



# It's Not a Ford...It's a Fjord!

## Learning Landforms and Bodies of Water Through Word Association

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<b>Grade Level</b>	6
<b>Duration</b>	2 class periods

ELL Adaptation by M. Barbara Stout

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

Arizona ELP Standards
<p><b>Stage IV</b> <b>Reading</b> <b>Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:</b> B-8: summarizing the main idea and supporting details from text. B-23: locating information in print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) periodicals for a specific purpose.</p> <p><b>Writing</b> <b>Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:</b> B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes. B-4: writing a paragraph based on research using topic sentences, main ideas, relevant facts, details, and concluding statements.</p>

## Overview

Very often elementary students lack knowledge of basic geography vocabulary terms associated with landforms and bodies of water. This lesson, which can be done throughout the school year, provides a method for students to become familiar with geographical terms as they appear in their geography studies.

## Key Vocabulary

- gulf or bay** – a part of the ocean surrounded by a “c-shaped” area of land  
**island** – land surrounded by water  
**mountain** – a rounded or pointed elevated landform  
**plateau** – a flat elevated landform  
**strait** – narrow waterway between two pieces of land  
**iceberg** – a large piece of frozen water floating in the ocean  
**canyon** – deep narrow valley with high cliffs  
**river** – a large natural stream of water  
**peninsula** – a piece of land surrounded on 3 sides by water  
**fjord** – an inlet of the sea that has high steep sides  
**continent** – one of the 7 largest landforms on earth  
**foothills** – small mountains at the bottom of the mountains  
**waterfall** – water flowing over a cliff  
**lagoon** – enclosed shallow body of water  
**archipelago** – a row of islands in the ocean

## Additional Materials Needed for ELLs

- It's Not A Washboard PowerPoint
- It's Not A Washboard Student Handout and Answer Key
- Vocabulary Cards
- It's Not a Washboard Model of the Descriptive Paragraph Frame
- It's Not a Washboard Student Descriptive Paragraph Frame
- Categorize the Terms into Landforms or Water Bodies and Answer Key

## Procedures

### SESSION ONE

1. Introduce this lesson by providing the students with a definition of a landform--a piece of land

that was formed by nature. The major landforms are mountains, hills, plateaus, etc. Water bodies are areas covered by water such as rivers, bays, etc.

2. Tell the students that they will be learning about the landforms and water bodies. Ask the students what landforms and water bodies they have seen. Write these on the whiteboard or record using a projection device. **(Preparation: Linking to Background)**
3. Distribute, project, and explain the Vocabulary Cards. Allow students to keep these cards at their desks.
4. Distribute the It's Not a Washboard; It's a Fjord Student Handout. Model, using the It's Not A Washboard PowerPoint, how to fill in the handout. **(Scaffolding: Modeling, Application: Promotes engagement)**

### SESSION TWO

1. Project the finished Washboard Descriptive Paragraph Frame. Explain how it was done. **(Scaffolding: Modeling)**
2. Intermediate ELLs: Distribute the student version of the paragraph frame. Allow students to work individually or with partners to write a paragraph using their frames. **(Grouping Option: Partners)**
3. Beginning ELLs: Project the Word Bank and distribute the Categorize the Terms into Landforms or Water Bodies assessment. Have students use the word bank and fill in the land and water columns.

## Assessment

### ELA and Geography

Beginning ELLs will complete the Categorize the Terms into Land and Water handout. Mastery will be considered a score of 75% or higher on the assessment. **(Assessment: Individual)**

Beginning ELLs will match the definition to the vocabulary card picture. Mastery will be considered a score of 75% or higher on the assessment. **(Assessment: Individual)**

Intermediate ELLs will complete the It's Not a Washboard Descriptive Paragraph Frame. Mastery will be considered describing the geographic term with 3 good sentences. **(Assessment: Individual or Group)**