### Social Studies Standard(s): Standard III Objective 1,2

<table>
<thead>
<tr>
<th>Content Objective(s):</th>
<th>Language Objective(s):</th>
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</thead>
<tbody>
<tr>
<td>Students will identify the oceans and continents on the world map.</td>
<td>Students can say and read the oceans and continents on the world map.</td>
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**I can identify the oceans and continents on the world map.**

<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>Required Academic Vocabulary for Word Wall:</th>
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<tbody>
<tr>
<td>How do geographic skills help us understand the world?</td>
<td><strong>Listen:</strong> North American, South America, Australia, Africa, Asia, North Pole, South Pole, Atlantic Ocean, Pacific Ocean, Indian, Artic, Southern, Equator</td>
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<tr>
<td><strong>Speak:</strong></td>
<td><strong>Speak:</strong> North American, South American, Australia, Africa, Asia, Equator, North Pole, South Pole, Atlantic Ocean, Pacific Ocean, Indian, Artic, Southern</td>
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<tr>
<td><strong>Read:</strong></td>
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<tr>
<td><strong>Write:</strong></td>
<td><strong>Write:</strong></td>
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**Sentence Frames:**

<table>
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<tr>
<th>Materials:</th>
<th>Additional Lesson Vocabulary:</th>
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<tbody>
<tr>
<td>- Brown paper bags</td>
<td>World, map,</td>
</tr>
<tr>
<td>- Writing paper</td>
<td></td>
</tr>
<tr>
<td>- Pencils</td>
<td></td>
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<tr>
<td>- Oversized classroom world map</td>
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**Lesson:**

**Instructional Time:** 20 minutes

### Opening: (4 minutes)

**T:** “Look at this map on the board. Tell your neighbor 3 things you know about the map.”

**S:** *will turn to their neighbor and say 3 things they know about the world map.*

**T:** “Tell me what you know about the map.”

**S:** *will respond.*

- If students have a limited amount of responses ask probing questions.
  - What are the names of the oceans?
  - What are the names of the continents?
  - Where is North America, South America, Africa, Australia, Asia...?
  - Where is the equator, north pole, south pole...?

**T:** “Look at all the things you know about geography! Look at everything you remember from what we have learned. That is impressive!”

### Introduction to New Material (Direct Instruction): (4 minutes)

- Have words for the oceans, continents, poles and equator posted in the room.

**T:** “Today we are going to do an activity that will help us review all the different places on the map.”

**T:** “I will separate you into groups of 2.”

- Separate the students

**T:** “I need one person from each group to line up in front of me and sit down.”

**T:** “I need the other person to line up in front of me here, sit down and face your partner.”

**T:** “I will call this side line 1 and the other side line 2.”

**T:** “Every one in line 1 need to write down the names of the continents and the equator on the piece of paper I am about the give you.”

**T:** “I need the line 2 to write down the oceans and the poles.”

- Pass out paper and pencils.

**T:** “Now that you have written down the names of the continents, oceans, poles and equator, I need you to cut them out.”

- Pass out scissors.

**T:** “Please put the words in the paper bags I am handing out. 1 paper bag per group.”

**T:** “We are finally ready to begin. We will do a practice round.”

### Guided Practice (8 minutes)
Modeling Cycle

Teacher Does with students:
T: “I need 1 group to come up and demonstrate.”
T: “I need the person from line 1 to pick a word out of the bag.”
T: “Good, person from line 2 you need to identify the place by color on the map and point out the location on the classroom map.”
S: will say the name on the paper and find it on the map.
T: “Well done, now you will switch responsibilities. Line 2 will pick the word from the bag and line 1 will name it and find it.”
S: will pick the name out of the bag and find it on the map.
T: “Thank you for your help. Now I want all students to do it.”

All Students Do:
T: “Line 1 pick a word from your bag.”
T: “Line 2 say the word and find it on the map.”
S: will say the word and find it on the map.
• Go through all the words in the bag.
T: “Put all the words back in the bag and go back to your spot on the carpet.”

Closing: (3 minutes)
T: “Before we end, let’s do a quick review of the locations on the map.”
T: “Point at the equator.”
T: “Tell your neighbor the color of the ocean.”
S: will say, “the ocean is blue.”
T: “Tell your neighbor what I am pointing at.”
S: will tell their neighbor the name of the place the teacher is pointing at.
• Continue questions for about 2 minutes.

Assessment:
Group Work
Extra Ideas: