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| **Grade: 3** | | | **Subject: Social Studies** | |
| **Materials:**  **World Map - Felt**  **Harrys (fuzzy ball)**  **Paper world map (20 copies)**  **Envelopes**  **Secret Clues**  **Letter from Harry** | | | **Technology Needed: None** | |
| **Instructional Strategies:**   * Direct instruction * Guided practice * Socratic Seminar * Learning Centers * Lecture * Technology integration * Other (list) | | * Peer teaching/collaboration/   cooperative learning   * Visuals/Graphic organizers * PBL * Discussion/Debate * Modeling | **Guided Practices and Concrete Application:** | |
| * Large group activity * Independent activity * Pairing/collaboration * Simulations/Scenarios * Other (list)  |  | | --- | | Explain: | | * Hands-on * Technology integration * Imitation/Repeat/Mimic |
| **Standard(s)**  3.5.2 Identify the seven continents, four oceans, and major nations of the world (i.e., United States, Canada, Mexico; e.g., China, Brazil, Russia) | | | **Differentiation**  **Below Proficiency:**  Students can identify 5-7 continents and answer the continent clues.  **Above Proficiency:**  Students can identify continents, oceans, and possibly countries/states and answer the clues.  **Approaching/Emerging Proficiency:**  Students can use continents and oceans to answer the clues.  **Modalities/Learning Preferences:**  **Auditory (Listening), Verbal (Describing), Kinesthetic(Performing), Visual (Seeing), Interpersonal (groups)** | |
| **Objective(s)**  **At the conclusion of the lesson, the student will identify the continents and oceans by solving the clues given to them about Harry.**  **Bloom’s Taxonomy Cognitive Level: Comprehension** | | |
| **Classroom Management- (grouping(s), movement/transitions, etc.)**  **Some students will be moving around the classroom while others remain at their desks. One student from each group will be the designated messenger and only that student is allowed to move around the room and away from their desk.** | | | **Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**    **The students will need to follow basic classroom procedures such as walking in the classroom. If a student runs in the classroom to have a fast time, they will receive a penalty and have to wait 2 minutes before continuing their assignment. This will teach the students trying to hurry will only slow them down. They are to collaborate and using respectful words and actions.** | |
| **Minutes** | **Procedures** | | | |
| **2-3** | **Set-up/Prep:**   * **Have felt map on the floor with Harrys set in Antarctica.** * **Give the students a blank map of the world with blanks for the continents and oceans.** * **Have envelopes ready with clues inside.** * **Letter from Harry** | | | |
| **7** | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**   * **Invite students over to the story corner.** * **Tell the students that the Harrys have been missing all day. Ask the students if they have seen any of the Harrys.** * **Open the letter from the Harrys and read to class.** | | | |
| **10-15** | **Explain: (concepts, procedures, vocabulary, etc.)**   * **Tell the students they will be responsible for helping Harry find his way home.** * **Have the students return to their desks and take out a pencil.** * **Together as a group, fill out the world map including all continents and oceans.** * **Do a quick review of the directions which include north, south, east, and west.** * **Tell the students they will need to complete the clues in order to receive the next clue.** * **For each correct clue, their Harry will move to the destination.** * **The students will need to answer all ten clues correctly in order to get Harry home.** | | | |
| **20-30** | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences,** **reflective questions- probing or clarifying questions)**   * **The students will begin the activity in groups of 3-4.** * **They will assign one student to be the messenger.** * **The messenger is the student who will take their answer to the teacher sitting at the felt map.** * **Each group will start with the first clue.** * **They will read the clue and use their maps to answer the questions.** * **The student will write the answer down on a sheet of paper.** * **The messenger will bring the paper to the teacher by the map. If the answer is write they will receive another clue and move onto the next destination. If they answer the clue incorrectly, they will be sent back to their desks.** * **Any running or irresponsible actions will result in a penalty.** * **Once the students have completed all of the clues, they will have helped their friend Harry return.** | | | |
| **3** | **Review (wrap up and transition to next activity):**   * **The students will now have an understanding of the continents and oceans as this is an introductory lesson.** * **As a group we will recap what happened with our Harry to review the continents and oceans for a final time.** | | | |
| **Formative Assessment: (linked to objectives)**  **Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.**  Students will constantly check in with the teacher by handing him/her the answer to their clue. This will give the teacher an idea of how the students are doing with the assignment.  **Consideration for Back-up Plan:**  Have the students turn in their worksheet at the end with all the answers to compare which ones the students struggled with. | | | **Summative Assessment (linked back to objectives)**  **End of lesson:**  Students will be able to label the continents and oceans.  **If applicable- overall unit, chapter, concept, etc.:** | |
| **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**  **The students were extremely engaged in this activity and were introduced to the continents and oceans. The students were excited about the connection from their science lesson which involved Harry who they helped get home. These students worked well in their groups but there is a few things I would change. I set up my map on the floor but I would try to set it on a table or somewhere I can be near the map and still see the students. Once I was on the ground helping the students move their Harrys and get their next clue, I could not monitor the rest of the class. I also had implemented the rule of having only one messenger approach the map which was later forgotten by the excited students. I liked having more than just one student as they were able to grab the clue themselves to speed up the process, but I like having one student from each group at a time to prevent crowding. Next time, have the messenger student be responsible for grabbing their next clue after I approve their answer.**  **As far as grouping the students, separating them by skill is the best option. Having a strong student with some students who may struggle with the activity may be the best solution in this cooperation activity. The students knew they were graded on their collaboration so grouping by skill level is a great option. I know the students were able to learn but adding a fill in the blank map at the end could be a better way to assess their understanding to ensure they have learned about the continents and oceans. Overall, the activity went very well and this activity should be paired with the STEM science “save Harry” lesson to engage students in the social studies and science subjects.** | | | | |