response section.

Accommodations for special learners:

- Small group setting accommodates special learners of all sorts.
- Students will have the option of reading the text together or have it read to them through the TCI interactive read aloud program.
- Students will be paired with partners with whom they have worked with before.
- For IEP students:
  - Re-teaching in small groups if necessary.
  - Checking for understanding of directions.
  - Tasks broken into chunks.
- For 504 students:

    - Re-teaching in small groups if necessary.
- For Gifted students:
    - If students finish Challenge 4 early, they will be permitted to start filling out the chart in Challenge 5. Teacher will explain instructions to students individually.

Assessment (formal or informal):

- Informal:
    - Spot checking student work to ensure all students are on the right track.
    - Teacher will provide verbal feedback to guide students toward the correct response, if it isn't quite right initially.
- Formal:
    - If the answer is correct, the teacher will initial each question and instruct students to go on to the next one.

Lesson Plan 5

Instructor: William Golden

Date: Friday, September 26th, 2014-Monday, September 29th,2014

Subject: Social Studies

Ohio Academic Content Standards (Common Core):

- Content Statement – 5. *Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).*

Source for lesson:

- TCI: http://blog.teachtci.com/how-to-conduct-a-mapping-lab/, Mrs. Holley, myself.

Expectations/Learning Objectives:

- By the end of this two day activity, students will become proficient at analyzing a field photograph, using the GIS map reading skills they have learned in the past two challenges and their knowledge of Monsoon Asia's physical and human geography from the first two challenges. By doing so, they will use multiple steps of the geo- graphic inquiry process.
- This activity will build on what the students already know about the human and physical geography of Monsoon Asia acquired in the first two challenges, utilize their GIS map-reading skills they acquired in the previous two challenges, and apply these skills to classify, compare, and determine physical and human features of locations A-C of a field photograph. Challenge 5 will act as a summative assessment for this mapping lab, as students will be combining all the skills they have been practicing in the past few days in order to determine the most likely location depicted in the field photograph.

Focus of Lesson:

- "*Regions can be* ***determined, classified and compared using various criteria*** *(e.g., landform, climate, population, cultural, or economic).*" For Challenge 5: "Using Maps to Analyze a Field Photograph" (*determined, classified and compared using various criteria*).

Materials/Technology:

- Pen/pencil and marker
- Student Handout for Challenge 5 "Using to Maps to Analyze a Field Photo"
- Map Placards

- Copies of Student Directions Handout
- Stations 1, 2, and 3 set up along the walls of the room.
- Elmo (Document Camera)
- SMARTBoard

Key Academic Language:

- circle, complete sentences, restate, look, discuss, share, prepared, key, symbol, physical geography, human geography, scan, determine, note, write.

Key Vocabulary:

- Monsoon Asia, Human geography, physical geography, thematic map, transparency, physical features, climate zones, vegetation zones, population density, economic activity, sea, gulf, peninsula, country/countries,

Procedures:

Opening:

- Have students get out their mapping packets and open them to the page titled "Challenge 5: Using Maps to Analyze a Field Photograph." Teacher will explicitly explain that in this challenge, students will analyze a field photograph, and by doing so, use many steps of the geo-graphic inquiry process. After which, students will apply these skills to classify, compare, and determine physical and human features of locations A-C in their student handouts for Challenge 5.

Explicit Instruction (Modeling):

Day One:

- Teacher will project Challenge 5 chart titled "Using Maps to Analyze a Field Photograph." Teacher will have a student find Locations A, B and C to begin as an example. Each selected student will trace the latitude and longitude lines on the political map of Monsoon Asia Transparency under the Elmo and plot the location for all students to see.
- Teacher will indicate that there should be three boxes along the top and five boxes down the side. Explain that we will be doing a few boxes together for Location A. He will then overlay the transparency on the Physical Features Map of Monsoon Asia. He will then fill in the box on the chart for "Physical Features" with as many details as possible about that location. Emphasize that students are to focus just on that latitude and longitude point,

not on the whole country. Teacher will instruct students to copy down exactly what he writes in box one. Repeat this process for the climate and economic activities map.

- Teacher will then assign each partnership a map and a location (or a particular box) to start with. He will instruct students to use the research stations around the room to gather all the information they will need for each box that remains. Emphasize that students are only looking just that point and the nearby area, not the whole country.
- Inform students that they will not be taking the transparencies up to the maps this time. There will be no markers at the research stations. Instruct students to take their packets with them to each station. Students will have the remainder of the period to fill out the rest of the boxes.

Day Two:

- Student desks will be arranged back into rows for this part of the activity.
- Begin by projecting the field photograph on the SMARTBoard, using the Elmo. Ask students to raise their hand and state their observations from this photograph. Emphasize that they are to give what they see, not what they infer is going on. Call on no more than 5 students.
- Next, project page two of Challenge 5 using the Elmo. Complete question 1 as an example for students follow. Instruct students NOT to fill in the blank for "We think the field photograph best matches Location _____ ." Yet.
- Use "vegetation map" for the first blank. Prompt the students by asking "What did the vegetation map tell us about these three locations?" Call on random students until you receive an answer including "Broadleaf Evergreen Forest." Explain that because 2 of the 3 locations have Broadleaf Evergreen Forests, that is probably the type of vegetation that grows there. Write down "This location's vegetation is probably Broadleaf Evergreen Forest," in the space below the first fill in the blank.
- Project the field photograph up on the SMARTBoard again. Direct students attention to the green parts in the background and hanging down from the center of the screen. Explain that we can actually see the trees in this photograph, and they look like they have pretty big leaves. Explain then that these are the types of observations are they will write down under "In the field photograph, we see." Emphasize that what they write down in that section, must be related to the map they selected to list information from.

- Instruct students to begin working on this portion of the Challenge on their own. Circulate the room to answer any further questions about how to answer the question. Do not answer content related questions.

Guided/Shared Practice:

- Day One: Students will break off into their partners and take their packets to their assigned map. They will find their assigned location and record the information that is indicated in their assigned box. Students will return to seats when finished.
- This practice will reinforce student map-reading skills through collaborative analysis of each map and students can help each other determine which information is most important and think each question through.

Independent Practice:

- Day Two: Students will use their map reading and analyzation skills to interpret the data they collected the day before, and make a connection between that data and the field photograph. They will then make an inference about which location the photograph is depicting

Application:

- Analyzing a field photograph, after which students will classify, compare and determine physical and human features of locations A-C in their student handouts for Challenge 5.

Accommodations for special learners:

- Simplified challenge for lower level learners by eliminating one of the incorrect locations on the field photograph.
- For IEP students:
    - For this assessment, students on IEP's will only be required to complete 2 and 3 of the questions on page 2 of Challenge 5.
- For 504 students:
    - This assessment will be completed in partners, but if necessary, students on 504's will be allotted extra time to complete the questions.

Assessment (formal or informal):

- Formal:
    - In student packets: Thematic Map Chart, Field Photograph Observation/Evidence Sheet.