**LESSON PLAN for CONTENT METHODS SEMESTER**

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Subject: Social Studies - Geography Grade Level: 2nd

Title of Lesson: Landforms and Water Bodies

**Association for Childhood Education International (ACEI) Elementary Education Standards**

**Please check the appropriate strand.**

**MATH SCIENCE SOCIAL STUDIES**

\_\_\_\_\_ Number and Operations and Algebra \_\_\_\_\_ Physical \_\_\_\_\_ Integrated study of history

\_\_\_\_\_ Measurement and Geometry \_\_\_\_\_ Life \_\_x\_\_\_ Geography

\_\_\_\_\_ Data Analysis and Probability \_\_\_\_\_ Earth/Space \_\_\_\_\_ Social Sciences

**LESSON PLAN TEMPLATE**

**Establishing the Lesson Framework**

**Texas Essential Knowledge & Skills:**

§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.

(b) Knowledge and skills.

(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:

(A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes;

**Objective(s):**

The students will identify major landforms and bodies of water.

**Rationale for teaching this lesson:**

The students need to be able to identify and know the characteristics for major landforms and bodies of water in geographical locations so they can differentiate and locate them on maps and globes in future classes.

**Content Area Literacy Strategy/Rationale for choosing a specific strategy:**

Numbered Heads Together

This strategy is a great way to activate prior knowledge and use group collaboration in a simple format.

**English Language Proficiency Standards (ELPS):**

c2C: Learn new language heard in classroom interactions and instruction

c2E: Use visual, contextual linguistic support to confirm and enhance understanding

c2G: Understand general meaning, main points, and details

c2I: Demonstrate listening comprehension

c3B: Use new vocabulary in stories, descriptions, and classroom communication

c3D: Speak using grade-level content-area vocabulary in context

c3E: Share in cooperative groups

c4C: Develop sight vocabulary and language structures

c5B: Write using newly acquired vocabulary

c5C: Spell familiar English words

**Evaluation Strategies**

Pre- Assessment:

One week prior to this lesson, the teacher will give the students a landform and water bodies map that also covers maps and globes that the students are learning at the time. This pre-assessment will have twelve different landforms and water bodies that the students will attempt to identify. The students will match each picture with the appropriate name of the landform and water body.

Formative Assessment(s*):*

Numbered Heads Together

The teacher will divide the class into groups. The teacher will show a power point on landforms and water bodies and have each group collaborate and come to an agreement of what each landform is and then have the students actively role play the features of each landform and body of water. For example, by making themselves mountains (stand tall with hands to a point), island (stand-alone), plain (lay flat on the floor), etc… The teacher will ask each group to name three characteristics of each landform and water body. The students will give a thumbs up or down in agreement or disagreement with the characteristics given by each group.

Summative/Post Assessment

The students will create a flip book on the major landforms and water bodies (mountains, plains, island, lake, peninsula, hill, valley, river, ocean, volcano, canyon, and cave). The flip book will consist of five pages and the students will need to color, illustrate, and label each landform and body of water. The students will also write a complete sentence for each landform and body of water on lined paper provided after the flip book is complete.

**Designing Supportive Learning Environments**

|  |  |  |
| --- | --- | --- |
|  | **TEACHER USE** | **STUDENT USE** |
| **Materials** | * Water and Landform power point
* Flip Book samples
* Stapler
* Computer/Projector
* Children’s Dictionary
 | * Flip Book pages
* Crayons
* Scissors
* Lined paper for sentences
* Glue
* Black Marker
 |
| **Resources** | * Children’s Dictionary
* Pinterest

<http://pinterest.com/pin/222857881533167831/><http://gingersnapstreatsforteachers.blogspot.com/search/label/Classroom%20Management>* Power point

(eschool drive at BB Rice) |  |
| **Technology*****(justify why needed or not needed)*** | * Computer/Projector – to show power point for

 Pre-Assessment |  |

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| **SETTING** |
| **Classroom Arrangement** | * The students will be seated at their individual desks for the Pre-Assessment.
* The students will be spread out in groups of three around the room for the
* Formative Assessment.
* The students will be seated at their individual desks for the Summative Assessment.
 |
| **Materials Management** | * The materials manager of the classroom will assist the teacher in passing out the materials to students.
 |
| **Student Grouping** | * The teacher will draw sticks in sets of three for the student groups for the Formative Assessment.
 |
| **Technology Needs** | * The teacher will use the Computer/Projector for the Formative Assessment.
 |
| **Safety Concerns** | * The teacher will remind the students of classroom safety to avoid injuries during active role play in the Formative Assessment.
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**Student Needs/Adaptations**

|  |  |  |
| --- | --- | --- |
| **STUDENT** | **CONTEXTUAL FACTOR** | **STUDENT NEED/ADAPTATION** |
| Student A |  |  |
| Student B |  |  |
| Student C |  |  |

**Content Knowledge**

* **What content do you (the teacher) need to know in order to teach this lesson?**
* Four oceans: Atlantic, Pacific, Indian, and Artic
* The Pacific Ocean is the largest.
* Mountain- a natural elevation of the earth's surface attaining an altitude greater than that of a hill, usually

greater than 2000 feet.

* Plains-an area of land not significantly higher than adjacent areas and with relatively minor differences in –
* elevation, commonly less than 500 feet within the area.
* Noun- a tract of land completely surrounded by water.
* Lake- a body of fresh or salt water of considerable size, surrounded by land.
* Peninsula-an area of land almost completely surrounded by water except for an isthmus connecting it with the

mainland.

* Hill-a natural elevation of the earth's surface, smaller than a mountain.
* Valley-an elongated depression between uplands, hills, or mountains, especially one following the course of a

 stream.

* River- a natural stream of water of fairly large size flowing in a definite course or channel or series of diverging

 and converging channels.

* Ocean-any of the geographical divisions of this body, commonly given as the Atlantic, Pacific, Indian, Arctic,

 and Antarctic oceans.

* Volcano-a vent in the earth's crust through which lava, steam, ashes, etc., are expelled, either continuously or at

 irregular intervals.

* Canyon- a deep valley with steep sides, often with a stream flowing through it.
* Cave- a hollow in the earth, especially one opening more or less horizontally into a hill, mountain, etc.
* Landforms are naturally formed features on the surface of the earth.
* A landform is the way the land is shaped.
* Know how to locate the bodies of water and landforms on a map/globe.

**What other connections do you need to know?**

* There are other landforms and types of bodies of water that what was covered in this lesson.
* What kind of map you will find the different landforms on.
* How to locate the bodies of water on a map/globe.

**How will you make the content clear and meaningful to the students?**

To make the content clear and meaningful for the students, the teacher will have the teacher make real life connections. Students will have an opportunity to discuss landforms that they see every day, or landforms they may have come across while traveling. Students will be able to discuss why they think certain landforms only exist in certain places. Students will also have an opportunity to be hands on and point out where on a globe/map these landforms are.

* **What are some student content responses to be anticipated?**

Some students may ask why they need to learn about bodies of water and landforms. Students may also express that they have never heard of some of the things that are being taught because they have never seen them before. After learning about the different landforms and bodies of water, students may become eager to figure out how they are formed and where they are located.

**What possible errors or misconceptions could the students make?**

* The students may mix up all of the different bodies of water since they are all made of water.
* The students may not understand the difference between a hill and a mountain.
* The students may not be able to locate the different landforms or bodies of water on a map/globe.
* Students may get confused because they haven’t seen some of the landforms or bodies of water in person.

**How can you correct these errors and misconceptions?**

To correct some of these errors and misconceptions, the teacher will need to have many resources. The teacher should make sure she has plenty of visuals for each body of water and landform. Things should be labeled whenever possible, and students should have a chance to experience these landforms and bodies of water. A video to show these landforms and bodies of water would be extremely helpful to reach full understanding.

* **What are some student behaviors to be anticipated?**
* Students may say that they do not understand the material.
* Students may get off task.
* Students may say that the activity is too rigorous.

**How can you be prepared?**

 The teacher can be prepared by grouping higher level students with lower level students. This way, there is a

 variety of students at each group and students will be able to help one another to get through the activity.

**Instructional Strategies**

The instructional model(s) utilized in this lesson is (are):

 \_\_x\_\_\_ Inquiry \_\_x\_\_\_ Direct Instruction \_\_x\_\_\_ Cooperative Learning

\_\_\_\_\_Discovery Learning \_\_x\_\_\_ Simulations \_\_\_\_\_ Other /specify\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **INTRODUCTION/FOCUS** |
| **The teacher will…** | **Play a short You Tube video on volcanoes erupting on the big island of Hawaii.**[**http://www.youtube.com/watch?v=Hec9yK-QQ4o**](http://www.youtube.com/watch?v=Hec9yK-QQ4o) |
| **The student will…** | **Watch the video of erupting volcanoes.** |
| **Type of formative Assessment** | **Class discussion**  |
| **Approximate time** | **5 min** |
| **INSTRUCTIONAL PROCEDURE/METHOD/ACTIVITIES***Be sure to include**Content Area Literacy Strategies and ESL Strategies* |
| **The teacher will…** | **show a power point on landforms and water bodies with the students in groups. (Numbered Heads Together) The teacher will ask each group to name three characteristics of each landform and water body. The teacher will give examples of the flip book and give expectations.**  |
| **The student will…** | **work together in groups and come to an agreement of what each landform is on the power point. The students will role play the characteristics of each landform and body of water. For example, by making themselves mountains (stand tall with hands to a point), island (stand-alone), plain (lay flat on the floor), etc…** **The students will create a flip book on the major landforms and water bodies (mountains, plains, island, lake, peninsula, hill, valley, river, ocean, volcano, canyon, and cave). The flip book will have five pages and the students will need to color, illustrate, and label each landform and body of water. The students will write a complete sentence for each landform and body of water on lined paper that the teacher will give to them after the flip book is finished.**  |
| **Type of formative assessment** | **The students will give a thumbs up or down in agreement or disagreement with the characteristics given by each group.** |
| **Approximate time** | **30 min** |
| **CLOSURE** |
| **The teacher will…** | **draw sticks and have each student name one landform or body of water** **that they would like to visit one day and name three characteristics of it.**  |
| **The student will…** | **share with the class a landform or body of water that they would like to visit one day and name three characteristics of it.** |
| **Type of formative assessment** | **Class Discussion/Checks for Understanding of the various landforms and bodies of water.** |
| **Approximate time** | **10 min** |

The power point is located on the eschool plus drive at BB Rice. We tried multiple times to email or attach it to this lesson plan but were unsuccessful. We do have a hard copy and will gladly show it to you if needed.

 

  

 

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| ***Criterion*** | **5 Points** | **4 Points** | **3 Points**  | **2 Points** | **1 Point** |
| Sentence for each landform/water body | Has a sentence for each landform/water body (12 in all) | Has a sentence for most of the landforms/water bodies (at least 9) | Has a sentence for some of the landforms/water bodies (at least 6) | Has a sentence for some of the landform/water bodies (at least 3) | Has a sentence for a few of the landform/water bodies (more than one and less than 3) |
| **Criterion** | **5 Points** | **4 Points** | **3 Points** | **2 Points** | **1 Point** |
| Correct grammar, punctuation, and capitalization | Has correct grammar, punctuation, and capitalization | Has less than 3 mistakes in grammar, punctuation, and capitalization | Has less than 6 mistakes in grammar, punctuation, and capitalization | Has less than 9 mistakes in grammar, punctuation, and capitalization | Has more than 9 mistakes in grammar, punctuation, and capitalization |
| **Criterion** | **5 Points** | **4 Points** | **3 Points**  | **2 Points** | **1 Point** |
| Sentences make sense | All sentences make sense | At least 9 sentences make sense | At least 6 sentences make sense | At least 3 sentences make sense | At least 1 sentence make sense |
| **Criterion** | **5 Points** | **4 Points** | **3 Points**  | **2 Points** | **1 Point** |
| Neatness and legibility on sentences | All sentences are neat and legible | At least 9 sentences make sense | At least 6 sentences make sense | At least 3 sentences make sense | At least 1 sentence makes sense |
| **Criterion** | **5 Points** | **4 Points** | **3 Points** | **2 Points** | **1 Point** |
| All landforms present and colored on flipbook | All of the landforms/water bodies are present and colored on flipbook | At least 9 landforms/water bodies are present and colored on the flipbook | At least 6 landforms/water bodies are present and colored on the flipbook | At least 3 landforms/water bodies are present and colored on the flipbook | At least 1 landform/water body is present and colored on the flipbook |
| **Criterion** | **5 Points** | **4 Points** | **3 Points**  | **2 Points** | **1 Point** |
| Flipbook is assembled correctly | The entire flipbook is assembled correctly  | At least 9 parts of the flipbook is assembled correctly | At least 6 parts of the flipbook is assembled correctly | At least 3 parts of the flipbook is assembled correctly | At least 1 part of the flipbook is assembled correctly |

Flipbook and Sentence Writing Rubric