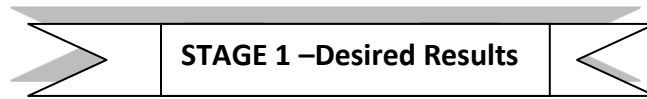


ECE 215 Elementary Education: Curriculum, Instruction and Assessment



Topic: Geography of the United States – 4th Grade

Established Goals:

1. The students will be able to understand the use of directions, positions of various regions, and unique characteristics of each region.
2. The students will understand the United States is divided into five regions as well as the unique landforms each region portrays.
3. The students will understand that weather and climate vary across each region.
4. The students will understand the water cycle.
5. The students will understand each region has natural resources that are used to make products.
6. The students will understand that people adapt to and change the environment to meet their needs.
7. The students will understand how geography affects the way we live.

Standards:

- 7.1.4.B - Describe and locate places and regions as defined by their features.
- 7.1.4.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.2.4.A - Identify the physical characteristics of places and regions.
- 7.2.4.B - Identify the basic physical processes that affect the physical characteristics of places and regions.
- 3.3.4.A4 - Recognize Earth's different water resources, including both fresh and saltwater. Describe phase changes in the forms of water on Earth.
- 6.2.4.A - Explain how a product moves from production to consumption.
- 7.3.4.A - Identify the human characteristics of places and regions.
- E04.C.1.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 9.1.4.E - Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

Big Ideas:

1. Road Trip of the Regions
2. Land and Regions in the United States
3. Weather and Climate
4. Regions and resources
5. People and the land

Essential Questions:

1. What are the basic directions of a map?
2. What are the characteristics that describe each region?
3. What are the different regions in the United States as well as the kind of landforms that are most portrayed in each?
4. Why does the weather and climate vary in different regions of the United States?
5. What kind of natural resources do each region portray?
6. Why do people adapt and change to their environment?

Students will know:

1. Basic directions of North, East, South, and West.
2. The five regions of the U.S: the Northeast, the Southeast, the Midwest, the Southwest, and the West.
3. Each region has landforms and bodies of water that make it special.
4. Weather can change daily, while climate is a pattern over time.
5. Key features of climate: temperature, precipitation, and humidity.
6. Climates vary across the five regions on the U.S.
7. The climate differences.
8. Each region is rich in natural resources.
9. Resources and products vary from region to region.
10. Natural, capital, and human resources make products.
11. Natural resources are either renewable or nonrenewable.
12. People live where they do for different reasons.
13. People adapt to and change the environment in many ways.
14. People have found ways to conserve resources.

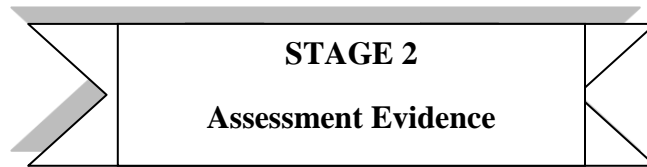
Enduring Understandings:

1. The United States has five different regions placed in different directions.
2. The United States has a variety of different regions and landforms.
3. Weather and climate vary across the regions of the United States.
4. Each region has natural resources that are used to make products.
5. People adapt to and change the environment to meet their needs.

Students will be able to:

1. Engage effectively in collaborative discussions.
2. Write informative texts.
3. Express their understanding on the subject.
4. Read with accuracy.
5. Read with purpose and understanding.
6. Develop topics, definitions, and details.
7. Explore on a virtual field trip.
8. Illustrate an action.

ECE 215 Elementary Education: Curriculum, Instruction and Assessment



Performance Tasks:

“GRASPS” “Storybook”

Goals: You will further understand and be able to provide quality answers to the essential questions. Additionally, you will also be able to effectively make a one page storybook providing information about how geography affects the way you live and the activities you do using correct information about the Geography of the United States Unit. This will be written as well as a drawing that illustrates the writing.

Role: You will assume the role as an adult that lives in a community. You will make a one page storybook on how the geography around you affects the way you live and the activities you do providing facts and details.

Audience: Your audience will be your classmates that are assuming the role as your neighbors. You and the neighbors in your community are all concerned to how each other feel about the way the geography affects the way they live and activities they do. You will read and show your storybook to them. You will use clear language, and be specific so your neighbors can understand how you feel about how the geography has affected parts of your life.

Situation: You will be presenting the one page storybook orally as well as showing the illustration that depicts your writing. You will pretend that your neighbors are concerned with what you have to say and show.

Product Performance and Assessment: Your ultimate end product will be split into three parts: correct content knowledge, speaking skills, and creativity of the story book. There will be a rubric handed out for this assignment and this should guide your work. We will go over the rubric as a class to ensure everyone has an understanding of what is expected. Prior to beginning this assignment, the teacher will provide a small description that will get the students minds thinking for the project that relates to what the students have been learning as they should use information taught for this assignment. You will be able to ask any questions at any point and be able to use the teacher as a guide.

Standards and Criteria for Success: You will be completing this unit and ultimate-end assignment, while adhering to the standards fourth graders must be able to do. We will often talk about goals for each lesson, and how we will get there. Based on your end presentations, the teacher will be able to assess if you understand what was taught and if your performance was delivered at a fourth grade level. We will continually go over what this entails.

Other Evidence:

Informal Observations: Will be collected and done on a daily (or lesson by lesson basis), to ensure that the students are learning what they should be learning each day of instructional time. This is extremely important, as it dictates the pace and when new materials are introduced, but it also plays a huge key essential role in how students will be able to complete their performance task.

Regions: Students will group up and search facts about their given region.

Clay Activity: Students will construct a landform from clay.

Compare and Contrast: Students will use a Y-Chart to compare and contrast the region they live in to a different region of their choosing.

Business Activity: Students will be asked to think of a business near them and write about the types of resources that it uses to provide its product or service.

Question/Discussion: Students will be given challenging questions to discuss as well as to help think more clearly of the subject.

STORY BOOK PROJECT

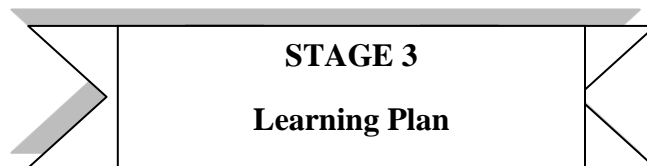
STUDENTS:

Here is a small description to get your minds thinking for this project. This all relates to what we have been learning about in this unit. This information should be used as a guide.

The United States has a variety of landforms, bodies of water, natural resources, and climate regions. This varied geography affects people in different ways, depending on where they live. Geography influences where we choose to live, what we wear, what we do for fun or work, and what our communities are like. How does it affect you? Think about where you live and the activities you do.

Rubric:

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Creativity	Work is exceptionally unique, detailed, and interesting.	Work is generally unique, detailed, and interesting.	Work is somewhat unique, detailed, and interesting.	Work occasionally unique, detailed, and interesting.



STAGE 3
Learning Plan

Learning Activities:

- **Lesson One:**
 - Start “Road Trip”
 - Group activity
 - Complete “Road Trip”
- **Lesson Two:**
 - Virtual Field Trip
 - Clay Activity
 - Explanation of clay product
- **Lesson Three:**
 - Textbook Reading
 - Y-Chart
 - Group Presentation
- **Lesson Four:**
 - PowerPoint and Cornell Notes
 - Business Activity
 - Think-Pair-Share
- **Lesson Five:**
 - Read with a Pencil
 - Questions and Discussion
 - 3-2-1

Calendar

<p>Day 1: Students will learn about basic directions as well as unique characteristics of the different regions in the United States. They will play a ball toss game to review basic directions and view the different regions as a class and learn how to use a search engine. The students will group up to locate facts on their assigned region and share as a class.</p>	<p>Day 2-3: Students will learn about the different landforms in each region. The teacher will introduce what landforms are and then give descriptions/terms of each region and landform they can write in their dictionaries. The students will then get to explore through Google Earth. The next day the students will construct a landform out of clay and share with the class.</p>	<p>Day 4-5: Students will learn about the different weather and climate in the regions. The students will follow along in their textbook as a class. During this, the students will be engaged with certain activities in the book. The next day the students will be given a Y-Chart to compare and contrast weather and climates in their region and then choose another region. Students will group up according to regions and present the weather and climates they compared and contrasted with the class.</p>
<p>Day 6-7: Students will learn that each region has natural resources that are used to make products. Students will organize their thoughts from a list of vocabulary words in a Predicting ABC chart. The teacher will then show a PowerPoint and allow the students to use Cornell Notes throughout. The next day the students will do a business activity as well as a think-pair-share with the activity.</p>	<p>Day 8-9: Students will learn that people adapt to and change the environment to meet their needs. Students will fill out an anticipation guide. They will then read with a pencil through a section of their textbooks. The next day the teacher will provide the students with challenging questions to discuss. They will be given back the anticipation guide to self-evaluate. They will then do a 3-2-1.</p>	<p>Day 10: Students will make a one page storybook providing information about how geography affects the way they live and the activities they do using correct information about the Geography of the United States Unit.</p>

Student Teacher Candidate: Peyton Allen

Lesson Subject(s)/Title: Road Trip of the Regions

Lesson Date(s): Day 1

Course & Grade(s): Geography, 4th Grade

INSTRUCTIONAL MATERIALS:

Small Bean Bag
Smartboard
Computers

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

What are the basic directions of a map?
What are the characteristics that describe each region?

PURPOSE:

Students will understand the use of directions to describe the positions of various regions in the United States. They will also be able to label unique characteristics of each region.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

Students will review their basic directions by playing a ball toss game.

Students will understand each region and how to research regions from being shown through the smartboard.

Students will have a better understanding of each region through their group research activity.

Students will demonstrate their understanding of regions through their outline of the United States and the characteristic described for each.

STANDARDS:

Subject Area: Geography

Eligible Content: 7.1.4.B

Describe and locate places and regions as defined by their features.

Subject Area: Geography

Eligible Content: 7.4.4.A

Identify the effect of the physical systems on people within a community.

DIFFERENTIATION STRATEGIES:

Enrichment: Challenge the students to compare and contrast two separate regions. Ask them to identify how the regions are similar and different. Challenge them to also compare and contrast differences between states within their researched region.

Support: Have student's research one state in particular to practice gathering information.

ANTICIPATORY SET:

The teacher will review the basic directions of north, south, east, and west by playing a ball toss game. The teacher will display an enlarged map of the United States and challenge the students to gently toss a small bean bag or cloth ball to touch one of the states on the map. The teacher will then invite the other students

Sensory Register	STM	LTM
Attention	Focus	Connections
Recognition	Organization	Elaborations
Perception	Rehearsal	Meaning
	Visualization	

Facets of Understanding

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

Complex Interactions

1. Discussion
2. Argumentation

Bloom's Taxonomy

Bloom's Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice

to name the position or direction of the state (north, south, east, or west). The teacher will tell the students that they will be going on a "road trip" of the United States and will be learning more about the regions.

INPUT/ ACQUIRE NEW KNOWLEDGE:

Using one region at a time, the teacher will display each on the Smartboard. The teacher will show the students how they can locate each of the states by using the regions of the United States. The teacher will then show the students how to use a search engine to identify characteristics about the regions.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

The teacher will assign each group of 3-5 students a different region. The teacher will direct the students to work as a group to locate facts about the region using various search engines and websites.

CLOSURE/ASSESSMENT:

The teacher will tell the students that they are going to complete their "road trip" of the regions. The students will gather into a whole group and the individual groups will share what they learned about the region that they researched.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

Students will be given a blank map of the United States and have to draw lines that outline each of the five regions of the United States. In each of the region spaces, students will label the region and write one characteristic of each they had learned from class.

EVALUATION/ASSESSMENT OF STUDENTS:

Students will be evaluated by their group activities and outline of their regions.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">1. Review basic directions of north, and, south, and west by playing a ball toss game.2. Display each of the regions separately on the smartboard.3. Show the students how they can locate each of the states by using the regions of the United States.4. Show the students how to use a search engine to identify characteristics about the regions.5. Assign groups of 3-5 a different region.6. Direct the students to work as a group to locate facts about the region using various search engines and websites.7. Tell the students they are going to complete their road trip.8. Have the students gather into a whole and the individual groups will share what they learned about the region they searched.9. Give the students a blank map of the United States and have them draw lines that outline the regions. They will label and write one characteristic of each in the region that they had learned from class.	<p>The students will:</p> <ol style="list-style-type: none">1. Gently toss a bean bag to one of the states on the United States map on the smartboard.2. Name the position or direction of the state the ball had hit or landed on.3. Learn about the five regions and ways to research them.4. Group up and research a region the teacher has assigned them using search engines and websites.5. Complete their road trip by sharing their groups region to the class and what they had researched.6. Draw lines that outline each of the five regions on a blank United States map.7. Label the region and write one characteristic of each they had learned from class on each region of the map.
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10. Evaluate the students on their group activities and outline of regions.	
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Student Teacher Candidate: Peyton Allen

Lesson Subject(s)/Title: Land and Regions in the United States

Lesson Date(s): Day 2-3

Course & Grade(s): Geography, 4th Grade

INSTRUCTIONAL MATERIALS:

- Paper
- Google Earth
- Smartboard
- Clay

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

What are the different regions in the United States as well as the kind of landforms that are most portrayed in each?

PURPOSE:

The purpose of this lesson is for students to know that the United States is divided into five regions and understand the unique landforms that each region portrays.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

Students will have an understanding of landforms after being informed by the teacher of what landforms are and picturing the kinds of landforms they may see outside their house.

Students will better understand regions of the United States by seeing the picture of the United States and the colored regions.

Students will understand the different unique landforms from their booklet of definitions, Google Earth, and clay activity.

Students will demonstrate their understanding of land and regions through drawing of a landform in their community.

STANDARDS:

Subject Area: Geography

Eligible Content: 7.2.4.A

Identify the physical characteristics of places and regions.

Subject Area: Geography

Eligible Content: 7.2.4.B

Identify the basic physical processes that affect the physical characteristics of places and regions.

DIFFERENTIATION STRATEGIES:

Sensory Register	STM	LTM
Attention	Focus	Connections
Recognition	Organization	Elaborations
Perception	Rehearsal	Meaning
	Visualization	

Facets of Understanding

Facets of Understanding

8. Interpretation
7. Explanation
8. Interpretation
9. Application
10. Perspective
11. Empathy
12. Self-Knowledge

Multiple Intelligences

Multiple Intelligences

10. Visual [pictures]
9. Linguistic [words]
10. Visual [pictures]
11. Mathematical [numbers & reasoning]
12. Kinesthetic [hands-on]
13. Musical [music]
14. Interpersonal [social]
15. Intrapersonal [self]
16. Naturalist [nature]

Multiple Exposures [4 x 2]

Multiple Exposures [4 x 2]

4. Dramatization
5. Visualization
6. Verbal

Complex Interactions

Complex Interactions

3. Discussion
4. Argumentation

Bloom's Taxonomy

Bloom's Taxonomy

7. Knowledge [Verbatim]
8. Comprehension [Own Words]
9. Application [Problem-Solving]
10. Analysis [Identify components]
11. Synthesis [Combine information]
12. Evaluation [Decisions]

Aspects of the Topic

7. Facts
8. Compare
9. Cause/Effect
10. Characteristics
11. Examples
12. Relationships

9 Effective Strategies

9 Effective Strategies

10. Similarities and Differences
11. Summarization and Note Taking
12. Reinforcing Effort and Providing Recognition
13. Homework and Practice
14. Nonlinguistic Representations

Enrichment: Student will be asked to not only construct a landform but a specific landform they explored on Google Earth.

Support: Student will be given a mini dictionary with everything filled out in it already. The student will also have a partner when exploring Google Earth.

ANTICIPATORY SET:

The teacher will introduce the lesson by telling the students that the United States has 5 regions and then list them. The teacher will then say “One-fourth of the Earth’s surface is covered by land. The land on the Earth is not the same everywhere. These different physical features found on the surface of the Earth and are called **landforms**. Landforms can affect the weather, climate, and lifestyle of a community”. The teacher will then ask the students to picture what they see if they were to look outside their windows at their home to get their minds going on the kinds of landforms they are used to seeing.

INPUT/ ACQUIRE NEW KNOWLEDGE:

The teacher will hand out at least 8 pieces of paper to each student to make a mini dictionary of the terms from this lesson. The teacher will instruct students to fold their papers in half to create a booklet. Have them staple them on the sides. The teacher will then ask the students to title the booklet “Land and Regions in the United States”. The teacher will have a picture of the United States on the Smartboard. Each region of the United States will be in a different color (Northeast, Southeast, Midwest, Southwest, and West). The teacher will write a description of each region on the Smartboard on that exact region. The students will write each region on their paper and the description from the board. The teacher will then start going over the different kinds of landforms and bodies of water. The teacher will provide a definition for each term as well as a picture. The students will create a page for each vocabulary words/terms and write the definitions. They will be directed to include a drawing with each landform. As the teacher provides the students with a new term, the students will be going on a virtual field trip with **Google Earth**. They will each take turns with exploring through Google Earth from the examples of landforms given by the teacher. This will be monitored.

Regions: Northeast, Southeast, Midwest, Southwest, and West

Terms: Landform, Mesa, Plateau, Canyon, Flood Plain, and Desert.

Landform/Bodies of Water Examples: Great White Throne, Columbia Plateau, Grand Canyon, Parana River Floodplain, and Atacama Desert.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

The students will then be given clay and have to construct a landform of their choosing from something they learned from class that day. The teacher will monitor this activity.

CLOSURE/ASSESSMENT:

Students will be asked to volunteer their clay models to the class and explain what landform he or she constructed.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

Students will be asked to draw a landform they see in their community and label it.

EVALUATION/ASSESSMENT OF STUDENTS:

Students will be evaluated on their clay model as well as their drawing.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">11. Introduce the lesson by explaining the regions of the United States and describe what landforms are.12. Ask the students to picture in their head what kind of landforms are located outside their house.13. Give the students materials to make a mini dictionary.	<p>The students will:</p> <ol style="list-style-type: none">8. Listen to the teacher explain what regions and landforms are.9. Picture in their minds what the landforms outside their houses look like.10. Construct a mini dictionary.11. Write in their mini dictionaries the regions and the descriptions of each.
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14. Show a picture of the United States with the regions in different colors.
15. Write a description of each region on the correct region on the Smartboard.
16. Explain different landforms and bodies of water with a definition.
17. Have the students write in their mini dictionary as she goes over the definitions as well as draw a picture.
18. Allow the students to take turns by exploring through Google Earth with the examples of landforms given.
19. Monitor the students using Google Earth.

20. Give the students clay to construct a landform of their choosing.
21. Monitor the students constructing their landform.
22. Ask the students to volunteer to share their clay model to the class.
23. Ask the students to draw a picture of a landform they see outside their house for homework.
24. Evaluate the students from their clay model and drawing.

12. Write the definitions and draw pictures of the different landforms.
13. Explore using Google Earth the types of landforms from the examples given by the teacher.
14. Construct their own landform using clay.
15. Share their construction of clay with the class as well as explain what landform they chose.
16. For homework, draw a picture of a landform they see outside their house.

Student Teacher Candidate: Peyton Allen

Lesson Subject(s)/Title: Weather and Climate

Lesson Date(s): Day 4-5

Course & Grade(s): Geography, 4th Grade

INSTRUCTIONAL MATERIALS:

Textbook
Paper
Y-Chart
Map of United States

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

Why does the weather and climate vary in different regions of the United States?

PURPOSE:

The purpose of this lesson is for students to understand that weather and climate vary across different regions. Students will also be taught to understand the water cycle.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

Through the reading of the textbook, students will have a better understanding of weather and climate of different regions.

Students will have a better understanding of weather terms and the water cycle through their mii dictionary.

Students will be able to generalize and differentiate their understanding of the different climates in different regions through the Y-Chart.

Students will demonstrate their understanding of weather and climate through their research of august temperatures and labeling of symbols on the United States regions.

STANDARDS:

Subject Area: Geography

Eligible Content: 7.1.4.B

Describe and locate places and regions as defined by their features.

Subject Area: Geography

Eligible Content: 7.2.4.A

Identify the physical characteristics of places and regions.

Subject Area: Geography

Eligible Content: 7.2.4.B

Identify the basic physical processes that affect the physical characteristics of places and regions.

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Attention	Focus	Connections
Recognition	Organization	Elaborations
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	Visualization	

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14. Interpretation
15. Application
16. Perspective
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Complex Interactions

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Bloom's Taxonomy

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17. Synthesis [Combine information]
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Aspects of the Topic

13. Facts
14. Compare
15. Cause/Effect
16. Characteristics
17. Examples
18. Relationships

9 Effective Strategies

9 Effective Strategies

19. Similarities and Differences
20. Summarization and Note Taking
21. Reinforcing Effort and Providing Recognition
22. Homework and Practice
23. Nonlinguistic Representations

Subject Area: Science

Eligible Content: 3.3.4.A4

Recognize Earth's different water resources, including both fresh and saltwater. Describe phase changes in the forms of water on Earth.

DIFFERENTIATION STRATEGIES:

Enrichment: Students will be asked to write out an explanation of their symbols from their homework assignment in paragraph form.

Support: Students will be helped through the reading. The min dictionary will have everything in it already. The student will be with a partner for the Y-Chart activity.

ANTICIPATORY SET:

The teacher will show pictures of suns and clouds on a state such as Ohio so the students see on this day in Ohio, no rain was expected. The students will then be asked to draw a symbol to show if it is hot, cold, rainy, or snowing outside today – in textbook.

INPUT/ ACQUIRE NEW KNOWLEDGE:

The teacher will have provided the students with more paper to make another mini dictionary entitled "Weather and Climate". As the students are following along to the textbook, when they come across a vocabulary word the teacher will allow them to pause and dot down the definition in their dictionary. Students will read a section from their textbook called "Weather and Climate" by taking turns. The teacher will be following along as well and pausing throughout to point out the important information such as the water cycle and the different climate regions in the United States. The students will also be engaged by doing small activities in the reading and marking certain areas and circling climates on a map in the textbook. The students will also be asked to draw out the water cycle when it comes across in the reading and label it in their dictionary.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

Using the textbook for reference, the students will be given a **Y-Chart** to compare and contrast weather and climates in their region to another region. They will be able to choose another region of their liking.

CLOSURE/ASSESSMENT:

Students will be asked to group up according to the other region they may have chosen. There could be a total of 5 groups as there are 5 regions they could have chosen from. Each group will then present to the class the weather and climates they compared and contrasted with their two regions.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

Students will be given a map of the United States. This map will be split into sections to show the regions of the United States. Students will be asked to research Average August Temperatures in the United States and draw out symbols for each region to show the temperature in that region. Students can look back at some of the symbols they may have drawn in the anticipatory set.

EVALUATION/ASSESSMENT OF STUDENTS:

Students will be evaluated through their Y-Charts and the map of the United States.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">25. Show pictures of suns and clouds on a state to show the students that on that day in that state, no rain was expected.26. Ask the students to draw a symbol to show if it is hot, cold, rainy or snowy outside for that day.	<p>The students will:</p> <ol style="list-style-type: none">17. Draw a symbol to show if it is hot, cold, rainy, or snowy outside for that day.18. Make a mini dictionary.19. Read a section from their textbooks as a class, taking turns.20. Dot down definitions as they are reading
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27. Provide the students with more paper to make another mini dictionary.
28. Have the students' dot down the vocabulary words and their definitions when reading through the section of the textbook.
29. Have the students read a section from their textbook as a class.
30. Follow along and point out important information.
31. Ask the students to follow the directions in the textbook such as marking and circling certain areas on a map.
32. Ask the students to draw out the water cycle in their dictionary when it comes across.
33. Give the students a Y-Chart to compare and contrast weather and climates in their region to another region of their choosing.
34. Ask the students to group up according to the region they picked and share their weather and climates they compared and contrasted with their two regions.
35. Give the students a map of the United States that is split into sections to show the different regions.
36. Evaluate the students by their Y-Chart and map of the United States.

21. Analyze the important information being presented by the teacher.
22. Mark and circle certain areas on the maps as they read.
23. Draw out the water cycle as it comes across in the reading.
24. Compare and contrast in a Y-Chart the weather and climates in their region to another region of their choosing.
25. Group up according to the region picked and share the weather and climates they compared and contrasted with their two regions.
26. Use the split United States map to research the average temperatures in August and label the correct symbols for each region.

Student Teacher Candidate: Peyton Allen

Lesson Subject(s)/Title: Regions and Resources

Lesson Date(s): Day 6-7

Course & Grade(s): Geography, 4th Grade

INSTRUCTIONAL MATERIALS:

PowerPoint
Cornell Notes
Chart

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

What kind of natural resources do each region portray?

PURPOSE:

The purpose of this lesson is for students to understand each region has natural resources that are used to make products.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

Students will access their prior knowledge of resources through a predicting ABC chart.

Students will better understand regions and their resources after the PowerPoint and through the use of Cornell Notes.

Students will demonstrate an understanding of different resources through their business activity.

STANDARDS:

Subject Area: Geography

Eligible Content: 6.2.4.A

Explain how a product moves from production to consumption

Subject Area: Geography

Eligible Content: 7.2.4.A

Identify the physical characteristics of places and regions.

Subject Area: Geography

Eligible Content: 7.3.4.A

Identify the human characteristics of places and regions.

DIFFERENTIATION STRATEGIES:

Enrichment: Students will be asked to write about two businesses instead of one.

Support: Students will be given the definitions already on their Cornell Notes. They will be aided during the apply deepen activity.

Sensory Register	STM	LTM
Attention	Focus	Connections
Recognition	Organization	Elaborations
Perception	Rehearsal	Meaning
	Visualization	

Facets of Understanding

Facets of Understanding

20. Interpretation
19. Explanation
20. Interpretation
21. Application
21. Application
22. Perspective
23. Empathy
24. Self-Knowledge

Multiple Intelligences

Multiple Intelligences

25. Linguistic [words]
26. Visual [pictures]
27. Mathematical [numbers & reasoning]
28. Kinesthetic [hands-on]
29. Musical [music]
30. Interpersonal [social]
31. Intrapersonal [self]
32. Naturalist [nature]

Multiple Exposures [4 x 2]

Multiple Exposures [4 x 2]

10. Dramatization
11. Visualization
12. Verbal

Complex Interactions

Complex Interactions

7. Discussion
8. Argumentation

Bloom's Taxonomy

Bloom's Taxonomy

19. Knowledge [Verbatim]
20. Comprehension [Own Words]
21. Application [Problem-Solving]
22. Analysis [Identify components]
23. Synthesis [Combine information]
24. Evaluation [Decisions]

Aspects of the Topic

Aspects of the Topic

19. Facts
20. Compare
20. Compare
21. Cause/Effect
21. Cause/Effect
22. Characteristics
23. Examples
24. Relationships

9 Effective Strategies

9 Effective Strategies

28. Similarities and Differences
29. Summarization and Note Taking
30. Reinforcing Effort and Providing Recognition
31. Homework and Practice

ANTICIPATORY SET:

The students will organize their thoughts in a **Predicting ABC chart** from vocabulary words that the teacher gives them. The teacher will have the students predict what the vocabulary words mean, then after the PowerPoint, the students will be able to write what the actual definitions are in their Cornell Notes. The teacher will also be able to see what the students know already about these vocabulary words. The teacher will facilitate these vocabulary words throughout the PowerPoint.

INPUT/ ACQUIRE NEW KNOWLEDGE:

The teacher will introduce a **PowerPoint** to the class on Regions and Resources. Throughout the PowerPoint the students will be using **Cornell Notes**. The teacher will have questions integrated into the slides for the students to discuss. The Cornell Notes can be used for definitions, questions, and notes.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

Students will be asked to think of a business near them. They will be asked to write about the types of resources that it uses to provide its product or service. Their Cornell Notes will help them from what they had just learned from the PowerPoint.

CLOSURE/ASSESSMENT:

Students will do a **think-pair-share** of their summary. Students will evaluate their own summary, pair up with a partner and go over their summaries, and then share them with the class.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

Students will be asked to classify resources found at their house. They will list the renewable resources and nonrenewable resources they find around their house in the correct column.

EVALUATION/ASSESSMENT OF STUDENTS:

Students will be evaluated on their business they will share on the resources that it uses to provide its products and services.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none"> 37. Give the students a predicting ABC chart to access the student's prior knowledge on the vocabulary words for the lesson. 38. Introduce a PowerPoint on Regions and Resources with questions integrated throughout for the students to answer. 39. Give the students Cornell Notes to use during the PowerPoint. 40. Ask the students to do a business activity and write about the resources it may use. 41. Let the students do a think-pair-share of their business activity. 42. Evaluate the students on their business activity. 	<p>The students will:</p> <ol style="list-style-type: none"> 1. Fill out a predicting ABC chart to access their prior knowledge. 2. Fill out their Cornell Notes as the teacher goes through the PowerPoint and questions. 3. Begin the business activity. 4. Think about their activity, share it with a partner, and then share it as a class.
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Student Teacher Candidate: Peyton Allen

Lesson Subject(s)/Title: People and the Land

Lesson Date(s): Day 8-9

Course & Grade(s): Geography, 4th Grade

INSTRUCTIONAL MATERIALS:

Anticipation Guide

Article from Textbook

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

Why do people adapt and change to their environment?

PURPOSE:

Students will know that people adapt to and change the environment to meet their needs.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

Students will access their prior knowledge through an anticipation guide.

Students will read with a pencil to identify surprising information, important information, and confusing sections.

Students will answer questions to have a better understanding of people and the land.

Students will re-evaluate their knowledge of people and the land through an anticipation guide.

Students will complete a 3-2-1 to as a ticket out the door to wrap up the lesson.

Students will demonstrate their understanding of people and the land through their explanation of how a certain building is adapted to its environment.

STANDARDS:

Subject Area: Geography

Eligible Content: 7.2.4.A

Identify the physical characteristics of places and regions.

Subject Area: Geography

Eligible Content: 7.4.4.A

Identify the effect of the physical systems on people within a community.

DIFFERENTIATION STRATEGIES:

Enrichment: Students will be asked to provide their own challenging questions for the discussion.

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Recognition	Organization	Elaborations
Perception	Rehearsal	Meaning
	Visualization	

Facets of Understanding

Facets of Understanding

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29. Empathy
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Multiple Intelligences

Multiple Intelligences

33. Linguistic [words]
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37. Musical [music]
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Complex Interactions

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Aspects of the Topic

Aspects of the Topic

25. Facts
26. Compare
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29. Examples
30. Relationships

9 Effective Strategies

9 Effective Strategies

37. Similarities and Differences
38. Summarization and Note Taking
39. Reinforcing Effort and Providing Recognition
40. Homework and Practice

Support: Student will be guided through the anticipation guide. They will have the text read to them but get to use their pencil throughout. The student will also be provided the answer to the questions.

ANTICIPATORY SET:

Individually, the students will fill out an **Anticipation Guide**. The students will mark whether or not they agree or disagree with each statement I have given them on the left side of the page. At the end of the lesson the students will go back and decide whether they still agree or disagree on the right side of the page.

INPUT/ ACQUIRE NEW KNOWLEDGE:

The teacher will have the students **read with a pencil** a section from their textbook about People and the Land. The teacher will print this off and the students will do this individually. The students will also do small activities in the reading as well. The teacher will have the students interact in a discussion about what they just read. The students will be able to share what they thought was important, interesting, and confusing. The teacher will facilitate this by clarifying what they think is confusing. The teacher will also provide students with more paper to make another mini-dictionary for this lesson for the vocabulary terms and definitions read throughout the reading.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

The teacher will then provide the students with questions, but challenging/critical thinking questions that will allow the students to think more deeply about the subject. These questions will be discussed as a class. These questions include:

1. Why might people settle near certain natural resources?
2. How does geography affect the way we live?
3. How do people change the environment?

CLOSURE/ASSESSMENT:

The students will go back and decide whether they still agree or disagree on the right side of the **Anticipation Guide**. They will keep this as a self-evaluation source. The students will share some of their answers on what they had before and what they had at the end. The teacher will facilitate this by making corrections where need be.

The students will also do a **3-2-1** as their ticket out the door. The students will write three things they learned about the people and the land, two questions they have, and one thing they enjoyed. They will turn this in.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

Students will be given a picture of a building and will have to explain how it has been adapted to fit the environment.

EVALUATION/ASSESSMENT OF STUDENTS:

Students will be evaluated through their anticipation guide in the closure and their homework assignment.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">43. Let the students fill out an anticipation guide to access their prior knowledge.44. Give the student's paper to make a min-dictionary for vocabulary terms and definitions.45. Print off the text for the students to read with a pencil.46. Start a discussion for the students to start talking about what they thought was important, interesting, and confusing.47. Facilitate the discussion to clarify what is confusing.	<p>The students will:</p> <ol style="list-style-type: none">27. Fill out an anticipation guide to access prior knowledge.28. Make a mini-dictionary to dot down the vocabulary terms and the definitions as they are reading.29. Read with a pencil a section from the textbook.30. Have a discussion to talk about what was important, interesting, and confusing.31. Answer questions provided by the teacher.32. Go back to the anticipation guide to re-evaluate their knowledge.
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<ul style="list-style-type: none">48. Provide challenging questions to the students so they can think more deeply about the subject.49. Let the students go back to the anticipation guide to re-evaluate their knowledge.50. Ask the students to do a 3-2-1 as a ticket out the door.51. Give the students a building and ask them to explain how it has been adapted to fit the environment it is in.52. Evaluate through the anticipation guide and homework.	<ul style="list-style-type: none">33. Participate in a 3-2-1 for a ticket out the door.34. Explain how a building has been adapted to fit in the environment it's in.
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