

Continents and Ocean

Grade: 2 nd Grade		Subject: Social Studies	
Materials: Trivia Questions		Technology Needed: None	
Instructional Strategies: X Direct instruction € Guided practice X Peer teaching/collaboration/ € Socratic Seminar operative learning € Learning Centers € Visuals/Graphic organizers € Lecture € PBL € Technology € Discussion/Debate integration € Modeling € Other (list)		Guided Practices and Concrete Application: X Large group activity € Hands-on € Independent activity € Technology integration € Imitation/Repeat/Mimic X Pairing/collaboration € Simulations/Scenarios € Other (list) Explain:	
Standard(s) 2.5.1 - Identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe. Physical Education Standard: S1.E2.2 – a. jogging, running: Runs with a mature pattern. S1.E27.2 – a. Jumping rope : Jumps a self-turned rope consecutively forward and backward, with a mature pattern.		Differentiation Below Proficiency: Allow these students extra time to look at the map. For end of the unit assessment provide these students with a word bank. Above Proficiency: Challenge these students with harder questions. Approaching/Emerging Proficiency: I would not change anything. Modalities/Learning Preferences: Auditory – I will explain information verbally Visual – Provide students with a map Kinesthetic – Allowing students room to complete an obstacle course in the gym and answer question.	
Objective(s) By the end of the lesson students will be able to identify North America, South America, the United States, Mexico, Canada, African, Australia, Europe, Asia, Antarctica, Atlantic Ocean, Pacific Ocean, Arctic Ocean, and Indian Ocean on a map or globe by playing a trivia game. By the end of the lesson students will know how jog with mature patterns and jump rope forwards by jogging to a jump rope doing five jumps and then jogging to the center of the gym. Bloom’s Taxonomy Cognitive Level: Remembering and Applying		Approaching/Emerging Proficiency: I would not change anything. Modalities/Learning Preferences: Auditory – I will explain information verbally Visual – Provide students with a map Kinesthetic – Allowing students room to complete an obstacle course in the gym and answer question.	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Even though we will not be in the classroom students are expected to follow the directions give. • Students will have voice levels at 1. • Students will take turns with those in their group. • I will receive students attention by using call backs. • I will not ask any questions until everyone is ready and quiet. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students are expected to follow the classroom rules, if students can not follow the directions and mess around, we will return back to the classroom. • Students will follow the activity rules, if students can not follow the rules they will sit out from the activity. 	
Minutes	Procedures		
5 Minutes	Set-up/Prep: <ul style="list-style-type: none"> • Prepare questions for the students 		

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	<ul style="list-style-type: none"> ● Print out maps for each student 		
<p style="text-align: center;">3 Minutes</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> ● So, you guys have been learning about continents and oceans, and today we will be going down to the gym and playing a rely trivia game to help you burn some energy and review for your upcoming test, but first I need to know what is one thing that you have learned about the continents and oceans so far. <ul style="list-style-type: none"> ○ Allow 3-4 students to answer. 		
<p style="text-align: center;">5 Minutes</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> ● I am going to split you up into four teams, each team will be at opposite sides of they gym. ● Then you as a team are going to determine who goes first and then stand in a single file line. ● You will all receive a map to reference. I will be standing in the middle of the gym, when everyone is quiet and ready, I will read a question and then you and your team will decide on an answer together. ● But, before you can say your answer the first person in line has to run to the jump rope in the middle of the floor, do 5 jumps and then run to me and tell me the answer. If the answer is correct your team is safe, but if you get it wrong the other team has a chance to steal. Then the person who just went will go to the end of the line. ● Give me a thumb up is that makes sense or a thumb down if you don't understand. ● Are there any question? ● One important rule is that everyone needs to be quiet for me to ask the questions, if we can't be quiet then we will have to go back to the room. <ul style="list-style-type: none"> ○ Get students attention by using call backs. 		
<p style="text-align: center;">10 Minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● Students will be paired into team; the teams will be asked a question and the first person to do 5 jump ropes and run to me gets to answer the question first. ● If the students get the answer wrong their team has to do 5 push-ups. ● Students will all receive a map as a reference. 		
<p style="text-align: center;">3 Minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● Did anyone learn anything new about the continents and oceans? Or was it all review? ● Does everyone feel ready for the test on Friday or is there still a continent that you are struggling with? ● What are some ways that you can review to get ready for the test? 		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <ul style="list-style-type: none"> ● Check for understanding with thumb up or thumb down. ● Stand at the door and point to a continent of ocean and the students must correctly name the continent or ocean before returning to the classroom. ● Find an online game that students can quiz themselves on the continents and oceans. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> ● If I feel that students do not know the correct names for the seven continents and four oceans I will give </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> ● At the end of the unit students will be able to identify North America, South America, the United States, Mexico, Canada, African, Australia, Europe, Asia, Antarctica, Atlantic Ocean, Pacific Ocean, Artic Ocean, and Indian Ocean on a map or globe by taking an end of the unit test. ● Have students complete a fill in the blank map without using resources. ● For low proficient students provide them with a word bank. <p>If applicable- overall unit, chapter, concept, etc.:</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <ul style="list-style-type: none"> ● Check for understanding with thumb up or thumb down. ● Stand at the door and point to a continent of ocean and the students must correctly name the continent or ocean before returning to the classroom. ● Find an online game that students can quiz themselves on the continents and oceans. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> ● If I feel that students do not know the correct names for the seven continents and four oceans I will give 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> ● At the end of the unit students will be able to identify North America, South America, the United States, Mexico, Canada, African, Australia, Europe, Asia, Antarctica, Atlantic Ocean, Pacific Ocean, Artic Ocean, and Indian Ocean on a map or globe by taking an end of the unit test. ● Have students complete a fill in the blank map without using resources. ● For low proficient students provide them with a word bank. <p>If applicable- overall unit, chapter, concept, etc.:</p>
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the students time to review the lapbook that they made on the continents and oceans.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

After implementing this lesson the lesson plan was revised based on reflection.

Because this group of students is so busy and have not had a recess yet this week this lesson worked out great. The students know their information and they all had fun being able to run around while learning. One thing that I decided to change was splitting up into four different teams instead of only having two. I felt that this allowed the teams to work together more, rather than being in large groups and the same people talking for the group. Another item that I changed was instead of letting the other team steal the point, since this is a competitive class, I had all teams give me their answers and then if the team got the answer wrong, they then had to do 5 push-ups. One thing that I would change if I were to do this activity again is have the students write their answers on marker boards. Since the students have a lot of energy and they were having fun they would say their answers loud enough for other teams to hear them. I then think that at times other teams may have just copied what they heard other teams saying. Although, overall, I thought the lesson went really well and it allowed the students to get their energy out.