# Mountain Magic: Identifying the Basic Physical Characteristics of Mountains

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**Grade Level**: 1-2  
**Duration**: 2 class periods  
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## 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 maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.
## Mountain Magic: Identifying the Basic Characteristics of Mountains

<table>
<thead>
<tr>
<th>SIOP Elements</th>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping Option</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adapting content</td>
<td>Modeling</td>
<td>Whole class</td>
</tr>
<tr>
<td>Linking to background</td>
<td>Linking to past learning</td>
<td>Guided practice</td>
<td>Small groups</td>
</tr>
<tr>
<td>Strategies used</td>
<td></td>
<td>Independent practice</td>
<td>Partners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehensive input</td>
<td>Independent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrating Processes</th>
<th>Application</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Hands on</td>
<td>Individual</td>
</tr>
<tr>
<td>Writing</td>
<td>Meaningful</td>
<td>Group</td>
</tr>
<tr>
<td>Speaking</td>
<td>Linked to objectives</td>
<td>Written</td>
</tr>
<tr>
<td>Listening</td>
<td>Promotes engagement</td>
<td>Oral</td>
</tr>
</tbody>
</table>

### Arizona ELP Standards

**Basic**

**Listening and Reading**
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 listening, reading, and viewing.

B-2: identify key details in a variety of literary texts and presentations.

B-5: identify and describe similarities and differences within a text.

**Standard 2**

By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequent academic, and content-specific words and phrases, and some common expressions.

**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-1: deliver short oral presentations that include some details to develop a topic.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

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**Grade 2**

**Basic**

**Listening and Reading**
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 listening, reading, and viewing.

B-2: determine the central topic or message.

B-5: identify and describe similarities and differences between two texts.

**Standard 2**

By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

**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-1: deliver short oral presentations that include some details to develop a topic.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.
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

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: Comprehensible 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
Mountain Magic: Identifying the Basic Characteristics of Mountains

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