

Lesson Plan Day 2

Appropriate for any age level.

Objective:

Students will list questions they have about the Mediterranean.

Materials:

Chart paper and markers

Introduction:

“Yesterday we began our unit of study on the Mediterranean. We made a list of what you know about the Mediterranean. Today is your chance to ask any questions that you have. We will not be looking for answers today, so do not worry about answering the questions.”

Lesson:

“Today we will list questions we have about the Mediterranean. While you are thinking of a question to ask, keep in mind the list that we brainstormed yesterday. Let us review the categories: animals of the sea, marine and coastal ecosystems, threats to the Mediterranean and protected areas.”

You can use one piece of chart paper for each category. Write the category as a title at the top of each piece of paper. Teacher then lists questions under the appropriate category. Remember to have students help you to problem solve which category to list their question under.

Hang these charts near the prior brainstorming chart at student’s eye level so they can read it and reach it to write on in future lessons.

Closure:

Express enthusiasm over the generated list of questions and the ability to now start on our research.

Assessment /Evaluation:

Teacher observation of student participation

Helpful Hints:

For younger students remember to use words for each category that they understand. If a new vocabulary word is used, make sure they understand it first. Also, remember to use the talking stick (sea item) to help visualization and realization of when their turn is approaching. A picture for each category at the top of the paper is helpful.

If not a lot of time is available for future lessons and the students are very young, one piece of paper can be used with all of the questions written by the teacher.

Older students can write on the charts themselves. Students can be placed in discussion groups. Have as many groups as you have categories. Give one piece of chart paper with category written on top to each group. After some time, move the chart

papers from group to group until each group has had an opportunity to write questions under each category.

Color-code your charts. Use a different color marker for each chart. This helps younger students distinguish between the two. Place yet another color marker with each chart for students to write answers on if they can. For the struggling student or the very young, another student or the teacher can help.

To help students in both lessons with brainstorming and questioning, know your resources. Make sure you have perused the MEDASSET Educational Kit and other resources you may have.

