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| **9/27****9/30****10/1****10/2****10/3** | **Purpose:*** Students will be able to use the appropriate tools of geography to identify places around the world.
* Students will be able to draw conclusions about the United States based on various tools of geography.

**Agenda:**9/27* Work time on your color group – get through ½ of task one

9/30* Work time on your color group – finish task one and get started on task two

10/1* Work time on your color group – continue work on task two

10/2* Work time on your color group – finish task two
* Begin anchor activity – Geographer’s use maps

10/3* Finish task one and task two if not completed yet
* Finish anchor activity – Geographer’s use maps
* Continue second anchor activity if there is time

**Student Tasks:** * Tiered lessons:
	+ Extension kids:
		- Making the scavenger hunt around school (absolute and relative location)
		- Native American activity (evaluating how place impacts culture)
	+ Standard lesson:
		- Confluence activity (absolute location)
		- Song activity (5 themes)
	+ Remediation
		- 1.4 and 1.5 in textbook
		- Hurricane Katrina activity
	+ Anchor activities
		- Free read
		- Weekly journal
		- Google Earth/Atlas Activity/Google maps activity

**Small group instruction:*** + RETEACHING:
		- Latitude/Longitude
		- Absolute/Relative
		- Scale
		- 5 Themes of geography
	+ Latitude/Longitude
		- Complete questions using the Atlas to identify places around the world
	+ Absolute/Relative location
		- Use weekly journal to reteach what the absolute and relative location of students homes are
	+ Scale
		- Use the pink group task one to reteach scale
	+ 5 themes
		- Use colored pictures to identify and explain what each theme is and why it is that theme
 | **Resources:**Directions sheet for* Native American (print out maps)
* Scavenger Hunt
* Confluence activity
* Song activity
* Katrina (print out maps)
* 1.4 and 1.5 (print out TCi stuff)
* Geocaching activity

Set of computersI-Pods for scavenger hunt |