

Social Studies

Grade: 3rd		Subject: Social studies	
Materials: Map of the world, dice, dry erase markers, computers		Technology Needed: computers	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input checked="" type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 3.5.2 Identify the seven continents, four oceans, and major nations of the world (I.e., United states, Canada, Mexico, China, Brazil, Russia) SL.1.3 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. RL.10.3 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.		Differentiation Below Proficiency: Student will have a number labeled map and must color in/write the continent or ocean they roll on the dice. Above Proficiency: Student will be expected to write the name of the continent or ocean in place of labeling by number. Approaching/Emerging Proficiency: Students may use a labeled map for reference if needed Modalities/Learning Preferences: tactile	
Objective(s) By the end of the lesson the student will be able to identify the location of the seven continents, four oceans and major nations by labeling them on a blank map. Students will actively engage in question-led conversations presented by the teacher. Bloom's Taxonomy Cognitive Level: Apply			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be grouped in small groups. They will transition between rotations when instructed to do so by the teacher. The students will complete their work at their rotation.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to use a level 1 voice when at rotations that involve talking. Students will be expected to transition from each rotation quietly and quickly. Students will be graded on their transitions.	
Minutes	Procedures		
5	Set-up/Prep: <ul style="list-style-type: none"> Have game ready with maps, dice and instructions Have code ready for nearpod lesson 		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Get students attention by engaging them in the topic of continents and oceans. Ask the students to give facts about the continents they know about 		
3	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Explain each station to the students First station: Continent dice game, students will have blank maps of the world, dry erase markers, and dice. Students must roll the dice and match the number to the continent, ocean, or country. They must then label that on their blank map in the correct place. Students continue to play the game until someone gets their entire map filled. They must bring the map to the teacher to look over and give the okay that they completed it correctly. Second station: read to self, students will quietly read to self. Third station: Students will practice their spelling words with their study buddy. Fourth station: Students will work on a nearpod computer lesson. Students will get their computer and log into nearpod.com and type in the lesson code. They will complete the online lesson about continents and oceans. Send students to their first station 		

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<p>1 hour 30 min.</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"> • Students will rotate through the stations • Students will keep low voices and work hard on completing their stations • Each station will last 30 minutes each and students will transition after 30 minutes • While in the continent dice game rotation teacher will ask and engage students in questions regarding continents and oceans. The questions and conversation will be geared toward real world current events, information the students previously know about the continents and oceans, and new information given by the teacher.
<p>3</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Ask students what they learned about the continents and oceans • Ask students why we use maps and why it is important to know the continents and oceans
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>During the lesson, walk around and ask questions at the first station and the fourth. Ask, how many continents are in the world? How many oceans are in the world? What are other ways we can remember the continents and oceans?</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>The nearpod lesson has quizzes and short answer questions. Once students complete the lesson the teacher is able to check over their answers.</p> <p>Assess students in how they are actively engaged in question-led conversation and participate in small group.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>WENT WELL: I feel that the lesson overall went very well. The students were fully engaged in each rotation and were able to keep working hard while at each station. Students transitioned very well from rotations and kept a quiet voice at all times. In small group with me I felt that the students were actively engaged in the game. Conversation with the students in small group was great! The students were able to understand current events I gave them regarding the continents and could relate to some of them. I tried to bring up real world examples for the students and that seemed to keep them interested in the topic. The students were also able to share their own facts they knew about the continents as we were filling them in. I also felt that the online nearpod lesson went really well. The students were able to work through the lesson on their own and the games the lesson provided kept them engaged. I was also able to review their scores which really helped understand if students were getting their work done.</p> <p>WHAT I WOULD CHANGE: If I redid the lesson I would change a few things. I would start with making the nearpod lesson shorter. This would allow for the students to all complete the lesson. I would also let the students know that I can see what they are doing and how they are doing through the lesson. I feel that this would help eliminate students from avoiding doing the lesson on the computer. At small group with me I would change how students fill out the map. The game would really work well for each student to take a turn rolling and filling in their map if it was 2-3 people. In a larger group it works better to have the students take turns rolling but all the students write that continent or ocean on their map. This makes the game go quicker and allows for more time to engage in questions and conversation about continents and oceans. I would also like to work on including more standards in my lesson plans. I would like to add more standards so I can assess students on multiple areas during the lessons.</p>	