What are the Different Types of Landforms?

Social Studies
1st Grade
5 Lessons, approx. 25 minutes each
Miss Emily Schreiner
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Rationale

Dear Principal, Parents, and Colleagues:

This unit is about types of landforms and bodies of water on our planet. Therefore, it is a unit in the subject area of Social Studies. This is also the introduction to a map unit (which is scheduled to begin a week after this unit does).

In this five-day unit, first grade students will be exposed to many types of landforms and bodies of water. They will understand what these formations look like (in cartoon version and reality), as well as what makes up these landmarks. By completing several games, activities, and worksheets, these five- and six-year-old children will be exploring concepts and ideas they probably are not that familiar with at first. In other words, while many students have been to the Susquehanna River, many students are not quite as knowledgeable about canyons simply because there is not one around here.

Additionally, in these lessons, students will be comparing different types of landforms, such as lakes and oceans, and mountains and hills. Throughout the process they will be filling out a KWL chart, with guidance from the teacher, so they can appreciate how much they have learned in a week on this topic.

At this young age, first graders are beginning to notice more and more about the world around them. Whether or not their families take them on vacation or not, these boys and girls are becoming more aware of their surroundings than they ever were before. After Day Five of this unit is taught, students will be much more knowledgeable about the landforms and bodies of water that they see around the community, on television, or in literature.

This unit paves the way for further geography lessons, specifically maps, which clearly is important to anyone’s education because knowing how to read a map is a crucial skill to have in life. While my lessons address some standards in Reading, Writing, Speaking, Listening and Interpersonal Skills, more importantly they implement goals from Pennsylvania’s Academic Standards for Geography, like identifying physical characteristics in our community (7.3.1.A.) and identifying the basic physical processes that affect the physical characteristics of places (7.2.1.B.).

Through interactive, social activities and games these children will be growing closer to their peers while learning more about landforms and bodies of water at the same time. At this age, developing positive social habits is basically just as worthwhile as learning an academic lesson.

Sincerely,

Miss Emily Schreiner
What are the Different Types of Landforms?
First Grade

STAGE ONE—DESIRE RESULTS
Identifying standards and objectives

Content Standards:

PA Academic Standards for Geography
1) 7.1.1.A. Identify geographic tools
2) 7.1.1.B. Describe places in geographic reference to physical features
3) 7.3.1.A. Identify physical characteristics in the community and region
4) 7.2.1.B. Identify the basic physical processes that affect the physical characteristics of places
5) 7.4.1.A. Describe how lakes, rivers, and streams impact people

PA Academic Standards for Interpersonal Skills
1) 1.6.1.5.A. Examine the impact of emotions and responses on view of self and interactions with others
2) 1.6.2.5.A. Establish relationships that are positive and supportive of others
3) 1.6.2.5.C. Explain the impact of communication on interactions with others
4) 1.6.3.5.C. Actively engage in creating an environment that encourages healthy relationships

PA Academic Standards for Reading, Writing, Speaking, and Listening
1) 1.1.1.B. Use word recognition techniques: demonstrate knowledge of letter sound correspondence (alphabetic principle) to decode and encode words
2) 1.2.1.B. Demonstrate the difference between facts and opinions within a text
3) 1.6.1.A. Listen actively and respond to others in small and large group situations with appropriate questions and ideas
4) 1.6.1.B. Use appropriate volume and clarity in individual or group situations; deliver brief oral presentations on a topic supported by visual aids
5) 1.8.1.A. Generate appropriate questions about a topic

Enduring Understandings/Goals (students will understand that...):
1) There are many types of landforms and bodies of water. Students will come to understand these formations through visual and written means.
2) Landforms are the natural features of the earth’s surface.
3) Students will come to understand what each type of landform or body of water is made up of.
4) We identify landforms by looking at the land/water that make it up, as well as the land/water surrounding it.
5) By looking at their size, shape, and components we can compare and contrast different landforms and bodies of water while using venn diagrams.
6) There are many examples of deserts, islands, lakes, oceans, volcanoes, mountains, and rivers in our community and world.

Essential Questions:
1) What are the different types of landforms and bodies of water?
2) What are landforms?
3) What do we already know about landforms in our world?
4) What are the main characteristics of each type of landform?
5) How do we identify landforms and bodies of water?
6) How are some landforms alike and different?
7) What are “real life” examples of landforms in our world?

Student Objectives (outcomes; performance standards):
To meet the standards, students will know...
- What a KWL chart is.
- Landforms are natural forces of the earth’s surface.
- What many types of landforms look like.
- How to be a respectful audience to their peers when they present or contribute to discussion.
- KWL charts are an ongoing tool to use in the classroom

To meet the standards, students will be able to...
- Match landforms to pictures and definitions.
- Recognize different types of landforms, and present them to the class.
- Share with the class landforms they know of, and what they are made up of.
- Share what they want to learn about.
- Reflect on what they have learned thus far.
- Copy from the board onto their KWL chart.
- Label and compare varying heights of landforms.
- Read a passage and complete true/false questions about landforms and bodies of water.
- Color in landform worksheets appropriately.
- Cut out worksheets appropriately.
- Draw and color symbols of various landforms on a map.
STAGE TWO—ASSESSMENT EVIDENCE
Identifying Assessment

- **Pre-Assessment**
  - KWL chart, & reviewing it
  - Landform/bodies of water matching activity
  - Preliminary questions of lesson

- **Formative**
  - General responses to my questions and instruction
  - Brief, informal presentations to the class
  - Monitoring seat work
  - KWL chart
  - Flashcard Matching Activities
  - “What is It” landform activity
  - “Picturing Land and Water in Goat Town” Workbook
  - Fact v. Opinion game

- **Summative**
  - “My Trip Around the World” workbook

- **Adaptations for Students with Special Needs**
  - “Struggling Learners”—prompt them when they present their landform, describe/identify/define a landform, match a landform, fill out the worksheets (like Venn Diagram), play the Fact vs. Opinion game, or contribute to the KWL board, if necessary
  - “High Learners”—let them elaborate on what they know about landforms and bodies of water…but don’t let them ramble on and on for too long.
  - ADHD Students/Behavior Problem Students—make sure they are behaving throughout the lesson and paying attention. Proximity is good for this. Redirect them as necessary.
STAGE THREE—LEARNING PLAN
Identifying Lesson Activities

Lesson #1 (11/5/13 & 11/11/13):
What do we already know about landforms in our world?

SECTION 1: Identifying Standards & Objectives
A. PA Academic Standards for:
   a. Geography:
      ▪ 7.1.1.B.
      ▪ 7.3.1.A.
      ▪ 7.2.1.B.
      ▪ 7.4.1.A.
   b. Interpersonal Skills:
      ▪ 1.6.1.5.A.
      ▪ 1.6.2.5.A.
      ▪ 1.6.2.5.C.
      ▪ 1.6.3.5.C.
   c. Reading, Writing, Speaking, & Listening:
      ▪ 1.1.1.B.
      ▪ 1.6.1.A.
      ▪ 1.6.1.B.
      ▪ 1.8.1.A.

B. Enduring Understandings:
   a. Through an activity and corresponding KWL chart, students will share with their peers what they already know about different types of landforms.

C. Essential Questions:
   a. What do we already know about landforms in our world?

D. Knowledge & Skills
   a. Students will know:
      ▪ What a KWL chart is.
      ▪ Landforms are the natural forces of the earth’s surface
      ▪ What many types of landforms look like
      ▪ How to be a respectful audience to their peers when they present
   b. Students will be able to:
      ▪ Match landforms
      ▪ Recognize different types of landforms, and present them to the class
      ▪ Share with the class landforms they know of, and what they are made up of
      ▪ Share with the class what they want to learn this week in this subject area

SECTION 2: Identifying Assessment
A. Pre-Assessment:
   a. Preliminary questions in the beginning of lesson
b. The landform/bodies of water matching activity with partner

B. Formative
a. KWL Chart

C. Summative
a. Not applicable

D. Adaptations for Children with Special Needs
a. “Struggling Learners”—prompt them when they present their landform or contribute to the KWL board, if necessary
b. “High Learners”—let them elaborate on what they know about landforms and bodies of water…but don’t let them ramble on and on for too long.
c. ADHD Students/Behavior Problem Students—make sure they are behaving throughout the lesson and paying attention. Proximity is good for this.

SECTION 3: Identifying Lesson Activities

A. Materials
a. Map of the World
b. Long pointer
c. Timer
d. Chart Paper and Markers
e. KWL Chart for everybody (from teachers pay teachers)…see picture
f. Landform matching cards, laminated (from teachers pay teachers)…see picture

B. Procedure
a. Students are at their desks. I introduce that we are starting a new unit on geography. Geography is a big word, but it is about parts of our world.
b. What are some things in our very classroom we can use to see what the world looks like? A MAP.
   i. Pull down world map on the wall. Announce that this is a map of Earth. Use pointer to show where we are located at and announce it.
c. Ask students who can tell me which part of the map shows land?
   i. Which part shows the water? Is there more land or water on our Earth?
d. This week we are learning about what makes up our land and bodies of water. These are called landforms.
e. To help us understand landforms better, we will be playing a game. I am going to put a card on your desk, faced down. Each of your cards shows a type of landform or body of water. When the timer goes off, you need to find another person in the room with the same one as you.
   i. Note that the pictures on the two cards should be the same, but the writing should be different.
f. When you get with the partner, start to talk about the picture you have. What do you already know about this landform?
   i. You will be sharing all of this information with your classmates, so try hard to think of things!
g. You have 4 minutes to find your partner, sit down in a spot in the room, and discuss what your picture is of. Then we will go back to our seats for presentations. SET TIMER, circulate room. CALL STUDENTS BACK.

h. Model the first “presentation,” explaining my expectations (talking loudly, giving descriptions, call on a group that is behaving, etc).
   i. State that I am making a list of everything we know about our landforms. I am putting it under a list with “K” (standing for “know”)
   ii. You can copy everything onto your own “KWL” Chart
   iii. How can we be respectful to our friends when they present their landform?

i. Conduct presentations, and KWL chart simultaneously on the side of the room. Have students help contribute their thoughts to the chart (“how do I spell this word?” Etc.)
   i. Try to make sure descriptions are as short as possible on KWL.

j. When finished making list, go over K list as a collective whole.

k. If time, fill out W list (want to learn).

l. Dismiss for Dismissal (in small groups)
Lesson #2 (11/12/13):
What are the main characteristics of each type of landform?

SECTION 1: Identifying Standards & Objectives
A. PA Academic Standards for:
   a. Geography:
      • 7.3.1.A.
      • 7.2.1.B.
   b. Interpersonal Skills:
      • 1.6.1.5.A.
      • 1.6.2.5.A.
      • 1.6.3.5.C.
   c. Reading, Writing, Speaking, & Listening:
      • 1.6.1.A.
B. Enduring Understandings:
   a. By looking at flashcards, students will come to understand what each type of landform or body of water is made up of.
C. Essential Questions:
   a. What are the main characteristics of each type of landform?
D. Knowledge & Skills
   a. Students will know:
      • Landforms are the natural forces of the earth’s surface
      • What many types of landforms look like
      • How to be a respectful audience to their peers when they contribute
      • That KWL charts are an ongoing tool to use in the classroom
   b. Students will be able to:
      • Match landforms to pictures and oral definition
      • Share what more they learned this class about landforms
      • Copy revisions onto their already started KWL chart

SECTION 2: Identifying Assessment
A. Pre-Assessment:
   a. “What are landforms again?”
   b. Reviewing KWL chart from yesterday
B. Formative
   a. Flashcard matching activity
   b. KWL chart additions
C. Summative
   a. Not applicable
D. Adaptations for Children with Special Needs
   a. “Struggling Learners”—prompt them when they match a landform or contribute to the KWL board, if necessary
   b. “High Learners”—let them elaborate on what they know about landforms and bodies of water…but don’t let them ramble on and on for too long.
c. ADHD Students/Behavior Problem Students—make sure they are behaving throughout the lesson and paying attention. Proximity is good for this. Redirect them as necessary.

SECTION 3: Identifying Lesson Activities
A. Materials
   a. Long pointer
   b. KWL Chart and Markers
   c. KWL Chart for everybody (from teachers pay teachers)...see picture
   d. Landform flashcards (picture/definition/name), laminated (from teachers pay teachers)...see picture
   e. Magnets

B. Procedure
   a. Students are at their desks. Hang up the picture flashcards and word flashcards on the front board (by using magnets); keep the definitions in my hand.
   b. Yesterday we began to talk about landforms. What are landforms again?
   c. We made a KWL chart. Look at it from yesterday. What did we write in the K column? What does K stand for?
   d. Today we are learning more about landforms by playing a class game. How this works is that I’m going to read to you a description of a landform. I won’t tell you what it is, you will only hear a description.
      i. You will think to yourself, “hmm, what could this be?” and when you think you have it, raise your hand. I will pick on one of you to come up and find the picture that matches the description. You will also find the word that matches the description and picture.
      ii. You get to pick who goes next. Boy/Girl/Boy/Girl. Pick someone who is behaving well.
   e. Announce the twelve landforms we are looking for.
   f. Read the first definition, and go from there.
      i. Things to comment on that aren’t on the flashcards…
         1. Canyon—The Grand Canyon is a type of canyon
   g. Add to KWL chart at the end new things we learned about today (L). If kids are stuck, model for them one example to get them started
      i. Have students copy onto their own KWL chart
   h. Conclude lesson by reading entire finished KWL chart to the class. If I want, I can have students read aloud the bullet points, instead of myself
Lesson #3 (11/13/13):
How do we identify landforms and bodies of water?

SECTION 1: Identifying Standards & Objectives
A. PA Academic Standards for:
   a. Geography:
      ▪ 7.1.1.A.
      ▪ 7.1.1.B.
   b. Interpersonal Skills:
      ▪ 1.6.1.5.A.
      ▪ 1.6.2.5.A.
      ▪ 1.6.2.5.C.
      ▪ 1.6.3.5.C.
   c. Reading, Writing, Speaking, & Listening:
      ▪ 1.1.1.B.
      ▪ 1.6.1.A.
      ▪ 1.6.1.B.

B. Enduring Understandings:
   a. We identify landforms by looking at the land/water that makes it up, as well as the land/water surrounding it.

C. Essential Questions:
   a. How do we identify landforms and bodies of water?

D. Knowledge & Skills
   a. Students will know:
      ▪ Landforms are the natural forces of the earth’s surface
      ▪ What many types of landforms look like
      ▪ How to be a respectful audience to their peers when they contribute
      ▪ That KWL charts are an ongoing tool to use in the classroom
   b. Students will be able to:
      ▪ Share what more they learned this class about landforms
      ▪ Copy revisions onto their already started KWL chart
      ▪ Label and compare varying heights of landforms
      ▪ Read a passage and complete true/false questions about landforms and bodies of water
      ▪ Color in landform worksheets appropriately
      ▪ Cut out worksheets appropriately
      ▪ Draw and color symbols of various landforms onto a map
      ▪ Identify landforms by listening to peers describe what they see in a picture

SECTION 2: Identifying Assessment
A. Pre-Assessment:
   a. “What are landforms again?”
   b. Reviewing KWL chart from yesterday

B. Formative
   a. “What Is It?” Landform Activity
b. “Picturing Land & Water in Goat Town” Workbook  
c. KWl chart additions  

C. Summative  
a. Not applicable  

D. Adaptations for Children with Special Needs  
a. “Struggling Learners”—prompt them when they describe a landform, fill out the workbook, or contribute to the KWl board, if necessary  
b. “High Learners”—let them elaborate on what they know about landforms and bodies of water…but don’t let them ramble on and on for too long.  
c. ADHD Students/Behavior Problem Students—make sure they are behaving throughout the lesson and paying attention. Proximity is good for this. Redirect them as necessary.  

SECTION 3: Identifying Lesson Activities  

A. Materials  
a. KWl Chart and Markers  
b. KWl Chart for everybody (from teachers pay teachers)…see picture  
c. Paper bag  
d. Scissors, glue stick, and markers/crayons for each student  
e. New picture cards colored in and laminated (from teachers pay teachers)…see picture  
f. “Picturing Land and Water in Goat Town” workbook and instructions for each student (from teachers pay teachers)…see picture  

B. Procedure  
a. Students are at their desks. I say that yesterday we learned more about landforms. What are landforms again?  
b. We are making a KWl chart. Look at it from yesterday. What did we write in the L column? What does L stand for?  
c. Today we are learning more about landforms by playing a class game. How this works is that I put pictures of different types of landforms into this paper bag. I’m going to call on you to come up to the front and pick out of my bag. You are going to take one paper out, look at it, and describe what you see to the class.  
   i. The trick is, you can’t say what it is, you can ONLY describe it  
   ii. Model an example  
   iii. Everyone sitting down will think to themself, “hmm, what could this be?” and when you think you have it, raise your hand. The person up here will pick on one of you to say what it is. Then you are the person who is the next picker. You can only pick once.  
d. Announce all of the landforms we are looking for.  
e. Call on the first student to come up. Do the activity.  
f. Pass out “Picturing Land and Water in Goat Town” Workbook  
   i. Have students cut out each “camera” (tell them it’s easiest to cut more than one page at a time, by lining them up evenly).  
   ii. Once they cut out eat page, come to me or Mrs. Sheaffer to staple them!
g. Begin the workbook. Show them what they are doing by using the projector mechanism.

h. Add to KWL chart at the end new things we learned about today (L). If kids are stuck, model for them one example to get them started
   i. Have students copy onto their own KWL chart

i. Conclude lesson by reading entire finished KWL chart to the class. If I want, I can have students read aloud the bullet points, instead of myself
Lesson #4 (11/18/13):
How are some landforms alike and different?

SECTION 1: Identifying Standards & Objectives
A. PA Academic Standards for:
   a. Geography:
      ▪ 7.1.1.B.
   b. Interpersonal Skills:
      ▪ 1.6.1.5.A.
      ▪ 1.6.2.5.A.
      ▪ 1.6.2.5.C.
      ▪ 1.6.3.5.C.
   c. Reading, Writing, Speaking, & Listening:
      ▪ 1.1.1.B.
      ▪ 1.6.1.A.
      ▪ 1.6.1.B.
B. Enduring Understandings:
   a. By looking at their size, shape, and components we can compare and contrast different landforms and bodies of water while using Venn Diagrams.
C. Essential Questions:
   a. How are some landforms alike and different?
D. Knowledge & Skills
   a. Students will know:
      ▪ Landforms are the natural forces of the earth’s surface
      ▪ What many types of landforms look like
      ▪ How to be a respectful audience to their peers when they contribute
   b. Students will be able to:
      ▪ Share what more they learned this class about landforms
      ▪ Compare and contrast landforms
      ▪ Identify landforms by listening to peers define it

SECTION 2: Identifying Assessment
A. Pre-Assessment:
   d. “What are landforms again?”
B. Formative
   a. Another Landform Matching Game (2 of each image, and 1 definition)
C. Summative
D. Adaptations for Children with Special Needs
   a. “Struggling Learners”—prompt them when they define a landform or identify it, or fill out the Venn Diagram, if necessary
   b. “High Learners”—let them elaborate on what they know about landforms and bodies of water…but don’t let them ramble on and on for too long.
   c. ADHD Students/Behavior Problem Students—make sure they are behaving throughout the lesson and paying attention. Proximity is good for this. Redirect them as necessary.
SECTION 3: Identifying Lesson Activities

A. Materials
   a. White Board Markers and Eraser
   b. Paper bag
   c. Projector Mechanism
   d. 1 Venn Diagram (from teachers pay teachers)...see picture
   e. Matching Game, colored and laminated (2 of each image, and 1 of each definition (from teachers pay teachers)...see picture

B. Procedure
   a. Students are at their desks. I say that yesterday we learned more about landforms. What are landforms again?
   b. Today we are learning more about landforms by playing a new class game. Pass out pictures, faced down on desk
   c. How this works is that I put definitions of different types of landforms into this paper bag. I’m going to call on you to come up to the front and pick out of my bag. You are going to take one paper out, read it to yourself, and then read it to the class.
      i. The trick is, you can’t say what it is, you can ONLY define it
      ii. Model an example
      iii. Everyone sitting down will think to themself, “hmm, is this the landform I have on my desk?” and if you think it is, raise your hand. The person up here will pick on one of you to say what it is. If you are right, then you are the person who is the next picker. You can only pick once.
   d. Announce the landforms we are looking for.
   e. Call on the first student to come up. Do the activity
   f. Project the “Venn Diagram”
      i. Ask if anyone knows what a Venn Diagram is?
      ii. It helps us see what is the same between two things, and what is different. Use white board markers to emphasize.
   g. Complete Venn Diagrams as a class. Keep it simple.
   h. Have students read aloud Venn Diagram to close
Lesson #5 (11/19/13):
What are “real life” examples of landforms in our world?

SECTION 1: Identifying Standards & Objectives
A. PA Academic Standards for:
   a. Geography:
      ▪ 7.3.1.A.
      ▪ 7.4.1.A.
   b. Interpersonal Skills:
      ▪ 1.6.2.5.A.
      ▪ 1.6.3.5.C.
   c. Reading, Writing, Speaking, & Listening:
      ▪ 1.1.1.B.
      ▪ 1.2.1.B.
      ▪ 1.6.1.B.
B. Enduring Understandings:
   a. There are many examples of famous deserts, islands, lakes, oceans, volcanoes, mountains, and rivers in our community and world.
C. Essential Questions:
   a. What are “real life” examples of landforms in our world?
D. Knowledge & Skills
   a. Students will know:
      ▪ What many types of landforms look like in drawings and reality.
      ▪ Examples of specific landforms and bodies of water
      ▪ How to be a respectful audience to their peers when they contribute
      ▪ The difference between facts and opinions
   b. Students will be able to:
      ▪ Differentiate fact from opinion based on statements about landforms

SECTION 2: Identifying Assessment
A. Pre-Assessment:
   e. “What is a fact?” “What is an opinion?”
B. Formative
   a. Fact vs Opinion game
C. Summative
   a. My Trip Around The World Booklet
D. Adaptations for Children with Special Needs
   a. “Struggling Learners”—prompt them when they are contributing to the Fact vs. Opinion game, if necessary
   b. “High Learners”—let them elaborate on what they know about landforms and bodies of water…but don’t let them ramble on and on for too long.
   c. ADHD Students/Behavior Problem Students—make sure they are behaving throughout the lesson and paying attention. Proximity is good for this. Redirect them as necessary.
SECTION 3: Identifying Lesson Activities

A. Materials
   c. White Board Markers and Eraser
   d. Paper bag
   e. Fact vs. Opinion Game
   f. My Trip Around the World booklet for every student
   g. Magnets
   h. Pictures of landmarks
   i. Magic School Bus video

B. Procedure
   a. Students are at their desks. I say that today is our last day learning about landforms.
   b. First we will play a game with facts and opinions. Can someone tell me what a fact is? What is an opinion? Give me an example of each.
   c. Mrs. Sheaffer stands on one side of room holding “fact sign” I stand on other side with “opinion sign”
   d. When I read aloud a statement, you go to whichever you think it is.
   e. Play Game…get supplementary pictures of Hawaii, desert animals, lakes, Ohio River & Mississippi River coming together, map of Nile River, Mt. Vesuvius destroying Pompeii, mountain climbers, Grand Canyon, a different pretty canyon, Pacific Ocean and Atlantic Ocean, sledding down big hill, plains
   f. Back to our seats. Pass out “My Trip Around the World” workbook. Put your name on top. Guide students as they complete this. This will be used to assess them more summatively than the other worksheets.
   g. Watch Magic School Bus Episode “Blows Its Top”
Pictures of Materials

“Lesson 1”
“Lesson 2”

“Lesson 3”
“Lesson 3 (ctn)”
“Lesson 4”
“Lesson 4 (ctn)”

“Lesson 5”
“Lesson 5 (ctn)”
Supplementary Work

“Morning Work”

“Yellow Folder (Free Time) Work”