



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

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 and 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.

- Capitalize dates and names of people.
- Use end punctuation for sentences.

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

- Capitalize holidays, product names, and geographic names.

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).

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

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

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

Grade 1

Basic

Listening and Reading

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 general 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-3: compose short words and phrases using appropriate conventions about a variety of topics, experiences, or events.

Language

Standard 10 By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing.

B-2: using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).

Grade 2

Basic

Listening and Reading

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

Language

Standard 10 By the end of each language proficiency level, an English learner can make accurate use of standard English to communicate in grade appropriate speech and writing.

B-2: using an increasing range of common and proper nouns with appropriate determiners (e.g., articles and demonstratives).

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.

Purpose

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

In this lesson, students will identify and describe basic landforms (mountain, hill, plateau, plain, river valley, island) and bodies of water (ocean, lake, river) through use of body movements and write simple riddles to demonstrate their understanding of the unique characteristics of these physical features.

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

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

Materials

- Paper Slips for Riddle Activity
- Two containers--labeled Water Bodies and Landforms
- Writing paper
- Riddle Checklist
- Physical Features Riddles Assessment
- Learning Physical Features Grades 1-2 PowerPoint
- Riddle frame
- Vocabulary Cards
- Extension Work on Landforms and Water Bodies (optional)

Objectives

The student will be able to:

1. identify common landforms and bodies of water from descriptions of distinguishing features.
2. write riddles using correct capitalization and punctuation.

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 images in the PowerPoint for Word Wall*

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

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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 Processes: 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 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 would be to 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. **(Integrated Processes: Listening and Writing)**

Assessment

Geography

Student will correctly identify 7 of 9 physical features from descriptions of distinguishing features using the Physical Features Assessment. **(Assessment: Individual)**

ELA

Students will have punctuation and capitalization correctly done. Mastery will be considered 1 or 0 errors for English proficient students. Mastery will be considered 3 or less errors for English learners.

Extensions

1. Children can enjoy additional sessions of body movement activities through book sharing. Read *Earthdance* by Joanne Ryder and encourage children to act out physical features, weather systems, and animal/human movement. ISBN 0805062319

2. Add more human and physical features as the year progresses. A whole set of maps are available on Human and Physical Features at <https://geoalliance.asu.edu/maps-1-4-human-physical-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

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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.

3. 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. There are many extension

possibilities for locating specific places on a USA map.

Sources

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

This Land is Your Land illustrated by Kathy Jakobsen, 1998, Scholastic ISBN 03160656