Lesson Title: Landforms

Content Area and Grade Level: grade 2

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Brief Description of the Lesson/Unit:

Geography Evaluating knowledge of landforms and map skills

South Dakota Content Standards:

- Standard numbers and exact wording
  2.G.1.2. Students are able to use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend. (Knowledge)

- Unpacked standards (in student-friendly wording)
  Label/name/define landforms on earth and locate them on a map or globe.


Stage 1: Identify Desired Results

1. **What enduring understandings are desired?**

   How to use maps and map keys to locate landforms.

2. **What essential questions will guide this unit and focus both the teaching and the learning?**

   How will knowing various landforms help me read maps?

3. **What key knowledge and skills will students acquire as a result of this unit?**

   1. how to use a map key/legend
   2. knowledge of landforms on Earth

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?**

   Some children have traveled and visited various landforms in person such as mountains or oceans.

   A confusion of terms such as lake/river because people in Yankton use lake and river as synonyms.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. **Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):**

   Students could draw pictures or write about landforms they know about. I also like to use human continuum activity as a quick pre-assessment. Students tell why they chose to stand in that spot on the continuum. (I know a lot, I know some, I know very little)

2. **Performance Tasks:**

   taking notes and completing drawings for landform book (ocean, lake, river, island, peninsuls, hill, mountain, valley, plains, desert)

3. **Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):**

   projects

4. **Formative Assessment (Dialogues, Observations, Work Samples, etc.):**

   observation and work samples

   **Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.**

   If students are confusing island/lake when asked to locate them on a photo or map, I will know I need to reteach.

5. **Student Self-Assessment:**

   What do you really understand about landforms? What is still confusing?

6. **Attach or include specific rubrics being used for this lesson/unit:**

<table>
<thead>
<tr>
<th>(E) Expert define/identify</th>
<th>(S) Knows most of the info define/identify</th>
<th>(I) Knows some info define/identify</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 out of 10</td>
<td>8 or 9 out of 10</td>
<td>7 or less out of 10</td>
</tr>
</tbody>
</table>
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

   1. reading/discussing corresponding text book pages of landforms & water forms
   2. completing notes and drawings for a landform book
   3. map activities-locating each land & water form on a map or globe

2. Materials, Supplies, & Resources (technology & print):

   Social Studies textbook, paper, pencils, crayons, large class wall map, globe, atlas for every student

3. Classroom Management:

   large and small group activities

4. Support Services and Special Teacher Notes:

   Help students with poor fine motor skills and those who have a hard time copying print from the chalkboard.
**Stage 4 : Differentiated Instruction Strategies**

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. **Differentiated Process:**

2. **Differentiated Content:**

3. **Differentiated Product:**

   Students will choose 1 of the following:

   * Given a map/drawing point to land/water forms, name and verbally describe each one (like a tour guide)

   **Use photos of various land & water forms cut from magazines to make postcards. Write a written explanation on the back of each card.

   *** Design a map of a new country. Include as many land & water forms as you can and identify them in the map key.