

**Lesson Cycle**  
**Javier Garcia**

**Lesson Title/Topic:** 4<sup>th</sup> Grade Social Studies

**Target Concept:** Native American Regions

**Standards/Rationale:**

<b>Lesson Objectives:</b>	<b>Assessment:</b>
The student will identify four regions of Native Americans on a blank map with 90% accuracy.	Completed map

**Materials:** Blank map on smart board, copies of blank map for students to use, crayons, journal, pencils, artifact picture.

**Lesson Cycle: (Direct instruction)**

<b>The teacher will:</b>	<b>The student will:</b>
<p><b>Focus/Mental Set:</b> KWL chart will be created on white board prior to addressing the class. Present picture of an arrow head artifact to the students and ask if anyone knows what the artifact is. Explain that the object is an arrow head and if the students know who might have made it. <b>Have students share different uses for an arrow or where they may find one.</b> Insure that students understand that Indians are known as Native Americans. Have students create a KWL chart. Tell students that we will be discussing what we think we know, want to know, and what we learned about Native Americans. Instruct students to turn and discuss with partner a few things they think they know about Native Americans. Ask students to provide a few of the think talked about to put in the “K” column. After a few items are written in first column, then ask students to turn and discuss a few things that they would want to know about Native Americans. After about half a minute or less ask students to provide a few things to add in the “W”</p>	<ul style="list-style-type: none"> <li>• Answer when called on to guess what artifact is and who might have made the artifact.</li> <li>• Create a KWL chart as instructed.</li>   <li>• <b>Think and share where they have saw an arrow in person or in movie, and the different uses for them.</b></li>   <li>• Turn to a partner to share things that they think they know about Native Americans and discuss in class.</li>   <li>• Turn to partner and talk about things they want to know about Native Americans.</li> <li>• Add items that were shared with class on KWL chart.</li> </ul>

<p>column. Describe: “Native Americans are the people who lived in America before people from other countries arrived. Native Americans lived all over America, in different areas of land, which we call regions. Each region is different, and had different tribes living in it.”(Scholastic.com). Explain that we will continue with today’s lesson learning about the different regions that Native Americans were located.</p> <p>Introduce lesson terms:</p> <ul style="list-style-type: none"> <li>• Native American</li> <li>• Regions</li> <li>• Compass rose</li> <li>• Map key</li> </ul>	
<p><b>Teacher Input:</b> ESL comprehension strategy. Content Word Wall: add lesson terms with meaning on word wall, and go over with class</p> <p>Display blank map for students to see. Hand out blank map that students will fill in. Ask students if they can remember what to put on map to help with locating direction. <b>Have students use their body motion to imitate things they would see traveling to different places such as: rivers (waving arms, specific animals (wolf growl) etc.</b> Have every student create a compass rose on their blank map. Revisit about a compass rose and how it is used on a map to find a location. Give an example finding a location by selecting a point on the map and use the compass rose to find location. Start back at the middle of the map and choosing one of the regions (Northwest Coast) from the selections that the students will complete on the map show how using the same of region to find the location. Take a crayon and complete the region name and color in the map key. Instruct students that they will first find the region using the compass map and select a color to reference on map key next to region name. Then instruct to complete the</p>	<ul style="list-style-type: none"> <li>• Recite with class the words added to wall with meanings</li> <li>• Answer questions</li>   <li>• Use body motion to describe objects or living things that they may see while traveling</li>   <li>• Create a compass rose on a blank map</li> </ul>

map using the map key color to color in the region on the map.	
<b>Guided Practice:</b> <ul style="list-style-type: none"> <li>• Give direction for a new location</li> <li>• Monitor students</li> <li>• Assist as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner to find given location on maps</li> <li>• Verify response</li> </ul>
<b>Independent Practice:</b> <ul style="list-style-type: none"> <li>• Work with partner to complete the locations</li> <li>• ESL comprehension strategy. Language development: have students discuss/review vocabulary and what they learned from assignment with partner.</li> <li>• Provide worksheet with pictures matching vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner</li> <li>• Take turns sharing with partner new knowledge and vocabulary meaning</li> <li>• Circle correct picture that matches the vocabulary</li> </ul>
<b>Closure:</b> Point at location on a blank map and have class as a group describe the direction and the region of the location.	Students together will give direction using the compass rose and verbally say the region of the location.

<b>Options:</b>	
<b>Enrichment:</b>	<b>Reteach:</b>

**Modifications/Correctives:**

<p>Learning Disability (504 Plan):</p> <ul style="list-style-type: none"> <li>• Provide additional visual aids and hands on map or globe</li> </ul> <p>Dyslexia (504 Plan):</p> <ul style="list-style-type: none"> <li>• Allow for student to make spelling mistakes</li> <li>• Allow for student grade to come primarily from verbal understanding</li> </ul> <p>Hearing Disability (IEP):</p> <ul style="list-style-type: none"> <li>• Use of personal microphone that transmits to student's receiver</li> <li>• Having a sign language video to supplement lesson</li> </ul>	<ul style="list-style-type: none"> <li>• May use globe to visualize locations of regions</li> <li>• Concentrate on the objective rather than spelling everything correctly</li> <li>• Describe a region they would like to visit and why.</li> <li>• Use hearing aids or receiver to hear lesson</li> </ul>
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**References:**