ELL Adaptation For

I Am a Rock, I Am an Island: Describing Landforms and Bodies of Water

<table>
<thead>
<tr>
<th>Author</th>
<th>Julie Letofsky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>1-2</td>
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<tr>
<td>Duration</td>
<td>2 class periods</td>
</tr>
</tbody>
</table>

| ELL Adaptation by | Horton, Stewart, Slater, Corfman |

### SIOP Elements

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting content</td>
<td>Linking to background</td>
<td>Whole class</td>
</tr>
<tr>
<td>Linking to past learning</td>
<td>Linking to past learning</td>
<td>Small groups</td>
</tr>
<tr>
<td>Strategies used</td>
<td>Strategies used</td>
<td>Partners</td>
</tr>
<tr>
<td></td>
<td></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>Reading</td>
<td>Individual</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing</td>
<td>Group</td>
</tr>
<tr>
<td>Speaking</td>
<td>Speaking</td>
<td>Written</td>
</tr>
<tr>
<td>Listening</td>
<td>Listening</td>
<td>Oral</td>
</tr>
</tbody>
</table>

### TESOL Standard(s)

**Goal 2, Standard 1**
To use English to achieve academically in all content areas: Students will use English to interact in the classroom
- following oral and written directions, implicit and explicit
- asking and answering questions

**Goal 2, Standard 2**
To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form
- listening to, speaking, reading, and writing about subject matter information
- gathering information orally and in writing
- retelling information
- selecting, connecting, and explaining information
- responding to the work of peers and others
- representing information visually and interpreting information presented visually
- formulating and asking questions
- understanding and producing technical vocabulary and text features according to content area demonstrating knowledge through application in a variety of contexts
**Arizona ELP Standards**

**ELL Stage II**
**Basic**
**Writing**

**Standard 2:** The student will identify and apply conventions of standard English in his or her communications.  
B-6: capitalizing the pronoun "I", names, and the first word of a sentence.  

**Standard 3:** Students use the steps of the writing process as a writing piece moves toward completion.  
B-7: finalizing a class/small group generated piece for sharing with an intended audience as modeled by the teacher.

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**Overview**

Young children need to develop their knowledge of the Earth's physical features. With a full understanding of basic landforms and bodies of water, they will be well prepared for further geography study (places and regions and physical systems). This lesson integrates body movements with drawing and writing while building on the children’s growing linguistic abilities.

**Key Vocabulary**

Ocean – A large body of salt water

Plateau - Land having somewhat of a level surface that is higher than the rest of the land

Lake - A body of fresh water that is surrounded by land

River valley – A low place between two higher landforms that was made by a river

River - Water flowing in a distinct path

Mountain- A landform that is greater than that of a hill and above 2000 feet

Island- Land completely surrounded by water

Hill – A landform that is higher than a plain, but not as high as a mountain

Plain – A flat area of land

Mountain Range – A row of mountains

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**Additional Materials Needed for ELL**

- Geography Riddle
- Vocabulary Cards
- Extension Work on Landforms and Water Bodies (optional)

**Procedures**

**SESSION ONE – 30-45 minutes**

*Prepare in advance:*
- Large sketch paper and markers
- Chart paper or chalkboard space for writing riddle
- Container labeled LANDFORMS with landform paper slips inside
- Container labeled BODIES OF WATER with water paper slips inside
- Copies of worksheets for each child

1. Say, “Think of all the different kinds of land and water you’ve seen in Arizona.” (As children share their responses, sketch and label the physical features. Accept all reasonable responses). “Think of other kinds of land and water you’ve seen in books, on TV, or on trips you’ve taken.” As children share their responses, sketch and label the physical features. Accept all reasonable responses.  
   (Application: Meaningful)

2. Say, “It’s important to be able to name and describe landforms and bodies of water. As we learn about and compare other places in the world in our geography studies, we’ll all understand exactly what we mean.”

3. Say, “Since we don’t have these physical features right here in our room to look at, we’ll use other ways to describe and understand them. First, we will use our bodies to show what these features look like. Move into your own personal space. As I name a
feature, you show what it looks like.” Name one feature at a time. Point to your labeled sketches as you name. Model body movements yourself! Children will be naturally creative and expressive; be sure to point out unique examples. Use geography-descriptive words as you give feedback to children. Possible body movement examples are listed below. (Scaffolding: Modeling)

Write Vocabulary words on the board with pictures as each landform and body of water is introduced. (Grouping option: Whole class; Application: Promotes engagement, Hands on)

MOUNTAIN – stand up high on your toes, reach hands up to form a peak
MOUNTAIN RANGE – several children connected in the same manner as MOUNTAIN
HILL – round your back as you stretch over and touch hands to the ground
PLATEAU – two children face each other, meet outstretched arms into flat-topped hill
PLAIN – move arms around yourself to cover a broad, flat expanse
RIVER VALLEY – two children sit facing each other, knees up, feet meeting to form v-shaped valley
ISLAND – one child stands in middle, several other children surround with hands connected to form body of water
OCEAN – make wave-like motions with arms all around body; whole class links hands and makes wave-like motions to define largest expanse of water
LAKE – several children link hands and form smaller body of water; children can move to form round or long lake shapes
RIVER – move hand and arm in flowing path; lay down and move whole body in flowing motion

4. Say, “Now we will play a riddle game to describe these features. Here is a riddle I wrote. I am a landform. I can be in a river or in an ocean. I am fully surrounded by water. What am I?” (Island) “My riddle has three describing sentences and one asking sentence. This is what it looks like written down.” Write this riddle on chart paper or chalkboard. Make two or three errors in punctuation and capitalization, like this: I am a landform i can be in a river or in an ocean. I am fully surrounded by water. What am I (Assessment: Group)

5. Say, “Since other children will be reading the riddles we write, it is important that we use correct capitalization and punctuation. Can you find the punctuation and capitalization mistakes I made in my riddle?” Reread riddle sentence by sentence. Ask child to find and correct the errors. Guide them through checklist as needed.

6. Say, “You can use this Riddle Checklist to help you remember what to include as you write your riddles.” Distribute and review the Riddle Checklist. (Integrating Processes: Writing)

7. Say, “You will write two riddles, one for a landform and one for a body of water. When I come around, you will pick a slip of paper from the container labeled LANDFORMS. Don’t show anyone your word. (Preparation: Adapting content; Scaffolding: Guided Practice) Think of your riddle and begin writing using your sentence frame. Raise your hand if you need help.” Go around and have children pick slips. Assist as needed. When children complete one riddle, have them pick a second slip of paper from the container labeled BODIES OF WATER.

8. Assist beginning writers by recording riddles as they dictate. Make a couple of errors in punctuation and capitalization. Ask child to find and correct the errors. Guide them through checklist as needed.

9. Allow necessary time for children to complete two riddles each. One idea: have children complete their riddles during your next scheduled writing time.

SESSION TWO – 30 minutes

Prepare in advance:
Two riddles (written by children) for each landform and body of water, separated into two complete sets

Physical Features Assessment

1. Say, “Today we will use your riddles to play the riddle game. As we play the game, we will review the names and descriptions of landforms and bodies of water. Move into your own personal spaces. Instead of calling out the riddle answers, show the answer with a body movement.” Read riddle. Look around to check children’s responses and give visual feedback – a thumb up, a nod, etc. “Right, I am a hill…a river…a plateau.” Continue through riddles for 6 landforms and 3 bodies of water.

2. Say, “Now you will show me in another way that you understand what these landforms and bodies of water are.” Have children return to seats and distribute Physical Features Assessment. “When I read a riddle, you will mark your answer in the appropriate box. You can write the name of the landform or body of water, or you can sketch a picture to show your answer. Remember to think of the answer to yourself, and then record your answer. Point to box #1.” Read first riddle. Continue with the rest of riddles.
**Assessment**
Student will write or draw pictures identifying 7 of 9 physical features from descriptions of distinguishing features using Physical Features Assessment. Students will have punctuation and capitalization correctly done. *(Assessment: Individual)*

**Extensions**
Use the Extension Work on Landforms and Water Bodies sheet to keep adding geographic terms throughout the year.

**Sources**


*This Land is Your Land* illustrated by Kathy Jakobsen, 1998, Scholastic ISBN 0316065641

ENCHANTED LEARNING's site presents a series of activities to reinforce knowledge of landforms and bodies of water. Go to: http://www.enchantedlearning.com/geography/landforms/glossary.html