

Rainbow regions Lesson Plan

Grade: 3		Subject: Social Studies	
Materials: Rainbow Region template, pencils, Research articles, maps linked to google classrooms		Technology Needed: computers for students to research https://kids.nationalgeographic.com/	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 3.1.2 Create a mental map that demonstrates understanding of the relative location, direction, size and shape of the local community (e.g., school, hospital, post office, stores, landmarks, home) 3.1.3 Use a variety of resources (e.g., maps, charts, bar graphs, Internet, books) to gather information about people, places, and events CULTURE 3.6.2 Identify examples of how different groups, societies, and cultures are similar and different (e.g., in beliefs, traditions, family relationships, celebrations, institutions, folklore)		Differentiation Below Proficiency: the number and types of resources available for use will be altered or increased. *Students will be paired with a partner with the same creature for the lesson Above Proficiency:* the number and types of resources available for use can be altered or increased The students can locate more fun facts about the cultures in their locations Approaching/Emerging Proficiency: The students will be paired with a partner with the same creature for the lesson. Modalities/Learning Preferences: *Students will be paired in groups based on their creatures *Students will be using different maps of the regions of their PBL creatures *Students will have use of the Big Book-Rainbow Regions for reference *Students will have access to computers for extended research of approved research sites	
Objective(s) By the end of the lesson, the students will create a rainbow indicating the different regions where their PBL creatures are located using maps, they will research the people who inhabit those regions and they will compare and contrast their findings on culture and traditions with other groups in a classroom discussion.		Bloom's Taxonomy Cognitive Level: identify, Create	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will work independently/2-person groups researching locations and facts • Students will wait for instructions before moving or changing tasks 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will work quietly-not interrupt peers. • Students will participate in the whole group discussion and share at least one fun fact they found about their location. 	
Minutes	Procedures		
15	Set-up/Prep: <ul style="list-style-type: none"> • Rainbow region templates for each student, additional research materials/media available. • political maps of each location (Greenland-walrus, Australia-Koala, New Zealand- Octopus, Mexico- Flamingo) • upload national geo kids websites to google classroom • Rainbow Regions Big Book 		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • We will go through the information on the Rainbow Region Big Book • -Discussion terms Continent, Country, States, Province, City, Town, Municipality. • We will share these out at the end of class. 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • We will discuss as a class what a tradition is? Culture? • Tradition is a belief or behavior or information that is passed down from one generation to another. 		

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	<ul style="list-style-type: none"> • Culture is a pattern of behavior shared by a society or a group of people. Many things make up a culture-food, language, clothing, tools, music, arts, customs, beliefs and religion. • We can have a whole group discussion about different tradition or culture that we have in our class. • Today we are going to create a Rainbow Region based on the locations that your PBL creatures are located using maps and webpage links located on Google Classroom. • The goal is for you to break down the region where your creature is located • SHOW AN EXAMPLE ON THE BOARD/OR USE BIG BOOK AS EXAMPLE • You will also be researching the people, traditions, and cultures that are found in your locations/regions. You will find 2-3 fun facts about the traditions/beliefs/celebrations that the people of that location your creature can be found in. • When we are done researching we will come together and share our findings with our peers. • AFTER you have created your rainbow I want you to research the location your PBL creature is found and find some fun facts about the traditions or customs or cultures of the people who live in those areas on the back of your Rainbow Region paper. • You will use the website https://kids.nationalgeographic.com/ for your research of fun facts. • You will go to the website and in the search bar you will type the country your PBL creature is from-either Greenland, Australia, New Zealand or Mexico • You can work in pairs, with someone who has the same PBL creature as you. But you each must have a different fact that you will share with the class about the people or culture of your location. • Any questions? • BEFORE YOU BEGIN EXPECTATIONS? Have the students list the expectations/ work quietly, quickly and safely
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • The students will be independently/2 partner working/researching different medias in order to locate the different regions of the rainbow-planet, continent, country, state/providence, and city/town of where their PBL creature is located. • The students will find 2 or 3 fun facts about the people who reside in that same location and/or customs or traditions of those who live in the location and write them on their rainbow region paper. • The last 10-15 minutes we will take to discuss our findings with our peers
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Give the students a warning for finishing up 5 minutes before they need to be done. • We will share our findings together • These are all great findings. • We can see how in different locations in the world even though seem different they are still similar in some ways. • The students will put computers away, hand in their rainbow regions and fun facts to the tray and get ready for the next task/subject.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> • Participating in Whole group discussion • Creating a Rainbow Region rainbow • Listing 2-3 fun facts about the individuals, culture, and traditions <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: The summative assessment for this lesson will come later after their presentation of their PBL creature to outside participants(teachers, peers, and parents) in a few weeks- noticing if their locations or region of their PBL creatures are in the correct locations/regions.</p> <p>If applicable- overall unit, chapter, concept, etc.: If this lesson was being done without being part of a PBL the summative assessment would consist of an end of the unit lesson test/quiz focusing on community, culture, traditions of different regions-local/national/worldwide.</p>

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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

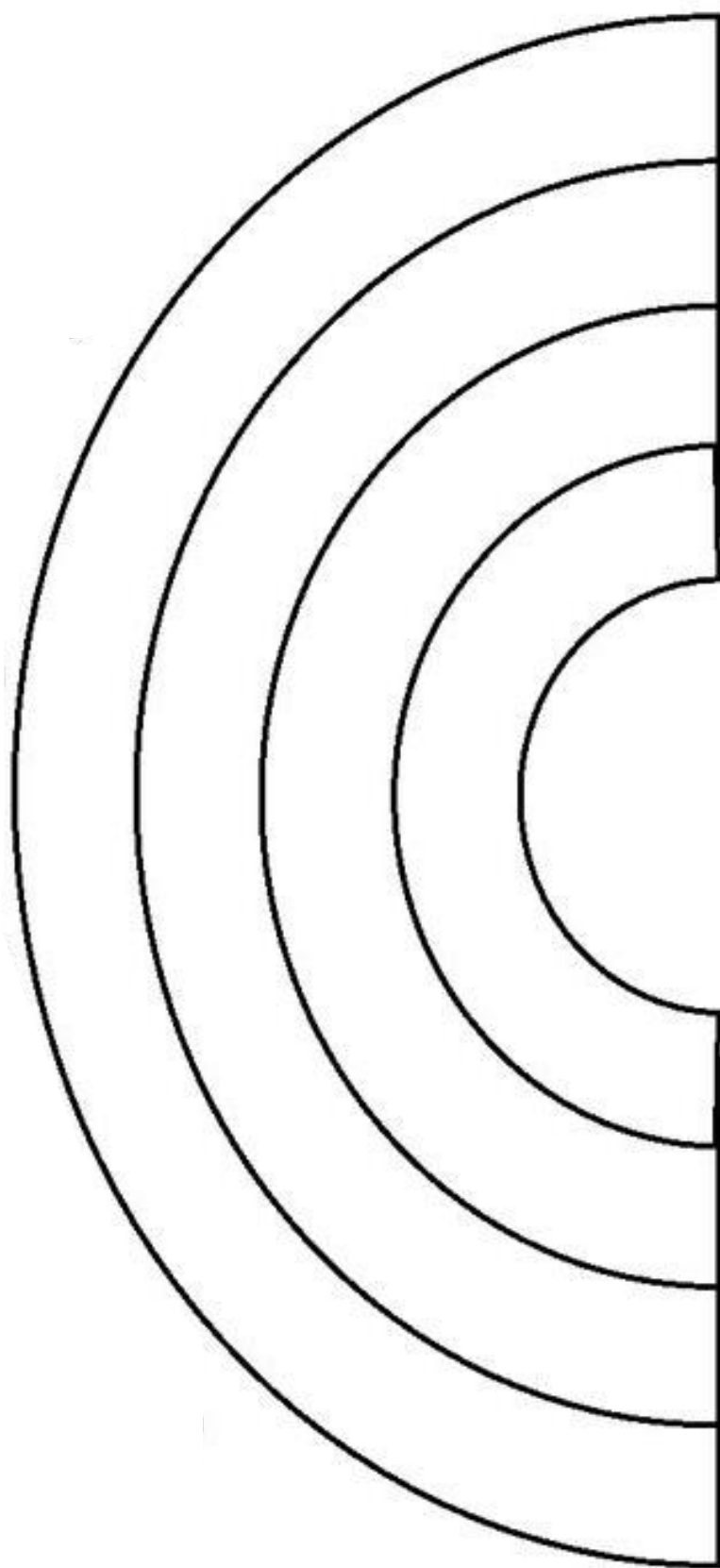
I think this lesson went well. The students had a little bit of trouble getting started because some had a hard time deciphering the maps that I had included in the google classroom page they were using. Because of this I was spending more time in the beginning helping each group get started. This was perfectly ok because it gave me a change to answer any questions that the groups had thought of after they got going. If I was going to do this lesson again I would maybe make the categories of creatures being used smaller but then maybe not because then the students would not have learned things about the locations that their creatures can be found for their PBL project. And this was the reasoning for this lesson to have each person find new information about the regions their creatures are found.

I think what I could have done better was talk about what a continent and providence was more in the beginning or have some different kinds of paper maps or a globe or other resources besides just the maps and links I included on the computers. There were multiple students who were having a hard time finding these on the maps. I was told that the students had learned about providences before but I learned that having a short review of information is always beneficial for everyone involved.

I liked how at the end of the lesson we were able to share their findings about the different locations. I was super proud of the great things they had found and they also looked proud when they were presenting the information.

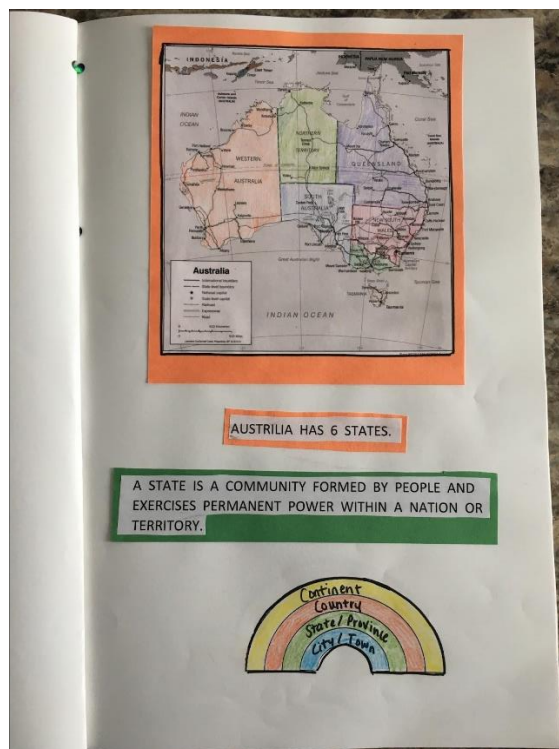
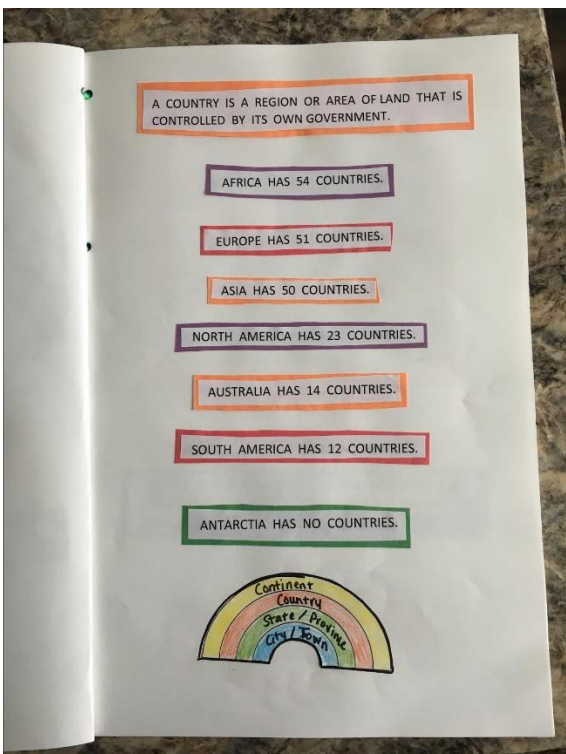
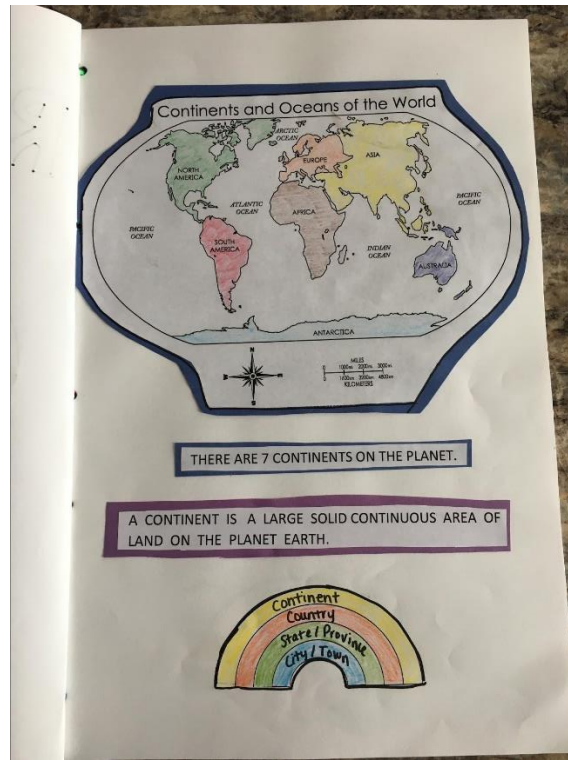
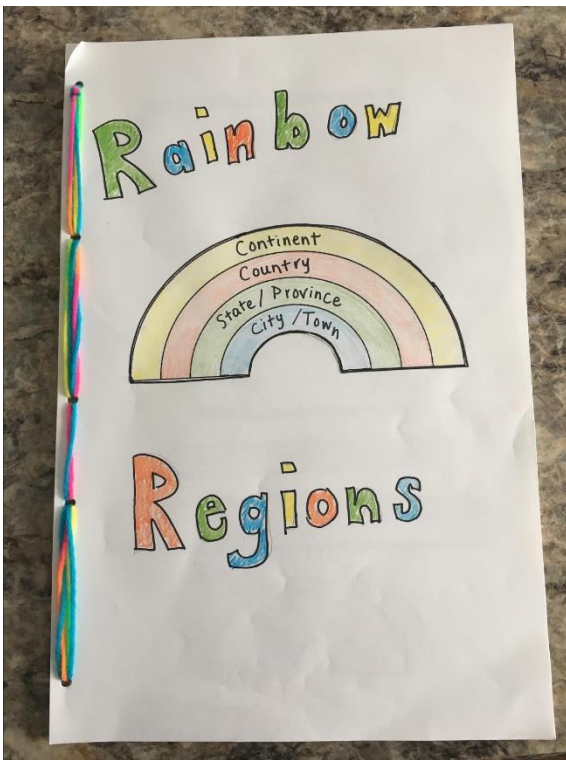
This lesson taught me to give better instruction details because when I let the students get going some still had questions. I could list the instructions on the board so there would be a visual for them to reference instead of waiting for me to come around and help each individual group out. I did learn that if I wasn't able to get to the groups fast enough that they were able to take what they had previously learned about researching and start a different research for the questions they had, This was great information to know because I can use this in future lessons with this class because this can be a step they can use if I get busy again with other groups.

ADDITIONAL REFLECTION- I created The Rainbow Region Big Book- I would use this resource for future lessons. I would begin by starting the lesson going through the BIG BOOK. This will be the start of learning about cultures, and traditions of different regions/areas. Because this lesson is focusing on the PBL the students are currently working on we will incorporate the regions their PBL creatures are found and switch the lesson to learning about the different cultures and traditions found in those regions. This lesson will also be the starting point of other lessons regarding culture and traditions.




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Images of the Rainbow Regions Big Book-This book can include other countries for future lessons- I created this Big Book for only the countries we were working with for this lesson alone.





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NEW ZEALAND HAS 16 PROVINCES.


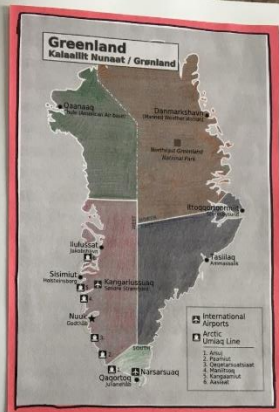
A PROVINCE IS A PART OF A COUNTRY HAVING A GOVERNMENT OF ITS OWN.

MEXICO HAS 31 STATES.

A CITY IS A LARGE, PERMANENT SETTLEMENT WHERE PEOPLE LIVE AND WORK AND IS LARGER THAN A TOWN.

A TOWN IS SMALLER THAN A CITY BUT LARGER THAN A VILLIAGE AND IT CONTINS LESS THINGS THAN A CITY.

GREENLAND HAS 5 MUNICIPALITIES.

A MUNICIPALITY IS A VILLIAGE, TOWN OR CITY THAT IS GOVERNED BY A MAYOR AND COUNCIL BUT IS CONSIDERED A "FREE CITY".

