

Social Studies
Date: Practicum II Week 1

Grade: 1		Subject: Social Studies	
Materials: 6 copies of landform cards, task cards, dry erase markers and eraser, exit slips, writing utensil, what time is it class list, watches		Technology Needed: smart board and internet access	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals /Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 1.5.1 Identify Earth's geographical landforms islands, mountains, plains, hills, bodies of water)		Differentiation – will take place in small groups Below Proficiency: provide extra guidance, reexplaining what the specific landform is and what it looks like. Being paired in like groups by ability Above Proficiency: Being paired in like groups by ability, higher level thinking questions. "Can you tell me why?... "What if?" Approaching/Emerging Proficiency: Follow this lesson Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Landform matching cards. Globe • Auditory: Listening to teacher and having the ability to discuss with peers • Kinesthetic: moving from station to station • Tactile: playdough 	
Objective(s) By the end of this lesson a student can name and identify some of earth's geographical landforms... I can identify and describe a river I can identify and describe a lake I can identify and describe an island I can identify and describe a mountain I can identify and describe a hill Bloom's Taxonomy Cognitive Level: Remember, Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) Groupings will be made based on skill level Groups will transition when the buzzer goes off and the station has been cleaned up. The students will rotate in a clockwise rotation.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Student will clean up station before moving on to the next one. Student voices will be at a 2 when interacting with the different stations Students will follow the rules at each station Playdough: the only thing to be made at this station are landforms Globe: be gentle and don't break the globe, take turns finding and identifying different landforms Books: read quietly to yourself, sharing books if time allows Worksheets: complete the worksheets before coloring Matching: work independently as you match up the images with the definition	
Minutes	Procedures		
10	Set-up/Prep: Prepare stations		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Video about landforms – silent Youtube: https://www.youtube.com/watch?v=j1zAmlhXfKs&t=2s <i>Based on the video you just saw – what do you think we will be learning about today?</i>		
10	Explain: (concepts, procedures, vocabulary, etc.) Explain what landforms are What is a landform? A landform is a natural formation or area of land, such as a continent. They are features of the earth's surface What landforms can you find in your community? Review that a landform is a natural formation or area of land. Continents, mountains, hills, plains, and islands are just a few examples of different landforms.		

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	<p>Show the students different images of the landforms you will discuss. State the definition and point out its characteristics. Hill, Mountain, island, lake, river Mountain — An area of land that's drastically higher than the surrounding area. A mountain also has a distinct summit (top). Areas much higher than surrounding land Hill — An area of land that's somewhat higher than the surrounding land. A hill doesn't need to have a distinct summit. Lake — A body of fresh water that is relatively still Island — A small piece of land with water all around it. River — A line of water; can be curvy. Surrounded on both sides by land, and leads to a larger body of water.</p> <p>***if time allows and the students can handle it – have each of them get a white board and before showing them images of the landform, let them draw what they think it looks like.</p>
25-50	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p><i>Remember when we learned about landforms? Can anyone remember a name of a landform that we talked about?</i> Start stations – finish the next day 5 stations – 3-5 students at each station, 5-10 minutes at each station</p> <ol style="list-style-type: none"> 1. Matching - https://www.giftofcuriosity.com/montessori-landform-activities/ match each illustration to the real photograph of the landform. 1 set of landform cards 1 set of real landform cards 2. Building landforms with s - https://www.giftofcuriosity.com/montessori-landform-activities/ playdough I provided my kids with a small plastic container and some wet sand they could use to create each landform. Although this worked, I really wish I had made a batch of brown play dough for this activity instead because my kids were kind of annoyed with all the sand sticking to their hands. 1 set of landform cards. 3. Reading about landforms – Guided reading books/check out 3-5 books from the library 4. Looking at a globe - https://www.giftofcuriosity.com/montessori-landform-activities/ Using the landform fact sheet as a guide – locate these landforms on a globe. 1 set of landform cards – will work as the fact sheet 5. Formative Assessment worksheet Attached below is the worksheets. Once students have completed the both worksheets, they may color the pictures. Collect for assessment.
	<p>Review (wrap up and transition to next activity): After the last round is completed, students will clean up their station and go to the carpet for the end of the day routine.</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>A worksheet will be completed to help me understand if student can identify earth's geological landforms (lake, river, hill, mountain, island)</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>To be completed at a later date Project on landforms – students will make their own edible landscape, depicting hills, mountains, rivers, lakes, and island. The student will then present it explaining each form and why they chose to represent it the way they did.</p> <p>Summative worksheet – draw landform and write about it using descriptive words</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The stations went really well. The other adults in the room got to visit the stations with the groups and help when needed. It kind of looked like structured chaos.</p> <p>Students were really excited about each station – they were excited to complete each task and some kids got sad when I had to end it and they hadn't finished all the stations.</p> <p>Did get a little loud</p> <p>It would be cool to have another globe</p> <p>The drawing showed me they knew the landforms being taught because they drew the pictures and labeled them without me even asking</p>	

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Next time I need to add rotations up on screen and have them planned out instead of verbally telling students where to go.

Wrap it up – review knowledge – how do you know they learned something?



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ISLAND



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LAKE



MOUNTAIN

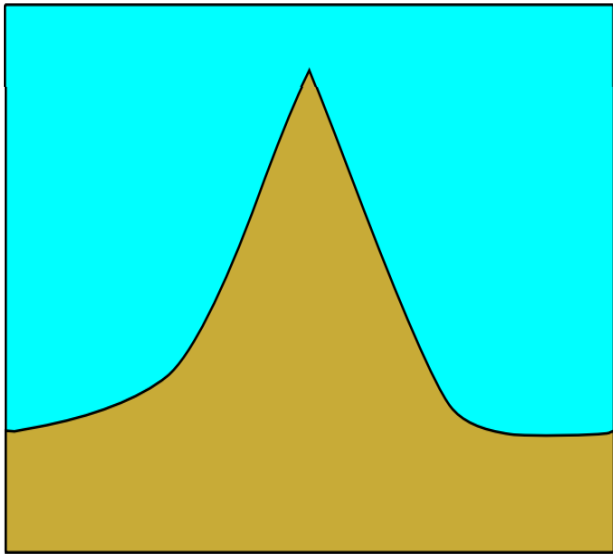


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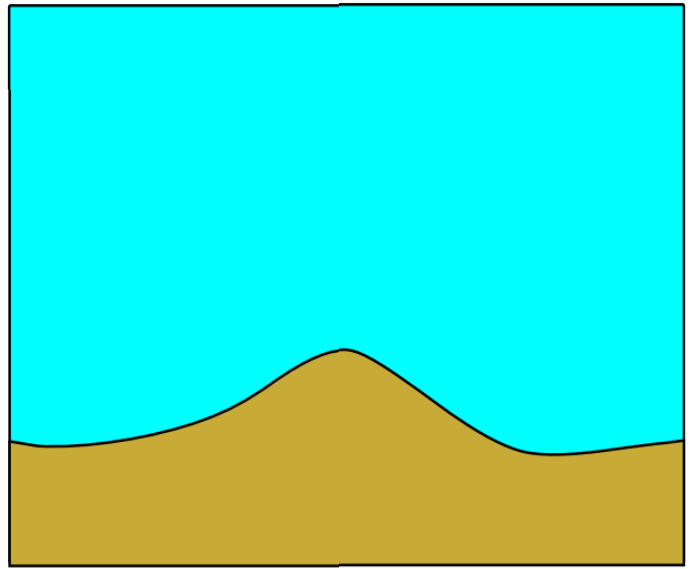
RIVER



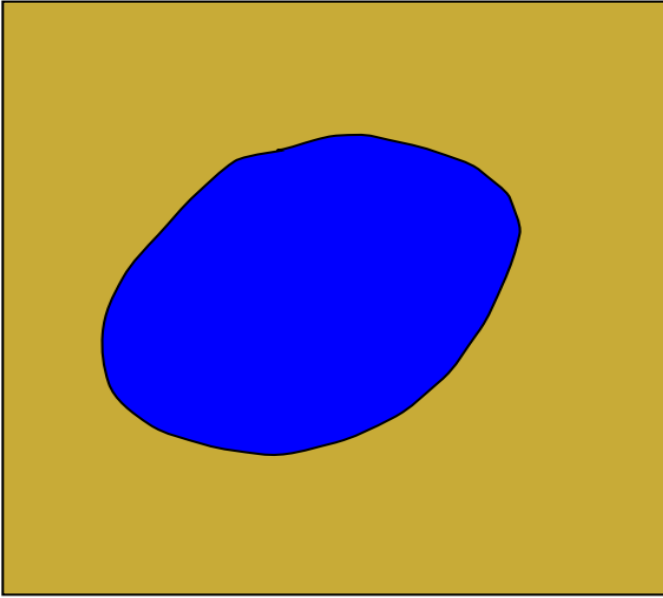
HILL



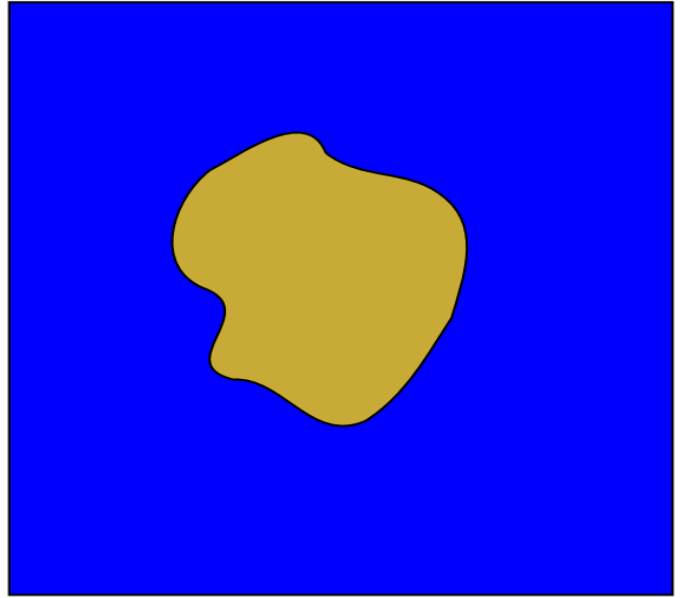
MOUNTAIN



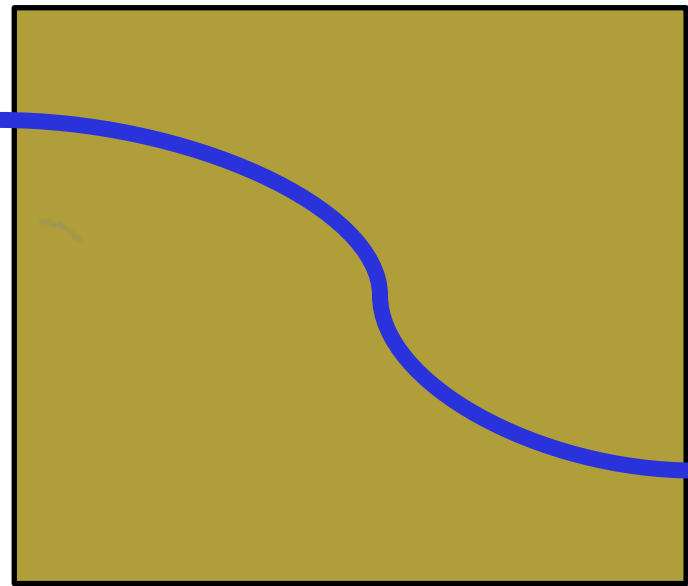
HILL



LAKE



ISLAND



RIVER

Mountain — An area of land that's drastically higher than the surrounding area. This landform also has a distinct summit (top).

Hill — An area of land that's somewhat higher than the surrounding land. This landform doesn't need to have a distinct summit.

Lake — A body of fresh water that is relatively still

Island — A small piece of land with water all around it.

River — A line of water; can be curvy. Surrounded on both sides by land, and leads to a larger body of water.

An area of land that's drastically higher than the surrounding area. This landform has a distinct summit (top)

An area of land that's somewhat higher than the surrounding land. This landform doesn't need to have a distinct summit.

A body of fresh water that is relatively still. Surrounded on all sides by land.

A small piece of land with water all around it.

A line of water; can be curvy. Surrounded on both sides by land and leads to a larger body of water.

Name: _____ Draw a line to match the
landform word to the picture.

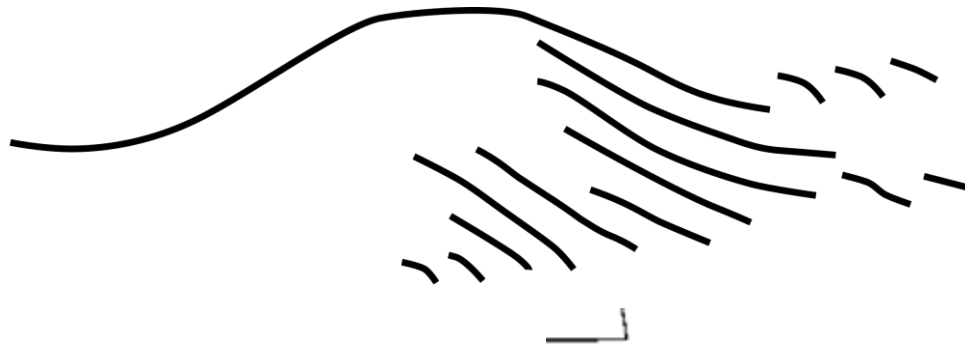
Mountain



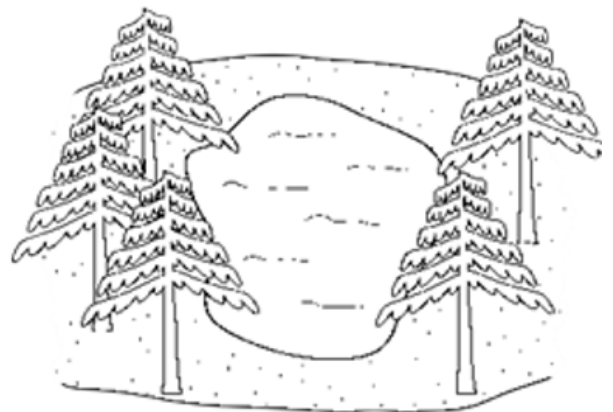
Island



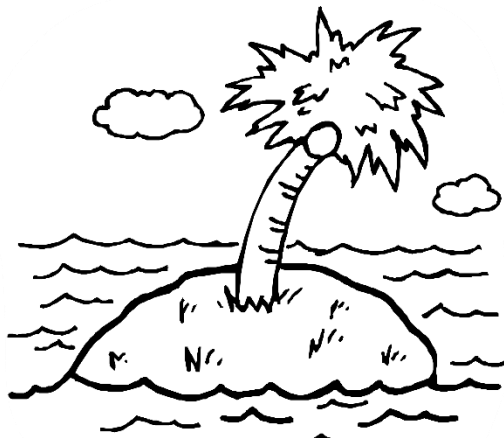
River



Lake



Hill



Name: _____ Date: _____

Landforms

Directions: Draw a picture of each landform and label. Use a landform only once

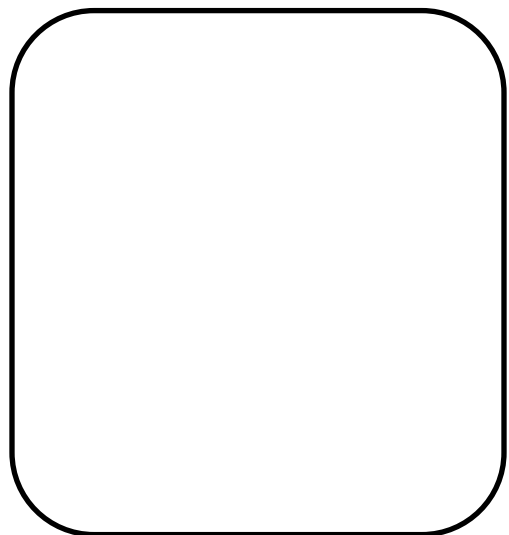
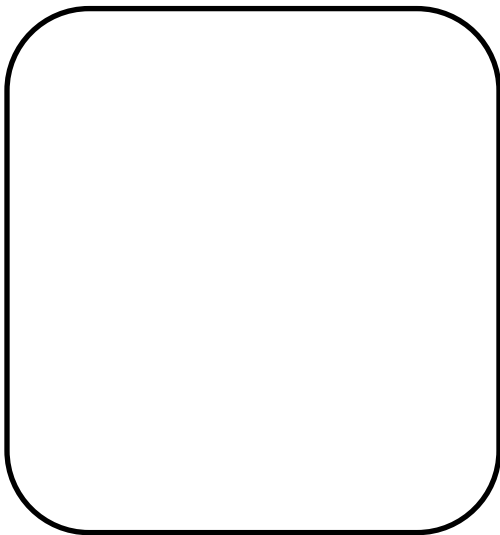
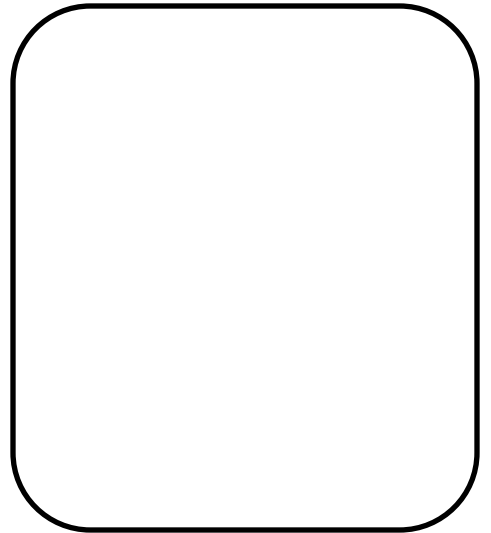
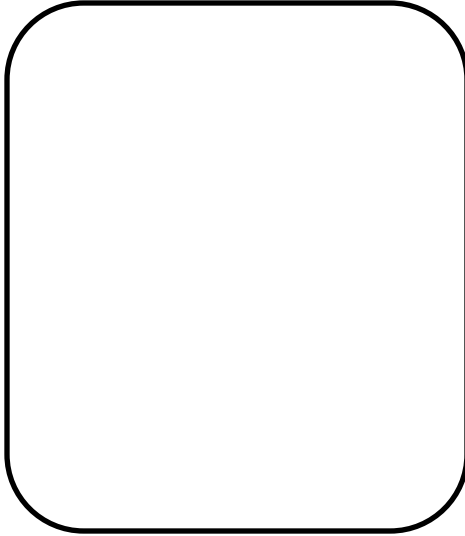
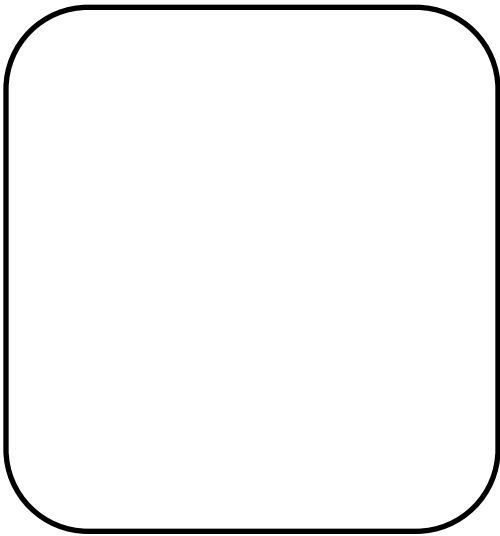
Mountain

Hill

River

Lake

Island



1.5.1 Identify Earth's geographical landforms (e.g., islands, mountains, plains, hills, bodies of water)

Name: _____ Date: _____

Landforms

Directions: Draw a picture of each landform and write one descriptive sentence.

RIVER

Write a descriptive sentence.

ISLAND

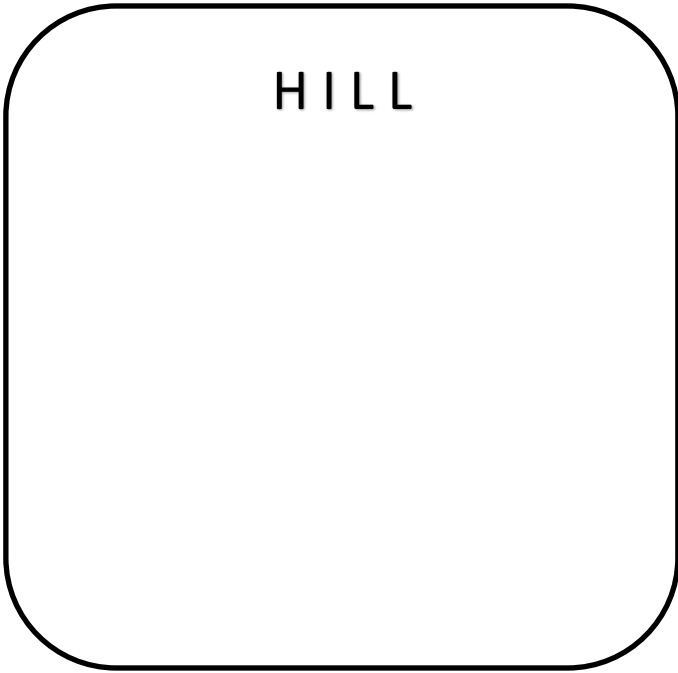
Write a descriptive sentence.

LAKE

Write a descriptive sentence.

MOUNTAIN

Write a descriptive sentence.



Write a descriptive sentence.

Criteria	Proficiency level
Correct image is drawn for the landform. Descriptive sentence accurately depicts the image	3
Correct image is drawn for the landform. Descriptive sentence partially depicts the image	2
Incorrect image is drawn for the landform. Descriptive sentence does not depict the image	1