



# 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 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.

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

### 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 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-1: communicate simple messages about a variety of topics, experiences, or events.

B-2: add appropriate drawings or other visual displays to clarify thoughts and feelings about a variety of topics, experiences, or events.

B-3: compose short written texts using appropriate conventions (narrative and informational).

#### 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.

# Mountain Magic: Identifying the Basic Characteristics of Mountains

## 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