



Over and Through: Physical Geography Vocabulary

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Grade Level	2 and 6
Duration	1-3 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context
3. How to analyze the spatial organization of people, places, and environments on Earth's surface

Element 2: Places and Regions

4. The physical and human characteristics of places

AZ Standards

ELA

Reading

Craft and Structure

- 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Arizona Social Science Standards

GEOGRAPHY

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.

The use of geographic representations and tools helps individuals understand their world.

- 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

SIOP Elements

Preparation

Adapting content
Linking to background
Linking to past learning
Strategy

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

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Arizona ELP Standards

Stage III

Basic

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:

B-20: identifying content vocabulary within math, science, and social studies texts.

Writing

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 in a variety of writing genres, as demonstrated by:

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).

Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks. The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by:

B-1: recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for report/research purposes.

Overview

Understanding what physical geographic features are and how they look on the landscape can assist students in reading physical maps.

Purpose

In this lesson students will gain a better understanding of the vocabulary of physical geography by categorizing them and illustrating them. Students will also combine physical geography vocabulary with prepositions to form phrases.

Key Vocabulary

category – a group of things that are similar in some way

preposition – a word that shows direction or location (on, in, near, next to, etc.)

physical features – things made by nature (mountains, rivers, oceans, etc.)

Materials

- Practicing Landforms and Water Bodies – 1
https://geoalliance.asu.edu/sites/default/files/LessonFiles/Valenzuela/ValenzuelaOverLand_1s.pdf
- Practicing Landforms and Water Bodies – 2
https://geoalliance.asu.edu/sites/default/files/LessonFiles/Valenzuela/ValenzuelaOverLand_2s.pdf

[sonFiles/Valenzuela/ValenzuelaOverLand_2s.pdf](https://geoalliance.asu.edu/sites/default/files/LessonFiles/Valenzuela/ValenzuelaOverLand_2s.pdf)

- Colored pencils/crayons
- Scissors
- Physical Geography Vocabulary
- Vocabulary Review
- Vocabulary Test and Answer Key

Objectives

The student will be able to:

- Categorize bodies of water and landforms.
- Write prepositional phrases.
- Identify water bodies and landforms.

Procedures

SESSION ONE

1. Begin the lesson by asking students to identify some landforms. Record their responses on the board. Then repeat this process, only identifying bodies of water. (**Preparation: Links to past learning, Application: Promotes engagement**)
2. Project the Physical Features PowerPoint and explain each feature. Allow time for students to ask questions about the images. (**Integrated Processes: Listening, Speaking; Scaffolding: Comprehensible Input**)
3. Distribute the two maps, Practicing Landforms and Water Bodies – 1
https://geoalliance.asu.edu/sites/default/files/LessonFiles/Valenzuela/ValenzuelaOverLand_1s.pdf

Over and Through: Physical Geography Vocabulary

[pdf](#) and Practicing Landforms and Water Bodies – 2

https://geoalliance.asu.edu/sites/default/files/LessonFiles/Valenzuela/ValenzuelaOverLand_2s.pdf

to each student along with colored pencils or crayons.

4. Show the PowerPoint for a second time. Instruct students to find each physical feature on their maps. They are to circle the name of that feature and color it in the same color. Encourage students to proceed quickly and move on to the next slide.
5. Tell students to pick a different color and again circle the name of the feature and color in that feature on their map. Keep repeating until the end of the slide show. **(Application: Promotes engagement, Hands on)**
6. End the session by having students partner up and one partner describes a landform or body of water and the other partner refers to his/her map and gives the name of the feature. Then have partners reverse the roles. **(Integrated Processes: Reading, Speaking, Listening; Assessment: Oral, Group)**

SESSION TWO

1. Distribute the Physical Geography Vocabulary sheet and scissors to groups of 2-3 students. Project the Vocabulary Cards and explain the terms: category, preposition and physical feature. **(Scaffolding: Comprehensible Input)**
2. Then explain the directions to the first activity on the sheet. Model how to cut out the labels and then sort one or two of the physical geography terms into the two columns. Allow the groups time to cut out and sort their words. **(Scaffolding: Independent practice, Modeling; Application: Hands on, Linked to objectives)**

3. Then explain the directions for the lower part of the sheet. Review the meaning of the prepositions by having various students act out the prepositions. Tell students look up words in a picture dictionary if needed. **(Application: Meaningful, Linked to objectives)**
4. Model selecting the appropriate preposition(s) to use with a physical feature. Write a sentence and then illustrate it. **(Application: Linked to objectives, Hands on; Scaffolding: Modeling)** For instance, "Bob went over the mountain" would be a picture of a mountain with a boy going over the mountain.
5. Have the students share their illustrations with their group. **(Application: Promotes engagement, Hands on; Integrated Processes: Writing, Speaking)**
6. Distribute the Vocabulary Review so students can study for the assessment.

SESSION THREE

1. Assess student understanding of the vocabulary words by giving the Vocabulary Test. **(Assessment: Individual, Written)**

Assessment

Geography and ELA

The Vocabulary Test can be graded to assess vocabulary acquisition. Mastery will be considered a score of 80% or higher.

Extensions

Have students discover additional words to add to the landforms and water bodies already learned (bay, gulf, peninsula, archipelago, mountain range, etc.).