

**ED 101 Educational Technology Lab – Fall 2012**  
**Boston University – School of Education**

## LESSON PLAN

<b>Grade(s)</b>	Second Grade
<b>Content Area(s)</b>	Social Studies
<b>Topic of Lesson</b>	Geography and Landforms (continents, oceans and reading a map using cardinal directions)
<b>Three Objectives</b>	<p>Students will be able to correctly write in the names of all seven continents and four oceans when given a blank map of the world and a word bank.</p> <p>When provided with a labeled map of the world, a starting continent or ocean, and a cardinal direction, students will be able to list one continent or ocean that is found in that direction in 3 of 3 tries</p> <p>Students will be able to match the terms “state”, “country” and “continent” to the terms “Massachusetts”, “United States”, and “North America” when given fill in the blank questions (ex: We live in the state of _____) with 100% accuracy.</p>
<b>Technology standard</b>	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>Exploratory Skills and Expectations: Basic Operations</p> <p><b>K-2 1.1 Demonstrate beginning steps in using available hardware and applications (e.g., turn on a computer, launch a program, use a pointing device such as a mouse).</b></p>
<b>Curriculum Framework</b>	<ul style="list-style-type: none"> <li>➤ Massachusetts History and Social Science Framework</li> <li>➤ Grade 2 Concepts and Skills</li> <li>➤ History and Geography</li> </ul> <p><b>1. Read globes and maps and follow narrative accounts using them</b></p>
<b>Materials needed</b>	Projector, computer, image of a map of the world, internet access, large piece of paper to make compass mat, computers for each pair of students, flash cards, assessment worksheets (one for each assessment and for each student)
<b>Lesson Introduction</b>	The lesson will begin by gathering as a class on the rug in front of the smart board and discussing where we live in geographic terms. I will ask the students where they live and look for responses including

<b>(5 minutes)</b>	"Massachusetts", "United States" and "North America".
<b>Lesson Procedure, Web Site Use, and Technology Standard Instruction</b>  <b>(15 minutes)</b>	<p>After the lesson introduction, I will then ask if they know what geographic term describes each of those locations and we will reach the information that they are respectively a state, country and continent. (2 minutes)</p> <p>I will then show the following video, projected on the smart board:  <a href="http://www.brainpop.com/socialstudies/geography/continentsoftheworld/">http://www.brainpop.com/socialstudies/geography/continentsoftheworld/</a>  (1 minute)</p> <p>After our introductory discussion, I will pull up a map of the world on the smart board. I will then ask students to identify any continents they know. If they cannot identify them all, I will identify those that remain. We will then do the same with oceans (3 minutes for both continents and oceans).</p> <p>We will then discuss cardinal directions—North, East, South and West—and I will explain to them what they are. We will then play a game where I make a mat of a compass and all of the students will start in the middle as I then tell certain students to stand in certain directions (ex: "If you're wearing blue go to the North") (3 minutes to play this).</p> <p>I will then assign them partners and they will then go to computers (either the lab or laptop cart) and will go to my website (<a href="http://mmorgan2ed101.weebly.com">mmorgan2ed101.weebly.com</a>) to learn and review more about geography. This is where I will integrate the technology standard as I will demonstrate on the board beforehand how to turn on a computer and launch the internet program and then in partners, they will need to turn on the computer, open the browser and enter the URL. Doing this will demonstrate to me that they can meet the standard. I will walk around and assist anybody who is having difficulty. The students will then be asked to explore the website, primarily the pages titled "Where Do We Live?", "Maps", "Continents" and "Oceans" (6 minutes to explore the website)</p>
<b>Wrap-Up of Lesson</b>  <b>(5 minutes)</b>	<p>At the end of the lesson students will meet with a partner who is sitting across from them and discuss what they learned. They will discuss continents, oceans and cardinal directions with each other based on guiding questions that will be posted on the board.</p>
<b>How will students be assessed to make sure they are able to perform the objectives?</b>	<p><u>Objective 1</u>: Students will be able to correctly write in the names of all seven continents and four oceans when given a blank map of the world and a word bank.</p> <p><u>Assessment 1</u>: Students will be given a map of the world and asked to fill in the names of the continents and oceans for homework and study it. They will also be given flashcards with a picture of each continent on them. In class they will play "around the world in small groups to practice naming the continents. "Around the World" is a game in which a pair is shown a flash card and the student who correctly identifies it first moves on to the next student to compete against them, attempting to make it through each</p>

student without being beat. After this, they will be given a blank map and asked to fill it in independently with the names of the continents and oceans. There will be a word bank.

Objective 2: Students will be able to identify what is found in a cardinal direction of a continent (ex: North of Africa) when given a map of the world and asked three questions with 100% accuracy.

Assessment 2: As a class, we will practice our cardinal directions using a map and also using the classroom. I will ask students to sample questions similar to those on the test as a class. This will allow students to be familiar with the directions. They will be given a worksheet with a labeled map of the world and asked three direction questions.

Objective 3: Students will be able to match the terms “state”, “country” and “continent” to the terms “Massachusetts”, “United States”, and “North America” when given fill in the blank questions (ex: We live in the state of \_\_\_\_\_) with 100% accuracy.

Assessment 3: We will discuss in class these terms and their application to where we live. For homework, students will be given a fill in the blank worksheet with three questions. (We live in the state of \_\_\_\_\_. We live in the country \_\_\_\_\_. We live on the continent \_\_\_\_\_).