



Mountain Magic: Identifying the Basic Physical Characteristics of Mountains

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Grade Level 1-2
Duration 2 class periods

ELL Adaptation by Karen Guerrero

National Standards

GEOGRAPHY

Element 2:

Places and Regions

4. The physical and human characteristics of places

Element 3: Physical Systems

7. The physical processes that shape the patterns of Earth's surface.

AZ Standards

ELA

Writing

Production and Distribution of Writing

1.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Language

Conventions of Standard English

1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- c. Generalize learned spelling patterns when writing words.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

The use of geographic representations and tools help individuals understand their world.

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts. Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks

2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

SIOP Elements

Mountain Magic: Identifying the Basic Characteristics of Mountains

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

Arizona ELP Standards

Stage II

Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

B-6: making connections to text while reading (text-to-text and text-to-self).

Writing

Applications

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

B-8: participating in the guided writing of a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.

Standard 2: The student will identify and apply conventions of standard English in his or her communications. The student will identify and apply conventions of standard English in his or her written communications by:

B-4: using resources to spell words (word walls, environmental print, picture dictionaries).

B-7: using periods, question marks and exclamation points with instructional support.

Overview

Due to improvements in technology and mass globalization, our students live in a smaller world today. It is imperative that students know about the natural characteristics of the earth to bring about a greater understanding of the planet as a whole.

Purpose

In this lesson, students learn about mountains and mountain ranges as distinct landforms with the related geographical vocabulary.

Key Vocabulary

pass – a way to pass between mountains

peak – a point at the top of a mountain

mountain – an elevated area of the earth's surface

personification – representation of an object as a person; having human qualities

Materials

- I Am a Mountain worksheet
- I Am a School example
- National Geographic - *Going Up the Mountain* or other non-fiction selection about mountains from school library

Objectives

The student will be able to:

- Describe mountains with the related geographic vocabulary.
- Write a personification.
- Use correct punctuation and spelling.

Procedures

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SESSION ONE

1. Draw a KWL chart on the whiteboard or chart paper. Brainstorm prior knowledge about mountains and record responses on the paper or the whiteboard. **(Preparation: Linking to past learning; Integrated Processes: Reading, Speaking)**
2. Project the book *Going Up the Mountain* (or other suitable book for learning about mountains). Conduct a picture walk through the book pointing out such geographical terms as mountain, peak, base, summit, pass, timberline, and snowline. Add these to the Word Wall. Discuss how mountains found together form a mountain range or a mountain chain. Perhaps point out some examples on a physical map. **(Scaffolding: Comprehensive input, Application: Linked to objectives)**
3. Do a shared reading of the book. When finished, add new knowledge to the KWL chart. **(Integrated processes: Listening, Speaking)**

SESSION TWO

1. Review the KWL chart from Session One and brainstorm the characteristics of a mountain again. Re-read the book. **(Preparation: Linking to past learning; Integrated Processes: Reading, Speaking)**
2. Discuss personification as a writing style. *Personification is the representation of an object as a person; having human qualities.* Add personification to the Word Wall. Project the personification example, I am A School. Have students read the example and discuss what else could have been said in the writing about a school. In groups have the students take an object (like a pencil) and have them dramatize personification

using the object. **(Application: Promotes engagement; Grouping: Small groups)**

3. Distribute the I Am a Mountain worksheet. Keep projecting the I Am a School example. Encourage the use of the learned geographical terms on the Word Wall. **(Scaffolding: Comprehensive input)** Allow students to work with a partner. **(Grouping Option: Partners, Assessment: Written)** Have a few students share their worksheet orally as they complete the assignment to help others with examples. **(Integrated Processes: Speaking)**

Assessment

ELA and Geography

The I am a Mountain writing assignment can be assessed with focus on Voice and Conventions using the 6 Traits Writing Rubric. Mastery will be considered a score of 4 or higher on the rubrics.

Extensions

Students can learn the major mountain range of each continent. See Leapin' Landmarks lesson: <http://geoalliance.asu.edu/leapin> Map: <http://geoalliance.asu.edu/sites/default/files/maps/LEAP-LND.pdf>

Students can read *Ming Lo Moves A Mountain* by Arnold Lobel. They may make a Venn diagram of Ming Lo's home and their homes.

Sources

National Geographic Society, Going Up the Mountain by David Tunkin ISBN 0792292227