

San Francisco Unified School District
SAMPLE LESSON PLAN – 5th GRADE SOCIAL STUDIES

Name:		School:	
Grade Level: 5		Subject: Social Studies	Date:
Unit Theme/Topic: Mapping			
Lesson Title/ Topic:		Introduction to the United States Map	
Expected Student Learning Outcomes		What will students know and be able to do as a result of this lesson? (Be Specific) Students will observe the size of the United States Students will locate various cities. Students will locate and identify a variety of landforms. Students will describe the physical characteristics of one state. Students will make inferences as to how and why people live where they do.	
CA Standards Addressed:		Which <i>California Academic Content and Performance Standards</i> will your lesson address? <u>Social Studies Standard 5.1.1</u> : Mapping the principal geographic features of North America	
Materials Used:		What instructional materials and equipment/supplies will you use in this lesson? <ul style="list-style-type: none"> • 5th grade social studies textbook, geography appendices • Laminated desk maps of the United States (physical/political and thematic) • Water soluble marking pens • Guide for tracing routes across the U.S. • State Study Guide • Chart Paper • Colored marking pens 	
<u>Lesson Outline</u> : (Opening/Do Now/Anticipatory Set; Major Activities; Transitions, Review; Closure)			

<p>Time</p> <p>5 min.</p> <p>10 min.</p> <p>15 min.</p> <p>10 min.</p> <p>15 min.</p>	<p><i>Prior to this lesson, students have studied the elements of a map, and have created their own fictional maps. Students are now focusing on the geography of the United States.</i></p> <p>DO NOW/ INTO ACTIVITY</p> <p>Ask students to share any experiences of travel within the U.S.. As students identify places, teacher marks with a pushpin on U.S. map.</p> <p>THROUGH ACTIVITY</p> <p>Explain to students the purpose and objectives of lesson and provide an overview. Answer questions.</p> <p>Distribute desk maps and other materials. Divide students into pairs to write on the desk maps and complete the worksheet, which asks them to plot routes to various destinations.</p> <p>4. Circulate, assist students, monitoring understanding of the task.</p> <p>1. Combine students pairs into quads (have pre-arranged by a title, make mixed ability groupings)</p> <p>2. Ask students, “If I received map, and I didn’t recognize it, what would I have to find out about that map to learn what it represents?” Refer to the map of the U.S. to help students remember the elements of a map.</p> <p>4. Pass out instruction sheet, and tell students that their group assignment will form the basis for the test at the end of the week.</p> <p>5. Circulate and assist student groups as needed.</p>	<p>DO NOW/INTO ACTIVITY</p> <p>Students write down briefly a list of where they have traveled in the U.S. outside of San Francisco.</p> <p>Students share experiences of travel within the U.S..</p> <p>THROUGH ACTIVITY</p> <p>Students divide into pairs, plot the route on the desk maps and complete the worksheets.</p> <p>Students have list the questions about maps they would need answered.</p> <p>The instruction sheet tells each student group to plot a route across the United States back home to San Francisco from different starting places. Students have to plot the route on the map, and identify the physical features for that route.</p>
<p>Monitoring & Assessment:</p>	<p>How will you monitor student learning during the lesson? How will you assess student work?</p> <p>Students generate a test. Groups make up a route across the U.S. identifying locations by place, specific landform or description of physical feature. They will create a worksheet for others to follow and map. Other groups will have to trace the route based upon the information.</p>	
<p>Modifications to Address Individual Student Learning Needs</p>	<p>How will you modify your instruction as needed to ensure that all students meet learning outcomes?</p> <p>Teacher created heterogeneous student groups/ Teacher will provide more time after school for students who require it. Teacher will model the process with students as necessary.</p>	

Follow-up Activities/ Homework	How will you follow up this lesson with homework or other extension activities? Students will play the <u>Where in the U.S. is Carmen San Diego?</u> Computer game. Students will use measurement and estimation to plan a car trip with accurate mileage, gas consumption and time required for each leg of the journey (observing the speed limit!)
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