**Solar Lesson Plan Format**

**Age Level: 2nd Grade**

**Subject(s) Area: Social Studies, Reading, Writing**

**Materials Needed: story book, paper, pencils, map**

**S**tandards**:**

PHYSICAL GEOGRAPHY 2.5.1 Identify North America, South America, the United States, Mexico, Canada, Atlantic Ocean and Pacific Ocean on a map or globe

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

**O**bjectives**:**

**Students will be able to:**

* **Find South Korea on a map in relation to North America and identify the Pacific Ocean.**
* **Identify key details in the story.**
* **Illustrate a friendly letter through personal experience.**

**Cognitive Level of Lesson (Bloom’s Taxonomy): Remembering, Understanding, and Applying**

**L**earning Activities:

* **Ask students if any one of them ever received a letter in the mail. Have students raise their hand if they have.**
* **Do you think this letter is a way of communicating? Pick one stick to have student answer.**
  + **Can you tell me other ways we communicate? (pick three student sticks)**
* **The story we are reading is about a boy who communicates with his grandma through writing a letter.**
* **Ask students if they know where South Korea is located?**
* **Bring up world map:** <http://www.mapsofworld.com/index_new.html?utm_expid=15964987-8.IYllM-PCT8SNJZ3wob3kAA.1&utm_referrer=https%3A%2F%2Fwww.google.com%2F>
  + **Point out North America and state that this is where we live.**
  + **Does anyone know where South Korea is located?**
  + **Does anyone know where the Pacific Ocean is located?**
  + **Is South Korea close to North America?**
  + **Could you find North America, Pacific Ocean, South Korea on a map – thumbs up, thumbs down**
* **Students will read the story as a class.** 
  + **What genre is this story? (Realistic Fiction)**
  + **How does Juno and his grandmother communicate?**
  + **How do you think Juno feels when he receives the letters?**
  + **What does Juno send to grandmother? Why?**
* **Today, we are going to write a friendly letter to someone of your choice.**
  + **A friendly letter must contain: a date, greeting, body, closing, and a signature**
  + **Body of the letter tells the message you want your reader to receive**
  + **Letter is going to be about a personal experience you want to share with someone**
  + **What parts make up a friendly letter? Have students answer to show understanding.**

**Technology: variety of technology used in the lesson – Promethean board to show a picture of a world map.**

**Required Vocabulary: Correspond, postage, transport**

**Instructional Methods:**

**Whole group instruction**

**Create a letter**

**Checking for understanding (thumbs up, thumbs down, and repeating parts of a letter)**

**Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.**

**Students will answer questions pertaining to the story.**

**Students will visualize the following places on a world map – North America, South Korea, and the Pacific Ocean – will have students revisit the map at the end of the story to see if they remember where these places are**

**Will compose a friendly letter on the board with the students, then have them compose their own.**

**Independent Concrete Practice/Application: practice of skills in practical ways -- Students will compose a letter to someone of their choice to tell them about a personal experience.**

**Differentiation:**

**Visual: world map**

**Kinesthetic: show locations on the map which is on the board**

**Wrap-Up:**

**Students will understand that a way to communicate to someone is by sending a letter to them. Students will have the opportunity to compose their own letter to send to a family member or friend. Students will start to understand that some places are near to their home, while others are far away.**

**A**ssessment:

**Formative: Letter that the student writes to a family member/friend that includes all the parts of a friendly letter.**

**Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5** | **4** | **3** | **2** | **1** |
| **Letter contains the date, greeting, body, closing, and signature** | **Letter contains 4 of the elements of a friendly letter.** | **Letter contains 3 elements of a friendly letter.** | **Letter contains 2 elements of a friendly letter.** | **Letter contains only 1 element of a friendly letter.** |

**Individual Measurability: The letter with the correct parts included.**

**Summative: This would be completed after at least a week-long lesson or at least a few more days working with the map to point out different locations on the map to include North America, the Pacific Ocean, and other areas where students have friends or relatives living. I would have the student journal a summary of the story. At the bottom of the summary, I would ask the students to write at least two ways that we can communicate to other people. I would have them list the parts of a friendly letter. In addition, I would have them point out on a world map where North America is and where the Pacific Ocean is in relation to North America.**

Reflection:

I enjoyed teaching this lesson today. Overall, I felt that the students were engaged in the activity because of how active they were with answering the questions. I agree with your comment that it seemed to be a bit long, so I would also use the suggestion you had about having the students just get up and either walk around their desks or do a brain break such as Go Noodle. I was very surprised that the one student at the end understood why grandma had mailed the plane to Juno.

I need to be aware of where I am when doing the lesson and be sure that I get all around the room during this type of activity especially. This way, I think it might have helped to keep the students more on track of where we were during the story. I think that the lesson was the appropriate amount of time and really looking forward to the extension tomorrow of writing the letter.

Mrs. McLeod and I visited about the envelope from Korea and thought that it would be a good idea to bring up a picture on the internet for the students to see that their envelope is even different from ours. I will also be bringing up the stamp from Korea for the students to see tomorrow during our review of the story.

The only things that I would change if I were to reteach this lesson would be to be aware of my location during the reading portion. I would also be sure that I read off and on during the read aloud so the students know exactly where we are. In addition, I would be sure to bring in extra facts about that story, like the stamp, if it would bring more meaning to the story. In this case, I think that the stamp would bring more meaning.