

Grade 2	Lesson: Navigating the World Part 1	Reference to English Interconnections Lesson Navigating the World pg. 114
Social Studies Standard(s): Standard III Objective 1,2		
Content Objective(s):		Language Objective(s):
Students will identify the oceans and continents on the world map. <i>I can identify the oceans and continents on the world map.</i>		Students can say and read the oceans and continents on the world map. <i>I can say and read the oceans and continents on the world map.</i>
Essential Questions: How do geographic skills help us understand the world?		Required Academic Vocabulary for Word Wall: Listen: North American, South America, Australia, Africa, Asia, North Pole, South Pole, Atlantic Ocean, Pacific Ocean, Indian, Artic, Southern, Equator Speak: North American, South American, Australia, Africa, Asia, Equator, North Pole, South Pole, Atlantic Ocean, Pacific Ocean, Indian, Artic, Southern Read: Write: Sentence Frames:
Materials: <ul style="list-style-type: none">• Brown paper bags• Writing paper• Pencils• Oversized classroom world map		Additional Lesson Vocabulary: World, map,
Lesson:		Instructional Time: 20 minutes
<p>Opening: (4 minutes) T: "Look at this map on the board. Tell your neighbor 3 things you know about the map." <i>S: will turn to their neighbor and say 3 things they know about the world map.</i> T: "Tell me what you know about the map." <i>S: will respond.</i></p> <ul style="list-style-type: none"> ▪ If students have a limited amount of responses ask probing questions. <ul style="list-style-type: none"> ○ 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...? <p>T: "Look at all the things you know about geography! Look at everything you remember from what we have learned. That is impressive!"</p> <p>Introduction to New Material (Direct Instruction): (4 minutes)</p> <ul style="list-style-type: none"> ▪ Have words for the oceans, continents, poles and equator posted in the room. <p>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."</p> <ul style="list-style-type: none"> ▪ Separate the students <p>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."</p> <ul style="list-style-type: none"> ▪ Pass out paper and pencils. <p>T: "Now that you have written down the names of the continents, oceans, poles and equator, I need you to cut them out."</p> <ul style="list-style-type: none"> ▪ Pass out scissors. <p>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."</p> <p>Guided Practice (8 minutes)</p>		

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: