



# It's Not a Ford...It's a Fjord!

## Learning Landforms and Bodies of Water through Word Association

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<b>Grade Level</b>	6
<b>Duration</b>	3 class periods

**ELL Adaptation by** M. Barbara Stout

National Standards	AZ Standards	Arizona Social Science Standards
<p><b>GEOGRAPHY</b>  <b>Element 2: Places and Regions</b>            4. The physical and human characteristics of places.</p>	<p><b>ELA</b>  <b>Vocabulary Acquisition and Use</b>            6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>GEOGRAPHY</b>  <b>The use of geographic representations and tools helps individuals understand their world.</b>            6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns</p>

SIOE Elements		
<p><b>Preparation</b>            Adapting content            Linking to background  <b>Linking to past learning</b>            Strategies used</p>	<p><b>Scaffolding</b>  <b>Modeling</b>            Guided practice            Independent practice  <b>Comprehensible input</b></p>	<p><b>Grouping Option</b>            Whole class            Small groups  <b>Partners</b>            Independent</p>
<p><b>Integrating Processes</b>  <b>Reading</b>  <b>Writing</b>            Speaking  <b>Listening</b></p>	<p><b>Application</b>            Hands on            Meaningful            Linked to objectives            Promotes engagement</p>	<p><b>Assessment</b>  <b>Individual</b>            Group  <b>Written</b>            Oral</p>

Arizona ELP Standards
<p><b>Grade 6</b>  <b>Basic</b>  <b>Listening and Reading</b>            Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate</p>

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listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

### Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Standard 5 By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.

B-2: use general academic and content specific words, phrases, and phrases to express ideas.

## Overview

The world map displays a large group of vocabulary words to identify landforms and water bodies. How is a gulf different from a bay? What makes a lake different from a reservoir?

## Purpose

In this lesson, students will learn the terms for various landforms and bodies of water increasing their geographic vocabulary, as well as, identifying and locating the world's landforms and water bodies on a map. This lesson contains adaptations for diverse learners (ELLs).

## Key Vocabulary

**gulf or bay** – a part of the ocean surrounded by a “c-shaped” area of land

**island** – land surrounded by water

**mountain** – a rounded or pointed elevated landform

**plateau** – a flat elevated landform

**strait** – narrow waterway between two pieces of land

**iceberg** – a large piece of frozen water floating in the ocean

**canyon** – deep narrow valley with high cliffs

**river** – a large natural stream of water

**peninsula** – a piece of land surrounded on 3 sides by water

**fjord** – an inlet of the sea that has high steep sides

**continent** – one of the 7 largest landforms on earth

**foothills** – small mountains at the bottom of the mountains

**waterfall** – water flowing over a cliff

**lagoon** – enclosed shallow body of water

**archipelago** – a row of islands in the ocean

## Materials

- A large physical map of the world (labeled)
- Student Handout and Answer Key
- Map Labels (laminated on white cardstock)
- Masking tape
- Container
- Map Activity sheets
  - Printed on **tan** paper for landforms
  - Printed on **light blue** paper for bodies of water
- Projection device
- Descriptive Paragraph Frame
- Model of a Descriptive Paragraph Frame
- Categorize the Terms and Answer Key
- Possible Word Association Sheet (for additional labels)

## Objectives

The student will be able to:

- Define various geographic terms.
- Locate landforms and water bodies on a map.

## Procedures

### SESSION ONE and TWO

1. Introduce this lesson by providing the students with a definition of a landform and a body of water. For example, "a landform is a piece of land that was formed by nature." The major landforms are mountains, hills, plateaus, and plains. Tell the students that they will be learning about the landforms just named, as well as other less familiar landforms. (**Scaffolding: Comprehensible input**)
2. Explain that Earth is about 70% water. About 97% of this water is ocean water and salty. Only about 3% of Earth's water is fresh and that 2% of the fresh water is in glaciers and ice caps. The other 1% is in lakes and rivers or stored

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underground in layers of rock. Tell the students that they will be learning about bodies of water as well as landforms. **(Scaffolding: Comprehensible input)**

3. Create a T Chart on the whiteboard or use a projection device. Distribute paper for students to make their own T Chart. Label one side of the T Chart "Landforms" and the other side "Water Bodies." Have the class contribute all of the names that they know for each. **(Preparation: Linking to past learning, Integrating Processes: Listening, Writing)**
4. Distribute, project, and explain the Vocabulary Cards. Allow students who may need extra help to keep these cards at their desks. Add any Vocabulary Card landforms or water bodies not identified in procedure 3 to the whiteboard or list. **(Scaffolding: Comprehensible input)**
5. Project an example of the Student Handout and explain to the class that they will be learning about landforms and bodies of water, and where these landforms and bodies water are located around the world.
6. Distribute the Student Handout to pairs of students. Give the instructions that one student will write the name of the term and the definition, and one student will draw a picture of the term. **(Grouping Option: Partners, Integrated Processes: Reading, Listening, Writing)**
7. Project the It's Not a Ford. It's a fjord. PowerPoint. Stop at each slide and allow enough time for student pairs to write down the definition and create the drawing.
8. If time, have groups exchange papers and grade with the projected Answer Key.

### SESSION THREE

*Prior to the lesson: Post a large physical map of the world (labeled) on the classroom wall where students can reach. Laminate the arrows on white cardstock and have a container to hold the arrows. To make this more challenging, print multiple copies of the labels so more examples are found on the World map. Place masking tape near map. Print copies of Map Activity sheet on both tan and blue paper.*

1. Divide students into pairs. Model for the students how to draw a laminated arrow out of a container. Then have the class determine if the arrow is for a water body or landform. Then select the corresponding color (blue or tan) Map Activity sheet reflecting by the arrow that names a water body or landform. Remind students of the yesterday's instructions on how to complete the worksheet. **(Scaffolding: Guided Practice, Modeling)**

2. Have partner groups draw out of the container and complete their worksheet.
3. As a group finishes the Map Activity sheet, they will put their arrow on the World map pointing to an example of that body of water or landform. If time, have them select a different arrow from the container and do a different landform or body of water until the container is empty.
4. Distribute the Categorize the Terms assessment. Have students identify landforms and water bodies from the word choices. **(Assessment: Written, Individual)**
5. Have students complete the Descriptive Paragraph Frame or assign them to write about one landform or water body. Share the Model of a Descriptive Paragraph Frame if desired. **(Assessment: Written, Individual)**

## Assessment

### Geography and ELA

The Student Handout can be graded for the correct definition of the term (5 pts) and an appropriate drawing to illustrate the term (5 pts). Mastery will be considered a score of 80% or higher.

The Map Activity sheets can be scored in the same manner as the Student Handout with an additional 5 points for locating the physical feature on the map. Mastery will be considered a score of 80% or higher.

The Categorize the Terms will measure vocabulary acquisition. Mastery will be considered a score of 80% or higher.

The Descriptive Paragraph describing a water body or landform can be graded for vocabulary acquisition. Mastery will be considered a thorough definition and illustration of one landform or water body.

## Extensions

Labels could be made of the Possible Word Associations. Repeat the assignment using these new words by having student research the definition for the terms and locating the landform or water body on the map.

Students could use blank maps of the world to label specific landforms or bodies of water.

Students could play a concentration/match game with terms, definitions, and illustrations. They could create their own cards or use cards created by the teacher.

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Students could locate examples of landforms and bodies of water in current events articles and make posters showing their locations.

Students could write an adventure story using a set number of landforms or bodies of water. These can be predetermined by the teacher or chosen by the student from those already covered in class.