



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

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Grade Level 1-2
Duration 2 class periods

ELL Adaptation by Horton, Stewart, Slater, Corfman

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible 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 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.

Overview

Young children should 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.

Key Vocabulary

ocean – a large body of saltwater
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 that was made by a river

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river - water flowing in a path

mountain- the highest landform

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

Additional Materials Needed for ELLs

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

Procedures

SESSION ONE

Prepare in Advance:

- *Decide to draw the physical features on whiteboard or chart paper or project the Learning Physical Features PowerPoint*
- *Two Containers labeled--LANDFORMS with landform paper slips inside and BODIES OF WATER with water paper slips inside*
- *Print up the Vocabulary Cards*

1. Introduce the lesson by saying, “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. “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 study of geography, we’ll all understand exactly what we mean if we have a picture in our minds of what these landforms and water bodies look like.”

3. “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.” Point to your labeled sketches or show images on the Learning Physical Features PowerPoint. Also put the printed copy of the image on the Word Wall and give ELL students the Vocabulary Cards.

4. 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) (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 **(integrated process: listening)**

5. “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)

6. “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. Have children identify and correct the mistakes.

7. “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)

8. 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

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word. **(Preparation: Adapting content; Scaffolding: Guided Practice)** Think of your riddle and begin writing using your riddle 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.

9. 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.

10. Allow necessary time for children to complete two riddles each. One idea: have children complete their riddles during your next scheduled writing time. Encourage students to use the Word Wall or Vocabulary Cards for visual clues.

SESSION TWO

Prepare in advance:

- *Student riddles divided into two piles: landforms and water bodies*

1. Introduce the session by saying, "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. "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. Students can use the Word Wall for visual clues.

Assessment

Geography

ELL students will correctly identify 6 of 9 physical features from descriptions of distinguishing features using the Physical Features Assessment.

(Assessment: Individual)

ELA

ELL students will have punctuation and capitalization correctly done. Mastery will be considered 3 or fewer errors.

Extensions

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

A whole set of maps are available for learning Human and Physical Features at

<https://geoalliance.asu.edu/maps-1-4-humanphysical-features>

The set of maps for Grades 1-4 includes b/w and color versions of maps as well as a test version.

- Human Features include: North and South Poles, equator, state, country, Southern and Northern Hemispheres, city, road, territory, harbor, dam, and railroad.

- Physical Features include: continent, mountain, island, lake, river, ocean, mountain range, coast, desert, valley, volcano, strait, sea, gulf, bay, peninsula, plain, dune, mesa, plateau, isthmus, and oasis.

Enjoy favorite songs that name landforms and bodies of water. "America the Beautiful" names mountains, sea, plains ("amber waves of grain" and "fruited plain"). The complete verses of "This Land is Your Land" name specific landforms and bodies of water across our country.

Sources

America the Beautiful illustrated by Neil Waldman, 1993, Atheneum ISBN 0689318618

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