**Lesson Cycle**

**Lesson Title/Topic:** Regions of Texas and its landforms.

**Concept:** Learning about the regions of Texas through poster maps, world globes, visual aids and games.

**Standards/Rationale:** Social Studies 4th Grade 113.15. (b) 7

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| **Learning Target:**   * The students will identify the regions of Texas their landforms on a map with 95% accuracy. | **Assessment:**   * Completed project |
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**Materials:** Poster Maps (cartography), World Globe (model), Picture of Texas and Power Points

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| **Lesson Cycle:** **(Direct instruction)** |

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| **The teacher will:** | **The student will:** |
| **Focus/Mental Set:**   * Place a poster map and a globe on the children’s table. * Show a power point on keywords: regions and landforms * Ask the students to locate Texas on the map and globe. * Point to Texas in the map and ask the students to do the same | Look over geographical and cartographic materialLocate Texas on map and globeThe students copy by pointing to Texas on the map |
| **Teacher Input:**   * Pass out a handout with the following keywords and definition.   + Hills   + Landforms   + Loess   + Valleys   + Mountains   + Plains   + Plateaus   + Glaciers   + Regions   + Texas   + Valleys   Show a power point describing Regions of Texas.  Talk about the regions of Texas and their landforms.  Walk around and ask questions while assessing comprehension.  “What are the four regions of Texas?”  “Name major cities within the regions?”  “Do you think that it is cold or hot in that area? Why?”  “What areas do you think are more/least populated? Why?”  “Why might this be called coastal plains?”  “What parts of the united stated and the world might be similar to the coastal and why?”  “Why do you all think people move?“ | * The students will look over the keyword/definitions and built prior knowledge of the terms.   Watch Power point.  Observe and listen to teacher.  Look over geographical and cartographic material  Answer questions.  Ask questions.  Name major cities in different regions. |
| **Guided Practice:**   * Group children together. * Ask each group to pick a region. * Ask children to draw and identify their region. * Point to a region of Texas and ask the children to do the same. Repeat until all regions have been pinpointed. | * Get in groups. * Pick a region. * Make a drawing of the region and landforms. * Talk about the regions and landforms with each other. * The students copy by pointing to the region the teacher is pointing. |
| **Independent Practice:**   * Give the children a blank map of Texas. * Ask the students categorized the state of Texas by regions. * Ask the students to write in short sentences about the regions of Texas and landforms. * Walk around and assess knowledge on the subject. | Project:   * Identify the regions of Texas and label them. * Draw landforms on their picture. * Write a short paragraph about the regions of Texas and their landforms. Guide students (ELL) with the structure of their sentences. |
| **Closure:**   * Ask the students to pinpoint on the map regions of Texas. * Ask what they have learned about the regions. | * Give a short description of what they have learned about Texas and its regions. |

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| **Options:** |  |
| ***Enrichment: Game***  Ask students how landforms affect population. | ***Reteach:*** YouTube Video on Texas and its regions. <https://www.youtube.com/watch?v=jD4L-zb-ysA>  **Activity 1**: **Contextualize key vocabulary**  **The teacher will:**   * Teach the definition of keyword: (translate) * Hills * Landforms * Loess * Valleys * Mountains * Plains * Plateaus * Glaciers * Regions * Texas * Valleys * Use example sentences including the keywords. * Give examples of synonyms.   **The student will:**   * Learn the definition of the keywords according to their native language. * Makeup sentences using the keywords. * Find synonym(s) for each keyword using the dictionary.   **Activity 2: Visual Vocabulary**  **The teacher will:**   * Provide students with pictures describing the keywords * Have students work in partners and identify what they think the picture is representing.   **The students will:**   * look at the pictures provided as well as their keywords written in their journals.   The students then will pick the picture they think the definition is describing. |

**Modifications/Correctives:**

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| **Orthopedic impairment-** The child has limited hand movement thus making it difficult for the child to draw. **Modification-** Allow the student to verbally identify the regions and its landforms once again, versus drawing and writing about it.  **Anxiety**- the child is worried and afraid.  **Accommodations**- Allow the students sit where he/she feels comfortable. Allow the student to decide if he wants to participate in the group sessions during guided practice.  **English language learner** – The child is having difficulty understanding English. **Accommodation**- Allow the students to use a translation program. |  |

**References:**

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