

Lesson Plan Template (LaChonce EDUC 341/351 for ELs)

Lesson Title: Continents and Oceans (Emergent Literacy)

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Topic / Central Focus / Lesson Description: Students will be continuing learning about Earth’s continents and oceans. This lesson will be where students are learning vocab/sight words and learning about the specific continents. This lesson will have students reading, speaking, and writing. Students will participate in interactive stations where they will be learning about the different continents and oceans.

Grade Level and Grouping of Students: 3rd Grade General Classroom (1/4 of class is EL)

Approximate Duration: 45 minutes to 1 hour

Context / Prior Student Knowledge: Students know that we all come from different places. Some of them know the very specific places where they are from and some of them are newer to the area/state/country and are still learning about the area that is still new for them. Most students know what a continent is or have knowledge that countries are a part of greater pieces of land.

Learning Standards addressed: (Content Standards - CCSS, ISBE, NGSS)

SS.G.1.3: Locate major landforms and bodies of water on a map or other representation.

SEL.2A.2b. Describe the expressed feelings and perspectives of others.

SS.L.6.3: Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

SS.RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Language Domain(s): Type an “X” in the box to the left of the language domain(s) addressed in this lesson.

Language Domain(s)	
X	Speaking
X	Reading
X	Writing
	Listening

Cognitive Function: How will you ensure that all students will have opportunities to engage in the same cognitive challenge?

Students will be asked the same questions and will all take part in the same activities, students will be grouped according to skill levels and abilities. Students will all participate and be able to work with others. Students will be able to converse with one another and will be able to listen to other students in order to learn more about and understand their experiences and where they are from.

Subject Area(s): Type an “X” in the box to the left of the subject area(s) addressed in this lesson:

X	Standard 1: Social and Instructional Language
X	Standard 2: The Language of Language Arts
	Standard 3: The Language of Mathematics
	Standard 4: The Language of Science
X	Standard 5: The language of Social Studies
	The Language of Music and Performing Arts
	The Language of Visual Arts
	The Language of Technology and Engineering
	The Language of Health and Physical Education
	The Language of the Humanities
	Other: _____

Preparation: List everything that must be done before the class period or day in preparation for this

Copies of books will be collected and organized, worksheets will be printed and copied prior to lesson, PowerPoint will be created prior to lesson

Technology used: Computer, Projector/Smartboard

Language Supports: Type an “X” in the box to the left of any supports that will be used in the lesson.

Sensory Support		Graphic Support		Interactive Support	
	Real-life objects (realia)		Charts		In pairs or partners

	Manipulatives		Number Lines	X	In triads or small groups
X	Pictures & photographs		Tables	X	In whole group
X	Illustrations & diagrams		Graphs		Using cooperative group structures
	Magazines & newspapers		Timelines		
	Physical activities		Graphic organizers: _____ _____ _____		Using the Internet or software programs
	Videos & films				
	Broadcasts				In the native language
	Models & figures				
	Other: _____ _____	X	Other: _Maps, Globe_ _____		With mentors
					Other: _____

Description of Supports:

- Pictures & photographs: pictures of different aspects of continents and oceans will vary due to different books used; Illustrations & diagrams: used in books that will be read by students; Maps: there will be maps used to give students a visual perspective of where oceans and continents are located along with their placement on the earth; Globe: used to give students a more realistic perspective of how the earth looks on a smaller scale; Small groups: students will be reading in small groups and participating in the chosen activities for each station; Whole group: a vocabulary lesson will be taking place where students will be able to volunteer and interact.

Instructional Plan

Objectives:

(Use Active Verbs, consider Bloom's Taxonomy)

- Students will be able to recognize and discuss features of different continents and oceans from their readings
- Students will be able to distinguish and write down at least 3 important facts from the books they read about the different continents
- Students will be able to label each of the continents and oceans on their map worksheets

Introduction: Engage, Connect, and Launch

- "Who remembers what we started to talk about during our last social studies lesson?" I will wait for students to raise their hands and talk about what they remember. I will then either go off of what students say they remember or remind them that we started learning about continents and oceans.

- I will ask students if they have ever heard of places called “Asia, Europe, Australia, etc.”. I will then ask students to tell me what they know about the mentioned continents. I will then move on to explaining that there are many features and characteristics that make up these places and there are traditions and cultures that are important parts of each place.
- I will then move on to telling students that we will be reading about each of the continents and doing some fun activities to learn about them.

Sequence of Learning Activities:

- **Activity #1: Vocabulary Introduction/Activity (~15 mins)**
 - The class will start out as a whole group activity where students will be as a whole class
 - I will project a PowerPoint onto the smartboard that has a bunch of slides that have pictures and the corresponding vocabulary words
 - Ex. Map = picture of a map, Globe = picture of a globe, country = picture of the United States
 - For each slide, I will have students guess what the vocabulary word is and then have the actual word pop up on the slide. I will then say the vocabulary word and have students repeat it back to me.
 - After each vocabulary has been reviewed and introduced, I will have students participate in a short matching game where they will have a worksheet but will also be able to interact on the smartboard if they volunteer.
 - Students will match the picture to the vocabulary word
 - I will then tell students to be on the look out for these vocabulary words in their books and that they will use highlighter tape to highlight each word they find.
- **Activity #2: Reading Stations (~45 mins)**
 - For this activity, students will be in small groups of about 3 or 4
 - Students will be at about 4 different stations where they will be doing a reading passage/worksheet along with a small hands-on activity at 2 stations
 - **Station 1: Oceans Reading Passages**
 - Students will read through 3 to 5 of the passages and complete the comprehension questions that follow with the other students in their groups
 - To answer the comprehension questions, students will be instructed that they will have to look back in their text
 - **Station 2: Seven Continents Song & Bracelet/Keychains**
 - Students will read through a song to help them memorize the seven continents
 - After each student has the opportunity to read it out loud or read it as a group, they will have the opportunity to sing it together as a group
 - After the students have gone through the song a few times, students will make beaded bracelets or keychains where they will have 7 charms that

have each of the continents and their names that they will put on their bracelets

▪ **Station 3: 7 Continent Informational Booklet (Pictured Below)**

- Students will read through the booklet and fill in any necessary blanks along with coloring any pictures
 - Students will take turns reading each page aloud with their group members

▪ **Station 4: Roll A Map Game**

- Students will play a game that is both individual and cooperative
 - Before the students start the game, one person will read the directions out loud for the other students to hear
 - Students will roll a dice and whatever number they roll, they will put the corresponding number/continent or ocean name in the correct spot on the correct spot on the map.
 - Whoever fills out the map first, yells out the word “MAP!”
 - Students will continue playing the game until all of their maps are filled out
 - If there is enough time, students will be able to color their maps for their scrapbooks

Differentiation/Planned Support:

- **Students Who are ELL:** Students who are ELL will participate in the whole group activity and will be encouraged to participate but it will not be forced. During the stations, students who are ELL will sit with me at a table and do fluency reading that are about continents and oceans but they are differentiated to fit to their reading levels. Students who are ELL will participate in the song and game station but will sit with me during stations 1 and 3. During these two stations, students who are EL will be working on vocabulary words that are tricky to understand and/or pronounce. There will be flashcard activities and read aloud practices where the worksheets that the students are doing in their stations will be simplified down to the grade level they are reading at.

Assessment and Feedback:

(How will I know students can do what I hope they learned in the lesson?)

- Content Assessment: I will be walking around and checking in with groups when I am not working with ELL students. Students will also turn in their completed worksheets to check over their work.
- Language Assessment: Students will be monitored with how they are reading aloud and how they are cooperating with other students verbally. Students will be asked different questions during their stations when I walk by and check in with the groups.
- Describe formative assessment(s) and summative assessment (if applicable)

- o Formative: The students will turn in their worksheets to be checked, during the lesson, students will participate in a matching game where they will provide a thumbs up or down in order to affirm or disagree with the volunteers answer of the vocab word matching with the picture they chose
- o Summative: At the end of the unit, students will have compiled different worksheets to create a continent scrapbook like a portfolio.

Closure:

(How will I bring the class to a conclusion?)

- I will reconvene the class and ask students which of our words from the vocab activity they found in their reading passages and worksheets. Students will tell me words they found and I will continue on to explaining to students that these words will be our buddies for the rest of the unit and that we will need to remember what they mean and remember their importance.

Consider for later on:

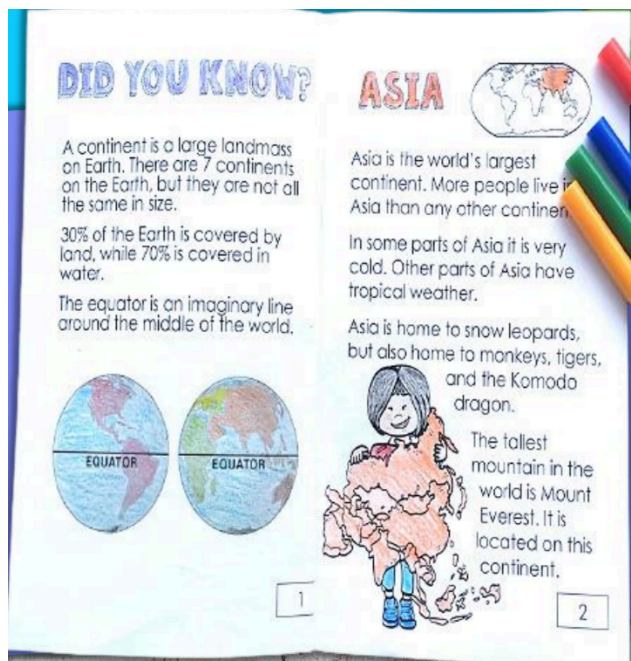
- How can I extend their thinking?
 - o I can give students further resources where they can learn more about different specifics of the continents. I can ask them why certain features (such as climate and plants) are important or specific to the continents or regions of the continents.
- How will I re-teach or reinforce as needed?
 - o Modifying the levels of reading where needed, Shortening or lengthening if activities are too long or too short, making activities more interactive if needed.

Optional

Reflection: N/A

Photos/Images:

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MAKE A 7 CONTINENTS NECKLACE

Classroom Library

1. [Explore Earth's Five Oceans \(Explore the Continents\)](#) by Bobbie Kalman
2. [This Is How We Do It: One Day in the Lives of Seven Kids from Around the World](#) by Matt Lamothe
3. [Explore Europe \(Explore the Continents\)](#) by Molly Aloian
4. [Africa, Amazing Africa: Country by Country](#) by Atinuke
5. [Australia \(Rookie Read-About Geography: Continents\)](#) by Rebecca Hirsch
6. [South America \(Rookie Read-About Geography: Continents\)](#) by Rebecca Hirsch
7. [Looking at Maps and Globes \(Rookie Read-About Geography: Map Skills\)](#) by Rebecca Olien
8. [Maps of the World's Oceans: An Illustrated Children's Atlas to the Seas and all the Creatures and Plants that Live There](#) by Enrico Lavagno
9. [Ocean!: Our Watery World as You've Never Seen it Before \(Knowledge Encyclopedias\)](#) by DK