

Teaching Tips

Our Region – Fourth Grade Program

- ✓ Refer to the colored side bars on the pages throughout the guide book for helpful suggestions and teaching tips.
- ✓ Remember to speak with the teacher prior to the activity to be sure you will have tape, tacks, or magnets to display the JA posters.

Activity 1

- As you ask students the three sets of questions about regions and resources, write their “resource” answers on the board, but do not initially include the headings. When you finish the questions, ask the students if they see any similarities within each group and then add the headings as you define each of the three types of resources.
- You may select to wait until the 3rd lesson to have them put their post-it flags on the map. By lesson 3, they have a better understanding of where to put their business in conjunction with the resources needed.

Activity 2

- You may want to have each student work individually to choose his/her own business and identify resources needed to operate that business.
- Give the students a few examples of a business, such as a construction company, hair salon, or clothing store, to help get them started.
- Prior to filling out part 1 on page 3 of the Regional Resources workbook, allow the students an opportunity to view the CD-Rom “Our Region” if the classroom has the capability to do so.

Activity 3

- You may choose to bring in a box of cereal as a visual for the students when doing this activity.
- It is recommended that you call a student to the poster to find the farm and then mark an “X” on the farm so that the rest of the class can locate it and follow along on their worksheets. Then call another student to the poster to find the mill, mark an “X” on the mill and so on.
- You might choose to hold onto the car e-racers until activity 4 when you discuss the little e-racer company.

Activity 4

- Explain that tracking the income, expenses, profits and losses of a business is a job performed by an accountant. (In the guide book, the accountant is referred to as a bookkeeper.) You may need to take extra care in explaining the concepts of income and expense. Some students seem to get income and profit confused, as they also do with expense and loss.
- It is important to explain in detail this activity as the information is used during activity 5 to play the game. The game will be played more smoothly if they have a good understanding of income and expense.

Activity 5

- Remember to prepare all the game pieces, money, etc. in advance; you may even divide them into envelopes for each game board.
- As a suggestion – we recommend using option 1 to play the game. You will divide into five groups and each student in the group will play a different role.
- Consider serving as the *Enforcer*, if class size allows. If the class is too small, you may combine the *Reader* and the *Mover* into one player.

Activity 5 continued

- Make sure the students understand that they are trying to complete two tasks: find five sources they need and turn a profit.
- On page 6, where the students record their income and expenses, in the expense section, you will notice the five boxes, five pictures, and five lines. This portion can be a little confusing as they decide where to record the expenses, as there are other expenses besides the ones for the five resources they need. The students should put a check in the box when they have found that resource, and then record the amount on that line. Extra lines are typically needed and may be added at the bottom of the page.
- You may want to ask the teacher if the class has calculators available to use. This will help with calculating the totals at the end of the game.