***Lesson Plan Outline***

* **Unit Topic or Theme:** Geography
* **Grade:** 5

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* **Lesson Topic or Theme**: Reading Maps
* **Lesson Objectives:** The student will be able to locate places on maps based off latitude and longitude coordinates. The student will be able to locate places on a map based off compass directions. The student will be able to correctly identify continents on a map. The student will be able to correctly identify major oceans on a map. The student will be able to use geographical aids to complete WebQuest.
* **Instructional Technique:** Online WebQuest. Guided handout. Quiz like set-up.
* **Instructional Materials:** “Sea Ya!” Website. “Map Your Cruise” Handout.
* **Theoretical Perspective:** This information is important for students to learn, because technology is constantly changing. It is important for students to have a good grasp on the use and aid of technology in the classroom and through education. This information is important to help in the understanding of direction, coordinates, and visual aids of maps. Students will understand more about what maps have to offer, besides pictures and the names of places.
* **Procedure:** As a teacher, I will supply the students with a world map. The map will be labeled with a reference guide to what each label means. As a class, we will go over the map and clarify any questions. The students will then participate in the WebQuest. The students will have a better understanding of maps and there purpose following completion of the WebQuest. Students will also be tracking their WebQuest, writing down every stop and wrong turn they make along the way. With answering a question incorrect, students will be asked to consider what led them to the wrong answer and how they got to the right answer.

A. Introductory Activity   
Supplying the students with a detailed, labeled, world map with a reference to terminology.

B. Step-by-step  
Students will access the WebQuest through the link provided. They will have the print out of the guide already provided to them. They will make their way through the “Sea Ya!” WebQuest, tracking their progress on the handout along the way. Upon completion of the WebQuest, students will hand in their progress handout to make sure that they did in fact do the activity.

C. Closure  
As a class, we will reflect on the WebQuest. What did the students like, dislike, enjoy, or find boring about the activity. How can it be improved for future class use.

D. Adaptations for different learners   
The only adaptations I can consider is closer monitored aid from a teacher. The WebQuest involves clicking through a quiz formatted trip around the world. Different learners should probably be given extra instruction and be visited for questions more than other students.

E. Homework  
No homework for this specific activity.

* **Evaluation:**

A. How/ when will you determine if you have met your objectives?

* The student will be able to locate places on maps based off latitude and longitude coordinates.   
  Going over the world map after the WebQuest. This was given to the students before the activity, and getting more confident and correct answers than in the introductory.
* The student will be able to locate places on a map based off compass directions.  
  Results documented from the WebQuest on the handout.
* The student will be able to correctly identify continents on a map.  
  Going over the world map after the WebQuest. This was given to the students before the activity, and getting more confident and correct answers than in the introductory.
* The student will be able to correctly identify major oceans on a map.   
  Going over the world map after the WebQuest. This was given to the students before the activity, and getting more confident and correct answers than in the introductory.
* The student will be able to use geographical aids to complete WebQuest.  
  Results documented from the WebQuest on the handout.

B. Concerns or questions you have about teaching this lesson?  
\* Will all students benefit the same way as other students?  
\* How do you get uninterested students interested, and not just click each link, until they find the right answer, just to get it over with?