

Regions Of California: An elementary-level lesson  
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Language Arts Standards

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.

1.4 Give precise directions and instructions.

Organization and Delivery of Oral Communication

1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).

1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.

1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.

1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

Analysis and Evaluation of Oral Media Communication

1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

## Structural Features of Informational Materials

2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

## Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

2.5 Compare and contrast information on the same topic after reading several passages or articles.

2.6 Distinguish between cause and effect and between fact and opinion in expository text.

2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

## Social Studies Standards

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.

2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.

3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.

4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.

5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

Objective: Students will understand that California is divided into 4 different regions. Students will know the features and characteristics of each region.

Background Knowledge: Students will use their prior knowledge of the various characteristics of California to master the lesson objectives.

Anticipatory set:

Students will view a slide show of photos from different locations across California. The slide show will feature major landmarks in California as well as less well-known areas of California (optional: a montage of movie clips featuring locations in California). Tell students that California has been the location of many movies and that the entertainment industry has played an important role in the economic success of California. Also that tourism is vital to the economy as well. Ask students why California might be used in so many different movies. Ask students where they have traveled in California and why they went to that particular area.

Direct instruction: (This portion is covered in the Social Studies book.)

Explain to the students that California is divided into 4 different regions according to their climate and the land. Mountain region, Coastal Regions, Valley Regions and Desert Regions.

Using a topographical map show the students the different regions of California. Point out the Sierra Nevadas and the Coastal Ranges. Ask students what the climate is like in the Mountain Region, remember the factors that determine climate. Show slides of mountain regions. Do the same for Valley Region, Coastal Region and Desert Region.

Guided Practice:

Give all students a map of California and as a class we will add the major landmarks such as the: state capital, mountain ranges, major cities, lakes and the ocean. As a class we will find and shade the different regions.

Independent practice:

Students will be placed into groups of 5 and given an article from the digital newspaper collection. Each of these articles will focus on a different region of California. The students will read the article and determine which region is being described or discussed. Once the group has correctly identified the region they will work together to create a brochure that highlights the region. The students will use the Internet to find the highlights and landmarks that are in the region.

Assessment:

Students will be assessed using both a formal and informal assessment. The students will also present their brochures and explain their contribution to the project. The students will be assessed in four areas: accuracy of information, presentation, creativity and individual contribution.