

## Continents and Oceans

**Objective(s):** The student will be able to...

1. Identify and name continents and oceans by matching continents visual forms to their names.
2. Differentiate continents and oceans by creating individual balloon globes.
3. Examine and discuss distinctive qualities of each continent such as specific animals, landforms peoples and/or countries and cities.

**TEKS:**

2.6. (A) (C)

**Vocabulary:**

- Continent(s): Africa, Antarctica, Asia, Australia, Europe, North America, South America
- Ocean(s): Arctic, Atlantic, Indian, Pacific
- Globe
- Map

**Materials:**

A Social Studies box decorated to look like a globe will contain the following items:

- Small library of books about each continent.
- Picture word wall.
- A matching card game.
- Writing prompts.
- Balloon globe materials.

The box will also include:

1. Balloons
2. Small continent icons and ocean labels.

**Teaching Strategies:**

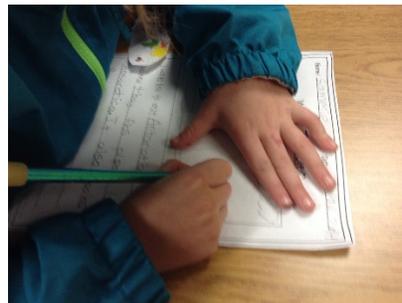
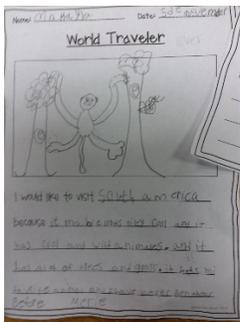
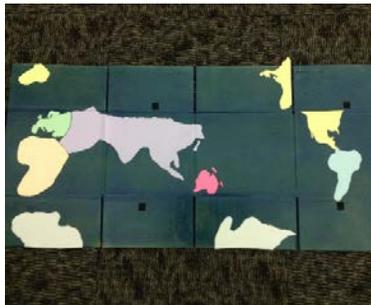
1. Watch “Me on the Map” to bridge previous map concepts to new globe concepts.  
<https://www.youtube.com/watch?v=1f7ebZMLn08>
2. Prompt a brief discussion about where we live in respect to the planet.
  - a. Focus on last pages of story where the children are on different continents.
  - b. Ask students “why do you think they are separated by water?”
3. Teacher will present the outside of the box while using guiding questions to spark discussion about the topic of continents and oceans.
  - a. What does this box look like?
  - b. Who can tell me what they think the blue part is?
  - c. Who can tell me what they think the green parts are?
  - d. What do we know about...? (Address answers given by students).
  - e. Can anyone show us where we are?
4. Teacher will tell students that the lesson for today is to learn about the 7 continents and oceans.
5. Identify each continent by name and surrounding oceans.

SOCIAL STUDIES BOX LESSON

- a. Locate and quickly preview books by identifying title and an image or two to promote interest of students to investigate continents.
6. Open box and point out how the layout of the “globe”/continents change when flat. Explain that when it is flat is called a map instead of a globe.
7. Introduce vocabulary cards and ask students what they know about the vocabulary.
8. Display the contents of the box and explain the components.
  - a. Word wall for reference
  - b. Matching game for continent recognition
  - c. Mini-library for investigating continents
  - d. Writing prompt for describing their favorite continent
  - e. Globe activity

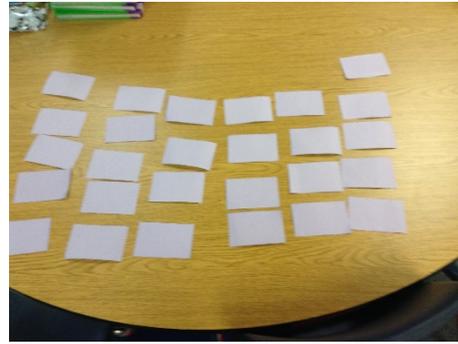
**Family/Parent/Community Connection & Academic Extension:**

Students will take home their self-made globe and a printout map of the world with labels. Students will be able to “teach” and explain to their parents and/or siblings about continents and oceans by using their globe as a model. Student and family can work together to identify and label the continents and oceans on their take home map.



*Investigatory center and children's writing samples*

SOCIAL STUDIES BOX LESSON



*Globe making center, children's globes and the vocabulary matching game set up*