

Grade 2	Lesson: Navigating the World Part 2 (7 days)	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 activities they can do in each continent. <i>I can identify activities I can do in each continent.</i>		Students can write with the class what they did in each continent. <i>I can write with the class what we did in each continent.</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 • Passport books for each student with their school picture inside. • Your Passport • Stamps to represent each continent • Book about each continent 		Additional Lesson Vocabulary: World, map,
Lesson:		Instructional Time: 30 minutes
<p>Opening: (5 minutes)</p> <ul style="list-style-type: none"> ▪ This is a cultural lesson with an emphasis on writing. ▪ Do this activity with every continent they visit!!!! <p>T: “Today we are going to review the world map again. I kept your paper bags and I am going to pick out the worlds you put in there. Help me read the words and find them on the map. Look at this map on the board. Tell your neighbor 3 things you know about the map.”</p> <ul style="list-style-type: none"> ▪ Pick the words one at a time. <p>T: “Tell your neighbor what this words is.” S: <i>will tell their neighbor.</i></p> <p>T: “Raise your hand if you know where ____ is.” S: <i>will raise their hands.</i></p> <ul style="list-style-type: none"> ▪ Choose a student to come up and find the place. <p>T: “Good job, that is ____.”</p> <ul style="list-style-type: none"> ▪ Continue this activity for at least 6 names. <p>Introduction to New Material (Direct Instruction): (15-20 minutes)</p> <p>T: “This is my Passport. Why do you think I need a passport?” S: <i>will respond.</i></p> <p>T: “Yes, I need a passport to be able to go into other countries.”</p> <p>T: “Every passport is very similar.”</p> <ul style="list-style-type: none"> ▪ Go through the different parts of the passport. <p>T: “Every time I leave the US and visit another country I get stamps in my passport.”</p> <ul style="list-style-type: none"> ▪ Show the students the stamps in your passport and identify where they are from. <p>T: “Today, you are going to make your own passport. I have already put your picture on the right page, but you need to fill out the rest of the information. We will do it together.”</p> <ul style="list-style-type: none"> ▪ Pass out the passports. 		

T: "Let's fill the passport out together."

- Go through the information on the picture page. Name, birth date, place of birth, today's date and their signature.

T: "Now we are ready to travel the world!"

T: "Where do you want to go first? We need to decide as a class."

- Class will decide where they want to go.

T: "You chose to go to _____. Let's read a book about it."

- Read the book together.

T: "What did you learn about _____? Tell your neighbor 2 things you learned about _____."

S: *will tell their neighbor 2 things about _____.*

T: "Let's make a list on the board." (draw pictures next to the words)

S: *will tell the class about they learned about _____.*

T: "Look at this list we have created! Who want to go to _____?"

S: *will raise their hands.*

T: "What do you want to do while we are in _____? Let's choose 2 things we can do in _____ and write about our adventure."

- The class will choose 2 things they did at their first destination and write about it.
- The writing activity should have at least 4 sentences.

T: "We will first write down our experience as a class and then I will send you to your desk to write it yourself and draw a picture to go with it."

- Write the story together.
- When finished writing the story, send the students to their desks to copy the story and draw pictures to go with it.

T: "Please put your stories away in a safe place so we can make a book with it and the other stories about our other adventures we will make this week!"

Closing: (3 minutes)

T: "To finish our day we need to put your stamps in your passport."

T: "Where did we go today?"

S: *will respond.*

T: "What did we do?"

S: *will respond.*

T: "And it was so much fun!!"

- Put stamps for that location in their passport books.

Assessment:

Story for each location

Extra Ideas:

Surname

Given Name

Nationality

Birth Date

Birth Place

Signature



