

Natural Communities of Georgia Multi-Subject Lesson Plan

The robust activities created by Cicely Austin, Tasha Messer, Patricia O'Connor and Holly Roth presented within these complimentary lessons will demonstrate the real-world application and connection between a variety of academic subjects and special areas.

3rd Grade Social Studies

Creator Name and School:

Cicely Austin/Indian Creek Elementary School

Standards:

SS3G1 The student will locate major topographical features. b. Identify major mountain ranges of the United States of America: Appalachian.

SS3E1 The student will describe (the four) types of productive resources: a. Natural (land)

Materials List:

shoe boxes, printed cloze passages, teacher-prepared PowerPoint.

Lesson Opening:

The teacher will read the following definition of topography to the class: "Topography is a detailed map of the surface features of land. It includes the mountains, hills, creeks, and other bumps and lumps on a particular hunk of earth. This handy word is a Greek-rooted combo of *topos* meaning "place" and *graphein* "to write." The suffix *-graphy* means writing or representation made in a specific way, and shows up in familiar words like *photography*, *oceanography*, or even *geography*, which is similar to *topography*, but refers to where things are, but not what's on top. *Topography* represents a particular area in detail, including everything natural and man-made — hills, valleys, roads, or lakes. It's the geographical contours of the land" (Author Unknown, n.d.).

This definition will also be posted on the active board for students to read. Next, the teacher will ask students to turn to an elbow partner and take turns blurting out all the topographical features they can think of. Next, the teacher will use equity sticks to call on students to share their examples of topographical features.

The teacher will read the following definition of natural resources to the class: "a naturally occurring source of wealth, as land or water, natural resources, the natural wealth of a country, consisting of land, forests, mineral deposits, water" (Author Unknown, n.d.).

This definition will also be posted on the active board for students to read. Next, the teacher will ask students to turn to an elbow partner and take turns blurting out all the natural resources they know of in **Georgia**. Next, the teacher will use equity sticks to call on students to share their examples of natural resources in Georgia.

Lesson:

Students will be given a sheet with cloze passages to complete while watching a teacher created Power Point about the Appalachian Mountains. Emphasis will be placed on the Appalachian Mountains' Georgia terminus. The topographical features and natural resources of the Georgia terminus will be discussed using the following questions (these questions are linked to the cloze passages):

1. What geographical region is home to the Appalachian Mountains?
2. Describe the topography of the Appalachian Highlands.
3. What is Springer Mountain's position on the Appalachian Trail?

4. Name some topographical features you observe on the Power Point.
5. Name some native Georgia plants as you see them on the Power Point.
6. How does weather and erosion impact plants in the Blue Ridge?
7. The Blue Ridge is known for apple farms, how does this natural resource impact the local economy?
8. How do the natural resources and topographical features of the Blue Ridge region impact tourism?

Following completion of the cloze passages. Students will be given the following instructions to start building a diorama of the Blue Ridge region, including the Appalachian Mountains:

1. Working with a partner, you will go outside to collect specific materials to create a diorama.
2. You must collect hickory samples (if available) oak tree samples, and pine tree samples (sample hickory, oak and pine items will be provided, physical characteristics will be discussed to ensure authentic samples are collected).
3. Collect rocks, grass, and moss.

Students will be guided to create a diorama that represents the Blue Ridge region. With "Mixed pine and oak woodlands, and forest that occur on xeric, convex, rocky, south-facing, thin-soiled slopes and low, narrow ridge tops" (Edwards, Ambrose, Kirkman. 2013).

Students will be guided around the school campus to find the items listed above. Upon returning to the classroom, partners will sort through their samples and start building their dioramas.

Lesson Closing:

Students will set their dioramas to the side (to be completed next lesson). Students will return to their completed cloze passage sheets. The teacher will ask the students to read their completed passages out loud.

Cloze Passages:

1. The Appalachian Mountains are found in the _____ geographical region of Georgia.
2. The topography of the Appalachian Highlands includes _____, _____, and _____.
3. Springer Mountain is the _____ point of the Appalachian Trail.
4. Native trees in the Blue Ridge include _____, _____, and _____.
1. You will see many _____ cove _____ on moist, _____ north-facing _____ in the _____.
5. The Blue Ridge region receives heavy _____.
6. _____ and _____ causes _____ in the Blue Ridge.
7. The Blue Ridge is known for _____ farms, this _____ resource impact the local economy in terms of earned income for farmers (producers).
8. The _____ resources and _____ features of the Blue Ridge region impact the region positively in terms of _____ visiting the region and spending _____.

Word Bank:

Blue Ridge, broadleaf deciduous, fertile plateaus, topographical, rivers, sharp peaks, forests, Southernmost, hickory, erosion, slopes, oak, cool, pine, rainfall, rainfall, steep slopes, apple, natural, natural, tourists, Blue Ridge, money.

References:

Edwards L., Ambrose J., Kirkman K. The Natural Communities of Georgia. 2013.

Topography definition. Retrieved on May 2, 2017 from <https://www.vocabulary.com/dictionary/topography> Natural Resource definition. Retrieved on May 2, 2017 from <http://www.dictionary.com/browse/natural-resource>

3rd Grade Social Studies & ELA

Lesson Title & Grade Level: Flat Stanley & the Natural Ecoregions of Georgia, 3rd & 4th grades

Your Name, Your School Name: Created by Patricia O'Connor, Rowland Elementary

Program Description: We have several Flat Stanley book clubs for 3rd and 4th graders. We meet at lunch, we read the original *Flat Stanley* book by Jeff Brown, and then the students make several Flat Stanley's of their own. They can take their Flat Stanley on adventures, taking pictures of him along the way. They can mail Flat Stanley to relatives and friends to do likewise. They can ask staff at our school to take him out of town during holidays. There are all sorts of options to get Stanley on the road. In this unit, students will be sending Stanley out on trips to somewhere in the natural ecoregions of Georgia Blue Ridge Ecoregion, Cumberland Plateau Ecoregion, Piedmont Ecoregion, Coastal Plain Ecoregion, and Maritime Ecoregion. When pictures of Stanley come back, students will place pictures of Stanley on the Georgia map outside of the media center and will create a scrapbook page for Stanley's travels. (This unit can be expanded to an entire class.)

Curriculum Standards: This is an across the curriculum unit, so various standards will be cited for 3rd grade. This same unit can be adapted for other grades.

SS3G1 Locate major topographical features on a physical map of the United States. a. Locate major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson, and St. Lawrence. b. Locate major mountain ranges of the United States of America: Appalachian, Rocky.

S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia. a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions. b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.

ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Materials (Suggested) Needed:

Flat Stanley books by Jeff Brown

The Natural Communities of Georgia by Leslie Edwards, Jonathan Ambrose, and L. Katherine Kirkman
Regions and Rivers of Georgia by Kopp

Georgia Off the Beaten Path: A Guide to Unique Places by Janice McDonald

<http://georgiainfo.galileo.usg.edu/topics/geography/article/geographic-regions-of-georgia>

<https://sites.google.com/site/georgiaregions/home>

<https://www.teacherspayteachers.com/Product/Georgia-Habitats-Unit-2294222>

GALILEO for Kids ebooks about Georgia.

Teaching Outline:

Students meet in book club and read *Flat Stanley*, a very short chapter book, and make their own Flat Stanley's.

Note: Stanley becomes flat when a bulletin board falls on him one night. He can eat, talk, walk around, etc.; he's just flat. The advantage of this condition is that he can travel anywhere for the price of an envelope and stamp. Pretty nice!!

In this unit, each book club member must research and choose one ecoregion/a place within the ecoregion he or she wants Stanley to visit and explain why Stanley should visit there by answering these questions:

What is interesting to you there?

What do you and Stanley want to find out and see there?

For example, the student might want Stanley to visit Tybee Island, which is part of the Maritime Ecoregion.

The student could take Stanley there with family, could send him to a family member/friend who lives nearby, could have a teacher take him, or could mail him (with an explanatory letter) to the mayor/other official of Tybee Island, GA, for photo ops. Addresses can usually be found using a city's official website.

Once a picture of Stanley comes back, the student marks the location on the map and creates a page of information about where Stanley visited, which should include a plant, an animal, and an insect that can be found in Stanley's travel location. On the page of information, the student should include answers to the above two questions, along with a description about what Stanley saw and learned in his travels. Students will also describe the plant, animal, and insect they chose from that region and explain why it survives in that ecoregion.

Stanley's completed page will be included in the book club's Flat Stanley scrapbook.

3rd Grade Science

Lesson title and grade level: Plant parts and GA regions, 3rd grade, Severe and Profound (SID/PID) Intellectual Disabilities (ID) Special Education

Teacher name and school: Ms. Roth, Rowland Elementary School

Program description:

The students will practice good classroom management skills while listening to a book about parts of a plant including following simple one-step directions. The students will investigate the parts of a plant with a real plant to manipulate for needed sensory input and real world application. The students will then complete an adapted worksheet noting four parts of a plant: flower, stem, leaves, and roots from a field of two answer selections with one answer selection being a blank distractor. The students will need hand over hand assistance to glue on their selected answer to the worksheet.

- **Concerning SID/PID population:**

For students at the SID/PID level you cannot address the depth and breadth of multiple standards. Concerning this standard the students can work on identifying part of a plant. For SID/PID students they may work on one to two standards for an entire school year. The students need repetition throughout the school year to master the standard. Be prepared to work on continual basis, stopping only when the needs of the students change.

Curriculum standards:

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

b. Identify features of green plants that allow them to live and thrive in different regions of Georgia.

Materials needed:

1. Book, *How a Plant Grows* by Bobbie Calman
2. Real pictures of plants
3. 1 plant sample
4. Voice Output Devices, such as two device BIG Macks or 2-choice rocking plate (based on student needs)
5. Board maker symbols, such as yes, no, stop, turn the page, and finished
6. Adapted worksheet

Teaching outline:

- **Needed student supports for SID/PID population:**

- a. Multi-sensory approach
- b. It is important to have hands on manipulatives (specifically for visually impaired) the students can touch/feel along with other sensory supports.
- c. Depending on the students' needs there should be limited choices to minimize distractions for the students, including blank distractors.
- d. Specific color backgrounds
- e. Sound association
- f. Simplify directions
- g. Allow extra time for processing and responding
- h. Cue important information
- i. Work toward lessening the prompt level and frequency from most invasive to least as activity progresses
- j. If testing, test student individually with familiar teacher providing IEP mandated support

- **Concerning the Georgia Alternative Assessment:**

If using this standard/lesson for the Georgia Alternative Assessment (GAA) student portfolio: Summative assessments, including the adapted worksheet could align to primary pieces of evidence in the student GAA portfolios. Observations would align to secondary pieces of evidence on the student's GAA portfolios. The students will need various types and frequency of prompting to complete the activity. Teachers and paraprofessionals working with the students need to work on lessen the frequency of the prompting and move to less invasive prompting as they transition from one collection period one to collection period two in GAA portfolio.

- 1. Introduction:**

The students have no foundation for the standard concerning plant parts, regions of GA, and what makes specific plants regional. Learning will take place in the self-contained special education classroom. The students will be grouped into one whole group while being introduced to the topic but break into one-on-one instructional time with the teacher and paraprofessionals to manipulate materials, manipulate models, answer basic yes/no questions along with open-ended questions (depending on IEP goals and grading rubric) about the topic.

- 2. Activity Description:**

The teacher/paraprofessional will read the book, *How a Plant Grows* by Bobbie Calman. The students will demonstrate appropriate classroom work habits, such as quiet hands and feet on the floor. In addition, the students can use the Big Mack switch with the "turn the page" Board maker symbol to advance the reading of the book. The students will need hand over hand assistance to turn the pages. The teacher/professional can ask simple yes/no questions while reading the book using the Big Mack switches with possible answer selections (some students need a field of one answer selections as opposed to a field of two.) When the book is finished, the students can indicate the book is "finished" by using the hand signal or pressing the Big Mack switch with the board maker symbol for finished.

The students can look at real pictures of plant parts (for those students who are not visually impaired.) The teacher/paraprofessional can point out the parts of the plant. Other students can feel the real parts of the plant with a real/fake plant. Once again, the teacher/paraprofessional can point out the parts of the plant. For SID/PID students four parts of the plant may be too overwhelming and you will have to work on correctly identifying one or two parts.

To complete the adapted worksheet, the students will be asked to identify parts of the plant. The teacher/paraprofessional will have to use their professional discretion to address the cognitive and physical needs of each students concerning the type and number of questions, number of answer selections, frequency of prompting, type of prompting, and valid student method of response (eye gaze, touching, pointing, vocalizations, head switch device, finger device, other voice output devices, etc.) For visually impaired students a tactile manipulative will need to be used in coordination with the answer selection. Some students will need full to partial physical assistance. The students will need to make an answer selection then glue their selection on the worksheet.

3. Wrap-Up:

- a. Teacher and Paraprofessional observation noting prompting level and frequency. Students answers simple yes/no or open ended questions (student needs based) to teacher and paraprofessional questions about the various parts of a plant. The observations can be used for GAA 1st and 2nd collection secondary evidence.
- b. Monitoring behavior, Behavior Intervention Plan (BIP) data sheets, if needed
- c. IEP data sheets relative to the work to be completed
- d. Adapted special education grading rubric
- e. Adapted worksheet. The worksheet can be used for GAA 1st and 2nd collection primary evidence.

Resources:

PebbleGo, What are plants? article, <https://www.pebblego.com/modules/2/articles/2127>

Brainpop, Seed plants video, <https://www.brainpop.com/science/diversityoflife/seedplants/>

3rd Grade Music, Art and PE

Lesson Title:

BEAT STROKE PUSH: Splendidly Creative Georgia

The Sights, Sounds and Movements of the Natural Communities of Georgia

Grade Level:

3RD GRADE-Music/Art/PE

Creator Name & School:

Tasha L. J. Messer/Sagamore Hills Elementary School

Program Description:

Students will gain a deepened understanding of Georgia's creative heritage by listening and learning to sing songs from prominent genres, sketching related images, and participating in physical activities in the natural communities related to each of its five ecoregions (Coastal Plain (*Gullah-Gee Chee & Jazz*), Piedmont (*Rhythm and Blues*), Blue Ridge (*Blue Grass*), Ridge & Valley (*Classical*) and Appalachian/Cumberland Plateau (*Folk*)).

Curriculum Standard:

D. Cultural and Historical Context

M3GM.9 – Understanding music in relation to history and culture

- a. Perform, listen, move and/or distinguish between music from various historical periods and cultures (e.g., various world regions).
- b. Describe how music and musicians function in various cultures.
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

VA3C.1 – Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Makes interdisciplinary connections, applying art skills and knowledge to improve understanding in other disciplines.
- b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

PE3.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Chooses to participate in partner or team activities.
- b. Participates in cooperative problem solving activities.
- c. Demonstrates a healthy approach to results of group activities.

Materials Needed:

The Natural Communities of Georgia book, Promethean Board, song lyrics (*provided by teacher based on professional preference*), instruments, document camera, portable music stands, chart paper, sketch pads, assorted pencils, iPads, DVD, water resistant shoes, chart paper

Teaching Outline:

Over this ten week learning segment, students will take an abstract look at the five Georgia regions natural communities through a unified music, visual arts and physical education prospective. During which they will listen to the afore mentioned musical genres from each of the five Georgia regions, separated in two week increments, by taking virtual tours of each area via their Visitor Bureau websites. An overnight field trip to the Georgia Music Hall of Fame located in Macon, Georgia will be taken after the first five weeks as a formative assessment activity. Another overnight 3-day field trip will be planned as a culminating activity. This location will be selected through the democratic process, voting among the students and presented to school leadership as a persuasive writing activity.

As a part of the music segment, physical copies of pre-selected lyrics from each ecoregions musical genres and links to websites will be provided for practice and mastery purposes. Comparison with graphic organizers will be made regarding the effect the natural environment and cultural community had on inspiring these sounds. Upon completion, students will select their favorite regions and or genre and research it in-depth to later debate in selecting the culminating activity location. A mini performance will be put on in tribute to the natural communities' influence on the music.

Within their Visual Arts block, students will expand on their knowledge gained in Music by creating custom designed sketchbooks representative of a natural community from each of

the five Georgia ecoregions. It will include a table of contents indicating where images and information for each can be found. A few pages within each section will remain blank for: insertions of actual photographs with student drawn replications and an area for teacher/peer feedback.

During PE those weeks, students will practice physical activities related to surviving in the various ecoregions. They will then apply these techniques in the creation of a team building dance routine using this area's prominent musical genre as the background music at the culminating activity location (TBD).

Resources:

<http://www.naturalcommunitiesofgeorgia.com/>

<http://www.gacoast.com/navigator/quimbys.html>

<https://www.maconga.org/about/music-heritage/>

<http://www.exploregeorgia.org/itineraries/bluegrass-old-times-music>

<https://mainlynorfolk.info/sandy.denny/records/georgiaonourmind.html>

http://www.southernmuseumofmusic.com/Spotlight/01-Southern_States/Georgia.htm

<http://www.georgiaencyclopedia.org/articles/arts-culture/geechee-and-gullah-culture>