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## Lesson Plan, Social Studies, 2nd Grade

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<b>Teachers: Araceli Bolado and Iris San Miguel</b>
<b>Date: 07/21/2021</b>
<b>Subject / Grade Level: Social Studies - 2<sup>nd</sup> Grade</b>
<b>Materials:</b>  My World Social Studies book, Nearpod, PowerPoint
<b>TEKS (Texas Essential Knowledge and Skills):</b>  <p><b>2.6:</b> Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:  <b>(A)</b> identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes.</p> <p><b>2.7:</b> Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:  <b>(A)</b> describe how weather patterns and seasonal patterns affect activities and settlement patterns  <b>(B)</b> describe how natural resources and natural hazards affect activities and settlement patterns</p>
<b>Lesson objective(s):</b>  <ol style="list-style-type: none"> <li>1. The Learner Will (TLW) identify and describe at least 4 different types of landforms</li> <li>2. TLW identify different types of bodies of water.</li> </ol>
<b>Differentiation strategies to meet diverse learner needs:</b>  <ul style="list-style-type: none"> <li>• Introduce students to a virtual field trip of La Sal Del Rey.</li> <li>• Discuss different types of landforms.</li> <li>• Develop a KWL (Know, Want to know, and Learned) chart</li> </ul>
<b>ENGAGEMENT</b> · Describe how you will use place-based and/or culturally relevant pedagogies to promote student engagement? · What kind of questions should the students ask themselves after the engagement? <div data-bbox="214 1734 954 1877"> </div> <ul style="list-style-type: none"> <li>• Teacher will capture student's attention by showing them different pictures and encouraging questions about what the pictures show. (Based on previous knowledge, many students will probably think it is snow/ice).</li> </ul>

## EXPLORATION

- Describe what place-based hands-on activities you could use to encourage students to engage the content.
- List “big idea” conceptual questions related to the content you can use to encourage students’ exploration of the lesson.
- Show video of La Sal del Rey and bring in salt found there so students can relate and see why this type of landform is important
- Students will read and discuss pages 108 and 118 from their Social Studies book.
- Students will identify different types of landforms and bodies of water found in our community.

## EXPLANATION

- What questions could you pose to students before you precede to introduce the topic, themes or key terms?
- What questions or techniques will you use to help students connect their own knowledge to the main topic and/or key concepts under examination?
- List higher order thinking questions you could use to solicit participation and engage students in discussion and provide their own interpretations.
- Students explain their discoveries and further discuss the different types of landforms.
- Introduce vocabulary.
- Students take notes on PowerPoint presentation.
- Questions: Have you ever gone to South Padre Island (SPI)? What do we cross when we go to Mexico? (To introduce topic and make a connection between the student and the main topic/ Students will see how this topic relates to them).
- Questions: How do you think these landforms are important to us? What are the benefits and cons to having these landforms in our community? How would life in the valley be different if these landforms didn't exist? (Higher order thinking questions).

## ELABORATION

- Describe how students will develop a more sophisticated understanding of the topics, themes or key concepts. · What vocabulary will be introduced and how will it connect to students' observations and/or personal knowledge? · How will this knowledge be applied in their daily lives?
- Students might take a field trip to La Sal Del Rey and talk about it with their families.
- Students use vocabulary related to the lesson
- Students may also use/ create a presentation for the class. (Example: diorama, video, power point, etc....)

## EVALUATION

- How will students demonstrate that they have achieved the lesson objective? This should be embedded throughout the lesson as well as at the end of the lesson.
- Students will discuss any related questions they might still have.
- Students will demonstrate an understanding of the lesson by providing an exit ticket at the end of the lesson.