

## **Social Studies Washington State History**

### **4th Grade Interactive Model of Body Systems Lesson Plan**

1. **Goal** –  
During this lesson, students will be able to create inferences, questions and statements using photos that show the different physical characteristics of the regions of Washington. Students will be able to describe and identify regions of Washington based on characteristics.
2. The **national and/or state standard** addressed are Washington State Social Studies Standards
  - A. 4. G1.1 Construct and use maps to explore the movement of peoples
  - B. 4.G1.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states and countries.
3. **Objective(s)** –
  - A. During this lesson, students will be able to summarize the main idea and supporting details as they read about Washington’s varying regions.
  - B. Students will be able to discuss and sort characteristics and pictures relating to the different regions of Washington.
4. **Connections** –
  - A. This lesson builds on previous lessons by having students recall what they learned about geographical landforms. They will use their knowledge to identify the given characteristics and pictures discussing what makes them different. Students will then further this understanding by reading about the unique regions of Washington that are different based on location or area. Students will be applying their understanding of identifying main ideas and details in reading, to take two column notes in their notebooks on the differences.
5. **Instructional Activities**  
*Introduction/ Gallery Walk:* Post photos around the room that display Washington’s different regions and landforms. Next to photos, a recording sheet should have the following columns (See, Think and Wonder) with the prompts I see... I think.. I wonder...Review with students possible responses for each prompt. Students will go around the gallery walk with a partner. Partners will have one minute to look at a photo and discuss possible ideas for each of the three prompts. Then students will have one minute to agree on one idea to write down below each prompt. Students do not write names with their responses. Repeat until students have been to all the photos displayed.

*Activity:*

Teacher directed reading of the text- as the class reads, Chapter 1 Lesson 2 about Washington’s regions, the class will be completing their two column notes, highlighting main ideas and details for each subtopic. The students will direct the ideas written down.

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After reading each section, have students think about the main idea and a detail or two, and then share with their partner. Then these groups will share out to record the suggestions given.

*Exit slip:* Using white boards, students will look at various pictures and identify which Washington region the photo shows. Students will write their response on the white board and show teacher, as an informal way to assess their understanding of the communities.

### 6. **Instructional resources and materials** –

Gallery Walk photos of Washington Regions and landforms

Washington Social Studies Textbook by Houghton Mifflin

Interactive Social Studies Notebooks

White boards and markers

Projector and Elmo to display notebook pages on board

### 7. **Assessment** –

*Formative* assessment for this lesson will be student responses on white boards using photos from the gallery walk to identify the regions.

*Formal Formative* assessment for this lesson will be the student's completion and discussion of the two column notes in the interactive notebooks, based on the reading.