

Grade: 2		Subject: Social Studies	
Materials: Continents and Oceans Worksheets		Technology Needed: N/A	
Instructional Strategies: <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) <p>Explain:</p> <ul style="list-style-type: none"> • Peer teaching/collaboration/ cooperative learning • Visuals/Graphic organizers • PBL • Discussion/Debate • Modeling • Hands-on • Technology integration • Imitation/Repeat/Mimic 	
Standard(s) 2.1.1 - Use the basic components of a map key and compass rose 2.SL.1b - Build on others' talk in conversations by linking their comments to the remarks of others.		Differentiation Below Proficiency: Students below proficiency will need assistance identifying the continents prior to color coordinating, but will understand the basic facts about some of the continents and oceans. Above Proficiency: Students above proficiency will require little help and much less time to color code their continents and organize the different oceans throughout the globe, and will be able to recreate these on a fresh map. Approaching/Emerging Proficiency: Emerging students will be able to identify the different continents and their locations, but may struggle with the different oceans throughout the globe. Modalities/Learning Preferences: Visual Hands-on	
Objective(s) By the end of the lesson, students will be able to identify the different continents on the map and the location of Earth's oceans. Students will be able to engage in meaningful discussion with their peers and build upon a topic with their own thoughts.			
Bloom's Taxonomy Cognitive Level: Knowledge			

	Interpersonal
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will be seated when working, and will follow all procedures in place if they need to leave the room <ul style="list-style-type: none"> ○ Two students working per table, the rest may move around the room and use carpet space • After finishing the assignment, students need to place their work in their cubbies and prepare for reading rotations 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will move safely throughout the room <ul style="list-style-type: none"> ○ Walking feet ○ Body control ○ Level 0 voice • If they have a question, they MUST raise their hand <ul style="list-style-type: none"> ○ No blurting ○ If the teacher calls on a student, only that student may speak
Minutes	Procedures
5	Set-up/Prep: <ul style="list-style-type: none"> • Organize worksheets for handing out • Make sure every student has colors available to them <ul style="list-style-type: none"> ○ Every student will need these crayons out before we start <ul style="list-style-type: none"> ▪ Red ▪ Dark Blue ▪ Green ▪ Yellow ▪ Orange ▪ Purple ▪ Light Blue
5-10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Hand out continent sheet with color coding on it <ul style="list-style-type: none"> ○ Review a Compass Rose on the board with students <ul style="list-style-type: none"> ▪ Never Eat Soggy Waffles <ul style="list-style-type: none"> • North • East • South • West ○ Ask them to discuss with their tables some things they notice about the continents <ul style="list-style-type: none"> ▪ Which continent is the largest? <ul style="list-style-type: none"> • Smallest? ▪ Are there more continents North or South? <ul style="list-style-type: none"> • Everytime a new continent is mentioned it should be colored in

	<ul style="list-style-type: none"> • Looking for color accuracy from students <ul style="list-style-type: none"> ○ This will help us in labeling our world map • Deeper Understanding - How much of the Earth is covered by water? <ul style="list-style-type: none"> ○ Is there more land of water?
<p>5-10</p>	<p>Explain: (concepts, procedures, vocabulary, etc.) Vocabulary</p> <ul style="list-style-type: none"> • Continent - Large land mass on Earth • Ocean - Large body of water <ul style="list-style-type: none"> ○ Ask them to discuss with their tables some things they notice about the continents <ul style="list-style-type: none"> ▪ Which continent is the largest? <ul style="list-style-type: none"> • Smallest? ▪ Are there more continents North or South? <ul style="list-style-type: none"> • Everytime a new continent is mentioned it should be colored in • Looking for color accuracy from students <ul style="list-style-type: none"> ○ This will help us in labeling our world map • Deeper Understanding - How much of the Earth is covered by water? <ul style="list-style-type: none"> ○ Is there more land of water? • Flip worksheet that was just colored over <ul style="list-style-type: none"> ○ Students have the same coloring system as the front, but now Oceans have been added in <ul style="list-style-type: none"> ▪ Oceans should be colored according to their code
<p>15</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"> • Second Continent and Oceans worksheet is handed out <ul style="list-style-type: none"> ○ Students need to color their globes, and then cut out the labels and appropriately place them <ul style="list-style-type: none"> ▪ Land should be colored in green ▪ Water should be colored blue ○ Labels contain all the continents and oceans that were just covered, and their previous worksheet may be used to help
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • All colors need to be put away <ul style="list-style-type: none"> ○ Scissors put back in book boxes ○ Paper scraps collected and recycled • Papers that are finished go in students mail boxes <ul style="list-style-type: none"> ○ Unfinished papers as well <ul style="list-style-type: none"> ▪ Students will have opportunities to finish globe later in the day • Once the room is cleaned up, students will begin transition into math <ul style="list-style-type: none"> ○ Meet on rug next to white board with math notebooks <ul style="list-style-type: none"> ▪ Legs are crossed or look like mountains

Formative Assessment: (linked to objectives, during learning)

- **Progress monitoring throughout lesson (how can you document your student's learning?)**
- Discussions being had with their table in relation to continents and oceans (observations, wonderings)
- Practice worksheet for labeling/separation of continents using color

Summative Assessment (linked back to objectives, END of learning)

- Students can fill out the globe completely when just needing to identify the Continents and Oceans while building on their discussions in a meaningful way.

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

I felt this lesson went well because I had a better grasp for how long I am able to talk in front of a second grade classroom before the kids absolutely lose their minds. At this age it requires a lot less instruction and a lot more application of the skill they are learning, whether that is an experiment or a worksheet. While I don't enjoy giving out worksheets because they aren't the most engaging things, anytime you can find ones that require coloring, cutting, and gluing the students are much more engaged. The students learned how to identify the continents and locations of oceans, and I know this from their worksheet that contributed to their assessments. Before gluing the labels onto their globe, students were required to check off the locations with one of the teachers in the classroom. Based off the results I saw on most papers, students understood the location of the continents and oceans. Of course, at the age of 8 there are going to be some similar continent names that get mixed around, but the amount of those mistakes that we saw that day were very low. Changes I would make to this lesson is trying to explain the continents and their relationships to each other in a clearer way. I used some of the basic facts with them, like how Asia is the largest and Australia is the smallest and an island, but I should have tried digging deeper to find a couple more easy ways for students to remember the information they were receiving. I also would have had a greater emphasis on the students being able to communicate with their neighbors only if they remain focused on the task they were working on because of how many reminders I had to give some students to stay focused on what they were working on. All in all, for this being my second day in the classroom and hardly knowing these students at this point, I thought the lesson went well and I am looking forward to using the information to build my future lessons in a more 2nd grade classroom way. The differences between handling upper and lower elementary classrooms is quite noticeable once you make the attempt at it, but I am excited by the challenge it brings me.