Day 9: Preparation for Regions Day
Length of lesson: 80 minutes

Materials
- Worksheets for Students (Directions and List of Required Items)- Attached
- Salt and Flour mixture
  o 4 cups flour
  o 1 cup salt
  o 1-1/2 cups hot water (from tap)
  o 2 teaspoons vegetable oil (optional)
- Toothpicks
- Pizza box or square thin wood
- Tin foil
- Paint brushes
- Paint
- SMART Board
- Microsoft PowerPoint Presentation “North Carolina Coastal Plain”
- Habitat materials
  o twigs
  o rocks
  o Water
  o Saltwater
  o Freshwater
  o Leaves
  o Shells
  o Mud
  o 6 Glass Aquariums
- Note taking handout worksheet
- Map of North Carolina
- Venn Diagram

Objectives
** Many of these objectives were also addressed on previous days

Social Studies (1.02, 1.03)

- The student will reproduce a habitat found in the Inner/Outer Coastal Plain region by building a habitat with the physical characteristics.

- The student will determine the influences of the habitat on industry, cities, and recreation areas by working in cooperative groups to determine the significance of the items in the habitat.

- The student will be able to identify major landforms, bodies of water and cities in the Mountain region by creating a map of the land out of a dough mixture.
The student will be able to synthesize physical characteristics of the Mountain region by creating the landforms out of the dough mixture.

The student will be able to make generalizations about the influence of the mountain region on recreation areas, industries and cities though classroom discussion with peers and teacher.

**Language Arts (1.02, 3.06, 4.03)**

- Students will develop (by using a word processing tool) and present a written piece of work using the appropriate vocabulary and concepts to deliver during their tour guide presentation.

**Arts Education (3.03)**

- The student will illustrate the physical positions of landforms in the Mountain Region by creating the dough map and adding color and identification detail with artistic materials.

**Science (1.03, 1.04)**

- The student will determine different behaviors of humans and animals in the particular habitat and evaluate how animals and humans adapt their behaviors when living in different habitats by creating their own imitation of the habitat with similar materials.

**Focus and Review**

“Over the last week we have studied each of the three regions of North Carolina. Today I am going to give you an opportunity to fix and finish up the projects from earlier on in the week so we can get ready for tomorrow. Who can tell me the most telling characteristic of the Mountain Region? Okay, now the Piedmont? Lastly, who can give me a telling characteristic of the Coastal Plains Region? You will be given the next 60 minutes to work on one or more project of your choosing.”

**Teacher Input**

Before the teacher allows the students to finish up the projects that they had started earlier on in the week, the teacher should return to the big map of NC that has all of the students’ pictures on it from the first day of the unit. On the SMART board the teacher also has displayed a Venn Diagram that compares and contrasts the three different regions. The teacher asks the students to refer to the map and knowledge that they have learned from the week to help her fill out this Venn Diagram. This activity should not take long because it should be a review for the students. This also allows the teacher to gauge the students understanding of the three regions of North Carolina. The teacher should encourage most of the students to share one new thing they learned about the regions of North Carolina. This chart can stay up for the rest of the lesson so that the students can refer to it as they are working in their projects.
Guided Practice
Students are given the opportunity to fix and finish different projects they had started during the week. The students may only work on the following: the map of the Mountain region and the habitat of the Coastal Plain Region. They are also encouraged to use the information from the Venn Diagram to change or add to their projects. They may also do preparations for the following day. Students will be given 25 minutes to finish their map of the Mountain Region and 25 minutes to finish their habitat. If this time is not needed the students should work on their presentation for North Carolina Regions Day. These projects all need to be ready for the next day—North Carolina Regions Day! The teacher should monitor the students’ progress and understanding.

Independent Practice
For homework, students need to think about all of the things they want to say about each region. The students will be acting as tour guides and escorting parents around North Carolina in our classroom. The students should have typed up (on Microsoft word) key points they want to share with their visitors about each region. Students should be encouraged to look over the projects they have created since they know that material the best. The students are more than welcome to share their projects with their parents and tell all that they have learned. The students should also be reminded that for they will be presenting their Virtual Travel Plans on Day 10 as well as being tour guides. The students Virtual travel Plans will be finalized during the time allotted for the virtual travel plan and should not be worked on today.

Closure
Once the students have completely finished all of their projects for the unit, the class can brainstorm some ideas that should be touched on tomorrow for North Carolina Regions Day. This should act as closure for the lesson, so that the teacher can once again see what the students have learned and also as preparation for the following day.

Assessment
The Venn Diagram during the teacher input will act as an informal assessment of the students. This is a perfect approach to assess the students’ grasp of the three regions by asking them to compare and contrast the three. Each student will be asked to think of one characteristic they would like to include in the Venn Diagram; each student should be called on to share. The two major projects that the students are expected to finish during their time today will be graded with rubrics. The projects will be looked at after North Carolina Regions Day. The students’ preparation for North Carolina Regions day will be reviewed by the teacher but will not be formally assessed. At this point in the unit the teacher should have a good idea of the amount of material the students processed over the two weeks. The previous days provide the teacher with enough information to assess the students’ knowledge and progress.

Accommodation
Differentiation: Because there is room for creativity and independence in the aforementioned activities every student should be challenged. Concerning the Venn Diagram activity, the struggling students can be asked to add to the chart first. This way
these students are able to participate even if they can only identify a handful of
characteristics. The more advanced students can be called on to go at the end. This will
challenge these students to rack their brain to come up with a fact or obscure
characteristic that no one had come up with. Because the students will be paired up they
will be expected to work cooperatively. This will inherently push the students to work to
their potential. It also encourages students to help those that are struggling. There is
room in the map and habitat project for creativity. The students are expected to be
creative while including all of the requirements.

**Accommodation:** For the ESL students in this lesson, it is most important to provide them
with as many visual cues as possible. For instance, when making the Venn Diagram the
teacher should provide visual examples of the comparisons as well so if the ESL students
are not familiar with a word they are still able to process a concept. The students can also
understand better if the teacher provided context for the comparisons. The teacher may
want to refer to projects done earlier on in the week to help the students understand the
concept that is being referred to. These students should also be called on towards the
beginning of the activity. This way they are still able to participate by sharing something
less challenging. In order for the students to successfully prepare what they want to say
for the following day, they can be paired with a student who would be willing to work
with them on their language and vocabulary. If this is not available the ESL students
could draw different pictures about what they want to share with the parents. The
students will also have their projects and other visual cues to help them for the day of.
Even if the ESL students do not have an extensive list of facts written out, they should at
least have some words and pictures of concepts they would like to share. The teacher
may need to work with these students individually or ask that a Spanish translator come
in for the afternoon. This approach will also be beneficial for the hearing challenged
student. Although this student successfully performs at grade level, they will need extra
support so that they are given equal opportunity to understand execute a lesson. Extra
teacher attention and visual aids will do just that. The students will also be working in
cooperative learning groups that were assigned at the beginning of the week. This allows
students to build and work off of each other, generating new and creative ideas. Lastly,
these lessons work best for visual, auditory, and kinesthetic learners. Therefore, each
student in the class should be stimulated and learning to the best of their ability.