**Bradford L Wilson Jr**

**EDUC 5311**

**Dr. Garcia**

**Subject/Grade Level: Social Studies, 6th Grade**

**TEKS: 113.18 (b) 3 C identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.**

**Lesson Title/Topic: 7 Continents, 5 Oceans**

**Standards: Students will reinforce their knowledge on the characteristics of the 7 Continents and 5 Oceans by identifying their location on a map.**

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| **Learning Target:**  **- students will locate the equator on a globe and map**  **- students will briefly discuss North, South, East, and West**  **- students will review characteristics of 7 continents and 5 oceans**  **- students will use characteristics to distinguish landforms and water bodies** | **Assessment:**  **- give a fact about the equator and student is able identify it on a globe/map**  **- indicate North and student can describe remaining directions**  **- students will list and describe continents and oceans in their notes**  **- students will identify a graphic of each major feature** |

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| **Learning Objective:**  **- students will identify and locate the 7 continents and 5 oceans (12 total) on an unlabeled map of Earth with 75% accuracy (9 out of 12).** |

**Lesson Cycle:**

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| **The teacher will:** | **The student will:** |
| **Hook: Brown Bag**  **- identify the 12 numbered graphics of continents and oceans**  **- number strips of paper 1-12**  **- indicate on each numbered strip the corresponding continent/ocean graphic**  **- place the 12 strips of paper in a brown paper bag**  **- allow each student to select one strip of paper**  **Challenge:**  **- are there any students that know what the features are a collection of (do not provide answer)** | **- select a strip of paper out of the bag to determine the assigned major feature**  **- when prompted introduce the major feature they have selected from the bag to the class**  **Challenge:**  **- students guess** |
| **Instructional Delivery (Teacher Input):**  **1. Display illustrations graphic depictions of the 12 major features. Using their shoulder partner allow the students time to discuss what they think the lesson will be about.**  **\* As instruction is provided, teacher will transition through PowerPoint slide with illustrations of briefing lecture.**  **2. Provide facts about globes and map.**  **Check on Learning:**  **- Who can identify the equator on the globe? On the map?**  **3. Provide facts about directions on a map.**  **Check on Learning:**  **- What are the four main directions on a map?**  **4. Define continent. Define ocean.**  **Check on Learning:**  **- How many continents are there?**  **- What other land masses are on the map?**  **- How many oceans are there?**  **- What other bodies of water are on the map?**  **5. Provide facts about each of the 7 continents. Remind students to pay close attention to the facts about the major feature they selected out of the brown bag.**  **Check on Learning:**  **- Which continent is the largest in size?**  **- Which continent is the second largest?**  **- Which continent is the hottest? What feature helps us indicate the hottest places on the map?**  **- Which continent is the coldest?**  **- Which continent is the smallest?**  **- Which continent is home to Brazil?**  **- Which continent is home to the United States?**  **6. Provide facts about Oceans. Remind students about lesson on directions.**  **Check on Learning:**  **- Which ocean is directly south of the second largest continent?**  **- Which ocean is west of the continent that is home to the United States?**  **- Which ocean is the second largest and lies between two continents?**  **- Which ocean is the farthest north, near the North Pole?**  **- Which ocean surrounds Antarctica?**  **- What common about all waters in ocean bodies?** | **(Student Input):**  **1. Observe the graphic display of each major feature on the board. Discuss with your shoulder partner what you think the lesson will be about when instructed by the teacher.**    **2. Observe differences of globes/maps.**  **Check on Learning:**  **- Students identify the equator on the globe and map.**  **3. Determine how directions can assist in locating places on a map.**  **Students respond to question:**  **- Students identify the four directions are North, South, East and West.**  **4. Students listen and take notes.**  **Student respond to questions:**  **- Student answer: 7**  **- Student identify various landforms.**  **- Student answer: 5**  **- Student identify various water bodies.**  **5. Students listen and take notes.**  **Students respond to questions:**  **- Students answer: Asia**  **- Students answer: Africa**  **- Students answer: Africa**  **- Student answer: the equator**  **- Student answer: Antarctica**  **- Student answer: Australia**  **- Student answer: North America**  **6. Students listen and take notes.**  **Students respond to questions:**  **Student answer: Southern**  **Student answer: Pacific**  **Student answer: Atlantic**  **Student answer: Artic**  **Student answer: Southern**  **Student answer: Salt or saline** |
| **Guided Practice:**  **- allow 2 minutes for each student to create a rhyming line about their selected land or water feature from the brown bag.**  **- one student at a time, direct each person with a feature to recite their rhyme. The student will repeat the rhyme while imagining that they are becoming the specific continent or ocean. The student is not allowed to stop until the class guesses the feature.** | **- create 2-4 rhyming lines to describe the features of the selection selected from the brown bag (couplet, jingle, bar, etc.).**  **- share their rhyming lines with the class. After sharing the line the student will become the land or water feature with body movement while reciting the 2-4 rhyme line**  **- class will use clues to guess which feature was selected by the student** |
| **Independent Practice:**  **1. Distribute “fill in the blank worksheets” of world map with all 7 continents and oceans.**  **2. Inform students to list all 7 continents and 5 oceans in the column provided.**  **3. Direct students to fill in the 12 blanks provided on the world map with the name of the corresponding feature.**  **4. Check through inquiry that students understand and are listing the major features and filling in the blanks on the world map. Time activity for 25 minutes.** | **1. Complete worksheets unassisted.** |
| **Closure: Three W’s**  **- teacher ask students:**  1. What did we learn today?  2. So What?  3. Now what? | **- students discuss:**  1. What was learned?  2. The relevancy, importance and usefulness of what was learned.  3. Predictions of where the class is going next. |

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| **Options:** |  |
| ***Modifications:***  Students may be given a copy of the slideshow and allowed to complete the independent practice at home  Students may receive a word bank of choices consisting of the 14 correct options to choose from | ***Accomodations:***  Students may choose to label 4 continents and 4 oceans in the assigned time |
| ***Enrichment:*** | ***Reteach:*** |