**Social Studies lesson plan**

**Age Level:** 3rd Grade

**Subject(s) Area:** Social Studies

**Materials Needed:** “I Have, Who Has” cards, review PowerPoint, YouTube video, Continents Crossword

**S**tandards**:**

**Code and description:**

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)

3.1.7 Use spatial terms to describe the world (i.e., equator, hemispheres)

**O**bjectives**:**

**What will the students know or be able to do? At what Bloom’s Taxonomy Level? To what accuracy?**

Students will apply their knowledge of map features, the seven continents, and the five oceans to complete the game “I Have, Who Has?” with 95% accuracy.

Students will complete the Continents Crossword puzzle by identifying each of the seven continents with 100% accuracy.

**L**earning Activities:

**Technology:**

* YouTube Video
	+ <https://www.youtube.com/watch?v=rCYERpZ4Ujc>
* Review PowerPoint

**Required Vocabulary:**

* Equator – the line which divides the Northern and Southern Hemispheres
* Compass Rose – the circle representing the directions (north, south, east, and west) on a map
* Prime Meridian – the line which divides the Eastern and Western Hemispheres

**Opening Element:**

* This lesson will be a review/wrap-up of map skills and the seven continents and five oceans. We will begin by watching a YouTube video on how to remember the seven continents.
* After watching the video, we will review key features of a map and what the seven continents look like by using a PowerPoint. It is during this time that students will be formatively assessed to know if they have mastered the understanding of map skills and the continents.
* After the review, we will begin to play the game “I Have, Who Has?”. Depending on time, we will play this game once or twice.
* After the game has ended, the students will be given a Continents Crossword to fill out and hand in at the end of the lesson. If the crossword is not completed, students will be asked to complete it on their own time.

**Reflective Questions:**

* + How can you tell what continent this is?
	+ What tells you how to find things on a map?
	+ Why do we need to be able to read a map?
	+ Why do we need to know the continents and oceans?

**Instructional Methods:**

* Guided Practice Strategies
	+ Students will review the concepts in a whole group setting. This will allow me to assess the class as a whole while also being able to assess the students as individuals.
* Independent Concrete Practice/Application
	+ Students will play the “I Have, Who Has?” game and will need to be able to identify the continents as well as some map features.
* Classroom management/movement
	+ Students will move to the front of the room to review and watch the video. Students will then move back to their desks to play the game.
	+ Students will be allowed to work anywhere in the classroom when they are working on their continent crossword.
* Differentiation:
	+ During the review, a visual representation of each map feature and continent will be displayed on the board.
	+ During the game, if a student is struggling to recall what the name of the continent picture they are looking at, I will show them the continent slide from the review after waiting the proper amount of wait time. If needed, I will also provide a list or word bank of the names of the continents and map features.
	+ For the crossword, I will provide a word bank for students struggling with spelling or recalling the names of the continents.

**Wrap-Up:**

* The crossword puzzle will be used as a wrap-up. We will also do a final review of what the students have learned throughout the unit.

**A**ssessment:

* Clear Connection to Objective

 **Formative:**

* + Students will be assessed during the review by using thumbs up/thumbs down. Students will also be asked review questions throughout the lesson.

 **Summative:**

* + Students will complete the “Who Has, I Have?” game as a class to show they are able to identify the seven continents, five oceans, and key features on a map
	+ Students will be asked to turn in the crossword puzzle at the end of the lesson. This will check to ensure students are able to identify each continent.
	+ Students will be given a traditional paper/pencil test at the end of the unit.

Reflection:

I very much enjoyed teaching this lesson. The students responded well and it fit perfectly into the time allotted. I chose to make a PowerPoint reviewing everything that would be on the cards of the “I Have, Who Has?” game before we played so the students would know exactly what to expect to see during the activity. I am also glad I chose to show the YouTube video at the beginning of the lesson. In the video, they were taught funny, different ways to remember the names of the continents (North America – top bunk, South America – bottom bunk). I even heard them repeating these clues during our game and the crossword activity afterward.

While I thought this lesson went well, I think there are some things I could have changed. I would have hidden the names of the continents and just shown the pictures to the students so that they would have had to prove they are able to identify the continents, oceans, and map features. This would have given me an opportunity to assess the students and know if I need to review the content presented. I would have also liked to change the appreance of the “I Have, Who Has?” cards. The cards only had the picture the last person described and under the picture it asked “Who has ?”. I would have made it to have the card have text saying “I have .” with the corresponding picture followed by “Who has ?”. I noticed some of the students did not know what to say right away of they had the card that contained the picture described. I would have also added a start and an end card. This version of the game did not come with these, so if the students and/or teacher were not paying attention to who started the game, the game could go on forever.

One part of the game I did not foresee being an issue until it came up was that the students did not automatically know what each picture was. As I was putting the activity together, I assumed the students would know or could figure out what each of the pictures meant (the continents card, world map, and ocean waters cards). If I could re-do the lesson, or if I teach it again, I will make sure to include these extra pictures into my PowerPoint. I will also not assume students will know or be able to figure out anything. With each of my future lessons, I will be sure to think about any and all questions students may have and add them into my lesson/presentation, no matter how simple I think the task may be. What seems simple to me may seem impossible to another, especially to a child that may struggle in the classroom.

There are some things of this lesson that I would change, but there is also a lot that I would keep the same. The idea of the PowerPoint proved to be an excellent way to review the material with the entire class. They seemed to really benefit from this. I also included an accurate/real map of each of the continents from Google Earth while also showing the Clip Art version that matched what they would see in the game. I was glad I made that decision because I was able to discuss with the students the difference between what the continents really look like versus what a rough drawing of them looks like. The students even mentioned that this was useful. I also reviewed the oceans and how they knew which ocean it was. I did this as a way to assess what the students knew as well as to help and give clues to the students who may have been struggling with the location and identifying of each of the oceans.

I would also keep the YouTube video I showed at the beginning and end of the lesson as well as the crossword puzzle I used as a time filler. The students seem to really enjoy the video and I heard them using the hints to remember each of the continents. I hope this will help them in the future when they take tests or complete assessments in the future. I would also keep the crossword puzzle. This was just another way to assess the students and it worked as a relevant “time killer”. I planned the crossword to be an “if we have time” activity, just in case we had an extra 5-10 minutes in the lesson. The students were given only a picture of each of the continents and had to spell each of the continents correctly. If I were to teach this lesson again, I think I would keep the crossword, but only use it if there was some time left. I think it is a good time filler, but I would not want to use it as a main activity.

I enjoyed teaching this lesson and the students enjoyed learning and participating in it. I hope that I am able to use this lesson again in the future or pass it on to other teachers that may be looking for a continents and oceans review. This lesson works best as a review, but I think it would be fun to introduce continents and oceans with parts of this activity and then use it again and show the students how much they have grown and learned throughout the unit.