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| **Teacher**: K. Weyhenmeyer  **Elem. PLC** | | **Date:**  2/27/17 | | **Grade:**  3-5 | | **Content Area:**  Social Studies (Geography-Intro to regions of NC) | | | |
| **Objective/Essential Question:**  Does NC have regions?  What are the regions of NC?    **Rational Purpose:**  Students should be given opportunities to learn different forms of geography to better understand the world they live in. More specifically, students should learn about their state which has three major geographical locations, including the mountains, the piedmont and the coast.   * **Physical Skills:** Students will applytheir physical abilities during the lesson. They will practice not only gross motor but fine motor skills by activating switches or selecting options with their head, with their hands, or using eye gaze, reaching for materials and interacting with peers and classroom staff. * **Cognitive Skills:**   **Symbolic:** Least assistance  These students will use picture symbols paired with words (up to 2), presented either by their hand or their head. When in need, a flashlight with be used to increase focus on objects and material. These students also activate multiple communication devices to participate in the lesson using a variety of methods.  **Early Symbolic:** Greater assistance  This student will occasionally use enlarged picture symbols with a solid color background, preferably black. Materials will be placed diagonally to his body on the left side with a flashlight pointing to the options when needed. This student also activates a variety of communication devices to participate in the lesson.    **Pre-Symbolic**: Most assistance  These students will need concrete objects or picture symbols presented either to the hand or head. Most of the time, these students will need hand over hand assistance to participate as well as multiple prompts and enough time to process the information.   * **Social Skills (learning teams):**   The students will have the opportunity to interact with peers and adults.  **21st Century Skills:**  Critical thinking, technology, global awareness, communication | | | | | | | | **Plan for Differentiation:**  **Using Bloom’s Revised Taxonomy**  [http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg](http://www.google.com/url?sa=i&rct=j&q=bloom's+revised+taxonomy&source=images&cd=&cad=rja&docid=HHMgWSTc2GLBlM&tbnid=waefmcADfSviFM:&ved=0CAUQjRw&url=http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm&ei=4ZkBUvi8Aova8wTqtIG4Dw&bvm=bv.50310824,d.eWU&psig=AFQjCNE4Da-gBjEEx6WtZVmkahO7N6abvA&ust=1375922932821985) | |
| **Materials**  Glue  Markers  Paper  Map of NC  Picture symbols  worksheets | |
| **Vocabulary (Literacy)**  NC  NC Regions: Piedmont, Mountains and Coast | |
| **Technology**  Smartboard  Variety of AAC devices  Ipad | |
| **Curriculum Standard** Geography and Environmental Literacy  **3 Grade**  **EX.3.G.1 Understanding Community patterns using the themes of geography: (e.g., location, place, human-environment interaction, movement and region).**  **1.3 Identify physical features (mountains, hills, rivers, lakes, roads, etc)**  **4th Grade**  **EX.4.G.1 Understand human, environmental, and technological factors affect life in North Carolina**  **1.3 Identify physical features (mountain, hills, rivers, lakes, roads etc.)**  **5th Grade**  **EX.5.G.1. Understand how human activity has and continues to shape the environment**  **1.1 Compare the effects of human activity on the physical environment** | | | | | | | | | |
| **Lesson Procedures** | | | | | | | | | |
| **Review** (Links to Prior Knowledge, Anticipatory Set)**:**  Teacher will introduce the lesson through an anticipatory set at the beginning of the lesson. The teacher will tell the students that we are going to be learning about geography with a focus on the regions of NC. | | | | | | | | | |
| **What the teacher will do:**   1. The teacher will prepare the environment so all students have the AAC devices needed to optimize their participation. 2. The teacher will direct the lesson from the smartboard. Giving many opportunities for the students to participate. 3. Teacher provides an anticipatory set – all students are given an opportunity to investigate the object being used as the anticipatory set. 4. The teacher will review the repeated story line and the new vocabulary words 5. The teacher will illustrate the state of NC using a map of NC and show where the regions are located in NC. 6. The teacher will introduce the regions through a book that is on the smart board presentation. The book illustrates some features of each region that students can relate to. 7. The teacher will review critical thinking skills, and then ask students comprehension questions. 8. Towards the end of the lesson students will listen to a short video pertaining to regions around the world. 9. Student activities will follow the lesson and are included at the end of this lesson plan. 10. **What the teacher assistants will do:**   1: The teacher assistants will collect data and work with the students to help them access the information. | | | | | | | | | |
| **Guided/Independent Practice**  **Guided practice:** The teacher will present the lesson and utilize constant time delay to increase accuracy.  **Independent practice**: Each student has the opportunity to participate in the lesson by using their switches, and answering questions. | | | | | | | | | |
| **Assessment/Check for Understanding**  The teacher will use comprehension questions throughout the lesson varying the type and or the amount of choices presented to the students. She will utilize constant time delay to increase the accuracy of the responses. The students will complete activities related to the topic and will be assessed using the prompting levels. | | | | | | | | | |
| **Closure/Summary**  Students will be assessed on the objectives and/or comprehension questions. | | | | | | | | | |
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| **Reflection**  **(after teaching the lesson)** | **Differentiation** | | **Student Engagement** | | **Data**  **Collection** | | **Higher Level Question** | | **Lesson Effectiveness** |
| **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** | | **Low High**  **1 2 3 4 5** |
| **Comments** | **What would you do differently and what worked well?** | | | | | | | | |
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